SELF ASSESSMENT REPORT (SAR)

(Application no.10925)

DIPLOMA PHARMACY PROGRAM FIRST TIME ACCREDITATION

NATIONAL BOARD of ACCREDITATION

Submitted by

P. R. Patil Institute of Pharmacy, Talegaon (SP)

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Maratha Shikshan Sanstha

P. R. PATIL INSTITUTE OF PHARMACY

Arvi Road, Talegaon (S.P.), Tq.Ashti, Dist.Wardha

Recog by : PCI New Delhi Mah.Govt. Affiliated by - RTMNU, Nagpur, MSBTE Mumbai

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Ref. No. PRP|Pharm|2230   Dt. 13/10/2025

To

The Member Secretary,

National Board of Accreditation (NBA)

4th Floor, East Tower, NBCC Place,

Bhishm Pitamah Marg, Pragati Vihar,

New Delhi – 110003, India

Sub: Submission of Self-Assessment Report (SAR) for *Diploma in Pharmacy Program*

Ref: Your email dated 14/08/2025 regarding approval of *Pre-qualifier to Accreditation* by NBA for our *Diploma in Pharmacy Program* (Application Number – 10925)

Respected Sir/Madam,

We sincerely thank the National Board of Accreditation (NBA) for considering our application and granting approval for the pre-qualifier stage for accreditation of our *Diploma in Pharmacy Program* on ....

In compliance with the above-mentioned communication and within the prescribed timeline, we are pleased to submit herewith the *Self-Assessment Report (SAR)* for the *Diploma in Pharmacy Program* offered at our institute, **P. R. Patil Institute of Pharmacy, Talegaon (S.P.),** for your kind perusal and further necessary action.

We are glad to inform you that our *Undergraduate (B.Pharm) Program* is already accredited by NAAC with a **'B++' Grade**, reflecting our continuous commitment toward academic quality, transparency, and excellence in pharmaceutical education.

We look forward to your kind consideration and further communication regarding the next stage of the accreditation process.

Thanking you,

Yours faithfully,

(Dr. K. B. Gabhane)

Principal,

P. R. Patil Institute of Pharmacy, Talegaon (S.P.)

Dist. Wardha, Maharashtra – 442306

Email: prppharma@gmail.com | Contact: +91-9823983906

SELF ASSESSMENT REPORT INDEX

PART A | INSTITUTIONAL INFORMATION

Institutional information

1.	Name and Address of the Institution	:	P. R. Patil Institute of Pharmacy, Talegaon (S.P)
2.	Name and Address of the Affiliating University	:	Maharashtra State Board of Technical Education, Kherwadi, Bandra €, Mumbai – 400051 Maharashtra State, India
3.	Year of Establishment of the Institution	:	2017

4. Type of the Institution :

University	:	☐
Deemed University	:	☐
Autonomous	:	☐
Affiliated	:	√
Any other, (Please specify)	:	☐

5. Ownership Status:

Central Government	:	☐
State Government	:	☐
Grant-in-Aid	:	☐
Self-Financing	:	√
Trust	:	☐
Society	:	√
Section 25 Company	:	☐
Any Other (Please specify)	:	☐

Provide details:

Maratha Shikshan Sanstha was **established in 1996** as a registered society by Founder President Mr. Dilipbhau A. Nimbhorkar with the vision to serve and uplift the rural community of Vidarbha by providing and promoting quality and affordable education. The Sanstha works under the guidance of Mr. Dilipbhau A. Nimbhorkar (President), Hon. Lt. Gen. Rajendra Nimbhorkar (Vice-President), and Hon. Liladharji P. Salode (Secretary), who constantly guide, support, and strengthen its activities.

"Recognizing the aspirations of rural youth and their limited access to professional education, the Sanstha took a significant step in **2017 by introducing the Diploma** in Pharmacy (D. Pharm) course. This initiative opened new doors of opportunity for students from rural backgrounds, enabling them to pursue quality pharmaceutical education close to their hometowns, without the barriers of distance and affordability." Later, it added the B.Pharm program in 2018 and the M. Pharm program in 2024. The B. Pharm course has been assessed and **accredited by NAAC with a B++ grade**, which reflects and proves the institute's commitment to quality.

Today, P.R. Patil Institute of Pharmacy has grown, emerged, and established itself as a leading pharmacy institute in the region and the first choice of students who aspire to build their careers in pharmacy.

6. Other Academic Institutions of the Trust / Society / etc., if any

Table no. A.1: List of Other Academic Institutions of the Trust / Society / etc

Sr. no.	Name of the Institution	Year of Establishment	Programs	Location
01	P. R. Patil Shikshan Mahavidyalaya	1996	B.Ed.	Talegaon (S.P)
02	P. D.Patil Institute of Polytechnic	2009	Polytechnic	Talegaon (S.P)
03	P. R. Patil English School	2017	School	Talegaon (S.P)

PART A| INSTITUTIONAL INFORMATION

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7. Details of all the programs being offered by the Institution under consideration:

Table no. A.2: Details of all the programs being offered by the Institution

Sr. no.	Program Name	Year of start	Intake	Increase in intake, if any	Year of increase	PCI/ AICTE approv	Year of obtaini ng PCI	Accreditation status*
01	D. Pharm	2017	60	00	NA	Yes	2017	Applying for first time
02	B. Pharm	2018	60	yes (60 to 100)	2025	Yes	2018 and 2025	Eligible but not applied, NAAC accredited with CGPA of 2.88 on four pointer scale at **B++ grade** valid upto December 25,2029
03	M. Pharm – a) Pharmaceutics	2024	03	yes (03 to 15)	2025	yes	2024 and 2025	Not eligible for accreditation
	b) Pharmaceutical Quality Assurance	2024	03	yes (03 to 15)	2025			

*Write applicable one:

- Applying first time
- Granted Provisional Accreditations For Two/ Three Years For The Period (Specify Period)
- Granted Accreditations For 5/6 Years For The Period (Specify Period)
- Not Accredited (Specify visit dates , year)
- Withdrawn (Specify visit dates , year)
- Not eligible for accreditation
- Eligible but not applied

Note: Add rows as needed.

8. Name of the Program to be considered for Accreditation vide this application:

Table no.A.3: Program for Accreditation Consideration

Sr.no.	Name of Program
01	Diploma in Pharmacy

9. Total number of employees:

A. Regular Faculty and Staff :

Table no. A.4: Details of Regular staff faculty

Items		CAY (2024-25)		CAYm1 (2023-24)		CAYm2 (2022-23)	
		Min	Max	Min	Max	Min	Max
Faculty in Pharmacy	M	-	15	-	12	-	12
	F	-	10	-	10	-	09
Non-teaching staff	M	-	28	-	15	-	19
	F	-	06	-	06	-	04

B. Contractual Staff (Not covered in Table A):

Table no. A.5: Total no. contractual staff

Items		CAY		CAYm1		CAYm2	
		Min	Max	Min	Max	Min	Max
Faculty in Pharmacy	M	--	--	--	--	--	--
	F	--	--	--	--	--	--
Non-teaching staff	M	--	--	--	--	--	--
	F	--	--	--	--	--	--

Note:

1. All the faculty whether regular or contractual (except part-time or hourly based), will be considered. The contractual faculty appointed with any terminology whatsoever, who have taught for 2 consecutive semesters with or without break between the 2 semesters in corresponding academic year on full-time basis shall be considered for the purpose of calculation in the faculty student ratio. However, following will be ensured in case of contractual faculty:
   a. Shall have the PCI prescribed qualifications and experience.
   b. Shall be appointed on full time basis and worked for consecutive two semesters with or without break between the 2 semesters during the particular academic year under consideration.
   c. Should have gone through an appropriate process of selection and the records of the same shall be made available to the visiting team during NBA visit.

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CAY – Current Academic Year
CAYm1- Current Academic Year minus1= Current Assessment Year
CAYm2 - Current Academic Year minus2=Current Assessment Year minus 1

10. Total number of Pharmacy students in the institute:

Table no.A.6: Total number of D.Pharmacy students in the institute

Student Numbers	CAY (2024-25)	CAYm1 (2023-24)	CAYm2 (2022-23)
Total no. of Boys	18	27	45
Total no. of Girls	30	24	23
Total no. of Students	48	51	68

Table no.A.7: Total number of B.Pharmacy students in the institute

Student Numbers	CAY (2024-25)			CAYm1 (2023-24)			CAYm2 (2022-23)		
	Direct	Lateral	Total	Direct	Lateral	Total	Direct	Lateral	Total
Total no. of boys	16	10	**26**	18	03	**21**	15	05	**20**
Total no. of girls	42	08	**50**	40	08	**48**	47	05	**52**
Total no. of students	58	18	**76**	58	11	**69**	62	10	**72**

Table no. A.8: Total number of M.Pharmacy students in the institute

Student Numbers	CAY (2024-25)			CAYm1 (2023-24)			CAYm2 (2022-23)		
	P'ceutics	Q.A	Total	P'ceutics	Q.A	Total	P'ceutics	Q.A	Total
Total no. of boys	00	01	**01**	NA	NA	NA	NA	NA	NA
Total no. of girls	01	02	**03**	NA	NA	NA	NA	NA	NA
Total no. of students	01	03	**04**	NA	NA	NA	NA	NA	NA

(Instruction: The data may be categorized in tabular form in case institute runs UG, PG and doctoral programs, Please prepare separate table for each level, if applicable)

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11. Contact Information of the Head of the Institution and NBA coordinator, if designated:

Table no. A.9: Details of Contact Information of the Head of the Institution and NBA coordinator

i	Head of Institution		
	Name	:	Dr.K.B.Gabhane
	Designation	:	Principal
	Mobile No.	:	9823983906
	Email id	:	koshishgabhane@gmail.com
ii	NBA coordinator, if designated :		
	Name	:	Mr. S.M.Gujalwar
	Designation	:	Lecturer, NBA Coordinator
	Mobile No.	:	9420042284
	Email id	:	pr.gujalwar@gmail.com

PART B: Criteria Summary

Name of the program: Diploma in Pharmacy

Table no. B.1: Criteria Summary

Criteria no.	Criterion	Marks/ Weightage
1	Vision, Mission and Program Educational Objectives	50
2	Program Curriculum and Teaching –Learning Processes	50
3	Course Outcomes and Program Outcomes	60
4	Students' Performance	75
5	Faculty Information and Contributions	75
6	Facilities and Technical Support	100
7	Continuous Improvement	30
8	Governance, Institutional Support and Financial Resources	60
	Total	**500**

Self Evaluation Report for Diploma in Pharmacy Program

Table no. B.2: Self Evaluation Report for Diploma in Pharmacy Program

Criteria no.	Criterion	Marks / Weightage	
		Prescribed	Institute
1	Vision, Mission and Program Educational Objectives	50	50
2	Program Curriculum and Teaching –Learning Processes	50	50
3	Course Outcomes and Program Outcomes	60	58
4	Students' Performance	75	49
5	Faculty Information and Contributions	75	72
6	Facilities and Technical Support	100	94
7	Continuous Improvement	30	22
8	Governance, Institutional Support and Financial Resources	60	60
	Total	**500**	**455**

Criterion 1	Vision, Mission and Program Educational Objectives	50

1.1 State the vision and mission (5)

(Vision statement typically indicates aspirations and Mission statement states the broad approach to achieve aspirations)

- **VISION STATEMENT**

Vision (Institutional)

To emerge as a center of excellence for imparting quality and affordable pharmaceutical education to rural youth.

Vision (Departmental)

To evolve as a center of excellence in diploma pharmacy education that empowers rural youth with professional competence, enhances their employability, and contributes to accessible healthcare and sustainable community well-being.

- **MISSION STATEMENT**

MISSION (Institutional)

M1	:	To empower aspirants with contemporary pharmacy knowledge and skills.
M2	:	To enhance employability of students by promoting moral values, ethical and professional pharmaceutical practices.
M3	:	To nurture the innovation, research and entrepreneurial talent of present and past students for wellbeing of the society, in general and rural population in particular

MISSION (Departmental)

M1	:	To provide quality and affordable diploma pharmacy education with state-of-the-art infrastructure and competent faculty, empowering rural youth with professional competence.
M2	:	To enhance employability and career opportunities through skill-based learning, industry exposure, and strong academic foundations for higher studies.
M3	:	To nurture ethical values, social responsibility, entrepreneurial abilities, and a spirit of lifelong learning in students, enabling them to promote healthcare awareness and contribute to sustainable community well-being, particularly in rural areas.

1.2. State the Program Educational Objectives (PEOs) (5)

(State the Program Educational Objectives (3 to 5) of the program seeking accreditation)

The graduates of the Diploma in Pharmacy program are expected to:

PEO 1 : Professionally practice pharmacy by applying foundational knowledge and technical skills in diverse healthcare settings, leading to successful employment, entrepreneurial ventures, or career advancement.

PEO 2 : Pursue higher education and engage in continuous self-directed learning to adapt to the evolving demands of the pharmacy profession and the broader healthcare landscape.

PEO 3 : Fulfil their ethical and social responsibilities by promoting healthcare awareness, ensuring rational drug use, and contributing to the well-being of their communities, particularly in rural and underserved areas.

1.3. Indicate where and how the Vision, Mission and PEOs are published and disseminated among stakeholders (15)

(Describe where (websites, curricula, posters etc.) the Vision, Mission and PEOs are published and detail the process which ensures awareness among internal and external stakeholders with effective process implementation)

(Internal stakeholders may include Management, Governing Board Members, faculty, support staff, students etc. and external stakeholders may include employers, industry, alumni, funding agencies, etc.)

Every effort is made to ensure that the Vision and Mission of the Institute and Department is communicated effectively to all stakeholders namely students, faculty, parents, industry, alumni, funding agencies etc. The Vision, Mission and PEO statements are published and disseminated through the following methods.

Fig no.1.3.1: Methods used for dissemination of Vision, Mission and PEO statements

Institute Website:

Vision, Mission, and PEOs are displayed prominently on the official institute website under "About Us / Program" for access by students, parents, alumni, and industry partners. https://www.pdppharma.in/about-us/

1. **Academic Documents & Curriculum:**

Included in the student handbook, prospectus, and course curriculum, ensuring awareness from the time of admission.

2. **Campus Displays:**

Posters and notice boards in classrooms, laboratories, library, and administrative offices highlight Vision, Mission, and PEOs for students, faculty, and staff.

3. **Orientation & Induction Programs:**

Introduced to students, faculty, and support staff during induction sessions, departmental meetings, and workshops.

4. **Alumni & Industry Engagement:**

Shared through newsletters, emails, alumni meets, Campus placement drives, and industry interactions to inform external stakeholders about program objectives.

5. **Internal Stakeholder Awareness:**
   - Faculty are trained to align course delivery and assessments with Mission and PEOs.
   - Students are guided to relate learning and activities to these objectives through mentoring and counselling sessions.

6. **External Stakeholder Awareness:**

Employers, Parents, industry, and alumni are informed via workshops, Parents meet, collaborative programs, and meetings, ensuring graduates meet professional and societal expectations.

7. **Monitoring & Review:**
   - Periodic feedback from students, faculty, alumni, and employers.
   - Academic Council reviews and internal audits ensure effective communication and alignment of all academic and co-curricular activities with Vision, Mission, and PEOs.

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1.4. State the process for defining the Vision & Mission and PEOs of the program (10)

(Articulate the process for defining the Vision, Mission and PEOs of the program)

The Institutional Vision and Mission statements is established through a structured consultative process involving both internal stakeholders (management, governing body members, faculty, support staff, and students) and external stakeholders (employers, industry experts, and alumni).

The departmental Vision, Mission and PEO statements are formulated in alignment with the Institute's Vision and Mission to address societal and professional needs effectively. The process for drafting of departmental Vision, Mission and PEO statements is outlined as follows:

Process for Defining the Departmental Vision, Mission, and Program Educational Objectives (PEOs):

The Department follows a structured process to frame its Vision, Mission, and PEOs, ensuring alignment with the Institute's objectives, stakeholder expectations, and professional requirements. The steps involved are as follows:

1. The Vision and Mission of the Institute serve as the foundational reference for framing the departmental statements.
2. Inputs are collected from internal stakeholders (faculty, staff, and students) and external stakeholders (alumni, employers, industry experts, and professional bodies).
3. Based on the collected inputs, program outcomes, syllabus analysis, and brainstorming sessions among faculty members, a draft of the Departmental Vision, Mission, and PEOs is prepared.
4. The draft is reviewed by the Head of the Institute and the Institutional Development Committee (IDMC) to ensure clarity, relevance, and alignment with institutional goals.
5. After incorporating suggestions from the Head and IDMC, the draft is forwarded to the Governing Body for approval.
6. Governing Body approves the finalized Vision, Mission, and PEO statements.
7. The approved statements are communicated through multiple channels such as the Institute website, notice boards, student handbooks, induction programs, and other relevant platforms, ensuring awareness among all stakeholders.
8. Inputs from faculty, alumni, industry, and professional bodies are used to formulate and refine the PEOs.
9. Formatted surveys, formal and informal alumni visits, and direct interactions provide valuable insights based on professional experiences, which help in continuous improvement of the program.

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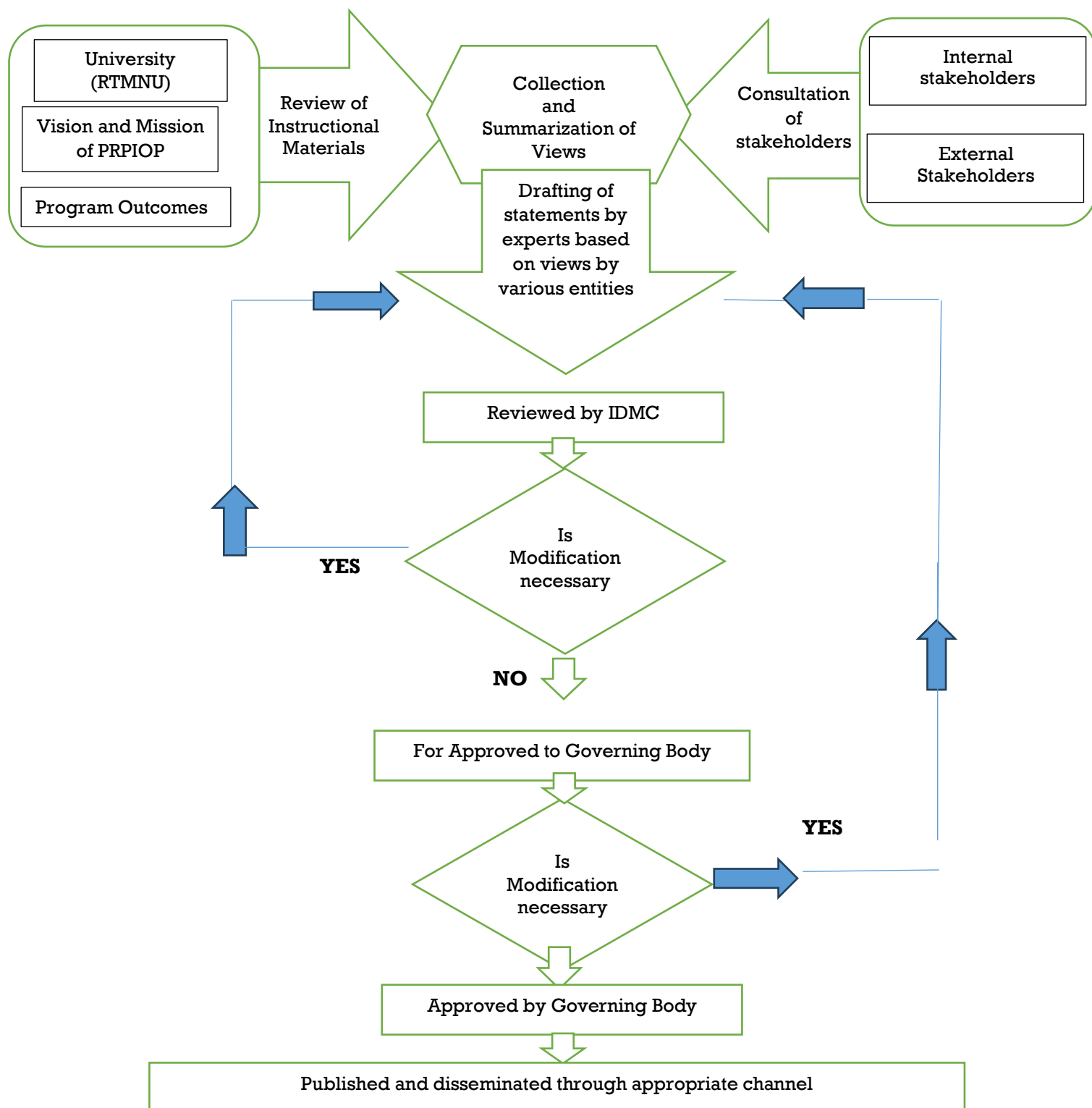
Figure no 1.4.1: Flow chart for process for defining the Institutional Vision, Mission and Program Educational Objectives in Pharmacy program
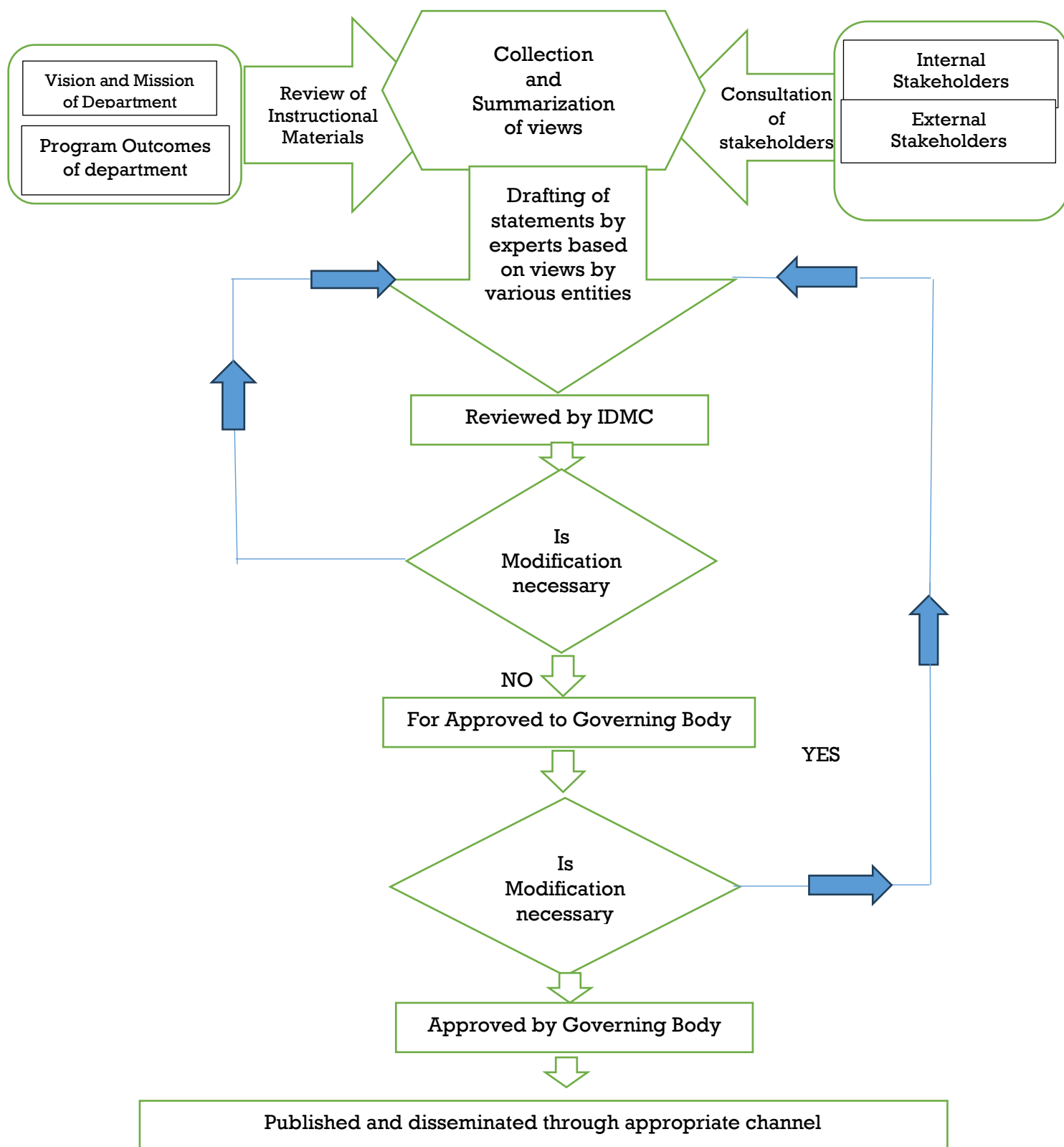
Figure no.1.4.2: Flow chart for process for defining the Departmental Vision, Mission and Program Educational Objectives of Diploma in Pharmacy program

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1.5. Establish consistency of PEOs with Mission of the Institute (15)

(Generate a "Mission of the Institute – PEOs matrix" with justification and rationale of the mapping)

The consistency of the PEOs is based on the survey conducted amongst internal and external stake holders and following interpretation is indicated in mapping of PEOs with Mission statement.

Table no.1.5.1: Details of PEOs and Mission distinct elements expressing the correlation level for expressing the Consistency of PEOs with Mission

PEO number	PEO statement	M1 Keywords (Quality education, Affordable education, State-of-the-art infrastructure, Competent faculty, Rural youth empowerment, Professional competence)	M2 Keywords (Employability, Career opportunities, Skill-based learning, Industry exposure, Academic foundation, Higher studies)	M3 Keywords (Ethical values, Social responsibility, Entrepreneurial abilities, Lifelong learning, Healthcare awareness, Sustainable community well-being)
PEO 1	Professionally practice pharmacy by applying foundational knowledge and technical skills in diverse healthcare settings, leading to successful employment, entrepreneurial ventures, or career advancement.	3	3	2
PEO 2:	Pursue higher education and engage in continuous self-directed learning to adapt to the evolving demands of the pharmacy profession and the broader healthcare landscape.	2	3	3
PEO 3:	Fulfil their ethical and social responsibilities by promoting healthcare awareness, ensuring rational drug use, and contributing to the well-being of their communities, particularly in rural and underserved areas.	1	2	3

Note: M1, M2, ..., Mn are distinct elements of Mission statement. Enter correlation levels 1, 2 or 3 as defined below:
1: Slight (Low) ; 2: Moderate (Medium) ;3: Substantial (High) ; If there is no correlation, put "-"
Note: In this document wherever the term 'Process' has been used its meaning is process formulation, notification and implementation.

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Justification and Rationale of the Mapping

Table no.1.5.2: Justification and Rationale details for correlation level mapping between distinct elements of PEOs with Mission

M1 → PEOs		
M1–PEO 1	(3 – Substantial)	Direct correlation since M1 ensures affordable and quality education through competent faculty and infrastructure, equipping rural students with professional competence to practice pharmacy.
M1–PEO 2	(2 – Moderate)	Provides a strong academic base, which moderately supports higher education and lifelong learning, though adaptability is not an explicit focus.
M1–PEO 3	(1 – Slight)	Minimal correlation, as M1 does not explicitly emphasize social responsibility or healthcare promotion, though competence indirectly contributes to community service.
M2 → PEOs		
M2–PEO 1	(3 – Substantial)	Clear alignment since M2 directly focuses on employability, industry exposure, and skill development essential for professional practice and entrepreneurship
M2–PEO 2	(3 – Substantial)	Strongly supports higher education and lifelong adaptability through strong academic foundations.
M2–PEO 3	(2 – Moderate)	Moderately linked, as employability and career development indirectly foster responsibility towards community healthcare.
M3 → PEOs		
M3–PEO 1	(2 – Moderate)	Ethical values and entrepreneurship moderately strengthen professional practice but less emphasis is given on technical skills.
M3–PEO 2	(3 – Substantial)	Explicitly nurtures lifelong learning, strongly aligning with adaptability and higher studies.
M3–PEO 3	(3 – Substantial)	Strong correlation, as M3 emphasizes ethical values, social responsibility, and healthcare awareness in rural contexts.

The justifications have been derived on the basis of the survey reports obtained through exit interview, alumni feedback, employer feedback and parent feedback of the students after the completion of the course, three years prior to the current assessment year of PEO attainments.

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Participation of Internal and External Stakeholders in Justification

The program justifies the PEOs with its mission statements by following missionary steps and collects feedbacks from the stake holders for rationale mapping of mission with PEO and its attainments –

1.5.3.a. PEO Mission Matrix summary of Exit Interview –

PEO number ↓ / Mission number →	M1	M2	M3
PEO 1	3	3	2
PEO 2:	2	3	3
PEO 3:	1	2	3

1.5.3.b. PEO Mission Matrix summary of Alumni Feedback–

PEO number ↓ / Mission number →	M1	M2	M3
PEO 1	3	3	2
PEO 2:	2	3	3
PEO 3:	1	2	3

1.5.3.c. PEO Mission Matrix summary of survey of Parents meet–

PEO number ↓ / Mission number →	M1	M2	M3
PEO 1	3	3	2
PEO 2:	2	3	3
PEO 3:	1	2	3

1.5.3.d. PEO Mission Matrix summary of Employers Feedback–

PEO number ↓ / Mission number →	M1	M2	M3
PEO 1	3	3	2
PEO 2:	2	3	3
PEO 3:	1	2	3

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Self-Assessment for Criterion – 1:

Table no. 1.6: Self-assessment for Criteria-1

Sr.no.	Assessment Parameters	Marks	
		Prescribed	**Institute Assessment**
1	Vision, Mission and Program Educational Objectives		
1.1	State the vision and mission	05	05
1.2	State the Program Educational Objectives (PEOs)	05	05
1.3	Indicate where and how the Vision, Mission and PEOs are published and disseminated among stakeholders	15	15
1.4	State the process for defining the Vision & Mission and PEOs of the program	10	10
1.5	Establish consistency of PEOs with Mission of the Institute	15	15
	Total	**50**	**50**
	Percentage	**100%**	

Criterion 2	Program Curriculum and Teaching –Learning Processes	50

2.1. Delivery of Syllabus Contents and compliance of the curriculum (5)

(State the contents of the syllabus; about the course/learning material / content /laboratory Experiments/projects etc. also mention identified curriculum gaps, if any)

The Diploma in Pharmacy program at P. R. Patil Institute of Pharmacy, Talegaon (S.P.) is affiliated to MSBTE, Mumbai and follows the Education Regulations 2020 (ER–2020) prescribed by PCI.

Table 2.1.1: Implementation of Education Regulation

Academic Year	Education Regulation	Class / Year
CAY (2024–25)	ER–2020	Both First and Second year D. Pharm
CAYm1 (2023–24)	ER–2020	Both First and Second year D. Pharm
CAYm2 (2022–23)	ER–2020	Both First and Second year D. Pharm

The institute have moulded itself according to upgradation of syllabus as per ER– 2020. The major changes involved:

- Shift towards competency-based education by adopting Outcome-Based Education (OBE) with CO–PO mapping, attainment analysis, and continuous monitoring.
- Upgradation to Experiential learning through active MoUs with hospitals, industries, and pharmacies.
- Enhanced hands-on learning through In-house facilities like an herbal garden, machine room model community pharmacy laboratories.
- Enhanced teaching-learning through Digital and ICT-based learning integrated via smart classrooms and e-resources.
- Value-based education emphasized through communication skill training, personality development programs, and professional ethics workshops.
- Social responsibility and community orientation promoted via NSS activities, health awareness programs, and rural outreach initiatives.

Thus for adopting the ER–2020 framework, the college has effectively moulded itself to ensure holistic student development by addressing cognitive (knowledge), affective (attitude), and psychomotor (skills) aspects. The curriculum and teaching–learning strategies have been structured to cater to diverse learning styles—visual, auditory, and kinesthetic—enabling students to 'see, hear, and do,' thereby fostering comprehensive understanding, practical competence, and professional attitude.

1. Contents of the Syllabus:

The Diploma in Pharmacy program (ER–2020) consists of two levels with six courses each year. The curriculum consists of two years (Level I and Level II), covering theory courses, practical sessions, tutorials, and experiential learning components such as hospital visits, industrial visits, and exposure to medicinal gardens. Detailed contents of syllabus can be found on college website through attached hyperlink -

https://www.pdppharma.in/d-pharm/

2. Mode of Teaching and Course Delivery methods:
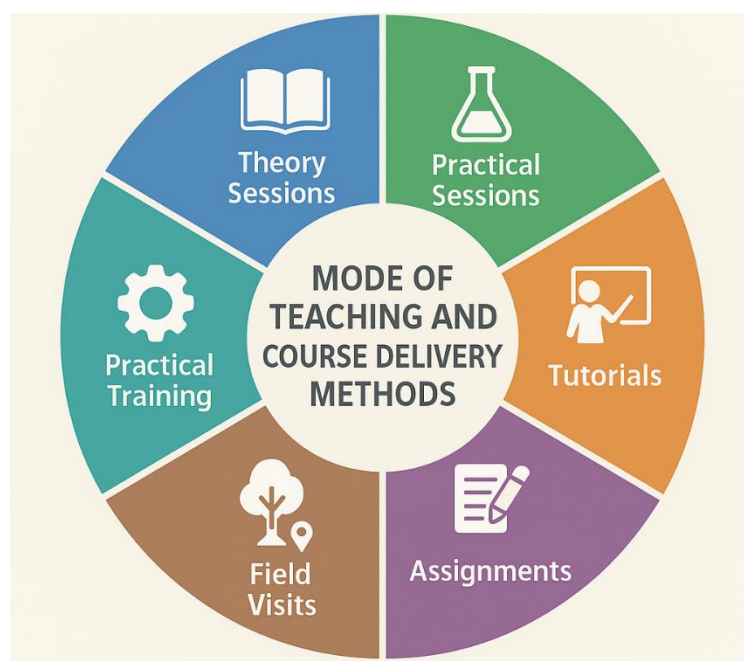
Fig no.2.1.1: Info graphic details conveying modes used for course delivery of Diploma program

Table no.2.1.2: Details of Course delivery modes and methods used for Diploma program

Sr.no.	Course delivery modes and methods	Explanation
1	Theory Sessions	• The syllabus of the theory courses has been systematically and logically taught through theory session on different chapters for each subject. The teachers further distributes the total hours of any given chapter among the sub-topics as required by the subject matter. • The syllabus is covered by conducting 3 hrs/week/subject session (Total - 75 hrs/subject) through conventional teaching (Lecturing and chalk- board), Power point presentations, Audio-Visuals, Discussions, etc.
2	Practical Sessions	• Students are trained through actual / simulated practical conditions through Laboratory work helps for applying the theoretical knowledge in the given experimental / simulated conditions, deepen the understanding of theories, develop the skills, hone professional competencies, provide opportunities to observe, think and analyse problem solving methods. • One to one evaluation of learners in practical sessions is based on performance, writing and interpretation of data and viva.
3	Tutorials	• Tutorial hour sessions are arranged 1Hr./Week/Subject (Total 25 sessions/subject) to engage students in smaller groups in order to pay a closer attention on their learning process. • Tutorial hour sessions helped the teachers to closely monitor the progress of the individual student and provide additional academic support to individuals, if necessary.
4	Assignments	• Assignments are given to students to promote self-directed learning, critical thinking, and skills like literature search, data interpretation, and communication.

		• They also serve as self-assessment tools, with teachers selecting syllabus-based topics and evaluating those using defined criteria in ER2020 (Appendix-1).
5	Field Visits	• As part of experiential learning, the institute organizes field visits to diverse facilities including pharmaceutical industries, community and hospital pharmacies, healthcare centres, medicinal gardens, and pharmacies of traditional systems of medicine. • Students also visit public utility and social welfare centres such as garbage/sewage/biomedical/effluent treatment plants, water purification plants, orphanages, elderly care homes, and primary health centres. • These visits provide practical exposure to pharmaceutical manufacturing, medicinal plants, dosage forms, labelling requirements, professional roles of pharmacists, and community healthcare practices. • After each visit, students submit individual reports reflecting their learning experiences, ensuring active participation and outcome-based learning, which also serves as an assessment tool and evaluated those using defined criteria in ER2020 (Appendix-2)
6	Practical Training	• The institute assists the students for three-month drug store training after the second year, enabling students to apply their knowledge and skills in real-time professional settings. • This training, is facilitated through Karyakaushalyam activities of the Training & Placement Cell and strengthened by active MoUs, equips students with essential competencies and prepares them for future career opportunities.

3. Learning Resources :

A comprehensive approach is taken to facilitate student learning and development.

- Staff members create informative experimental videos throughout the academic year, which are then shared with students to enhance their understanding of key concepts.
- The college ensures that all necessary academic resources, including books referred to by teachers, are readily available in the library for student access.
- Additionally, students receive laboratory manuals to guide them through practical experiments as per the syllabus requirements.
- Emphasizing project-based learning, students are encouraged to write descriptive reports based on their field visits, allowing them to apply theoretical knowledge in practical contexts and develop research skills.

4. Curriculum Gaps and Bridging Measures :

Considering program outcomes and current job scenario in the industry, community pharmacy, market trends etc. curriculum gaps identification, bridging measure and monitoring are three measure steps and are executed as -

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┌─────────────────┐     ┌─────────────────┐     ┌─────────────────┐
│    Identify      │ ──▶ │ Implementation   │ ──▶ │   Monitoring     │
│ Curriculum Gap   │     │  of Bridging     │     │      and         │
│                  │     │    Measures      │     │   Evaluation     │
└─────────────────┘     └─────────────────┘     └─────────────────┘
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Figure no.:2.1.2 Flowchart of methodology used for Curriculum Gap management

a) Process for Identification of Curriculum Gap :

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┌──────────┐  ┌──────────────┐  ┌──────────┐  ┌──────────┐  ┌──────────┐
│ ER-2020  │  │  Market Job  │  │  Alumni  │  │ Employee │  │  CO-PO   │
│          │  │Opportunities │  │ Feedback │  │ Feedback │  │Mapping data│
│          │  │    trends    │  │          │  │          │  │          │
└──────────┘  └──────────────┘  └──────────┘  └──────────┘  └──────────┘
     ↓              ↓                 ↓             ↓             ↓
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Course Teacher Identifies Gaps and submit to IQAC

IQAC finalizes the curriculum gaps and prepares plan of activities to bridge the identified gaps

Implementation and monitoring of bridging measures
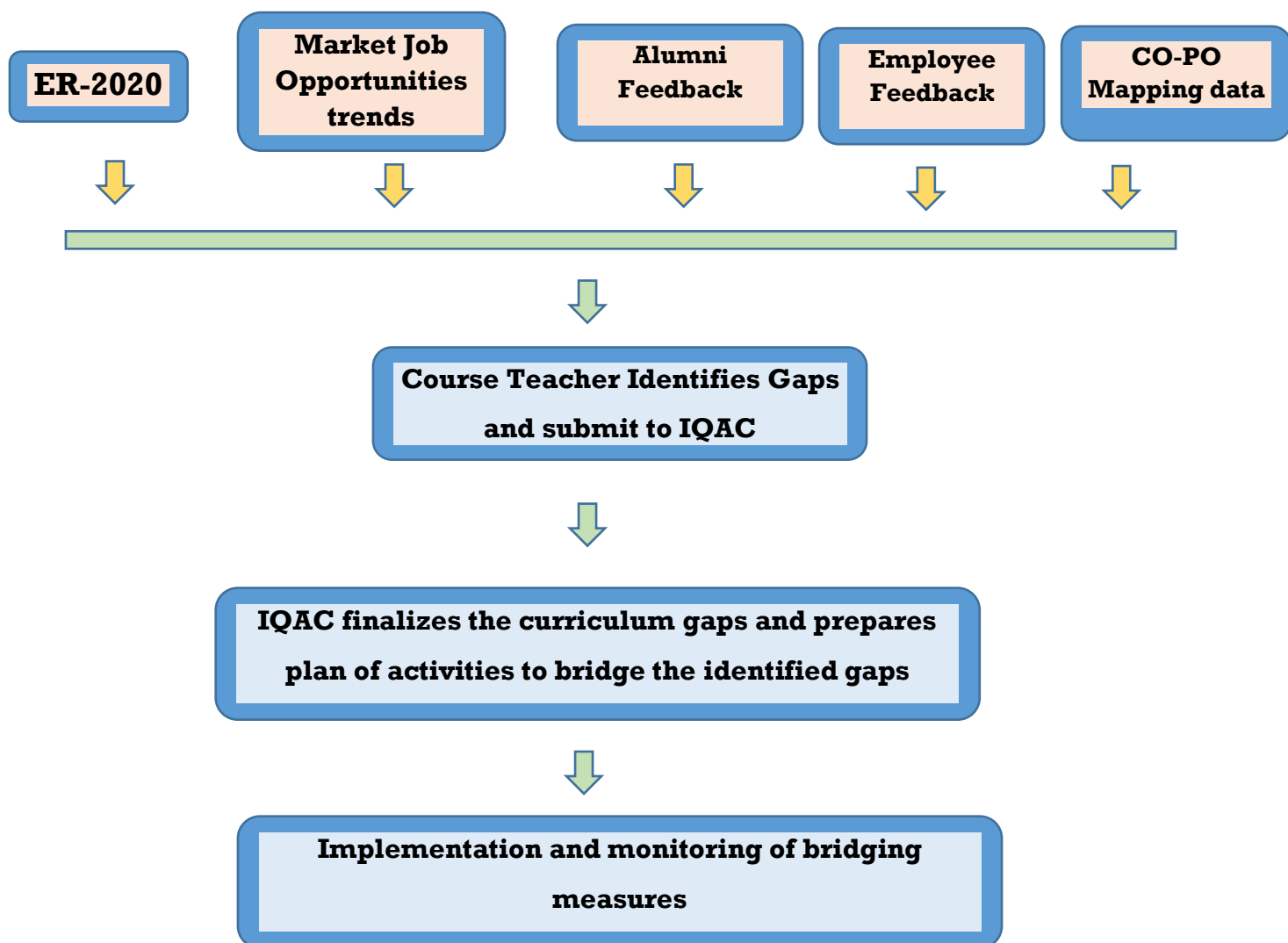
Figure no.: 2.1.3: Framework for Assessing Curriculum Gaps for Diploma program

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b) **Course and Course wise identified gaps**

Table no. 2.1.3: Details of Course-wise Curriculum Gaps Identified

Course Code	Course Name	Gap Identified
1	Pharmaceutics	Industrial Scale-up/Formulation optimisation/recent trends of formulation in pharma industries
2	Pharmaceutical Chemistry	Limited exposure to advanced instrumentation and real-world QC labs.
3	Pharmacognosy	Toxicology/safety evaluation of herbal medicines and understanding of market herbal product regulations
4	Human Anatomy and Physiology	Less emphasis on applied or disease-based physiology.
5	Social Pharmacy	Telepharmacy / digital patient records / e-health/counselling remotely
6	Pharmacology	Recently launched drugs or newer pharmacological advances.
7	Community Pharmacy & Management	Exposure to applications in Insurance sector/marketing/digital pharmacy tools etc.
8	Biochemistry & Clinical Pathology	Lacks hands-on with newer diagnostic tools or exposure to hospital labs diagnostics.
9	Pharmacotherapeutics	Rational drug use monitoring
10	Hospital & Clinical Pharmacy	advances in therapeutic drug monitoring
11	Pharmacy Law & Ethics	Digital health/data privacy laws, and ethical issues of online/OTC pharmacy practices.

c) **Measure taken for delivering the content beyond syllabus for bridging the gap of prescribed syllabus during academic sessions Cay - 2024-25**

Table no. 2.1.4: Details of Course-wise Identified Curriculum Gaps and Measures taken beyond Syllabus (CAY 2024–25)

Course Code	Course Name	PO Mapping	Gap identified	Measures taken to bridge the gap	Impact analysis
ER20-11T/P	Pharmaceutics	PO1, PO2, PO4, PO9	Industrial Scale-up/Formulation optimisation/recent trends of formulation in pharma industries	Orientation session by Recent trend in Formulation of various dosage form Mr. Sameer Aasole Asso.Prof. IOPER Wardha. (11/04/2024)	Students will be able to know the modern formulation technique in pharma industries.
ER20-12T/P	Pharmaceutical Chemistry	PO1, PO2, PO4, PO9	Limited exposure to advanced instrumentation and real-world QC labs.	Guest Lecture on Handling of Various Instruments in Pharmaceutical industries. Mr. Bhushan Lokhande, MEB Pharma Pvt Ltd. Navsal, Dist. Akola. (11/04/2024)	Students will be able to handle modern instruments used in pharmaceutical industries
ER20-13T/P	Pharmacognosy	PO1, PO2, PO4, PO7, PO9	Toxicology/safety evaluation of herbal medicines and understanding of market herbal product regulations	Guest lecture on Safety toxicity & herbal drug interaction Dr.N.B.Banarase(11/04/2024)	Students will be able to know Toxicity of herbal drugs.
ER20-14T/P	Human Anatomy and Physiology	PO1, PO2, PO4,	Less emphasis on applied or disease-based physiology.	Pathophysiology of various Diseases, Dr.Bhagawat Raut B.A.M.S. (14/04/2024)	Students will be able to Know Pathophysiology Of various Diseases

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		PO7, PO9			
ER20-15T/P	Social Pharmacy	PO1, PO2, PO4, PO6, PO9	Telepharmacy / digital patient records / e-health /counselling remotely	Guest lecture on Integration of Telepharmacy with electronic health record by. Mr. Mahesh Gadge (14/04/2024)	Student will be able to know about modern concept of health care system.
ER20-21T/P	Pharmacology	PO1, PO2, PO4, PO7, PO9	Recently launched drugs or newer pharmacological advances.	Current Scenario in Pharmacological Aspect by Miss. T.G.Malge, Asso.Prof. Vidyabharti College of Pharmacy, Amravati. (13/04/2024)	Students will be able to understand the pharmacology of Newer drugs.
ER20-22T/P	Community Pharmacy & Management	PO1, PO2, PO4, PO7, PO9	Exposure to applications in Insurance sector/marketing/digital pharmacy tools etc.	Racketing financial planning & role of GST in effective community pharmacy Management by Mr. Gajanan Pachghare MBA (13/04/2024)	Student will be able to know the concept of GST.
ER20-23T/P	Biochemistry & Clinical Pathology	PO1, PO2, PO4, PO7, PO8, PO9	Lacks hands-on with newer diagnostic tools or exposure to hospital labs diagnostics.	Empowering healthcare with new diagnostic technology. Mr. Pradeep Raghatate Assi. Prof. Kamla Nehru college of pharmacy, Nagpur (13/04/2024)	Students will be able to know new diagnostic technic for various diseases.
ER20-24T/P	Pharmacotherapeutics	PO1, PO2,	Rational drug use monitoring	Patient care Indicators Mr. Sharadkumar Helmare Director SPRUCP	Students will be able to know the rational use of drugs.

