SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SHRI VILE PARLE KELAVANI MANDALS INSTITUTE OF PHARMACY, DHULE

SURVEY NO. 499, PLOT NO - 03, BEHIND GURUDWARA, MUMBAI - AGRA
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Shri Vile Parle Kelavani Mandal (SVKM), Mumbai, is already a brand name in the education scenario. It is a public charitable trust and society. It has been in existence for over 80 years. It was born in 1934 with the adoption of a school, which started in 1921. Over the past 80 years, the Mandal has developed a large educational complex in Vile Parle, Mumbai and has spread its wings to metro cities like Bangalore, Hyderabad, Chandigarh, Ahmedabad, Navi Mumbai, etc. SVKM today is proud of some of the finest educational institutes in the country, like NMIMS, which is deemed to be a university.

Shri Vile Parle Kelavani Mandal's Institute of Pharmacy, Dhule, is one of the best institutes in the region, offering courses in the field of pharmaceutical education. Established in 2017, our college has quickly gained recognition for its commitment to academic excellence, practical training, and holistic development. With a range of courses, including D. Pharm., B. Pharm., and M. Pharm., we provide students with a comprehensive education that equips them with the necessary knowledge and skills for a successful career in the pharmaceutical industry. Our state-of-the-art infrastructure, experienced faculty, and industry collaborations ensure that our students receive top-notch education and hands-on training. Through our well-equipped labs, extensive library, and research and innovation center, students have access to the resources they need to excel in their studies. Our faculty members, who are experts in their respective fields, guide and mentor students throughout their academic journey. We also prioritize practical exposure by facilitating internships and industrial training, fostering strong industry connections. With a dedicated placement cell, we assist our students in securing internships, industrial training, and placement opportunities. At Shri Vile Parle Kelavani Mandal's Institute of Pharmacy, Dhule, we are committed to shaping the future of pharmacy professionals by providing them with a nurturing environment and empowering them to become leaders in the field. Join us to embark on a journey of excellence and unlock your potential in the exciting world of pharmaceutical sciences.

Vision

To pursue excellence in pharmaceutical education to develop competent healthcare professionals to serve the society.

Mission

M1: To provide quality pharma education in an effective learning environment.
M2: To inculcate professional skills to cater to the current needs of the healthcare sector.
M3: To empower pharmaceutical care with ethical and human values.
M4: To nurture the holistic development of pharmacists contributing to the socio-healthcare system

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- SVKMs Rich Legacy of Nine Decades
- World-class Infrastructure
- Foresighted management to champion future-centric education
- Highly skilled and proven teaching force with the lowest attrition rate
- Laboratories equipped with advanced equipment and software
- Tech-driven campus
- A digitally equipped library envisaged as a state-of-the-art learning resource center
- 100% enrolments since inception
- Dedicated training and placement cell for career assistance and boosting employability
- Teaching and learning by Student-centric active pedagogies blended with ICT skills
- Outcome-based value-added education to enrich the curriculum
- Advanced research facilities and research policy to encourage research passion
- Local guardian system for special assistance
- Functional IIC CELL, Research cell, IQAC Cell, NSS Unit, Women's Cell, ELC cell, Academic monitoring cell
- Robust feedback system to maintain quality

Institutional Weakness

- Location: Since the institute is located in a rural area, students from various parts of the state find it difficult to commute.
- Lack of flexibility in curriculum design due to affiliating systems.
- Lack of autonomous status prevents the institute from offering industry-based PG diploma courses.
- Lack of industries in the close vicinity limits industrial collaboration and exposure.
- A major fraction of students from poor backgrounds find difficulty in enrolling in skill-enhancing courses

Institutional Opportunity

- **Branding and Positioning:** The employability of graduates of the college and students enrolled in higher education has increased consistently.
- **Research and Innovation:** Scope for Interdisciplinary and Sponsored Projects. Faculty members are encouraged to pursue research projects of their interest and are provided with incentives for publications and registering patents.
- **Students' encouragement:** Encourage students to attend or organize more national and international seminars and workshops, which develop technical knowledge, communication skills, and leadership qualities in students.
- **Student training:** To increase the employability of undergraduates and postgraduates, the institution provides opportunities for training in various industries and institutions, which will help them secure placements through industry-institute interaction.
- **Weaker Student Support:** The institution provides support to economically weak and academically brilliant students in the form of scholarships. The institution takes great care to improve the slow learners by conducting remedial classes to bring them on par with other students.
- **Train the trainer:** The Institute makes full efforts to upgrade the teaching staff through industrial training, FDP, Online certified programs, etc.

Institutional Challenge

- To stand at autonomous status.
- To attract students from other states in India.
- Inculcating entrepreneurial culture among students.
- Bridging the gap between academia and industry.
- Strengthening industry-driven research.
- To enhance the number of sponsored projects.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institute is affiliated with the Dr. Babasaheb Ambedkar Technological University (DBATU), Lonere, and offers undergraduate (UG) and postgraduate (PG) programs. All UG and PG programs follow a choice-based credit system. The institute has state-of-the-art infrastructure and a well-structured, documented system for effective curriculum planning and implementation. Curriculum planning includes the preparation of an academic calendar as per the calendar received from the university, the distribution of workload, and the preparation of a class-wise timetable. Additionally, each faculty member is responsible for creating the teaching plan for both theory and practical sessions. To ensure effective curriculum delivery, faculties maintain an academic diary and deliver the sessions with the aid of ICT tools and active teaching-learning strategies. The institute organizes various co-curricular and extra-curricular activities to enrich the curriculum and enhance the learning experience at the institution. The institute has constituted an Institutional Academic Monitoring Committee for continuous monitoring of curriculum planning and delivery. Moreover, the local guardian system (mentor-mentee) is implemented to address various issues among the students.

The institute has initiated certificate courses every year to cater to the overall development and enhance the employability and professional skills of the students. These courses mainly include Fundamentals of Pharmaceutical Business Management, Pharmaceutical Industry-Industrial Relations and Operation Management, Soft Skills, etc. The institute also motivates students to complete the various MOOCs offered by NPTEL and Swayam.

Cross-cutting issues relevant to professional ethics, gender, human values, the environment and sustainability are effectively addressed in the curriculum and also by organizing various workshops and guest lectures.

Further, to enhance experiential learning and widen the knowledge perspective, students were encouraged to obtain more practical experiences through project work, hospital visits, etc.

To provide first-hand experience in industries, students are encouraged to pursue an internship in the pharmaceutical industry.

Online and offline feedback is taken periodically from various stakeholders, such as students, teachers, alumni, etc., as per guidelines on curriculum, academic performance and ambience. The obtained feedback is analyzed, and the action taken report is made available on the institutional website.

Teaching-learning and Evaluation

Shri Vile Parle Kelavani Mandal's Institute of Pharmacy in Dhule is dedicated to achieving excellence in pharmaceutical education and research. Over the past five years, the institute has consistently achieved full enrollment, filling 100% of its sanctioned intake.

A significant improvement has been observed in the student-teacher ratio, progressing from 21:1 in 2018–19 to 17.29:1 in 2022–23. Today, 19 faculty members hold Ph.D. degrees, indicating substantial growth from the 8 with Ph.D. degrees in 2018–19.

The faculty at the institute is committed to adopting innovative, student-centric teaching methods. These include experiential learning through industrial visits, participative learning via think-pair-share activities, problem-solving through projects, and the incorporation of technology-enabled techniques such as presentations. This proactive approach contributes to the overall enhancement of the learning experience and ensures that the institute remains at the forefront of pharmaceutical education and research.

The internal assessment comprises continuous evaluation (50%) and sessional exams (50%). The examination department ensures transparent processes for university exams, including online form submission and invigilation duties monitored under CCTV. Grievances are addressed within a four-day timeframe. Faculty members design course outcomes, and their attainment is evaluated. In the academic year 2021–22, the pass percentage for 109 final-year B.Pharm students was 98.16%, demonstrating a remarkable improvement from the 96.75% achieved by 123 students in 2020–21. These excellent results serve as a validation of the high-quality teaching and learning practices within the institution.

Research, Innovations and Extension

SVKM's Institute of Pharmacy, Dhule, has established the 'Research & Development Cell' and 'Institutional Innovation Cell' under the IQAC to encourage research- and innovation-related activities among the students and faculty members. The faculty members utilize state-of-the-art research facilities to carry out their research activities. The 'Research Promotion Policy' has been implemented to further motivate faculty members. Under this policy, incentives of about Rs. 7.5 lakh are given so far to the faculties for their publications and patents. Also, the money (registration and TA) is given to the faculties for participation in workshops and conferences. Further, seed grants have been given to 14 faculties (1 lakh per project) to carry out the preliminary research to date. As a result of the Research Promotion Policy, 118 papers have been published in the last five years in the journals indexed in Scopus and Web of Science. In addition, 26 patents have been filed in the last five years. Out of which, 15 have been granted. The faculties received grants of Rs. 31 lakhs from the Maharashtra government and the ICMR, Government of India. Reputable publishers such as Elsevier and Taylor & Francis have published a total of 10 books spanning 36 chapters written by our faculty members. We established 21 collaborations and MoUs with various reputed academic institutions and industries to promote research and training for students. To improve the knowledge and skills of the students and faculty members, we organized 42 workshops, seminars, and conferences on research methodology, IPR, and entrepreneurship. To foster a sense of social and civic responsibility among the students, a collective total of 53 NSS activities have been conducted by both students and faculty members. These activities include initiatives such as blood donation, village cleanliness drives, health awareness campaigns, and tree plantation efforts.

Infrastructure and Learning Resources

Symphonic 42.86 acres of green, ecologically conscious campus with an average built-up area of ??9753

Square meters on five levels offers a conductive academic environment. ICT-enabled classrooms equipped with smart boards, computers, LANs, Wi-Fi, air conditioners, audio equipment and panels, soundproofing, slanting seating arrangements, and safety measures like CCTV, smoke detectors, and MCPs satisfy over and above the apex body's requirements. Spacious, well-equipped laboratories are available for hands-on training, with all records maintained. A commitment to technology extends with biometric attendance, RF-IR guides, and centralized rescue announcements in place. Through SAP and Oracle, the institute's administration tracks student-related activities, manages materials, finances, and staff, and ensures the seamless execution of policies. The institute is mindful of sustainability with eco-friendly initiatives such as solar power generation and pollution-free transportation options. Students benefit from a well-equipped gym, centralized AC, RO water systems, laundry facilities, and advanced accessibility equipment for especially abled individuals. Fully automated library through KOHA ILMS, which is air-conditioned and WI-fi enabled, featuring 8544 volumes, 1254 titles, and reference books with a total cost of Rs. 47,42,567. The average per-day usage of the library by students and staff is 18% and 38%, respectively. A cutting-edge IT infrastructure is prevalent across the institute, and it supports teaching, research, accountability, performance evaluation, attendance records, and library services. High-speed internet at 140 mbps, 200 + computers, and language labs with scientific utility software create an environment conducive to research. The Institute is very particular about maintenance procedures with AMCs and outsourcing for the best outcome.

Student Support and Progression

Student support and progression focuses on evaluating the support systems and mechanisms to facilitate students' holistic development and academic progression within higher education institutions. The path highlights the challenges students face, including academic pressure, health-related issues, and career uncertainty, and emphasizes the importance of comprehensive support. SVKM's Institute of Pharmacy, Dhule, is dedicated to nurturing students by imparting life skills, soft skills, and health and fitness knowledge. These skills are essential for developing judgment, habits, and problem-solving abilities, complementing academic knowledge. The institute provides career counseling to assist students in making informed choices and preparing for successful careers. It recognizes the competitiveness of exams and has established dedicated cells for training, placement, and competitive exam guidance. The Training & Placement Cell organizes workshops on interview techniques and soft skills, facilitating campus placements with prominent pharma industries. GPAT and competitive exam cells support students in their higher education pursuits by offering expert lectures and special classes. The institution takes pride in securing 70 placements, 71 GPATs, and 133 students for higher education in its three graduating batches. The institution also promotes holistic development through extracurricular activities, including sports, cultural events, and social gatherings held in the institute, universities, and inter-university competitions. Additionally, SVKM's Institute of Pharmacy maintains an annual alumni meet, fostering connections with former students and facilitating contributions to the education of current students. These initiatives align with the institute's vision of excellence in pharmaceutical education and the all-round development of students, preparing them for real-world challenges.

