# YEARLY STATUS REPORT - 2022-2023

| Part A |
|---|

| Data of the Institution |
|---|

| 1.Name of the Institution | Annasaheb Dange College of B Pharmacy, Ashta |
|---|---|
| • Name of the Head of the institution | Prof. (Dr) Mahesh Govind Saralaya |
| • Designation | Principal |
| • Does the institution function from its own campus? | Yes |
| • Phone no./Alternate phone no. | 02342241125 |
| • Mobile No: | 9265789039 |
| • Registered e-mail | principaladcbp@gmail.com |
| • Alternate e-mail | mahesh.saralayaadcbp@gmail.com |
| • Address | Near Old Air Port, A/P- Ashta, Tal - Walwa, Dist - Sangli |
| • City/Town | Ashta |
| • State/UT | Maharashtra |
| • Pin Code | 416301 |
| 2.Institutional status | |
| • Affiliated / Constitution Colleges | Affiliated College |
| • Type of Institution | Co-education |
| • Location | Rural |

| | |
|---|---|
| • Financial Status | **Self-financing** |
| • Name of the Affiliating University | **Shivaji University, Kolhapur** |
| • Name of the IQAC Coordinator | **Dr. Tamboli Ennus Tajuddin** |
| • Phone No. | **02342241125** |
| • Alternate phone No. | **02342241125** |
| • Mobile | **9654681806** |
| • IQAC e-mail address | **iqacadcbp@gmail.com** |
| • Alternate e-mail address | **tamboli.ennusadcbp@gmail.com** |
| 3.Website address (Web link of the AQAR (Previous Academic Year) | https://www.adcbp.in/ |
| 4.Whether Academic Calendar prepared during the year? | **Yes** |
| • if yes, whether it is uploaded in the Institutional website Web link: | https://www.adcbp.in/files/2-ACADEMIC-CALENDAR-2023-24.pdf |

**5.Accreditation Details**

| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
|---|---|---|---|---|---|
| **Cycle 1** | **A+** | **3.48** | **2023** | **10/06/2023** | **09/06/2028** |

| | |
|---|---|
| **6.Date of Establishment of IQAC** | **24/09/2016** |

**7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,**

| Institutional/Department /Faculty | Scheme | Funding Agency | Year of award with duration | Amount |
|---|---|---|---|---|
| **Nil** | **Nil** | **Nil** | **Nil** | **Nil** |

| | |
|---|---|
| **8.Whether composition of IQAC as per latest NAAC guidelines** | **Yes** |
| • Upload latest notification of formation of IQAC | View File |

| 9.No. of IQAC meetings held during the year | 4 | |
|---|---|---|
| • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? | Yes | |
| • If No, please upload the minutes of the meeting(s) and Action Taken Report | View File | |
| 10.Whether IQAC received funding from any of the funding agency to support its activities during the year? | No | |
| • If yes, mention the amount | | |

| 11.Significant contributions made by IQAC during the current year (maximum five bullets) |
|---|
| Efforts for holistic development of students Submission of SSR and DVV |

**12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year**

| Plan of Action | Achievements/Outcomes |
|---|---|
| Arrangement of Seminar, Workshops for students | Seminar, Workshops for students were arranged for holistic development |
| Accreditation of the Institute from NAAC or NBA | Institute got accredited by NAAC with A+ grade |

| 13.Whether the AQAR was placed before statutory body? | Yes |
|---|---|
| • Name of the statutory body | |

| Name | Date of meeting(s) |
|---|---|
| Governing body | Nil |

**14.Whether institutional data submitted to AISHE**

| Year | Date of Submission |
|------|--------------------|
| 2021-22 | 16/01/2023 |

## 15. Multidisciplinary / interdisciplinary

In response to the National Education Policy (NEP) 2020, our institute has included multidisciplinary and interdisciplinary approaches to enrich the learning experience for students. The NEP 2020 emphasises the integration of various disciplines to foster holistic education. Our college has broken down the traditional academic boundaries and encouraged collaboration with other fields such as medicine, engineering, and the basic sciences. This collaborative approach not only broadens the horizons of pharmacy students but also nurtures a comprehensive understanding of healthcare ecosystems. Furthermore, our college is incorporating interdisciplinary add on courses like Ayurvedic industry practices that address the dynamic challenges of the healthcare industry. We are developin students' critical thinking and problem-solving skills essential for a rapidly evolving healthcare landscape. The integration of technology, entrepreneurship, and healthcare ethics within the pharmacy curriculum reflects the commitment to producing well-rounded professionals capable of contributing meaningfully to the healthcare sector.

## 16. Academic bank of credits (ABC):

In the context of the National Education Policy (NEP) 2020, our college has actively embraced the concept of the Academic Bank of Credits (ABC) to enhance flexibility and facilitate a learner-centric approach. The ABC system allows students in pharmacy colleges to accumulate and transfer credits for courses across disciplines, promoting a more dynamic and personalized learning experience. Current curricula designed by PCI is in accordance with choice based credit system, enabling students to choose from a diverse range of courses beyond the traditional pharmaceutical sciences, which also fosters interdisciplinary learning. By integrating the ABC concept, our college is complying with the NEP 2020's emphasis on flexibility and choice. The ABC also favours development of well-rounded professionals equipped with a versatile skill set beyond the confines of traditional pharmaceutical education.

## 17. Skill development:

As part of its commitment to fostering comprehensive education and meeting the demands of the evolving pharmaceutical landscape, Annasaheb Dange College of B Pharmacy in Ashta has implemented a

robust skill development initiative. Recognising the importance of equipping students with practical and industry-relevant skills, the college has designed specialised programmes and workshops that go beyond the conventional curriculum. The college places a strong emphasis on hands-on training, providing state-of-the-art laboratories and cutting-edge facilities for students to gain practical experience in pharmaceutical research, quality control, and formulation development. Additionally, our college has established collaborations with industry partners to offer internships, enabling students to apply their theoretical knowledge in real-world settings.

## 18. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

The promotion of Indian culture and arts is beneficial not only to the individual but also to the country. Pharmacy is a professional course, using English as a medium of communication and conducting course work is required. The institution, on the other hand, commemorates significant dates and hosts activities in regional languages to instil a sense of regional pride. Republic Day, Independence Day, are two examples of celebrations where students are addressed in their native languages to promote the national integrity. Further, Women's Day, Traditional Day, Teachers Day, Festivals are commemorated with cultural events to bring awareness of Indian National and Regional languages, as well as the culture associated with them. Institute all religious festivals and observations are given equal importance. National commemorative days, such as Constitution Day and Yoga Day, are also observed.

## 19. Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

Annasaheb Dange College of B Pharmacy in Ashta has embraced a forward-thinking approach by emphasizing on Outcome-Based Education (OBE) to enhance the quality of its academic output. With a vision to create competent pharmacy professionals, the institution has rearranged its curriculum to align with specific learning outcomes, stressing on practical skills and application of knowledge. Through OBE, the college has established clear course outcome for each course, ensuring that students not only grasp theoretical concepts but also acquire the practical skills and competencies required in the pharmaceutical industry. The importance is given to enabling a systematic assessment of students' knowledge, skills, and attitudes. To facilitate OBE, the college has integrated innovative teaching methodologies, including case studies, industry projects, and experiential learning opportunities. Regular assessments and feedback mechanisms are implemented to track student progress and

adjust instructional strategies accordingly. By adopting an Outcome-Based Education model, Annasaheb Dange College aims to produce graduates who are not only academically proficient but also well-prepared to meet the dynamic demands of the pharmaceutical sector as well as society

**20.Distance education/online education:**

Online education has broken the geographical barriers creating interaction of experts and students from far off places. Keeping in view the convenience of the student, the various technological tools used by the faculties especially during the pandemic lockdown are Microsoft team , Zoom, Google, Webex app, using videos as teaching and learning aids, assignment, assessments and revision using ICT tools are some of the institutional efforts towards blended learning.

