



YEARLY STATUS REPORT - 2023-2024

| Part A | |
|--|--|
| Data of the Institution | |
| 1.Name of the Institution | Vivekanand Education Society's College of Pharmacy |
| • Name of the Head of the institution | Dr. Supriya Shidhaye |
| • Designation | Principal |
| • Does the institution function from its own campus? | Yes |
| • Phone no./Alternate phone no. | 02261144144 |

| | |
|--------------------------------------|---|
| • Mobile no | 09920585547 |
| • Registered e-mail | supriya.shidhaye@ves.ac.in |
| • Alternate e-mail | vescop@ves.ac.in |
| • Address | Vivekanand Education Society College of Pharmacy, Hashu Advani Complex, Behind Collector Colony, Chembur East |
| • City/Town | Mumbai |
| • State/UT | Maharashtra |
| • Pin Code | 400074 |
| 2. Institutional status | |
| • Affiliated /Constituent | Affiliated |
| • Type of Institution | Co-education |
| • Location | Urban |
| • Financial Status | Self-financing |
| • Name of the Affiliating University | University of Mumbai |

| | |
|--|---|
| • Name of the IQAC Coordinator | Dr. Anita Ayre |
| • Phone No. | 9769174278 |
| • Alternate phone No. | 02261144144 |
| • Mobile | 9769174278 |
| • IQAC e-mail address | iqac.vescop@ves.ac.in |
| • Alternate Email address | naac.vescop@ves.ac.in |
| 3. Website address (Web link of the AQAR (Previous Academic Year)) | https://vespharmacy.ves.ac.in/images/AQAR2022-23ACCEPTED/AQAR_2022-23_accepted.pdf |
| 4. Whether Academic Calendar prepared during the year? | Yes |

| | |
|---|---|
| <ul style="list-style-type: none"> if yes, whether it is uploaded in the Institutional website Web link: | https://vespharmacy.ves.ac.in/images/AcademicCalendar/Academic_Calendar_proposed_2024.pdf |
|---|---|

5.Accreditation Details

| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
|---------|-------|------|-----------------------|---------------|-------------|
| Cycle 1 | A+ | 3.46 | 2022 | 31/05/2022 | 31/12/2029 |

6.Date of Establishment of IQAC

19/07/2014

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

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

8.Whether composition of IQAC as per latest NAAC guidelines

Yes

• Upload latest notification of formation of IQAC

[View File](#)

9.No. of IQAC meetings held during the year

4

| | |
|--|--------------|
| <ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? | <p>Yes</p> |
| <p>10. Whether IQAC received funding from any of the funding agency to support its activities during the year?</p> | <p>Yes</p> |
| <ul style="list-style-type: none"> If yes, mention the amount | <p>41377</p> |
| <p>11. Significant contributions made by IQAC during the current year (maximum five bullets)</p> | |
| <p>Autonomy Conferred in the year 2023-24</p> | |
| <p>Conduct of NAAC seminar on 04.11.2023</p> | |
| <p>Pharma Anveshan 2024 celebrated on 06.03.2024 on the account of National Pharmacy education day sponsored by Pharmacy Council of India</p> | |
| <p>Planning strategies for implementation of Autonomy</p> | |
| <p>12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year</p> | |

| Plan of Action | Achievements/Outcomes |
|---|--|
| To design a short training program "Train the trainers" for the teachers | Mrs. Ashwini Wani and Mr. Pratik Barve undertook the training program on Practical aspects of HPLC method development. |
| To initiate the Ph.D. (Tech.) in Quality Assurance in A.Y. 2023-24 | Received recognition of Ph. D. QA Research centre on 07.06.2024 |
| To restructure the committee organogram to align with UGC requirement of autonomy | Various committees as per the requirements were formed |
| To redesign NEP compliant curriculum | Add on courses and skill enhancement courses introduced in the autonomous curriculum |
| To conduct seminar on NAAC orientation | The seminar was conducted successfully on 04/11/2023 |
| To motivate and encourage the students to undertake Swayam course | Swayam course was completed by 20 students |

13. Whether the AQAR was placed before statutory body?

Yes

- Name of the statutory body

| Name | Date of meeting(s) |
|------------------------|--------------------|
| Governing Body Meeting | 30/11/2024 |

14. Whether institutional data submitted to AISHE

| Year | Date of Submission |
|---------|--------------------|
| 2023-24 | 17/12/2024 |