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		PO3, PO4, PO7, PO9		(09/04/2024)	
ER20-25T/P	Hospital & Clinical Pharmacy	PO1, PO2, PO4, PO7, PO9	advances in therapeutic drug monitoring	Advance in Therapeutic Drug Monitoring Anti-depressant Drug.Dr. Dnynda Chaware (09/04/2024)	Students will be able to know action of drug on human body.
ER20-26 T	Pharmacy Law & Ethics	PO1, PO2, PO4, PO8, PO9	Digital health/data privacy laws, and ethical issues of online/OTC pharmacy practices.	Safeguarding healthcare: Data privacy and ethical issues in digital pharmacy. Adv.Vijendra G. Parale Shayak sarkari abhiyokta, aashti. 09/04/202	Student will be able to know the concept of digital pharmacy, Data privacy rules.

Apart from this following Add-on/Value added courses were conducted:

1) Certificate Course on Hands on training of Lab Techniques used in Organic Synthesis for Diploma Level -1 program

2) Certificate Course on Exploring Homeopathic Marvels for Diploma Level – 1 program

3) Vale added course – Karyakaushalyam : Sustainable practices in Pharmaceutical Manufacturing for Diploma Level -2 program

d) Measure taken for delivering the content beyond syllabus for bridging the gap of prescribed syllabus during academic sessions Caym1 - 2023-24

Table no. 2.1.5: Details of Course-wise Identified Curriculum Gaps and Measures taken beyond Syllabus (CAY 2023–24)

Course Code	Course Name	PO Mapping	Gap identified	Measures taken to bridge the gap	Impact analysis
ER20-11T/P	Pharmaceutics	PO1, PO2, PO4, PO9	Industrial Scale-up/Formulation optimisation/recent trends of formulation in pharma industries	Orientation session on Modern equipments used in Formulation of various dosage form Mr.Chetan R.Dhut Production manager Leben lab Akola. (11/04/2024)	Students will be able to know the modern equipments used in formulation in pharma industries.
ER20-12T/P	Pharmaceutical Chemistry	PO1, PO2, PO4, PO9	Limited exposure to advanced instrumentation and real-world QC labs.	Guest Lecture on Handling of HPLC in Pharmaceutical industries.by Mr. Sachin Kulkarni, Zim lab , Nagpur	Students will be able to handle HPLC which are used in drug analysis pharmaceutical industries
ER20-13T/P	Pharmacognosy	PO1, PO2, PO4, PO7, PO9	Toxicology/safety evaluation of herbal medicines and understanding of market herbal product regulations	Herbal drug interaction Dr.N.B.Banarase (11/04/2024)	Students will be able to know Drug- Drug Interaction.
ER20-14T/P	Human Anatomy and Physiology	PO1, PO2, PO4,	Less emphasis on applied or disease-based physiology.	Pathophysiology Of Covid 19 Diseases	Students will be able to Know

		PO7, PO9		Dr.Bhagawat Raut B.A.M.S. (14/04/2024)	Pathophysiology Of Covid 19 Diseases
ER20-15T/P	Social Pharmacy	PO1, PO2, PO4, PO6, PO9	Telepharmacy / digital patient records / e-health/counselling remotely	Integration of Telepharmacy with electronic health record. Mr.Chetan Gulaxe Assi.Prof.P.R.Patil I.O.P. Talegaon. 14/04/2024	Student will be able to know about modern concept of Telepharmacy in health care system.
ER20-21T/P	Pharmacology	PO1, PO2, PO4, PO7, PO9	Recently launched drugs or newer pharmacological advances.	Pharmacokinetic & Pharmacodynamics of newly launched drugs.by Miss. T.G.Malge, Asso.Prof. Vidyabharti College of Pharmacy, Amravati. (13/04/2024)	Students will be able to understand the pharmacokinetic and pharmacodynamics parameter of Newely launched drugs.
ER20-22T/P	Community Pharmacy & Management	PO1, PO2, PO4, PO7, PO9	Exposure to applications in Insurance sector/marketing/digital pharmacy tools etc.	Racketing financial planning & role of GST in effective Community Pharmacy Mangement. Dr. Prashant Karekar Jajoo college of management Yavatmal.13/04/2024	Student will be able to know the concept of GST.
ER20-23T/P	Biochemistry & Clinical Pathology	PO1, PO2, PO4, PO7, PO8, PO9	Lacks hands-on with newer diagnostic tools or exposure to hospital labs diagnostics.	Empowering healthcare with new diagnostic technology for Mr. Yuvraj Dudhe Lab Technician	Students will be able to know various machines used as a diagnostic technic for various diseases.

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				Prathmesh pathology laboratory.	
ER20-24T/P	Pharmacotherapeutics	PO1, PO2, PO3, PO4, PO7, PO9	Rational drug use monitoring	09/04/2024 Patient care Indicators Mr. Sharadkumar Halmare Director SPRUCP	Students will be able to know the rational use of repeatedly used drugs.
ER20-25T/P	Hospital & Clinical Pharmacy	PO1, PO2, PO4, PO7, PO9	advances in therapeutic drug monitoring	09/04/2024 Advance in Therapeutic Drug Monitoring Anti-depressant Drug.Dr. Prakash Mahadani GMC Wardha.	Students will be able to know action of Anti-depressant drug on human body.
ER20-26 T	Pharmacy Law & Ethics	PO1, PO2, PO4, PO8, PO9	Digital health/data privacy laws, and ethical issues of online/OTC pharmacy practices.	09/04/2024 Role of pharmacist in selling OTC Drugs.. Mr. Prashant Kasetwar Sankalp Medical Yavatmal.	Student will be able to know the pharmacist role in OTC Medication.

Apart from this following Add-on/Value added courses were conducted:

1) Certificate Course on Hands on Pharmaceutical Enterpreneurship and start-up development for Diploma Level -2 program

2) Certificate Course on Veternary Pharmacy and Animal Health for Diploma Level – 2 program

3) Vale added course – Good Laboratory Practices for Diploma Level -1 program

4) Certificate Course on Basic Pharmaceutical Calculation for Diploma Level – 1 program

e) **Measure taken for delivering the content beyond syllabus for bridging the gap of prescribed syllabus during academic sessions Caym2 - 2022-23**

Table no. 2.1.6: Details of Course-wise Identified Curriculum Gaps and Measures taken beyond Syllabus (CAY 2022–23)

Course Code	Course Name	PO Mapping	Gap identified	Measures taken to bridge the gap	Impact analysis
ER20-11T/P	Pharmaceutics	PO1, PO2, PO4, PO9	Industrial Scale-up/Formulation optimisation/recent trends of formulation in pharma industries	Development of master formula for Formulation of various dosage form Mr. Bhushan Lokhande MEB Pharma Pvt Ltd. Navsal, Dist. Akola 10/05/2023	Students will be able to know the development of master formula for manufacturing of Dosage form.
ER20-12T/P	Pharmaceutical Chemistry	PO1, PO2, PO4, PO9	Limited exposure to advanced instrumentation and real-world QC labs.	10/03/2023 Industrial Visit 10/05/2023 Guest Lecture on Automation in Pharmaceutical industries..	Students will be able to handle modern instruments used in pharmaceutical industries
ER20-13T/P	Pharmacognosy	PO1, PO2, PO4, PO7, PO9	Toxicology/safety evaluation of herbal medicines and understanding of market herbal product regulations	Safety toxicity & herbal drug interaction Dr.N.B.Banarase 10/05/2023	Students will be able to know Toxicity of herbal drugs and drug interaction during formulation.
ER20-14T/P	Human Anatomy and Physiology	PO1, PO2,	Less emphasis on applied or disease-based physiology.	11/05/2023	Students will be able to Know

		PO4, PO7, PO9		Pathophysiology Of various Diseases Dr.Aashish Nichat B.A.M.S.	Pathophysiology Of various Diseases and safety measures.
ER20-15T/P	Social Pharmacy	PO1, PO2, PO4, PO6, PO9	Telepharmacy / digital patient records / e-health/counselling remotely	11/05/2023 Patient history record and their importance in treatment. Mr. Vivek Pete Ass.Prof. P.R.Patil I.O.P. Talegaon.	Student will be able to know about important of patient history record in patient treatment.
ER20-21T/P	Pharmacology	PO1, PO2, PO4, PO7, PO9	Recently launched drugs or newer pharmacological advances.	08/05/2023 Clinical trial for newly launched drugs. Mr. S.M.Gujalwar Lecturer Wadhwani college of Pharmacy, Yavatmal.	Students will be able to understand the phases of clinical trial of Newer drugs.
ER20-22T/P	Community Pharmacy & Management	PO1, PO2, PO4, PO7, PO9	Exposure to applications in Insurance sector/marketing/digital pharmacy tools etc.	Marketing strategies in pharmacy profession. Mr. Gajanan Pachghare MBA 08/05/2023	Student will be able to know the various marketing strategies in pharmacy profession.
ER20-23T/P	Biochemistry & Clinical Pathology	PO1, PO2, PO4, PO7, PO8, PO9	Lacks hands-on with newer diagnostic tools or exposure to hospital labs diagnostics.	Empowering healthcare with new diagnostic technology. Mr.Sagar Gujalwar Lab Tech / Lecturer Prathmesh pathology laboratory. 08/05/2023	Students will be able to know new diagnostic technic for various diseases.

ER20-24T/P	Pharmacotherapeutics	PO1, PO2, PO3, PO4, PO7, PO9	Rational drug use monitoring	09/05/2023 Role of Rational use of drug in Patient care Mr. Sharadkumar Halmare Director SPRUCP	Students will be able to know the rational use of drugs in patient care.
ER20-25T/P	Hospital & Clinical Pharmacy	PO1, PO2, PO4, PO7, PO9	Advances in therapeutic drug monitoring	Importance in Therapeutic Drug Monitoring Anticancer Drug. Dr. Dnynda Chaware 09/05/2023	Students will be able to know importance of rational drug use on human body.
ER20-26 T	Pharmacy Law & Ethics	PO1, PO2, PO4, PO8, PO9	Digital health/data privacy laws, and ethical issues of online/OTC pharmacy practices.	Safeguarding healthcare: Data privacy and ethical issues in digital pharmacy. Adv.Savita Vyavhare District court Yavatmal. 09/05/2023	Student will be able to know the concept of digital pharmacy, Data privacy rules.

Apart from this following Add-on/Value added courses were conducted:

1) Certificate Course on Elevating Sales and Marketing proficiency for Diploma Level -2 program

2) Certificate Course on Enterpreneurship Development for Diploma Level – 2 program

3) Vale added course – Managing Pharmacy Disposal for Sustainability for Diploma Level -1 program

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2.2. Adherence to Academic Calendar (10)

(Demonstrate notified academic calendar & its adherence)

a) In the beginning of every academic year, an academic calendar is prepared by Academic Incharge with an objective to plan the academic activities to be undertaken in the upcoming session based on the MSBTE academic calendar.

b) It is finalized by the Principal, and IQAC.

c) The academic calendar prescribes beginning of session dates and end of session dates. It also specifies dates for conducting Progressive Theory Test and Progressive Skill Test, other activities including cultural events, co-curricular events, guest lectures and sports activities planned for the session.

d) Departmental time-table is prepared and displayed on the notice board. The timetable is prepared by considering the academic calendar and the scheme of lectures and practicals given in the E.R.-2020, which specifies designated classrooms, laboratories and respective Course Incharge.

e) The timetable includes theory classes, tutorial classes, laboratory practicals etc. Teaching Plans are prepared, documented and followed by the respective Course Incharge according to the Institute's academic calendar considering total working days excluding holidays and Sundays and then the lectures are planned accordingly which should cover the whole syllabus.

f) Adherence to the institutional academic calendar is monitored by the academic coordinator and IQAC throughout the session.

g) Academic audits are conducted twice in a session by internal and once in a session by external agencies.

h) MSBTE academic calendar and college academic calendar are placed on website for easy access to all stake holders - https://www.pdppharma.in/d-pharm/

i) The Academic calendar and it's adherence for last three years are given below:

Criterion 2: Program Curriculum and Teaching –Learning Processes (50)

o **CAY – 2024-2025**

Table no. 2.2.1: Planned vs. Actual Conduction of Academic Activities (CAY 2024–25)

Sr.no.	Activity	Plan Date	Date of Actual Conduction
01	Commencement of Classes Second Year First Year	15/07/2024 09/12/2024	15/07/2024 09/12/2024
02	First Sessional Exam Second Year First Year	21/10/2024-26/10/2024 14/01/2025-20/01/2025	21/10/2024-26/10/2024 14/01/2025-20/01/2025
03	Internal Academic Monitoring	First week of Oct.2024	03/10/2024
04	Second Sessional Exam Second Year First Year	06/01/2025-11/01/2025 04/03/2025-08/03/2025	06/01/2025-11/01/2025 04/03/2025-08/03/2025
05	Blood Donation & Tree Plantation	26/09/2024	26/09/2024
06	Third Sessional Exam Second Year First Year	24/03/2025-29/03/2025 21/04/2025-25/04/2025	24/03/2025-29/03/2025 21/04/2025-25/04/2025
07	External Academic Monitoring	March 2025	02/03/2025
08	Annual Day Celebration	2025	Feb.2025
09	Field Visit (Hospital, Industrial, Old age home, Water treatment plant, etc)	March 2025	01/03/2025 08/03/2025
10	Winter 2024 Exam Schedule 1) Exam Form Filling 2) Practical Examination 3) Theory Examination 4) Declaration of Result	18/09/2024-06/10/2024 20/11/2024-28/11/2024 03/12/2024-24/12/2024 Fourth week of Jan. 2025	18/09/2024-06/10/2024 20/11/2024-28/11/2024 03/12/2024-24/12/2024 Fourth week of Jan. 2025
11	Summer 2025 Exam Schedule 1) Exam Form Filling 2) Practical Examination 3) Theory Examination 4) Declaration Of Result	18/02/2025-02/03/2025 18/04/2025-28/04/2025 04/05/2025-24/05/2025 Fourth week of June 2025.	18/02/2025-02/03/2025 18/04/2025-28/04/2025 04/05/2025-24/05/2025 Fourth week of June 2025.
12	Start of Academic Session 2025-26	01/07/2025	01/07/2025

Criterion 2: Program Curriculum and Teaching –Learning Processes (50)

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o **CAY – 2023-2024**

Table no.2.2.2: Planned vs. Actual Conduction of Academic Activities (CAY 2023–24)

Sr.no.	Activity	Plan Date	Date of Actual Conduction
01	Commencement of Classes Second Year First Year	24/07/2023 10/08/2023	24/07/2023 10/08/2023
02	First Sessional Exam Second Year First Year	09/10/2023-14/10/2023 30/10/2023-04/11/2023	09/10/2023-14/10/2023 30/10/2023-04/11/2023
03	Internal Academic Monitoring	First Week of Nov.2023	04/11/2023
04	Second Sessional Exam Second Year First Year	15/01/2024-19/01/2024 15/01/2024-19/01/2024	15/01/2024-19/01/2024 15/01/2024-19/01/2024
05	Third Sessional Exam Second Year First Year	25/03/2024-29/03/2024 25/03/2024-29/03/2024	25/03/2024-29/03/2024 25/03/2024-29/03/2024
06	External Academic Monitoring	20/03/2024-30/03/2024	24/03/2024
07	Annual Day Celebration	2024	Jan.2024
08	Field Visit (Hospital, Industrial, Old age home, Water treatment plant, etc)		16/02/2024 13/02/2024
09	Winter 2023 Exam Schedule 1) Exam Form Filling 2) Practical Examination 3) Theory Examination 4) Declaration Of Result	11/09/2023-24/09/2023 16/11/2023-24/11/2023 01/12/2023-22/12/2023 Forth week of Jan. 2024	11/09/2023-24/09/2023 16/11/2023-24/11/2023 01/12/2023-22/12/2023 Forth week of Jan. 2024
10	Summer 2024 Exam Schedule 1) Exam Form Filling 2) Practical Examination 3) Theory Examination 4) Declaration of Result	06/02/2024-19/02/2024 10/04/2024-19/04/2024 23/04/2024-16/05/2024 Third week of June 2024	06/02/2024-19/02/2024 10/04/2024-19/04/2024 23/04/2024-16/05/2024 Third week of June 2024
11	Start of Academic Session 2024-25	01/07/2024 (Monday)	01/07/2024 (Monday)

Criterion 2: Program Curriculum and Teaching –Learning Processes (50)

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o CAY – 2022-2023

Table no. 2.2.3: Planned vs. Actual Conduction of Academic Activities (CAY 2022–23)

Sr.no.	Activity	Plan Date	Date of Actual Conduction
01	Commencement of Classes Second Year First Year	17/08/2022 01/09/2022	17/08/2022 01/09/2022
02	First Sessional Exam Second Year First Year	01/11/2022-05/11/2022 21/11/2022-25/11/2022	01/11/2022-05/11/2022 21/11/2022-25/11/2022
03	Internal Academic Monitoring	November 2022	22/11/2022
04	Second Sessional Exam Second Year First Year	06/02/2023-10/02/2023 06/02/2023-10/02/2023	06/02/2023-10/02/2023 06/02/2023-10/02/2023
05	Third Sessional Exam Second Year First Year	17/04/2023-21/04/2023 17/04/2023-21/04/2023	17/04/2023-21/04/2023 17/04/2023-21/04/2023
06	External Academic Monitoring	15/04/2023-25/04/2023	17/04/2023
07	Annual Day Celebration	2023	Feb.2023
08	Field Visit (Hospital, Industrial, Old age home, Water treatment plant, etc)		10/03/2023
09	Winter 2022 Exam Schedule 1) Exam Form Filling 2) Practical Examination 3) Theory Examination 4) Declaration Of Result	20/09/2022-06/10/2022 01/12/2022-10/12/2022 14/12/2022-05/01/2023 Second week of Feb 2023	20/09/2022-06/10/2022 01/12/2022-10/12/2022 14/12/2022-05/01/2023 Second week of Feb 2023
10	Summer 2023 Exam Schedule 1) Exam Form Filling 2) Practical Examination 3) Theory Examination 4) Declaration Of Result	16/02/2023-02/03/2023 27/04/2023-06/05/2023 11/05/2023-31/05/2023 Second Week of July 2023	16/02/2023-02/03/2023 27/04/2023-06/05/2023 11/05/2023-31/05/2023 Second Week of July 2023
11	Start of Academic Session 2023-24	17/07/2023 (Monday)	17/07/2023 (Monday)

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2.3 Initiatives in teaching and learning process (15)

(Implementation of teaching-learning process and Initiatives in improving instruction methods, the quality of laboratory experiments with regard to conduct, record observations, analysis and continuous evaluation, encouraging bright students, assisting weak students etc. The initiatives, implementation details and impact analysis need to be documented)
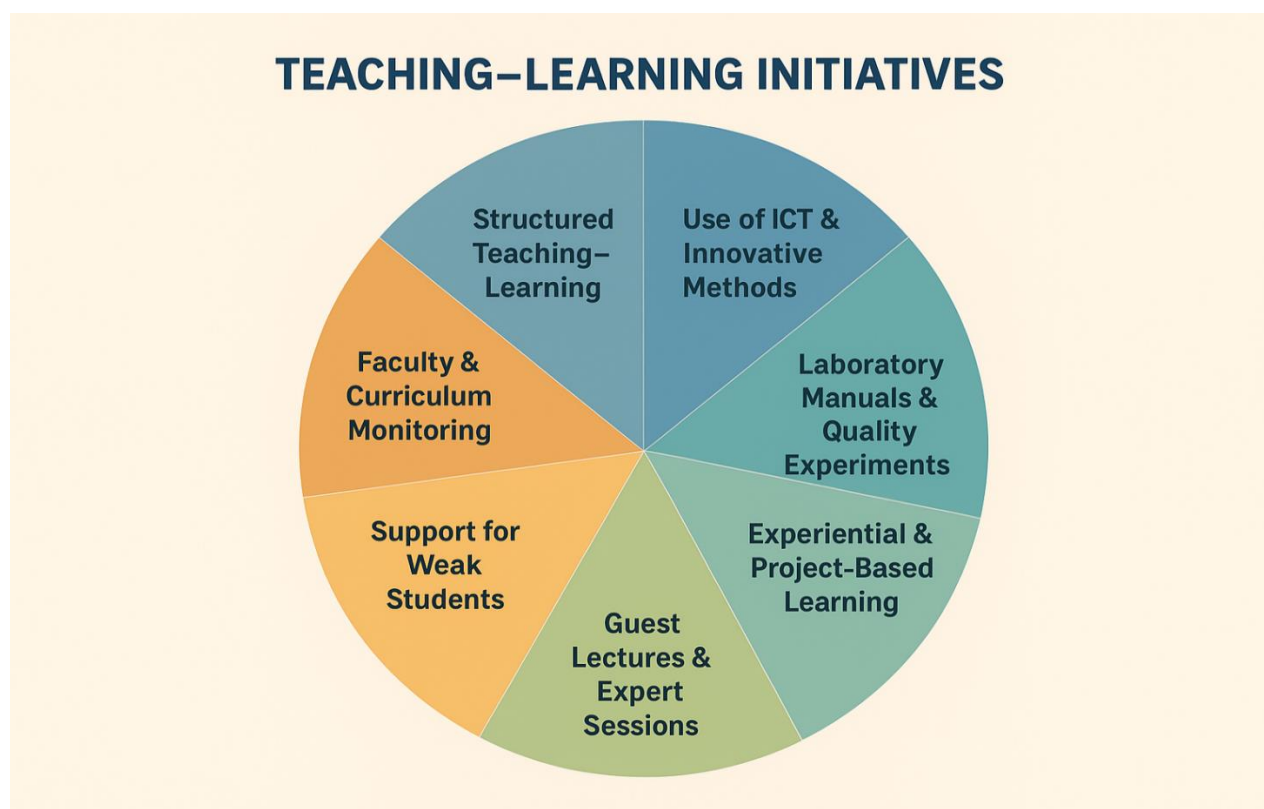
Fig.no.2.3.1: Info graphic depiction of Teaching–Learning Initiatives undertaken

Table no. 2.3.1: Teaching–Learning Initiatives with Implementation Details and Outcomes

Initiative	Implementation Details	Impact / Outcome
Structured Teaching–Learning	Lesson plans, teaching schedules, course files, and academic calendar are prepared and followed systematically.	Ensures timely coverage of syllabus and uniform learning experience for students.
Use of ICT & Innovative Methods	PPTs, e-content, simulation tools, and experimental videos	Improved comprehension and retention; access to

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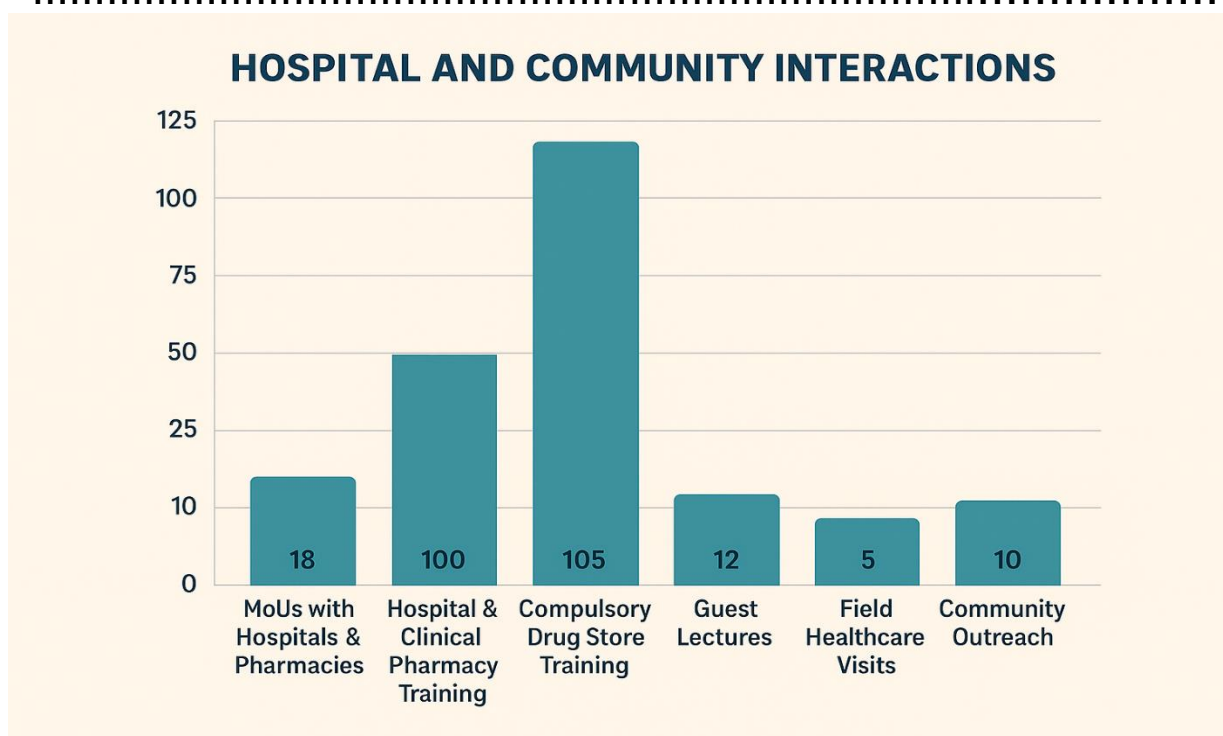|	prepared by faculty are shared with students.	resources beyond classroom hours.
Laboratory Manuals & Quality Experiments	Well-designed lab manuals provided; focus on conduct, recording, observation, and analysis of experiments.	Students develop systematic approach, accuracy, and analytical skills.
Experiential & Project-Based Learning	Field visits, community exposure, hospital training, industrial MoUs, mini-projects, and case studies integrated.	Bridges theory with practice, enhancing problem-solving and professional readiness.
Guest Lectures & Expert Sessions	Industry/healthcare experts invited through active MoUs and collaborations.	Students gain insights into current trends, industry expectations, and emerging opportunities.
Encouraging Bright Students	Quizzes, seminars, science exhibitions, competitive exam guidance, higher education mentoring.	Boosts confidence, motivation, and academic achievements; improved participation in external events.
Support for Weak Students	Remedial classes, bridge courses, doubt-solving sessions, peer-learning groups.	Weak students improve performance; reduced dropout and backlogs.
Continuous Internal Evaluation	Unit tests, viva voce, assignments, presentations, transparent internal marks display, feedback mechanism.	Enables early identification of gaps, timely corrective measures, and overall performance improvement.
Faculty & Curriculum Monitoring	Institute Curriculum Implementation Unit (ICIU) meetings conducted regularly; reports submitted to Principal.	Ensures continuous improvement, better resource allocation, and alignment with OBE practices.

2.4 Initiatives related to Hospital and other related interactions (10)

(Give details of the industry/ hospital involvement in the program such as industry/other-supported laboratories, partial delivery of appropriate courses by industry experts and/or collaborative initiatives with the hospitals etc. Mention the initiatives, implementation details and impact analysis)

- The institute has taken multiple initiatives to strengthen hospital and healthcare interactions for effective student learning.

- Formal MoUs have been signed with local hospitals, community pharmacies, and wholesale distributors (18 out of 28 active MoUs) through which more than 90% students participate in hospital and pharmacy visits annually.

- Hospital and clinical pharmacy training enables students to observe prescription handling, dispensing, patient counselling, and ADR monitoring, with 80–90% students reporting improved confidence in prescription handling as per feedback.

- As per curriculum, three months of compulsory drug store training is arranged after the second year through the Training & Placement Cell (Karyakaushalyam), benefitting 100% students annually.

- To bridge curriculum and practice, on an average 8 to 10 guest lectures per year are organized by practicing pharmacists, clinicians, and industry experts, which receive >90% positive student feedback.

- The institute has also developed 3 - 5 field visits per batch every year to PHCs, CHCs, tertiary hospitals, and traditional medicine pharmacies provide broader exposure to diverse healthcare systems.

- Community outreach through NSS and health camps (BP/diabetes screening, awareness drives, counselling) is conducted in association with hospitals, with 10+ activities annually benefitting community members. These initiatives collectively enhance practice orientation, professional competence, and social responsibility among students.

- Summarized data for initiatives related to hospital and other related interactions along with implementation and outcome details are enlisted below :

HOSPITAL AND COMMUNITY INTERACTIONS

Category	Value
MoUs with Hospitals & Pharmacies	18
Hospital & Clinical Pharmacy Training	100
Compulsory Drug Store Training	105
Guest Lectures	12
Field Healthcare Visits	5
Community Outreach	10

Fig.no. 2.4.1: Details of Initiatives related to Hospital and other related interactions

 Table no. 2.4.1: Implementation and Impact/outcome details for Initiatives Related to Hospital and Other Related Interactions

Initiative	Implementation Details	Impact / Outcome
MoUs with Hospitals & Pharmacies	Formal MoUs signed with local hospitals, community pharmacies, and wholesale distributors for student exposure. (Currently **18 of 28 MoUs active**).	Structured exposure for students; every year **100% students undergo hospital/community pharmacy visits** under these MoUs.
Hospital & Clinical Pharmacy Training	Students taken to hospitals to observe prescription handling, dispensing, patient counselling, drug distribution systems, and ADR monitoring.	Strengthens understanding of hospital pharmacy practices. **80–90% students reported improved confidence in prescription handling (feedback survey).**

Compulsory Practical Training (Drug Store Training)	Three months compulsory drug store training arranged after 2nd year through Training & Placement Cell (Karyakaushalyam).	Students gain skills in inventory, billing, and storage. **100% students from eligible are trained annually** across partnered drug stores.
Guest Lectures by Practicing Pharmacists & Clinicians	Experts invited for sessions on rational drug use, clinical pharmacy, ADR reporting, and patient counselling. **10 -12 sessions organized per year.**	Students gain updated industry/healthcare knowledge; **>90% attendance and positive feedback** from participants.
Field Visits to Healthcare Facilities	Visits to PHCs, CHCs, tertiary hospitals, and traditional medicine pharmacies. At least **5–6 visits arranged per batch annually.**	Students understand varied healthcare systems. **More than 90% of students highlight field visits as most impactful in bridging theory and practice.**
Community Outreach through NSS & Health Camps	Students participate in BP/diabetes screening, awareness drives, and counselling camps in association with hospitals. **10+ outreach activities conducted annually.**	Enhances communication, empathy, and social responsibility.

Table no. 2.4.1: Session wise details of Field visits during the assessment sessions:

Sr.no.	Name of Place	Name of Co-ordinator	Date of Activity	No.of Benefici aries
Session 2024-25				
01	P.H.C. Hospital Tiwsa	Mr. S.N.Mithe, Mrs. V.C.Potdar	**01/03/2025**	42
02	Water Treatment Plant	Mr. S.N.Mithe, Mrs. V.C.Potdar	**01/03/2025**	42
03	Old Age Home	Mr. S.N.Mithe, Mrs. V.C.Potdar	**01/03/2025**	42
04	Srushti Pharma Warud	Mrs. V.C.Potdar, Mr.S.M.Gujalwar	**08/03/2025**	45
Session 2023-24				
1	P.H.C. Hospital Tiwsa	Mr.V.R.Wankhade, Mrs. V.C.Potdar	**16/02/2024**	38
2	Water Treatment Plant	Mr.V.R.Wankhade, Mrs. V.C.Potdar	**16/02/2024**	38
3	Old Age Home Mozari	Mr.V.R.Wankhade, Mrs. V.C.Potdar	**16/02/2024**	38
4	Genetek Lifesciences Pvt.Ltd Wardha	Mr.V.R.Wankhade,Miss.C.K.Dangore	**13/02/2024**	45
Session 2022-23				

1	P.H.C. Hospital Jalgaon (Belora)	Mr. S.N.Mithe, Mr. R. Wankhade	**21/01/2023**	55
2	Water Treatment Plant	Mr. S.N.Mithe, Mr. V. R. Wankhade	**21/01/2023**	55
3	Old Age Home	Mr. S.N.Mithe, Mr. V.R. Wankhade	**21/01/2023**	55
4	Genetek Lifesciences Pvt.Ltd Wardha	Mr.A.D.Nakod	**10/03/2023**	42
5	P.H.C. Hospital Jalgaon (Belora)	Mr. S.N.Mithe, Mr. V.R. Wankhade	**21/01/2023**	55

Table no. 2.4.2: Session wise details of Field visits during the assessment sessions:

Sr.no.	Topics	Resource Person	Date of Activity	No.of Benefici aries
Session 2024-25				
1	Tension Free Health of Students	Dr. Sandip Nimbhorkar	01/03/2025	51
2	Health Check-up & HIV –AIDS Awareness	Dr.Rahul Shende Counceller ICTC, Aarvi.	06/12/2024	113
3	Empowering Women – Understanding the Menstrual cycle, Menstrual hygiene & Cervical cancer awareness	Dr. Dnyanada Chaware M.B.B.S. G.M.C. Nagpur.	06/03/2024	50
4	Legal awareness Champ.	F.T.Sheikh Judge Aashti court	25/01/2025	82
5	Mastering the Art of Interviewing with artificial Intelligence based Tools.	Mr. Nitin Dhole Tech job solution Hydrabad	11/03/2024	28
6	The Expanding Horizons of pharmacy: Future direction and opportunities	Dr. Dinesh P. Kawade Priyadarshini J.L.C.O.P. Nagpur.	29/05/2024	41
7	Personality Development for interview Success: Strategies & Techniques.	Mr. Atul Sawarkar	16/12/2024	45
8	Personality Development: Becoming the best version of yourself	Mr. Atul Sawarkar Manager Med Plus Nagpur.	22/10/2024	40
9	How to get a job	Miss. Sejal Vaidya	07/01/2025	45

Criterion 2: Program Curriculum and Teaching –Learning Processes (50)

Session 2023-24				
1	Preparation for competitive exam and personality development.	Mr. Dipesh M. Thakare PSAI Talegaon	10/04/2023	259
2	Skill development employment opportunity and career guidance.	Mr. Dhiraj Manwar District Skill Development Office Wardha	20/07/2023	92
3	Empowering students for exit exam and development of soft skill.	Mr. Pratyush Swarnkar GPAT Discussion Center Pvt Ltd	28/12/2023	55
4	Greenhouse effect of environmental balance.	Miss. Bhagyashree Gahane	01/03/2024	70
5	NEP 2020 in the light of accreditation.	Dr. P. M. Khodke	02/09/2023	36
6	How to prepare for the interview skill development.	MR. Pradip R. Chavhan	10/05/2023	60
7	NAAC reforms to ensure quality education.	Dr. Prashant Patil	24/02/2024	
8	Faculty development orientation program.	Mr. Amol Warorkar	31/12/2024	
Session 2022-23				
1	Stress Management	Dr. Sandip Nimbhorkar Principal of P. R. Patil Shikshan Mahavidyalaya, Talegaon	14/03/2023	83
2	Current Scenario of pharmaceutical industry and it's best practices.	Dr. Sapna Malviya Professor of Modern Institute of pharmaceutical sciences, Indore	14/03/2023	83
3	Employability workshop for pharma sales and marketing aspirants.	Pradip Chavan Managing Director Meera made lifescience, Nagpur	14/10/2022	90
4	Career in retail pharmacy.	Mr. Atul Sawarkar	14/10/2022	60
5	Pharmacy united in action for a healthier world.	Dr. Atmaram Pawar Principal Pune college of pharmacy (Online)	24/09/2022	75
6	Unlocking the potential initiating journey into computer aided drug design.	Mr. Pradip Raghatate Assistanf Professor Kamla Nehru college of pharmacy , Nagpur	15/09/2022	47

7	Modern days opportunities in pharmaceuticals.	Mr. Sagar Kurakhar Data Manager Julius Clinical, Netherland	30/07/2022	93
8	Road Safety	Mr. Prakash Khandelwal	07/07/2022	41

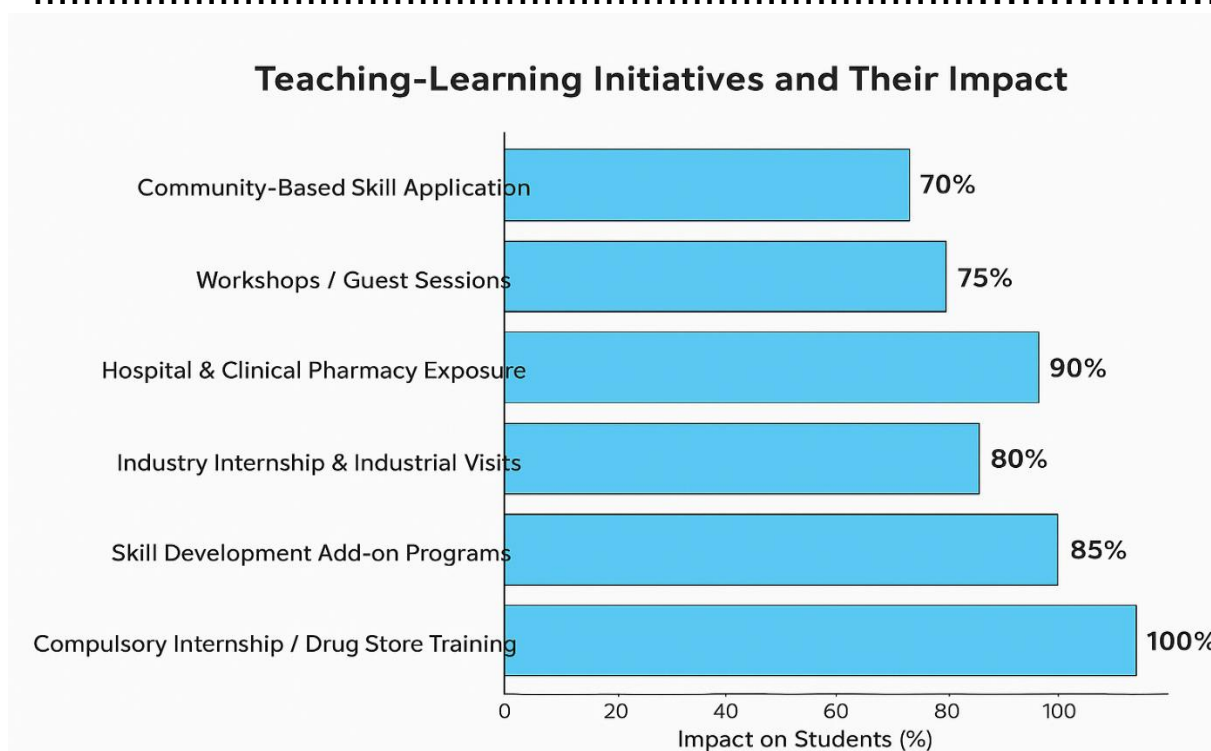## 2.5 Initiatives related to skill Development programs/industry internship/ training/hospital pharmacy (10)

(Mention the initiatives, implementation details and impact analysis)

The institute emphasizes skill development and practice orientation through a blend of curriculum-based training and value-added initiatives.

- A three-month compulsory drug store training is arranged after the second year through the Training & Placement Cell (Karyakaushalyam), benefitting over 100 students annually and equipping them with competencies in dispensing, inventory management, billing, and regulatory compliance.

- To bridge the industry–academia gap, the institute organizes skill development add-on programs such training of Lab Techniques used in Organic Synthesis ,Exploring Homeopathic Marvels, Sustainable practices in Pharmaceutical Manufacturing, Hands on Pharmaceutical Enterpreneurship and start-up development, Veternary Pharmacy and Animal Health, Good Laboratory Practices ,Basic Pharmaceutical Calculations, Elevating Sales and Marketing proficiency, with 70–80% student participation.

- Industrial visits and internships arranged through active MoUs provide exposure to formulation, manufacturing, quality control, and regulatory practices, while hospital and clinical pharmacy visits enable students to gain confidence in prescription handling, drug distribution, and patient counselling, with 80–90% positive feedback reported.

- In addition, 4–6 expert workshops and guest sessions annually are conducted by industry and healthcare professionals on contemporary skills such as pharmacovigilance, medical devices, and clinical documentation.

- Community outreach programs and health camps further allow students to apply their learning in real-world settings, benefitting community members every year.

Collectively, these initiatives strengthen employability, practice orientation, and professional competence of students in alignment with industry and healthcare sector requirements. Short overview of initiatives, implementation details and impact analysis is enlisted in below table

Teaching-Learning Initiatives and Their Impact

Fig.no. 2.5.1: Summary of Initiatives, Implementation and Impact/Outcome related to skill development programs/industry internship/training/hospital pharmacy

Table no. 2.5.1: Initiatives, implementation details and impact analysis for related to skill Development programs/industry internship/ training/hospital pharmacy during last three sessions

Initiative	Implementation Details	Impact / Outcome
Compulsory Internship / Drug Store Training	Three-month drug store training after completion of the 2nd year is made mandatory as per curriculum, facilitated through the Training & Placement Cell (Karyakaushalyam) with active MoUs.	**100% students (of eligible) annually** gain hands-on experience in inventory management, dispensing, billing, and regulatory compliance, improving employability.
Skill Development Add-on Programs	Institute offers short-term value-added/skill enhancement courses (e.g., Sales and Marketing	Students acquire market-relevant skills; **70–80% participation** ensures better

	proficiency, Enterpreneurship development, Pharmacy disposal management) to bridge curriculum–industry gap.	placement readiness and higher confidence in interviews.
Industry Internship & Industrial Visits	Collaborations with pharmaceutical industries through MoUs; students exposed to formulation, manufacturing, quality control, packaging, and regulatory aspects.	**More than 90% students participation in industrial visits, 20–30 students per year opt for internships**; improved awareness of industry expectations and workflow.
Hospital & Clinical Pharmacy Exposure	Regular visits to hospitals (government and private) to understand clinical pharmacy services, prescription handling, patient counselling, and drug distribution systems.	**80–90% students report improved patient counselling and dispensing confidence** (feedback analysis); supports better practice orientation.
Workshops / Guest Sessions by Industry & Healthcare Experts	Skill-focused workshops (e.g., soft skills, medical devices, pharmacovigilance, clinical documentation) and guest lectures conducted by industry/hospital professionals.	**4–6 programs conducted annually**; feedback indicates enhanced professional awareness and alignment with current job trends.
Community-Based Skill Application	Health awareness camps, NSS activities, and pharmacy practice exercises conducted in rural areas in collaboration with hospitals/PHCs.	Students develop communication, empathy, and problem-solving skills;

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2.6 Self-Assessment for Criterion – 2:

Table no. 2.6: Self-assessment for Criteria-2

Sr.no.	Assessment Parameters	Marks	
		Prescribed	Institute Assessment
	Program Curriculum and Teaching –Learning Processes		
2.1	Delivery of Syllabus Contents and compliance of the curriculum	05	05
2.2	Adherence to Academic Calendar	10	10
2.3	Initiatives in teaching and learning process	15	15
2.4	Initiatives related to Hospital and other related interactions	10	10
2.5	Initiatives related to skill Development programs/industry internship/ training/hospital pharmacy	10	10
	Total	50	50
	Percentage	100%	

Criterion 3: Course Outcomes (Cos) and Program Outcomes (POs) (60)

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Criterion 3	Course Outcomes (COs) and Program Outcomes (POs)	60

3.1. Establish the correlation between the courses and the Program Outcomes (20)

(NBA defined Program Outcomes as mentioned in Annexure I)

3.1.1. Course Outcomes (05)

SAR should include course outcomes of one course from each year of study, however, should be prepared for all courses
Note: Number of Outcomes for a Course is expected to be around 6.
Course Name: Ciii Year of Study: YYYY – YY; For ex. C202 Year of study 2019-20

Table no.3.1.1: Course outcome for one course from Diploma Level 1 Program

PROGRAMME: Diploma In Pharmacy		D.PHARM: I year	
COURSE: Social Pharmacy – Theory		Course code:ER-20-15 T	
D.PHARM: **I year**	**COURSE**	**COURSE OUTCOME**	
	Social Pharmacy – Theory	On successful completion of this course, students should be able to	
		DT15.1	Discuss about roles of pharmacists in the various national health programs
		DT15.2	Describe various sources of health hazards and disease preventive measures
		DT15.3	Discuss the healthcare issues associated with food and nutritional substances
		DT15.4	Describe the general roles and responsibilities of pharmacists in public health

Course Name: Social Pharmacy – Theory

ER-20-15 T is the Course code for Social Pharmacy and

DT15.1to DT15.4 are the outcomes of the Social Pharmacy – Theory.