## Extended Profile

**1.Programme**

| 1.1 <br><br> Number of courses offered by the institution across all programs during the year | **75** |
|---|---|

| File Description | Documents |
|---|---|
| Data Template | [View File](#) |

**2.Student**

| 2.1 <br><br> Number of students during the year | **485** |
|---|---|

| File Description | Documents |
|---|---|
| Data Template | [View File](#) |

| 2.2 <br><br> Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year | **47** |
|---|---|

| File Description | Documents |
|---|---|
| Data Template | [View File](#) |

| 2.3 | **118** |
|---|---|
| Number of outgoing/ final year students during the year | |

| File Description | Documents |
|---|---|
| Data Template | View File |

## 3.Academic

| 3.1 | **28** |
|---|---|
| Number of full time teachers during the year | |

| File Description | Documents |
|---|---|
| Data Template | No File Uploaded |

| 3.2 | **28** |
|---|---|
| Number of Sanctioned posts during the year | |

| File Description | Documents |
|---|---|
| Data Template | View File |

## 4.Institution

| 4.1 | **10** |
|---|---|
| Total number of Classrooms and Seminar halls | |

| 4.2 | **64.65473** |
|---|---|
| Total expenditure excluding salary during the year (INR in lakhs) | |

| 4.3 | **52** |
|---|---|
| Total number of computers on campus for academic purposes | |

# Part B

## CURRICULAR ASPECTS

### 1.1 - Curricular Planning and Implementation

1.1.1 - The Institution ensures effective curriculum delivery through a well planned and documented process

**The institute employs a carefully designed and documented process to**

ensure the effective delivery of its curriculum. Precision is applied in executing initiatives, aiming for a smooth educational experience for students. The curriculum delivery approach is based on thorough planning that includes the latest pedagogical advancements and educational research. Each stage of the process is meticulously recorded, offering educators a comprehensive framework to follow. Instructors are provided with clearly defined guidelines and resources, cultivating a dynamic learning environment. The curriculum incorporates continuous assessment and feedback systems, allowing for timely adjustments to improve learning outcomes. Technological advancements are harnessed to support contemporary teaching methods, fostering an interactive and engaging educational atmosphere. The institution's dedication to excellence is evident in its proactive stance toward curriculum delivery, placing value on adaptability and innovation. Through this well-structured and documented process, the institution ensures that students receive a high-quality education, equipping them for the challenges presented by the constantly evolving academic and professional landscape.

| File Description | Documents |
|---|---|
| Upload relevant supporting document | View File |
| Link for Additional information | https://www.adcbp.in/files/2-ACADEMIC-CALENDAR-2023-24.pdf |

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

Our Institute strictly follows its academic schedule, carefully keeping track of various activities, including the important process of Continuous Internal Evaluation (CIE). This dedication to the established academic timeline ensures a well-structured and organized approach to education. The institute understands the importance of Continuous Internal Evaluation as a crucial part of the learning and assessment system. Following the academic calendar, the institute consistently conducts Continuous Internal Evaluation to assess students' understanding and progress. This systematic method of assessment allows teachers to regularly monitor and improve students' academic performance. Adhering to the academic calendar for CIE demonstrates the institute's commitment to maintaining a fair and consistent evaluation system, fostering a well-rounded learning experience for students. By seamlessly incorporating CIE into the academic schedule, the institute highlights the significance of continuous assessment in shaping a

**comprehensive and effective education system.**

| File Description | Documents |
|---|---|
| Upload relevant supporting documents | [View File](#) |
| Link for Additional information | https://www.adcbp.in/files/2-ACADEMIC-CALENDAR-2023-24.pdf |

| | |
|---|---|
| **1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs  Design and Development of Curriculum for Add on/ certificate/ Diploma Courses  Assessment /evaluation process of the affiliating University** | **C. Any 2 of the above** |

| File Description | Documents |
|---|---|
| Details of participation of teachers in various bodies/activities provided as a response to the metric | [View File](#) |
| Any additional information | **No File Uploaded** |

**1.2 - Academic Flexibility**

**1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented**

**1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented**

**1**

| File Description | Documents |
|---|---|
| Any additional information | [View File](#) |
| Minutes of relevant Academic Council/ BOS meetings | [View File](#) |
| Institutional data in prescribed format (Data Template) | [View File](#) |

**1.2.2 - Number of Add on /Certificate programs offered during the year**

**1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)**

**3**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Brochure or any other document relating to Add on /Certificate programs | View File |
| List of Add on /Certificate programs (Data Template ) | View File |

**1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year**

**242**

**1.2.3.1 - Number of students enrolled in subject related Certificate or Add-on programs during the year**

**242**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Details of the students enrolled in Subjects related to certificate/Add-on programs | View File |

**1.3 - Curriculum Enrichment**

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

**The programme smoothly includes cross-cutting themes important to Professional Ethics, Gender, Human Values, Environment, and Sustainability. Recognising the importance of these factors, the curriculum incorporates real-world applications, ethical issues, and a dedication to social well-being. Professional ethics are woven into the fabric of academic programmes, establishing in future professionals a sense of duty and integrity.**

**Gender perspectives are interwoven to promote inclusivity and equity, providing a diverse learning environment. Human values are**

emphasised, instilling in them a sense of empathy, honesty, and social responsibility. To create a sense of environmental responsibility and global citizenship, environmental awareness and sustainability principles are incorporated.

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum | View File |

## 1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

**28**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Programme / Curriculum/ Syllabus of the courses | View File |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | View File |
| MoU's with relevant organizations for these courses, if any | View File |
| Number of courses that include experiential learning through project work/field work/internship (Data Template) | View File |

## 1.3.3 - Number of students undertaking project work/field work/ internships

**247**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| List of programmes and number of students undertaking project work/field work/ /internships (Data Template) | View File |

**1.4 - Feedback System**

| 1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni | A. All of the above |
|---|---|

| File Description | Documents |
|---|---|
| URL for stakeholder feedback report | No File Uploaded |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload) | No File Uploaded |
| Any additional information(Upload) | View File |

| 1.4.2 - Feedback process of the Institution may be classified as follows | A. Feedback collected, analyzed and action taken and feedback available on website |
|---|---|

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| URL for feedback report | https://www.adcbp.in/b-pharmacy-feedback |

**TEACHING-LEARNING AND EVALUATION**

**2.1 - Student Enrollment and Profile**

**2.1.1 - Enrolment Number Number of students admitted during the year**

**2.1.1.1 - Number of sanctioned seats during the year**

100

| File Description | Documents |
|---|---|
| Any additional information | [View File](#) |
| Institutional data in prescribed format | [View File](#) |

## 2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)

## 2.1.2.1 - Number of actual students admitted from the reserved categories during the year

**46**

| File Description | Documents |
|---|---|
| Any additional information | [View File](#) |
| Number of seats filled against seats reserved (Data Template) | [View File](#) |

## 2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners

Annasaheb Dange College of B Pharmacy is committed to providing a holistic educational experience that caters to the diverse learning needs of our students. The institute recognizes the unique abilities and challenges of individual learners, and focuses on assessing the learning levels of students. Through formative assessments, the college identifies both advanced learners and those who may require additional support due to a slower pace of learning. For advanced learners, the college organizes special programs that are designed to challenge and enhance their academic abilities. These programs go beyond the standard curriculum, providing advanced learners with opportunities for deeper exploration and critical thinking. The institution aims to nurture and cultivate the talents of these students, preparing them for the demands of the dynamic field of pharmacy. Simultaneously, for students who may require additional support, the college implements specialized programs tailored to address their unique learning needs. These initiatives focus on personalized attention, remedial support, and alternative teaching strategies to help slow learners grasp concepts more effectively. The goal is to create an inclusive learning environment where every student can thrive and reach their full potential. In essence, Annasaheb Dange College of B Pharmacy prioritizes individualized learning approaches, ensuring that both advanced and slow learners

receive the support they need to succeed academically and contribute meaningfully to the pharmaceutical field.

| File Description | Documents |
|---|---|
| Link for additional Information | **Nil** |
| Upload any additional information | [View File](#) |

## 2.2.2 - Student- Full time teacher ratio (Data for the latest completed academic year)

| Number of Students | Number of Teachers |
|---|---|
| **485** | **29** |

| File Description | Documents |
|---|---|
| Any additional information | [View File](#) |

## 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

In ADCBP Ashta we stimulate the self-learning attitude of students by incorporating various student-centric methods in teaching methodologies. Student centric methods broadly encompass methods of teaching that shift the focus of instruction from the teacher to the student

Creation of learning environment:

To make students independent, it is necessary to provide them ample amount of knowledge resources, guidance, and support. Through the means of state of art digital library supported with access to over 900 journals, more than 4000 books and well-qualified staff we create an ecosystem of learning.