15. Multidisciplinary / interdisciplinary

As per the National Education Policy recommendation for granting graded autonomy to the colleges, VES College of Pharmacy (VESCOP) is accredited by the National Assessment and Accreditation Council with a

CGPA of 3.46. The college has been conferred with autonomous status by UGC from 2024-25 for the next 10 years. Though it is mandatory for all the pharmacy colleges across the country to follow the syllabus prescribed by the Pharmacy Council of India, we have offered some audit courses and value-added certificate courses to offer multidisciplinary learning opportunities. Taking an initiative towards holistic and multidisciplinary education, VESOP has introduced innovative academic structures and collaborative initiatives. This includes designing audit courses and certificate courses integrating pharmacy with disciplines like clinical research and cosmetics, artificial intelligence, data science, and communication skills. We also plan to have partnerships with other institutes within our campus, viz. engineering, science, and management, to foster joint research, workshops, and interdisciplinary projects. Some of our research projects focus on areas like nanotechnology, material sciences, nutraceuticals, and healthcare challenges to encourage innovation. Additionally, the curriculum has integration of humanities and social sciences through courses on universal human values, research and ethics, and regulatory affairs to provide a well-rounded education. The postgraduate programs include remarkable projects with ideas focusing on interdisciplinary development and evaluation. Our faculties undertake various training and development programs to embrace interdisciplinary teaching and research. We are also involved in community engagement projects and collaborative efforts with NGOs to address real-world healthcare issues holistically. We have formulated our Board of Studies to include a panel of experienced advisors from industry and academia for curriculum development and research priorities to ensure that our governance is in alignment with NEP 2020 goals. Our prime objective is to prepare students for complex challenges in healthcare by fostering innovation, inclusivity, and cross-disciplinary competence.

16. Academic bank of credits (ABC):

The institute has proactively taken steps to align with the Academic Bank of Credit (ABC) system, ensuring smooth implementation and compliance with national academic reforms. All UG and PG students have created their ABC IDs as a first step of preparedness to transit on the NAD (National Academic Depository) platform. The college has uploaded the marksheets and gazettes to the University of Mumbai portal, and soon they will be transformed to NAD. Furthermore, faculty and administrative staff are being oriented about ABC's features and benefits to provide students with accurate guidance. These efforts reflect the college's commitment to fostering flexibility, mobility, and inclusivity in higher education. As an autonomous college, the institute has registered on the NAD portal, and very soon the marksheets of exams conducted as an autonomous college will be uploaded on the NAD portal. The institute will be responsible for facilitating student registration, ensuring timely updates, and enabling credential verification for employers and other entities. Additionally, we must create awareness among students and train staff to manage NAD-related workflows, ensuring transparency, efficiency, and alignment with the Digital India initiative. Hence, the staff is attending the workshops conducted by the team of NAD to get trained about the handling of the NAD portal.

17. Skill development:

The Skill Development activities at VESCOP emphasizes preparing students for the evolving pharmaceutical industry by fostering a comprehensive learning environment. The policy aims to develop sustainable employability skills that support long-term career success. Objectives and Implementation VESCOP's policy focuses on making students industry-ready through targeted skill development activities. The process begins with gap identification to align educational content with industry needs. Gaps are categorized into: Awareness Gaps: Misalignment between student perceptions and actual industry requirements. Skill Gaps: Deficiencies in technical expertise, soft skills, adaptability, critical thinking, and project management. Roadmap to bridge the gaps: Committees such as the Skill Enhancement Committee, IIIC, RDC, and C2C Program implement training programs, workshops, and internships. Activities include: Technical Training: Pharmaceutical Industry-focused workshops, seminars and certificate courses. For example, VESCOP has designed a six-month Certificate Course in Science and Application of Pharmaceutical Excipients and a one-year diploma in Clinical Research. Soft Skills Workshops: Communication and teamwork enhancement. Internships: Practical exposure. Leadership Programs: Building decision-making skills. Government Collaboration: College has entered MoU with District Skill Development, Employment and Entrepreneurship Guidance Centre, Mumbai - Suburban and have Established Acharya Chanakya Kaushalya Vikas Kendra under Pramod Mahajan Kaushalya and Udyojakata Vikas Abhiyan for offering skill development courses (Junior Yoga Instructor and Social Media Executive). After completion of the courses the beneficiaries will be government certified professionals ready to deliver services as freelancer or by taking suitable job. VESCOP aims to equip pharmacy students with the competencies needed to meet industry challenges, ensuring they are prepared for both local and global opportunities.