Where,

- D: Diploma in Pharmacy, T: Theory, P: Practical

- 15 : Left Integer Shows Level and

- Right Integer shows Course Number from PCI Course Code

- .1to.4: Sr. Number of CO

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Table no.3.1.2: Course outcome for one course from Diploma Level 2 Program

PROGRAMME: Diploma In Pharmacy		D.PHARM : II year	
COURSE: Biochemistry & Clinical Pathology- Theory		Course code:ER20-23T	
D.PHARM II year	**COURSE**	**COURSE OUTCOME**	
	Biochemistry & Clinical Pathology- Theory	On successful completion of this course, students should be able to	
		DT23.1	Describe the functions of biomolecules.
		DT23.2	Discuss the various functions of enzymes in the human system.
		DT23.3	Explain the metabolic pathways of biomolecules in both physiological and pathological conditions.
		DT23.4	Describe the principles of organ function tests and their clinical significances.
		DT23.5	Determine the biomolecules / metabolites in the given biological samples, both qualitatively and quantitatively
		DT23.6	Describe the clinical pathology of blood and urine

Course Name: Biochemistry & Clinical Pathology- Theory

ER-20-23 T is the Course code for Biochemistry & Clinical Pathology- Theory, and

DT23.1to DT23.6 are the outcomes of the Biochemistry & Clinical Pathology- Theory.

Where,

- D: Diploma in Pharmacy, T: Theory, P: Practical
- 23 : Left Integer Shows Level and
- Right Integer shows Course Number from PCI Course Code
- .1to.6: Sr. Number of CO

Similarly, Course Outcomes for all the remaining courses of the program are defined

and documented.

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Criterion 3: Course Outcomes (Cos) and Program Outcomes (POs) (60)

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3.1.2. CO-PO matrices of courses selected in 3.1.1 (two matrices to be mentioned; one per year from 1st & 2nd Year) (05)

CO-POMAPPING MATRICES:

Table no.3.1.2.1: CO-PO mapping matrix for Social Pharmacy – Theory (Course selected in 3.1.1) from Diploma Level 1 Program

Course	PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
Social Pharmacy – Theory	DT15.1	3	-	3	3	3	3	3	-	3
	DT15.2	3	-	3	3	2	3	3	3	3
	DT15.3	3	-	3	3	2	3	3	3	3
	DT15.4	3	-	3	3	2	3	3	-	3
	ER-20-15 T	3	-	3	3	2.3	3	3	1.5	3

Table no.3.1.2.2: CO-PO mapping matrix for Biochemistry & Clinical Pathology- Theory (Course selected in 3.1.1) from Diploma Level 2 Program

Course	PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
Biochemistry & Clinical Pathology	DT23.1	3	-	-	3	-	2	2	-	3
	DT23.2	3	-	-	3	-	2	-	-	3
	DT23.3	3	3	-	3	-	2	3	-	3
	DT23.4	3	3	-	3	3	2	3	-	3
	DT23.5	3	3	-	3	3	2	3	-	3
	DT23.6	3	3	-	3	3	2	3	-	3
	ER20-23T	3.0	2.0	0.0	3.0	1.5	2.0	2.3	0.0	3.0

Note: Correlation levels 1, 2 or 3 as defined below:

1: Slight (Low)   2: Moderate (Medium)   3: Substantial (High)

If there is no correlation, put '-'

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3.1.3. Course-PO matrix of courses for all two years of study (10)

Table no.3.1.3.1: Course – PO matrix of courses for all two years of study during assessment sessions

Course	Course Code	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9
Pharmaceutics – Theory	ER20-11T	3.0	2.0	-	3.0	2.0	2.0	-	-	3.0
Pharmaceutical Chemistry – Theory	ER20-12T	3.0	1.3	-	1.0	-	1.0	-	-	3.0
Pharmacognosy – Theory	ER20-13T	3.0	1.5	-	3.0	1.0	2.3	-	-	3.0
Human Anatomy & Physiology – Theory	ER20-14T	2.0	2.0	-	3.0	-	3.0	2.0	-	3.0
Social Pharmacy – Theory	ER20-15T	3.0	-	3.0	3.0	2.3	3.0	3.0	1.5	3.0
Pharmaceutics – Practical	ER20-11P	3.0	3.0	1.5	3.0	2.0	2.0	1.5	-	3.0
Pharmaceutical Chemistry – Practical	ER20-12P	3.0	3.0	2.0	3.0	-	2.0	-	-	3.0
Pharmacognosy – Practical	ER20-13P	3.0	3.0	-	3.0	0.0-	2.0	-	-	3.0
Human Anatomy & Physiology – Practical	ER20-14P	3.0	2.0	-	3.0	2.5	2.0	-	-	3.0
Social Pharmacy – Practical	ER20-15P	3.0	-	3.0	3.0	3.0	3.0	3.0	2.2	3.0
Pharmacology – Theory	ER20-21T	3.0	-	-	3.0	1.5	1.5	1.5	-	3.0
Community Pharmacy & Management – Theory	ER20-22T	3.0	2.3	2.0	3.0	3.0	3.0	3.0	-	3.0
Biochemistry & Clinical Pathology – Theory	ER20-23T	3.0	2.0	-	3.0	1.5	2.0	2.3	-	3.0
Pharmacotherapeutics – Theory	ER20-24T	3.0	2.0	1.5	3.0	1.5	3.0	3.0	-	3.0
Hospital & Clinical Pharmacy – Theory	ER20-25T	3.0	1.5	2.3	3.0	3.0	3.0	2.8	-	3.0
Pharmacy Law & Ethics-Theory	ER20-26T	3.0	-	3.0	3.0	3.0	3.0	2.0	0.8	3.0
Pharmacology – Practical	ER20-21P	3.0	3.0	-	3.0	3.0	-	-	2.0	3.0

Criterion 3: Course Outcomes (Cos) and Program Outcomes (POs) (60)

Community Pharmacy & Management –Practical	ER20-22P	3.0	2.4	-	3.0	1.6	3.0	2.4	-	3.0
Biochemistry & Clinical Pathology –Practical	ER20-23P	3.0	3.0	3.0	3.0	-	2.0	-	2.0	3.0
Pharmacotherapeutics – Practical	ER20-24P	3.0	1.5	-	3.0	2.0	3.0	2.5	-	3.0
Hospital & Clinical Pharmacy – Practical	ER20-25P	3.0	2.4	2.2	3.0	0.6	3.0	2.8	-	3.0

Note: Correlation levels 1, 2 or 3, as defined below:

1: Slight (Low)   2: Moderate (Medium)   3: Substantial (High)

It there is no correlation, put „-‟

It may be noted that contents of Table 3.1.2 must be consistent with information available in Table 3.1.3 for all the courses.

3.2. Attainment of Course Outcomes (20)

3.2.1. Describe the assessment processes used to gather the data upon which the valuation of Course Outcome is based (10)

(Examples of data collection processes may include, but are not limited to, specific Exam/tutorial questions, assignments, laboratory tests, student portfolios (A portfolio is a collection of artifacts that demonstrate skills, personal characteristics, and accomplishments created by the student during study period), internally developed assessment exams, etc. It is expected that each theory subject taught should impart specific knowledge and make a foundation for a set of Basic Concepts related to it. Similarly the laboratory experiments should have some predetermined and predefined skills which can be developed during the study)

CO Assessment Processes is used to assess the course outcomes and the data is gathered from internal and external assessment methodologies,

This includes:

1. Twenty percent weightage for internally developed Internal Assessment exams and

2. Eighty percent weightage for External Assessment Exams conducted by MSBTE

The gathered data is used for final evaluation of Course Outcomes

Criterion 3: Course Outcomes (Cos) and Program Outcomes (POs) (60)

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(In accordance with the weightage given in MSBTE curriculum.)

1. **Internal Assessment:** The course outcomes are to be assessed on the performance of students in the internal exams. Three sessional examinations should have conducted based on syllabus of 20 marks for Theory and 20 marks for practical. The short and long questions asked in the question papers of sessional exams (PTT & PST) are mapped with the COs and their attainment should be calculated.

2. **External Assessment** : End session Examination (MSBTE Examination) consists of descriptive type questions and is conducted by Maharashtra State Board of Technical Education (MSBTE) under MSBTE examination Act, at the end of the session based on entire syllabus for 80 marks. Also, Practical examination for 80 marks comprises of synopsis, conduction experiments, data recording and reporting and viva-voce at the end of the session, as per syllabus.

Following table gives the description of different tools used for evaluation of Course Outcomes:

Table no.3.2.1.1: Details of tools used for evaluation of Course outcomes during assessment sessions

Direct Assessment Methods		
Sr. No	Tools used for Data Collection	Method Description
1	External Assessment: i. Question paper of Session end Theory Examination conducted by MSBTE	Once in a year, Session end Theory examinations are conducted at the end of each Academic year. o Performance in exam indicates depth of students, pharmacy knowledge applied to a particular course and used for betterment of society while working as pharmacist. o Writing skills for communicating for content of course. o Enhanced critical thinking required for professional identity and lifelong learning.

2	**External Assessment:** i. Question paper of Session end Practical Examination conducted by MSBTE	Once in a year, Session end Practical examinations are conducted at the end of each Academic year. o Application of pharmacy knowledge and method for utilization of modern tools in the various experimental procedures. o Application of Pharmaceutical ethics while performing the experiments considering the impact on society and environment. o Leadership quality of the students and lifelong learning is also assessed during the conduction of viva and practicals.
3	**Internal Assessment** i. Progressive Theory Test (PTT) & Progressive Skill Test (PST) ii. Assignment and Reports	o Three internal assessment examinations are conducted for continuous assessment of the student's performance o In laboratory course, the internal assessment marks shall be based on the laboratory records, viva voce and three practical internal examinations. The Students are evaluated on collective domain of their intellectual skills and motor skills.

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3.2.2 Record the attainment of Course Outcomes of all courses with respect to set Attainment levels (10)

Program shall have set Course Outcome attainment levels for all courses. (The attainment levels shall be set considering average performance levels in the University/Board examination or any higher value set as target for the assessment years. Attainment level is to be measured in terms of student performance in internal assessments with respect to the course outcomes of a course in addition to the performance in the University/Board examination)

Measuring Course Outcomes attained through University/Board Examinations

Target may be stated in terms of percentage of students getting more than the university/board average marks or more as selected by the Program in the final examination. For cases where the university/board does not provide useful indicators like average or median marks etc., the program may choose an attainment level on its own with justification.

Example related to attainment levels Vs. targets: (The examples indicated are for reference only. Program may appropriately define levels)

Attainment Level 1: 60% students scoring more than University/Board average percentage marks or set attainment level in the final examination is considered to be attainment of "Level 1"
Attainment Level 2: 70% students scoring more than University/Board average percentage marks or set attainment level in the final examination is considered to be attainment of "Level 2"
Attainment Level 3: 80% students scoring more than University/Board average percentage marks or set attainment level in the final examination is considered to be attainment of "Level 3"

- Attainment is measured in terms of actual percentage of students getting set percentage of marks.
- If targets are achieved then all the course outcomes are attained for that year. Program is expected to set higher targets for the following years as a part of continuous improvement.
- If targets are not achieved the program should put in place an action plan to attain the target in subsequent years.

Measuring CO attainment through Internal Assessments: (The examples indicated are for reference only. Program may appropriately define levels)

Target may be stated in terms of percentage of students getting more than class average marks or set by the program in each of the associated COs in the assessment instruments (midterm tests, continuous evaluation and final examination as mapped with the COs)

Example
Mid-term test 1 addresses C202.1 and C202.2. Out of the maximum 20 marks for this test 12 marks are associated with C202.1 and 8 marks are associated with C202.2.

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Criterion 3: Course Outcomes (Cos) and Program Outcomes (POs) (60)

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Examples related to attainment levels Vs. targets:

Attainment Level 1: 60% students scoring more than 60% marks out of the relevant maximum marks is considered to be attainment of "Level 1"

Attainment Level 2: 70% students scoring more than 60% marks out of the relevant maximum marks is considered to be attainment of "Level 2"

Attainment Level 3: 80% students scoring more than 60% marks out of the relevant maximum marks is considered to be attainment of "Level 3"

- Attainment is measured in terms of actual percentage of students getting set percentage of marks.
- If targets are achieved then the C202.1 and C202.2 are attained for that year. Program is expected to set higher targets for the following years as a part of continuous improvement.
- If targets are not achieved the program should put in place an action plan to attain the target in subsequent years.

Similar targets and achievement are to be stated for the other mid-term tests/internal assessment instruments

Course Outcome Attainment:

For example:

Attainment through University/Board Examination: Substantial i.e. 3

Attainment through Internal Assessment: Moderate i.e. 2

Assuming 80% weightage to University/Board examination and 20% weightage to Internal Assessment, the attainment calculations will be (80% of University level) + (20% of Internal Level) i.e. 80% of 3 + 20% of 2 = 2.4 + 0.4 = 2.8

Note: Weightage of 80% to University/Board exams is only an example. Programs may decide weightages appropriately for University/Board exams and internal assessment with due justification.

As the MSBTE provides the average result, considering the average of previous three years result of MSBTE Exams, in the departmental meeting the target for the session 2022-23 i.e. CAYm3 is set and the level for achievements of the target by external assessment for the session CAYm3 is as follows-

Attainment Level 1 (Low)	:	40 % of students scoring more than 40 % marks out of the maximum marks is considered to be attainment of "Level 1"
Attainment Level 2 (Medium)	:	50 % of students scoring more than 40 % marks out of the maximum marks is considered to be attainment of "Level 2".
Attainment Level 3 (High)	:	60 % of students scoring more than 40 % marks out of the maximum marks is considered to be attainment of "Level 3"

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Criterion 3: Course Outcomes (Cos) and Program Outcomes (POs) (60)

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- **CO-Attainment 2024-2025**
  Table no. 3.2.2.1: CO-Attainment for session 2024-2025

DIPLOMA IN PHARMACY				
CO-ATTAINMENT 2024-2025				
Course	Course Code	Internal Assessment	External Assessment	Co Attainment
Pharmaceutics – Theory	ER20-11T	2.2	3.0	2.8
Pharmaceutical Chemistry – Theory	ER20-12T	1.3	3.0	2.7
Pharmacognosy – Theory	ER20-13T	1.4	3.0	2.7
Human Anatomy & Physiology – Theory	ER20-14T	2.4	2.0	2.1
Social Pharmacy – Theory	ER20-15T	1.8	3.0	2.8
Pharmaceutics – Practical	ER20-11P	2.1	3.0	2.8
Pharmaceutical Chemistry – Practical	ER20-12P	1.1	3.0	2.6
Pharmacognosy – Practical	ER20-13P	1.5	3.0	2.7
Human Anatomy & Physiology – Practical	ER20-14P	1.8	3.0	2.8
Social Pharmacy – Practical	ER20-15P	1.6	3.0	2.7
Pharmacology – Theory	ER20-21T	1.8	3.0	2.8
Community Pharmacy & Management –Theory	ER20-22T	1.2	3.0	2.6
Biochemistry & Clinical Pathology – Theory	ER20-23T	1.3	3.0	2.7
Pharmacotherapeutics – Theory	ER20-24T	1.7	3.0	2.7
Hospital & Clinical Pharmacy – Theory	ER20-25T	1.3	3.0	2.7
Pharmacy Law & Ethics- Theory	ER20-26T	1.3	3.0	2.7
Pharmacology – Practical	ER20-21P	1.4	3.0	2.7
Community Pharmacy & Management – Practical	ER20-22P	1.1	3.0	2.6
Biochemistry & Clinical Pathology –Practical	ER20-23P	2.2	3.0	2.8
Pharmacotherapeutics – Practical	ER20-24P	1.8	3.0	2.8
Hospital & Clinical Pharmacy – Practical	ER20-25P	1.6	3.0	2.7
OVERALL AVERAGE ATTAINMENT		1.6	3.0	2.7

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- **CO-Attainment 2023-2024**

Table no. 3.2.2.2: CO-Attainment for session 2023-2024

DIPLOMA IN PHARMACY				
CO-ATTAINMENT 2023-2024				
Course	Course Code	Internal Assessment	External Assessment	CO Attainment
Pharmaceutics – Theory	ER20-11T	1.3	3.0	2.7
Pharmaceutical Chemistry – Theory	ER20-12T	1.4	3.0	2.7
Pharmacognosy – Theory	ER20-13T	1.5	1.0	1.1
Human Anatomy & Physiology – Theory	ER20-14T	1.7	3.0	2.7
Social Pharmacy – Theory	ER20-15T	2.0	3.0	2.8
Pharmaceutics – Practical	ER20-11P	1.3	3.0	2.7
Pharmaceutical Chemistry – Practical	ER20-12P	1.1	3.0	2.6
Pharmacognosy – Practical	ER20-13P	1.9	3.0	2.8
Human Anatomy & Physiology – Practical	ER20-14P	1.2	3.0	2.6
Social Pharmacy – Practical	ER20-15P	1.8	3.0	2.8
Pharmacology – Theory	ER20-21T	1.9	3.0	2.8
Community Pharmacy & Management –Theory	ER20-22T	1.8	3.0	2.8
Biochemistry & Clinical Pathology –Theory	ER20-23T	1.2	3.0	2.6
Pharmacotherapeutics – Theory	ER20-24T	1.9	3.0	2.8
Hospital & Clinical Pharmacy – Theory	ER20-25T	1.4	3.0	2.7
Pharmacy Law & Ethics- Theory	ER20-26T	1.3	3.0	2.7
Pharmacology – Practical	ER20-21P	1.8	3.0	2.8
Community Pharmacy & Management –Practical	ER20-22P	1.1	3.0	2.6
Biochemistry & Clinical Pathology –Practical	ER20-23P	2.4	3.0	2.9
Pharmacotherapeutics – Practical	ER20-24P	3.0	3.0	3.0
Hospital & Clinical Pharmacy – Practical	ER20-25P	1.2	3.0	2.6
OVERALL AVERAGE ATTAINMENT		1.6	2.9	2.7

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Criterion 3: Course Outcomes (Cos) and Program Outcomes (POs) (60)

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- **CO-Attainment 2022-2023**

Table no. 3.2.2.3: CO-Attainment for session 2022-2023

DIPLOMA IN PHARMACY				
CO-ATTAINMENT 2022-2023				
Course	**Course Code**	**Internal Assessment**	**External Assessment**	**Co Attainment**
Pharmaceutics – Theory	ER20-11T	1.1	2.0	1.8
Pharmaceutical Chemistry – Theory	ER20-12T	0.7	0.0	0.1
Pharmacognosy – Theory	ER20-13T	1.1	1.0	1.0
Human Anatomy & Physiology – Theory	ER20-14T	0.9	1.0	1.0
Social Pharmacy – Theory	ER20-15T	0.6	1.0	0.9
Pharmaceutics – Practical	ER20-11P	2.2	3.0	2.8
Pharmaceutical Chemistry – Practical	ER20-12P	1.0	3.0	2.6
Pharmacognosy – Practical	ER20-13P	1.4	3.0	2.7
Human Anatomy & Physiology – Practical	ER20-14P	2.6	3.0	2.9
Social Pharmacy – Practical	ER20-15P	2.6	3.0	2.9
Pharmacology – Theory	ER20-21T	1.0	1.0	1.0
Community Pharmacy & Management – Theory	ER20-22T	0.5	3.0	2.5
Biochemistry & Clinical Pathology – Theory	ER20-23T	0.7	2.0	1.7
Pharmacotherapeutics – Theory	ER20-24T	1.2	3.0	2.6
Hospital & Clinical Pharmacy – Theory	ER20-25T	0.9	2.0	1.8
Pharmacy Law & Ethics- Theory	ER20-26T	0.9	3.0	2.6
Pharmacology – Practical	ER20-21P	2.0	3.0	2.8
Community Pharmacy & Management – Practical	ER20-22P	1.4	3.0	2.7
Biochemistry & Clinical Pathology –Practical	ER20-23P	1.5	3.0	2.7
Pharmacotherapeutics – Practical	ER20-24P	2.8	3.0	3.0
Hospital & Clinical Pharmacy – Practical	ER20-25P	1.3	3.0	2.7
OVERALL AVERAGE ATTAINMENT		**1.4**	**2.4**	**2.2**

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3.3. Attainment of Program Outcomes (20)

3.3.1. Describe assessment tools and processes used for assessing the attainment of each PO (10)

(Describe the assessment tools and processes used to gather the data upon which the evaluation of each the Program Outcome is based indicating the frequency with which these processes are carried out. Describe the assessment processes that demonstrate the degree to which the Program Outcomes are attained and document the attainment levels)

- Internal assessment and End semester examination are considered for the assessment of CO.

- Indirect assessment of POs was evaluated by Programme exit survey (10 %),

- Alumni survey (5%) and Employer's survey (5%).

- Programme exit survey was carried out for all the students in the final semester at the end of the program to evaluate how far POs were met with.

- Relevant questionnaire was prepared and rated on a 3point scale for the exit survey

- Alumni feedback was collected on a 3point scale survey.

- Employer's feedback was also collected on a 3point scale survey.

PO evaluation

The process used to measure the attainment of POs through direct and indirect attainment is as follows:

- o Step 1: Course outcomes for all courses are drafted.
- o Step 2: Each course outcome is mapped to POs.
- o Step 3: Attainment of COs are measured by using external and internal assessments.
- o Step 4: By using result of CO attainment corresponding PO attainments are calculated.
- o Step 5: Also, attainment of POs are calculated by using direct and indirect attainment methods.
- o This process is repeated for all courses in the program to calculate attainment of POs.

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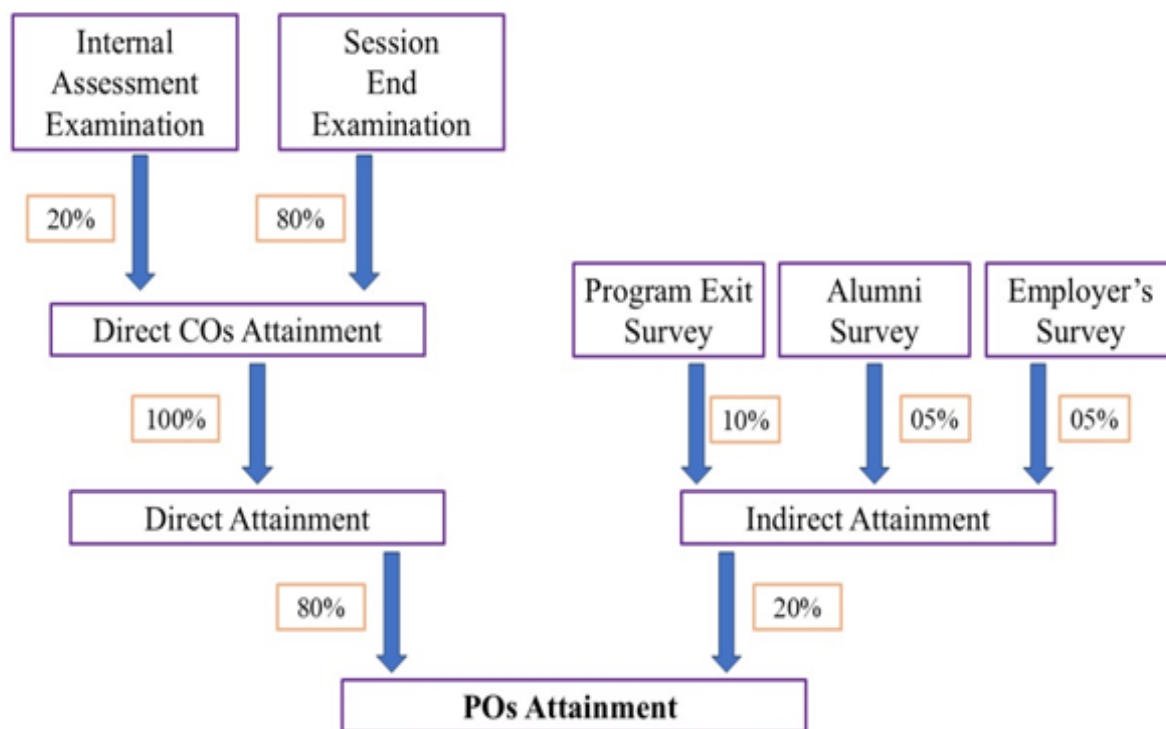
Figure no.3.3.1.1: Assessment process of POs

Table no.3.3.1.1: Details of tools used for evaluation of Program outcomes during assessment sessions

Direct Assessment Methods		
Sr. No	**Tools used for Data Collection**	**Method Description**
1	External Assessment: i. Question paper of Session end Theory Examination conducted by MSBTE	Once in a year, Session end Theory examinations are conducted at the end of each Academic year. o Performance in exam indicates depth of students, pharmacy knowledge applied to a particular course and used for betterment of society while working as pharmacist. o Writing skills for communicating for content of course. o Enhanced critical thinking required for professional identity and lifelong learning.

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2	External Assessment: i. Question paper of Session end Practical Examination conducted by MSBTE	Once in a year, Session end Practical examinations are conducted at the end of each Academic year. o Application of pharmacy knowledge and method for utilization of modern tools in the various experimental procedures. o Application of Pharmaceutical ethics while performing the experiments considering the impact on society and environment. o Leadership quality of the students and lifelong learning is also assessed during the conduction of viva and practicals.
3	Internal Assessment i. Progressive Theory Test (PTT) & Progressive Skill Test (PST) ii. Assignment and Reports	o Three internal assessment examinations are conducted for continuous assessment of the student's performance o In laboratory course, the internal assessment marks shall be based on the laboratory records, viva voce and three practical internal examinations. The Students are evaluated on collective domain of their intellectual skills and motor skills.
Indirect Assessment Methods		
Sr. No	**Indirect Assessment**	**Method Description**
1	Programme Exit Survey	Information is collected from the students about program satisfaction and service offered by the college. It was carried out for all the students in the final semester at the end of the program to evaluate how far POs and PSOs were met with. Relevant questionnaire was prepared and rated on a three point scale for the exit survey.
2	Alumni Survey	Collect variety of information about program satisfaction and service offered by the college
3	Employer's Survey	Survey is conducted during the placement officer visit to industry & during employer visit to the campus for campus interviews information about the graduates' skills, capabilities and opportunities

Criterion 3: Course Outcomes (Cos) and Program Outcomes (POs) (60)

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3.3.2. Provide results of evaluation of each PO (10)

Program shall set Program Outcome attainment levels for all POs.
(The attainment levels by direct (student performance) and indirect (surveys) are to be presented through Program level Course-PO matrix as indicated).

Course	Course Code	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9
C101 C102										
C101 C102										
Direct Attainment										
Indirect Attainment										

C101, C102 are indicative courses in the first year. Similarly, C209 is final year course. First numeric digit indicates year of study and remaining two digits indicate course nos. in the respective year of study.

- Direct attainment level of a PO is determined by taking average across all courses addressing that PO. Fractional numbers may be used for example 1.55.
- Indirect attainment level of a PO is determined based on the student exit surveys, employer surveys, co-curricular activities, extracurricular activities etc.

Example:

1. It is assumed that a particular PO has been mapped to four courses C1O1, C1O2, C2O3, C201
2. The attainment level for each of the four courses will be as per the examples shown in 2.2.2
3. PO attainment level will be based on attainment levels of direct assessment and indirect assessment
4. It is assumed that while deciding on overall attainment level 80% weightage may be given to direct assessment and 20% weightage to indirect assessment through surveys from students(largely), employers (to some extent). Program may have different weightages with appropriate justification.
5. Assuming following actual attainment levels:

Direct Assessment
C101 –High (3)
C102 – Medium (2)
C203 – Low (1)
C201 – High (3)
Attainment level will be summation of levels divided by no. of courses 3+2+1+3/4= 9/4=2.25
Indirect Assessment
Surveys, Analysis, customized to an average value as per levels 1, 2 & 3.
Assumed level - 2
PO Attainment level will be 80% of direct assessment + 20% of indirect assessment i.e. 1.8 + 0.4 = 2.2.

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Criterion 3: Course Outcomes (Cos) and Program Outcomes (POs) (60)

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- **PO – Attainment 2024-2025**

Table no.: 3.3.2.1: PO-Attainment for session 2024-2025

Course	Course Code	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9
DIPLOMA IN PHARMACY										
PO - Attainment 2024-2025										
Pharmaceutics – Theory	ER20-11T	2.84	1.89	-	2.84	1.89	1.89	-	-	2.84
Pharmaceutical Chemistry – Theory	ER20-12T	2.66	1.15	-	0.89	-	0.89	-	-	2.66
Pharmacognosy – Theory	ER20-13T	2.69	1.34	-	2.69	0.90	2.06	-	-	2.69
Human Anatomy & Physiology – Theory	ER20-14T	1.39	1.39	-	2.08	-	2.08	1.39	-	2.08
Social Pharmacy – Theory	ER20-15T	2.76	-	2.76	2.76	2.12	2.76	2.76	1.38	2.76
Pharmaceutics – Practical	ER20-11P	2.83	2.83	1.41	2.83	1.89	1.89	1.41	-	2.83
Pharmaceutical Chemistry – Practical	ER20-12P	2.62	2.62	1.75	2.62	-	1.75	-	-	2.62
Pharmacognosy – Practical	ER20-13P	2.69	2.69	-	2.69	-	1.79	-	-	2.69
Human Anatomy & Physiology – Practical	ER20-14P	2.75	1.83	-	2.75	2.29	1.83	-	-	2.75
Social Pharmacy – Practical	ER20-15P	2.72	-	2.72	2.72	2.72	2.72	2.72	1.99	2.72
Pharmacology – Theory	ER20-21T	2.76	-	-	2.76	1.38	1.38	1.38	-	2.76
Community Pharmacy & Management – Theory	ER20-22T	2.65	2.03	1.76	2.65	2.65	2.65	2.65	-	2.65
Biochemistry & Clinical Pathology – Theory	ER20-23T	2.82	1.88	-	2.82	1.41	1.88	2.19	-	2.82
Pharmacotherapeutics – Theory	ER20-24T	2.75	1.83	1.38	2.75	1.38	2.75	2.75	-	2.75
Hospital & Clinical Pharmacy – Theory	ER20-25T	2.67	1.34	2.05	2.67	2.67	2.67	2.49	-	2.67
Pharmacy Law & Ethics-Theory	ER20-26T	2.66	-	2.66	2.66	2.66	2.66	1.77	0.66	2.66
Pharmacology – Practical	ER20-21P	2.69	2.69	-	2.69	2.69	-	-	1.79	2.69
Community Pharmacy & Management –Practical	ER20-22P	2.62	2.10	-	2.62	1.40	2.62	2.10	-	2.62
Biochemistry & Clinical Pathology –Practical	ER20-23P	2.65	1.77	-	2.65	1.33	1.77	2.06	-	2.65
Pharmacotherapeutics – Practical	ER20-24P	2.76	1.38	-	2.76	1.84	2.76	2.30	-	2.76
Hospital & Clinical Pharmacy – Practical	ER20-25P	2.72	2.17	1.99	2.72	0.54	2.72	2.54	-	2.72
Direct Attainment		**2.65**	**1.57**	**0.88**	**2.60**	**1.51**	**2.07**	**1.45**	**0.28**	**2.68**
Indirect Attainment		**2.90**	**2.90**	**2.90**	**2.90**	**2.90**	**2.90**	**2.90**	**2.90**	**2.90**
Over all Attainment (80% Direct+ 20% Indirect)		**2.70**	**1.83**	**1.28**	**2.66**	**1.79**	**2.24**	**1.74**	**0.80**	**2.73**

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Criterion 3: Course Outcomes (Cos) and Program Outcomes (POs) (60)

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- **PO-Attainment 2023-2024**

Table no.:3.3.2.2 PO-Attainment for session 2023-2024

Course	Course Code	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9
DIPLOMA IN PHARMACY										
PO - Attainment2023-2024										
Pharmaceutics – Theory	ER20-11T	2.66	1.77	-	2.66	1.77	1.77	-	-	2.66
Pharmaceutical Chemistry – Theory	ER20-12T	2.68	1.12	-	0.89	-	0.89	-	-	2.68
Pharmacognosy – Theory	ER20-13T	1.10	0.55	-	1.10	0.37	0.83	-	-	1.10
Human Anatomy & Physiology – Theory	ER20-14T	1.83	1.83	-	2.75	-	2.75	1.83	-	2.75
Social Pharmacy – Theory	ER20-15T	2.81	-	2.81	2.81	2.11	2.81	2.81	1.40	2.81
Pharmaceutics – Practical	ER20-11P	2.67	2.67	1.33	2.67	1.78	1.78	1.33	-	2.67
Pharmaceutical Chemistry – Practical	ER20-12P	2.62	2.62	1.75	2.62	-	1.75	-	-	2.62
Pharmacognosy – Practical	ER20-13P	2.78	1.39	-	2.78	0.93	2.09	-	-	2.78
Human Anatomy & Physiology – Practical	ER20-14P	2.63	1.76	-	2.63	2.19	1.76	-	-	2.63
Social Pharmacy – Practical	ER20-15P	2.76	-	2.76	2.76	2.76	2.76	2.76	2.03	2.76
Pharmacology – Theory	ER20-21T	2.79	-	-	2.79	1.39	1.39	1.39	-	2.79
Community Pharmacy & Management – Theory	ER20-22T	2.76	2.07	1.84	2.76	2.76	2.76	2.76	-	2.76
Biochemistry & Clinical Pathology – Theory	ER20-23T	2.63	1.75	-	2.63	1.32	1.75	2.05	-	2.63
Pharmacotherapeutics – Theory	ER20-24T	2.77	1.85	1.39	2.77	1.39	2.77	2.77	-	2.77
Hospital & Clinical Pharmacy – Theory	ER20-25T	2.68	1.34	2.01	2.68	2.68	2.68	2.45	-	2.68
Pharmacy Law & Ethics- Theory	ER20-26T	2.67	-	2.67	2.67	2.67	2.67	1.78	0.67	2.67
Pharmacology – Practical	ER20-21P	2.75	2.75	-	2.75	2.75	-	-	1.83	2.75
Community Pharmacy & Management – Practical	ER20-22P	2.62	2.10	-	2.62	1.40	2.62	2.10	-	2.62
Biochemistry & Clinical Pathology – Practical	ER20-23P	2.88	2.88	2.88	2.88	-	1.92	-	1.92	2.88
Pharmacotherapeutics – Practical	ER20-24P	2.99	1.50	-	2.99	2.00	2.99	2.50	-	2.99
Hospital & Clinical Pharmacy – Practical	ER20-25P	2.64	2.11	1.94	2.64	0.53	2.64	2.46	-	2.64
Direct Attainment		2.61	1.53	1.02	2.57	1.47	2.07	1.38	0.37	2.65
Indirect Attainment		2.90	2.90	2.90	2.90	2.90	2.90	2.90	2.90	2.90
Over all Attainment (80% Direct+ 20% Indirect)		2.67	1.80	1.39	2.63	1.75	2.23	1.68	0.88	2.70

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Criterion 3: Course Outcomes (Cos) and Program Outcomes (POs) (60)

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- **PO-Attainment 2022-2023**

Table no.3.3.2.3: PO-Attainment for Session 2022-2023

DIPLOMA IN PHARMACY										
PO - Attainment 2022-2023										
Course	Course Code	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9
Pharmaceutics – Theory	ER20-11T	1.82	1.21	-	1.82	1.21	1.21	-	-	1.82
Pharmaceutical Chemistry – Theory	ER20-12T	0.14	0.06	-	0.05	-	0.05	-	-	0.14
Pharmacognosy – Theory	ER20-13T	1.01	0.51	-	1.01	0.34	0.78	-	-	1.01
Human Anatomy & Physiology – Theory	ER20-14T	0.65	0.65	-	0.98	-	0.98	0.65	-	0.98
Social Pharmacy – Theory	ER20-15T	0.92	-	0.92	0.92	0.71	0.92	0.92	0.46	0.92
Pharmaceutics – Practical	ER20-11P	2.84	2.84	1.42	2.84	1.89	1.89	1.42	-	2.84
Pharmaceutical Chemistry – Practical	ER20-12P	2.59	2.59	1.73	2.59	-	1.73	-	-	2.59
Pharmacognosy – Practical	ER20-13P	2.68	2.68	-	2.68	-	1.79	-	-	2.68
Human Anatomy & Physiology – Practical	ER20-14P	2.91	1.94	-	2.91	2.43	1.94	-	-	2.91
Social Pharmacy – Practical	ER20-15P	2.92	-	2.92	2.92	2.92	2.92	2.92	2.14	2.92
Pharmacology – Theory	ER20-21T	1.00	-	-	1.00	0.50	0.50	0.50	-	1.00
Community Pharmacy & Management – Theory	ER20-22T	2.50	1.92	1.67	2.50	2.50	2.50	2.50	-	2.50
Biochemistry & Clinical Pathology – Theory	ER20-23T	1.74	1.16	-	1.74	0.87	1.16	1.34	-	1.74
Pharmacotherapeutics – Theory	ER20-24T	2.64	1.76	1.32	2.64	1.32	2.64	2.64	-	2.64
Hospital & Clinical Pharmacy – Theory	ER20-25T	1.78	0.89	1.37	1.78	1.78	1.78	1.66	-	1.78
Pharmacy Law & Ethics- Theory	ER20-26T	2.59	-	2.59	2.59	2.59	2.59	1.72	0.65	2.59
Pharmacology – Practical	ER20-21P	2.80	2.80	-	2.80	2.80	-	-	1.87	2.80
Community Pharmacy & Management – Practical	ER20-22P	2.67	2.14	-	2.67	1.43	2.67	2.14	-	2.67
Biochemistry & Clinical Pathology – Practical	ER20-23P	2.71	2.71	2.71	2.71	-	1.81	-	1.81	2.71
Pharmacotherapeutics – Practical	ER20-24P	2.96	1.48	-	2.96	1.97	2.96	2.47	-	2.96
Hospital & Clinical Pharmacy – Practical	ER20-25P	2.67	2.67	2.67	2.67	-	1.78	-	1.78	2.67
Direct Attainment		2.12	1.43	0.92	2.13	1.20	1.65	0.99	0.41	2.14
Indirect Attainment		2.90	2.90	2.90	2.90	2.90	2.90	2.90	2.90	2.90
Over all Attainment (80% Direct+ 20% Indirect)		2.28	1.72	1.32	2.29	1.54	1.90	1.38	0.91	2.29

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Criterion 3: Course Outcomes (Cos) and Program Outcomes (POs) (60)

3.4: Self-Assessment for Criteria 3:

Table no. 3.4: Self-assessment for Criteria-3

Sr.no.	Assessment Parameters	Marks	
		Prescribed	**Institute Assessment**
Course Outcomes (COs) and Program Outcomes (POs)			
3.1	**Establish the correlation between the courses and the Program Outcomes (20)**		
3.1.1	Course Outcomes	05	05
3.1.2	CO-PO matrices of courses selected in 3.1.1 (two matrices to be mentioned; one per year from 1st & 2nd Year)	05	05
3.1.3	Course-PO matrix of courses for all two years of study	10	10
3.2	**Attainment of Course Outcomes (20)**		
3.2.1	Describe the assessment processes used to gather the data upon which the evaluation of Course Outcome is based	10	10
3.2.2	Record the attainment of Course Outcomes of all courses with respect to set attainment levels	10	10
3.3	**Attainment of Program Outcomes (20)**		
3.3.1	Describe assessment tools and processes used for assessing the attainment of each PO	10	10
3.3.2	Provide results of evaluation of each PO	10	08
	Total Marks	**60**	**58**
	Percentage	**97 %**	

Criterion 4	Student's Performance	75

Table no 4.a: Student intake of the program

Item	CAY (2024-25)	CAYm1 (2023-24)	CAYm2 (2022-23)
Sanctioned intake of the program (N)	60	60	60
Total number of students admitted in first year (N1)	48	51	68

Students enrolled at the First Year Level during the period of assessment

■ Sanctioned Intake of Program (N)　■ Students admitted in first year (N1)
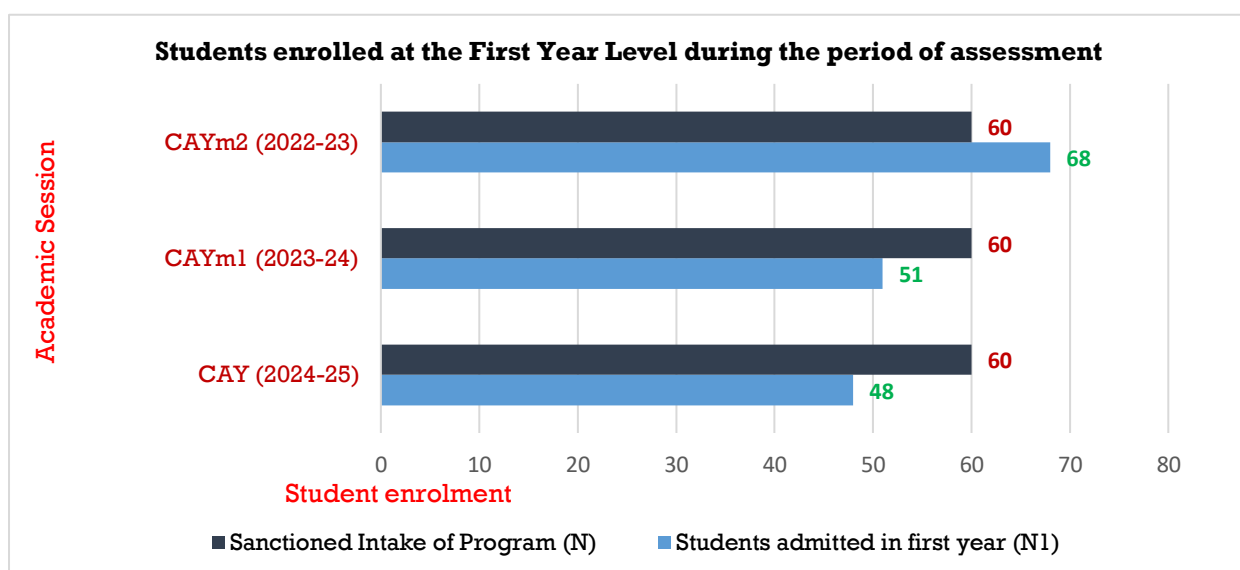
Fig.no.4.a: Student Enrolment details at the First Level during the period of assessment

Table no 4.b: Details of Successfully graduated students

Year of entry	Number of students admitted	Number of students who have successfully graduated	
		I Year	II Year
CAY (2024-25)	48		
CAYm1 (2023-24)	51	25	
CAYm2 (2022-23)	68	15	42
CAYm3 (2021-22)	65	31	24
CAYm4 (2020-21)	67	67	45

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CAY: CURRENT ACADEMIC YEAR:
CAYm1: Current Academic Year minus 1
CAYm2: Current Academic Year minus 2 = Last Year Graduate (LYG)
CAYm3: Current Academic Year minus 3 = Last Year Graduate minus 1 (LYGm1)
CAYm4: Current Academic Year minus 4 = Last Year Graduate minus 2 (LYGm2)