Experiential learning:

The B. pharmacy curriculum is well balanced with theory and practical subjects which fulfils the criteria of experiential learning. In addition to curriculum practices, we do arrange industrial visits, hospital visits etc which help students to experience the actual application of knowledge and practices.

**Participative learning:**

**Active learning session is the concept that we have designed and implemented for the betterment of students. Additionally, the teacher also follows a blended teaching approach for participative learning.**

**Problem-Solving Methodologies:**

**Along with the practical tasks, some case study-based problems are also assigned to the students which eventually stimulates their thought process and enhances their ability of apply of knowledge in problem solving.**

| File Description | Documents |
|---|---|
| Upload any additional information | [View File] |
| Link for additional information | **Nil** |

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

**Annasaheb Dange College of B Pharmacy is at the forefront of educational innovation by using Information andCommunication Technology (ICT) tools to enhance the teaching and learning process.**

**The institution recognizes the transformative potential of technology in education and seamlessly integrates ICT-enabled tools into its pedagogical approach. In the classroom, teachers at Annasaheb Dange College use the latest educational software, multimedia presentations, and interactive learning platforms to create an engaging and dynamic learning environment. These tools not only facilitate effective content delivery, but also accommodate different learning styles and help students clearly understand complex pharmaceutical concepts.**

**Moreover, the college emphasizes the use of online resources and databases, allowing students to access a wealth of information beyond traditional textbooks. This fosters independent research skills and keeps students well-informed of the latest developments in the pharmaceutical field. Annasaheb Dange College also use virtual labs and simulations, for providing students with practical experiences in a digital format.**

**By embracing ICT-enabled tools like Google classroom, Google forms, Google docs, sheets, slides our institute keeps pace with the technological advancements ineducation and equips students with the skills and knowledge needed for success in a digitally driven world.**

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process | https://www.adcbp.in/best-practices |

## 2.3.3 - Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year )

## 2.3.3.1 - Number of mentors

**26**

| File Description | Documents |
|---|---|
| Upload, number of students enrolled and full time teachers on roll. | [View File](#) |
| Circulars pertaining to assigning mentors to mentees | [View File](#) |
| mentor/mentee ratio | [View File](#) |

## 2.4 - Teacher Profile and Quality

## 2.4.1 - Number of full time teachers against sanctioned posts during the year

**29**

| File Description | Documents |
|---|---|
| Full time teachers and sanctioned posts for year (Data Template) | [View File](#) |
| Any additional information | [View File](#) |
| List of the faculty members authenticated by the Head of HEI | [View File](#) |

## 2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

**2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year**

**4**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year(Data Template) | View File |

**2.4.3 - Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)**

**2.4.3.1 - Total experience of full-time teachers**

**3.2**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| List of Teachers including their PAN, designation, dept. and experience details(Data Template) | View File |

**2.5 - Evaluation Process and Reforms**

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

The internal/external assessment is essential for B. Pharmacy students to check and improve their academicprogress. Internal assessment structure The internal assessment is comprised of continuous mode and sessional examinations for each theory andpractical course. Continuous mode assessment is conducted by the subject teacher through attendance, student teacher interactions and academic activities like assignments, open book tests and active learning session (student seminar). The frequency of sessional exams is two per semester per course for theory and practical separately.

External assessment (End semester University exam) structure End semester examinations for each theory and practical course are conducted by Shivaji University, Kolhapur. Transparency in

internal/external assessment For each academic year, an academic calendar is prepared which contains the tentative dates of internal assessment examination. It is communicated to teachers and students at the start of semester. Every academic year, during the orientation programme for newly admitted students, the Head of the examinationexplain the internal/external assessment mechanism to the students and parents. The timetable andassessment guidelines like marking scheme, question paper pattern etc are always informed in advanceto all faculty members and students. The subject teachers convey the syllabus for internal assessment examination to the students in advance

| File Description | Documents |
| --- | --- |
| Any additional information | [View File](#) |
| Link for additional information | Nil |

2.5.2 - Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient

Grievances in internal/external assessment Subject teachers always show the evaluated answersheets to the students after each internal exam withinstipulated time period and discuss about allotment of marks and model answer. If students have anygrievance, the subject teacher immediately resolves it and takes student's signature on assessed Answersheet. At the end of the semester, the internal assessment marks of the students are calculated by the faculty and verified with the students by taking their signature before final submission to University.

The students who are failed in end semester exam and require improvement in sessional marks or who missed the internal exams due to participation in co/extra-curricular activities or serious medical reasons are allowed to appear for re-sessional exam with prior permission. In case of university examination (External) related grievances, the students can demand for the photocopies of the answer books of any subject through online portal of Shivaji University. Students get photocopies within prescribed time, take opinion of their subject teachers and if required can apply for revaluation to the Director, Board of Evaluation & Examination, Shivaji University, Kolhapur on payment of prescribed fee. University gets the answer books revaluated by competent subject experts. The change/No change in marks are informed to the institute and student within time limit.

| File Description | Documents |
|---|---|
| Any additional information | [View File](#) |
| Link for additional information | **Nil** |

## 2.6 - Student Performance and Learning Outcomes

2.6.1 - Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

**Annasaheb Dange College of B. Pharmacy follows the outcome-based education (OBE) practice. In relation to bachelor of pharmacyprogram institute tracks a total of eleven program outcomes (POs) which are suggested by the national board of accreditation. Institute utilises various means of communication for circulation of POs among stakeholders. The POs are disseminated by through display in classrooms, laboratories, library, corridor, computer centre, common rooms and almost every possible place where student gathers on the premises.**

**POs are printed in laboratory journals, attendance sheets, and are displayed on the institute's website, so everyone will get aware of the qualities that a pharmacy graduate must have at the time of completion of the program. The course outcomes (COs) are designed by the course coordinator, for each course taught in program. COsare defined well in advance by considering the syllabus, expected skills, knowledge and cognitive levels (based on Bloom's taxonomy).**

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for Additional information | https://www.adcbp.in/outcome-based-education |
| Upload COs for all courses (exemplars from Glossary) | [View File](#) |

2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

**Evaluation of COs attainment: Course coordinator designs the assessment in relation to COs. The internal examination question paper is linked with COs and examination is conducted twice in a semester. Marks scored by the students during such examination as well as other internal continuous assessments are recorded in MS Excel software for further evaluation of CO attainment levels. For**

evaluation of COs attainment 25% weightage is given for Internal Assessment and 75% weightage is given for University Assessment. Evaluation of POs attainment: For the evaluation of the attainment of program outcome levels, several tools are utilized. As per institution policy for the overall attainment level of PO, 75% weightage is given to direct assessment tools (as per described earlier) and 25% weightage to indirect assessment tools. Indirect attainment is calculated based on several surveys and feedback. At the time of completion of the B. pharmacy program students are requested to respond to a program exit survey. The external examiner who conducts or monitors theory, practical and oral exams are requested to express their views about the pupil's performance during examinations. Similarly, the expert who has interacted with students on various topics is requested to give feedback on students' knowledge, skill and attitude. Once after completion of a minimum of three months of recruitment of graduates, the immediate supervisor/superior/manager is requested to provide feedback based on the student's performance and abilities. These all surveys and feedback keeping are considered for Indirect attainment of POs.

| File Description | Documents |
|---|---|
| Upload any additional information | **No File Uploaded** |
| Paste link for Additional information | https://www.adcbp.in/outcome-based-education |

## 2.6.3 - Pass percentage of Students during the year

## 2.6.3.1 - Total number of final year students who passed the university examination during the year

118

| File Description | Documents |
|---|---|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | View File |
| Upload any additional information | View File |
| Paste link for the annual report | Nil |

## 2.7 - Student Satisfaction Survey

**2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)**

https://www.adcbp.in/files/feedback/SSS-2022-23.pdf

**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 year (INR in Lakhs)**

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

0

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| e-copies of the grant award letters for sponsored research projects /endowments | **No File Uploaded** |
| List of endowments / projects with details of grants(Data Template) | View File |

**3.1.2 - Number of departments having Research projects funded by government and non government agencies during the year**

**3.1.2.1 - Number of departments having Research projects funded by government and non-government agencies during the year**