Governance, Leadership and Management

The institute has constituted the Governing Body, Local Management Committee, College Development Committee, and IQAC as per the norms of AICTE and DTE. These bodies play a pivotal role in management by framing the policies, approving the budget, and providing the funds for infrastructural development and other facilities required by the institution. The institution practices decentralization and participative management to reinforce a culture of inclusiveness and excellence. The principal directs academic and

administrative processes with support from the HOD and all faculty members. The organizational setup is well designed to groom leadership by assigning key positions and responsibilities with a clear delegation of powers to staff and students at various levels to facilitate the smooth functioning of the curricular, co-curricular, and extra-curricular activities and training and placement events undertaken by the institution. The performance of the faculty member is assessed through the Teachers Performance Appraisal Form (API), which is to be submitted at the end of every academic year. The appraisal of the non-teaching staff members is done annually using a structured questionnaire based on their performance in online mode on the Oracle platform and subsequent approval by the authority. The institute is committed to the welfare of the faculty members and the supporting non-teaching staff. The institution offers salaries as per the 7th pay scale with timely revisions (DA and HRA) and regular increments following state government policies. Teachers got financial assistance for attending seminars, workshops, and conferences in the field of pharmaceutical sciences and financial support to obtain professional membership in relevant fields. IQAC was established in 2019 as per the norms of the NAAC. IQAC has significantly contributed to institutionalizing quality assurance strategies. IQAC introduces add-on certificate programs for students, offering additional learner-centric, skill-oriented technical training opportunities. IQAC established the IIC to encourage, inspire, and nurture young students by supporting them to work with new ideas and transform them into prototypes. IQAC meticulously designs the assessment process to achieve course and program outcomes, facilitating the effective implementation of outcome-based education patterns in the institute.

Institutional Values and Best Practices

The institute has made significant strides in promoting gender equity by implementing various measures, such as equal opportunity policies, mentoring programs, and sensitization workshops, to ensure a fair and inclusive environment for all. The institute actively celebrates various national and international days to raise awareness on critical issues, fostering a sense of unity, responsibility, and understanding among its diverse community. Committed to sustainability, the institute conducts such audits as green, energy, and environmental to minimize its ecological footprint. Solar energy infrastructure has been implemented to harness renewable power sources. The institute has also implemented the use of electric vehicles and LED lights. Waste disposal practices are in force, with an emphasis on wastewater recycling and rainwater harvesting. Landscaping initiatives focus on trees, prioritizing greenery over plastics to enhance the campus's aesthetic appeal and environmental responsibility. The institute is committed to inclusivity by providing facilities for handicapped students (wheelchairs, ramps, specialized washrooms, sickrooms, elevators, wide enough corridors for easy navigation, etc.). Overall, the institute's multifaceted approach demonstrates a commitment to gender equity, sustainability, safety, and environmental responsibility, making it a progressive and socially responsible institution. The institute has implemented two best practices, namely, "Innovative Methodologies to Enhance Creative Thinking Among the Students" and "Train the Trainer." These are two unique practices in our institute that focus on the overall development of students and faculty members, respectively. Our institute is also known for tech-driven excellence in various areas like teaching and learning, IT solutions, office automation, a clean and green campus, safety and security, fitness, and other areas.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHRI VILE PARLE KELAVANI MANDALS INSTITUTE OF PHARMACY, DHULE
Address	Survey No. 499, Plot No - 03, Behind Gurudwara, Mumbai - Agra National Highway, Dhule
City	Dhule
State	Maharashtra
Pin	424001
Website	www.svkm-iop.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Sameer N. Goyal	02562-297802	9552916993	02562-297805	iopdhule@svkm.ac.in
IQAC / CIQA coordinator	Nayan Ashok Gujarathi	02562-297602	9922153796	02562-297805	nayan.gujarathi@svkm.ac.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	Yes Minority Letter.pdf
If Yes, Specify minority status	
Religious	
Linguistic	Gujarati
Any Other	

Establishment Details		

State	University name	Document
Maharashtra	Dr. Babasaheb Ambedkar Technological University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
PCI	View Document	05-05-2023	12	PCI Approved

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

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	Survey No. 499, Plot No - 03, Behind Gurudwara, Mumbai - Agra National Highway, Dhule	Urban	2.5	9763

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BPharm,Pharmacy,	48	H.S.C. Science	English	100	100
PG	MPharm,Pharmacy,Pharmacology	24	BPharm	English	9	9
PG	MPharm,Pharmacy,Pharmaceutical Quality Assurance	24	BPharm	English	15	15
PG	MPharm,Pharmacy,Pharmaceutics	24	BPharm	English	15	15
PG	MPharm,Pharmacy,Pharmaceutical Chemistry	24	BPharm	English	9	9

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	4				11				21			
Recruited	3	1	0	4	11	0	0	11	14	7	0	21
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				14
Recruited	12	2	0	14
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				13
Recruited	10	3	0	13
Yet to Recruit				0

Qualification Details of the Teaching Staff

	Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	3	1	0	11	0	0	2	2	0	19
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	12	5	0	17
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	45	0	0	0	45
	Female	55	0	0	0	55
	Others	0	0	0	0	0
PG	Male	28	0	0	0	28
	Female	20	0	0	0	20
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	2	2	3	1
	Female	2	2	3	3
	Others	0	0	0	0
ST	Male	0	0	1	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	43	22	21	30
	Female	38	23	24	26
	Others	0	0	0	0
General	Male	21	18	28	28
	Female	25	25	12	8
	Others	0	0	0	0
Others	Male	7	4	5	2
	Female	10	3	2	1
	Others	0	0	0	0
Total		148	99	99	99

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Our institute is making full efforts to implement the National Education Policy, which aims at providing high-quality education to nurture efficient human resources. To mention a few initiatives promoting multidisciplinary and interdisciplinary education, ? Apart from the main curriculum, the institute has consistently run around 30 multidisciplinary certified courses promoting vocational training such as Healthcare Management and Entrepreneurship, Natural Product Chemistry, Nutraceuticals, Artificial Intelligence, etc. ? The institute is affiliated with DBATU, where multidisciplinary and interdisciplinary courses are now offered as electives in academic programs, and the institution has begun to offer these disciplines as computer-aided drug discovery, pharmacovigilance, etc., depending on student preference. ? In the practice school domain selection, we offer a choice-based credit system to provide flexibility in learning as per their career goals, such as formulation development, marketing, CADD, etc ? The institute also gives full justice to value-based and environment-based subjects like environmental sciences, professional ethics (jurisprudence), social and preventive medicine, and soft skills. ? The institute also enrolls students in online Swayam NPTEL and MOOC courses for multidisciplinary fields. ? Every year, the Institute organizes an industrial tour to support beyond-the-curriculum knowledge. The institute has also provided more multidisciplinary programs for students, such as two months of industrial training (B. Pharm.), which give practical experience outside the institute. ? The institute is running programs to encourage students to become entrepreneurs. ? The institute regularly participates in interdisciplinary competitions like Hackathon to inculcate multidisciplinary skills among students.
2. Academic bank of credits (ABC):	Yes, the institution has registered under the National Academic Depository's (NAD) Digilocker database system. ABC IDs of all students of the institute have been created, and the institute is continuously updating students' marks with the university. The institute is affiliated with DBATU University. DBATU is an official member of the National Academic Depository, which is a government endeavor to offer an online repository for all academic awards under the Digital India Program.

	From 2012 onwards, DBATU is uploading students' mark sheets and degree certificates through the nad.digitallocker.gov.in platform. Also, our affiliated university, DBATU, follows a choice-based credit system for all of its programs. The Academic Council approved the resolutions related to the ABC. The National Academic Bank of Credits (ABC) portal has now been integrated into the nad.digitallocker.gov.in platform and is currently live for the academic year 2021–22. Hence, our students' ABC IDs can be used to track the details of their entry and exit level, verification, accumulation, transfer/redemption, and authentication of credits, which provides the students with the needed flexibility. The academic bank of credits has a significant role in students' learning and program outcome assessment. To enhance students' learning, faculties at our institute are encouraged to attend short-term certificate-based training programs in pedagogical theory and practice (NITTT, Swayam NPTEL). The institute uses various assessment tools like MOODLE, Microsoft Teams, etc. As per NEP 2020, summative and formative assessment and assignment methodologies are used for the evaluation of the success rate of the program and the learning outcomes of students.
3. Skill development:	The Institute emphasizes holistic development through human skill enhancement to create an employable, skilled generation. We promote the vocational education and soft skill development of students through various bodies like the Institutional Innovation Council (IIC) and the Research Innovation and Incubation Centre for Entrepreneurship and Training and Placement cell. ? In the institute, various vocationally certified programs like Fundamentals of Pharmaceutical Business Management, Pharmaceutical Industry, Industrial Relations, Operation Management, Active Pharmaceutical Ingredients Technology, Scale Up, etc., which support skill development along with the basic curriculum, are perused. ? The institute is already conducting the skill development courses designed by the affiliated university in the curriculum. ? Communication skills, soft skills, personality development, and ICT skills workshops are organized by the training and placement cell. ? The IIC cell actively works on innovative idea development and holds competitions for innovative

	projects of commercial importance. ? Institute faculties frequently organize various competitions on social and health issues like World Cancer Day, Aids Day, Environment Day, Voters Day, etc. to create awareness and develop social skills. ? To promote a quality and value-based education system, our institution imbibes a positive atmosphere and attitude in students. This is achieved by coupling academics with students' passionate participation, organization, and celebration of national festivals with vibrancy and respect. ? The institute also imbibes practical skills and good qualities in students by participating as volunteers in Health camps, Swatch Bharat Abhiyaan, Blood donation campaigns, etc. ? Model-making competitions are held to inculcate critical thinking skills and develop design abilities. ? German language training is conducted on the campus to provide additional language skills to the students with zeal for it. ? More vocational courses in conjunction with industry and the corporate sector will be launched in the college in the coming days to ensure proper implementation of the new education policy.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Exploration of India's intellectual, scientific, artistic, and traditional knowledge is one of the SVKM's strategies for integrating the Indian knowledge system. Concerning the adoption and implementation of the Indian knowledge system, ? The institute organizes various cultural activities like Traditional Day, Annual Day, Sports Day, Ganesh Fest, Garba, etc. where students of various regions and cultures enthusiastically participate, celebrate, and understand the importance of various Indian cultures. ? Our students are mostly from very rural backgrounds; as a result, the teacher supports students with subject concepts in all English, Hindi, and Marathi languages. ? Our college magazine has sections in which students are free to express their thoughts in various languages, such as English, Hindi, and Marathi. ? All the NSS activities at the adopted village (Dahyane) are conducted in their native language. ? Special lectures are conducted to provide knowledge on Indian traditional herbal drugs.
5. Focus on Outcome based education (OBE):	Outcome-Based Education (OBE) has been followed at our institute right from its inception, as it emphasizes what is expected from the student after the completion of the course. Institutions adhere to the guidelines provided by various affiliating bodies