Details of Successfully graduated students Session-wise
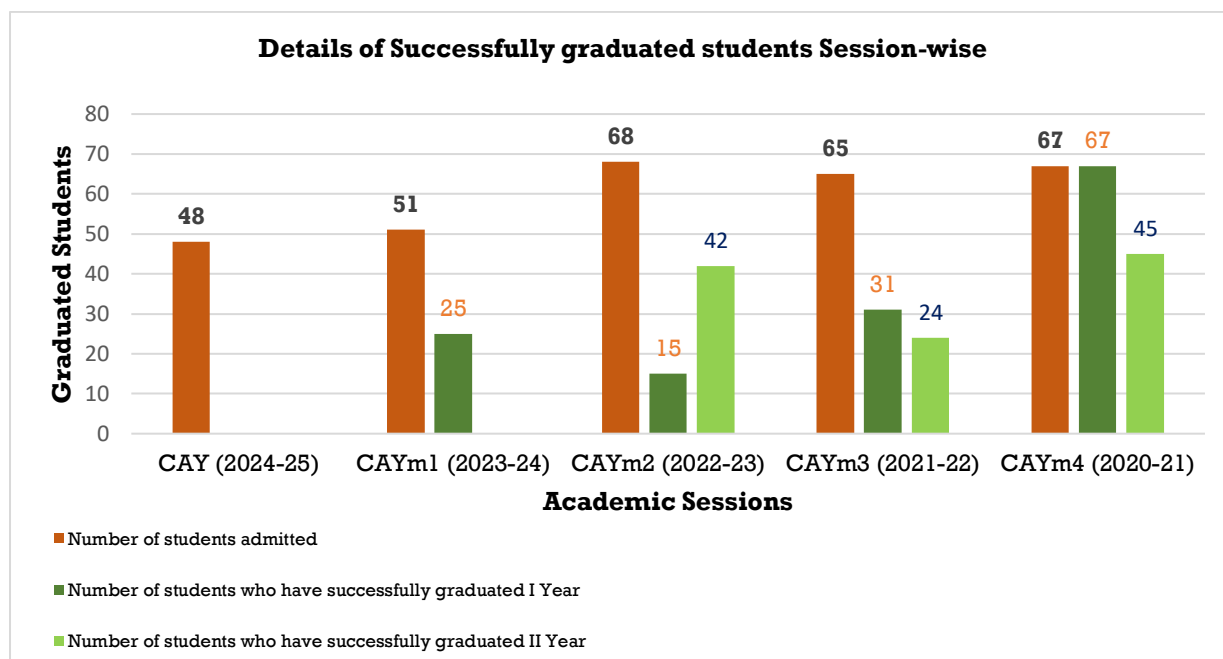
Fig.no.4.b: Detail of successfully graduated session-wise

4.1. Enrolment Ratio (Admissions) (20)
Enrolment Ratio= N1/N

Item (Students enrolled at the First Year Level on average basis during the period of assessment)	Marks
>=90% students enrolled	20
>=80% students enrolled	18
>=70% students enrolled	16
>=60% students enrolled	12
>=50% students enrolled	08
<50% students enrolled	00

Table no.4.1.1: Students enrolled at the First Year Level on average basis during the First Year Level on average basis during the period of assessment

Item	CAY (2024-25)	CAYm1 (2023-24)	CAYm2 (2022-23)
Students admitted in first year (N1)	48	51	68
Sanctioned Intake of Program (N)	60	60	60
Enrolment Ratio = N1/N	0.8	0.85	1.13
Percentage of students enrolled	80 %	85 %	113 %
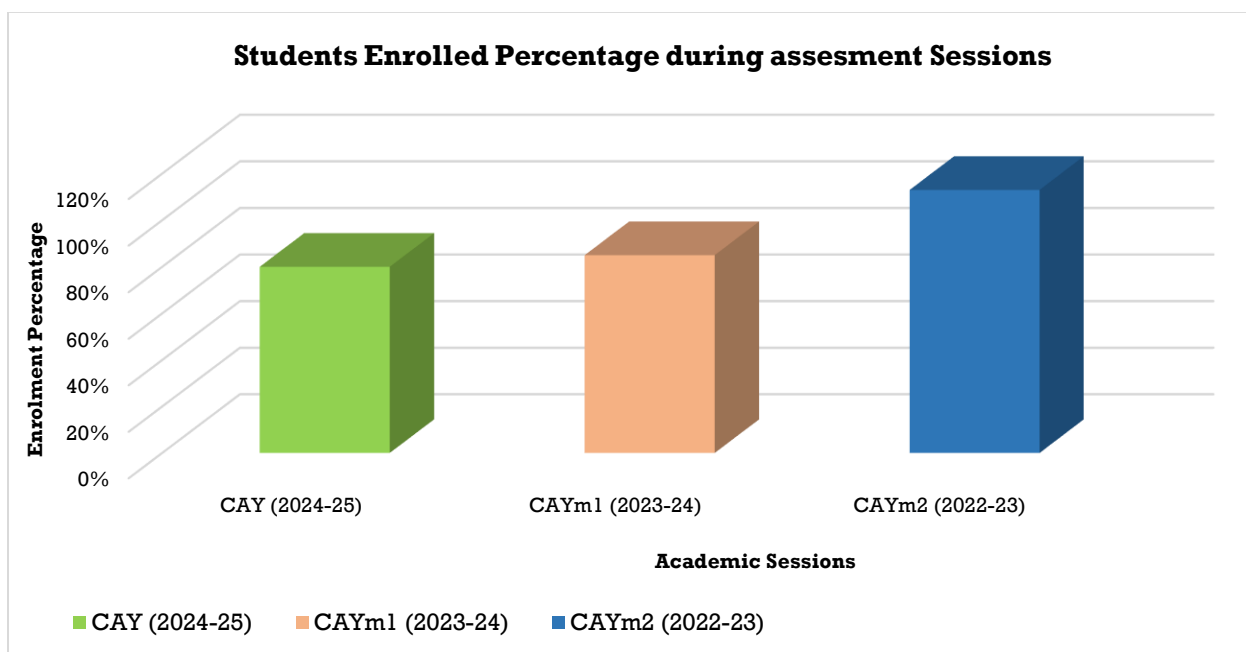
Figure no. 4.1.1: Percentage of students enrolled during assessment sections

4.2. Success Rate (Students graduating in minimum stipulated time of two years) (20)

SI= Number of students graduated in minimum stipulated time)/ Number of students admitted

Average SI = Mean of success index (SI) for past three batches

*Success rate score = 20*Average SI*

Table no.4.2.1: Details of Students graduating in minimum stipulated time

Item	Last Year Graduate (2022-23)	Last Year Graduate Minus 1 (2021-22)	Last Year Graduate minus 2 (2020-21)
Number of students admitted	68	65	67
Number of students graduated	42	24	45
Success index (SI)	0.6176	0.3692	0.6760
Average SI	0.5542		
Success rate	11.08		
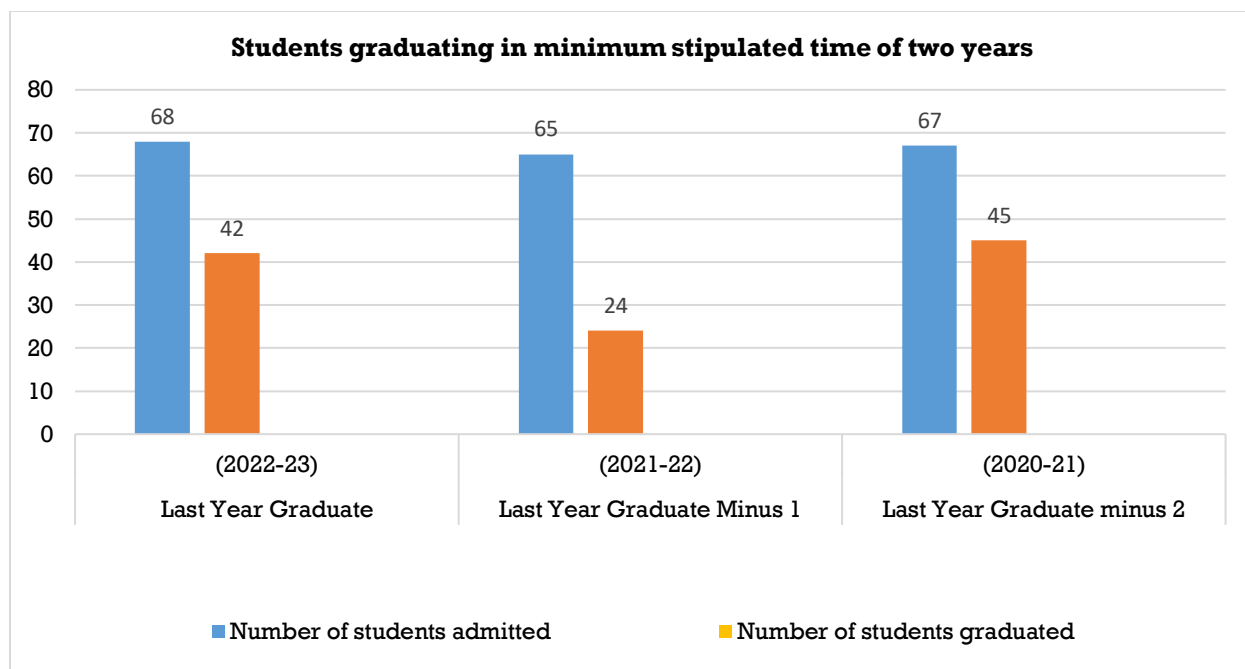
Figure no.4.2.1: Details of Students graduated in minimum stipulated time of two years during the assessment session

4.3. Academic Performance (Percentage of marks scored) (15)

Academic Performance score= 1.5*Average API

Academic Performance Index (API) = ((Mean of Final Year Grade Point Average of all successful

Students on a 10 point scale) or (Mean of the percentage of marks of all successful students in

Final Year/10)) x (successful students/number of students appeared in the examination)

Successful students are those who passed the courses in the stipulated period.

Table no.4.3.1: Academic performances in last three years

Academic Performance	CAY (2024-25)	CAYm1 (2023-24)	CAYm2 (2022-23)
Mean of CGPA or Mean Percentage of all successful students (X)	6.85	6.98	6.43
Total no. of successful students (Y)	32	42	24
Total no. of students appeared in the examination (Z)	46	48	59
API = x* (Y/Z)	4.76	6.10	2.61
API =(AP1 + AP2 + AP3)/3	4.49		
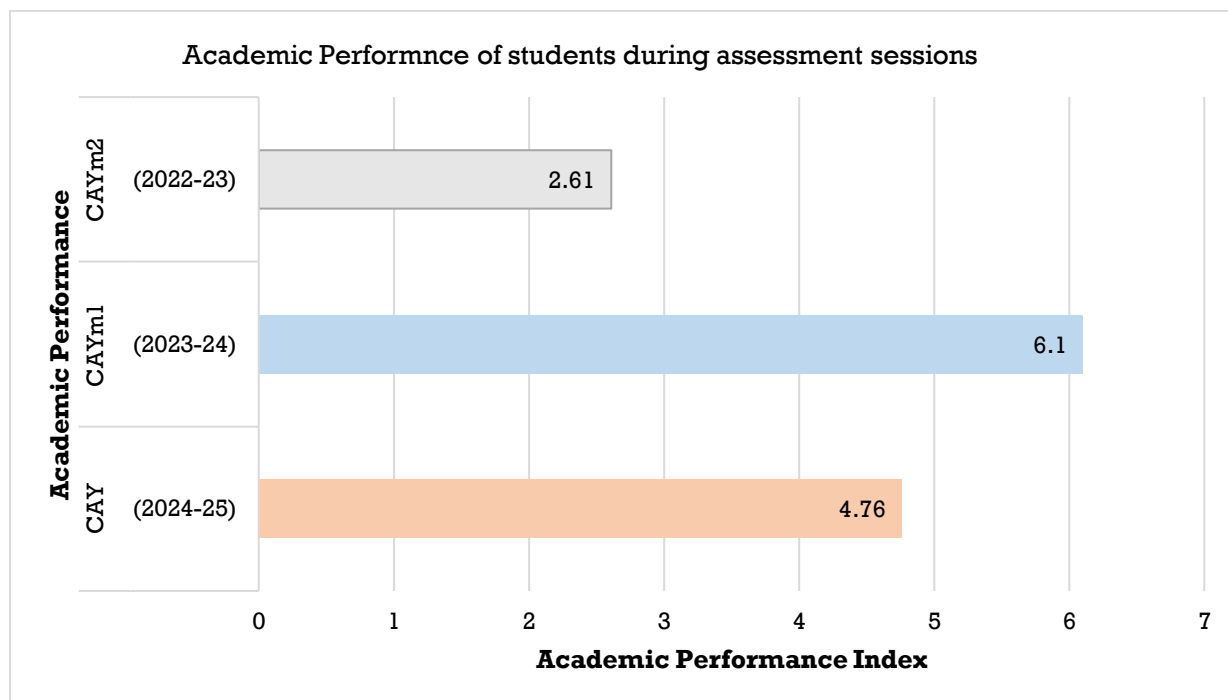
Figure no.4.3.1: Academic performance of students in terms of Academic performance index during the assessment sessions

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4.4. Placement and Higher Studies (20)

Assessment Points = 20 × (x + y)/N

Table no.4.4.1: Details of Placement and Higher studies

Item	Latest Passed Batch (2024-25)	Latest Passed Batch Minus 1 (2023-24)	Latest Passed Batch Minus 2 (2022-23)
Total No. of Final Year Students (N)	45	55	42
Number of students placed in Industries/Hospitals/ Government sector through on/off campus recruitment or opted for Entrepreneurship(x)	05	18	12
No. of students admitted to higher studies (y)	11	19	15
x + y	16	37	27
Placement Index : (x + y)/N	0.355	0.672	0.642
T = Average of (x + y)/N	0.580		
Assessment = 20 X T	11.61		
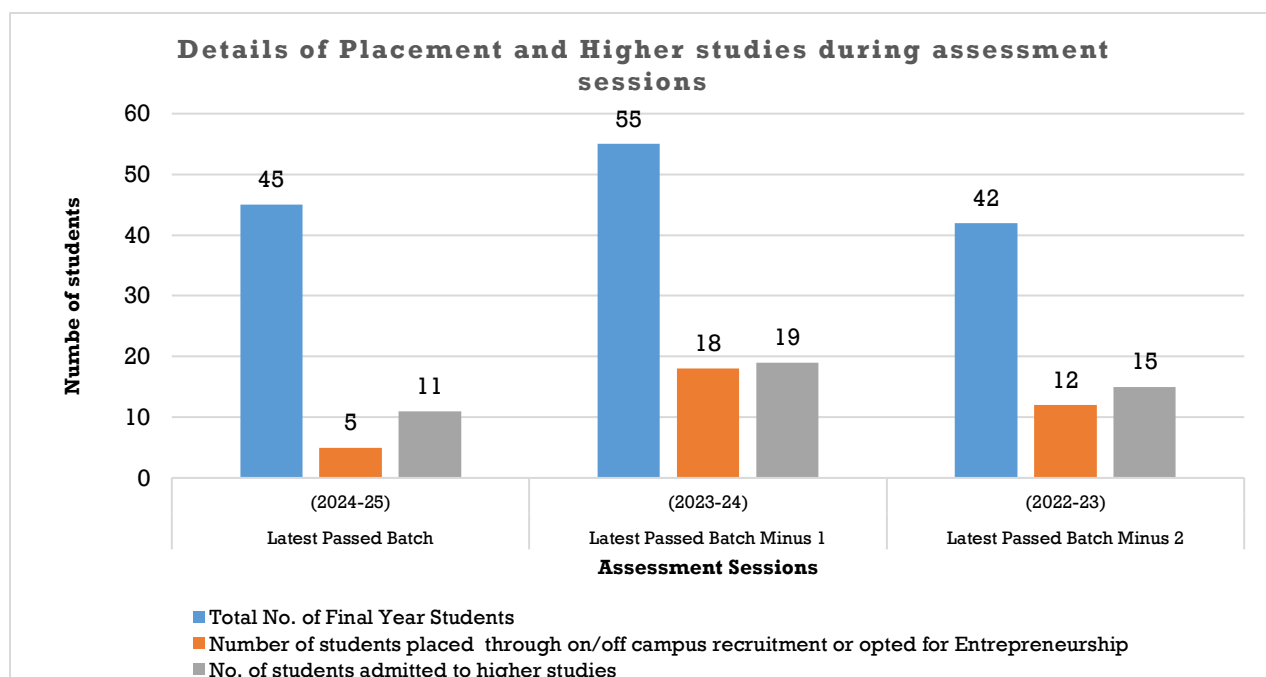
Figure no.4.4.1: Details of Placement and Higher studies during assessment sessions

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Self-Assessment for Criterion – 4:

Table no. 4.5: Self-assessment for Criteria-4

Sr.no.	Assessment Parameters	Marks	
		Prescribed	Institute Assessment
Students' Performance (75)			
4.1	Enrolment Ratio (Admissions)	20	18
4.2	Success Rate (Students graduating in minimum stipulated time of two years)	20	11.08
4.3	Academic Performance (Percentage of marks scored)	15	08
4.4	Placement and Higher Studies	20	11.61
Total Marks		**75**	**48.69**
Percentage		**65.33 %**	

● ●

Criterion 5	Faculty Information and Contributions	75

Table no. 5 a: List of All Program Faculty (D. Pharm, B. Pharm) for Current Academic Year (CAY) - 2024-2025

Name of the Faculty member	Qualification			Nature of Association (Regular/Contractual)	Designation	Date of Joining the Institution	Date of Leaving the Institution	Currently Associated (Yes/No)	Whether drawing salary as prescribed by the concerned State Government in the respective cadre (Yes/No in case of contractual faculty)
	Degree (Highest Degree)	University	Year of Graduation						
Dr. Koshish B. Gabhane	Ph.D	SGB Amravati university	2004	Regular	Principal	26/2/2022 7/2/2023	NA	Yes	--
Dr. Vikrant L. Salode	Ph.D	SGB Amravati university	2003	Regular	Professor	01-07-2017	NA	Yes	--
Dr. Nilesh B. Banarase	Ph.D	CSVT University Bhilai	2006	Regular	Associate Professor	30-10-2023	NA	Yes	--
Dr. Chetan V. Ghulaxe	Ph.D	Sunrise university Alwar	2009	Regular	Associate Professor	09-01-2017	NA	Yes	--
Mr Mahesh S. Gadge	M.Pharm	SGB Amravati university	2013	Regular	Assistant Professor	08-01-2017	NA	Yes	--
Dr. Vivek G. Pete	Ph.D	Sunrise university Alwar	2009	Regular	Associate Professor	11-08-2021	NA	Yes	--

Mr. Ashish R. Choudhary	M.Pharm	SGB Amravati university	2019	Regular	Assistant Professor	11-10-2021	NA	Yes	--
Miss.Samrudhii S. Khonde	M.Pharm	RTM Nagpur university	2020	Regular	Assistant Professor	02-01-2023	NA	Yes	--
Mr. Krunal B. Takarkhede	M.Pharm	SGB Amravati university	2009	Regular	Assistant Professor	05-10-2023	NA	Yes	--
Mr. Mohit A. Raut	M.Pharm	SGB Amravati university	2019	Regular	Assistant Professor	10-12-2023	NA	Yes	--
Miss. Farah. A. Khan	M.Pharm	SGB Amravati university	2014	Regular	Assistant Professor	01-04-2024	NA	Yes	--
Mr. Vaibhav D. Dapurkar	M.Pharm	Rajiv Gandhi T university Bhopal	2008	Regular	Assistant Professor	08/04/2024	NA	Yes	--
Miss. Trusha R. Gurnule	M.Pharm	RTM Nagpur university	2022	Regular	Assistant Professor	01/08/2024	NA	Yes	--
Mr. Vivek R. Wankhade	B.Pharm	SGB Amravati university	2009	Regular	Lecturer	16-10-2021	NA	Yes	--
Miss. Darshna M. Shirbhate	B.Pharm	SGB Amravati university	2018	Regular	Lecturer	08-02-2021	NA	Yes	--
Mr. Sagar M. Gujalwar	M.Pharm	SGB Amravati university	2011	Regular	Lecturer	01-08-2023	NA	Yes	--
Miss. Chaitali K. Dangore	M.Pharm	RTM Nagpur university	2018	Regular	Lecturer	15-07-2021	NA	Yes	--
Mr. Swapnil N. Mithe	B.Pharm	RTM Nagpur university	2011	Regular	Lecturer	14-03-2022	NA	Yes	--
Mrs. Vrushali C. Potdar	B.Pharm	RTM Nagpur university	2012	Regular	Lecturer	18-04-2022	NA	Yes	--

Table no. 5 b: List of Faculty for D.Pharm Program for Current Academic Year (CAY) - 2024-2025

Sr.no.	Name of the Faculty member	Qualification			Nature of Association (Regular/Contractual)	Designation	Date of Joining the Institution	Date of Leaving the Institution	Currently Associated (Yes/No)	Whether drawing salary as prescribed by the concerned State Government in the respective cadre (Yes/No in case of contractual faculty)
		Degree (Highest Degree)	University	Year of Graduation						
1	Dr. Vikrant L. Salode	Ph.D	SGB Amravati university	2003	Regular	Professor	01-07-2017	NA	Yes	--
2	Mr. Vivek R. Wankhade	B.Pharm	SGB Amravati university	2009	Regular	Lecturer	16-10-2021	NA	Yes	--
3	Miss. Darshna M. Shirbhate	B.Pharm	SGB Amravati university	2018	Regular	Lecturer	08-02-2021	NA	Yes	--
4	Mr. Sagar M. Gujalwar	M.Pharm	SGB Amravati university	2011	Regular	Lecturer	01-08-2023	NA	Yes	--
5	Miss. Chaitali K. Dangore	M.Pharm	RTM Nagpur university	2018	Regular	Lecturer	15-07-2021	NA	Yes	--
6	Mr. Swapnil N. Mithe	B.Pharm	RTM Nagpur university	2011	Regular	Lecturer	14-03-2022	NA	Yes	--
7	Mrs. Vrushali C. Potdar	B.Pharm	RTM Nagpur university	2012	Regular	Lecturer	18-04-2022	NA	Yes	--

Table no.5 c: List of All Program Faculty (D. Pharm, B. Pharm) for Current Academic Year minus 1 (CAYm1) - 2023-2024

Name of the Faculty member	Qualification			Nature of Association (Regular/Contract)	Designation	Date of Joining the Institution	Date of Leaving the Institution	Currently Associated (Yes/No)	Whether drawing salary as prescribed by the concerned State Government in the respective cadre (Yes/No in case of contractual faculty)
	Degree (Highest Degree)	University	Year of Graduation						
Dr. Koshish B. Gabhane	Ph.D	SGB Amravati university	2004	Regular	Principal	26/2/2022 7/2/2023	NA	Yes	--
Dr. Vikrant L. Salode	Ph.D	SGB Amravati university	2003	Regular	Professor	01-07-2017	NA	Yes	--
Mr. Chetan V. Ghulaxe	M.Pharm	RG University Bhopal	2009	Regular	Assistant Professor	09-01-2017	NA	Yes	--
Miss.Vaishali P. Wasnik	M.Pharm	SGB Amravati university	2011	Regular	Assistant Professor	08-01-2018	17/07/2024	Yes	--
Mr Mahesh S. Gadge	M.Pharm	SGB Amravati university	2013	Regular	Assistant Professor	08-01-2017	NA	Yes	--
Mr. Vivek G. Pete	M.Pharm	RG University Karnataka	2009	Regular	Assistant Professor	11-08-2021	NA	Yes	--
Mr. Ashish R. Choudhary	M.Pharm	SGB Amravati university	2019	Regular	Assistant Professor	11-10-2021	NA	Yes	--
Miss. Gayatri K. Bahatkar	M.Pharm	SGB Amravati university	2019	Regular	Assistant Professor	12-01-2021	NA	Yes	--

Miss.Smita R. Mankar	M.Pharm	SGB Amravati university	2019	Regular	Assistant Professor	29/9/2022	NA	Yes	--
Mr. Vivek R. Wankhade	B.Pharm	SGB Amravati university	2009	Regular	Lecturer	16-10-2021	NA	Yes	--
Miss. Darshna M. Shirbhate	B.Pharm	SGB Amravati university	2018	Regular	Lecturer	08-02-2021	NA	Yes	--
Mr. Sagar M. Gujalwar	M.Pharm	SGB Amravati university	2011	Regular	Lecturer	01-08-2023	NA	Yes	--
Miss. Chaitali K. Dangore	M.Pharm	RTM Nagpur university	2018	Regular	Lecturer	15-07-2021	NA	Yes	--
Mr. Swapnil N. Mithe	B.Pharm	RTM Nagpur university	2011	Regular	Lecturer	14-03-2022	NA	Yes	--
Mrs. Vrushali C. Potdar	B.Pharm	RTM Nagpur university	2012	Regular	Lecturer	18-04-2022	NA	Yes	--
Miss. Vrushali A. Korade	M.Pharm	SGB Amravati university	2018	Regular	Lecturer	10-02-2022	NA	Yes	--

Criterion 5: Faculty Information and Contributions (75)

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Table no.5 d: List of Faculty for D.Pharm Program for Current Academic Year minus 1 (CAYm1) - 2023-2024

Sr.no.	Name of the Faculty member	Qualification			Nature of Association (Regular/Contractual)	Designation	Date of Joining the Institution	Date of Leaving the Institution	Currently Associated (Yes/No)	Whether drawing salary as prescribed by the concerned State Government in the respective cadre (Yes/No in case of contractual faculty)
		Degree (Highest Degree)	University	Year of Graduation						
01	Dr. Vikrant L. Salode	Ph.D	SGB Amravati university	2003	Regular	Professor	01-07-2017	NA	Yes	--
02	Mr. Vivek R. Wankhade	B.Pharm	SGB Amravati university	2009	Regular	Lecturer	16-10-2021	NA	Yes	--
03	Miss. Darshna M. Shirbhate	B.Pharm	SGB Amravati university	2018	Regular	Lecturer	08-02-2021	NA	Yes	--
04	Mr. Sagar M. Gujalwar	M.Pharm	SGB Amravati university	2011	Regular	Lecturer	01-08-2023	NA	Yes	--
05	Miss. Chaitali K. Dangore	M.Pharm	RTM Nagpur university	2018	Regular	Lecturer	15-07-2021	NA	Yes	--
06	Mr. Swapnil N. Mithe	B.Pharm	RTM Nagpur university	2011	Regular	Lecturer	14-03-2022	NA	Yes	--
07	Mrs. Vrushali C. Potdar	B.Pharm	RTM Nagpur university	2012	Regular	Lecturer	18-04-2022	NA	Yes	--
08	Miss. Vrushali A. Korade	M.Pharm	SGB Amravati university	2018	Regular	Lecturer	10-02-2022	NA	Yes	--

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Table no. 5 e: List of All Program Faculty (D. Pharm, B. Pharm) for Current Academic Year (CAY) - 2022-2023

Name of the Faculty member	Qualification			Nature of Association (Regular/Contractual)	Designation	Date of Joining the Institution	Date of Leaving the Institution	Currently Associated (Yes/No)	Whether drawing salary as prescribed by the concerned State Government in the
	Degree (Highest Degree)	University	Year of Graduation						
Dr. Koshish B. Gabhane	Ph.D	SGB Amravati university	2004	Regular	Associate Professor	26/2/2022 7/2/2023	NA	Yes	--
Dr. Vikrant L. Salode	Ph.D	SGB Amravati university	2003	Regular	Professor	01-07-2017	NA	Yes	--
Mr.Chetan V. Ghulaxe	M.Pharm	RG University Bhopal	2009	Regular	Assistant Professor	09-01-2017	NA	Yes	--
Miss.Vaishali P.Wasnik	M.Pharm	SGB Amravati university	2011	Regular	Assistant Professor	08-01-2018	NA	Yes	--
Mr. Mahesh S. Gadge	M.Pharm	SGB Amravati university	2013	Regular	Assistant Professor	08-01-2017	NA	Yes	--
Mr. Vivek G. Pete	M.Pharm	RG University Karnataka	2009	Regular	Assistant Professor	11-08-2021	NA	Yes	--
Mr. Ashish R. Choudhary	M.Pharm	SGB Amravati university	2019	Regular	Assistant Professor	11-10-2021	NA	Yes	--
Mr.Lalit K. Khandelwal	M.Pharm	SGB Amravati university	1998	Regular	Assistant Professor	01-12-2021	NA	Yes	--

Criterion 5: Faculty Information and Contributions (75)

Miss. Tilottama Gatkine	M.Pharm	RTM Nagpur university	2017	Regular	Assistant Professor	01-07-2019	NA	Yes	--
Miss.Gayatrai K.Bahatkar	M.Pharm	SGB Amravati university	2019	Regular	Assistant Professor	12-01-2021	NA	Yes	--
Mr. Vivek R. Wankhade	B.Pharm	SGB Amravati university	2009	Regular	Lecturer	16-10-2021	NA	Yes	--
Miss. Darshna M. Shirbhate	B.Pharm	SGB Amravati university	2018	Regular	Lecturer	08-02-2021	NA	Yes	--
Miss. Chaitali K. Dangore	M.Pharm	RTM Nagpur university	2018	Regular	Lecturer	15-07-2021	NA	Yes	--
Mr. Swapnil N. Mithe	B.Pharm	RTM Nagpur university	2011	Regular	Lecturer	14-03-2022	NA	Yes	--
Mrs. Vrushali C. Potdar	B.Pharm	RTM Nagpur university	2012	Regular	Lecturer	18-04-2022	NA	Yes	--

Table no.5 f: List of Faculty for D.Pharm Program for Current Academic Year minus 2 (CAYm2) - 2022-2023

Sr.no.	Name of the Faculty member	Qualification			Nature of Association (Regular/Contractual)	Designation	Date of Joining the Institution	Date of Leaving the Institution	Currently Associated (Yes/No)	Whether drawing salary as prescribed by the concerned State Government in the respective cadre (Yes/No in case of contractual faculty)
		Degree (Highest Degree)	University	Year of Graduation						
1	Dr. Vikrant L. Salode	Ph..D.	SGB Amravati university	2003	Regular	Professor	01-07-2017	NA	Yes	--
2	Mr. Vivek R. Wankhade	B.Pharm	SGB Amravati university	2009	Regular	Lecturer	16-10-2021	NA	Yes	--
3	Miss. Darshna M. Shirbhate	B.Pharm	SGB Amravati university	2018	Regular	Lecturer	08-02-2021	NA	Yes	--
4	Miss. Chaitali K. Dangore	M.Pharm	RTM Nagpur university	2018	Regular	Lecturer	15-07-2021	NA	Yes	--
5	Mr. Swapnil N. Mithe	B.Pharm	RTM Nagpur university	2011	Regular	Lecturer	14-03-2022	NA	Yes	--
6	Mrs. Vrushali C. Potdar	B.Pharm	RTM Nagpur university	2012	Regular	Lecturer	18-04-2022	NA	Yes	--

Criterion 5: Faculty Information and Contributions (75)

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5.1. Student-Faculty Ratio (SFR) (15) + Availability of HoD/Principal (5); (20)

No. of Students in Diploma 1st Year= d1

No. of Students in Diploma 2nd Year= d2

D = Total no. of students in diploma programs running in the department

No. of Students in UG 1st Year= u1

No. of Students in UG 2nd Year= u2

No. of Students in UG 3rd Year= u3

No. of Students in UG 4th Year= u4

UG1 = Total no. of students in the UG program

No. of Students in PG 1st Year= p1

No. of Students in PG 2nd Year= p2

p1.1= no. of 1st year students in 1st PG program

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p1.2= no. of 1st year students in 2nd PG program

PG1= Total no. of 1st year students in all PG programs running in the department

P2.1= no. of 2nd year students in 1st PG program

P2.2= no. of 2nd year students in 2nd PG program

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PG2= Total no. of 2nd year students in all PG programs running in the department

(Note: No. of students in other programs being run in the department (For example: For

Pharm.D 6 year program provide number of students for all 6 years)

No. of Students = Sanctioned Intake

(The above data to be provided considering all the programs of the department)

S=Number of Students in the Department = D1 + D2 + UG1 + PG1 + PG2

F = Total Number of Regular Faculty Members in the Department

Student Faculty Ratio (SFR) = S/F

Criterion 5: Faculty Information and Contributions (75)

Table no.5.1.1: Average SFR details based upon data for CAY, CAYm1 and CAYm2

Year	CAY (2024-25)	CAYm1 (2023-24)	CAYm2 (2022-23)
d1	60	60	60
d2	60	60	60
D	**(d1+d2)=120**	**(d1+d2)=120**	**(d1+d2)=120**
u1	60	60	60
u2	60+18	60+11	60+10
u3	60	60	60
u4	60	60	60
UG1	**(u1+u2+u3+u4)=258**	**(u1+u2+u3+u4)=251**	**(u1+u2+u3+u4)=250**
P1.1	03	NA	NA
P1.2	03	NA	NA
PG1	**06**	NA	NA
P2.1	00	NA	NA
P2.2	00	NA	NA
PG2	**00**	NA	NA
Total no. of student in the department(**S**)	384	371	370
No. of faculty in the department(**F**)	19	16	15
Student Faculty Ratio(**SFR**)	**20.21**	**23.18**	**24.66**
Average **SFR**	**(20.21+23.18+24.66)=68.05/3=22.68**		

Note:

1. All the faculty whether regular or contractual (except part-time or hourly based), will be considered. The contractual faculty appointed with any terminology whatsoever, who have taught for 2 consecutive semesters with or without break between the 2 semesters in corresponding academic year on full-time basis shall be considered for the purpose of calculation in the faculty student ratio. However, following will be ensured in case of contractual faculty:

   a. Shall have the PCI prescribed qualifications and experience.

   b. Shall be appointed on full time basis and worked for consecutive two semesters with or without break between the 2 semesters during the particular academic year under consideration.

   c. Should have gone through an appropriate process of selection and the records of the same shall be made available to the visiting team during NBA visit.

2. Depending upon the No. of programs in UG and PG the above table has to be updated accordingly. For Ex: if UG="0" and PG="1".

Marks to be given proportionally from a maximum of 15 to a minimum of 10 for average SFR between 20:1 to 25:1, and zero for average SFR higher than 25:1. Marks distribution is given as below:

       < = 20 - 15 Marks
       < = 21 - 14 Marks
       < = 22 - 13 Marks
       < = 23 - 12 Marks
       < = 24 - 11 Marks
       < = 25 - 10 Marks
       > 25.0 - 0 Marks

Note: If the institution is running only Diploma Pharmacy program, calculation of SFR would be as follows:

N=No. of students = 2x (first year approved intake)

F= Total Number of Regular Faculty Members in the program

Year	N	F	SFR=N/F
CAY			
CAYm1			
CAYm2			
Average SFR for three Academic years			

HOD/Principal is to be over and above 1:20 ratio. 5 marks to be awarded for availability of HOD/Principal for all the academic years, otherwise 0 marks.

Criterion 5: Faculty Information and Contributions (75)

College has qualified Principal (Ph.D.) having required experience in academics.

Table no.5.1.2: Details of availability of Principal

Sr.no.	Name	Designation	Qualification	Total years of experience
01	Dr.K.B.Gabhane	Principal	M.Pharm, Ph.D	17 years

5.2. Faculty Qualification (20)

$FQ = 2* (10x +7y)/F$ where x is no. of faculty with M. Pharma and y is no. of faculty with B.Pharm with 3 years teaching/professional experience. F is no. of faculty required to comply 1:20 Faculty Student Ratio (no. of faculty and no. of students required to be calculated as per 5.1)

Table no.5.2.1: Faculty Qualification details over the assessment session

Year	No. of faculty with M.Pharm	No. of faculty with B.Pharm with 3 years teaching/professional experience	No. of faculty required to comply 1:20 Faculty Student Ratio	Faculty Qualification $FQ = 2* (10x +7y)/F$
CAY (2024-25)	3	4	6	19.33
CAYm1 (2023-24)	4	4	6	22.66
CAYm2 (2022-23)	2	4	6	16
			Average FQ	19.33

5.3. Faculty Retention (20)

No. of regular faculty members in CAYm3= CAYm2= CAYm1= CAY=

Item *(% of faculty retained during the period of assessment keeping CAYm2 as base year)*	Marks
>= 90%	20
>= 75%	16
>= 60%	12
>= 50%	8
<50%	0

- **Number of Regular faculty members during Assesment sessions:**

Table no.5.3.1: Program wise details of regular faculty members over assessment session

Sr.no.	Academic Year	Number of regular faculty members	
		For Diploma program	For all Programs
01	CAYm3 - (2021-22)	06	13
02	CAYm2 - (2022-23)	06	19
03	CAYm1 - (2023-24)	08	16
04	CAY - (2024-25)	07	15

- **Faculty details for Diploma program during Assesment sessions**

Table no.5.3.2: Details of regular faculty members for Diploma program over assessment session

Sr.no.	Name of Faculty in the program			
	CAYm3 (2021-22)	CAYm2 (2022-23)	CAYm1 (2023-24)	CAY (2024-25)
1	Mr. V. L. Salode	Dr. V. L. Salode	Dr. V. L. Salode	Dr. V. L. Salode
2	Miss. D. M. Shirbhate	Mr. V. R. Wankhade	Mr. V. R. Wankhade	Mr. V. R. Wankhade
3	Mr. V. R. Wankhade	Miss. D. M. Shirbhate	Miss. D. M. Shirbhate	Miss. D. M. Shirbhate
4	Mr. A. D. Nakod	Miss. C. K. Dangore	Mr. S. M. Gujalwar	Mr. S. M. Gujalwar
5	Miss. C. K. Dangore	Mr. S. N. Mithe	Miss. C. K. Dangore	Miss. C. K. Dangore
6	MR. V. G. Pete	Mrs. V.C. Potdar	Mr. S. N. Mithe	Mr. S. N. Mithe
7	–	–	Mrs. V. C. Potdar	Mrs. V. C. Potdar
8	–	–	Miss. V. A. Korade	--
Total Staff	6	6	8	7

Criterion 5: Faculty Information and Contributions (75)

- **Faculty retention details for Diploma program during Assesment sessions**

Table no.5.3.3: Details of Faculty retention for Diploma program over assessment session

Sr.no.	Details	Number
01	Average number of staff during Assesment session	07
02	Number of faculty left during the period of assessment keeping CAYm2 (2022-23)as base year	00
03	Number of faculty retained during the period of assessment keeping CAYm2 (2022-23) as base year	07
04	Percentage of faculty retained during the period of assessment keeping CAYm2 (2022-23) as base year	**100**

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5.4. Faculty as participants in Faculty Development/Training Activities (15)

• A Faculty scores maximum five points for participation
• Participant in 2 to 5 days Workshop/Faculty Development Program: 3 Points
• Participant >5 days Workshop/Faculty Development Program: 5 points

Table no.5.4.1: Details of faculty participation in 2 to 5 days or more than 5 days Faculty Development/Training activities over the assessment session

Name of the Faculty	Max. 5 per Faculty								
	CAY (2024-25)			CAYm1 (2023-24)			CAYm2 (2022-23)		
	2 to 5 days	>5 days	Marks	2 to 5 days	>5 days	Marks	2 to 5 days	>5 days	Marks
Mr. Vivek R. Wankhade	---	--	--	2	6	8	--	--	--
Miss. Darshna M. Shirbhate	1	6	7	2	--	2	--	---	--
Mr. Sagar M. Gujalwar	--	7	7	--	--	--	---	---	---
Miss. Chaitali K. Dangore	---			2	11	13	---	---	---
Mr. Swapnil N. Mithe	---	--	--	--	5	5	--	--	--
Mrs. Vrushali C. Potdar	1	6	7	2	5	7	--	--	--
Miss. Vrushali A. Korade	--	--	--	--	6	6	--	--	--
Sum	2	19	21	8	33	41			
RF = Number of Faculty Required To Comply With 20:1 Student-Faculty Ratio As Per 5.1	6			6			6		
Assessment = 3 × Sum/(0.5 Rf)	21			41			----		
Average Assessment Over Three Years (Marks Limited To 15) = 20.66									

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Self-Assessment for Criterion – 5:

Table no. 5.5: Self-assessment for Criteria-5

Sr.no.	Assessment Parameters	Marks	
		Prescribed	**Institute Assessment**
Faculty Information and Contributions (75)			
5.1	Student-Faculty Ratio (SFR) (15) + Availability of HoD/Principal	20	17
5.2	Faculty Qualification	20	20
5.3	Faculty Retention	20	20
5.4	Faculty as participants in Faculty Development/Training Activities	15	15
	Total Marks	**75**	**72**
	Percentage	**96 %**	

Criterion 6	Facilities	100

6.1. Availability of adequate, well-equipped classrooms to meet the curriculum requirements (5)

(Facilities for conducting theory classes)

To meet the need of curriculum, institute has well established infrastructure that makes it a wonderful place to learn theory and practical.

- Institute has 2 separate classrooms for first year students and second year students. Classrooms have enough number of tube lights, fans. Green board, projector and interactive Boards with sound system makes it a smart classroom.

- Good ventilation is provided through windows. All the tests, sessional exams are conducted in these classrooms. Additionally, institute has separate tutorial room.

- Institute has five well equipped laboratories where first and second year students can perform practical wearing aprons. All the necessary chemicals (according to the syllabus) are available in laboratories.

- A seminar hall/auditorium hall is provided separately for proper conduction of skill development program, State and National level conferences, Quiz Competition and guest lectures with the seating capacity of more than 150 students.

The details of the infrastructure facilities and classrooms utilized for meeting the curriculum requirements for conduction of program are given below:

Table no.6.1.1: Details of the infrastructure facilities available for Diploma program

Classroom No.	Capacity (Students)	Area (Sq.)	Facilities Available	Adequacy as per Curriculum Requirement	Impact on Teaching-Learning / Students
Class Room -1	60	79	Desks, Benches, Podium, Board ,Tube lights ,Projector facility with Wi-Fi	Adequate	For theory session teaching through conventional teaching (Lecturing and chalk-board), Power point presentations, Audio-Visuals, Discussions, etc.
Class Room -2	60	78	Desks, Benches ,Podium, Tube lights ,Interactive panel board with Wi-Fi	Adequate	Enhanced engagement and clarity in concept delivery
Tutorial Room	25	33	Desks, benches, Tube lights ,board and Wi-Fi	Adequate	Small rooms for teaching handful of students Helps to closely monitor the progress of the individual student and provide additional academic support to individuals, if necessary.
Seminar Room	60	165	Interactive panel board with Wi-Fi, chairs, podium, Tube lights ,Toilets	Adequate	Facilitates the conduct of expert lectures, seminars, conferences, and workshops that supplement classroom teaching.
Auditorium	200	300	Chairs, podium, Tube lights, sound system.	Adequate	Enhances communication, presentation, and leadership skills by actively involving students in seminars, symposia, and cultural events.