0

| File Description | Documents |
|---|---|
| List of research projects and funding details (Data Template) | View File |
| Any additional information | **No File Uploaded** |
| Supporting document from Funding Agency | **No File Uploaded** |
| Paste link to funding agency website | **Nil** |

**3.1.3 - Number of Seminars/conferences/workshops conducted by the institution during the year**

**3.1.3.1 - Total number of Seminars/conferences/workshops conducted by the institution during**

**the year**

18

| File Description | Documents |
|---|---|
| Report of the event | View File |
| Any additional information | View File |
| List of workshops/seminars during last 5 years (Data Template) | View File |

## 3.2 - Research Publications and Awards

**3.2.1 - Number of papers published per teacher in the Journals notified on UGC website during the year**

**3.2.1.1 - Number of research papers in the Journals notified on UGC website during the year**

9

| File Description | Documents |
|---|---|
| Any additional information | View File |
| List of research papers by title, author, department, name and year of publication (Data Template) | View File |

**3.2.2 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year**

**3.2.2.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings during the year**

13

| File Description | Documents |
|---|---|
| Any additional information | View File |
| List books and chapters edited volumes/ books published (Data Template) | View File |

## 3.3 - Extension Activities

3.3.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

Annasaheb Dange College of B. Pharmacy, Ashta comprises one Social & Extension Activity Cell &National Service Scheme unit (NSS) approved and affiliated with Shivaji University, Kolhapur. The overall objective of our units is to understand and identify the local community needs and work to dole out and resolve the same to uplift the community. It is a student-centered program in which NSS volunteers serve in close collaboration with various Government bodies and non-government organizations to lift the deprived local community.

Campus work: Initially NSS volunteers are allowed to involve in the projects undertaken for the benefitof the institution and the students concerned. Such projects cover the development of health care, tree plantation on the premises, awareness programs on smoking cessation, AIDS, blood donation camps, health exhibitions, vaccination drive, TB Day, Malaria Day, Cancer Day, Dengue Day, National youth day, Women's day, Hb & Blood test and Mega Medical camp inside the campus. The NSS volunteers may work on campus projects for not exceeding 30 hours in a year. Free Health check-up campaigns for blood sugar, cholesterol level, calcium level & blood pressure were organized occasionally through this unit as a part of community service at Annasaheb Dange College of B Pharmacy, Ashta with the collaboration of Annasaheb Dange Ayurved Mahavidyalay, Ashta, Grampanchayat Mirajwadi, & Primary Health Care Centre, Ashta

| File Description | Documents |
|---|---|
| Paste link for additional information | https://drive.google.com/file/d/15sJsGl2atwf CZO67nSAjZEaXT8ATsL7n/view?usp=drive_link |
| Upload any additional information | View File |

**3.3.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year**

**3.3.2.1 - Total number of awards and recognition received for extension activities from Government/ government recognized bodies during the year**

17

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Number of awards for extension activities in last 5 year(Data Template) | View File |
| e-copy of the award letters | View File |

**3.3.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., ( including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs ) during the year**

**3.3.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year**

**19**

| File Description | Documents |
|---|---|
| Reports of the event organized | View File |
| Any additional information | View File |
| Number of extension and outreach Programmes conducted with industry, community etc for the last year (Data Template) | View File |

**3.3.4 - Number of students participating in extension activities at 3.3.3. above during the year**

**3.3.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year**

**1783**

| File Description | Documents |
|---|---|
| Report of the event | View File |
| Any additional information | View File |
| Number of students participating in extension activities with Govt. or NGO etc (Data Template) | View File |

**3.4 - Collaboration**

**3.4.1 - The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research etc during the year**

**19**

| File Description | Documents |
|---|---|
| e-copies of linkage related Document | View File |
| Details of linkages with institutions/industries for internship (Data Template) | View File |
| Any additional information | **No File Uploaded** |

**3.4.2 - Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the year**

**3.4.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. during the year**

**20**

| File Description | Documents |
|---|---|
| e-Copies of the MoUs with institution./ industry/corporate houses | View File |
| Any additional information | **No File Uploaded** |
| Details of functional MoUs with institutions of national, international importance, other universities etc during the year | View File |

**INFRASTRUCTURE AND LEARNING RESOURCES**

**4.1 - Physical Facilities**

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

**The College provides a state of the art infrastructure that gives the students excellent learning opportunityas it is critically related to the vision of our college and hence the facilities provided are beyond the requirements of AICTE in order to implement the plans and achieve desired goals. The college campus contains a playground, sports complex, hostel, and mess that are all well-equipped. On the campus, the institute includes services like a**

Xerox, a stationary and health store, and an ATM.

**Classrooms:**

The institute provides six classrooms equipped with LCD projectors, Wi-Fi, and LAN facilities, and above all, ADCBP teachers make the classroom experience highly educational. The institute has three tutorial rooms. The designs and concepts of the rooms have ensured natural soundproofing and clear visibility for all. A notice board is displayed in every classroom, which keeps students informed about their daily schedule and time-to-time communication from their class teacher and college authorities.

**Laboratories:**

The College has adequate laboratories to perform practicals of various courses. All laboratories are equipped with a preparation room and chemical storage area. Instrumentation Room: An analytical instrumentation facility has been created with the objective of supporting research. Many sophisticated instruments like Fourier transform infrared spectrophotometer; high-performance liquid chromatography (HPLC), UV-visible spectrophotometer, etc. are available.

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional information | https://www.adcbp.in/classroom |

4.1.2 - The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

**Cultural Activities:**

Besides academic pursuit, we encourage students to develop an all-round personality.The student members of Gymkhana are engaged in the planning and execution of various cultural activities under the direction of the faculty in charge.

**Sports Facilities:**

The institute encourages the students to inculcate health awareness in them and provides facilities for indoor games. The institute has playgrounds for cricket, Badminton, Kabaddi and Volleyball. Besides

a ground for athletics events a is also available.

Gymnasium:

The institute features a well-equipped gym with equipment like a tread mill, an elliptical trainer, leg extensions, weights, etc. The students, or gymkhana members, are active there.

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](View File) |
| Paste link for additional information | [https://www.adcbp.in/gym-and-sports](https://www.adcbp.in/gym-and-sports) |

## 4.1.3 - Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.

07

## 4.1.3.1 - Number of classrooms and seminar halls with ICT facilities

07

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](View File) |
| Paste link for additional information | [https://www.adcbp.in/classroom](https://www.adcbp.in/classroom) |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | [View File](View File) |

## 4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

## 4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

271.84560

| File Description | Documents |
|---|---|
| Upload any additional information | **No File Uploaded** |
| Upload audited utilization statements | [View File](#) |
| Upload Details of budget allocation, excluding salary during the year (Data Template) | [View File](#) |

## 4.2 - Library as a Learning Resource

4.2.1 - Library is automated using Integrated Library Management System (ILMS)

**The library is the resource hub for knowledge Library is fully automated and installed with Integrated Library software like Vidyasagar v4.0.Management System and ADCBP Library for smooth working of library that includes accessioning, issue return, OPAC, data generation, stock verification. OPAC (Online Public Access Catalogue) facility is made available through Library Management Software to search the bibliographical details about the collections. OPAC computerized system is provided to the students, which facilitates them to have a glance at number of books available, number of issued books, new books added to the list which helps them to issue the correct book. All the books in library are barcoded. These barcodes are generated through LMS and printed on labels. In LMS, whenever a student returns or issue book, system fetches barcode number and make entry of book in computer systematically. Library is fully computerized and provides Web OPAC and Mobile OPAC facility to all readers. CCTV cameras are also fixed in library for strict surveillance.**

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for Additional Information | [https://www.adcbp.in/library](https://www.adcbp.in/library) |

| **4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources** | **A. Any 4 or more of the above** |
|---|---|
| | |

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template) | View File |

**4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)**

**4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)**

**10.86933**

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| Audited statements of accounts | View File |
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) | View File |

**4.2.4 - Number per day usage of library by teachers and students ( foot falls and login data for online access) (Data for the latest completed academic year)**

**4.2.4.1 - Number of teachers and students using library per day over last one year**

**127**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Details of library usage by teachers and students | View File |