	as well as accreditation bodies like the NBA and NAAC to achieve this objective. The institute synchronizes its academic calendar with the university's academic calendar, adhering to the schedule provided by the university. This comprehensive calendar encompasses various activities such as tutorial classes, remedial classes, industrial visits, guest lectures, workshops, and faculty and student development programs. As per NEP, all the faculties here use ICT tools, flipped classes, feedback mechanisms, mentoring systems, and course files before the commencement of the academic year. The faculty is responsible for designing the course outcomes and obtaining approval from both the Department Advisory Committee (DAC) and the Internal Quality Assurance Cell (IQAC). They accordingly prepare lesson plans and assessment plans before the commencement of the classwork and implement the same. All the COs of every course are mapped with POs. A correlation is established between COs and POs on a rubric scale of 1 to 3. Each outcome is assessed at the end of the semester, and program outcomes are assessed at the end of the program.
6. Distance education/online education:	The Institute very well understands the importance of online education, especially during the pandemic when more efforts were taken to improve the virtual mode of education. The institute has taken a few initiatives to support a blended mode of learning, which are as follows: ? The institute is running online certified courses for students that integrate with their mainstream, such as a certified course on artificial intelligence. ? The "Train the Trainer" program is initiated, which gives in-house mandatory training to all faculties of all SVKM colleges through the Oracle platform for learning and implementing ICT tools. Also, faculties are sponsored to attend various MOOCs and other online platforms for online teaching and learning through FDP, STTP, and workshops ? Faculty members have appropriate experience in facilitating the creation of e-content and the application of technology in the teaching-learning process. All the faculties have created and uploaded video lectures on YouTube in their specific domains. ? Faculty members received sponsorship to participate in courses offered through platforms such as Coursera and Edx. ? All faculties and students use

exclusive platforms like MS Teams and G-Suite-enabled classrooms. ? The institute has created its own learning management platform, i.e., Moodle, which contains all study material for different courses that can be accessed by all staff and students. ? To aid the use of ICT tools, all classrooms, computer rooms, seminar halls, and tutorial rooms are equipped with the SENSES-Smart Board. ? The Wi-Fi access over the entire campus enables the usage of these ICT tools that are or can be interconnected to the computers or laptops to conduct classes with suitable use of web links and URLs in presentations. ? Thus, the college is digitally equipped and ready to handle the online mode of delivery, online exams, and evaluation as and when necessary.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. The electoral literacy club was set up in the college on January 5, 2022, with a vision to make the utmost contribution to having an active democratic citizenry originating in integrated civic and voter education and electoral participation right from a young age. It works along with the National Service Scheme (NSS).
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes. The college has appointed student and faculty coordinators. The principal is the chairperson of the ELC, along with NSS Program Coordinator Dr. Bhushan Dravyakar and ELC faculty coordinator Dr. Raju Wadekar. In addition, other members of the ELC are Dr. Tulshidas Patil as coordinator, and the student coordinators are Mr. Kalpesh Bagul, Ms. Rarchitha Sharma, Mr. Ritesh Tarwani, and Ms. Nayana Chourasia. Yes, ELC is functional and has conducted several programs with the following objectives: 1. To teach the younger pupils about voter registration, the voting process, and its significance. 2. To develop an interest in faculties and encourage students to cast votes. 3. To introduce electronic voting machines (EVMs) for young adults and educate them on the reliability and authenticity of the voting process. 4. To ensure that the new targeted audience practices their right to vote in a self-assured, comfortable, and morally upright manner. 5. To encourage students to take part in ELC activities and

	disseminate the idea that everyone should vote.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	These may include voluntary contribution by the students in electoral processes, participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender people, commercial sex workers, disabled persons, senior citizens, etc. The ELC body of the Institute undertakes several initiatives, which are as follows: 1. Pledge: Each instructor and student swears to vote morally. 2. Awareness: The committee members conduct activities to create awareness at the institute level and in the surrounding villages. 3. Competitions: The quizzes, posters, slogans, and elocution contests regarding the right to vote. 4. Camp: A special camp for villagers and young students to explain the EVMs and maintain their integrity. 5. Drives: The ELC members conduct voter registration drives for maximum enrollment.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Yes. Recently, a voter's campaign was conducted for the students of pharmacy on December 13, 2023, to create awareness among the students regarding electoral literacy. Dr. Bhushan Dravyekar and Mr. Raju Wadekar, the faculty coordinators, have organized this event. The guest speaker was Mr. Dinesh Saindane, Election Commission coordinator, Collector Office, Dhule. The ELC takes enough initiatives that are socially relevant to electoral-related issues, especially awareness drives, creating content, conducting student voter surveys, etc., on the whole SVKM campus. It also assists the targeted student community to understand the worth of their vote and confirm that they implement their franchise in a confident, comfortable, and righteous manner. Further, it develops a culture of electoral participation and maximizes ethical voting.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The institution fosters students over 18 years old to enrol as voters by sensitizing them about democratic rights and orienting them about casting votes in elections. The sensitization regarding enrolment as voters was conducted on February 8, 2022, under the chairmanship of the principal, Dr. Sameer Goyal.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
484	441	426	303	209

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

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 31

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

2.2

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

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

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
647.16	668.61	342.23	358.30	214.19

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Shri Vile Parle Kelavani Mandal's Institute of Pharmacy, Dhule (SVKM IOP) is affiliated to Dr. Babasaheb Ambedkar Technological University (DBATU), Lonere, Maharashtra.

DBATU, Lonere, designed the curriculum for the B. Pharmacy program. It is a four-year degree program divided into eight semesters.

The Pharmacy Council of India (PCI), New Delhi, revised the Choice Based Credit System (CBCS) pattern of curriculum for the B. Pharm. Program and accepted it by DBATU. SVKM IOP has executed it since the academic year 2017–18.

Planning:

- The **academic calendar** and **class-wise timetables** are prepared at the beginning of each semester by the academic department as per the academic calendar released by DBATU. The academic in-charge, in coordination with the **Institutional Academic Monitoring Committee (IAMC)** and exam committee, designs the **academic calendar** and **class-wise timetables,** which are then approved by the principal.
- The faculties are allotted with the subject, and the **workload** is distributed based on their area of specialization and expertise.
- A probable teaching **plan** is prepared by each faculty member for theory and practical sessions in advance, which is verified by the HOD or principal.

Delivery:

- Faculty members maintain the **academic diary** and **course file** of their respective subjects on a regular basis.
- The curriculum is delivered with the aid of **effective ICT tools and interactive student-centric teaching-learning strategies** in support of conventional teaching methods. Further, in tutorial sessions, teachers clear the doubts of the students.
- Faculty members undertake various training programs, such as **FDP, MOOCs,** etc., on pedagogy to update their knowledge and ensure effective curriculum delivery.
- Co-curricular activities are organized by inviting eminent academicians and industry experts to bridge the curriculum gaps.
- **Hospital and industrial visits** are also organized to provide better insight into subjects dealing with pharmacy practice, formulation development, and packaging.

- Research culture is encouraged to promote research activities in the organization.
- The institute executes the academic activities as per the prepared academic calendar and tries to **adhere** strictly to the **academic calendar** issued by DBATU.
- **Continuous Internal Assessment (CIA)** is conducted periodically to attain graduate attributes.
- CIA is conducted as per the **PCI 2016–2017 pattern,** and the quality of the question papers is maintained by mapping them with **course outcomes and learning levels** and duly signing them by a senior faculty member or HOD.
- During practicals, assessment is done as per preset **rubrics.**
- Subject teachers identify slow learners and provide additional support by arranging remedial classes and assignments.

Monitoring:

- The **IAMC** monitors the actual execution of the academic calendar as per plan on a regular basis, and the review of activities conducted is discussed with the principal.
- The local guardian system (**mentor-mentee**) is implemented to address various issues among the students.
- To ensure effective curriculum delivery, regular **CC TV surveillance** is done by the principal.
- As a part of the CIA, sessional examinations are conducted as per the timetable mentioned in the academic calendar. To maintain their decorum, the **examinations are conducted** in the presence of the supervisor **and monitored under CC TV surveillance** by the principal and exam department.

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

1.2 Academic Flexibility

1.2.1

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

Response: 16

File Description	Document
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Evidence of course completion, like course completion certificate etc. Apart from the above:	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Other Upload Files	
1	[View Document](#)

1.2.2

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

Response: 57.38

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

2022-23	2021-22	2020-21	2019-20	2018-19
364	288	9	299	109

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Professional Ethics

To imbibe professional ethics and moral values and to understand the important legislation and regulatory requirements related to the pharmacy profession in India, the curriculum includes the following courses:

Pharmaceutical Jurisprudence course in the 5th semester addresses different pharmaceutical acts and laws, code of ethics during the pharmaceutical practice, regulatory authorities, and agencies governing the development, manufacture and sale of pharmaceuticals. **Industrial Pharmacy-II** course in the 7th semester enable students to understand the pharmaceutical product development process from laboratory to market including technology development and transfer, regulatory requirements for drug approval.

In addition, the elective course **Pharmaceutical Regulatory Science** in the 8th semester is designed to impart the fundamental knowledge on the regulatory concept and process for approval of new drugs and drug products in regulated markets of India & other countries.

The **Pharmaceutical quality assurance** course in 6th semester deals with the various quality control and quality assurance aspects of pharmaceutical industries like Current good manufacturing practice, Quality control tests, Documentation, Quality certifications and Regulatory affairs.

Pharmacology-III course in 6th semester imparts the knowledge of the different type of toxicities and its management. However, **Pharmacology I and III practicals** deals with the ethically use of the animal in the laboratory experiments as per the CPCSEA guideline and make aware about alternative to animal method such as simulated programs.

Pharmacovigilance course in 8th semester deals with methodologies to assess, analyze and report the side effect of the marketed drugs and make aware the safe use of the medicine.

Pharmacy Practice course in 7th Semester develops patient counselling ability in students required for community pharmacy. It also aware the students about responsibilities and functions of hospital pharmacists.

Human Values:

The curriculum integrates **Communication Skills** course, fostering knowledge in Management, Planning, Organizing, and Decision Making. This empowers students in effective verbal and non-verbal communication, team management, interview proficiency, leadership, motivation, and essential skills, enabling young pharmacy students to interact effectively with other health professionals.

Pharmacy Practice course enable the students to learn the scope, aims and objectives of the clinical and hospital pharmacy.

Practice school (Semester 7th) course promote the students to make competent through professional training, certificate courses and exploration of the different fields of R and D for technological advancement and set their goals.

Environment and Sustainability:

Environmental Sciences course make the students aware about environmental problems, imparting the basic knowledge and its allied problems. It develops an attitude of concern for the environment, motivating learner to participate in environment protection, improvement, and its sustainability.

Medicinal Chemistry-III emphasizes a green chemistry approach, safeguarding the environment by minimizing hazardous chemical accumulation and waste in ecosystems. It promotes the use of solvent free microwave-assisted synthesis for production of the cost effective and environmentally friendly products.

Computer-Aided Drug Design course prioritizes chemicals, minimizing synthesis quantities, thereby reducing laboratory chemical usage in the process.

Gender

Communication skills course in 1st Semester impart the understanding amongst students that in communication they supposed to use gender neutral language so as to facilitate effective communication.

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

1.3.2

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

Response: 45.04

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

Response: 218

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

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from

various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

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

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

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Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 99.45

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

2022-23	2021-22	2020-21	2019-20	2018-19
148	99	99	99	100

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

2022-23	2021-22	2020-21	2019-20	2018-19
148	100	100	100	100

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

2.1.2

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
102	56	59	63	50

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

2022-23	2021-22	2020-21	2019-20	2018-19
77	51	51	51	51

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 18.62

2.3 Teaching- Learning Process

2.3.1

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

Response:

The institute provides access to all resources necessary for the overall development of students. Students are taught through a number of innovative student-centric methods, which help in 360-degree knowledge acquisition. Modern ICT tools are regularly used to enhance the cognitive growth of students and their acquisition of learning.

1: Experiential learning:

Experiential learning at the institution is achieved by using sophisticated equipment and laboratories, which help the students relate their theoretical knowledge practically.

1.1 Demonstration based learning

The subject expert regularly conducts live demonstrations for students using sophisticated instruments and software. These sessions improve the professional attitude of students.

1.2 Field exposure based learning

Regular industrial visits and hospital visits are planned for the students, through which they learn the basics of their profession. They also learn about the skills and culture needed for their profession.

1.3 Learning by Doing

Active learning of the student is promoted through learning by doing. This enhances the psychomotor skills of the student and plays an important role in their industrial readiness.

1.4 Internship & Practice school

Internships enable students to assimilate into the industrial culture, providing them with a tangible understanding of the fundamental aspects of their profession in real-world scenarios. Also, the practice school modules help them to become employable.