Classroom-1		
Classroom-2		

Tutorial Room	
Seminar Room	

Auditorium	
Girls Common Room	

Boys Common Room	
First Aid Cum Sick Room	

Figure no. 6.1.1: Geotag Photographs for all the infrastructure facilities available for Diploma program enlisted in table number 6.1.1

6.2. Faculty rooms (5)

(Conducive sitting place)

The faculty rooms are available in adequate number, and each faculty is provided with open cabin. The cabins are provided with necessary furniture and electrical fittings with Wi-Fi / internet facilities. The details of the faculty rooms along with the facilities available are given in the table below –

Table no.6.2.1: Faculty and Administrative facility details

Name of Room	Room no.	Area (Sq. M)
Principal's Chamber	G-09	17
Director Cabin	G-09	17
Faculty Room	F-06	35

Faculty Room

| Director Cabin | Principal Cabin |
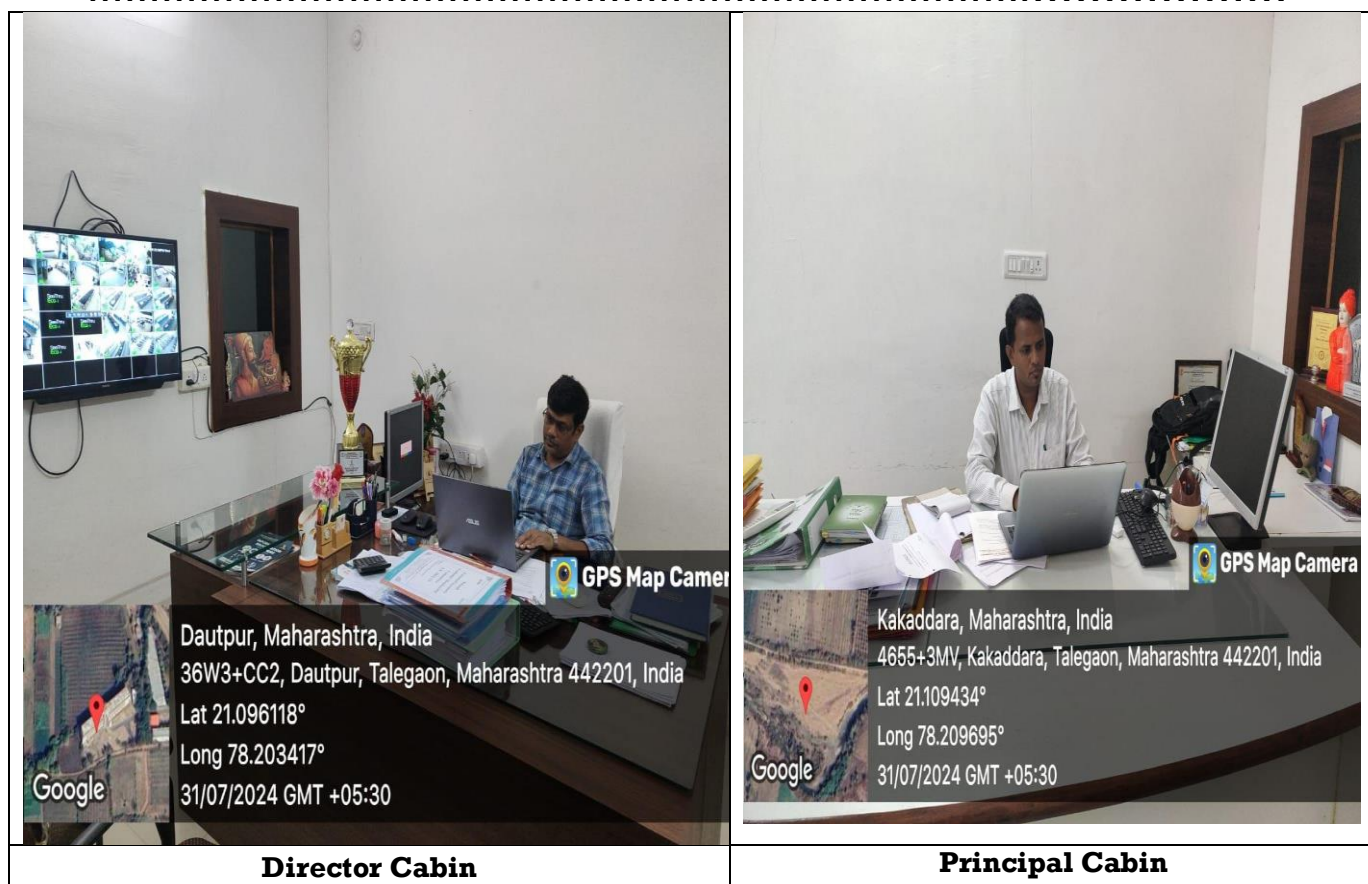
Figure no.6.2.1: Geotag Photographs for Faculty and Administrative staff

6.3. Laboratories including preparation room (wherever applicable), instrument/machine room and computer labs along with equipment and relevant facilities. (50)

(Scientific Experiments Conducting/Computing facilities; availability, adequacy & effectiveness)

- The institute ensures the availability of adequate, well-equipped laboratories, preparation rooms (wherever applicable), instrument/machine rooms, and computer laboratories to meet the curriculum requirements of the Diploma programs in Pharmacy.

- The availability of these well-equipped laboratories, preparation and instrument rooms, machine room, model community pharmacy, and computer lab collectively ensure adequacy and effectiveness in meeting curriculum requirements. These facilities provide students with essential scientific, analytical, industrial, and digital skills, thereby bridging theory with practice and enhancing overall learning outcomes.

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- The following table summarizes the availability of laboratories, preparation rooms, instrument/machine rooms, and computer labs along with major equipment and facilities.

Table no.6.3.1: Summary of the availability of laboratories, preparation rooms, instrument/machine rooms, and computer labs along with major equipment and facilities for Diploma program:

Lab Description	Batch size	Availability of Manuals	Quality of instruments	Safety measures	Remarks
Pharmaceutics	20-25	Available	Working	First aid kit Fire extinguisher Two entry and exit doors.	SOP Available
Pharmaceutical Chemistry	20-25	Available	Working	Fume cupboard First aid kit Fire extinguisher Two entry and exit doors.	SOP Available
Physiology, Pharmacology and Pharmacognosy	20-25	Available	Working	First aid kit Fire extinguisher Two entry and exit doors.	SOP Available
Biochemistry, Clinical Pathology, Hospital and Clinical Pharmacy Lab	20-25	Available	Working	First aid kit Fire extinguisher Two entry and exit doors.	SOP Available
Running Model Community Pharmacy	20-25	Available	Working	First aid kit Fire extinguisher Two entry and exit doors.	SOP Available
Preperation room for each lab	20-25	Available	Working	-	SOP Available
Computer lab (S-01)	NA	-------	Working	Fire extinguisher	

1. **Adequacy and Effectiveness:** Details of Scientific Experiments Conducting/Computing facilities; availability, adequacy & effectiveness are tabulated below

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Table no.6.3.2: Summary of Scientific Experiments Conducting/Computing facilities; availability, adequacy & effectiveness for Diploma program:

Laboratory / Facility	Scientific Experiments / Activities	Computing Facilities	Availability, Adequacy & Effectiveness
Pharmaceutics Lab	Formulation and evaluation of solid, liquid, semisolid dosage forms; dissolution studies; mixing and granulation exercises	Computer lab facility is used	Fully available; well-equipped; effectively supports practical learning
Pharmaceutical Chemistry Lab	Qualitative & quantitative chemical analysis, titrations, Limit tests, etc. Synthesis of organic compounds, etc	Computer lab facility is used	Adequate instruments and equipments; effectively supports experiments and analysis
Physiology / Pharmacology Lab	Physiological experiments, drug effect studies on models, demonstration of organ responses	Computer lab facility is used for simulation software based learning	Sufficient instruments effective for hands-on learning and demonstration
Pharmacognosy Lab	Plant identification, extraction, herbarium preparation, phytochemical analysis	Computer lab facility is used for documentation	Adequate equipment; effective for study of natural products and plant-based experiments
Biochemistry / Clinical Pathology / Hospital & Clinical Pharmacy Lab	Clinical tests, biochemical assays, blood/urine analysis, patient care procedures	Computer lab facility is used for lab data management, report generation	Well-equipped; fully adequate; effectively supports practical and clinical training
Model Community Pharmacy	Prescription dispensing, OTC counselling, patient counselling, drug inventory management	Computer lab facility is used for Billing and inventory software, computer-based simulations	Fully functional; adequate; effectively demonstrates pharmacy practice skills
Preparation Rooms for Each Lab	Reagents and sample preparation, equipment setup, safety handling	N/A	Available and adequate; supports smooth conduction of experiments
Computer Lab	Data analysis, simulation, experiments, report generation, software training	High-speed computers with licensed software, internet access, printers	Fully available, adequate; effectively supports computing, analysis, and learning

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2. **Geotag Photographs of Laboratories**

Pharmaceutics Laboratory

Pharmaceutical Chemistry

Physiology, Pharmacology and Pharmacognosy

Biochemistry, Clinical Pathology, Hospital and Clinical Pharmacy Lab

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Running Model Community Pharmacy

Fig.no.6.3.1: Geotag Photographs of Laboratory facilities available for Diploma Program

3. Instrument room and Machine room Facility

Table no.6.3.3: Summary of the availability of Machine Room and Central Instrument Room

Sr.no.	Name of Laboratory	Area in Sq.mts.	Number
01	Machine Room	104	01
02	Central Instrument Room	82	01

Instrument Room   **Machine Room**

Figure no. 6.3.2: Geotag Photographs of Instrument room and Machine room facilities available for Diploma Program

The list of equipments available in machine room   is given below-

Table no 6.3.4: Details of Equipments for Machine Room

NAME OF LABORATORY: Machine ROOM			
Name Of Equipment	**Status (Working/Not Working)**	**Make & Model**	**SOP**
Autoclave	Working	National	Yes
Aseptic Cabinet	Working	National	Yes
Ampule clarity test Apparatus	Working	National	Yes
Ball Mill	Working	National	Yes
Centrifuge Machine	Working	National	Yes

Collapsible tube Filling equipment	Working	National	Yes
Collapsible tube sealing equipment	Working	National	Yes
Capsule Filling Machine	Working	National	Yes
Disintegration test Apparatus	Working	National	Yes
Dissolution Test Apparatus	Working	National	Yes
Double cone Blender	Working	National	Yes
Hand Refractometer	Working	National	Yes
Hand grading Mill	Working	National	Yes
Incubator	Working	National	Yes
Muffle furnace	Working	National	Yes
Polarimeter	Working	National	Yes
Photoelectric Colorimeter	Working	National	Yes
Electronic PH meter	Working	National	Yes
Poll climbing Apparatus	Working	National	Yes
Sherrington recording drum(kymograph)	Working	National	Yes
Tinctured press	Working	National	Yes
Tablet coating pan unit	Working	National	Yes
Tablet hardness tester(Monsanto)	Working	National	Yes

Tablet friability test apparatus	Working	National	Yes
Tablet hardness tester(Pfizer type)	Working	National	Yes
Water dissolution unit	Working	National	Yes
Hot air oven	Working	National	Yes
Homogenizer	Working	National	Yes
Hand operating punching machine1	Working	National	Yes
Ampules filling & sealing Machine	Working	National	Yes

Table no 6.3.5: Details of Equipments for Instrument Room

NAME OF LABORATORY: Instrument Room			
Name of Equipment	**Status (Working/Not Working)**	**Make & Model**	**SOP**
Auto Karl Fischer's machine	Working	Systonic (model no. 5-971)	Yes
Dissolution test Apparatus	Working	Labindia DS 8000	Yes
Digital balance	Working	Model AB-200	Yes
Fluorometer	Working	Systonic (model no. 5-915)	Yes
Moisture Balance	Working	RIODE INDIA	Yes
Spectro Photometer (UV)	Working	SHIMADZU	Yes

Note: Log Books are available for all instruments ranging above 50,000/- Rs.

6.4 Drug Museum (10)

(Type & quality of collection in the museum with proper labelling and display)

Area: Drug Museum having area of 50 Sq. M is available.

1. The pharmaceutical museum of the institute is systematically developed to provide a comprehensive display of pharmaceutical products and formulations.

2. It serves both as an academic learning resource and as a visual demonstration unit for visitors and students. The museum showcases a wide range of exhibits including:

   - Solid dosage forms such as tablets and capsules
   - Different types of packaging (strip, blister, etc.)
   - Granules and powders
   - Marketed pharmaceutical products
   - Injectable formulations and infusion bottles
   - Liquid oral preparations for human use
   - Aerosols and inhalation products
   - Cosmetic formulations
   - Natural crude extracts
   - Semisolid preparations such as ointments and gels
   - Products innovatively prepared by students during practical sessions

3. The museum is strategically located outside of the specific laboratories ensuring that the displays are visible to everyone upon entering the lab.

4. Special attention has been given to the design and organization of the museum, with separate sections allotted for various categories of products.

5. Proper labelling is maintained for all exhibits to facilitate identification and academic utility.

6. Illuminated cabinets with dedicated electrical points enhance the visibility and presentation quality of the products. This not only improves the overall aesthetics but also ensures better appreciation of the displayed material.

7. The museum acts as an extended learning platform for Diploma students, allowing them to connect theoretical knowledge with actual pharmaceutical dosage forms, packaging, and marketed formulations.

Table no. 6.4.1: Type & quality of collection in the museum

Category	Examples Displayed	Source	Educational Value
Solid Dosage Forms	Tablets (paracetamol, aspirin), Capsules (amoxicillin)	Marketed products & student-prepared	Understanding dosage design, excipients, tablet/capsule technology
Packaging Types	Strip packs, Blister packs, Bottles	Marketed samples	Knowledge of pharmaceutical packaging & labelling requirements
Granules & Powders	ORS granules, Antacid powders	Marketed & student-prepared	Demonstrates powder/granule preparation and reconstitution
Injectable & Infusion Bottles	Dextrose 5%, Normal Saline, Antibiotic injections	Marketed samples	Learning about sterile formulations, dosage volumes, and routes of administration
Liquid Preparations	Syrups (cough syrup), Elixirs, Suspensions	Marketed & student-prepared	Understanding formulation of oral liquid dosage forms
Aerosols & Inhalation Products	Asthma inhalers, Nasal sprays	Marketed samples	Demonstrates novel drug delivery systems
Cosmetic Preparations	Creams, Lotions, Shampoos	Student-prepared & marketed	Learning cosmetic formulation techniques and evaluation
Natural Crude Extracts	Plant powders, Herbal extracts	Herbarium & practical extractions	Identifying crude drugs and correlating with Pharmacognosy curriculum
Semisolid Preparations	Ointments, Gels, Pastes	Student-prepared & marketed	Demonstrates methods of semisolid dosage formulation

Marketed Formulations	Branded medicines (OTC & prescription)	Community pharmacy & retail market	Awareness of market availability and branding of drugs
Student Projects / Innovative Products	Novel dosage forms, prototype formulations	Student practical work	Encourages innovation, hands-on learning, and creativity

Figure no.6.4.1 : Geotag photographs for Drug museum Facility available in campus

6.5. Medicinal Plant Garden (10)

(Area, demarcation, temporary/permanent arrangement, planting of plants under the shade in demarcated areas, adequacy of the plants)

The institution maintains a well-planned Medicinal Plant Garden within the campus premises name "**Dhanwantri-Herbal Garden**"

- Area : More than 300 Sq.mts demarked area with diversity of plants adequate for teaching, demonstration, and providing hands-on exposure to identification, collection, and understanding of medicinally important species is available

- Demarcation : Available within the campus with clear boundary markings and organized layout to facilitate proper maintenance and accessibility.

- Arrangement : Both temporary and permanent arrangements have been made for systematic planting, ensuring optimum utilization of available space

- Planting of Plants : Medicinal plants are grown in designated plots as per their requirement, with shade-loving species cultivated under specially created shaded areas to ensure proper growth and survival.

  The plant density of the medicinal plants is maintained properly with adequate distance required for proper growth of plant and area to study the plant.

- Adequacy of Plants : The plantation includes a wide variety of species covering commonly used and pharmaceutically important medicinal plants, thereby meeting academic and practical requirements.

  The number and diversity of plants are adequate for teaching, demonstration, and student projects, providing hands-on exposure to identification, collection, and understanding of medicinally important species.

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- Each plant in the Herbal Garden is provided with a unique QR code, prominently displayed on its nameplate.
- By scanning the QR code, students and visitors can access detailed digital information about the plant, including its botanical name, common name, family, part used, pharmacological significance, cultivation details, and therapeutic uses.
- This facility enhances interactive learning, ensures easy accessibility of authentic information, and integrates traditional garden-based education with modern digital resources.
- Regular maintenance is carried out to preserve the health of the plants, ensuring the garden remains a valuable and functional resource for academic and research purposes.

Table no.6.5.1: List of plants availability in college herbal garden – Dhanwantri

Sr.no.	Plants Common Name	Botanical Name	Medicinal Use
01	ATIBALA	Abutilon Indicum	Reduces Inflammation, Laxative Effects, Bacterial Infections.
02	BEHADA	Terminalia Bellirica	Improve Digestion
03	BEL	Aegle Marmelos	Myriad Ailments
04	AMLA	Emblica Officinalis	Improving Immunity, Preventing Viral Infections, Natural Blood Purifier, Relieving Pain, Promoting Hair Growth
05	BIBBA	Semecarpus Anacardium.	Piles, Skin Diseases
06	BIKSA	Bixa Orellana	Used Externally For Topical Burns, Injury And Musculoskeletal Trauma
07	CHITRAK	Ceylon Leadwort	Rheumatism, Joint Pain, And Nervous Disorders.
08	CITRONELLA	Cymbopogon Nardus	Antiseptic And Antibacterial, Fungal Infection
09	COFFEE	Coffee	Antioxidant ,Anti-Inflammatory and Analgesic effects
10	DALCHINI	Cinnamomum Zeylanicum	Throat Pain, Migraine, Headache, Rhinitis, Anorexia And Rheumatoid Arthritis
11	DANTI	Baliospermum Montanum	Digestive And Anthelmintic, Diuretic Anti-Inflammatory
12	DHOTRA	Datura	Inflammatory, used as hallucinogens
13	DIN KA RAJA	Cestrum diurnum	Skin ailments, particularly psoriasis.

14	GAVATI CHAHA	Cymbopogon citratus	Carminative, depressant, analgesic, antipyretic, antibacterial, and antifungal agent.
15	GUDMAR	Gymnema sylvestre	Diabetes Management weight loss
16	GUGGUL BOL	Commiphora wightii or Commiphora mukul,	Cholesterol, inflammation, and obesity.
17	GUNJ RED	Abrus precatorius Linn	Hair fall, arthritis
18	HADJOD	Cissus quadrangularis	Steoporosis and fractures
19	KALA DHATURA	Datura metel L	Asthma and Respiratory Issues, Pain Relief Sedative, Antispasmodic, Anticholinergic Effects
20	KAPUR	Cinnamomum camphora.	Antispasmodic, anti-inflammatory, analgesic, antiseptic, anti-infective, rubefacient, cough suppressant.
21	KHAIR	Acacia catechu	Astringent and Anti-bleeding Agent Antioxidant & Anti-inflammatory
22	KHUS GRASS	Chrysopogon zizanioides	Cooling & Antipyretic, Nervous System Calmer Aromatic Uses
23	KUTAJ	Holarrhena pubescens	Anti-Diarrheal ,Anti-Dysentery, Antimicrobial, Antiparasitic Astringent
24	LAJALU	Mimosa pudica L	Uterine Health & Bleeding Disorders Wound Healing Hemorrhoids (Piles)
25	LAWANG	Syzygium aromaticum	Dental and Oral Health Digestive Aid Pain and Inflammation
26	MAKA	Eclipta alba	Hair and Scalp Health Skin Diseases
27	MIRE	Commiphora molmol or Commiphora myrrha,	Antiseptic, Anti- inflammatory, Carminative and expectorant, Relieve pain and swelling
28	PALAS	Butea monosperma	Anthelmintic Urinary and Reproductive Health
29	PIMPALI LENDI	Piper longum Linn.	Digestive stimulant, Respiratory disorders, Cough and cold, Liver disorder
30	PUNARNAVA	Boerhavia diffusa	Diuretic, Liver disorders, hepatoprotective agent, Anti-inflammatory –arthritis, gout, and swelling.
31	RITHA	Sapindus mukorossi Gaertn.	Anti-parasitic & Insect Repellent, Natural Cleanser (Detergent)

32	SADAFULI	Cleome viscosa L.	Fever & Detoxification , Digestive Health, Antioxidant Effects
33	SHIKEKAIASHOK	Acacia concinna	Hair Care: Anti-fungal & Anti-bacterial, Antioxidant Properties
34	TULAS	Ocimum sanctum	Boosts Immunity Blood Sugar Regulation
35	VEKHAND	Acorus calamus	Brain Health Detoxification
36	HALDI	Curcuma longa	Anti-inflammatory, Antioxidant, Antimicrobial, Immune booster, Anti-cancer potential
37	TEA	Camellia sinensis	Stimulant, Antioxidant, Anti-inflammatory
38	TEJPATTA	Cinnamomum tamala	Digestive Aid, Anti-inflammatory, Antidiabetic, Antimicrobial
39	SARPAGANDHA	Rauvolfia serpentina	Hypertension, Anxiety and Stress Relief, mental disorder

Figure no. 6.5.1: Geotag photograph for **Dhanwantri Medicinal Garden**

6.6. Provision of Jan Aushadhi drug store (5)

Presently there is no provision for Jan Aushadhi drug store. The institute is in the process of identifying the place and applying for Jan Aushadhi Drug Store.

6.7. Adequacy and utilization of Machine Room (5)

The Machine Room is adequate, well-maintained, and optimally utilized to fulfil ER-2020 syllabus requirements, while also contributing significantly to student skill development, industry readiness, and professional competency.

1. Adequacy:

- The Machine Room of the institute is adequately equipped in line with the Education Regulations 2020 (ER-2020) for the Diploma in Pharmacy program.
- It houses all the necessary pharmaceutical equipment including tablet punching machines, capsule filling units, coating pans, disintegration and dissolution apparatus, ointment preparation units, and mixers, which are essential to meet the practical requirements of Pharmaceutics–I and II and allied subjects.
- The infrastructure is well-ventilated, spacious, and provided with uninterrupted power supply, ensuring safe and effective operation.
- Standard Operating Procedures (SOPs) for each machine are displayed, and periodic maintenance and calibration are carried out.

2. Utilization for Curriculum Delivery

- The Machine Room is extensively used to conduct practical sessions prescribed in the ER-2020 curriculum, where students gain hands-on training in dosage form preparation, processing, and evaluation.
- It is also utilized for demonstrations of industrial-scale operations to strengthen the link between classroom teaching and real-world applications. Adequate batch-wise division of students ensures effective utilization of the facility.
- Utilized for Skill Development and Value-Added Training
- Beyond the core curriculum, the Machine Room supports various *skill development programs and add-on courses such as "Basics of Tablet Manufacturing," "Capsule Filling and Quality Evaluation," and "Introduction to Packaging Technology."

- These activities enhance employability and prepare students with competencies aligned to pharmaceutical industry needs. The facility also supports project-based learning and mini-research activities, encouraging innovation and practical problem-solving.

- Evidence of Effective Utilization:

  o Entry access record is maintained for each academic sessions

  o Regular practical sessions as per ER-2020 syllabus are conducted and documented.

  o Student demonstrations during induction program are carried out using machine room facilities.

  o Records of workshops, FDPs, and industry-linked training programs are maintained.

  o Feedback from students and faculty confirms the effectiveness of the facility in bridging theory with practice.

- **Table no.6.7.1:** List of instruments available in Machine Room
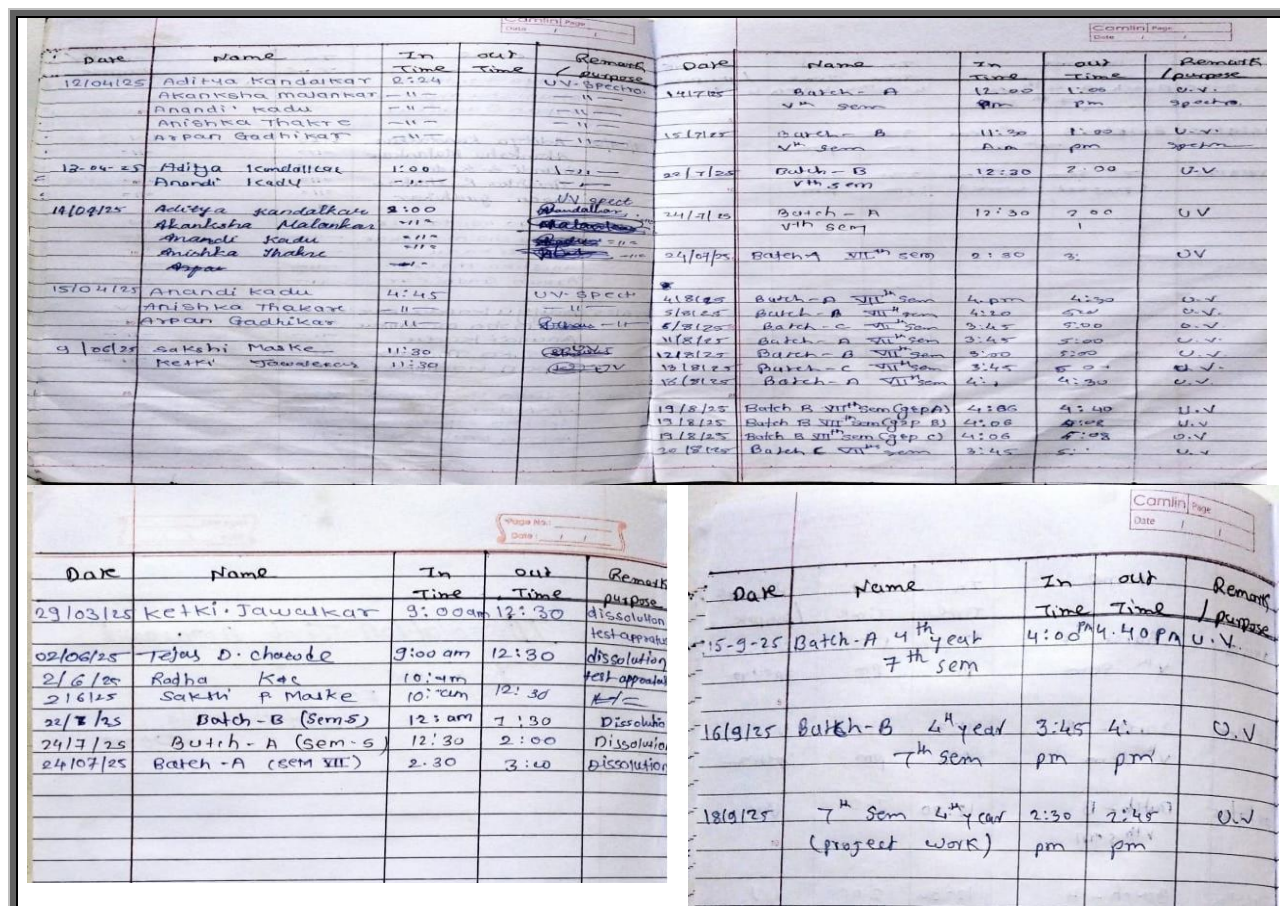
Sr.no.	Name of Instruments/Equipments	Remark
1	Autoclave	SOP Available
2	Aseptic Cabinet	SOP Available
3	Ampule clarity test Apparatus	SOP Available
4	Ball Mill	SOP Available
5	Centrifuge Machine	SOP Available
6	Collapsible tube Filling equipment	SOP Available
7	Collapsible tube sealing equipment	SOP Available
8	Capsule Filling Machine	SOP Available
9	Disintegration test Apparatus	SOP Available
10	Dissolution Test Apparatus	SOP Available
11	Double cone Blender	SOP Available
12	Hand Refractometer	SOP Available
13	Hand grading Mill	SOP Available
14	Incubator	SOP Available
15	Muffle furnace	SOP Available
16	Polarimeter	SOP Available
17	Photoelectric Colorimeter	SOP Available
18	Electronic PH meter	SOP Available
19	Poll climbing Apparatus	SOP Available

20	Sherrington recording drum(kymograph)	SOP Available
21	Tinctured press	SOP Available
22	Tablet coating pan unit	SOP Available
23	Tablet hardness tester(Monsanto)	SOP Available
24	Tablet friability test apparatus	SOP Available
25	Tablet hardness tester(Pfizer type)	SOP Available
26	Water dissolution unit	SOP Available
27	Hot air oven	SOP Available
28	Homogenizer	SOP Available
29	Hand operating punching machine1	SOP Available
30	Ampules filling & sealing Machine	SOP Available

Note: Log-Books are maintained for all instruments costing more than 50,000 Rs. /-

Fig.no.6.7.1: Evidence Photographs for utilization of equipments of Machine room for Curriculum delivery.

6.8. Non-Teaching Support (10)

Table no.6.8.a: Details of non-teaching staff recruited for Diploma in Pharmacy program

Sr. No.	Name of non-technical staff	Designation	Date of Joining	Qualification		Other technical skilled gained	Responsibility
				At Joining	**Now**		
1	Bharti R. Nasare	Librarian	01-08-2019	M.lib	M.lib	MS-CIT	Purchasing and issuing textbooks. Proper maintenance of books and journals.
2	Nitija N. Hiwase	Administrative Officer	01-03-2023	BSC	BSC	MS-CIT	Administration of day-by-day activities. Organise and facilitate meetings, and document preparation of university activities.
3	Chandrashekhar S. Gharwar	General Administrator	02-08-2024	12	12	MS-CIT	Administration of day-by-day activities. Organise and facilitate meetings, documentation of university activities.
4	Chandrashekar W. Gede	Office Superitendent	09-07-2018	Graduation	Graduation	MS-CIT	Administration of day-by-day activities. Organise and facilitate meetings and documentation of university activities. Documentation of Staffs.
5	Rupesh A. Virulkar	Jr. Clerk	15-03-2022	M.com	M.com	MS-CIT	Maintain register of administration department, Assist principal and other in-charge for office activities.
6	Kartik D. Ingale	Jr. Accountant	01-08-2017	B.com	B.com	MS-CIT	To handle student fee records, prepare office files related to finance, entry of day-by-day expenses, prepare annual budget, collect account statement.
7	Pratik A. Thakare	Lab.Technician	04-03-2022	B.Sc.	M.Sc.		Preparation of reagents and solutions. Preparing lab for smooth conduction of practicals, maintenance of stock registers, logbooks, monitoring students for safety and maintaining laboratory cleanliness.

8	Achal V. Bhuyar	Lab.Attendant	10-03-2025	D.Pharm	D.Pharm		Glassware and chemical Issue and cleaning of laboratory.
9	Sejal N. Vaidya	Lab.Attendant	17-02-2025	D.Pharm	D.Pharm		Glassware and chemical Issue and cleaning of laboratory.
10	Lomesh S. Kathave	Lab.Attendant	05-04-2021	12	12		Glassware and chemical Issue and cleaning of laboratory.
11	Prashant M. Kurwade	Lab.Attendant	05-04-2024	12	12		Glassware and chemical Issue and cleaning of laboratory.
12	Deepak B. Dhudhe	Lab.Attendant	01-07-2022	12	12		Glassware and chemical Issue and cleaning of laboratory.
13	Anil N. Gore	Peon	05-04-2021	10	10		Assists with routine office tasks, carries files and documents, maintains cleanliness, supports staff and students, and helps during events or examinations.
14	Meena C. Borwar	Sweeper	09-07-2019	12	12		Cleaning the college premises and disposal of waste.
15	Neeta D. Patre	Cleaner	20-03-2024	10	10		Cleaning the college premises and disposal of waste.
16	Shrikant V. Dharmale	Jr. Clerk	01-08-2025	BA	BA	MS-CIT	Maintain register of administration department, Assist principal and other in-charge for office activities.
17	Punam V. Joge	Sweeper	02-12-2024	10	10		Cleaning the college premises and disposal of waste.
18	Kiran B. Badiye	Sr. Clerk	01-08-2025	12	12	MS-CIT	Maintain register of administration department, Assist principal and other in-charge for office activities.
19	Mahendra S. Deshmukh	Peon	01-08-2025	10	10		Assists with routine office tasks, carries files and documents, maintains cleanliness, supports staff and students, and helps during events or examinations.
20	Atul D. Fatkar	Lab.Attendant	01-08-2025	12	12		Glassware and chemical Issue and cleaning of laboratory.

21	Ishwar G. Kurwade	Lab.Attendant	01-08-2025	10	10		Glassware and chemical Issue and cleaning of laboratory.
22	Anand S. Bhalerao	Accountant	04-09-2024	B.Com	B.Com		
23	Roshan A. Rajnekar	Sr.Clerk	03-08-2017	BSC, B.Ed.	BSC, B.Ed.	MS-CIT	Maintain register of administration department, Assist principal and other in-charge for office activities.
24	Nikhil S. Ijapure	Jr.Clerk	05-11-2024	BSW, MSW	BSW, MSW	MS-CIT	Maintain register of administration department, Assist principal and other in-charge for office activities.
25	Yash P. Atram	Jr. Accountant	06-08-2024	B. Com	B. Com	MS-CIT	To handle student fee records, prepare office files related to finance, entry of day-by-day expenses, prepare annual budget, collect account statement.
26	Mukesh S. Gawande	Store Keeper	03-08-2017	D.Pharm, BSC	D.Pharm, BSC	MS-CIT	Purchases , supplies, and Manages all chemicals, pharmacy supplies, maintains records, ensures stock availability, and supports labs.
27	Ashish R. Mandewar	Lab.Technician	17-11-2021	D.Pharm, BSC	D.Pharm, BSC		Preparation of reagents and solutions. Preparing lab for smooth conduction of practicals, maintenance of stock registers, logbooks, monitoring students for safety and maintaining laboratory cleanliness.
28	Rahim R. Saiyad	Lab.Attendant	29-11-2024	BSC	BSC		Glassware and chemical Issue and cleaning of laboratory.
29	Shubham B. Bhongade	Lab.Attendant	17-11-2021	12	12		Glassware and chemical Issue and cleaning of laboratory.
30	Pravin S. Baskaware	Lab.Attendant	16-11-2021	12	12		Glassware and chemical Issue and cleaning of laboratory.
31	Bhupendra S. Gorte	Lab.Attendant	07-06-2023	12	12		Glassware and chemical Issue and cleaning of laboratory.

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32	Vivek R. Raut	Lab.Attendant	04-06-2019	10	10		Glassware and chemical Issue and cleaning of laboratory.
33	Dinesh B. Patre	Cleaner	20-03-2024	10	10		Cleaning the college premises and disposal of waste.
34	Umesh G. Khadake	Garden	12-11-2024	10	10		Maintains the medical garden, waters, nurtures medicinal plants, ensures cleanliness.
35	Ankush R. Thakare	Watchmen	07-08-2024	12	12		Security of college premises and property.
36	Malu T. Kurwade	Sweeper	02-06-2022	10	10		Cleaning the college premises and disposal of waste.
37	Sameer D. Pachghare	Lab.Technician	10-11-2021	BSC	BSC		Preparation of reagents and solutions. Preparing lab for smooth conduction of practicals, maintenance of stock registers, logbooks, monitoring students for safety and maintaining laboratory cleanliness.
38	Ashish R. Bhonde	Lab.Technician	16-01-2023	BSC	BSC		Preparation of reagents and solutions. Preparing lab for smooth conduction of practicals, maintenance of stock registers, logbooks, monitoring students for safety and maintaining laboratory cleanliness.
39	Dhanraj S. Bhende	Jr. Clerk	02-11-2022	BA	BA	MS-CIT	Maintain register of administration department, Assist principal and other in-charge for office activities.
40	Snehal M. Wankhade	Lab.Technician	21-05-2022	12	12		Preparation of reagents and solutions. Preparing lab for smooth conduction of practicals, maintenance of stock registers, logbooks, monitoring students for safety and maintaining laboratory cleanliness.
41	Juhi P. Khandjode	Lab.Technician	16-02-2022	BSC	BSC		Preparation of reagents and solutions. Preparing lab for smooth conduction of practicals, maintenance of stock registers, logbooks, monitoring students for safety and maintaining laboratory cleanliness.

. . . .

| 42 | Sumit M. Thakare | Lab.Technician | 02-01-2023 | BSC | BSC | | Preparation of reagents and solutions. Preparing lab for smooth conduction of practicals, maintenance of stock registers, logbooks, monitoring students for safety and maintaining laboratory cleanliness. |
| 43 | Mayuri M. Gawande | Lab.Technician | 01-04-2022 | 12 | 12 | | Preparation of reagents and solutions. Preparing lab for smooth conduction of practicals, maintenance of stock registers, logbooks, monitoring students for safety and maintaining laboratory cleanliness. |

6.8.1 Availability of adequate and qualified technical supporting staff for program specific laboratories (5)

(Assessment based on the information provided in the preceding table)

For providing the expert assistance for the conduction of practicals as a part of syllabus content delivery, the qualified technical staff with competent skill has been appointed at various areas of laboratory work.

Table no. 6.8.1: Details of qualified technical supporting staff for program specific laboratories

Sr. no.	Name of technical supporting staff	Designation	Date of Joining	Qualification
1	Pratik A. Thakare	Lab.Technician	04-03-2022	MSC
2	Achal V. Bhuyar	Lab.Attendant	10-03-2025	D.Pharm
3	Sejal N. Vaidya	Lab.Attendant	17-02-2025	D.Pharm
4	Lomesh S. Kathave	Lab.Attendant	05-04-2021	12
5	Prashant M. Kurwade	Lab.Attendant	05-04-2024	12
6	Deepak B. Dhudhe	Lab.Attendant	01-07-2022	12
7	Atul D. Fatkar	Lab.Attendant	01-08-2025	12
8	Ishwar G. Kurwade	Lab.Attendant	01-08-2025	10
9	Ashish R. Mandewar	Lab.Technician	17-11-2021	D.Pharm, B.Sc.
10	Rahim R. Saiyad	Lab.Attendant	29-11-2024	B.Sc.
11	Shubham B. Bhongade	Lab.Attendant	17-11-2021	12
12	Pravin S. Baskaware	Lab.Attendant	16-11-2021	12
13	Bhupendra S. Gorte	Lab.Attendant	07-06-2023	12
14	Vivek R. Raut	Lab.Attendant	04-06-2019	10
15	Sameer D. Pachghare	Lab.Technician	10-11-2021	B.Sc.
16	Ashish R. Bhonde	Lab.Technician	16-01-2023	B.Sc.
17	Snehal M. Wankhade	Lab.Technician	21-05-2022	12
18	Juhi P. Khandjode	Lab.Technician	16-02-2022	B.Sc.
19	Sumit M. Thakare	Lab.Technician	02-01-2023	B.Sc.
20	Mayuri M. Gawande	Lab.Technician	01-04-2022	12

Apart from above mentioned technical staff, one qualified Librarian and Store keeper, adequate Office Staff and lab attendants are appointed for smooth conduction of institutional work and record keeping. Cleaning staff and security staff are made available on contractual basis.

6.8.2 Incentives, skill upgrade, and professional advancement (5)

(Assessment based on the information provided in the preceding table)

- For skill upgradation and professional advancement of the Non- Teaching staff members, the Institute motivates and deputes them for skill development and Qualification Improvement Program and depending upon their skill and qualification improvement, they have been promoted to the higher designation under Career Advancement Scheme.

- To facilitate the skill development of non-teaching staff members, Institute organizes Skill Development Programs and also deputes them to the programs organized by the other institutes also.

- Details of incentives and professional advancement are given below –

Table no.6.8.2: Details of Skill development program

Sr. No.	Programs Conducted	Date of Program	Number of Non-Teaching staff present	Outcome / Benefit to Faculty
1	Workshop on Good Laboratory Practices	14-12-2019	13	Strengthened knowledge of GLP and compliance skills
2	Workshop on Communication Skill Development	11-03-2022	21	Improved teaching effectiveness and soft skills
3	Workshop on Calibration of Equipment	20-02-2023	19	Enhanced competency in handling & maintaining lab equipment
4	Workshop on Chemical Handling and Lab Safety Precautions	17-07-2023	16	Upgraded safety awareness and risk management skills

Self-Assessment for Criterion – 6:

Table no. 6.9: Self-assessment for Criteria-6

Sr.no.	Assessment Parameters	Marks	
		Prescribed	**Institute Assessment**
Facilities (100)			
6.1	Availability of adequate, well-equipped classrooms to meet the curriculum requirements	05	05
6.2	Faculty rooms	05	05
6.3	Laboratories including preparation room (wherever applicable), instrument/machine room and computer labs along with equipment and relevant facilities	50	50
6.4	Drug Museum	10	10
6.5	Medicinal Plant Garden	10	10
6.6	Provision of Jan Aushadhi drug store	05	00
6.7	Adequacy and utilization of Machine Room	05	05
6.8	Non-Teaching Support (10)		
6.8.1	Availability of adequate and qualified technical supporting staff for program specific laboratories	05	05
6.8.2	Incentives, skill upgrade, and professional advancement	05	04
	Total Marks	**100**	**94**
	Percentage	**94%**	

Criterion 7	Continuous Improvement	30

7.1. Improvement in Success Index of Students (10)

Table no.7.1.1: Details of improvement in success index

Items	LYG* (2022-23)	LYGm1 (2021-22)	LYGm2 (2020-21)
Success index (from 4.2.1)	0.61	0.37	0.68

*Last year graduate and m1 & m2 indicate minus one year and minus two years respectively

SI= (Number of students who have passed from the program in the stipulated period of course duration)/ (Number of students admitted)

Assessment shall be based on improvement trends in success indices. Marks are awarded accordingly.
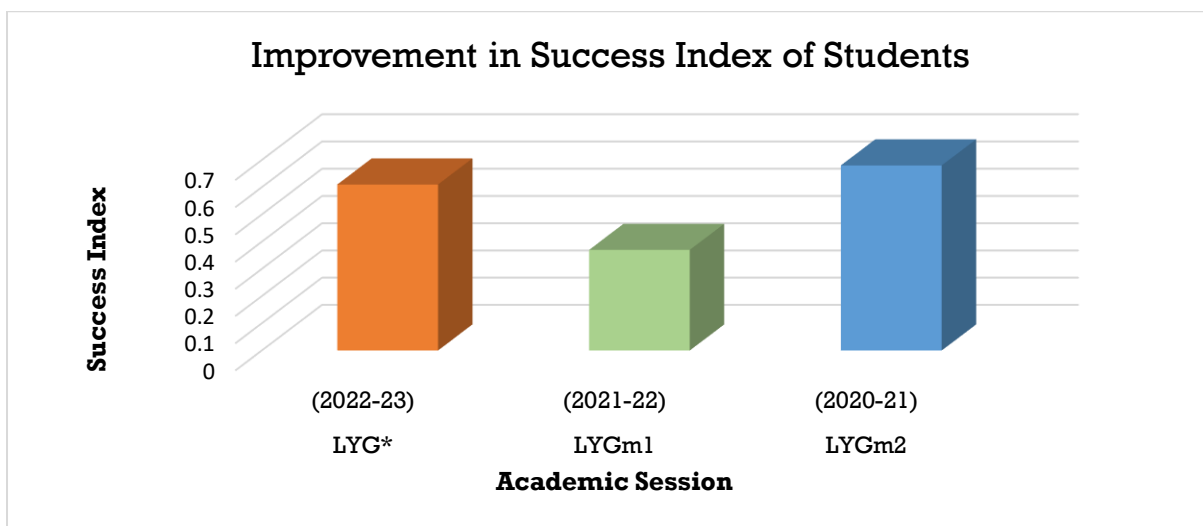
Figure no.7.1: Success Index of students

The Success Index of students over the last three academic years shows a varying trend. While the institute maintained a good index in 2020–21, a significant decline was observed in 2021–22, followed by a strong recovery in 2022–23. The analysis is as follows:

LYGm2 (2020–21): 0.68

The Success Index was relatively high. Despite challenges of the pandemic and blended learning, the institute ensured academic continuity through online classes, digital notes, and internal assessments, which reflected in better results.

LYGm1 (2021–22): 0.37

A sharp decline is observed. Possible reasons:

- Transition back to offline mode after pandemic affected student adaptability.
- Learning gaps developed during online education.
- Psychological, financial, and health-related issues faced by students in the post-COVID period.
- Reduced attendance and participation in physical classes.

LYG (2022–23): 0.61

The Success Index improved significantly compared to LYGm1. This recovery reflects the institute's corrective efforts:

- Bridge courses and remedial coaching to address learning gaps.
- Implementation of Outcome-Based Education (OBE) practices with CO–PO mapping and regular attainment analysis.
- Mentor–mentee system to support weak learners.
- Use of ICT-enabled teaching, simulation-based practice, and experiential learning.
- Continuous internal assessments and mock exams for better exam preparedness.
- Motivation and counselling sessions to restore student confidence.
- Industrial/hospital/community exposure for practice-oriented learning.

7.2. Improvement in Academic Performance in Final Year (10)

Assessment is based on improvement in:

Table no.7.2.1: Academic Performance details for LPB-2024-25, LPBm1-2023-24, and LPBm2-2022-23

Items	LPB (2024-25)	LPBm1 (2023-24)	LPBm2 (2022-23)
Academic Performance Index (from criteria 4.3)	4.76	6.10	2.61

The analysis of improvement in Academic Performance in Final Year is as follows -

The data indicates that the institute has been successful in steadily improving the final year academic performance of students by implementing systematic academic planning, proactive monitoring, and comprehensive student support mechanisms, while also formulating a concrete plan to sustain and enhance these outcomes in the coming years.