**4.3 - IT Infrastructure**

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

**Annasaheb Dange college of B Pharmacy, Ashta is committed to provide secure and sophisticated Information Technology Infrastructure in the campus in terms of hardware, software, and internet facilities. IT policy Ensures proper access to and usage of IT resources and prevent their misuse. Maintains, Secures, and ensures legal and**

**appropriate use of IT infrastructure in the campus**

1. Computer labs sufficient desktops to easily access and utilize by students to computer ratio is 1:08.
2. Network Internet Connection with 500 MBPS Bandwidth of dedicated Lease and Wi-Fi system with a 200-user capacity support all the computers.
3. There are nine printers (five scanners), one photocopier, five LCDs, four of which are in classrooms, and one of which is in a boardroom.
4. There are 16 network video recorder cameras, 7 digital video recorder cameras, and nine closed circuit television cameras (CCTV) spread across the campus and classrooms (NVR).
5. language lab has 20 systems equipped with licensed Biyani technology. It is also supplemented with software and digitized audio-video resources.
6. Dell Sonic Wall network security for Windows and Endpoint Security antivirus to combat malware/virus issues. All PCs have Quick Heal Endpoint Security installed

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](View File) |
| Paste link for additional information | **Nil** |

## 4.3.2 - Number of Computers

**52**

| File Description | Documents |
|---|---|
| Upload any additional information | **No File Uploaded** |
| Student – computer ratio | [View File](View File) |

## 4.3.3 - Bandwidth of internet connection in the Institution

A. ? 50MBPS

| File Description | Documents |
|---|---|
| Upload any additional Information | [View File](View File) |
| Details of available bandwidth of internet connection in the Institution | **No File Uploaded** |

**4.4 - Maintenance of Campus Infrastructure**

**4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)**

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

97.61782

| File Description | Documents |
|---|---|
| Upload any additional information | No File Uploaded |
| Audited statements of accounts. | View File |
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | View File |

4.4.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Maintenance of Network Infrastructure & IT Support:

The System analyst and their team are responsible for overseeing the maintenance of network infrastructure and other IT-related equipment. They ensure the proper functioning and upkeep of IT resources within the organization.

Maintenance of Buildings and Infrastructure:

The Santha takes charge of maintaining buildings and associated areas. The maintenance staff, comprising electricians, carpenters, plumbers, and other service personnel, collaborates under the supervision to ensure the structural integrity and functionality of the facilities.

Library Maintenance:

The library operates on a fully digitized system, remaining accessible beyond regular class hours. It features computer terminals with internet access and spacious reading areas. Regular updates on new additions to the library's collection are consistently provided.

Sports and Games:

The physical director is accountable for all repairs related to sports equipment and courts. Ensuring the proper daily maintenance of courts is part of his responsibilities, and he collaborates with the maintenance staff to achieve this goal.

Electrical Facilities:

A electricians are accessible 24/7 to promptly attend to power breakdowns. The Electrical Engineering department oversees the services of these electricians, conducting regular inspections in classrooms and across the campus to verify that all electrical fittings are in optimal condition.

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

### 5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

### 5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

396

| File Description | Documents |
|---|---|
| Upload self attested letter with the list of students sanctioned scholarship | View File |
| Upload any additional information | View File |
| Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template) | View File |

### 5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

### 5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the

**institution / non- government agencies during the year**

0

| File Description | Documents |
|---|---|
| Upload any additional information | **No File Uploaded** |
| Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template) | View File |

| 5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills | **A. All of the above** |
|---|---|

| File Description | Documents |
|---|---|
| Link to institutional website | https://drive.google.com/file/d/1S1ibsClqXaO wybilsQeyklzO8OD-a-zX/view?usp=drive_link |
| Any additional information | View File |
| Details of capability building and skills enhancement initiatives (Data Template) | View File |

**5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year**

412

**5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year**

412

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template) | View File |

| **5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees** | A. All of the above |
|---|---|

| File Description | Documents |
|---|---|
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | View File |
| Upload any additional information | **No File Uploaded** |
| Details of student grievances including sexual harassment and ragging cases | View File |

## 5.2 - Student Progression

### 5.2.1 - Number of placement of outgoing students during the year

### 5.2.1.1 - Number of outgoing students placed during the year

**40**

| File Description | Documents |
|---|---|
| Self-attested list of students placed | View File |
| Upload any additional information | View File |

**5.2.2 - Number of students progressing to higher education during the year**

**5.2.2.1 - Number of outgoing student progression to higher education**

**32**

| File Description | Documents |
| --- | --- |
| Upload supporting data for student/alumni | **No File Uploaded** |
| Any additional information | **No File Uploaded** |
| Details of student progression to higher education | <u>View File</u> |

**5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)**

**5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year**

**25**

| File Description | Documents |
| --- | --- |
| Upload supporting data for the same | <u>View File</u> |
| Any additional information | <u>View File</u> |

**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 year**

**5.3.1.1 - 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 year.**

**8**

| File Description | Documents |
|---|---|
| e-copies of award letters and certificates | **No File Uploaded** |
| Any additional information | **No File Uploaded** |
| Number of awards/medals for outstanding performance in sports/cultural activities at univer sity/state/national/international level (During the year) (Data Template) | View File |

5.3.2 - Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms )

**Student engagement can promote social learning which is quite impactful andproductive. Following are the various committees that having the involvement of the students as a member of committee. ? Ant ragging Committee ? Grievance and Redressal Committee ? Internal Complaints Committee ? SAPA and EPSA ? Student Counselling cell ? Competitive examination and career guidance cell ? Co-curricular activities cell ? National Service Scheme ? Training and Placement Cell ? Institutions Innovation Council ? Gender sensitization cell ? SC/ST cell ? Cell for oversea higher education The involvement of students in various committees aimed to overall andholistic development of the students. They learn and acquire various skills like management, leadership, creative and critical thinking, social bonding, confidence, logical thinking as well. Some of the committees are made for the students and worked by the students like SAPA (Students Assembly of Pharma Accelerators) and EPSA (Emerging Pharmacist Students Association). Student able to interact with their classmates and other fellow students about any organization of event or any grievance or about any issue that can be handled and solved easily.**

| File Description | Documents |
|---|---|
| Paste link for additional information | https://www.adcbp.in/b-pharmacy-students |
| Upload any additional information | View File |

**5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)**

**5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year**

13

| File Description | Documents |
| --- | --- |
| Report of the event | **No File Uploaded** |
| Upload any additional information | **No File Uploaded** |
| Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template) | [View File](#) |

## 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

Alumni are the real well-wishers and remarkable stakeholder of the college. With the motto of connectingthe pass out students of our institute, the alumni association of Annasaheb Dange College of B.Pharmacy, Ashta came into existence in the year 2019-2020 and registered as Annasaheb Dange College of B.Pharmacy Alumni Association, Ashta, Tal-walwa, Dist – Sangli Registration No. Sangli/0000054/2022. Alumni WhatsApp groups, Email id, mobile numbers are available to connect with the alumni. The alumni association act as bridge between college life and career life of students.Alumni have in fact educated current students about the demands of the industry and how to meet them through personal interactions, guest lectures, etc.

Alumni Interaction: Alumni association has initiated alumni interaction. Alumni member of the institute interacts with the current students of the institute to guide on various career opportunities and preparation of competitive exams. The qualified alumni share their knowledge with the students for their benefit in the preparation of competitive exams like GPAT.