2. Participative learning

The blended learning system is functional in the institute for nurturing the students in the best possible manner. New initiatives implemented by IQAC in the institute include:

- Flipped Classroom
- Collaborative Learning: a) Think Pair Share; b) Inquiry Based Learning; c) Buzz Sessions; d) Educational Games

3. Problem solving methodologies

Project based learning inculcates problem-solving skills in the students. The institute promotes the active participation of students in scientific ventures such as hackathons an e-poster competitions organized by local or national bodies.

a. Project Based - Minor Project

The institute provides students with opportunities to learn through projects. Students improvise their conceptual and practical skills in their projects.

b. Project Based – Scientific Competitions

Students are motivated to participate actively in competitions to improve their cognitive and communication skills.

c. Model Making

Model making competitions are organized to boost the critical thinking abilities of the students to design different archetypes. They are motivated to develop innovative ideas and build prototypes through model-making.

d. Mind Mapping

Mind mapping sessions are conducted using crosswords and mind maps, which allow students to brainstorm and review their attainment.

4. Technology based learning

The institute promotes the use of ICT tools for implementing modern pedagogical techniques and enhancing the learning experience.

- Modern classrooms
- Presentations
- YouTube videos
- Digital library
- Learning management system

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 85.59

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

2022-23	2021-22	2020-21	2019-20	2018-19
32	24	24	19	12

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

2.4.2

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

Response: 62.11

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

2022-23	2021-22	2020-21	2019-20	2018-19
17	14	10	10	8

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

I. Governing Examining Authority:

Dr. Babasaheb Ambedkar Technological University, Lonere (DBATU).

II. College Examination Committee

The committee will coordinate and execute all the associated practices and procedures for the examination.

III. Internal Assessment

The internal assessment for the theory and practical course is conducted as per the scheme provided by the Pharmacy Council of India and DBATU. It consists of:

a) Continuous Mode b) Sessional Exams

1. Responsibilities: The exam department will **ensure** to

A. Display of exam circulars and notices.

B. Collect the question paper with justifiable learning levels mapped to course outcomes (COs).

C. Allocate invigilation duties and seating arrangements for the students to ensure smooth and effective conduct of the examination.

2. Timelines: There are strict timespan set by exam department for

A. Collection of question paper

B. Submission of assessed answer-books

C. Displaying of mark statements

D. Submission of internal marks and a consolidated statement to the exam department.

3. Execution: The exam department confirms the smooth conduct of the examination via the PIM system (planning, implementation, and monitoring) as follows:

A. Planning: One day prior to the exam's scheduled time, the exam department carefully arranges and displays the seating chart and instructions to the students.

B. Implementation:

1. Question papers are collected from the course coordinator at the dedicated exam email address: examiop@svkm.ac.in.
2. Supervisors are instructed to implement the rules set by the exam department for assigned duties 30 minutes before the start of the respective exam.

C. Monitoring: All the examination activities are monitored under CCTV surveillance.

4. Transparency:

1. Subject teachers are instructed to evaluate all the answer sheets in the allocated space in the exam department within a time limit.
2. To increase transparency, any grievances from the students related to marks and correctness are resolved by the subject teacher in a time-bound manner before submitting the evaluated answer book to the exam department.

IV. University Examination:

- **Exam forms** filled out by students are approved by the exam department, followed by the generation of hall tickets. The college examination department assigns duties to **internal staff**.
- **Frisking** of students is practiced 20 minutes before examinations to avoid malpractice.
- The question papers are downloaded in the presence of external and internal senior supervisors and observers under CCTV surveillance.
- The sealed-packed answer papers are submitted to the university.
- The institute head allocates faculty members for online as well as offline paper evaluations.

V. Grievance Redressal cell

- The college has a well-structured and dynamic examination grievance cell, linking students in the continuous evaluation process.
- The cell is **solution-oriented, time-bound, and efficient**.
- The students can assess the **QR code or online link** of the grievance form through the institute website.
- The **offline form** can be obtained from the examination department.
- The exam department will address the redressal **within four working days** of the raised grievance.
- The committee will submit the confidential report to the principal. As per the direction received from the principal, the grievances are disclosed and resolved.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Course outcomes (COs) and program outcomes (POs) are the conceptual bundles used for assessing the skills gained by every student after the successful completion of each program or specific course. As per the Blooms Taxonomy classification, these are considered integral components of outcome-based education (OBE). SVKM's IOP Dhule follows the syllabus pattern given by the Pharmacy Council of India and COs framed by the individual subject in-charge, which is in tune with the graduate attributes identified by the NBA (National Board of Accreditation). DBATU University has a Board of Studies for each affiliated program and has the authority to revise the set of course objectives.

Introduction:

- The IQAC department organizes the webinar, expert talks, and workshops to familiarize the faculties with OBE.
- The course outcomes (COs) and program outcomes (POs) for each program at SVKM's IOP Dhule are formulated by the respective subject in-charges in collaboration with experts. These outcomes are then made publicly accessible on the college website.

Dissemination

- A brief introduction to the COs and POs is given to students at the start of the academic schedule, and it is made sure that all students have a fair idea about the syllabus, COs, and POs.
- As per Bloom's Taxonomy, the list of action verbs is given to faculty members and asked to prepare the question paper for mapping the cognition levels of students. The various assessment tools used for COs are sessional exam, assignments, quiz project work, etc.

Attainment:

The institute implements the blended learning system to maximize attainment of course outcomes, and it is updated as per the guidelines or advisory of the NBA, NAAC, or affiliated university. The college has an active ICT cell that monitors and regulates updated ICT techniques for the educational and professional benefit of students.

Attainment of Course Outcome:

- During the commencement of each unit and after the completion of the unit, the course outcomes are analyzed.
- Furthermore, the question papers for the theory and practical exams were designed in accordance with the course outcome and level of learning.
- The answer papers were evaluated CO-wise, and attainment was calculated on the basis of marks obtained. The CO-PO level of attainment was interpreted on a scale of 1, 2, and 3.
- The subject teacher has compiled the course file to evaluate the attainment of course outcomes (COs) and program outcomes (POs) using a combination of continuous assessment (CA) and both internal and external marks achieved by the students.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The institute implements the blended learning system to maximize the attainment of course outcomes, and it is updated as per the guidelines or advisory of the NBA, NAAC, or affiliated university. The college has an active IQAC, which monitors and regulates updated ICT techniques for the educational and professional benefit of students.

- Course outcomes are framed by the respective course coordinator for the assigned course based on the syllabus, year of study, and learning levels mentioned in the revised Bloom's taxonomy.
- All designed course outcomes are mapped with POs on a scale of three (high, medium, and low).
- The targets for the attainment of course outcomes are decided by the subject teacher and IQAC before the commencement of the classes.
- An approximate equal distribution of marks is given to each course outcome in internal exams, viz., sessional exams and continuous assessment tests.
- The Excel spreadsheet program is utilized to calculate the attainment of each course outcome (CO) based on the marks obtained in internal exams and continuous assessments. The marks scored in the internal exams and university exams are filled out in an Excel spreadsheet.
- The recorded scores are analysed in relation to the predefined target for the course. Through this interrelation, the spreadsheet determines the level of achievement (0 - Not Met; 1 - Met) for each course outcome, providing a comprehensive overview of student performance in the internal assessments.
- The attainment of each program outcome is calculated using a specially designed spreadsheet in the Excel program.
- The matrix table is employed to input the final attainment of program outcomes for an academic

session, with a focus on mapping these outcomes with corresponding course outcomes. Through the direct method, the table calculates the average attainment for program outcomes. This process involves recording the achievements across various courses, offering a consolidated perspective on the overall performance of students in meeting the broader objectives of the academic program.

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

2.6.3

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

Response: 97.85

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

2022-23	2021-22	2020-21	2019-20	2018-19
107	119	93	00	00

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

2022-23	2021-22	2020-21	2019-20	2018-19
109	123	94	00	00

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.94

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 31.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	29.8	00	00	1.7

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

SVKM's Institute of Pharmacy, Dhule, has initiated the establishment of two significant cells, namely the 'Research & Development Cell' and the 'Institutional Innovation Cell' under the IQAC. This strategic move is aimed at fostering a culture of research and development amongst students and faculty members. The specific objectives of these cells are mentioned below:

Objectives of the Research & Development Cell:

- To improve the quality of institutional research at the national as well as international levels in the form of active publications and patents.
- To motivate and assist faculty members to fetch research project grants from various funding agencies like SERB, DST, DBT, ICMR, etc. and consultancy service grants.
- To encourage students and faculty members to undergo industrial training.

- To educate and train students as well as faculty members with modern research tools.
- To establish research-related collaborations with national and international universities.
- To review and monitor the participation of students and faculties at various national as well as international research platforms.
- To regulate and coordinate the research promotion policy.

Objectives of the Institution's Innovation Cell:

- To foster a culture of innovation in the institution by inspiring and nurturing the students by supporting them to work with new ideas and transform them into prototypes.
- To retain and motivate the faculty members to contribute towards achieving the research goals of the institute.

The research promotion policy has been implemented as follows:

A. Incentive for publication:

- Journals with an impact factor of 5 and above: Rs.1 lakh
- Journals with an impact factor of 3 to 5: Rs. 50,000/-
- Journals with an impact factor of 1 to 3: Rs. 25,000/-

B. Travel Grant (Indian and Overseas):

C. Seed grant:

Financial support for research work is Rs. 1 lakh for faculty members.

D. Incentive for patent:

- Grant of national patent: Rs. 50,000/-
- Grant of international patent: Rs. 1 lakh/-

Over a period of five years, the institution has made notable achievements, securing two research grants, publishing 118 articles in various peer-reviewed international journals, and filing 26 patents, of which 18 have been granted. The institution takes pride in its state-of-the-art laboratories with sophisticated instruments and a CPCSEA-approved animal house facility for the ethical conduct of experiments on animals. The Institutional Animal Ethics Committee (IAEC) vigilantly oversees research projects, ensuring the maintenance of ethical standards.

Additionally, the institution actively promotes the participation of students and staff in scientific conferences, workshops, and seminars organized by other pharmacy institutions at national and international levels. Attempts have been made to facilitate collaborations and MoUs with industries, hospitals, and reputed academic institutions to encourage students to undertake collaborative research activities at various pharmaceutical industries and hospitals.

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

3.2.2

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

Response: 35

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	11	8	4	0

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

3.3 Research Publications and Awards

3.3.1

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

Response: 2.32

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

2022-23	2021-22	2020-21	2019-20	2018-19
32	24	9	7	0

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

3.3.2

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

Response: 0.26

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	3	0	3	0

File Description	Document
List of chapter/book along with the links redirecting to the source website	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

India stands out as one of the youngest nations in the world, boasting an average age range of 28–32. Recognizing the pivotal role of youth in a nation's progress, instilling a robust ethos of service to humanity becomes paramount. Embracing ideals like "service to mankind is service to the nation" and "not me but you" are crucial for fostering a strong national character.

The institute actively plays a noteworthy role in societal and environmental betterment by addressing various social issues. These initiatives include promoting hygiene and cleanliness, tree plantation drives, primary health education for rural and tribal women, digital literacy campaigns, and counselling programs for school dropouts. Such efforts have facilitated the establishment of a strong institute-neighbourhood community network.

In alignment with the National Social Service Scheme approved by Dr. Babasaheb Ambedkar Technological University, Lonere Raigad, the institute has established a self-financed unit involving students from different castes and creeds for their holistic development. Under the banner of NSS, the institute has made a noteworthy contribution to society and the environment by raising and acting on several social issues like the importance of hygiene and cleanliness, tree plantations, primary health education amongst rural and tribal women, digital literacy, counseling for the rejoining of school drop-out students, etc., thus helping to build an institute-neighborhood community network.