The indices are as follows:

Improvement in Academic Performance in Final Year
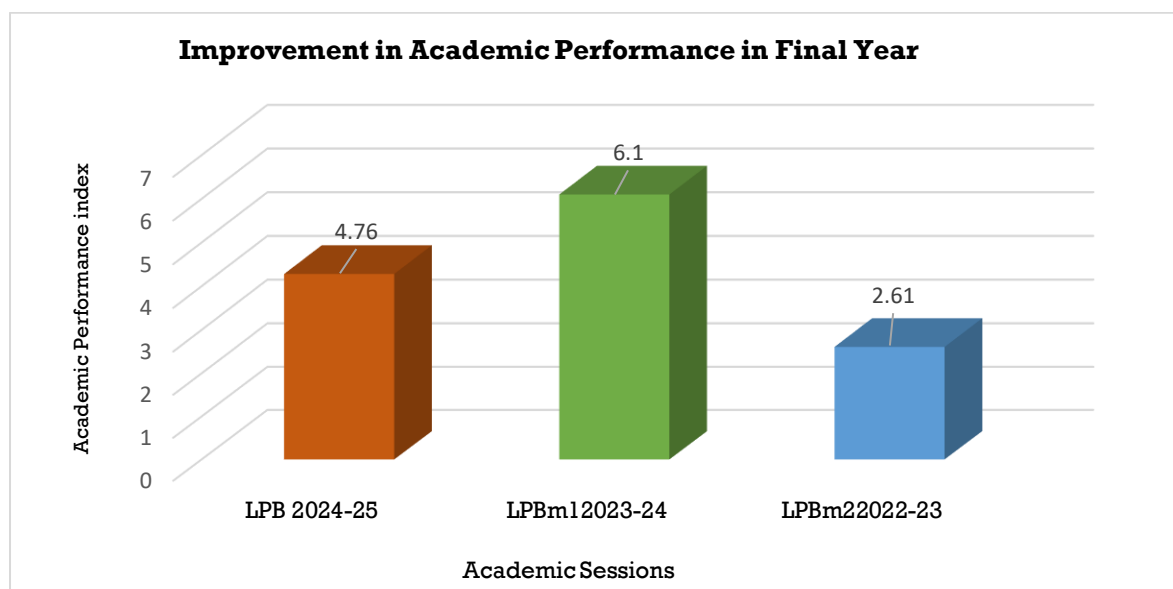
Figure no.7.2.1: Graphical representation of data for LPB (2024-25), LPBm1 (2023-24), LPBm2 (2022-23) indicating Improvement in Academic Performance in Final Year

1. The substantial increase from 2.61 in 2022–23 to 6.10 in 2023–24 highlights the positive outcomes of various academic reforms such as adoption of outcome-based education (OBE), strengthening of teaching-learning methodologies, introduction of remedial and bridge courses, and structured mentoring systems. Focused attention on slow learners through remedial coaching and advanced learners through project-based learning has contributed significantly to this rise.

2. Although the API in 2024–25 is 4.76, it still represents sustained improvement when compared with the base performance of 2022–23. The slight dip compared to 2023–24 is attributed to higher student intake and diverse academic backgrounds, yet the institute ensured consistent academic support to maintain results above the earlier benchmarks.

3. The overall upward trajectory of performance demonstrates that the institution's initiatives—such as continuous internal evaluation, faculty development programs, integration of ICT-enabled learning, industry-academia interactions, and skill-based add-on courses—have directly contributed to enhancing student outcomes.

4. Future Plan for Sustaining and Enhancing Academic Performance

   - Strengthening of the mentorship system with individual progress tracking.
   - Wider use of ICT-enabled teaching-learning tools including digital simulations and e-learning platforms.
   - Organizing regular mock examinations and practice tests to improve examination preparedness.
   - Introducing industry-oriented mini projects in final year to enhance practical understanding and application of knowledge.
   - Expansion of remedial classes and peer-learning sessions to support academically weaker students.
   - Conduct of faculty development programs focusing on innovative pedagogy and outcome-based education.

7.3. Improvement in laboratories (10)

New Facility created in the program during the last three years

Over the last three years, the institute has systematically advanced its infrastructure—through smart classrooms, upgraded laboratories, digital tools, PG-level labs, herbal garden enhancement, ERP implementation, solar and waste management systems, and model pharmacy setup. These initiatives have created a robust academic environment that promotes innovative teaching-learning practices, practical competence, sustainability awareness, and aspiration for higher studies among students.

Advancement in Infrastructure and New Facilities Created in the Last Three Years involves-
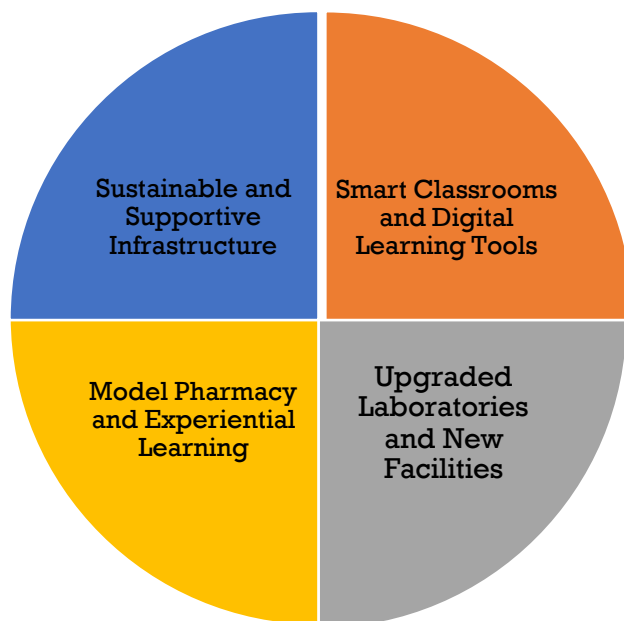
Fig.no.7.3.1: Info graphic data representation for New Facilities Created in the Last Three Years

1. Smart Classrooms and Digital Learning Tools

- Introduction of ICT-enabled smart classrooms equipped with projectors, digital boards, and e-content access for interactive and outcome-oriented teaching.

- Implementation of VMedulife ERP system to manage teaching-learning activities, assessments, and student progress.

- Automated library system facilitating easy access to books, journals, and e-resources.

- Development and use of a Pharmacology educational mobile app to enhance conceptual understanding, drug classifications, and interactive learning.

2. Upgraded Laboratories and New Facilities

- Pharmaceutics, Pharmacology, and Pharmacognosy laboratories upgraded with modern equipment, informative charts, and digital support systems as per ER–2020 requirements.

- Upgradation Herbal Garden (Dhanwantri Herbal Garden) for hands-on exposure to medicinal plants and crude drug studies.

- Launch of new laboratories for PG courses, equipped with advanced instruments, which are accessible to Diploma students during induction and throughout the year to create aspiration for higher studies.

- Regular addition of chemicals, apparatus, and equipment to keep laboratory resources up-to-date and relevant.

3. Model Pharmacy and Experiential Learning

- Creation of a Model Pharmacy setup for community and hospital pharmacy practice simulation.

- Students are trained in dispensing, patient counselling, and record maintenance in a controlled yet real-world environment.

4. Sustainable and Supportive Infrastructure

- Implementation of solar panel system to promote renewable energy and sustainability.

- Development of a waste disposal management system to ensure environmentally safe handling of laboratory and institutional waste.

Impact and Benefits

o Strengthened practical, experiential, and skill-based learning through upgraded labs, model pharmacy, and access to advanced instruments.

o Improved digital literacy and administrative efficiency through ERP, digital libraries, and educational apps.

o Motivated students to pursue higher studies via exposure to PG-level labs and advanced instrumentation.

o Enhanced student engagement, attainment, and employability by bridging theoretical knowledge with practical application.

o Promoted sustainability awareness and environmental responsibility among students.

Table no.7.3.1: Details of Laboratory upgradation session wise over the assessment period

Academic Session	Infrastructure / Facility Added	Purpose / Description	Impact on Teaching-Learning / Students
2022–23	Smart Classrooms (ICT-enabled)	Interactive and outcome-oriented teaching	Enhanced engagement and clarity in concept delivery
	Upgraded Pharmaceutics, Pharmacology, Pharmacognosy Labs	Modern equipment, informative charts, digital support	Strengthened practical skills and CO–PO attainment
	Model Pharmacy Setup	Simulation of dispensing and patient counselling	Improved experiential learning and professional competence
2023–24	Dhanwantri Herbal Garden upgraded	Hands-on learning in crude drug and medicinal plants	Enhanced Pharmacognosy skills and research awareness
	VMedulife ERP Implementation	Management of teaching-learning, assessments, and student progress	Efficient academic tracking and administration
	Library Automation	Easy access to books, journals, e-resources (Delnet, e-Shodh Sindhu, National Digital Library)	Improved digital literacy and self-paced learning
2024–25	Solar Panel System	Sustainable energy initiative	Promotes environmental responsibility
	Waste Disposal Management System	Safe handling of lab and institutional waste	Awareness of sustainability and compliance practices
	Addition/Upgradation of Chemicals, Apparatus, Equipment	Maintain labs as per ER–2020 standards	Up-to-date practical exposure and compliance
	PG-Level Laboratories with Advanced Instruments	Exposure for Diploma students	Motivates higher studies and research aptitude
	Pharmacology Educational App	Interactive learning and quizzes	Concept clarity and self-learning opportunities

Geotag Photographs of Laboratories

Smart Classrooms (ICT enabled) equipped with Interactive Panel and projectors

Dautpur, Maharashtra, India
36w3+cc2, Dautpur, Maharashtra 442201, India
Lat 21.096208° Long 78.203469°
29/09/2025 04:08 PM GMT +05:30

Dautpur, Maharashtra, India
36w3+cc2, Dautpur, Maharashtra 442201, India
Lat 21.095991° Long 78.203958°
30/07/2025 11:42 AM GMT +05:30

Model Pharmacy Setup

Model Pharmacy setup as per ER2020

Upgraded Dhanwantri Medicinal Garden

Medicinal Garden equipped with addition of new species every year

VMedulife ERP Implementation
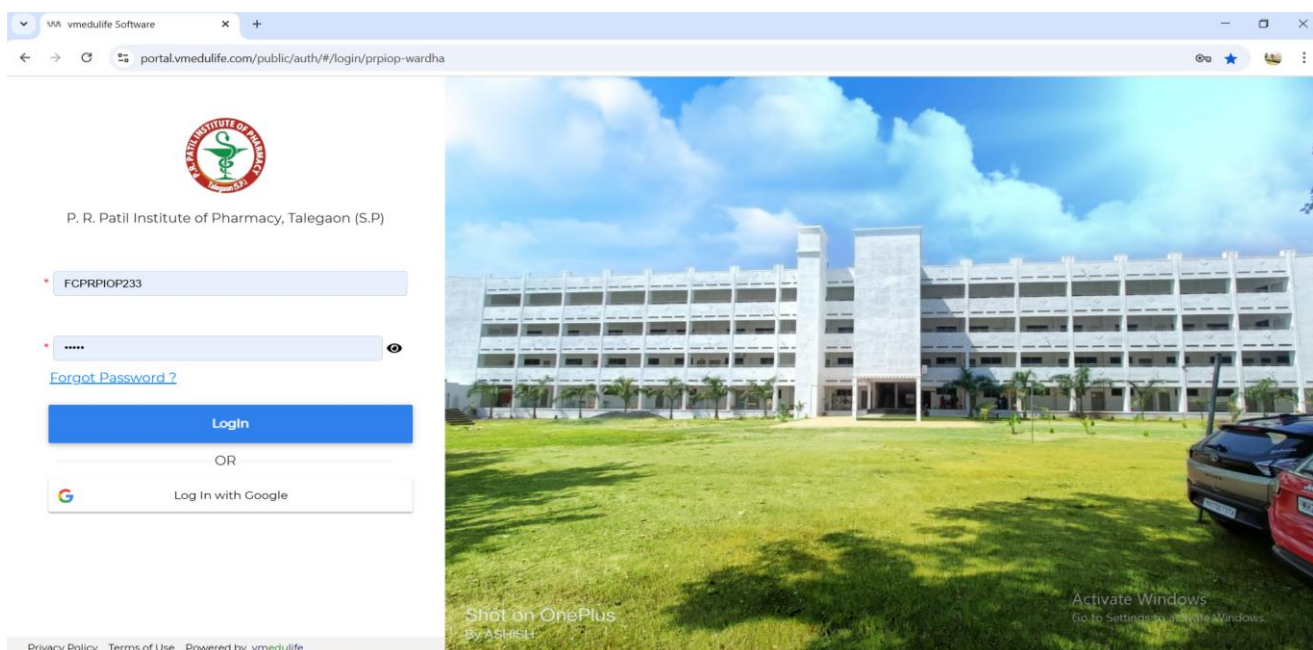
Screenshot of VMedulife ERP used by staff members
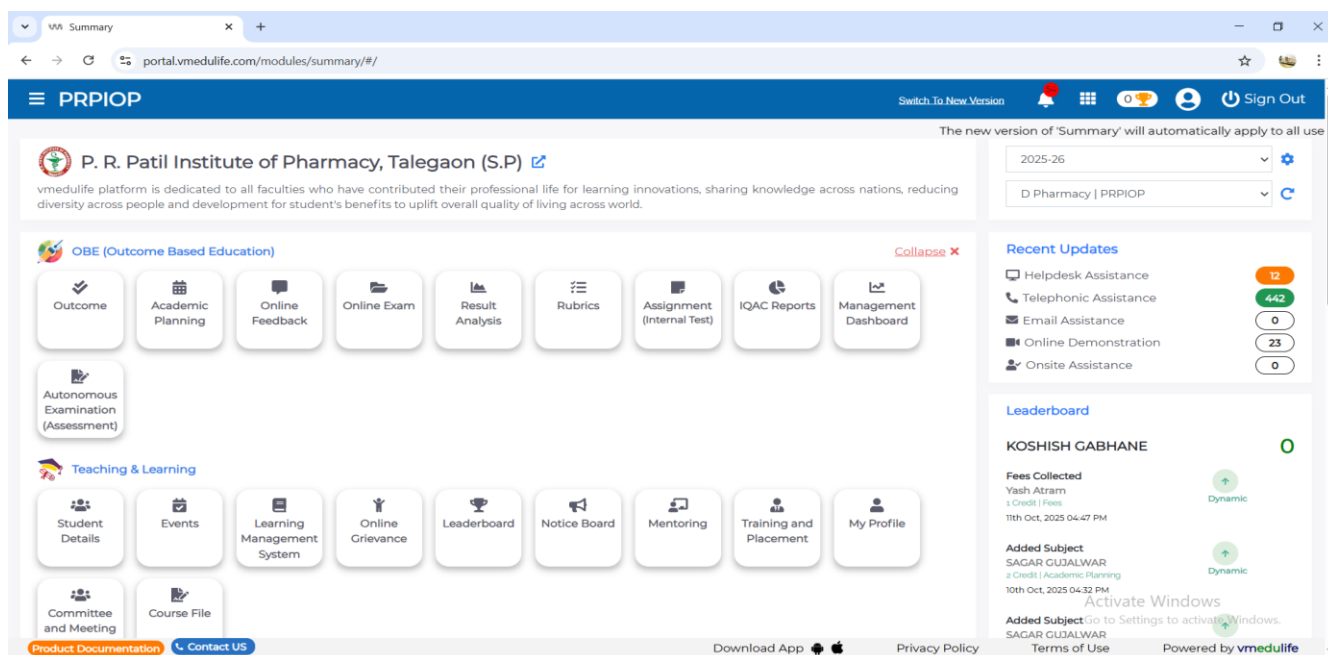
Details of features provided by VMedulife ERP software

Library Automation
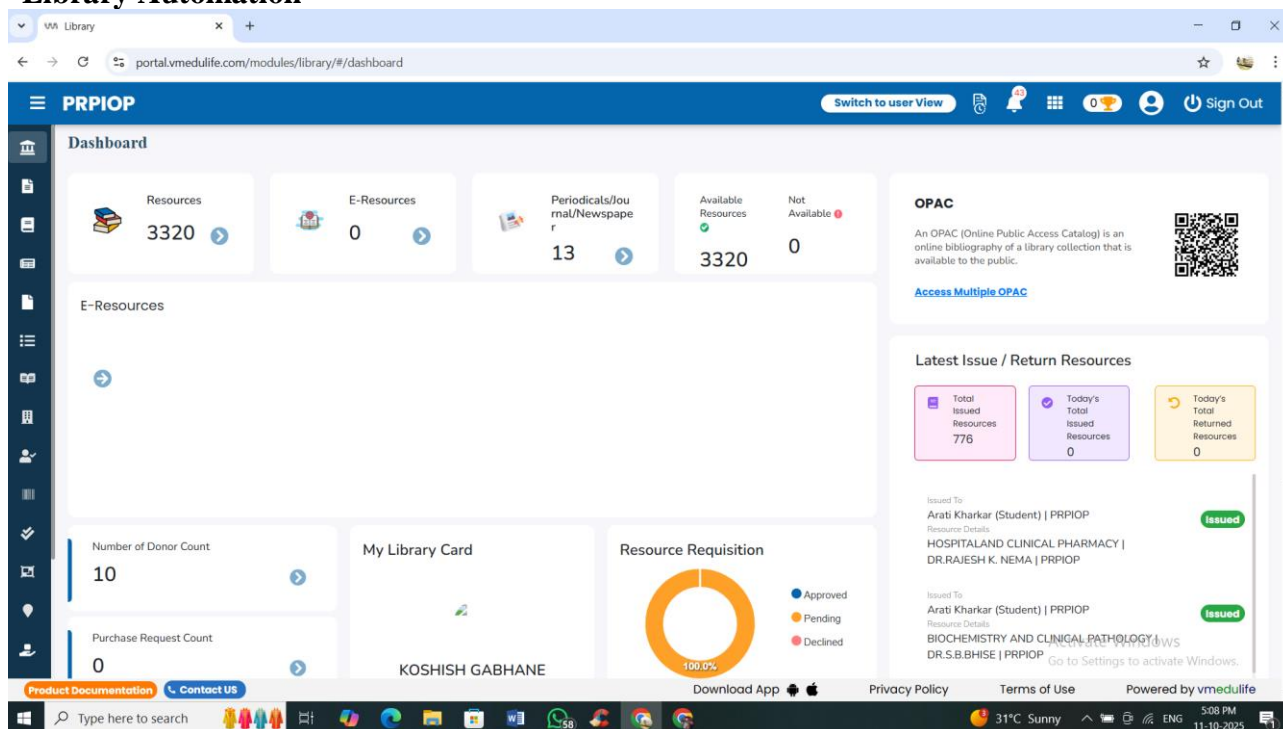
Screenshot of Library module on VMedulife ERP
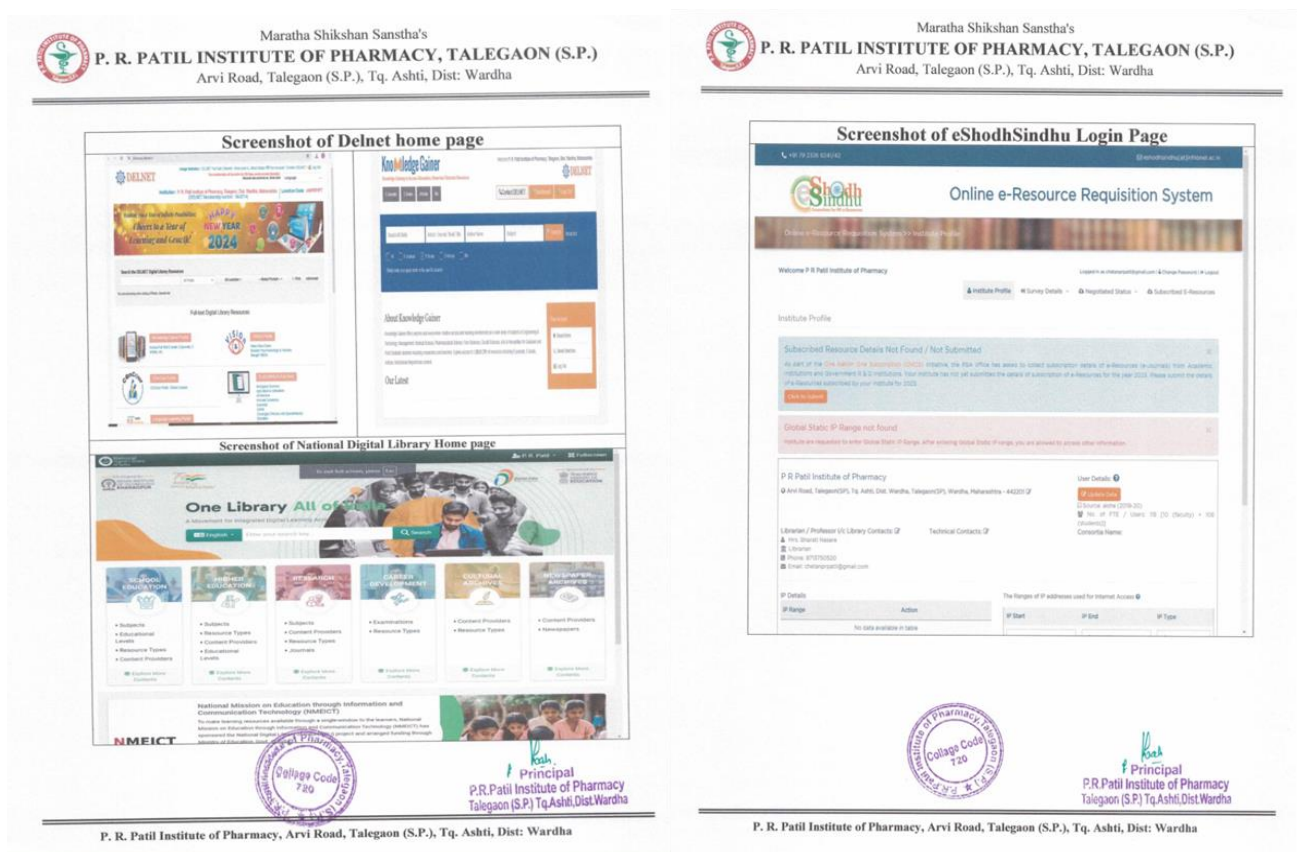
Screenshot of Delnet, National Digital Library, and e-shodhsindhu login pages provided by institute as e resources to all stake holders

Solar Panel System

Solar Panels as alternative source of energy is placed on rooftop which encourages sustainability practices of institute

Waste Disposal Management System

PG-Level Laboratories with Advanced Instruments

Pharmacology Educational App

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7.4 Self-Assessment for Criterion – 7:

Table no. 7.4: Self-assessment for Criteria-7

Sr.no.	Assessment Parameters	Marks	
		Prescribed	Institute Assessment
Continuous Improvement (30)			
7.1	Improvement in Success Index of Students	10	05
7.2	Improvement in Academic Performance in Final Year	10	07
7.3	Improvement in laboratories	10	10
Total Marks		**30**	**22**
Percentage		**70%**	

Criterion 8	Governance, Institutional support and Financial Resources	60

8.1 Organization, Governance and Transparency (25)

8.1.1. Governing body, administrative setup, functions of various bodies, service rules procedures, recruitment and promotional policies (10)

List the governing, senate, and all other academic and administrative bodies; their memberships, functions, and responsibilities; frequency of the meetings; and attendance therein, participation of external members in a tabular form. A few sample minutes of the meetings and action-taken reports should be annexed.
The published rules, policies and procedures; year of publication and its implementation shall be listed. Also state the extent of awareness among the employees/students.

The governance aspects are dealt and recorded by the different administrative bodies listed below which look after the governance of the organization and ensures its transparency to stake holders.

A) Governing Body (GB)

B) College Development committee (CDC)

C) IQAC

D) Institutional Committees

The transparency of the procedures and code of conduct followed by the institute are made available through the following -

E) Organizational Chart

F) Rules and procedures, recruitment and Promotional policies

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A) GOVERNING BODY (GB) :

- The Governing Body is unambiguously and collectively responsible for overseeing the institution's activities determining its future direction and fostering an environment in which the institutional mission is achieved.

- The body meets twice a year and proceeding of the meeting should be maintained properly.

- The college is governed by the Governing body which is constituted as per AICTE guidelines. Its responsibility can be divided into:

Roles and Responsibilities:

a) To monitor and evaluate the teaching programs in the college and suggest remedial measures, to improve the academic performance to confirm to the standard of teaching and the progress of studies in the college as laid down by the University/ Board.

b) To appoint the Principal, H.O.D. and the teaching staff on the recommendation of the selection committees constituted under the relevant regulations of the University/ Board.

c) To monitor faculty deployment and development, placement and industry institution interaction activities in the institute/college and suggest remedial measures wherever necessary.

d) To approve yearly budget and to sanction budgets for major purchase of the institute.

e) To accord approval for appointment of Teaching and Non-teaching staff required for smooth functioning of the academics.

f) To give necessary approval for the appointment of additional staff for value added activities.

Composition of Governing Body of PRPIOP

Table 8.1.1.1 Office bearers of Governing body of PRPIOP

Sr. No.	Name of Committee Member	Designation
1	**Mr. Dilip A. Nimbhorkar**	**Chairman**
	President, Maratha Shikshan Sanstha,	
2	**Lt. Gen. Rajendra R. Nimbhorkar**	**Member**
	Vice-President, Maratha Shikshan Sanstha,	
3	**Mr. Liladhar P. Salode**	**Secretary**
	Secretary, Maratha Shikshan Sanstha,	
4	**Sau. Padma D. Nimbhorkar**	**Member**
	Member, Maratha Shikshan Sanstha,	
5	**Mr. Pravin D. Nimbhorkar**	**Treasurer**
	Treasurer, Maratha Shikshan Sanstha,	
6	**Chairman,**	**Member**
	All India Council of Technical Education, New Delhi	
7	**Director,**	**Member**
	Director of Technical Education, Mumbai	
8	**Director,**	**Member**
	Maharashtra State Board of Technical Education, Mumbai	
9	**Vice Chancellor Nominee,**	**Member**
	Rashtrasant Tukadoji Maharaj, Nagpur University, Nagpur.	
10	**Dr. R. O. Ganjiwale**	**Member**
	Principal, IPER, Borgaon(Meghe), Wardha	
11	**Dr. V. B. Mathur**	**Member**
	Principal Scientist, ZIM Lab. Kalmeshwar, Nagpur	
12	**Dr. Vikrant L. Salode**	**Member Secretary**
	Prof. P. R. Patil IOP, Talegaon(SP)	
13	**Dr. Koshish B. Gabhane**	**Member**
	Principal, P. R. Patil IOP, Talegaon(SP)	

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Frequency and details of Governing Body meetings during last three years:

Table no.8.1.1.2: Session wise dates of Governing body meeting over the assessment session

CAY (2024-25)	CAYm1 (2023-24)	CAYm2 (2022-23)
08/06/24	10/06/2023	11/06/2022

- Sample Minutes of meeting –
- Action taken report -

B) COLLEGE DEVELOPMENT COMMITTEE (CDC)

- As per the Maharashtra University Act separate Local managing Committee/ CDC is constituted for the day to day functioning of the college.
- This committee meet twice a year and proceeding of the meeting should be maintained properly.
- The committee comprises of the Chairman of the Management, Secretary of the management, three local members nominated by the management, three teachers and one non-teaching employee elected by the institute staff, and Principal-Member Secretary.

Functions and Responsibilities:

The duties of the local managing committee are:

a) To discuss the Academic progress of the college and make recommendations to the Governing Body for the improvement of the standard of teaching in the college.
b) Discuss matters relating to the internal management of the college and discipline of the college students as may be referred to it by, the principal, from time to time
c) Prepare the budget, financial statements and forward it to the Governing Body.
d) Recommend to the Governing Body the creation of the new teaching and Non-teaching posts.
e) Monitor academic function, co-curricular and extracurricular activities of the College.
f) Consider and make recommendations on the report of the Local Inquiry Committee or other inspection reports, if any
g) Formulate proposal of new expenditure not provided for in the college budget if any.

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Composition of CDC Body of PRPIOP

Table no.8.1.1.3: Current CDC body member's details along with their designations

Sr. No.	Name of Committee Member	Designation
1	Shri. Dilip A. Nimbhorkar (President of Society)	Chairperson
2	Shri. Liladhar P. Salode (Secretary of Society)	Member
3	Dr. Vikrant L. Salode (Head of the Department)	Member
4	Dr. Chetan V. Ghulaxe (Elected Member from Teaching Staff)	Member
5	Mr. Vivek R. Wankhade (Elected Member from Teaching Staff)	Member
6	Ms. Gayatri K. Bahatkar (Female Elected member)	Member
7	Mr. Chandrakant W. Gede (Elected Member from NonTeaching Staff)	Member
8	Dr. Sandip Nimbhorkar (Educationalist)	Member
9	Dr. Narendra Sharath Chandra (Researcher)	Member
10	Mr. Akshay Bhad (Industrialist)	Member
11	Mr. D. S. Suryavanshi (Social Worker)	Member
12	Mr. Krunal B. Takarkhede (Co-ordinator IQAC)	Member
13	Mr. Mohit G. Sonare (Student Council President)	Member
14	Mr. Sumedh R. Gudadhe (Student Council Secretary)	Member
15	Dr. Koshish B. Gabhane (Principal)	Member Secretary

Frequency and details of CDC Body meetings during last three years:

Table no. 8.1.1.4.: Session wise dates of CDC body meeting over the assessment session

CAY (2024-25)	CAYm1 (2023-24)	CAYm2 (2022-23)
19/10/2024 and 22/02/2025	11/02/2023 and 28/10/2023	26/02/2022 and 08/10/2022

- Sample Minutes of meeting –

- Action taken report -

C. Internal Quality Assurance Cell (IQAC):

- In view of above, the Internal Quality Assurance Cell was established on 01/08/2022.

- It is nodal agency of the Institute for ushering in the new era of total quality management by working out intervention strategies to enhance overall quality in the institution.

- The objective is

    o To develop a quality system for conscious, consistent and Catalytic programmed action to improve the academic and administrative performance of the institution.

    o To promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices.

Functions and Responsibilities:

a) Development and application of quality benchmarks;

b) Setting parameters for various academic and administrative activities of the institution;

c) Facilitating the creation of a learner-centric environment conducive to quality education and faculty development to adopt the required knowledge and technology for participatory teaching and learning process;

d) Collection and analysis of feedback from all the stakeholders on quality-related institutional processes;

e) Dissemination of information on various quality parameters to all the stakeholders;

f) Organization of intra- and inter-institutional workshops and seminars on quality-related themes and promotion of quality circles;

g) Documentation of various programmes/activities leading to quality improvement;

h) Acting as a nodal agency of the institution for coordinating quality-related activities, including adoption and dissemination of the best practices;

i) Development and maintenance of institutional database through MIS for the purpose of maintaining and enhancing institutional quality;

j) Periodical conduct of Academic and Administrative Audits along with their follow-up activities; and

k) Preparation and submission of the Annual Quality Assurance Report (AQAR) as per the guidelines and parameters of NAAC.

Composition of IQAC Body of PRPIOP

Table no.8.1.1.5: Current IQAC body member's details along with their designations

Sr. No.	Name of Committee Member	Designation
1	Dr. Koshish B. Gabhane	Chairperson
2	Shri. Pravin D. Nimbhorkar	Management Representative
3	Dr. Vikrant L. Salode	Associate Professor
4	Mr. Chetan V. Ghulaxe	Associate Professor
5	Mr. Vivek G. Pete	Assistant Professor
6	Ms. Gayatri K. Bahatkar	Assistant Professor
7	Mr. Mahesh S. Gadge	Assistant Professor
8	Mr. Chandrakant W. Gede	Member-Senior Administrative Officer
9	Ms. Samiksha A. Pakade	Student Member
10	Mr. Sanket Khandare	Alumni Member
11	Mr. Harish Wadatkar	Alumni Member
12	Mr. D. S. Suryavanshi	Member of Local Society
13	Mr. Atul Sawarkar	Employer Member
14	Mr. Akshay Bhad	Industry Expert
15	Mr. Krunal B. Takarkhede	IQAC Coordinator

Frequency and details of IQAC Body meetings during last three years:

Table no.8.1.1.6: Session wise dates of IQAC body meeting over the assessment session

CAY (2024-25)	CAYm1 (2023-24)	CAYm2 (2022-23)
18/01/2025	29/01/2024	21/01/2023

- Sample Minutes of meeting –
- Action taken report -

D. Institutional Committees:

The governance and administrative structure of P.R. Patil Institute of Pharmacy, Talegaon (S.P.) is designed to ensure effective policy-making, academic excellence, and smooth operational management in line with the vision and mission of the institute. The institute follows an organized framework of governing and academic bodies with clearly defined roles, responsibilities, and service rules.

Table no.8.1.1.7: Alphabetically arranged list of Governing body and other bodies from administrative setup and all academic bodies

Sr.no.	Committee Details	Sr.no.	Committee Details
1	Academic Monitoring Committee:	16	Magazine Committee
2	Admission Committee:	17	Press, Media and Publicity Committee
3	Alumni Coordination Committee	18	Purchase Committee
4	Anti-Ragging Committee and Squad	29	Seminar, Workshop, and Guest Lecture Committee
5	College Development Committee	20	Sports Committee:
6	Cultural Committee:	21	Student Council:
7	Discipline Committee:	22	Timetable Committee:
8	Eco & Nature Club:	23	Website Management Committee:
9	Equipment Maintenance, Repairs & Condemnation Committee:	24	Women Grievance Redressal/ Gender Harassment Committee
10	Feedback Committee:		
11	Food Committee		
12	Herbal Garden Committee		
13	Institutional Grievances Redressal		
14	Committee (Faculty, Staff, Students):		
15	Library Committee:		

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Criterion 8: Governance, Institutional support and Financial Resources (60)
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Table no. 8.1.1.8: Alphabetically arranged list of Governing body and other bodies from administrative setup and all academic bodies along with their Functions and Responsibilities.

Body	Membership	Functions/Responsibilities	Meeting Frequency	Participation of External Members	Attendance/ Participation
Academic Monitoring Committee	Principal, Chairman Secretary, Member	1. Reviews policies on curriculum, instruction medium, assessment, and teaching quality. 2. Disseminates curricular information and recommendations to departments. 3. Formulates policies to enhance student motivation and learning. 4. Monitors student learning outcomes and personal data for academic/career growth. 5. Promotes innovative teaching methods and academic reward systems. 6. Enhances teaching efficiency through transparent appraisal systems.	Annually	External members are not part of constitution	>90% attendance; timely implementation of evaluation processes
Admission Committee:	Principal, Chairman Secretary, Member	1. To provide equal access and opportunity to all qualified applicants for admission in the institute. 2. To take follow up for the admission procedure as per norms prescribed in admission regulatory authority and institutional admission policy. 3. To prepare the merit list and its endorsement by DTE, Maharashtra. 4. To verify and maintain all the original documents of students. 5. To send admission report to various apex bodies.	Biannually	External members are not part of constitution	>90% attendance; timely implementation of evaluation processes

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Criterion 8: Governance, Institutional support and Financial Resources (60)

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Alumni Coordination Committee	Principal, Chairman Secretary Member Member Member Member Member Member	1. Act as a bridge between the college and alumni for interaction and support. 2. Promote a platform for engagement among all stakeholders. 3. Maintain healthy alumni relations and a comprehensive alumni database. 4. Organize annual alumni meetings and activities within the college. 5. Develop and update the PRPIOP Alumni Portal linked with the college website. 6. Invite and honor alumni during academic events. 7. Conduct regular meetings, share minutes with the Principal, and undertake duties assigned by the Principal.	Annually	External members are part of constitution	>90% attendance; timely implementation of evaluation processes
Anti-Ragging Committee and Squad	Principal, Chairman Member Member Member Member Member	1. Ensure compliance with UGC Regulations 2009 and related laws on ragging. 2. Monitor and oversee the functioning of the Anti-Ragging Squad. 3. Conduct surprise inspections at hostels, canteen, and vulnerable areas. 4. Take necessary actions on ragging-related incidents as required.	Biannually	External members are not part of constitution	>90% attendance; timely implementation of evaluation processes
College Development Committee	President, Chairman, Secretary, Teacher Representative, Teacher Representative, Teacher Representative (Women),	The duties of the local managing committee are: 1. To discuss the Academic progress of the college and make recommendations to the Governing Body for the improvement of the standard of teaching in the college. 2. Discuss matters relating to the internal management of the college and discipline of the college students as may be referred to it by, the principal, from time to time	Biannually	External members are part of constitution	>60% attendance; timely implementation of evaluation processes

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	Non- Teaching Representative, Academician, Industry nominee, IQAC coordinator, President-Student Council, Secretary Student Council, Principal, and Member Secretary	3. Prepare the budget, financial statements and forward it to the Governing Body. 4. Recommend to the Governing Body the creation of the new teaching and Non-teaching posts. 5. Monitor academic function, co-curricular and extracurricular activities of the College. 6. Consider and make recommendations on the report of the Local Inquiry Committee or other inspection reports, if any 7. Formulate proposal of new expenditure not provided for in the college budget if any.			
Cultural Committee:	Principal, Chairman Co-ordinator Member Member Member F.Y.B.Pharm C.R S.Y.B. Pharm C.R T.Y.B.Pharm C.R Final Y. B.Pharm C.R F.Y.D.Pharm C.R S.Y.D.Pharm C.R	1. Plan, schedule, and organize intra/inter-college cultural events as per the academic calendar. 2. Conduct meetings to delegate tasks and update students via notice board/website. 3. Coordinate student-led cultural activities such as Fresher's Day, Teachers' Day, Festivals, Farewell, Annual Day, Orientation, and Women's Day.	Annually	External members are not part of constitution	>90% attendance; timely implementation of evaluation processes
Discipline Committee:	Principal, Chairman F.Y.B.Pharm Class Co-ordinator S.Y.B. Pharm Class Co-ordinator T.Y.B.Pharm Class Co-ordinator	For Students: 1. Convene meetings to review complaints forwarded by the Principal. 2. Seek written explanations from concerned students and verify with complainants/witnesses. 3. Submit findings with recommended actions to the Principal as per college norms. 4. Conduct quarterly meetings and share minutes with the Principal and IQAC.	Annually	External members are not part of constitution	>90% attendance; timely implementation of evaluation processes

	Final Y. B.Pharm Class Co-ordinator F.Y.D.Pharm Class Co-ordinator S.Y.D.Pharm Class Co-ordinator	For Staff: 1. Review cases of staff indiscipline referred by the Principal. 2. Conduct detailed inquiries and submit reports for further action. 3. Recommend counselling where necessary. 4. Hold quarterly meetings and submit minutes to the Principal and IQAC.			
Eco & Nature Club:		1. Motivate students to maintain a clean, green campus through tree plantation and sustainable practices. 2. Promote water conservation, waste minimization, recycling, and use of renewable energy. 3. Revive indigenous knowledge of organic farming, bio-fertilizers, and rainwater harvesting. 4. Sensitize students against plastic use and encourage eco-friendly habits. 5. Organize awareness programs, competitions, and training on environmental issues and green practices. 6. Develop the campus as a 'No Plastic Zone' with active green volunteer participation.			
Equipment Maintenance, Repairs & Condemnation Committee:	Principal, Chairman Secretary Office Supretendent Lab. Technician Lab. Technician Maintenance Incharge	1. Coordinate and monitor timely maintenance of institute facilities. 2. Oversee routine upkeep and repairs of laboratories, equipment, and office assets. 3. Identify and declare obsolete equipment, arrange for proper disposal or auction as per norms.	Annually	External members are not part of constitution	>90% attendance; timely implementation of evaluation processes
Feedback Committee:	Principal, Chairman Secretary Member	1. Maintain a detailed feedback database and implement outcomes in the curriculum.	Biannually	External members are not	>90% attendance; timely

|					
	Member Member Member	2. Showcase alumni success to enhance the college's credibility. 3. Create platforms for interaction among stakeholders and promote alumni welfare. 4. Foster strong stakeholder relations and support a positive campus environment for lasting student memories.		part of constitution	implementation of evaluation processes
Food Committee	Principal, Chairman Secretary Member	1. Act as a link between students, administration, hostel, and mess authorities. 2. Address and communicate student grievances to concerned authorities. 3. Monitor hostel infrastructure, housekeeping, and mess facilities. 4. Ensure a comfortable campus stay and organize cultural/food events in coordination with other committees.	Annually	External members are not part of constitution	>90% attendance; timely implementation of evaluation processes
Herbal Garden Committee	Principal, Chairman Secretary Member Member Gardner, Member	1. Plan garden design and installation with input from college community members, including principal, teachers, staff, and students. 2. Establish a plan for on-going garden maintenance (including summer garden care). 3. Authentically identify the plant species by expert taxonomists, label them, and specify their therapeutic values in curing different diseases.	Annually	External members are not part of constitution	>90% attendance; timely implementation of evaluation processes
Institutional Grievances Redressal Committee (Faculty, Staff, Students):	Principal, Chairman Management Representative Member Member Member	1. To develop responsive and accountable attitude among the students. 2. To maintain harmonious atmosphere in the institute. 3. To avoid and prevent harassment victimization including sexual harassment of student and faculty.	SOS	External members are not part of constitution	>90% attendance; timely implementation of evaluation processes

	Member	4. To entertain the matters related Academics, Finance and complaints related to discrimination of students from SC, ST, OBC, Women, Minority and Disabled category.			
Library Committee:	Principal, Chairman Secretary Member Member Member Member	1. Guide in framing library policies, regulations, and procurement procedures. 2. Ensure efficient use of resources and uninterrupted access to physical/digital information. 3. Enrich resources to support learning and research across departments. 4. Oversee fund allocation for books/journals and advise on purchases. 5. Maintain and update the Digital Library for enhanced learning access.	Annually	External members are not part of constitution	>90% attendance; timely implementation of evaluation processes
Magazine Committee	Principal, Chairman Secretary Member Member Member Student Representative, Member Student Representative, Member Student Representative, Member Student Representative, Member Student Representative, Member Student Representative, Member	1. Provide a platform for students and faculty to express creativity, research, and ideas. 2. Encourage freedom of expression and exchange of thoughts. 3. Collect, edit, and publish articles/reports while ensuring quality and appropriateness. 4. Publish the annual college magazine (by April) and bi-annual newsletters (July & Jan) highlighting academic and co-curricular activities. 5. Design formats for departments to share information and appoint student editors for active participation. 6. Raise resources and oversee printing and distribution.	Biannually	External members are not part of constitution	>90% attendance; timely implementation of evaluation processes

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	Student Representative, Member			
Press, Media and Publicity Committee	Principal, Chairman Secretary Office Supretendent	1. Collect, organize, and format information on college activities for regular newsletters and magazine publication. 2. Review and edit technical, literary, and event content before publication. 3. Disseminate achievements of students and staff through media and publicity channels. 4. Maintain records of activities and submit reports to IQAC. 5. Coordinate with HODs, conveners, and organizers to gather complete information and materials regularly.	Annually	External members are not part of constitution	>90% attendance; timely implementation of evaluation processes
Purchase Committee	Principal, Chairman Secretary Member Member O.S , Member	1. Coordinate all purchase-related activities for smooth institute operations. 2. Compile departmental requirements and invite quotations from vendors. 3. Evaluate quotations, negotiate, and place orders for quality items at competitive prices. 4. Verify received goods and maintain all purchase-related documents. 5. Collect technical inputs from relevant staff as needed.	Annually	External members are not part of constitution	>90% attendance; timely implementation of evaluation processes
Seminar, Workshop, and Guest Lecture Committee	Principal, Chairman Secretary Member Member Member	1. Organize national and international conferences, seminars, workshops, and guest lectures on emerging pharmacy topics. 2. Coordinate with institutions and stakeholders to ensure active participation. 3. Promote student and faculty involvement, including presentations of scientific papers and posters.	Biannually	External members are not part of constitution	>90% attendance; timely implementation of evaluation processes

		4. Encourage participation in academic and professional development programs.			
Sports Committee:	Principal, Chairman Secretary Member Member Member Student Representative (S.S) Student Representative (S.S)	1. The committee shall promote sports activities by motivating students and member's faculty. 2. The committee aspires to inculcate qualities such as Sportsmanship, Team spirit and Bonding. 3. Promoting Team spirit by making healthy competition. 4. To organize regular sports events in order to train students for competition. 5. Proper maintenance of sports accessories. 6. To provide necessary infrastructure for sports. 7. To prepare and maintain records of all sports activities.	Annually	External members are not part of constitution	>90% attendance; timely implementation of evaluation processes
Student Council:	Principal, Chairman Secretary Member Member Student President, Member Student Representative (G.S), Member	1. Represent student views to college management and promote effective communication. 2. Support educational development, induction, and mentoring of new students. 3. Assist in cultural, sports, and extracurricular activities, including the college magazine. 4. Organize health, social awareness, and community service programs. 5. Maintain discipline and foster positive student-student, student-staff, and student-community relationships.	Biannually	External members are not part of constitution	>90% attendance; timely implementation of evaluation processes
Timetable Committee:	Principal, Chairman Secretary Member Member	1. Collaborate with faculty and administrators to gather scheduling information and constraints. 2. Develop and allocate resources for a master timetable accommodating faculty and student needs. 3. Identify and resolve scheduling conflicts and communicate the final timetable to all stakeholders. 4. Monitor changes and adjust the schedule as needed for smooth academic operations.	Biannually	External members are not part of constitution	>90% attendance; timely implementation of evaluation processes

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		5. Coordinate with committees and departments to ensure a cohesive schedule.			
Website Management Committee:	Principal, Chairman Co-ordinator Computer Technician Member	1. Update and disseminate college, student, and staff achievements through the website. 2. Maintain and enhance academic, administrative, and auxiliary information online. 3. Promote programs, core values, Vision & Mission, and CO/POs for public and alumni engagement. 4. Identify strategic website initiatives and present them for review and updates.	Annually	External members are not part of constitution	>90% attendance; timely implementation of evaluation processes
Women Grievance Redressal/ Gender Harassment Committee	Presiding Officer Secretary Member Member Member	1. To build up self-esteem and dignity among girl students and lady faculty members. 2. To provide legal aid in case of women atrocity. 3. To create awareness regarding women rights. 4. To avoid and prohibit mental and sexual harassment at work place	SOS	External members are not part of constitution	>90% attendance; timely implementation of evaluation processes

E. Organizational Chart:

INSTITUTIONAL HIERARCHY
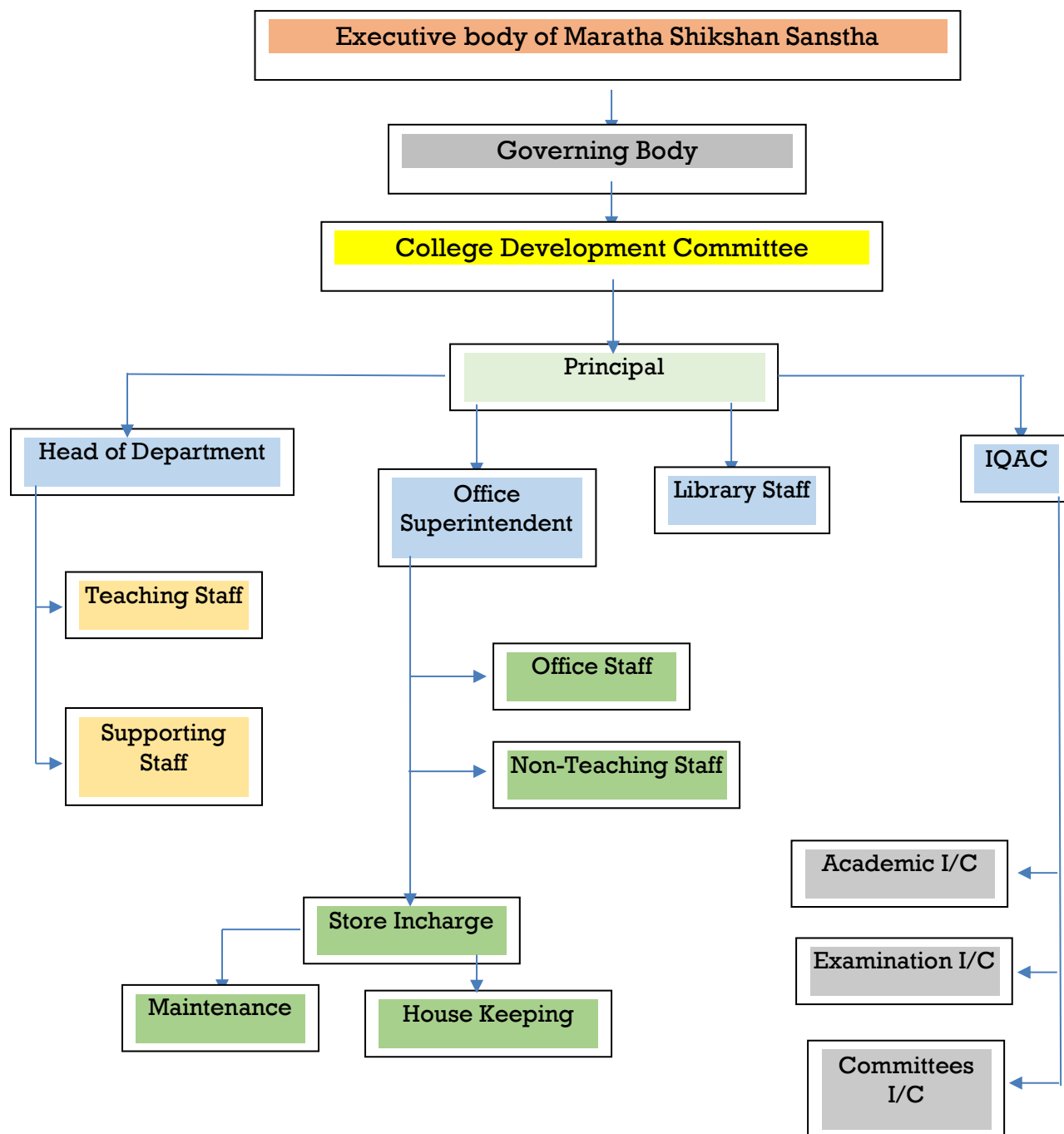
Figure no.8.1.1.1: Flowchart for decentralization of Powers for smooth conduction of Academic Activities

F. Defined rules, procedures, recruitment and promotional policies etc.

The institution adopts the following Acts, Rules, and Guidelines as the framework for procedures, recruitment, promotional policies, and directions issued periodically by regulatory bodies:

- Pharmacy Council of India (PCI) Norms
- AICTE Norms and Regulations
- Affiliation and Approval Rules of MSBTE, Mumbai
- Applicable State and Central Government Rules including Maharashtra Civil Services Regulations
- Rules and By-laws of the Parent Society

In line with the above norms, the management of PRPIOP has framed a Human Resource Manual that comprehensively defines rules, procedures, recruitment processes, and promotional policies.