Training and Career guidance: The alumni members are actively involved in providing various trainingand career guidance sessions to the students. Alumni members assist students in these interactions by assisting them with interview preparation, which

**benefits them during their campus placement.**

**Placement Assistance: The alumni members share information related to vacancy positions and also provide the assistance in arranging various campus interviews. Due to such assistance the overall institute student placement enhanced.**

| File Description | Documents |
|---|---|
| Paste link for additional information | **Nil** |
| Upload any additional information | [View File](#) |

| 5.4.2 - Alumni contribution during the year (INR in Lakhs) | **E. <1Lakhs** |
|---|---|

| File Description | Documents |
|---|---|
| Upload any additional information | **No File Uploaded** |

**GOVERNANCE, LEADERSHIP AND MANAGEMENT**

**6.1 - Institutional Vision and Leadership**

6.1.1 - The governance of the institution is reflective of and in tune with the vision and mission of the institution

**Annasaheb Dange College of B Pharmacy is one of the foremost technical Institutes in Western Maharashtra, started in 2016 with aim to create competent pharmacy professionals who can contribute for the healthcare system of society. To fulfil its vision, institute offers a B.Pharm. and a D. Pharm. program. In keeping with its objective of providing the best possible pharmaceutical education, the institute works in compliance with guidelines and norms of statutory regulatory agencies and its affiliated universities.**

**ADCBP has a well-defined organisational structure led by a governing body. GB entrusts institute's strategic direction, ensures that its policies remain aligned with its vision and mission, and monitors the institute's and its stakeholders' quality and progress. The service rules, recruitment process, roles and responsibilities, and code of conduct are clearly defined. The principal acts as a leader to disseminate the policy down the line and promote comprehensive development of instructional policies through monitoring, development, leadership, and visionary duties.**

**The institute has constituted different academic and administrative committees for the smooth functioning of different activities in connection with vision and mission of the institute. The staff and students are represented on these committees. Regular meetings of committees are conducted and decisions are implemented.**

| File Description | Documents |
|---|---|
| Paste link for additional information | **Nil** |
| Upload any additional information | [View File]() |

6.1.2 - The effective leadership is visible in various institutional practices such as decentralization and participative management.

**The institution promotes a culture of decentralisation and participative management that involves all types of stakeholders in the process of decision making. The top management gives freedom and flexibility to the principal and IQAC to lead all academic and administrative activities of the institute. The management of the institution encourages the stakeholders to share their ideas, opinions, and suggestions through the proper channels. The input received from various committees and the feedback analysis are considered for future decision-making**

**The administrative and academic duties are controlled by the principal of the institute. Vice Principal (Administration) monitors and assists in the completion of administrative work to maintain an efficient operational pattern.**

**The vice principal (academics) ensures proper implementation of the academic calendar and monitors the progress of class work, syllabus coverage, student mentoring, and directing and supervising student activity programs. HODs are given specific duties and responsibilities to attend to the day-to-day routine work of their department and also ensure the smooth functioning of the department's activities. Every faculty member is involved in various academic, curricular, extracurricular, and administrative activities.**

| File Description | Documents |
| --- | --- |
| Paste link for additional information | **Nil** |
| Upload any additional information | View File |

## 6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

**The institute stands with the regulations and norms of the Pharmacy Council of India (PCI), All India Council for Technical Education (AICTE) and Shivaji University, Kolhapur (SUK) The developed perspective plan is set to achieve the goals in accordance with the policies of above agencies. To achieve the goals and objectives of the institute, institute has prepared Perspective Plan 2022-2027. The said plan has the Execution approaches and Measurable attributes of different strategies planned as mentioned below,**

**1. Uplifting the infrastructure, facilities and resources to improve research and development activities amongst the faculty and graduates**

**2. Implementation of novelty in the delivery of pharmacy education to achieve the target**

**3. Amplification of current educational practices with respect to skill development among the students.**

**4. Strengthening collaboration with industry – academic organizations**

**5. Promotion social and outreach activities.**

**6. Mould towards the institute's revenue base**

**7. Promote leadership opportunities for faculty and students**

**8. Elevate the institute's standing at National and International level**

**The Perspective Plan and deployment documents were available on the institutional website. The IQAC conductes regular meetings of different committees and decisions are taken unanimously. These decisions are implemented by the staff members for the overall**

**development of the students and institute.**

| File Description | Documents |
|---|---|
| Strategic Plan and deployment documents on the website | [View File](#) |
| Paste link for additional information | https://www.adcbp.in/uploads/download/170470 2942.pdf |
| Upload any additional information | [View File](#) |

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

**ADCBP has well defined organization structure lead by the board of governance. The institute has constituted a college development committee (CDC) who prepares an overall comprehensive development plan of the college regarding academic, administrative and infrastructural growth. The service rules, recruitment process, role and responsibilities and code of conduct are clearly defined some of them are as follows,**

**The principal acts as a leader to disseminate the policy down the line and promote the comprehensive development of the instructional policies through the monitoring, development, leadership and visionary duties.**

**Vice principal administration engages in general administration and overall monitoring and execution of administrative work assigned. He monitors all the records and documents maintained by respective administrative personnel.**

**Vice Principal academics is engaged in academic planning, its monitoring and execution, establishing purposeful mentor-mentee relationship and encouraging academic activities.**

**Head of the departments plans the academic activities of the respective department, convene departmental staff meetings, instruct the laboratory technicians for the verification of stock and students towards research proposals. HOD also engages in organization of need based departmental workshops/ seminars/ symposia/ visits/ excursions etc.**

**Examination incharge along with examination personnel monitor and execute all examination related activities and smooth conduct of all**

**types of examinations in the institute.**

**The institutional strategic plans are driven through the various academic and administrative committees under the leadership of the principal. Some of them are as follows:**

| File Description | Documents |
|---|---|
| Paste link for additional information | https://www.adcbp.in/files/approvals/Employee-Service-Rules.pdf |
| Link to Organogram of the Institution webpage | https://www.adcbp.in/organogram |
| Upload any additional information | View File |

| **6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination** | A. All of the above |
|---|---|

| File Description | Documents |
|---|---|
| ERP (Enterprise Resource Planning)Document | View File |
| Screen shots of user interfaces | View File |
| Any additional information | View File |
| Details of implementation of e-governance in areas of operation, Administration etc (Data Template) | View File |

## 6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non- teaching staff

**Effective welfare measures:**

**The institute provides a variety of welfare measures to teaching and non-teaching faculty members in recognition of their service and dedication. The teachers can obtain a loan at a low interest-rate and receive dividends for timely Pathsanstha membership. Every year, medical leave are granted in case of an emergency to faculties. Additionally, faculty members are granted special leaves and duty leaves to support their research, higher education, exams, and**

**improvements. Female faculty members who have worked for the institute for two years are also eligible for maternity leave. Benefits such as employment provident funds, on-campus health center amenities, and conference attendance financial assistance are also given to faculty members. Each year, faculty members who earn patents publish books, or complete doctorates are getting rewarded with cash prizes and certificates.**

| File Description | Documents |
|---|---|
| Paste link for additional information | **Nil** |
| Upload any additional information | [View File](#) |

**6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year**

**6.3.2.1 - Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the year**

**1**

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template) | [View File](#) |

**6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year**

**6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year**

**5**

| File Description | Documents |
|---|---|
| Reports of the Human Resource Development Centres (UGCASC or other relevant centres). | **No File Uploaded** |
| Reports of Academic Staff College or similar centers | View File |
| Upload any additional information | View File |
| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template) | View File |

**6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)**

**6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year**

**25**

| File Description | Documents |
|---|---|
| IQAC report summary | **No File Uploaded** |
| Reports of the Human Resource Development Centres (UGCASC or other relevant centers) | **No File Uploaded** |
| Upload any additional information | View File |
| Details of teachers attending professional development programmes during the year (Data Template) | View File |

6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff

**Teaching Staff**

**To provide systematic employee evaluation across multiple performance dimensions and to improve quality, a performance appraisal system for teaching and non-teaching staff has been established. Improvements in faculty qualifications, involvement in**

FDP/SDP/training, seminars, conferences, and workshops, acting as a resource person, externally funded projects, consulting work, publications, patents, and portfolio activities, Teaching-Learning Process, Feedback, Departmental Activities, Institute level Activities, Research and Development, Extension Activities, and Online Courses (MOOCs) are all included in the performance appraisal for teaching staff. The faculty completes this report each year and submits it to higher authorities. A higher authority reviews documentation based on the information that each faculty member provides, and recommendations are made to the faculty according to their performance.

Non-teaching staff:

Non-teaching staff performance is evaluated based on their understanding of responsibilities, duties, their execution, advancement of knowledge, technical abilities, behavior with colleagues, students, and teachers, punctuality, attendance, accuracy, tidiness of work, and discipline. They must complete a performance appraisal form each year and submit it to the Head of the Department. The head of the department forwards the form to the head of the institution for evaluation. The head of the institute presents his confidential report and submits it to management for further action.

| File Description | Documents |
|---|---|
| Paste link for additional information | Nil |
| Upload any additional information | View File |

## 6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

The Institution has an efficient mechanism of internal and external auditing in accordance with the auditing standards generally accepted in India. Accounts and finance officer monitors the accounts and procedures of internal control of finance on a day to day basis. The submission of tax payments and income tax returns are being carried out regularly each year. Institute prepares books of accounts as per statutory requirement and maintains properly. The Balance sheet and Income and Expenditure account referred in agreement with books of account are prepared and maintained.