Beyond NSS, the institute organizes a wide spectrum of activities, including seminars, workshops, trainings, rallies, street plays, residential camps, and other social activities in order to create cognizance in the society. Many of these endeavours are conducted in collaboration with government and non-government organizations. The above-mentioned programs were meticulously planned, divided, and executed in accordance with government schemes. The institute's outreach programs are categorized under various schemes, as mentioned below:

1. *Swatch Bharat Abhiyan*: Cleanathons, Tree plantations, Hygiene awareness camps, etc.
2. *Swasth Bharat Abhiyan*: Health checkup camp, Blood donation camp, etc.
3. *Sarva Shiksha Abhiyan*: Counselling for school drop-out students, etc.
4. *Community Pharmacy (Awareness Program)*: World Hepatitis Day, Mental Health Day, Osteoporosis Day, Patient Safety Day, etc.
5. *Miscellaneous (Other Awareness Program)*: Street Plays, Rallies, SDRF workshops, fire safety training, etc.

Student's learnings from the Outreach Endeavours:

The impact of these outreach endeavours on students is significant. Conducting the above events in a well-organized and coordinated environment with other individuals improves students' communication, negotiation, leadership skills, management of conflict, etc. These experiences contribute to the development of managerial skills and sensitize students to various social issues. Involvement in extension and outreach activities fosters critical thinking and time-management skills. Working outside the college campus with diverse social groups boosts students' self-confidence, autonomy, and appreciation for others, moulding them into effective leaders and responsible citizens.

The institute places foremost importance on student engagement, service orientation, and the holistic development of students' contributions towards their responsible citizenship.

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

3.4.2

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

Response:

Over the past five years since its inception, the institution has achieved commendable milestones in organizing and executing a variety of social activities within nearby communities. A village, 'Dahyane', located in the district of Dhule, has been adopted by the institute, showcasing its commitment to community development. All these initiatives align with the guidelines set forth by the university and central and state government programs such as Swachh Bharat Abhiyan, Swasth Bharat Abhiyan, Sarva Shiksha Abhiyan, Community Pharmacy, and other social endeavours.

Under the Swachh Bharat Abhiyan, the institute consistently conducts and hosts cleaning programs in nearby areas, specifically in the adopted village of Dahyane. These programs encompass cleaning roads, school premises, grounds, communal clothes washing areas, and associated drainage systems. Students of the institution display active participation, dedicating more than ten hours per day/visit (5 hours/student/day) to these activities, effectively demonstrating the importance of cleanliness to the villagers. The institute's commitment to environmental stewardship is further exemplified through tree plantation activities in nearby areas, emphasizing pollution- and plastic-free zones, and adherence to traffic rules. The nearby community and gram panchayat of the adopted village have recognized the institute's efforts towards nature and nation for two consecutive years.

Swasth Bharat Abhiyan involves health-focused initiatives such as health check-up camps, blood donation camps, and vaccination camps. During the health check-up camp, a team of five doctors, eight nurses, two pharmacists, and over 50 student volunteers participated in addressing the medical needs and attention of over 100 patients. The blood donation camp was conducted in association with Jeevan Jyoti Blood Centre, Dhule, and has witnessed the active contribution of over 500 units of blood over the past two years. Additionally, the institute also organized free COVID'19 vaccination drives in association with the Government Civil Hospital and Municipal Corporation of Dhule, benefiting over 100 students, staff, and civilians. Information about the "Ayushman Bharat Scheme" was disseminated to villagers, encouraging them to register for the same.

The institution actively contributes to the Sarva Shiksha Abhiyan, facilitating the reintegration of school dropouts into the mainstream of education through continuous counselling by student volunteers. Reading skills among schoolchildren were promoted by a donation of 300 books by the NSS unit of the

institute on the occasion of the birth anniversary of the former President of India, Dr. A. P. J. Abdul Kalam.

Recognizing the prime social responsibility of pharmacists, the institute organizes various awareness programs under the parameter of community pharmacy. Seminars on World Mental Health Day conducted by a team of leading medical practitioners have received acknowledgment and appreciation from the District Surgeon, Civil Hospital, Dist. Dhule. Additionally, awareness programs on World Hepatitis Day, World Osteoporosis Day, Patient Safety Day, etc., have also been successfully organized by the institution.

The institute's initiative in organizing training and workshops on "Disaster Management in Natural and Manmade Calamities" has earned appreciation from the State Disaster Response Force (SDRF), Government of Maharashtra. Several sessions on women's self-defense and fire safety programs were also conducted, further contributing to community safety and resilience.

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

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 31

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

2022-23	2021-22	2020-21	2019-20	2018-19
17	10	02	00	02

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

3.5 Collaboration

3.5.1

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

Response: 21

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	[View Document](#)
List of year wise activities and exchange should be provided	[View Document](#)
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- **teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- **ICT – enabled facilities such as smart class, LMS etc.**

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

Infrastructure and Physical Facilities:

The SVKM's Institute of Pharmacy places a high priority on providing an infrastructure that fosters high-quality teaching and learning. The facilities are more than adequate and they exceed the basic requirements of various statutory bodies.

Institute Building: The institute building, which has 05 different levels and a total built-up area of 9753 square meters, is located on a multi-institutional site with clearly defined boundaries.

Classrooms and Tutorial Rooms: The institute has IT-enabled, well-designed, spacious, centralized air-conditioned, soundproof classrooms equipped with a 65" Smart Board along with a whiteboard, audio equipment, and audio panel with a minimum area of 75 Sqm, having sufficient seating capacity (60 per classroom) and a tutorial room (30 per room) in accordance with PCI norms.

Laboratories: The institute has spacious, centralized air-conditioned laboratories with separate preparation rooms, sufficient instruments, apparatus, glassware, and chemicals to meet PCI norms with a student-faculty ratio of 25 with well-maintained SOPs, Logbooks, DSRs, and Job cards.

LMS and TL Software: The institute also provides LMS such as Moodle, MS Teams, Google Classroom, etc. along with adequate Teaching Learning software.

IT Infrastructure: The Institute also offers state-of-the-art integrated IT infrastructures such as a desktop with the latest configuration, application software, and a compatible high-end server for performing all IT-specific tasks such as backup management, data privacy, and safety, and IT bug protection.

Auditorium, Sports, and Recreational Facilities: An advanced auditorium with an effective light and sound system, a large stage, an LCD, comfortable seating, carpeting, wall paneling for acoustic effects, and air conditioning is available for hosting various extracurricular and co-curricular activities of the institution. Outdoor and indoor sports facilities, along with a hi-tech gymnasium, yoga center, and recreation center, are provided for holistic development.

State of the Art Library: A huge library with a massive collection of books and journals, along with online access to thousands of journals and e-resources through digital mode.

Medicinal Garden: A cutting-edge medicinal garden with a varied collection of plants is available.

Drug Museum & Model Pharmacy: The pharmaceutical products museum and model pharmacy are well established in this institute.

Animal House: The Institute also has a sophisticated animal house maintained as per CPCSEA guidelines.

Exam Department: The Institute has well-planned, confidential separate rooms for the smooth conduct of exams.

Machine Room and Central Instrumental Room: The institute also has the sophisticated instruments required to give hands-on training to the students.

Training and Placement Cell: The Institute has a special training and placement cell to conduct regular training sessions and manage on-campus and off-campus drives.

Facility for Especially Able Students: The Institute offers access ramps, elevators, self-operated automatic chairs, separate toilets, and specially designed restrooms with health faucets.

IIC Cell, IQAC Cell, and Women's Forum: To sustain the quality of education, research attitudes, and inculcate social attributes, these cells have been developed in the institution.

Girls Hostel, Boys Hostel, and Staff Quarters: Well-furnished girls' hostels, boy's hostels, and staff quarters are located inside the institute campus for the convenience of students and faculty.

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

4.1.2

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

Response: 16.84

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

2022-23	2021-22	2020-21	2019-20	2018-19
118.22	82.05	35.34	64.63	75.36

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Details of the Integrated Library Management System:

Name of the ILMS software: **KOHA**

Nature of Automation: **The library is fully automated**

KOHA membership ID: **300471**

The infrastructure of the library has been specially designed in such a way that it increases the reading efficiency and interest of students. The Institute library is spacious, with an area of around **329.64 square meters**, **fully air-conditioned, wi-fi enabled,** and a radial hall seating capacity of **220 users.** It also possesses more than **30 digital library multimedia PCs**. The Institute allocates a sufficient budget for the purchase of the latest editions of books and journals.

A well-equipped institutional library houses **volumes of 7404, titles of 1222, and more than 1366 reference** books relevant to the teaching, learning, training, and research needs for B.Pharm. and M.Pharm. courses.

It also subscribes to more than **34** printed International and National Journals and **423+** e-Journals

(Science Direct, Proquest, and Delnet), e-Books **14726,** and **3** databases**.**

Apart from this, the institute library possesses **1348 educational CDs** for UG and PG curricula.

The **Digital Library** is available to faculty, research scholars, and students to provide online and Internet services.

User-friendly library software called Koha: This popular software facilitates the automated circulation (issue and return) of the books and the location and availability of the books stocked in the library.

Online Public Access Catalogue (OPAC) facility is also available in the library. This web OPAC software provides an interactive search facility and information related to the status of issued books and their availability in the specific rack.

The **ERP system,** in addition to OPAC, provides services like cataloging, searching, user management, acquisition, and circulation.

The library's hours are from 9:00 a.m. to 6:00 p.m., and various other support facilities available include photocopying**, printing, and scanning**.

All activities of the library are monitored by the **Library Committee,** including the purchase of books and journals, outlining the library collection development policy, monitoring and evaluating from time to time trends and developments in information technologies, networking, library automation, library cooperation, evaluating the suggestions made by library users, and formulating the policy for library use.

A tailor-made **book bank** facility is available at the library for students.

Book fairs and exhibitions are organized to motivate readers and display a wide variety of books from publishers.

In addition to the central library, the institute has developed **departmental libraries** in its entire department with facilities for issuing books to the departmental students.

To ensure original writing among students and teachers, the library also has access to fully automated software, **Turnitin,** that checks the submitted text for plagiarism.

Library orientation programs are organized for students and staff members to provide the latest information on reference books, journals, CDs, and e-books for optimal utilization of the library.

Total amount spent on the purchase of books: 54, 32,005 /-; e-books: 73,750 /-; journals: 3, 21,426 /-; e-journals and databases: 64, 06,432/-, respectively.

The **average per-day usage** of the library by students and staff is 18% and 38%, respectively.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

The Institute has top-notch IT infrastructure and has undertaken all necessary measures to make the greatest use of information technology in all areas. In its everyday operations, it utilizes technologically based solutions for teaching-learning, research, accountability, performance evaluation, student attendance records, training programs, safety and security, library services, comfy study and stays, campus sustainability, office automation, and many more.

IT in Teaching and Learning: Each classroom features an intellectually **interactive 75" smart board and** a high-quality sound and microphone system. In order to supplement traditional classroom instruction, we frequently employ LMS (MOODLE) and Microsoft Teams. Additionally, every classroom is well-equipped in terms of safety and security **(CCTV, smoke detectors, MCPs, emergency rescue announcement systems**, etc.).

Computer Labs, Language Labs, and IT Facilities: With over **200** computers overall, the institute provides cutting-edge integrated IT infrastructures. It features a well-established central computer lab with 50 PCs, two independent language labs with approximately 60 PCs, and **Orell Digital and Wordsworth software** for improving soft skills. The institute provides high-end servers that are appropriate for carrying out all IT-specific duties, including managing backups, protecting data privacy and security, and preventing IT bugs. The latest configuration of desktops with LAN facilities are provided to every employee. Uninterrupted Wi-Fi with a high-bandwidth internet speed of **140 Mbps is** available. Scientific utility software was purchased to aid in research. **(CAL Pharm, OpenEye Tools (VROCS, EON, VIDA, Omega), Autodock Vina, Pyrex, Schrodinger (Maestro-Desmond Academic version).** All these facilities are periodically upgraded.

Office automation: Various techniques and tools (**external drives, computers, pen drives, and hard discs)** are in use for office automation. The office has an **all-in-one password-protected photocopier** with a scanner, printer, copier, and storage facility.

IT in Library: The institutes digital library has freely accessible **30 PCs** with **e-resources**. The library is automated with programs like **KOHA and OPAC**.