Recruitment of Teaching Staff

- Recruitment of teaching staff is carried out in strict adherence to Apex bodies guidelines.
- Vacancies are notified through advertisements in leading newspapers.
- Applications are scrutinized within 30 days of the last date of submission.
- The Selection Committee is constituted as per norms.
- Eligible candidates are called for interviews, and selection is strictly based on merit and AICTE qualification norms.
- Recommendations of the Selection Committee are forwarded to authority for approval, following which appointment orders are issued by the Principal.
- Cadre Structure (Approved by MSBTE): Principal, Lecturer / Senior Lecturer / Selection Grade Lecturer

Recruitment of Non-Teaching/Support Staff

- Vacant posts are advertised by the Secretary of the Society.
- Selection is carried out by a committee consisting of Management representatives, and the Principal.
- Recruitment is strictly based on qualifications prescribed by the State Government.
- Office Staff involves - Administrative Officer (Graduate with experience), Accountant (Graduate), Senior Assistant (Graduate with experience), Junior Assistant (Graduate), Peon (SSC or equivalent),

- Laboratory Staff involves - Lab Technician (D. Pharm), Lab Attendant (HSC),

- Computer Laboratory Staff involves - Data Operator / Lab Technician (Graduate in Science)

Probation Policy

- All regular employees are initially appointed on a probation period of two years.

- During probation, the performance of the employee is assessed by the concerned Head, and reports are submitted to the Principal.

- Based on performance appraisal, management decides on confirmation, extension, or termination of service.

- Temporary appointments may be made for a tenure of ten months, after which the appointment automatically ceases unless extended or converted to permanent.

Salary Policy

- Salary fixation is based on statutory government pay scales (currently 6th Pay Rule), AICTE guidelines, and institutional financial considerations.

- Annual Increments: Granted based on performance appraisal and approval of the Governing Body.

- Payment Mode: Salaries are credited directly into employees' salary accounts maintained in the Talegaon (S.P) branch of Bank of Maharashtra.

- Payroll Deductions: Income tax, professional tax, provident fund, and other statutory deductions are applied.

Promotion and Transfer Policy

- Promotions are based on merit, skills, qualifications, and recommendations of duly constituted Selection Committees of regulatory bodies.

- Transfers may be lateral (same cadre/pay scale) or promotional (higher responsibility).

- Promotions during probation are subject to approval by the Principal and Management.

- Employees may apply for advertised higher positions for which they are qualified.

Promotions generally include pay rise, though final decisions rest with the Management.

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Extent of Awareness among Employees and Students about HR Policies & Committees

The institute ensures that all employees and students are well-informed about HR policies and the roles of institutional committees through a structured and transparent communication process.

1. Orientation & Induction Programs

- **Employees:** At the time of joining, teaching and non-teaching staff undergo an orientation session where HR policies (recruitment, probation, leave, salary structure, promotions, transfers, disciplinary rules) are explained.

- **Students:** During the First-Year Induction Program, details of student-related committees (Anti-Ragging, Grievance Redressal, Internal Complaint Committee, NSS, etc.) are introduced.

2. Policy Documents & Accessibility

- A Human Resource Manual defining service rules and procedures is kept in the Principal's office, HR/administrative office, and library.

- Soft copies are circulated through ERP/official email groups and uploaded on the college website for easy access.

- Committee details (composition, objectives, contact persons) are displayed on walls across the campus and published on the institute website, ensuring high visibility to all stakeholders.

3. Periodic Meetings & Workshops

- Staff meetings by the Principal reinforce awareness about HR policies and committee functions.

- Workshops/seminars on topics like gender sensitization, grievance redressal, and professional ethics enhance practical awareness.

4. Feedback & Awareness Check

- Regular feedback surveys are conducted from students and employees to assess their awareness of policies and committees.

- Awareness is also checked during internal academic audits through interactions with stakeholders.

5. Transparency & Communication

- Notice boards, circulars, and wall displays provide continuous updates.

- ERP, WhatsApp, and email groups ensure timely communication of changes in policies or committee structures.

- All statutory committees are displayed both physically in the campus and digitally on the website, making them easily accessible to everyone.

By combining orientation, documentation, wall displays, meetings, workshops, and digital platforms, the institute guarantees a high level of awareness and transparency among staff and students regarding HR policies and committee structures.

8.1.2. Decentralization in working and grievance redressal mechanism (5)

List the names of the faculty members who are administrators/decision makers for various responsibilities. Specify the mechanism and composition of grievance redressal cell.

1. Decentralization in Working

The institute follows a participative and decentralized governance system wherein responsibilities are delegated to faculty members for smooth functioning of academic, administrative, and co-curricular activities. This approach ensures efficiency, accountability, and involvement of faculty in institutional development.

Decentralization of powers is already expressed in figure number 8.1.1.1 along with details of bodies from administrative setup and all academic bodies along with their Functions and Responsibilities in Table number 8.1.1.7. Details of Faculty members working as administrators / Decision makers along with respective departments is listed below in table no. 8.1.1.8

Table no. 8.1.1.8: Faculty Members as Administrators/Decision Makers

Sr.no.	Area of Responsibility	Faculty Member (Administrator/Decision Maker)
1	Academic Planning & Monitoring	Academic Co-ordinator
2	Examination & Evaluation Cell	Exam In-charge
3	Admissions Committee	Admission Coordinator
4	Research & Development Cell	R&D Coordinator
5	Training & Placement Cell	TPO
6	IQAC / NBA / NAAC Coordinator	IQAC Coordinator

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7	Anti-Ragging Committee	Convener
8	Grievance Redressal Committee	Convener
9	Women's Grievance / ICC	Chairperson
10	NSS Unit	Program Officer
11	Cultural & Sports Committee	Coordinator
12	Library Advisory Committee	Librarian/Coordinator
13	Alumni Association	Coordinator
14	Institutional ERP / ICT Cell	ERP Coordinator
15	Student Council	Faculty In-charge
16	Magazine & Newsletter Committee	Coordinator
17	Continuing Education / Add-on Courses	Course Coordinator

Impact of Decentralization

1. Promotes participatory decision-making.
2. Encourages leadership qualities among faculty members.
3. Ensures smooth functioning of academic and administrative processes.
4. Builds a culture of accountability and responsibility at every level.

2. Grievance redressal mechanism

The institute has established a well-defined Grievance Redressal Mechanism to address the concerns of students, faculty, and staff in a transparent, time-bound, and confidential manner. The mechanism ensures that every stakeholder has access to a fair platform for expressing grievances related to academics, administration, infrastructure, or personal issues.

Structure of the Grievance Redressal Mechanism

A. Grievance Redressal Committee (GRC):
   a) Constituted as per AICTE/PCI/MSBTE guidelines.

b) Comprises the Principal (Chairperson), senior faculty members, administrative officer, and representatives from teaching and non-teaching staff.

c) Student representatives are included where appropriate.
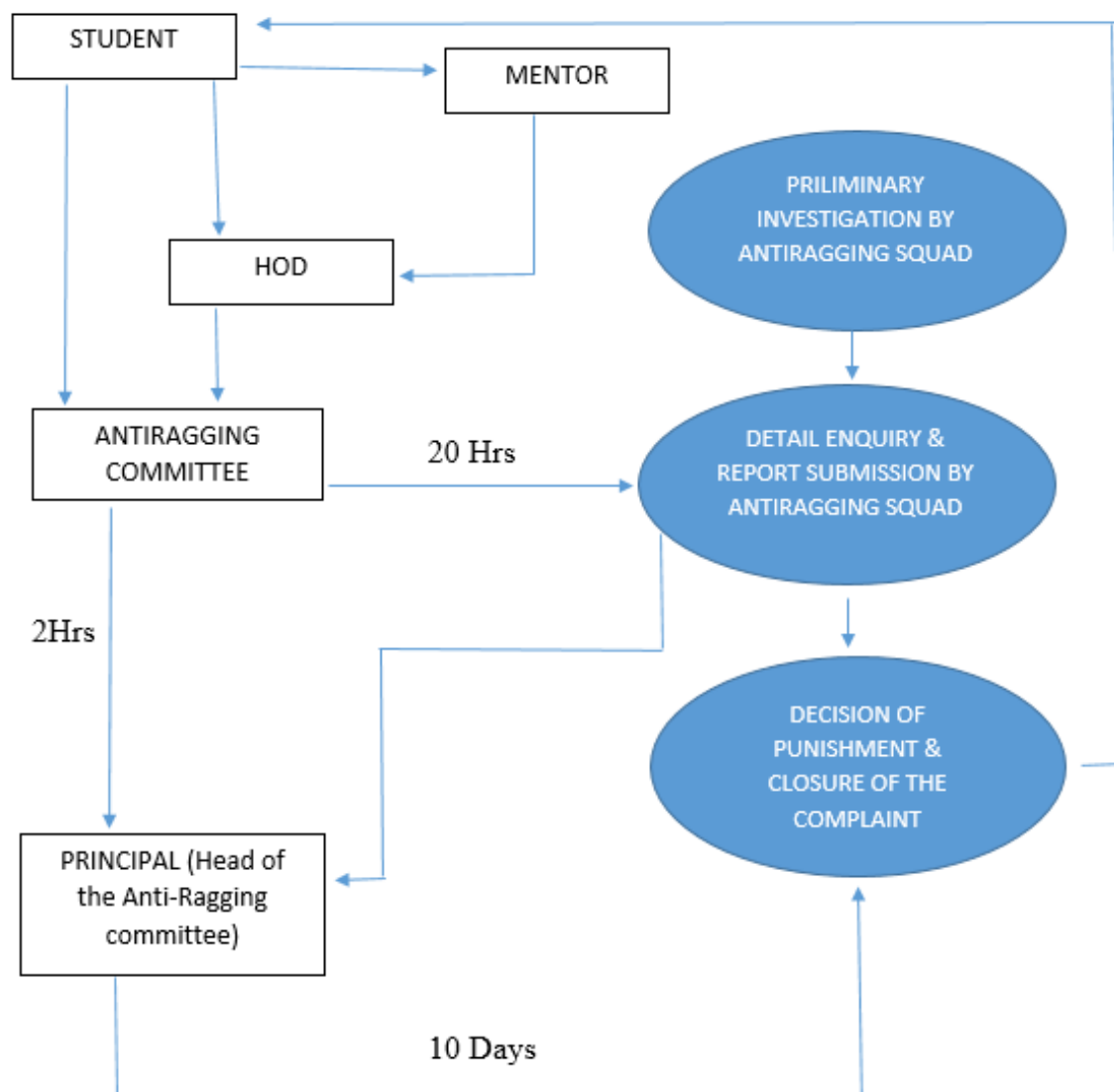
Figure no. 8.1.1.2: Complaint Handling Flow Chart of Student

B. **Types of Grievances Addressed:**

a) Academic issues (examination, evaluation, teaching-learning, attendance, etc.)

b) Administrative issues (fees, scholarships, facilities, hostel, transport, etc.)

c) Interpersonal issues among students or between students and faculty.

d) Workplace grievances of staff and faculty.

e) Harassment, discrimination, or unfair practices (forwarded to ICC/Anti-Ragging/Women's Cell as per relevance).

C. **Procedure for Redressal**

a) **Lodging of Complaint: Complaints can be submitted through** –

    i. Suggestion/Complaint Boxes placed in the campus

    ii. Online portal / institute email ID.

    iii. Direct written submission to the Principal/Coordinator.

Students and staff are encouraged to first approach the immediate class mentor/HOD before escalating.

b) **Scrutiny & Action:**

    i. The GRC acknowledges the complaint within a week.

    ii. A fair hearing is given to the complainant, with confidentiality maintained.

    iii. Committee investigates the matter, calls relevant parties, and discusses possible resolutions.

c) **Awareness & Accessibility** –

    i. Information about the Grievance Redressal Mechanism is displayed on institute notice boards, walls across the campus, and on the official website.

    ii. The mechanism is explained during student induction programs and staff orientation.

    iii. Contact details of committee members are made public for easy approachability.

Details of active committees handling grievances in institute:

1. Institutional Grievances Redressal Committee: https://www.pdppharma.in/committees/

Institutional Grievances Redressal Committee

❖ **Purpose:** Institutional Grievances Redressal Committee is constituted to settle the grievances of students and other stakeholders within reasonable time period to strengthen the bond of the students with the institution by providing all facilities, to maintain convenience ambiance for Teaching and learning.

❖ Function & Responsibilities:

▪ Prevention of misconduct of students and Faculty

▪ To develop responsive and accountable attitude among students.

▪ To entertain the matters related to Academics, Finance and Complaints related to Discrimination of students from SC, ST, OBC, Women, Minority and Disabled category.

❖ **Objective:** Institutional Grievances Redressal Committee in the college ensure everyone(Faculty, Staff, Student) can express their concerns, get them addressed and maintain peaceful environment.

Committee Constitution

Committee Members	Designation
Dr. Koshish Gabhane	Principal, Chairman
Dr. Vikrant Salode	Member
Mr. Chetan Ghulaxe	Member
Ms. Samruddhi Khonde	Member
Mr. Chandrakant Gede	Member
Mr. Nishant Chavhan	Student Representative
Mr. Mohit Sonare	Student Representative

Implementation of Guidelines	Awareness Initiatives
On **July 17, 2017,** Institutional Grievances Redressal Committee was Established.	• Induction Program • Committee Members Display Board • Complaint/ Grievance Box in the Campus • CCTV Surveillance

Grievance Redressal Mechanism Flowchart

2. Anti-Ragging Committee: https://www.pdppharma.in/committees/
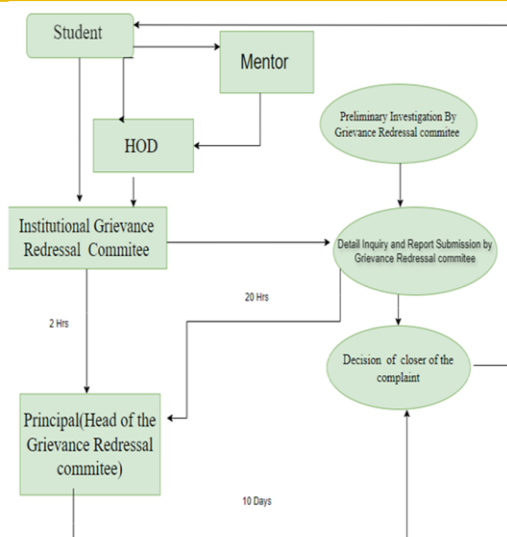
Anti-Ragging Committee

❖ **Purpose:** The Anti-Ragging Committee was established to provide healthy and sound atmosphere, while pursing educational aims and Objectives.

❖ **Objective:** The Anti-Ragging Committee, address and resolve any issues related to ragging, ensuring a safe, secure, and respectful environment for all students.

❖ **Function & Responsibilities:**

▪ To foster respect and harmony among students,

▪ To address complaints, raise awareness, prevent harassment, ensure compliance with anti-ragging regulations

▪ To provide support and guidance to victims and offenders.

▪ To Raise awareness about the consequences of ragging, promote discipline and respect, and ensure compliance with statutory authorities.

Committee Constitution

Committee Members	Designation
Dr. Koshish Gabhane	Principal, Chairman
Dr. Vikrant Salode	Faculty Member
Mr. Chetan Ghulaxe	Faculty Member
Miss. Chaitali Dangore	Faculty Member
Miss. Gayatri Bahatkar	Faculty Member
Mr. Gopal Chikhale	Press Reporter Member
Mr. D. S. Suryawanshi	NGO Member
Mr. S.P. Wankhade	Police Member
Mr. C.W. Gede	Non Teaching Representative
Miss. Antara Deshmukh	Student Member
Mr. Suresh Thakare	Parent Member

Implementation of Guidelines	Awareness Initiatives
14/06/2018 On **June14, 2018**, the Anti-Ragging Committee was established.	• Undertaking on policies with zero tolerance(Anti-Ragging Document) • Awareness Programs like, Induction Program, Guest Lecture, Rangoli Competition • Display of Zero Tolerance Message in Premises by using Poster and Banners of Anti-Ragging and Sexual Harassment awareness • Committee Members Display Board • Complaint/ Grievance Box in the Campus • CCTV Surveillance

Grievance Redressal Mechanism Flowchart
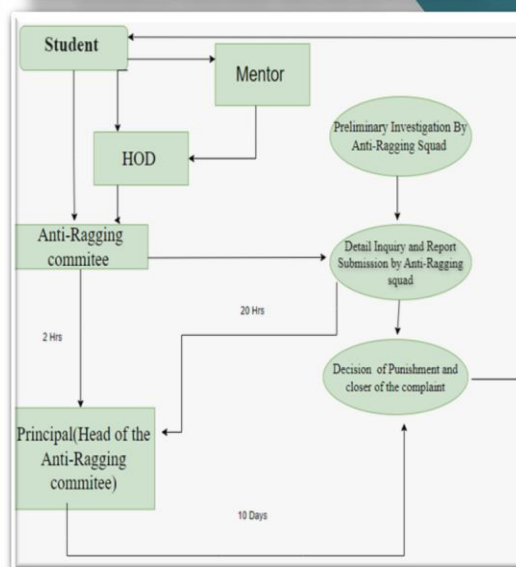
3. Women Grievance Redressal Committee: https://www.pdppharma.in/committees/

Women Grievance Redressal Committee

❖ **Purpose:** The Women's Grievance Redressal Committee is established to deal with problems and Difficulties faced by women's and girl's students and to incalculate a sense of Security in the Campus.

❖ **Objective:** The Women's Grievance Redressal Committee aim to address and resolve any issue related to gender based harassment or discrimination, ensuring a safe and respected environment for all.

❖ Function & Responsibilities:

- To build up self esteem and dignity among girls students and Lady faculty members.
- To provide legal and in case of women atrocity.
- To create awareness regarding women rights.
- To avoid and prohibit mental and sexual harassment at work place.

Committee Constitution

Committee Members	Designation
Ms. Samruddhi Khonde	Presiding Officer, Secretory
Mr. Mahesh Gadge	Member
Ms. Darshana Shirbhate	Member
Ms. Chaitali Dangore	Member
Ms. Smita Mankar	Member
Mrs. Vrushali Potdar	Member
Ms. Gaytri Bahatkar	Member
Ms. Bharati Nasare	Non Teaching Representative
Ms. Dhanashri Ulhe	Student Representative
Ms. Dimple Surpam	Student Representative

Implementation of Guidelines	Awareness Initiatives
On **January 9, 2017**, the Women's Grievance Redressal Committee was established.	• Awareness Programs like, Induction Program, Guest Lecture, Rangoli Competition • Committee Members Display Board • Complaint/ Grievance Box in the Campus • CCTV Surveillance

Grievance Redressal Mechanism Flowchart
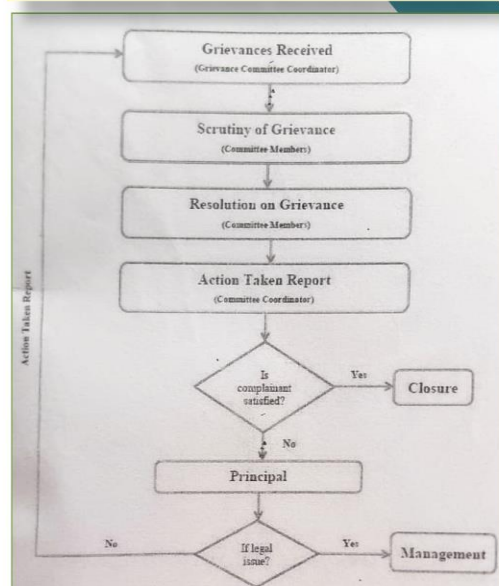
Facilities for Lodging Complaints:
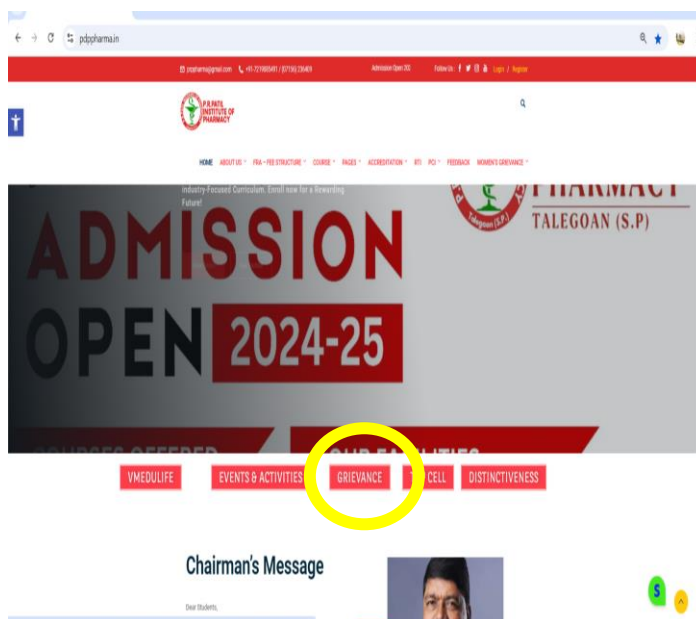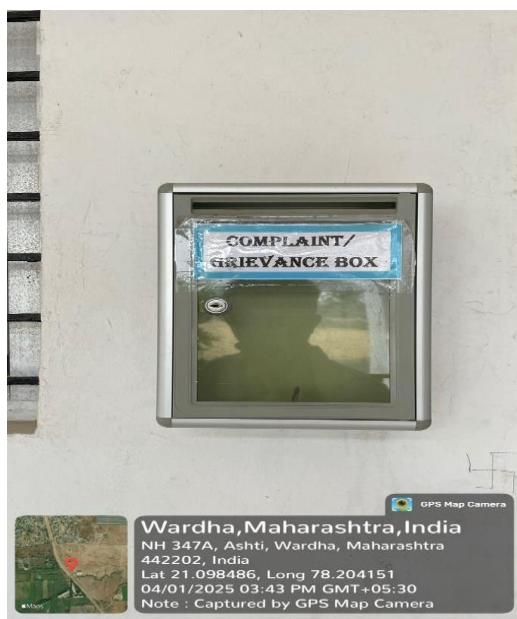
Website link for lodging online complaint on website:
https://docs.google.com/forms/d/e/1FAIpQLSc-jHXuaZwmFdwieg7ks8LLjf20dR6E0dFJIsKXqBc9Qi2O7w/viewform

Impact:

    i.   Promotes a safe, fair, and transparent environment in the campus.

    ii.   Enhances trust and confidence of students and staff in institutional governance.

    iii.   Helps maintain a healthy academic and workplace culture.

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8.1.3. Delegation of financial powers (5)

Explicitly mention financial powers delegated to the Principal, Heads of Departments and relevant in-charges. Demonstrate the utilization of financial powers for each year of the assessment years.

Delegation of Financial Powers

The institute ensures efficient and transparent financial management through a clear delegation of financial powers. The Governing Body delegates specific powers to the Principal, who further authorizes relevant in-charges and coordinators for smooth functioning of academic and administrative activities.

Delegation of Financial Powers

1. Governing Body / Management
   o Sanctions the annual budget for the institute.
   o Approves major capital expenditures, infrastructure development, and staff salary disbursement.
   o Reviews and monitors utilization through periodic audits.

2. Principal
   o Authorized to:
     ▪ Approve all routine expenditures (laboratory consumables, chemicals, stationary, maintenance, etc.).
     ▪ Sanction expenses up to a specified limit (as per society by-laws, e.g., ₹50,000 per item/event without Governing Body approval).
     ▪ Approve emergency/contingency expenses.

3. In-charges / Coordinators (Library, Sports, NSS, Training & Placement, Cultural, etc.)
   o Empowered to utilize their departmental budget allocations with Principal's approval.
   o Examples:
     ▪ Library In-charge: Procurement of books, journals, subscription renewals.
     ▪ Sports In-charge: Purchase of sports equipment and kits.
     ▪ NSS Program Officer: NSS grant utilization, special camp, and activity-related expenses.
     ▪ Cultural/Other Coordinators: Expenses related to events, guest lectures, and training programs.

Impact of Delegation of Financial powers:

- Enables **quick decision-making** and smooth functioning of academic, extracurricular, and extension activities.

- Promotes **accountability and transparency** through audits and documented approvals.

- Ensures **optimal utilization of resources** aligned with institutional development plans.

8.1.4. Transparency and availability of correct/unambiguous information in public domain (5)

Information on the policies, rules, processes is to be made available on web site.

The institute ensures **complete transparency** and makes correct, clear, and updated information available to all stakeholders through multiple modes, both digital and physical.

Key Transparency Measures

1. **Staff-Related Information**

o At the time of joining, staff qualifications, skills, and experience are collected and utilized for academic and institutional strengthening.

o Data of all staff members is **periodically updated and uploaded** on the college website.

o Recruitment and interview procedures are carried out through **public advertisements** as per AICTE and PCI norms, ensuring fairness and transparency.

o Administrative rules and service conditions for all cadres of staff are documented in the **H.R. Manual**, which includes promotion policies, increments, awards, and disciplinary procedures.

2. **Academic Transparency**

o The **program syllabus book** and **academic calendar** are made available to all stakeholders, ensuring clarity in academic regulations and implementation.

o Students are informed about institutional rules, regulations, and procedures during the **orientation program**.

o Transparency in academics is maintained through prospectus, notices, circulars, and departmental notice boards.

o Courses, marks, attendance, and examination updates are communicated via notice boards, website, and digital platforms.

3. **Communication with Stakeholders**

o **Regular circulars and reminders** are issued for students and staff.

o SMS communication system is used to inform parents about **attendance, sessional marks, examination absence, and academic progress**.

o Separate **notice boards** are provided for office, departments, placement cell, training, library, and other units.

o A **digital notice board** facility and urgent SMS notifications are available for immediate updates.

o Periodic **meetings with stakeholders** (parents, students, alumni, employers) are organized to share updates, gather feedback, and address queries.

o Communication to parents/guardians is done through letters, meetings, and SMS to maintain a strong connect.

4. **Public Domain Availability**

o All institutional policies, regulations, and committee details are displayed on **college walls** and uploaded on the **official website**.

o Mandatory disclosures, statutory approvals, and governance-related documents are updated as per AICTE, PCI, and affiliating university requirements.

o Information relevant to student support services (scholarships, placements, training, NSS, sports, etc.) is published and regularly updated.

Impact

- Ensures **trust, accountability, and clarity** among staff, students, parents, alumni, and employers.

- Facilitates informed decision-making for stakeholders.

- Creates a culture of **open communication and participatory governance**.

8.2. Budget Allocation, Utilization, and Public Accounting at Institute / Program level (20)

Summary of current financial year's budget and actual expenditure incurred (for the institution exclusively) in the three previous financial years.
Total Income at Institute/Program level: For CFY, CFYm1, CFYm2 & CFYm3 CFY: Current Financial Year, CFYm1 (Current Financial Year minus 1), CFYm2 (Current Financial Year minus 2) and CFYm3 (Current Financial Year minus 3)

Current Financial Year (CFY): 2024-2025

Current Financial Year minus 1 (CFYm1): 2023-2024

Current Financial Year minus 2) CFYm2 : 2022-2023

Current Financial Year minus 2) CFYm3 : 2021-2022

Criterion 8: Governance, Institutional support and Financial Resources (60)

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For Current Financial Year (CFY): 2024-2025

Table no.8.2.1: Income and Expenditure details for Diploma in Pharmacy program for CFY-2024-25

Total Income				Actual expenditure (till….):			Total No. of students
Fee	Govt.	Grant (s)	Other sources	Recurring including Salaries	Non-recurring	Special Projects/Any other, specify (Guest lecture Honorarium)	Expenditure per students
7862385	-	-	-	11182688	804763	20000	129112

For Current Financial Year (CFYm1): 2023-2024

Table no.8.2.2: Income and Expenditure details for Diploma in Pharmacy program for CFYm1-2023-24

Total Income				Actual expenditure (till….):			Total No. of students
Fee	Govt.	Grant (s)	Other sources	Recurring including Salaries	Non-recurring	Special Projects/Any other, specify (Guest lecture Honorarium)	Expenditure per students
8012225	-	-	-	7319624	00	20000	62200

For Current Financial Year (CFYm2): 2022-2023

Table no.8.2.3: Income and Expenditure details for Diploma in Pharmacy program for CFYm2-2022-23

Total Income				Actual expenditure (till….):			Total No. of students
Fee	Govt.	Grant (s)	Other sources	Recurring including Salaries	Non-recurring	Special Projects/Any other, specify	Expenditure per students
9527765	-	-	-	6669148	379650	-	62378

…………………………………………………………………………………………

For Current Financial Year (CFYm3): 2021-2022

Table no.8.2.4: Income and Expenditure details for Diploma in Pharmacy program for CFYm3-2021-22

Total Income				Actual expenditure (till….):			Total No. of students
Fee	Govt.	Grant (s)	Other sources	Recurring including Salaries	Non-recurring	Special Projects/Any other, specify (Guest lecture Honorarium)	Expenditure per students
10257016	-	-	-	6533377	740750	5830	64424

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Table no.8.2.5: Budget (Allocation and Utilization)

Items	Budgeted in CFY (2025)	Actual expenses in CFY (2025)	Budgeted in CFY m1(2024)	Actual expenses in CFY m1 (2024)	Budgeted in CFY m2(2023)	Actual expenses in CFY m2 (2023)	Budgeted in CFY m3 (2022)	Actual expenses in CFY m3 (2022)
Infrastructure build up	480000	480000	80200	80200	99000	99000	121480	121480
Library	64880	64880	00	00	46875	46875	13300	13300
Laboratory Equipment	106564	106564	831382	831382	931038	931038	212925	212925
Laboratory consumables	81168	81168	24000	24000	3241	3241	140000	140000
Teaching and Non-teaching Salary + (payable advance)	9157694	9157694	6145912	6145912	5622808	5622808	5340816	5340816
Training and travel	20000	20000	20000	20000	00	00	5830	5830
Miscellaneous Expenses (computer software)	241349	241349	100055	100055	201092	201092	327022	327022
Other								
Total	10151655	10151655	7201549	7201549	6904054	6904054	6161373	6161373

8.2.1 Adequacy of budget allocation (10)

Justify that the budget allocated over the years was adequate.

Adequacy of Budget Allocation (For Diploma in Pharmacy Program)

The institute follows a systematic and participative approach to financial planning and budgeting to ensure that adequate funds are allocated for the effective functioning of the Diploma in Pharmacy program.

- Each academic year, budget requirements are collected from all departments, including academic, administrative, and support sections. The consolidated budget is reviewed and approved by the management, ensuring that all essential academic and co-curricular activities are well supported.

- The funds are allocated under major heads such as infrastructure development, laboratory establishment and consumables, library enrichment, ICT facilities, salaries, training, hospital exposure, and student support activities.

- The analysis of the budgeted and actual expenditures over the last four consecutive financial years from **table number 8.2.5** clearly demonstrates that the allocations were realistic, need-based, and adequately met institutional requirements.

- The institute ensures judicious utilization and timely disbursement of funds, enabling smooth conduct of teaching-learning, practical training, internships, and add-on skill development programs. Regular monitoring by the Finance Committee and Internal Audit ensures transparency and effective utilization of the budget.

- As evident from the data, the actual expenditure has consistently matched the budgeted amount across all major heads, including infrastructure development, library resources, laboratory equipment and consumables, staff salaries, and training activities. This indicates effective estimation, judicious allocation, and efficient utilization of financial resources.

- The steady rise in the budget from ₹61.6 lakhs in 2022 to ₹101.5 lakhs in 2025 reflects the institute's commitment to continuous growth and quality enhancement. The major expenditure heads such as teaching and non-teaching salaries, laboratory development, and ICT infrastructure have been prioritized in alignment with academic and administrative requirements.

- Furthermore, adequate budget allocation for library resources, laboratory consumables, and training & travel has ensured smooth conduct of teaching–learning, co-curricular, and skill enhancement activities.

The adequacy of funds is reflected in:

- Well-equipped pharmaceutics, pharmacology, chemistry, and Pharmacognosy laboratories.
- Continuous addition of books, e-resources, and journals in the library.
- Support for faculty development programs, industrial visits, and hospital training.
- Maintenance and upgradation of infrastructure and ICT-enabled classrooms.

Overall, the budget allocation over the years has been adequate, need-based, and optimally utilized, ensuring continuous improvement in the quality of education, research orientation, and skill-based learning for D.Pharm students. Thus, the data justifies that the budget allocation over the years has been adequate and optimally utilized, ensuring financial sustainability and supporting institutional goals effectively.

8.2.2. Utilization of allocated funds (10)

State how the budget was utilized during the last three years.

- The institute ensures that the budget allocation and utilization are systematically planned, implemented, and reviewed annually. The allocated funds over the past three years have been judiciously utilized for academic, infrastructural, and administrative requirements.
- The financial records of the last three years (CFYm3: 2022, CFYm2: 2023, CFYm1: 2024, and CFY: 2025) reflect efficient fund management with utilization rates consistently close to 100%., as shown in _table number 8.2.5_ the analysis of budgeted and actual expenditures indicates **optimum utilization of allocated funds**, reflecting effective financial planning and institutional commitment toward quality enhancement.
1. **Infrastructure Development:** Adequate funds were allocated for infrastructural build-up, and utilization was consistently 100% during all three years. The funds supported maintenance and upgrading of physical facilities and creation of conducive learning environments.

2. **Library Resources:** The budget allocation for the library was effectively utilized to strengthen the availability of textbooks, reference books, and digital resources, thereby enriching academic learning and access to knowledge.

3. **Laboratory Equipment and Consumables:** Full utilization of allocated funds was observed for procurement, calibration, and maintenance of laboratory equipment and consumables, ensuring that the students receive continuous hands-on practical exposure.

4. **Salary Expenditure (Teaching and Non-teaching Staff):** The major share of the budget was allocated for staff salary and related commitments. Utilization remained consistent and 100%, indicating timely disbursement of salaries and allowances, and ensuring staff satisfaction and institutional stability.

5. **Training, Travel, and Miscellaneous Heads:** The funds earmarked for faculty training, academic travel, and miscellaneous expenditures such as computer software and institutional development activities were fully utilized to promote capacity building and digital efficiency.

6. **Overall Utilization Trend:** The overall budget utilization during the last three financial years (**2022–23 to 2024–25**) shows an effective utilization rate close to **100%** every year (₹61.61 lakh, ₹69.04 lakh, ₹72.01 lakh, and ₹101.51 lakh respectively). This demonstrates the institute's transparent and efficient financial management practices.

In summary, the institution has ensured **adequate allocation and complete utilization** of funds for academic, infrastructural, and administrative purposes. The spending pattern over the years indicates the management's commitment to sustaining quality standards in teaching-learning, laboratory upgradation, library enhancement, and faculty welfare.

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8.3. Library and Internet (15)

8.3.1. Quality of learning resources (hard/soft) (10)

• Relevance of available learning resources including e-resources

• Accessibility to students

P.R. Patil Institute of Pharmacy, Talegaon (S.P.), maintains a robust, student-centered learning ecosystem that integrates traditional and modern educational resources. This approach ensures that rural aspirants receive equitable opportunities for quality education, digital literacy, and lifelong learning in a technologically enabled academic environment. The institution ensures that both hard and soft learning resources are comprehensive, up-to-date, and aligned with the Pharmacy Council of India (PCI) curriculum and affiliating university guidelines.

1. Relevance of Learning Resources

- The library serves as a well-curated collection of textbooks, reference books, laboratory manuals, and national and international journals across all core pharmacy disciplines — Pharmaceutics, Pharmacology, Pharmaceutical Chemistry, and Pharmacognosy.

- The selection and procurement of resources are based on faculty recommendations, syllabus revisions, and emerging industrial trends to ensure continued relevance.

- In addition to printed materials, the college provides access to a wide range of digital learning platforms and e-resources, including the National Digital Library of India (NDLI), DELNET, NPTEL, and SWAYAM. Faculty members actively contribute to the institutional Learning Management System by uploading lecture notes, presentations, lab manuals, and question banks for student access.

- ICT-enabled classrooms, multimedia teaching aids, simulation software, and anatomical and pharmaceutical models further enrich the learning experience, promoting conceptual clarity and practical understanding.

2. Accessibility to Students

- The institution prioritizes equitable and convenient access to learning resources. The library and reading room remain open beyond regular college hours, providing a peaceful environment conducive to self-study. Each student is issued a library card for borrowing multiple books, and an online requisition system facilitates book requests and renewals.

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- Students have access to e-resources through the campus Wi-Fi network, digital library links, and institutional e-classrooms.
- The laboratories are well-equipped and maintained to support regular practical sessions, project work, and hands-on training, ensuring experiential learning.
- Considering the rural background of many students, the institution organizes library orientation and ICT literacy sessions at the beginning of each academic year to help them effectively utilize both physical and digital learning platforms.

3. Continuous Improvement

- The Library Advisory Committee conducts periodic reviews, usage analysis, and feedback collection from students and faculty to assess the adequacy, relevance, and quality of resources.
- Suggestions from stakeholders are promptly acted upon to upgrade both physical and digital collections.
- Regular investments are made for the addition of new titles, subscriptions, and digital tools to keep pace with academic advancements and industry requirements.

8.3.1.1: Library at Glance:

Library Space and utilization :

- Area of library   : 1000 Sq.ft
- Number of seats in reading space   : 50 students
- Number of users (Issue Book) per day   : 15-20
- Number of users (reading Space) per day   : 20-30

Timings

- During working day   : 10.00 A.M. to 6.30 P.M.