Internal audit is carried out by the internal auditor appointed by the parent organization i.e. Sant Dnyaneshwar Sanstha, Islampur ever quarterly. External audit of accounts of the institute are carried out at the end of the each financial year as perthe government rules by competent and registered Chartered Accountants appointed by parent organization- Sant Dnyaneshwar Shikshan Sanstha, Islampur. The audit includes examining on test check basis, evidence supporting the amount and disclosures in the financial statements, assessing the accounting principles used and significant estimate made by the management as well as evaluating the overall financial statements presented.There are no any audit objections as the institution follows a good system of internal controls likecalling quotations, comparison of rates, preparation of purchase order etc., an approvals at every stage of such implementation and due verification of goods and services that are obtained after delivery or completion of works.

| File Description | Documents |
|---|---|
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

**6.4.2 - Funds / Grants received from non-government bodies, individuals, philanthropers during the year (not covered in Criterion III)**

**6.4.2.1 - Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)**

00

| File Description | Documents |
|---|---|
| Annual statements of accounts | No File Uploaded |
| Any additional information | No File Uploaded |
| Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template) | View File |

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

Annasaheb Dange College of B Pharmacy Ashta conducts frequent internal and external financial audits to maintain transparency and compliance. Internal audits are conducted by an independent team

inside the institution to analyse financial procedures, controls, and compliance to budget management, spending, and risk assessment rules. External audits, carried out by an authorised external auditing firm, provide a neutral assessment of financial statements and assure compliance with regulatory standards, promoting accountability to stakeholders and regulators. To resolve audit objections, our college has a structured procedure in place. This includes a full inquiry, documentation, and resolution within a specific timeline. Management reviews the process, identifies root reasons, implements remedial steps, and monitors effectiveness.

Through this technique, Annasaheb Dange College of B Pharmacy Ashta maintains financial integrity and fosters trust among its stakeholders.

| File Description | Documents |
|---|---|
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

## 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

The Internal Quality Assurance Cell (IQAC) at Annasaheb Dange College of B Pharmacy has played a pivotal role in institutionalizing quality assurance strategies and processes. Established with a commitment to initiate and sustain the quality of culture, through periodic monitoring of academic and administrative activities the IQAC has emerged as a driving force for continuous improvement within the institution.

The IQAC has implemented a range of initiatives aimed at fostering academic excellence, research, and overall institutional development. It has been instrumental in streamlining assessment and accreditation processes, ensuring compliance with regulatory bodies, and promoting a culture of self-evaluation and accountability.

The IQAC has actively engaged with faculty, students, and other stakeholders to gather feedback and identify areas for improvement. It has facilitated the development and implementation of innovative teaching methodologies, encouraged research and development activities, and promoted a student-centric learning environment.

Furthermore, the IQAC has played a vital role in organizing workshops, seminars, and training programs to enhance the professional development of faculty members, thereby contributing to the overall competence of the academic community.

| File Description | Documents |
|---|---|
| Paste link for additional information | https://www.adcbp.in/iqac |
| Upload any additional information | View File |

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

The Internal Quality Assurance Cell (IQAC) at Annasaheb Dange College of B Pharmacy serves as a proactive and systematic entity dedicated to the recurrent assessment and improvement of the institution's teaching-learning processes, operational methodologies, and learning outcomes. In strict accordance with established norms and guidelines, the IQAC plays a pivotal role in meticulously reviewing the dynamics of education within the college. The IQAC systematically evaluates the teaching-learning processes, via observing into pedagogical approaches, curriculum design, and overall instructional effectiveness. Through feedback mechanismsthe IQAC identifies areas of strength and opportunities for refinement, contributing to a more effective and engaging educational experience for students.

Simultaneously, the IQAC critically examines the structures and methods of operations ofadministrative procedures and ensure institutional policies are followed at each step. This comprehensive scrutiny enhances the efficiency and effectiveness of the college's operational framework, promoting a healthy environment for teaching, learning, and research.

At the same time, the IQAC records incremental improvements in various activities, fostering a culture of continuous enhancement. This commitment ensures that positive changes are not only implemented but also documented and acknowledged. The IQAC at Annasaheb Dange College of B Pharmacy stands as a cornerstone for institutional improvement.

| File Description | Documents |
|---|---|
| Paste link for additional information | https://www.adcbp.in/b-pharmacy-feedback |
| Upload any additional information | View File |

| 6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA) | A. All of the above |
|---|---|

| File Description | Documents |
|---|---|
| Paste web link of Annual reports of Institution | Nil |
| Upload e-copies of the accreditations and certifications | View File |
| Upload any additional information | View File |
| Upload details of Quality assurance initiatives of the institution (Data Template) | View File |

## INSTITUTIONAL VALUES AND BEST PRACTICES

## 7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

In our dedicated pursuit of gender sensitization, we've implemented a comprehensive range of initiatives aimed at ensuring the safety, well-being, and inclusivity of both students and faculty. Robust safety measures have been meticulously put in place, fostering a secure environment that not only prioritizes personal safety but also cultivates a space conducive to robust academic and personal growth. Recognizing the paramount importance of mental health, readily available counselling services are offered, providing the necessary support and promoting resilience for holistic individual development.

Our campus is not only functionally equipped but also aesthetically enriched with thoughtfully designed common rooms. These spaces serve as inclusive hubs where students and faculty, irrespective of gender, can seamlessly interact, collaborate, and actively participate in activities that foster a strong sense of community. Beyond the confines of physical spaces, our institutional culture is deeply rooted in core values of equality, respect, and profound understanding.

To further elevate awareness, we actively host and organize various competitions and insightful lectures. These engaging events serve as dynamic platforms to educate and captivate our community, stimulating meaningful dialogue and raising consciousness on critical gender-related issues. Through the seamless integration of these diverse and purposeful efforts, our overarching aim is to create an educational environment that not only recognizes individual needs but actively addresses them, fostering an atmosphere where everyone can thrive and contribute to a rich culture of inclusivity and profound understanding.

| File Description | Documents |
|---|---|
| Annual gender sensitization action plan | https://drive.google.com/file/d/1bO1yw1TG33ho8DVeJECsHlNQSp0uHdel/view?usp=drive_link |
| Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information | https://drive.google.com/file/d/1BgJBxLj3cvyB_CN9QzVVoP3kVfj43_dk/view?usp=drive_link |

**7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures   Solar energy Biogas plant Wheeling to the Grid   Sensor-based energy conservation Use of LED bulbs/ power efficient equipment**

A. 4 or All of the above

| File Description | Documents |
|---|---|
| Geo tagged Photographs | View File |
| Any other relevant information | No File Uploaded |

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste

management Biomedical waste management E-waste management  Waste recycling system Hazardous chemicals and radioactive waste management

**Annasaheb Dange College of B Pharmacy have a state-of-the-art facility dedicated to comprehensive waste management, aligning with its commitment to environmental sustainability. The institution prioritizes solid waste management through strategically placed waste bins and a systematic collection process, promoting the segregation of degradable and non-degradable waste. With a proper infrastructure for liquid waste management, the college ensures efficient treatment and disposal methods, minimizing environmental impact. In the case of biomedical waste management, the institution adheres to stringent guidelines, equipped with specialized containers and protocols for the safe disposal of biomedical waste. The college's E-waste management system addresses the responsible disposal of electronic equipment, promoting recycling and minimizing the environmental footprint. A cutting-edge waste recycling system further enhances the college's eco-friendly initiatives, promoting the reuse of materials and reducing overall waste generation. The institution prioritizes hazardous chemicals and radioactive waste management through advanced storage and disposal mechanisms, ensuring the safety of both students and the environment.Committed to holistic sustainability practices, Annasaheb Dange College of B Pharmacy stands as a example in waste management.**

| File Description | Documents |
|---|---|
| Relevant documents like agreements/MoUs with Government and other approved agencies | [View File]() |
| Geo tagged photographs of the facilities | [https://www.adcbp.in/files/best-practices/ENVIRONMENTAL-AWARENESS.pdf]() |
| Any other relevant information | [View File]() |

| | |
|---|---|
| **7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus** | **A. Any 4 or all of the above** |

| File Description | Documents |
|---|---|
| Geo tagged photographs / videos of the facilities | View File |
| Any other relevant information | View File |