IT for safety and security: A 24x7 **RF-IR-guided entrance** and **exit** system is in use for safety and security. A **centralized rescue announcement system, manual call points, a fire alarm system**, and other control and management systems are also available. Attendance is recorded for all employees and students using the **biometric system.**

SAP and Oracle: A known SAP system is used to track student-related activities, including attendance, entry, and exit. Each employee and student receives a unique SAP ID. Different SAP modules, such as the **SLCM for student life cycle management, MM for material management, Fico for accounting and finance, and HR for staff management,** are routinely utilized. To ensure prompt, transparent, trouble-free dissemination and execution of policies, the renowned **ORACLE** system is used for monitoring and executing training and performance reviews of staff employees.

IT in miscellaneous amenities: The institution has an **electric pollution-free vehicle** for easy mobility within the campus. To generate its own power, the institute has a **solar panel system**. The institute also has a **high-tech gym, a centralized RO water** system, **centralized AC**, **high-end laundry machines** for residents, **four high-speed elevators**, and much more. There are advanced, remote-controlled wheelchairs available for those with disabilities.

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

4.3.2

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

Response: 3.36

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

Response: 144

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](#)
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 16.65

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

2022-23	2021-22	2020-21	2019-20	2018-19
130.55	61.01	50.58	66.78	62.41

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 71.01

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

2022-23	2021-22	2020-21	2019-20	2018-19
358	298	303	222	142

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

5.1.2

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

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

Response: A. All of the above

07-03-2024 09:42:07

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

5.1.3

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

Response: 49.01

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

2022-23	2021-22	2020-21	2019-20	2018-19
222	232	217	146	96

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 49.64

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	38	19	00	00

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

2022-23	2021-22	2020-21	2019-20	2018-19
57	47	33	00	00

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

5.2.2

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

Response: 59.17

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

2022-23	2021-22	2020-21	2019-20	2018-19
37	17	14	3	0

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

5.3 Student Participation and Activities

5.3.1

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

Response: 39

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	9	7	6	3

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

5.3.2

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

Response: 14.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	13	10	12	20

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

5.4 Alumni Engagement

5.4.1

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

Response:

The alumni association of Shri Vile Parle Kalavani Mandal's Institute of Pharmacy, Dhule, is registered under the Societies Registration Act, 1860. The registration number is Dhule/0000014/2024.

A. Financial Contribution of Alumni

All initiates of alumina are exclusively run by the assets raised by way of appealing to all the students of Final Year B. Pharmacy who are about to complete their four-year degree course from the institute to join and be a member of the institute alumina association. The institute was established in 2017; three subsequent batches were passed out in the academic years 2022–23, 2021–22, and 2020–21. Till now, Rs. 108,500 Indian rupees have been collected in the form of registration fees (Rs. 500 per student during 2020–2022). The same funds, worth **Rs. 108,500,** were collected in the form of donations to run several alumni activities.

B. Non-financial contribution

We at SVKM IOP Dhule have a practice of welcoming our graduates for the annual alumni meet **"RikneAct"** in the month of October. In this meeting, the alumni got a chance to reconnect with their alma mater and old friends. Some of our alumni contributed to the development of needy students by donating books, which reflects their attitude and approach toward societal needs.

C. Technical Empowerment

Many of our alumni are working in higher capacities at various hierarchies in different pharma industries and corporations that help onboard students to get motivated, guided, trained, and assisted in the recruitment process. In our institute, alumni meetings are conducted once a year. In the meeting proceedings, our alumni guide the students to improve the quality of learning, education, communications, and important skill sets to cope with the present needs of the ever-growing pharmaceutical sector. Our alumni also assisted the institute in catering to overall technical and soft skill sets, including leadership, entrepreneurship, and stakeholdership, via various awareness sessions organized in our institute. Our alumni guide the students about personality development, which will be beneficial for their career advancement. Alumni have assisted in organizing campus interviews in our institute, like interviews with companies in which they are working. Alumni also organized interactive sessions with students to improve their employability skills like communication skills, soft skills,

computer literacy, etc. Alumni have assisted in organizing industrial visits through their contacts with industrial experts and industrial experience. Many of our alumni have delivered expert talks, engaged in group discussions, and guided student chapters about career selection and job content in different pharmaceutical fields. Alumni have always encouraged, motivated, and contributes positively to empowering the students in different technical areas, viz., patent, regulatory affairs, guidance at scholarships in India and abroad, in the form of expert talks and interaction through emails, WhatsApp groups, Facebook pages, alumni portals, etc.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The institute has constituted the Governing Body, Local Management Committee, College Development Committee, and IQAC as per the norms of AICTE and DTE. These bodies play a very crucial role in designing the vision and mission statement through a rigorous consultative mechanism. It involves consecutive discussions with all the internal and external stakeholders through succeeding conventions. The governing body also participates in the management by framing the policies, approving the budget, and providing the funds for infrastructural development and other facilities required by the institution. The governance of the institution is reflective of effective leadership in tune with the vision and mission statement of the institution by attaining excellence as specified below:

Academic Excellence

- 60% of PhD faculties, and the average experience of all faculties is 11.17 years.
- Design and attainment of course outcomes as per Bloom's Taxonomy.
- Mapping course outcomes with an internal sessional question paper.
- Identification of a curriculum gap by faculty members to attain all program outcomes.
- Initiatives in the T&L process: educational games, think-pair-share, inquiry-based, and buzz sessions.
- ICT tools: flipped classrooms, YouTube videos uploaded by faculties.

Research Excellence

- Research Promotion Policy by SVKM Trust for faculties.
- Project-based learning for final-year B.Pharm students.
- Sophisticated analytical instrument availability: Quaternary HPLC (Waters), ATR (Perkin Elmer), UV-visible (Shimadzu), Extruder-Spheronizer, Brookfield Viscometer, Rotary Evaporator, Compression Machine (RIMEK), etc.
- Aseptic Room and Animal House as per standard norms.
- Several software programs, such as Autodock, Gromaccs, DOE, Kinetica, Turnitin, etc.
- R&D cell, IIC, and IQAC committees for promoting research culture in the institute.

Co-curricular and extracurricular activities:

- Soft Skill Training Workshops.
- Communication skills lectures by experts.
- Interview skills are inculcated by the T&P cell.

- Leadership skills, event management skills, and effective team-building skills are instilled through extracurricular activities.

The institution practices decentralization and participative management to reinforce a culture of inclusiveness and excellence. The principal leads the academic and administrative processes, supported by the head of department and all teaching and non-teaching faculty members. The policies so designed are well implemented in the institute through the respective portfolios. The organizational setup is well designed to groom leadership by assigning key positions and responsibilities with a clear delegation of powers to staff and students at various levels to facilitate the smooth functioning of the curricular, co-curricular, and extra-curricular activities and training and placement events undertaken by the institution.

The AMC (Academic Monitoring Committee) frames workload, timetable, and the academic calendar, highlighting session activities, examination schedules, various curricular and co-curricular activities, etc. It monitors the progress in the teaching-learning process and reviews the academic development. Several institute-level committees and portfolios are framed with specific objectives to attribute autonomy to the decision-making process through discussion and consultation with all stakeholders. The principal chairs the meetings of various statutory and non-statutory committees, viz., Internal Quality Assurance Cell (IQAC), AMC, Anti-ragging Committee, Grievance Redressal Cell, Training and Placement Committee, Committee for SC/ST, Research Committee to provide updated information received from the State Government Higher Education, University, PCI, AICTE, and Institute Management Committee, etc.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The institute has well-organized and regulated mechanisms for effective and efficient governance, which is evident from meticulously drafted policies that govern the vital aspects of institutional functioning.

The major institutional bodies involved in policy-making, functioning, and reviewing academic and administrative procedures in the institution are represented in the form of an organogram. The role and responsibility of each body or committee are summarized below.

Administrative Setup

- The Board of Governors (BOG) is the apex body involved in framing the strategic plans, policies, and decision-making in consultation with the Local Managing Committee (LMC) of the institution.
- LMC: Develops the policies and deliberates on the academic, financial, and administrative initiatives for the future that guide the institution to serve its stakeholders in accordance with its mission statements.
- Finance department: Supervision and allocation of the financial resources for academic and infrastructural facilities, student support, administrative, and welfare activities. The committee reviews and prepares a budget proposal under the direction of the principal, which is forwarded to the BOG for approval.
- Academic Monitoring Committee: The core objective is to maintain the standards of education, teaching-learning and evaluation methodologies, and student support facilities.
- IQAC: The cell is responsible for developing a quality system for conscious, consistent, and catalytic action to improve academic performance and promote research activities.

Procedures

Based on the guidelines received from the BOG, the principal regulates day-to-day affairs and delegated decision-making powers to various levels in the organisational hierarchy.

The HOD's play a pivotal role in the micro-level management of the departments and act as a liaison between them and the administrators on academic matters. The faculty directly deal with the students and are responsible for the implementation of the decisions made at different levels.

The office staff directly report to the principal on administrative matters. The organisational structure facilitates a hassle-free, two-way communication and grievance handling mechanism necessary for the effective functioning of the institute.

Appointment

The suitable candidates are recruited and appointed in a systematic manner. The process of recruitment and appointment is presented in the flowchart.

Service Rules

Career advancement from one designation to another is directly linked to the eligibility and performance of faculty and the number of vacancies available in the department.

Strategic and Development Plans:

Shri Vile Parle Kelavani Mandal's Institute of Pharmacy has seen continuous growth in areas of academic and infrastructural development. To sustain its growth, the institute has identified the following areas to be strengthened and upgraded regularly based on requirements:.

- Providing the best infrastructural facilities to students and faculty members
- Encouraging the faculty towards research and development
- Promoting collaborations with other institutions and industries in India and abroad
- Ensuring the growth of the institute is always aligned with the vision and mission

- Ensuring the teaching and learning process matches the standards of the premier institutes
- Obtaining funds from various organizations for furtherance of the strategic and perspective plans

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The performance of the faculty member is assessed through the *Teachers Performance Appraisal Form (API),* which is to be submitted at the end of every academic year. The form has been created in line with the API form of UGC to reveal the performance in all the contributory fields listed as:

Category I: Teaching and Learning Evaluation-Related Activities (180 marks)

Category II: Co-Curricular, Extension, and Professional Development-Related Activities (70 marks)

Category III: Research, Publications and Academic Contributions (100 marks)

Others: Any other credentials significant contributions, etc.

The faculty members are required to submit the self-appraisal form as per the reference manual. This form consists of sections pertaining to the achievement of the faculty in various aspects, including an evaluation report. The duly filled-out API form is verified by the principal and IQAC coordinator. The principal carefully reviews the performance of the faculty through a screening committee and gives approval for necessary increments and promotions. A teacher is granted an increment and promotion on the basis of his or her performance. The faculty employed on a contractual basis receives up to 10% of their gross salary as a yearly performance appraisal increment. This performance appraisal system has helped to analyse the strengths and weaknesses of all the faculty. The principal and IQAC coordinator conduct a one-to-one meeting with faculty for the assessment of API. The major outcomes achieved through these appraisals include:

- Appreciation of the strengths of the faculty and suggestions of corrective measures for shortcomings by the principal.
- Awarding mementos and certificates to faculties for outstanding performance.
- Increased number of research publications, patents and proposals to funding agencies to support research, organization of conferences, etc.
- Increased participation of faculties in attending and organizing FDPs, seminars, guest lectures, and MOOC courses.
- Utilization of major decisions for strategic planning in the areas of faculty contribution, efforts to enhance pedagogic innovation, and adopting best practices.

The appraisal of the non-teaching staff members is done annually using a structured questionnaire based on their performance in online mode on the Oracle platform and subsequent approval by the principal. The principal and management evaluate individuals' working capabilities by analyzing appraisal reports. The non-teaching staff members are also guided by conducting several technical as well as awareness programs organized by the **Director of HR (Training)** of SVKM on the Oracle platform. The non-teaching staff members are also assigned to work in different capacities on the institute committees.