Library Staff and automation details :

- Fulltime qualified Librarian   : 01
- Number of supporting Library staff   : 01
- Management Computerization for search, Indexing, issue / return records, bar coding used : VMedulife , Grantham

- Library services on internet / intranet   :   Yes
- Library membership   :   Delnet, NBL, e-Shodhsindhu
- Archives   :   Yes
- Number of Computer in Digital Library   :   6
- Titles and Volumes   (For D.Pharm Program)   :
  - Number of Title   :   244
  - Numbers of Volumes   :   1071
- Periodicals (For Diploma Program)   13
- Book Bank facility   :   Yes
- Digital Library   :   Yes

8.3.1.2: Evidences for availability of Learning Resources (Hard/Soft)

- **Digital library and e- Resources details :**

Resources	Available software	Link to the relevant document
Library	vmedulife	https://portal.vmedulife.com/public/auth/#/login/prpiop-wardha
e-journals	Developing Library Network (DELNET)	https://discovery.delnet.in/e-journals/Pharmacyinternational.pdf
	National Digital Library (NDL)	https://ndl.iitkgp.ac.in/re_browse/journal?journal=&asjc%5B%5D=1600%2F1607&learningResourceType%5B%5D=journal
e-book	DELNET	https://discovery.delnet.in/
	NDL	https://ndl.iitkgp.ac.in/he_browse/ddc?ddc%5B%5D=500%2F540
eShodhSindhu	eShodhSindhu	https://ess.inflibnet.ac.in/oes/vsresources.php

- **Automation availability :**

Criterion 8: Governance, Institutional support and Financial Resources (60)

- ## Details of availability of Hardcopies resources: (Books and Periodicals)

D.PHARM ABSTRACT (TITLE WISE)
2024 - 2025

S.NO	SUBJECT	TITLE	REF. BOOK	TEXT BOOK	TOTAL BOOK
1	HUMAN ANATOMY & PHYSIOLOGY	20	20	116	136
2	P'CEUTICAL CHEMISTRY	24	24	103	127
3	INORGANIC CHEMISTRY	3	3	16	19
4	ORGANIC CHEMISTRY	4	4	17	21
5	PHARMACEUTICS	36	36	149	185
6	PHARMACOGNOSY	31	31	103	134
7	PHARMACOLOGY	14	14	66	80
8	DRUG STORE & BUSSINESS MANAGEMENT	23	23	53	76
9	HEALTH EDUCATION & COMMUNITY	16	16	91	107
10	JURISPRUDENCE	16	16	65	81
11	HOSPITAL & CLINICAL PHARMACY	24	24	93	117
12	P'CEUTICAL BIOCHEMISTRY	13	13	72	85
13	SOCIAL PHARMACY	14	14	77	91
14	PHARMACOTHERAPEUTICS	4	4	34	38
15	GENERAL	2	2	16	18
	TOTAL	244	244	1071	1315

Maratha Shikshan Sanstha's
P.R. PATIL INSTITUTE OF PHARMACY, TALEGAON (S.P)
(Approved by AICTE, PCI, New Delhi and Affiliated to Rashtra Sant Tukdoji Maharaj Nagpur University)

Date : 17/03/2025

DETAILS OF AVAILABLE BOOKS
D.PHARM

SR.NO	SESSION	TITLE	REFRENCE BOOKS	TEXT BOOKS	TOTAL
1	2017-2018	102	102	453	555
2	2018-2019	120	120	546	666
3	2019-2020	120	120	546	666
4	2020-2021	120	120	546	666
5	2021-2022	203	203	753	956
6	2022-2023	223	223	938	1161
7	2023 - 2024	242	242	1055	1297
8	2024 - 2025	300	300	1071	1371

PHARMACY JOURNAL LIST
2025

SR.NO	NAME OF JOURNAL
1	ASIAN JOURNAL OF CHEMISTRY
2	ASIAN JOURNAL OF PHARMACEUTICAL ANALYSIS
3	INDIAN JOURNAL OF PHARMACEUTICAL SCIENCE
4	INDIAN JOURNAL OF PHARMACOLOGY
5	INTERNATIONAL JOURNAL OF ADVANCED PHARMACATIC
6	INTERNATIONAL JOURNAL OF CURRENT PHARMACEUTICAS AND CLINICAL RESEARCH
7	PHARMA TIMES
8	PHARMACOGNOSY RESEARCH
9	RESEARCH JOURNAL OF PHARMACOGNOSY AND PHYTOCHEMISTRY
10	RESEARCH JOURNAL OF PHARMACOLOGY AND PHARMACODYNAMLES
11	INDIAN JOURNAL OF EXPERIMENTAL BIOLOGY
12	JOURNAL OF HOSPITAL PHARMACY
13	PHARMACEUTICAL TECHNOLOGY

- ## Geo tag photographs for Library Facility
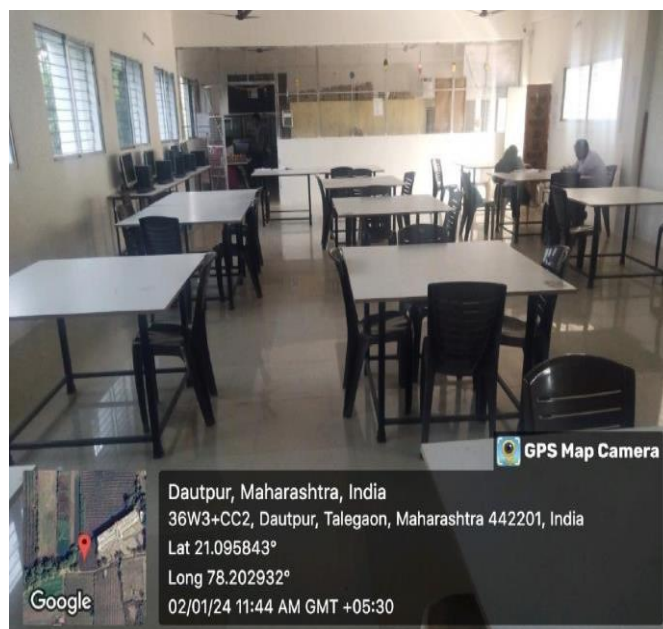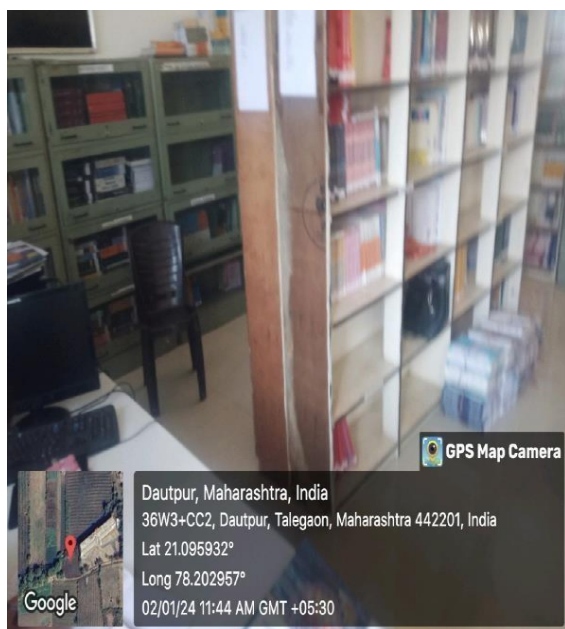
Dautpur, Maharashtra, India
36W3+CC2, Dautpur, Talegaon, Maharashtra 442201, India
Lat 21.095932°
Long 78.202957°
02/01/24 11:44 AM GMT +05:30

Dautpur, Maharashtra, India
36W3+CC2, Dautpur, Talegaon, Maharashtra 442201, India
Lat 21.095843°
Long 78.202932°
02/01/24 11:44 AM GMT +05:30

8.3.2. Internet (5)

• Name of the Internet provider
• Available bandwidth
• Wi Fi availability
• Internet access in labs, classrooms, library and other offices
• Security arrangements

Internet Facility

- Name of the Internet provider :
  1. Airtel,
  2. BSNL Broadband

- Available bandwidth : 100 Mbps LAN and Wi-fi

- Wi Fi availability : 100 Mbps Airtel wireless connection, Routers are installed at various junctures in the college premises to make whole campus wifi.

- Internet access in labs, classrooms, library and other offices : Available

- Security Arrangement : Available (Antivirus available)
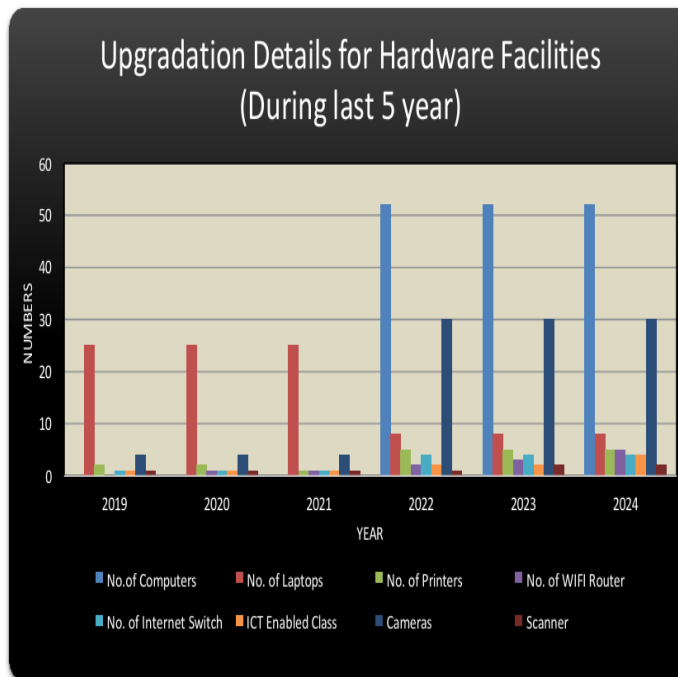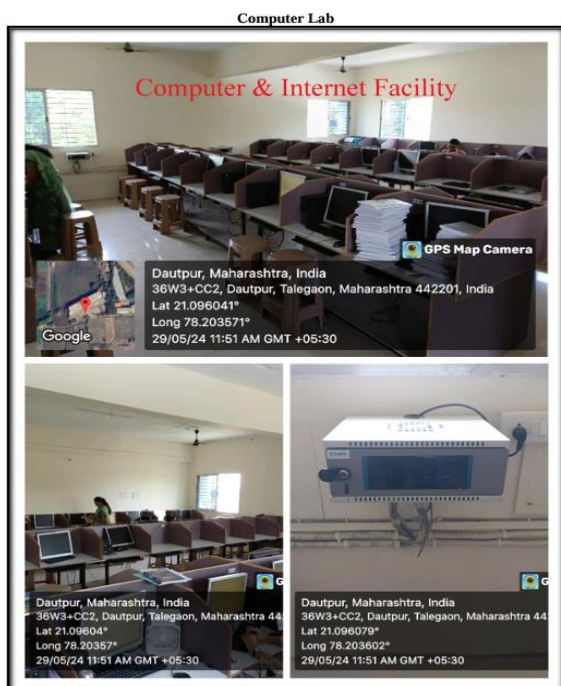
Computer Lab

ICT Enabled Classroom — Class room 1, Class room 2, Class room 3, Class room 4

Criterion 8: Governance, Institutional support and Financial Resources (60)

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Internet Connecting Details
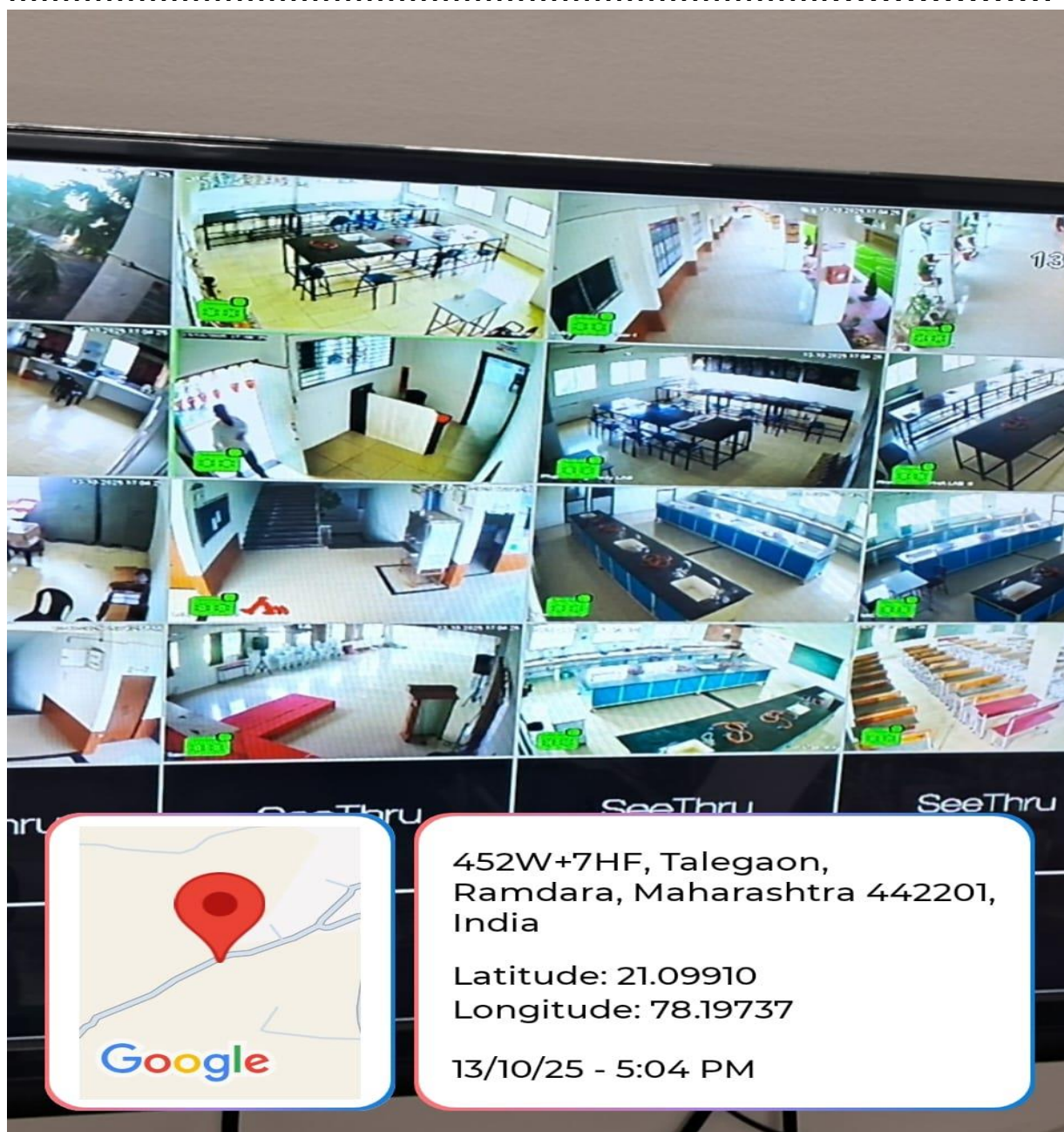
CCTV Surveillance

Criterion 8: Governance, Institutional support and Financial Resources (60)

8.4 Self-Assessment for Criterion – 8:

Table no. 8.4: Self-assessment for Criteria-8

Sr.no.	Assessment Parameters	Marks	
		Prescribed	Institute Assessment
Governance, Institutional Support and Financial Resources (60)			
8.1	**Organization, Governance and Transparency (25)**		
8.1.1	Governing body, administrative setup, functions of various bodies, service rules procedures, recruitment and promotional policies	10	10
8.1.2	Decentralization in working and grievance redressal mechanism	05	05
8.1.3	Delegation of financial powers	05	05
8.1.4	Transparency and availability of correct / unambiguous information in public domain	05	05
8.2	**Budget Allocation, Utilization, and Public Accounting at Institute / Program level (20)**		
8.2.1	Adequacy of budget allocation	10	10
8.2.2	Utilization of allocated funds	10	10
8.3	**Library and Internet (15)**		
8.3.1	Quality of learning resources (hard/soft)	10	10
8.3.2	Internet	05	05
	Total Marks	**60**	**60**
	Percentage	**100 %**	

Annexure-1 : PROGRAM OUTCOMES

ANNEXURE I: PROGRAM OUTCOMES

1. **Pharmacy Knowledge**: Possess knowledge and comprehension of the core and basic knowledge associated with the profession of pharmacy.

2. **Modern tool usage:** Learn, select, and apply appropriate methods and procedures, resources, and modern pharmacy-related computing tools with an understanding of the limitations.

3. **Leadership skills:** Understand and consider the human reaction to change, motivation issues, leadership and team-building when planning changes required for fulfillment of practice, professional and societal responsibilities. Assume participatory roles as responsible citizens or leadership roles when appropriate to facilitate improvement in health and wellbeing.

4. **Professional Identity**: Understand, analyze and communicate the value of their professional roles in society (e.g. health care professionals, promoters of health, educators, managers, employers, employees).

5. **Pharmaceutical Ethics**: Honour personal values and apply ethical principles in professional and social contexts. Demonstrate behavior that recognizes cultural and personal variability in values, communication and lifestyles. Use ethical frameworks; apply ethical principles while making decisions and take responsibility for the outcomes associated with the decisions.

6. **Communication:** Communicate effectively with the pharmacy community and with society at large, such as, being able to comprehend and write effective reports, make effective presentations and documentation, and give and receive clear instructions.

7. **The Pharmacist and society:** Apply reasoning informed by the contextual knowledge to assess societal, health, safety and legal issues and the consequent responsibilities relevant to the professional pharmacy practice.

8. **Environment and sustainability:** Understand the impact of the professional pharmacy solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.

9. **Life-long learning:** Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change. Self-assess and use feedback effectively from others to identify learning needs and to satisfy these needs on an ongoing basis.

Annexure - 2: Minutes of Meetings for Governing Body (G.B), College Development Committee (CDC), and Internal Quality Assurance Cell (IQAC)

- **Minutes of Meeting for Governing Body :**

| Page no.1 | Page no.2 | Page no. 3 |

- **Minutes of Meetings for IQAC**

Maratha Shikshan Sanstha's
P. R. PATIL INSTITUTE OF PHARMACY, TALEGAON (S.P.)
Arvi Road, Talegaon (S.P.), Tq. Ashti, Dist: Wardha

Ref. No. : PRP/IQAC/05/2024-2025   Date: 13/08/2024

NOTICE

All the members of Internal Quality Assurance Cell (IQAC) are hereby informed that the meeting of IQAC is scheduled on 17/08/2024 at the conference hall of the institute at 04:00 pm. The agendas for the meeting are as follows:

1. To confirm the minutes of the last meeting.
2. Welcome of newly added IQAC members
3. Increment in ICT tools and E-governance
4. Review the status and documents of Different committees
5. First-year Induction Orientation program
6. Discussion on Discrimination and Ragging issues
7. Preparation of Student Council at institute level
8. Discussion on Ganesh Festival
9. Discussion on University Sports
10. Status of Canteen
11. Discussion on Outreach Activities
12. Discussion on NIRF India ranking 2025
13. Status of SSR Submission and Readiness for the submission of DVV Report
14. Any other issue with permission of Chairperson

Mr. Krunal Takarkhede
Coordinator- IQAC

Dr. Koshish Gabhane
Chairman-IQAC

Copy To:
All the members of IQAC

Maratha Shikshan Sanstha's
P. R. PATIL INSTITUTE OF PHARMACY, TALEGAON (S.P.)
Arvi Road, Talegaon (S.P.), Tq. Ashti, Dist: Wardha

Minutes of Meeting

The Fifth meeting of IQAC members was held on 17/08/2024 at 04:00pm in the conference hall of P. R. Patil Institute of Pharmacy to take review and necessary decision on the agenda of the meeting. The quorum was satisfactory. The meeting was conducted under the chairmanship of Dr. Koshish Gabhane The co-ordinator- IQAC Mr. Krunal Takarkhede conducted the meeting by welcome of the members and read the agenda of the meeting.

Following issues were discussed and finalized. The minutes of the meeting were recorded for future applications

Sir. No	Agenda	Discussion
1.	To confirm the minutes of the last meeting.	The minutes of last meeting held on dated 20/01/2024 were confirmed in this meeting.
2.	Welcome of newly added IQAC members	Principal Dr. Koshish Gabhane, Chairman IQAC, proposed the reconstitution of the IQAC committee. The new members were welcomed by the committee.
3.	Increment in ICT tools and E-governance	Dr. Vikrant Salode have proposed to install the new Interactive board and the proposal is accepted by Chairman Dr. Koshish Gabhane and Management Representative Shri. Pravin D. Nimbhorkar
4.	Review the status and documents of Different committees	Honorable Chairman, reviewed the reports of different committees and appreciated the work
5.	First-year Induction Orientation program	As the admission process is delayed, so it is decided to conduct the Induction Orientation program after Third round of First year admission
6.	Discussion on Discrimination and Ragging issues	Honorable Chairman, reviewed the reports of Anti Discrimination cell(SC/ST cell) and Anti Ragging committees and appreciated the work. And directed for equality and safety
7.	Preparation of Student Council at institute level	The Student Council coordinator was directed to plan election schedule for different positions in student council at institute level
8.	Discussion on Ganesh Festival	With majority concern it is decided to celebrate the Ganesh Festival for Five days from 7/09/2024 to 10/09/2024 under Student council
9.	Discussion on University Sports	The Honorable Chairperson directed the Sport in charge to monitor the University sport Schedule and Prepare for it and conduct the spots at Institute level during Ganesh Festival.
10.	Status of Canteen	The Honorable Chairperson made inquiries regarding the availability and specifications of the canteen facility. IQAC coordinator ask to avail the FSSAI certificate at Canteen

P. R. Patil Institute of Pharmacy, Arvi Road, Talegaon (S.P.), Tq. Ashti, Dist: Wardha

| Page no.1 | Page no.2 |

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Maratha Shikshan Sanstha's
P. R. PATIL INSTITUTE OF PHARMACY, TALEGAON (S.P.)
Arvi Road, Talegaon (S.P.), Tq. Ashti, Dist: Wardha

11.	Discussion on Outreach Activities	H'ble Chairman directed the NSS and Electoral Literacy Club to expand the outreach activities.
12.	Discussion on NIRF India ranking 2025	H'ble Chairman instructed IIC to register for the NIRF India ranking 2025.
13.	Status of SSR Submission and Readiness for the submission of DVV Report	The Honorable Chairman has extended his congratulations to all Members for the successful submission of the SSR on August 14, 2024, and has advised them to prepare for the DVV report.
14.	Status of IIQA Submission and Readiness for the submission of Self Study Report (SSR)	Mr. Krunal Takarkhede, presented the status of NAAC documentation. The Honorable Chairman and committee members reviewed and discussed the documentation and created an action plan for implementation
15.	Any other issue with permission of Chairperson	No any other issue come to the chair

The meeting was concluded with vote of thanks.

The following members were present for the meeting

Sr. No	Name	Designation	Signature
1.	Dr. Koshish B. Gabhane	Chairperson	
2.	Shri. Pravin D. Nimbhorkar	Member- Management Representative	P. D. Nimbhorkar
3.	Dr. Vikrant L. Salode	Member- Teachers Representative	
4.	Dr. Nilesh B. Banarase	Member- Teachers Representative	N. B. Banarase
5.	Dr. Chetan V. Ghulaxe	Member- Teachers Representative	
6.	Dr. Vivek G. Pete	Member- Teachers Representative	
7.	Mr. Mahesh S. Gadge	Member- Senior Administrative Officer	
8.	Mr. Chandrakant W. Gede	Member- Student Representative	
9.	Ms. Samiksha Pakade	Member- Alumni Representative	
10.	Mr. Sanket Khandare	Member- Alumni Representative	
11.	Mr. Harish Wadatkar	Member of Local Society	
12.	Mr. D. S. Suryavanshi	Member-Employer	
13.	Mr. Atul Sawarkar		

P. R. Patil Institute of Pharmacy, Arvi Road, Talegaon (S.P.), Tq. Ashti, Dist: Wardha

Maratha Shikshan Sanstha's
P. R. PATIL INSTITUTE OF PHARMACY, TALEGAON (S.P.)
Arvi Road, Talegaon (S.P.), Tq. Ashti, Dist: Wardha

Sr. No	Name	Designation	Signature
14.	Mr. Akshay Bhad	Member-Industry Expert	
15.	Mr. Krunal B. Takarkhede	IQAC Coordinator- Teacher	

Mr. Krunal Takarkhede
Coordinator- IQAC

Dr. Koshish Gabhane
Chairman-IQAC

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- **Minutes of Meetings for CDC**

Page no.1	Page no.2

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www.pdppharma.in   FOLLOW US :

सूचक :- डॉ. प्रल. प्रन. वर्हे
अनुमोदक :- श्री. वी. प्रल. भालोडे

विषय क्र. 4 :- New education policy चा
अंतर्भाव करणे बाबत

ठराव क्र. 4 :- महाविद्यालयीन अभ्यास क्रमात
New education policy अनुसरणाने
काही अंतर्भाव करण्यात संदर्भास
ठराव मंजूर करण्यात आला

सूचक :- श्री. वी. प्रल. भालोडे
अनुमोदक :- डॉ. प्रल. प्रन. वर्हे

विषय क्र. 5 :- IQAC व IIC committie चे गठन
करण्याबाबत

ठराव क्र. 5 :- NAAC मान्यनेच्या अनुसरणाने
अनेक संशोधनिक व अभ्यासनिक
समिनारांचे गठन करण्याच्या संदर्भनिक
ठराव मंजूर करण्यात आला

सूचक :- डॉ. प्रल. प्रन. भालोडे वर्हे
अनुमोदक :- श्री. वी. प्रल. भालोडे

विषय क्र. 6 :- शैक्षणिक साहित्य व संगणकीय
खरेदी करणे बाबत.

ठराव क्र. 6 :- NAAC च्या भरनी वर लागणारे
शैक्षणिक साहित्य CCTV संगणकीय
खरेदी करण्याकरीना आर्थिक खर्च
प्रशासकीय परवानगीला मान्यकरुन
देण्यास संदर्भास ठराव मंजूर करु
देण्याच्या ठराव मंजूर करण्यात आला

सूचक :- श्री. वी. प्रल. भालोडे
अनुमोदक :- डॉ. प्रल. प्रन. वर्हे

वरीलप्रमाणे कार्यवाही पूर्ण झाल्यावर
मा. अध्यक्ष महोदय यांनी सर्व सभासदांचे
आभार व्यक्त करुन सभा संपल्याचे जाहीर
केले.

Page no.3   Page no.4

Annexure - 3: Minutes of Meetings for Anti-Ragging Committee / Grievances Redressal

Committees

- **Minutes of Meeting for Anti-Ragging Committee :**

| Page no.1 | Page no.2 |

- **Minutes of Meetings for Women Grievance Redressal and Anti-Sexual Harrassment Committee**

| Page no.1 | Page no.2 |

P . R . P A T I L
Institute of Pharmacy,
Talegaon (S.P)

ANNEXURE – 4: Syllabus of the Program

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Annexure - 4: Syllabus of the Program

Annexure - I

Pharmacy Council of India
New Delhi

"Syllabus framed under Regulation 7, List of prescribed equipments and apparatus under Appendix-A of The Education Regulations, 2020 For Diploma Course in Pharmacy"

Detailed Syllabus is available on college website and can be accessed using following link: https://www.pdppharma.in/d-pharm/

ANNEXURE – 5: Feedback form format

Student Exit Survey

Maratha Shikshan Sanstha's
P. R. PATIL INSTITUTE OF PHARMACY, TALEGAON (S.P.)
Arvi Road, Talegaon (S.P.), Tq. Ashti, Dist: Wardha

Academic Year:

Program: D.Pharm   **Year:**

Name:

S.N.	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	How well has the program equipped you with core pharmaceutical knowledge that you can apply in practical situations?					
2.	To what extent are you confident in using modern pharmacy-related software, instruments, and computing tools?					
3.	How effectively has the program developed your leadership and team-building abilities for pharmacy practice?					
4.	How clearly do you understand your professional identity and roles as a pharmacist in healthcare society?					
5.	How well can you apply ethical principles to resolve dilemmas in professional pharmacy practice?					
6.	How effectively can you communicate pharmaceutical information to patients and healthcare professionals?					
7.	How well do you understand the societal responsibilities and legal aspects of pharmacy profession?					
8.	To what extent are you aware of environmental sustainability issues in pharmaceutical practice?					
9.	How well has the program prepared you for continuous self-learning and professional development?					

Alumni Survey

Maratha Shikshan Sanstha's
P. R. PATIL INSTITUTE OF PHARMACY, TALEGAON (S.P.)
Arvi Road, Talegaon (S.P.), Tq. Ashti, Dist: Wardha

Name:

Program: D.Pharm   **Passed Out Year:**

S.N.	Question	Excellent	Good	Adequate	Poor	Very Poor
1.	How relevant and applicable was the pharmaceutical knowledge gained during the program to your current professional work?					
2.	How well did the program prepare you to use modern tools and technologies in your pharmacy practice?					
3.	How effectively did the program develop leadership qualities that help you in your professional career?					
4.	How well did the program establish your professional identity and understanding of pharmacist's role in society?					
5.	How adequately did the program prepare you to handle ethical challenges in pharmacy practice?					
6.	How effectively did the program develop your communication skills for professional settings?					
7.	How well did the program make you aware of your social responsibilities as a pharmacy professional?					
8.	To what extent did the program create awareness about environmental aspects of pharmaceutical practice?					
9.	How well did the program instill habits of lifelong learning for continuous professional growth?					

Employer Survey

Maratha Shikshan Sanstha's
P. R. PATIL INSTITUTE OF PHARMACY, TALEGAON (S.P.)
Arvi Road, Talegaon (S.P.), Tq. Ashti, Dist: Wardha

Name:

Designation:

Name of Institution:

S.N.	Question	Excellent	Good	Meets Expectations	Needs Improvement	Unsatisfactory
1.	How strong is the core pharmacy knowledge demonstrated by our graduates in professional settings?					
2.	How proficient are our graduates in using modern pharmacy tools and technologies?					
3.	How effective are our graduates in leadership roles and team management situations?					
4.	How well do our graduates understand and project their professional identity as pharmacists?					
5.	How ethically sound are the decisions made by our graduates in professional practice?					
6.	How effective is the communication of our graduates with patients and healthcare teams?					
7.	How well do our graduates understand their societal responsibilities as pharmacy professionals?					
8.	How aware are our graduates about environmental sustainability in pharmaceutical practice?					
9.	How committed are our graduates to continuous learning and professional development?					

Faculty Survey

P. R. PATIL INSTITUTE OF PHARMACY, TALEGAON (S.P.)
Arvi Road, Talegaon (S.P.), Tq. Ashti, Dist: Wardha

Name:

Designation:

Subject Tought:

S.N.	Question	Consistently Evident	Often Evident	Sometimes Evident	Rarely Evident	Not Evident
1.	How effectively do students apply core pharmacy knowledge in practical and theoretical assessments?					
2.	How proficient are students in utilizing modern tools and technologies for pharmaceutical problem-solving?					
3.	How effectively do students demonstrate leadership and teamwork in academic activities?					
4.	How well do students understand and articulate their professional roles as future pharmacists?					
5.	How consistently do students apply ethical principles in academic and practical scenarios?					
6.	How effectively do students communicate pharmaceutical concepts in presentations and reports?					
7.	How well do students connect pharmacy practice with societal health needs and responsibilities?					
8.	How aware are students about environmental considerations in pharmaceutical sciences?					
9.	How proactive are students in self-directed learning and knowledge upgradation?					

ANNEXURE – 6: Specimen Copy of Question Paper

P. R. Patil Institute of Pharmacy, Talegaon (SP)
1828-PHIIJ- FIRST SESSIONAL EXAM 2024-2025
Subject: Hospital and Clinical Pharmacy (20025) 1:30Hour/40 Marks

Sr. No.	Questions	Marks	CO Mapped	Bloom's Level
Que. No. [I]	Long answer questions. [Any Three]	15		
1	Define Hospital Pharmacy . Give the objectives and functions of Hospital Pharmacy.	05	CO1	I
2	Define Good Pharmacy Practices. Write down the mission and requirement of GPP .	05	CO1	I
3	What is inventory control? Enlist different technique of inventory control .Explain the EOQ Method	05	CO2	I
4	What is P and T committee? Give the objective and functions of P and T committee.	05	CO1	I
Que. No. [II]	Short answer questions. [Any Five]	15		
1	Explain the role of pharmacist in preventing antimicrobial resistance.	03	CO2	II
2	Explain in details FEFO and FIFO method with its advantages and disadvantages.	03	CO2	II
3	Write shorts note on Maintaining cold chain .	03	CO2	I
4	Enlist the method of Drug Distribution. Details account of individual prescription order system.	03	CO2	I
5	Describe disposal methods of Drug.	03	CO2	II
6	Write shorts note on automated drug dispensing system .	03	CO2	I
Que. No. [III]	Multiple choice questions.	10		
1	ASHP Stands for ------a)American society of health system pharmacy b) American society for hospital pharmacist c) all India society for hospital pharmacy d) American standards for	01	CO1	I

ANNEXURE – 7: Specimen Copy of Lesson Plan

For Pharmacy Diploma Course   PH-1
                                                                                          wef:2022-23

Maharashtra State Board of Technical Education, Mumbai

TEACHING PLAN(TP)

Academic Year: 2024-25

Course Name and Abbr :-Social Pharmacy

Year : First Year Diploma in Pharmacy

Course Code: ER20-15T

Name of Faculty: Miss. Vrushali C. Potdar

Course Outcomes : Upon successful completion of this course, the students will be able to

CO1: Discuss about roles of pharmacist in the various national health program

CO2: Describe various source of health hazards and disease preventive measures

CO3: Discuss the healthcare issues associated with food and nutritional substance

CO4: Describe the general roles and responsibilities of pharmacist in public health

Chapter No. (Allocated Hrs.)	Relevant CO (Only Number)	Topics / Subtopics	Planned Date		Actual Execution		Teaching Method /Media	Remarks
			From	To	From	To		
1. (9Hrs)	4	Introduction to Social Pharmacy • Definition and Scope. Social Pharmacy as a discipline and its scope in improving the public health. Role of Pharmacists in Public Health. (2) • Concept of Health -WHO Definition, various dimensions, determinants, and health indicators. (3) • National Health Policy – Indian	10.12.2024 12.12.2024 13.12.2024 17.12.2024 19.12.2024 20.12.2024	10.12.2024 12.12.2024 13.12.2024 17.12.2024 19.12.2024 20.12.2024	20.12.2024 12.12.2024 13.12.2024 17.12.2024 19.12.2024 20.12.2024	10.12.2024 12.12.2024 13.12.2024 17.12.2024 19.12.2024 20.12.2024	TEXT BOOK ,PPT , CHALK & BOARD	
		perspective (1) • Public and Private Health System in India. National Health Mission (2) • Introduction to Millennium Development Goals. Sustainable Development Goals. FIP Development Goals (1)	24.12.2024 26.12.2024 27.12.2024	24.12.2024 26.12.2024 27.12.2024	24.12.2024 26.12.2024 27.12.2024	24.12.2024 26.12.2024 27.12.2024	TEXT BOOK PPT , CHALK & BOARD	
2. (18 Hrs)	2	Preventive healthcare – Role of Pharmacists in the following • Demography and Family Planning (3) • Mother and child health, importance of breastfeeding, ill effects of infant milk substitutes and bottle feeding (2) • Overview of Vaccines, types of immunity and immunization (4) • Effect of Environment on Health – Water pollution, importance of safe drinking water, waterborne diseases, air pollution, noise pollution, sewage and solid waste disposal, occupational illnesses. Environmental pollution due to pharmaceuticals (7) • Psychosocial Pharmacy: Drugs of misuse and abuse – psychotropics, narcotics, alcohol, tobacco products. Social Impact of these habits on social health and productivity and suicidal behaviours (2)	31.12.2024 31.12.2024 01.01.2025 01.01.2025 02.01.2025 03.01.2025 07.01.2025 08.01.2025 08.01.2025 09.01.2025 10.01.2025 11.01.2025 11.01.2025 20.01.2025 21.01.2025 22.01.2025 22.01.2015 23.01.2025	31.12.2024 31.12.2024 01.01.2025 01.01.2025 02.01.2025 03.01.2025 07.01.2025 08.01.2025 08.01.2025 09.01.2025 10.01.2025 11.01.2025 11.01.2025 20.01.2025 21.01.2025 22.01.2025 22.01.2025 23.01.2025	31.12.2024 31.12.2024 01.01.2025 01.01.2025 02.01.2025 03.01.2025 07.01.2025 08.01.2025 08.01.2025 09.01.2025 10.01.2025 11.01.2025 20.01.2025 21.01.2025 22.01.2025 22.01.2025 23.01.2025	31.12.2024 31.12.2024 01.01.2025 01.01.2025 02.01.2025 03.01.2025 07.01.2025 08.01.2025 08.01.2025 09.01.2025 10.01.2025 11.01.2025 20.01.2025 20.01.2025 22.01.2025 22.01.2025 23.01.2025	TEXT BOOK PPT , CHALK & BOARD	
3. (10 Hrs)	3	Nutrition and Health • Basics of nutrition – Macronutrients and Micronutrients (3) • Importance of water and fibres in diet (1)	24.01.2025 28.01.2025 31.01.2025	24.01.2025 28.01.2025 31.01.2025	24.01.2025 28.01.2025 31.01.2025	24.01.2025 28.01.2025 31.01.2025	TEXT BOOK PPT , CHALK & BOARD	

Chapter No. (Allocated Hrs.)	Relevant CO (Only Number)	Topics/Subtopics	Planned Date		Actual Execution		Teaching Method /Media	Remark
			From	To	From	To		
4. (28 Hrs)	2	Introduction to Microbiology and common microorganisms (3) Epidemiology: Introduction to epidemiology, and its applications. Understanding of terms such as epidemic, pandemic, endemic, mode of transmission, outbreak, quarantine, isolation, incubation period, contact tracing, morbidity, mortality. (2) Causative agents, epidemiology and clinical presentations and Role of Pharmacists in educating the public in prevention of the following communicable diseases: • Respiratory infections – chickenpox, measles, rubella, mumps, influenza (including Avian-Flu, H1N1, SARS, MERS, COVID-19), diphtheria, whooping cough, meningococcal meningitis, acute respiratory infections, tuberculosis, Ebola (7) • Intestinal infections – poliomyelitis, viral hepatitis, cholera, acute diarrheal diseases, typhoid, amebiasis, worm infestations, food poisoning (7)	11.02.2025 12.02.2025 12.02.2025 14.02.2025 18.02.2025 20.02.2025 21.02.2025 25.02.2025 26.02.2025 26.02.2025 27.02.2025 28.02.2025 01.03.2025 01.03.2025 11.03.2025 12.03.2025 12.03.2025 13.03.2025 18.03.2025 19.03.2025 19.03.2025 20.03.2025 21.03.2025 25.03.2025 26.03.2025	11.02.2025 12.02.2025 12.02.2025 14.02.2025 18.02.2025 20.02.2025 21.02.2025 25.02.2025 26.02.2025 26.02.2025 27.02.2025 28.02.2025 01.03.2025 01.03.2025 11.03.2025 12.03.2025 12.03.2025 13.03.2025 18.03.2025 19.03.2025 19.03.2025 20.03.2025 21.03.2025 25.03.2025 26.03.2025	11.02.2025 12.02.2025 12.02.2025 14.02.2025 18.02.2025 20.02.2025 21.02.2025 25.02.2025 26.02.2025 26.02.2025 27.02.2025 28.02.2025 01.03.2025 01.03.2025 11.03.2025 12.03.2025 12.03.2025 13.03.2025 18.03.2025 19.03.2025 19.03.2025 20.03.2025	11.02.2025 12.02.2025 12.02.2025 14.02.2025 18.02.2025 20.02.2025 21.02.2025 25.02.2025 26.02.2025 26.02.2025 27.02.2025 28.02.2025 01.03.2025 01.03.2025 11.03.2025 12.03.2025 12.03.2025 13.03.2025 18.03.2025 19.03.2025 19.03.2025 20.03.2025	TEXT BOOK ,PPT , CHALK & BOARD	
		• Arthropod-borne infections - dengue, malaria, filariasis and, chikungunya (4) • Surface infections – trachoma, tetanus, leprosy (2) • STD , HIV/ AIDS (3)	26.03.2025 27.03.2025 28.03.2025	26.03.2025 27.03.2025 28.03.2025	21.03.2025 25.03.2025 26.03.2025 26.03.2025 27.03.2025 28.03.2025	24.03.2025 25.03.2025 26.03.2025 26.03.2025 27.03.2025 28.03.2025	TEXT BOOK ,PPT , CHALK & BOARD	
5 (8 Hrs)	1	Introduction to health systems and all ongoing National Health programs in India, their objectives, functioning, outcome, and the role of pharmacists.	01.04.2025 02.04.2025 02.04.2025 03.04.2025 04.04.2025 08.04.2025 09.04.2025 09.04.2025	01.04.2025 02.04.2025 02.04.2025 03.04.2025 04.04.2025 08.04.2025 09.04.2025 09.04.2025	01.04.2025 02.04.2025 02.04.2025 03.04.2025 04.04.2025 08.04.2025 09.04.2025 09.04.2025	01.04.2025 02.04.2025 02.04.2025 03.04.2025 04.04.2025 08.04.2025 09.04.2025 09.04.2025	TEXT BOOK ,PPT , CHALK & BOARD	
6 (2 Hrs)	4	Pharmacoeconomics – Introduction, basic terminologies, importance of pharmacoeconomics	10.04.2025 11.04.2025	10.04.2025 11.04.2025	11.04.2025 15.04.2025 16.04.2025	11.04.2025 15.04.2025 16.04.2025	TEXT BOOK ,PPT , CHALK & BOARD	

Mrs. Vrushali Potdar
(Name & Sign of Faculty)

Principal
Dr. K. ...
P.R.Patil Institute of Pharmacy
Talegaon (S.P.), Tq. Ashti, Dist. Wardha

ANNEXURE – 8: Specimen Copy of Training Letters

P.R.PATIL INSTITUTE OF PHARMACY, TALEGAON (SP)
Tq. Ashti, Dist. Wardha.
APPENDIX – E

[See regulation 21 (1)]
PRACTICAL TRAINING CONTRACT FORM FOR PHARMACISTS

SECTION I
This form has been issued _Arpita vijayrao Pethe_
(Name of Student pharmacist)
son/ daughter of _vijayrao Pethe_ residing at _Takarkheda_
who has produced evidence before me that he/ she is entitled to receive the Practical Training as set out in the Education Regulation framed under section 10 of the Pharmacy Act, 1948

Date: _09-09-2023_

PRINCIPAL
P.R.Patil Institute of Pharmacy
Talegaon (S.P.), Tq. Ashti, Dist Wardha
Talegaon (S.P.)

SECTION II
I _Arpita · Pethe_ accept
(Name of Student pharmacist)
Ayush Paliwal of _Hruday medical Arvi_
(Name of the Apprentice Master) (Name of the Institution/Hospital/ Pharmacy)
As my Apprentice Master for the above training and agree to obey and respect him / her during the entire period of my training.

Date: _09-09-2023_

(Student Pharmacist)

SECTION III
I _Ayush Paliwal_ accept
(Name of the Apprentice Master)
Arpita v. Pethe as a
(Name of the Student Pharmacist)
Trainee and I agree to give him / her training facilities in my organization so that during his/ her training he / she may acquire.

1. Working knowledge of keeping of record required by the various Acts affecting the profession of pharmacy and .
2. Practical experience in :-
   a) The manipulation of pharmaceutical apparatus in common use.
   b) The reading, translation and copying of prescriptions including the checking of doses.
   c) The dispensing of prescriptions illustrating the commoner methods of administering medicament and
   d) The storage and medicinal preparation.
Also, agree that Registered Pharmacist shall be assigned for his / her guidance.

Date: _09-09-2023_

(Apprentice Master)
(Name & address of the Institution)
HRUDYA Medical Arvi
Mob. 8459011479
R/P.288952

P . R . P A T I L
Institute of Pharmacy,
Talegaon (S.P)

ANNEXURE – 8: Training Letters specimen
....

P.R.PATIL INSTITUTE OF PHARMACY, TALEGAON (SP)
Tq. Ashti, Dist. Wardha.
APPENDIX – E

SECTION IV

I certify that __Arpita v. pethe__
(Name of Student pharmacist)

has undergone __500__ hours training spread over __3__
month in accordance with the details enumerated in SECTION III

Training Start From Date __07-06-2023__ To __07-09-2023__ _sakil_

HRUDYA Medical A...

Mob 9545971479

Date - __09-09-2023__

(Head of the organization or Pharmaceutical Division)

SECTION V

I certify that __Arpita v. pethe__ has
(Name of Student pharmacist)

completed in all respect his practical training under regulation 20 of the Education Regulation
framed under section 10 of the Pharmacy Act. 1948. He / her practical training in an Institution
approved by the pharmacy Council of India.

PRINCIPAL
P.R.Patil Institute of Pharmacy
Talegaon (S.P), Tq. Ashti, Dist. Wardha

Date : __09-09-2023__

(Head of the Academic Institution)

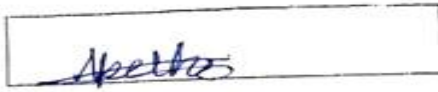## INDENTITY SLIP
(To be attested)

is to certify that I know
/ Smt. Arpita . V. Pethe
iding at (Address) · Post Takcuckheda Tah. Aavi, Dist Wardha

r the last ___2___ Years and he / she bears good morel character. I further
tify that the adjunct photograph & Specimen signatures in quadruplicate (4)
Shri / Smt. Arpita
vijayrao pethe are recent.

Pethe	Pethe
Pethe	Pethe

PRINCIPAL
P.R.Patil Institute of Pharmacy
.... S.P. To. Ashti, Dist. Wardha
Signature & Seal of the Principal
Gazzeted officer / officer of Equivalent rank
(The above officer affixing his attestation should be from the Maharashtra State or serving
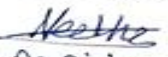Central Govt. only) .
****

UNDERTAKING

I Mr/Ms. Arpita Vijayrao Pethe .... declare
that presently I am neither registered with any councils like Maharashtra Homeopathy Council,
Maharashtra Council Of India Medicine, Maharashtra Council, Maharashtra Dental Council, Bar
Council, Maharashtra Nursing Council or any Other Professional Council in Maharashtra or
within India etc and practicing such profession, I also undertake that in future if I register myself
with any such Profession Council, I will inform same to MSPC and fulfill requisites prevalent at
that time.
I am also well aware about the provisions of section 36 of the Pharmacy Act, 1948 and aware
that in case of pursuing full time / part time higher education or other employment where
pharmacist registration certificate is not required , I will not misuse my registration certificate to
option or show my appointment in retail pharmacy or in any other establishment by giving false
or misleading information to licensing authority of Food and Drug Administration, Maharashtra
or any employer under any circumstances.
If I found to be guilty of any such misconduct, I am aware that giving the defense of ignorance of
above facts or legal provisions will not be available to me for whatsoever reasons.

Yours Faithfully,

Arpita v. pethe
Name & signature of the Candidate

Date : 09-09-2023
Place : Takcuckheda.