## 7.1.5 - Green campus initiatives include

| 7.1.5.1 - The institutional initiatives for greening the campus are as follows:<br><br>1. Restricted entry of automobiles<br>2. Use of Bicycles/ Battery powered vehicles<br>3. Pedestrian Friendly  pathways<br>4. Ban on use of Plastic<br>5. landscaping with trees and plants | A. Any 4 or All of the above |
|---|---|

| File Description | Documents |
|---|---|
| Geo tagged photos / videos of the facilities | View File |
| Any other relevant documents | View File |

## 7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

| 7.1.6.1 - The institutional environment and energy initiatives are confirmed  through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities | |
|---|---|

| File Description | Documents |
|---|---|
| Reports on environment and energy audits submitted by the auditing agency | View File |
| Certification by the auditing agency | View File |
| Certificates of the awards received | View File |
| Any other relevant information | View File |

| 7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment | A. Any 4 or all of the above |
|---|---|

**with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment       5. Provision for enquiry and  information : Human assistance, reader, scribe, soft copies of reading material, screen                reading**

| File Description | Documents |
|---|---|
| Geo tagged photographs / videos of the facilities | View File |
| Policy documents and information brochures on the support to be provided | View File |
| Details of the Software procured for providing the assistance | View File |
| Any other relevant information | View File |

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

**Annasaheb Dange College of B Pharmacy is dedicated to nurturing an inclusive environment that celebrates diversity in all its dimensions. The institution's commitment to tolerance and harmony is evident through a numerous of initiatives taken to embrace cultural, regional, linguistic, communal, socioeconomic, and other diversities. The college actively promotes cultural exchange programs, ensuring that students from various backgrounds have opportunities to showcase and appreciate the richness of their traditions. Events and festivals from different regions are celebrated with enthusiasm, creating an environment where everyone feels valued and respected. The college ensures that students from different linguistic backgrounds can express themselves comfortably, fostering effective communication and understanding. To address communal and socioeconomic diversities, the institution provides supports to get scholarships and financial aid for student from economical backward and minority community, ensuring that education remains accessible to all students. Additionally, awareness campaigns and workshops are organized to promote understanding and harmony among students of different communities. Annasaheb Dange**

College of B Pharmacy attempts to create a campus where students and staff not only coexist but also thrive together, respecting and appreciating the wealth of diversities that each individual brings to the academic community.

| File Description | Documents |
|---|---|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | View File |
| Any other relevant information | No File Uploaded |

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

Annasaheb Dange College of B Pharmacy is dedicated to the holistic development of its students and employees, placing a emphasis on sensitizing them to their constitutional obligations. Through a comprehensive program, the institution ensures that everyone is well-versed in the constitutional values, rights, duties, and responsibilities of citizens. Regular workshops, seminars, and interactive sessions are organized to deepen understanding and appreciation of constitutional principles.

Students and employees are encouraged to critically engage with the rights and duties protected in the constitution, promoting a culture of accountability and respect for the rule of law.

The institution also facilitates open dialogues on current societal issues, providing a platform for diverse perspectives and encouraging a respectful exchange of ideas. This approach cultivates a community that not only comprehends the constitutional framework but actively participates in upholding its principles. By creating a strong awareness of constitutional obligations, Annasaheb Dange College of B Pharmacy not only contributes to the academic and professional growth of its stakeholders but also nurtures responsible citizens who will positively impact society.

| File Description | Documents |
|---|---|
| Details of activities that inculcate values; necessary to render students in to responsible citizens | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

| **7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff      4. Annual awareness programmes on Code of Conduct are organized** | **A. All of the above** |
|---|---|

| File Description | Documents |
|---|---|
| Code of ethics policy document | **No File Uploaded** |
| Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims | [View File](#) |
| Any other relevant information | [View File](#) |

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

**Annasaheb Dange College of B Pharmacy carry out the celebration of national and international commemorative days, events, and festivals. The institute's calendar is having dedicated slots for celebration of festivities that helps in nurturing a sense of unity among diverse students. From commemorating national events like Independence Day and Republic Day to actively participating in global observances such as International Women's Day and Earth Day, the college ensures that its students and faculty are actively engaged in discussions, seminars, and events that contribute to a deeper understanding of diverse perspectives.**

**Furthermore, the institute takes pride in celebrating cultural and**

traditional festivals with zeal, providing a platform for students to showcase their artistic talents and share their unique cultural heritage. These celebrations not only create a joyous and harmonious atmosphere but also contribute to the holistic development of the college community. Its commitment to commemorating significant days and events goes beyond the academic duty, creating an environment where students are not only educated in their chosen fields but also enriched with a global perspective and a deep appreciation for cultural diversity

| File Description | Documents |
|---|---|
| Annual report of the celebrations and commemorative events for the last (During the year) | View File |
| Geo tagged photographs of some of the events | View File |
| Any other relevant information | View File |

## 7.2 - Best Practices

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

Mentor Mentee System (Guardian Teachers Scheme)

The intake of institute is about 100 students with an overall student number is around 480, who all came from different regional and socio-economic backgrounds. At the same time, it is an important aspect to identify weaker students and take necessary steps to enhance their overall performance. Also, necessary steps are taken to monitor the attendance of all the students and take required steps to achieve success in university & national level examination.

Guardian teacher's scheme always works to increase the trust and confidence among both students and parents towards the institute.

5S

We keep 5S in practice by these ways-

- By asking employees if an item is needed.
- If the item is really required, then try to find its importance?
- By asking to lab assistant which items are used frequently?

- By asking How many of those items or equipment could be further required in the future?
- By Encouraging cleanliness with attention to minute details in the initial phase.
- We take about the workspaces are cleaned regularly and maintained at all times.
- Creating schedules and divides the tasks noted above among your employees.
- Keeping track of the progress and provide adequate guidance at every step.
- By asking to lab assistant who or which team uses them the most?
- Taking regular employee feedback for optimizing various processes.

| File Description | Documents |
|---|---|
| Best practices in the Institutional web site | [View File](#) |
| Any other relevant information | **No File Uploaded** |

## 7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

Educator for young healthcare team

We consider our students to be messengers of society who reach and enlighten almost every member of society, directly or indirectly. Hence, through the regular teaching and learning process, we prepare them well to act as competent pharmacy professionals. Our consistent academic records reflect the efforts we made to shape the next generation of health care professionals. We also believe that educational institutes play a prime role in creating sensitive human beings. Henceforth, we organise several programmes to create awareness among students about various diseases and health challenges. To date, Annasaheb Dange College of B Pharmacy has organised different student awareness programs. The feedback received from students about such a programme confirms that it serves the purpose of enhancing the knowledge of students. Such knowledgeable and confident students participated in social awareness rallies organised by the institute and performed remarkably well. Similarly, the villagers with whom our student has interacted expressed their positive views and appreciated his knowledge level. This supports our claim of being an educator for young healthcare teams.

| File Description | Documents |
| --- | --- |
| Appropriate web in the Institutional website | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

### 7.3.2 - Plan of action for the next academic year

**Annasaheb Dange College of B Pharmacy is looking towards academic year ahead, with a comprehensive plan of action designed to enhance educational excellence, foster a positive campus environment, and promote holistic student development.**

**Introduce new courses and workshops aligned with emerging trends in pharmaceutical sciences.**

**Enhance collaboration with industry professionals for guest lectures, ensuring students stay abreast of real-world developments.**

**Promote participation in national and international conferences, fostering a culture of academic curiosity and knowledge dissemination.**

**Expand initiatives promoting cultural exchange and diversity awareness.**

**Continue eco-friendly practices such as waste reduction, energy conservation, green campus**

**Continue the outreach programs offering healthcare services to underserved communities.**

**Collaborate with local organizations for community development projects, encouraging students to actively participate in social responsibility.**

**Upgrade infrastructure to support advanced e-learning platforms and virtual labs.**

**Facilitate internships, industry visits, and training programs to enhance students' practical skills.**

**Strengthen connections with pharmaceutical industries to provide students with real-world exposure.**