SVKM's Institute of Pharmacy is committed to the welfare of the faculty members and the supporting non-teaching staff. The staff welfare policy document is prepared in consideration of different aspects for the overall development and satisfactory employability of staff in the institute. The document highlighted policies in the areas of academic freedom and personnel prosperity as per the eligibility criteria and norms of the SVKM's management.

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

6.3.2

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

Response: 54.74

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	15	9	8	8

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

6.3.3

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

Response: 60.12

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

2022-23	2021-22	2020-21	2019-20	2018-19
32	25	17	23	1

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

2022-23	2021-22	2020-21	2019-20	2018-19
17	14	14	12	11

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The financial accounts of SVKM's Institute of Pharmacy in Dhule undergo routine audits through both internal and statutory auditing procedures. An effective internal audit analysis is carried out periodically to improve the institutional practices of the college by the finance department.

CA Prakash Kumawat conducts **internal audits** on an annual basis as a Chartered Accountant affiliated with the firm M/s. P. M. Kumawat & Associates. All the audit reports are placed before the members of the finance department for their ratification and approval and then submitted to the governing council of the college for its approval.

CA Deepan K. Parikh, a Chartered Accountant associated with Kishore A. Parikh & Co., performs **external audits** on an annual basis. There have been no major audit objections from both internal and external audits so far. The minimal audit objections are rectified. The approved audit reports are sent to competent authorities like the Registrar of Societies and Income-Tax Departments.

Fund mobilization from various resources is discussed as below:

1. Tuition fees

2. Scholarships

3. Management

Outlined below is a discussion regarding the sourcing of funds from various avenues

Tuition Fees: The primary avenue for generating revenue is the collection of tuition fees from students. The Fee Regulatory Authority of the Government of Maharashtra establishes the appropriate fees based on established norms.

Scholarships: Government-awarded scholarship grants cater to students belonging to reserved categories.

Management: The institution's management provides funds to support infrastructure development and other essential needs.

Allocation and Optimal Utilization of Resources:

Adequate funds are designated for:

- Salaries of both teaching and non-teaching personnel.
- Academic pursuits, including laboratory equipment, consumables, maintenance, and spares.
- Research and development initiatives, faculty advancement, and related endeavors.
- Enhancement of learning resources.
- Institution's infrastructure development and maintenance.

Resource Utilization:

Funds primarily obtained from student tuition fees are allocated for both recurring and non-recurring institutional expenses.

Scholarship grants received are directly transferred to eligible students' bank accounts.

Research grants from funding agencies are entirely directed toward the sanctioned projects.

The budget is also utilized to address day-to-day operational and administrative expenses, capital investments, and the maintenance of fixed assets, among other needs.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Internal Quality Assurance Cell (IQAC) was established in 2019 as per the norms of NAAC. The following are the major quality initiatives and incremental improvements taken up by the IQAC:

- Create a world-class e-learning system for students and training for teachers and researchers in their respective fields.
- Optimization and integration of modern pedagogical technique in teaching and learning include Flipped classroom, Think Pair Share, Educational games, Inquiry-based learning, etc.
- Expand the research activities into new avenues and emerging segments. A seed money grant will be available to the faculty for establishing the suitability of an idea for research. It provides financial support for pilot-scale validation of the project and motivates faculty members to take up research on a priority basis. After the proposal is received, faculty members may be granted seed money of up to Rs. 1 lakh, subject to scrutiny by an expert committee that includes an external specialist.
- Establish the Institution Innovation Council (IIC) to encourage, inspire, and nurture young students by supporting them to work with new ideas and transform them into prototypes. (scientific model report)
- Arrange workshops, seminars, and conferences with the aim of assisting the institution in achieving the quality benchmarks set by NAAC.
- Add-on or certificate programs for students are introduced to provide additional learner's-centric, skill-oriented technical training that improves the employability skills of the students.
- Local Guardian System to support the professional advancement of the students by relaying the experiences and knowledge of mentors in the key performance areas of teaching, research, and support service.
- Identification of slow learners: The aim of remedial teaching is to provide learning support to the students who lag far behind their counterparts in performance.
- Career Support: To enhance the employability of students as per the growing demands of the

pharma sector, training is provided in respective fields, such as soft skill and interview skill training programs for placement and competitive exam preparation for higher studies.

- Institutional IQAC is responsible for developing, coordinating, and monitoring academic activities and their assessment to improve faculty teaching and student learning. The course coordinator diligently formulates the teaching plan ahead of each semester, encompassing all courses. Faculty members, in turn, individually craft learning outcomes for each session, aligning them with the corresponding course outcomes. The internal sessional question paper and continuous assessment are structured on the basis of course outcomes. The IQAC has meticulously devised the procedure for evaluating and achieving course outcomes and program outcomes. This framework ensures the effective implementation of an outcome-based education pattern within the institute.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The institute leaves no stone unturned to make this place equally important and inclusive for girls without even an iota of bias compared to boys. The Institute of Pharmacy provides a healthy and amiable atmosphere to the staff and students by endorsing measures meant to achieve gender equity and the elimination of gender discrimination, sexual harassment, and other acts of gender-based violence. The institute is committed to promoting gender equity and providing a safe, secure environment for all students, irrespective of their gender. This gender parity can be gauged on various fronts, may it be student committees, female-centric issues, or the ratio of girls in various events. During sports, cultural events, literary events, annual gatherings, etc., girls and boys play games, contest, and compete with each other. Equal entries are received from girls and boys for coordinating and organizing various events. Allotments of projects and NSS activities are also planned without any gender bias. This type of uniformity, awareness, and harmonious milieu ensures no disputes or grudges. This conducive system can be attributed to the fact that, since the inception of the institute, not a single incident of sexual harassment has been reported, brought to light, or observed. When it comes to facilities for girls, there is no variation or lackluster approach. We boast of world-class amenities for girls too, like hostels (common areas, gyms, sports facilities, rooms, canteens, laundry machines, etc.; all are state-of-the-art and at par with boys' facilities), common rooms (basic facilities needed for females like sanitary napkin vending machines and incinerators), and uniforms (same as boys: a T-shirt and a pair of jeans). Moreover, gender equity is practiced in the institute with regard to staff as well, as they have the same rights, resources, and opportunities available to excel in teaching, learning, research, etc. Both male and female staff have been allotted academic and administrative responsibilities. Career benefits are purely based on the performance of the faculty, regardless of gender.

Each and every Indian festival or day to commemorate great leaders or noble causes, for that matter, teaches and imbibes human values in students. It is the philosophy of our institute to produce good students first and then to make them successful. The institute celebrates days of national importance like Gandhi Jayanti, Unity Day, Shahid Divas, Babasaheb Ambedkar Jayanti, Mahatma Jyotiba Phule Jayanti, Savitribai Phule Jayanti, and Shivaji Jayanti. International Women's Day is celebrated to highlight the achievements of all female members of the institute and to provide them with an extra opportunity and platform. To generate or build solidarity, besides sharing the characteristics and deeds of India's Iron Man, Sardar Vallabhbhai Patel, we organize Ekta Diwas and administer the oath to contribute to the nation. Various other events, days, and festivals are also celebrated with the intention of inculcating brotherhood, the spirit of camaraderie, and patriotism with a concern for community and humanity.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

SVKM's Institute of Pharmacy has always opened its gate for talented staff and students who are ready to serve the institute and study in the institute, respectively, as per the rules of government. There is no criterion, yardstick, or bias of any type (for selection) on the basis of gender, cast, race, creed, financial status, religious background, language, region, cultural, or communal background of the staff or students who want to join or study at the institute. This policy ensures an inclusive environment for all and shows our commitment to tolerance and harmony. Students of different backgrounds are studying in a harmonious manner without any compromise. Furthermore, faculty members are from various parts of the state and outside the state and have diverse backgrounds. Students without scholarships, living in a hostel or outside campus, and differently-abled students are all welcome in our institute. We focus on students' development on multiple fronts to make them responsible and sensitized from viewpoints of social, cultural, and moral values. A student who is technically sound but morally weak will not contribute to nation-building. Students and staff's day begins with respecting the national anthem at 10:00 a.m. This is our first salute to the nation and its constitution. Together, students celebrate various national and international days, cultural days, traditional outfit days, sports days, a farewell party, and other events with full pomp and fervour. Moreover, for seamless experience, hassle-free tenure, and to bring and introduce all the newly admitted students on a common platform, an induction program is arranged so that all the newly admitted students can gel well to assimilate in a higher education environment. All these programs, opportunities, and occasions bring students and staff from various walks of life a bit closer, owing to team spirit and positive vibes. Students and staff take part in various government campaigns, schemes and orders like vaccination drive, Azadi ka Amrut Mahotsav, Swacha Bharat Abhiyan, etc. The Institute celebrated 2022's annual functions on the theme of Azadi ka Amrut Mahotsav. The students and staff pledge to be responsible citizens for various noble causes that are in

alignment with the government of India's mission for a harmonious environment and sustainable growth. These missions for which we take oath are: Anti-dowry, Anti-littering, Catch the Rain, E-waste, Jan Aushadhi Diwas, Save and Restore Our Beloved Mother Earth, Swachha Bharat, Road Safety Pledge, Rashtriya Ekta Diwas, Constitution Day (Read the Preamble), Respect women, etc. Administrative staff discharges duties while providing an inclusive environment to all students, may it be admission, scholarship, enrollment-related work, or other work. Similarly, faculty members, while exercising their rights, performing duties, and shaping students, should never opt for lopsided treatment for even a single student based on her or his background. All these activities empower staff and students from viewpoints of fundamental rights and duties as mentioned in the Constitution of India and make them aware of their responsibilities as Indian citizens, besides making them kind, humble, modest, and generous.

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice I

Title

"Innovative methodologies to enhance creative thinking among the students"

Objectives of the Practice

The cardinal aim of this practice is to make students robust in their academic performance and subsequently ensure an outstanding result. Through various activities throughout the year, we strive to develop creative thinking in the students. The goal is to develop creative thinking among the students through various measures, like teaching through interactive panels (smart board), encouraging them to make models, teaching through faculty-recorded videos, and organizing classroom games, besides providing them interactive portals for accessing study material, assignments, etc.

The Context

The institute deeply believes in the philosophy of producing field plants rather than rearing, nurturing, or pampering a pot plant. Until we prepare students in a robust manner, they are not able to address or survive the onslaught of highly competitive and ever-changing job or business scenarios where only go-

getters are required. In this context, we try to develop creative thinking in the students by organizing various activities.

The Practice

The said practice is implemented through a multi-pronged approach by taking lectures on intelligent interactive panels (65" smart board), scientific model-making contests, using SVKM's NMIMS portal for interactive learning, sharing academic videos recorded by faculty members, and organizing educational games in the classroom. Students are also taught by showing a few of the best videos from the internet in live classes. Moreover, faculty members upload their videos on YouTube so that students can watch them as and when they need them. Through contests like scientific model-making, poster-making contests, and other scientific and general events, efforts are made to develop creative thinking in students. In classrooms, faculty members organize educational games to clear the concept in an easier manner and to ward off monotony by bringing students to center stage. Finally, through the state-of-the-art, easy-to-operate NMIMS student portal, students are provided with an option to view their performance in internal assessments, solve quizzes, and attempt assignments. Parents can also track their children's progress in real-time.

Evidence of Success

This multipronged approach to the overall development of students from day one has proven successful year after year. Successful and strict implementation of various activities to enhance creative skills has led to a good number of selections in GPAT and NIPER every year. Participation in model-making and other similar skill-building exercises changed the way students understand and grasp technical knowledge. Educational games and interactive boards helped with doubt-solving, concept clarity, and faster grasping through interactive learning. Teaching and learning through audio-video aids like YouTube and the highly interactive NMIMS portal provide them with much-needed freedom to explore the content at their own will.

Problems Encountered and Resources Required

The students from rural backgrounds take time to adapt to an entirely new ecosystem in HEI. Students hesitate to gel with students of higher classes. In this context, the institute organizes an induction program before kick-starting classroom and practice sessions. All these issues are overcome by the combined efforts of allotted mentors, class teachers, academic heads, TPOs, ICT I/Cs, etc. to solve the issues of students.

Best Practices II

Title

"Train the Trainer"

Objectives of the Practice

The prime goal behind this practice is to provide faculty members with ample opportunities to further train themselves in technical knowledge, research areas, and other academic/pedagogy-related areas to keep abreast of the latest in the fields by providing various incentives and facilities to all faculty

members.

The Context

Faculty members are among the important stakeholders for an institute, as they are directly involved in shaping the students' present and future. Therefore, their incessant learning is very crucial in this rapidly changing world, not only for the betterment of the students but also for faculty members to remain relevant in the domain. The fact that there is a minimum one-generation gap between teacher and student further demands the concept of training the trainer.

The Practice

Oracle training, research promotion policy, participation in FDP/MOOC, and NITTT modules are the measures to ensure full implementation of the Train the Trainer concept. Throughout the year, various programs are arranged through the SVKM's central training department in Mumbai for teaching and non-teaching departments. They focus on holistic development through training programs on leadership, management, teaching-learning, humanity, social values, international affairs, and others. All these programs are organized online on the Oracle platform. The research promotion policy is a research-linked financial incentive for each faculty member to boost their research portfolio in a win-win situation. Monetary incentives are provided for patent granting, publication of research and review articles in impact factor journals, designing add-on courses, and fetching consultancy. Throughout the year, faculty members keep updating themselves by enrolling in different FDPs and MOOCs.

Evidence of Success

Continuous oracle training has led to a transformation in the faculty member's teaching style and other aspects. Encouragement to attend various FDPs has developed subject-related and emerging field-related skills in faculty members. The NITTT modules, scientifically crafted by AICTE, New Delhi, have equipped the teaching staff with the ability to analyze the requirements of students at various learning levels after successfully completing all module examinations. Research promotion policy has reflected the good number of publications year over year.

Problems Encountered and Resources Required

There is a minimum one-generation gap between faculty members and students. Here comes the concept of upskilling and reskilling. Our faculty are always keen to bring and learn new ways to make the overall teaching-learning experience non-monotonous and more fruitful from students' perspectives. Our high-tech institute, with a fully modern, supportive, and dedicated team, makes all efforts to make things easier for faculty members. Faculty members keep learning various online tools for delivering content, like MS Office, MOODLE, WhatsApp, Telegram, and Google Classroom. It means that, because of world-class infrastructure and ever-ready competent faculty members to up-and-reskill themselves, it was not a big deal to practice the philosophy of "Train the Trainer."

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Institutional Distinctiveness

Tech-driven excellence

In this era when everything is tech-driven and data-driven, education-providing centers must also be high-tech. SVKM's Institute of Pharmacy is committed to providing not only world-class experience in terms of infrastructure, pedagogy, and overall development of two crucial stakeholders, students and teaching staff, but also technology-driven approaches in daily functioning. It has always been the priority of the institute to incorporate technology in various departments like teaching and learning, research, students' attendance record, safety and security, library, comfortable study and stay, green campus initiatives, office automation, etc. The following sections elaborate on how we have tech-driven excellence in different domains:

1. Safety and security: 24*7 RF-IR guided entry and exit systems are in practice from a safety and security point of view. Each staff member and student compulsorily punch her or his ID card along with registering her or his fingerprints to enter and exit the institute through a flap barrier that is continuously under CCTV surveillance, besides a tight vigil of security guards. A highly efficient, automatic, and flawless smoke and fire detection and control system is in practice under the guidance of dedicated staff. A centralized fire control and management system is laced with an alarm system, the mechanism to identify the location of the fire on screen, a centralized rescue announcement system, and manual call points (MCPs) to address fire hazards without any delay.
2. Green and clean campus: To ensure a pollution-free campus and as part of green initiatives, the institute has e-vehicles to ferry staff, parents, and visitors from the campus entrance to the institute. The rooftop of the pharmacy institute has a solar panel installed on it to be self-sufficient in generating electricity. LEDs are fixed in the entire institute as part of reducing the consumption of electricity and saving resources.
3. Fitness (health and hygiene): An ultramodern gym facility is available in the campus hostel for girls and boys separately and for faculty members. Gym instruments are from the house of the prestigious Technogym.
4. Office automation: The institute has implemented renowned ERP software (SAP) to monitor Shri Vile Parle Kelavani Mandal's Institute of Pharmacy, Dhule, Behind Gurudwara, Mumbai-Agra

Highway, Dhule attendance, entry, and exit. SAP ID is generated for each staff member and student through a centrally acting team. For monitoring and implementing training and appraisal of staff members, the famous ORACLE system is in practice to ensure timely, transparent, hassle-free dissemination and implementation of policies like leave, training programs, and others. The individual staff member can access various options in Oracle using individually assigned login credentials. The entire leave system, like application, approval, and balance left, is managed through the ORACLE platform only. An all-in-one password-protected photocopier with facilities for scanning, two-sided automatic printing, copying, and direct storage into USB after scanning is available in the office and all departments for faculty members.

5. Amenities: Four high-speed, ultra-modern elevators are there in the institute for all members of the institute and visitors as well. Inside the lift, there is a button panel that has Braille symbols inscribed on it for visually impaired people. A centralized RO water system and a centralized AC system make campus life more comfortable and productive. High-end laundry machines are available in hostels, which further aids in the comfort of hostellers. A sophisticated automatic button-operated wheelchair is there for differently-abled (Divyangjan) persons so that without manual operation and anyone's help, they can navigate the chair easily.

6. Teaching and learning: High-end air-conditioned classrooms are there for all divisions and all courses. Each classroom has a 65" smart board (interactive-intelligent panel from the house of SENSES) installed, in which inbuilt tools are there to engage students. These technology-driven classrooms have mechanisms to play videos with good-quality audio to bring students closer to the concept or subject matter. Classrooms are soundproof to avoid disturbance from the outer environment. Students of all classes are well-versed in these latest technologies.

7. IT support: The institute also offers state-of-the-art integrated IT infrastructures such as compatible high-end servers, backup management, uninterrupted Wi-Fi (100 mb/s), and a high-bandwidth internet connection. Faculty members and students are provided with an individual Wi-Fi password. All the staff have been provided with all-in-one PCs. The intercom (Cisco) facility is there in each department, library, laboratory, and other sections as well, for faster communication. A sufficient number of Wi-Fi routers, scanners, printers, system software, and application software are available. When a faculty member joins the institute, her or his IT profile is set up in such a manner that, using a single password, s/he can access all the related systems, like:

- Interactive-intelligent panel (65" smartboard in each classroom)
- Personal desktop in her or his cubicle
- Wi-Fi
- SAP
- Oracle
- Outlook
- MOODLE
- NMIMS portal
- MS-Team

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

5. CONCLUSION

Additional Information :

Our institute is one of the finest institutes in North Maharashtra State, delivering high-quality education and a vibrant campus life, making it an ideal option for students and faculty. Established in 2017 under SVKM's esteemed legacy since 1934, the institute has rapidly grown. Offering a B.Pharm course initially, it expanded in 2019 to include D.Pharm and M.Pharm in four specializations, namely pharmaceutics, pharmaceutical quality assurance, pharmaceutical chemistry, and pharmacology, achieving a 100 percent enrollment rate. SVKM's IOP, with visionary oversight, cutting-edge infrastructure, dedicated faculties, and hardworking students, has attained academic success at both the university (results > 90 %) and competitive exams at the national levels. (> 30 % of students passed the GPAT) consistently. Our principal's remarkable achievement is being listed among the top 2% of scientists globally by Stanford University, a prestigious recognition of excellence. Simultaneously, strides have been achieved on the research front, with a total number of 120 peer-reviewed publications and a cumulative impact factor of 425 in the last five years. Further, our institution has received research grants from reputed government agencies. The institution has a well-defined policy for research promotion, and faculties have received financial support for their research contributions. SVKM IOPs, a fully equipped library, a QR code-automated medicinal garden, an industry-standard aseptic room, advanced software-enabled language labs, and a model pharmacy have been added to the resources to aid in the learning of students. The institute utilizes technologically based solutions for teaching-learning, research, accountability, performance evaluation, student attendance records, training programs, safety and security, library services, comfy study and stays, campus sustainability, office automation, and many more. To provide value-added education and skill development, the institute has conducted around 30 certified courses. To support beyond-classroom education, the institute encourages students to participate in and organize workshops, conferences, seminars, and guest lectures. In addition to curricular involvement, the institute attempts to ensure the holistic development of students through active participation in all forms of cultural, social, and sports activities. The Institute incorporates stakeholders such as alumni, parents, and employers in various decision-making processes and holds interactive sessions to support the institute's overall growth.

Concluding Remarks :

SVKM's IOP is going above and beyond to achieve its goal of pursuing excellence in pharmaceutical education and research to develop competent professionals. Our operations and approaches are built around the key ideals of teaching via application-based methods, promoting transdisciplinary research, stimulating original thinking, and cultivating an inquisitive and scientific mindset. We nurture students who are responsible problem solvers and can make smart decisions in professional settings.

The diverse platform, along with regular curricula like online MOOCs, certified courses, industrial training and visits, seminars, conferences, health camps, cultural festivals, sports activities, etc., prepares the students to sustain themselves in the challenging professional world. We also use the train-the-trainer concept to upgrade our faculties to remain abreast of rapid technological changes in innovation and pedagogy. The research initiatives, industry-academia interface, extension, and outreach programs by the institution have promoted research culture and the establishment of good rapport with the community and industries. Furthermore, the institution strives to foster moral and ethical beliefs in its graduates. The institute also continues to prepare students to cater to the needs of the economy, society, and the country as a whole, thereby contributing to the nation's progress.

To summarise, the entire SVKMs IOP, through coordinated efforts under the flagship of strong management, a

dedicated principal, and young and dynamic staff, is doing its best to impart quality pharma education. We facilitate students in embarking on a path of both personal and professional development and evolution. With recognition from NAAC and the attainment of autonomy, we can go to the next level in all spheres of academics.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)** Answer before DVV Verification : Answer After DVV Verification :16 Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded due to repetitive names
3.2.2	*Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years* 3.2.2.1. **Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years** Answer before DVV Verification: | 2022-23	2021-22	2020-21	2019-20	2018-19 | |---|---|---|---|---| | 14 | 11 | 4 | 12 | 0 | Answer After DVV Verification : | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | |---|---|---|---|---| | 12 | 11 | 8 | 4 | 0 | Remark : DVV has made necessary changes
3.3.1	**Number of research papers published per teacher in the Journals notified on UGC care list during the last five years** 3.3.1.1. **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years** Answer before DVV Verification: | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | |---|---|---|---|---| | 46 | 32 | 24 | 9 | 7 | Answer After DVV Verification : | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | |---|---|---|---|---| | 32 | 24 | 9 | 7 | 0 |

Remark : DVV has made changes as per prescribed format shared by HEI and value shave been modifed based on calendar year (JAN-DEC)

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
38	2	3	0	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	3	0	3	0

Remark : DVV has made changes as per prescribed format shared by HEI and values have been modified based on calendar year (JAN-DEC)

3.4.3	*Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.*

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
21	11	5	6	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
17	10	02	00	02

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downagrded as those programs was not related to NSS/NCC

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
118.22426	82.05897	35.34231	456.45139	3233.51149

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
118.22	82.05	35.34	64.63	75.36

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
441.42623	628.92057	397.48842	448.19123	251.13439

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
130.55	61.01	50.58	66.78	62.41

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
68	85	53	00	00

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11	38	19	00	00

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
109	123	94	00	00

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
57	47	33	00	00

Remark : DVV has made necessary changes

5.3.2	**Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)** 5.3.2.1. **Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
52	38	20	25	20

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
16	13	10	12	20

Remark : DVV has made changes as per supporting documents shared in prescribed format.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 33 Answer after DVV Verification : 31
1.2	**Number of teaching staff / full time teachers year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
28	24	17	19	9

Answer After DVV Verification:

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
641.39285	757.48398	475.5194	954.53521	3518.35395

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
647.16	668.61	342.23	358.30	214.19

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