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

The institution is governed by PCI regulations and its curriculum. Hence it is mandatory to adhere to the use of the English language for conducting the courses in pharmacy. However, during regular lectures, remedial and tutorial classes, the course coordinator explains the important concepts in Hindi. Sometimes faculty speak in Marathi if required when counselling and explaining an individual student. Also PCI has mandated a common syllabus at national level which the institute abides by. However, institutes focuses on conducting additional activities to align with the goal and integration with IKS. VESCOP promotes a comprehensive educational approach, by seamlessly incorporating Indian Knowledge Systems into the contemporary education paradigm. Opportunities are provided to the students to take part in various activities incorporating traditional customs and Indian culture. Students take part in programs depicting the significance of celebration and underlying spiritual essence of festivals like Janmashtami celebration, Navratri, Christmas; memorable days like Teachers day, Guru poornima and national festivals like Independence day, Republic day, Dr. Babasaheb Ambedkar Jayanti Celebration.

The students organize a traditional day also thereby the students acquire a profound understanding of their cultural roots. The college celebrates important days like Vachan Prerna diwas and Marathi Divas to create an awareness about Indian national and regional languages and the culture associated with them. National commemorative days like Constitution Day, International Yoga Day, Independence Day & Republic Day are also celebrated. Innovative activity like Gruhchikitsyam was conducted in which the

students prepared home remedies and presented their formulation and use in the treatment of common ailments. Yoga sessions are organized in the college to create a positive mindset among students towards holistic health. Events like chanting and explaining the shlokas related to health and Yog sadhana are also conducted. We also offer audit course and certificate course in Yoga to UG and PG students. Moreover, Indian dance forms and music are also part of the cultural event- 'Spectrum' celebrated in the college. Students also take part in masterchef competition in which traditional and modern food recipes are prepared by them. Research projects in the areas of humanities, ayurveda, herbal medicines & nutraceuticals are also undertaken by students both at UG and PG level. Two faculty of VES COP are experts in yoga and one faculty has BA in value and spiritual education.

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

The institute has defined the program-specific outcomes (PSOs), program outcomes (POs), and course outcomes (COs) that address industry demands, regulatory expectations, and healthcare advancements. By mapping these outcomes to Bloom's Taxonomy, the institute ensures that students achieve cognitive, psychomotor, and affective learning goals. Practical learning is reinforced through skill-based modules, experiential learning opportunities, and hands-on experiments aimed at fostering innovation and research aptitude. Regular assessments such as rubric-based evaluations, structured internal assessment, and feedback mechanisms are integrated to track progress against these predefined outcomes. Also, the targets to achieve the POs are revised to ensure continuous improvement. Based on the level of PO attainment, gap analysis is done and activities are undertaken to improve the PO attainment. Each activity aiming at improving the program outcome undergoes impact analysis, and decisions to bridge the gaps are further made by IQAC based on the result of impact analysis. To further enhance the effectiveness of OBE, the institute has established a robust mechanism for monitoring and continuous improvement. Faculty members are trained in advanced pedagogical methods, including the use of ICT tools for interactive learning and assessment. Collaboration with industries and regulatory bodies ensures that course content remains relevant to current and future healthcare challenges. Workshops, guest lectures, and internships bridge the gap between theoretical knowledge and practical application, equipping students with the skills needed for employability and entrepreneurship. Feedback from stakeholders—students, alumni, employers, and academia—feeds into regular curriculum revisions. Together, these efforts not only meet the academic and professional goals envisioned by NEP 2020 but also prepare our graduates to be leaders and innovators in the healthcare ecosystem.

20.Distance education/online education:

VES College of Pharmacy (VESCOP) is committed to expanding its educational strategies to include comprehensive distance and online education. This initiative aligns with the college's vision of providing flexible learning opportunities and enhancing student skill sets through globally recognized programs. Key Online Platforms and Courses SWAYAM (Study Webs of Active-Learning for Young Aspiring Minds): SWAYAM offers a wide array of courses across disciplines, including pharmacy-related topics such as pharmacology, regulatory affairs, and biochemistry. WHO Online Courses: The World Health Organization

provides courses tailored to healthcare and public health professionals. Incorporating WHO courses into VESCOP's offerings will enable students to gain insights into global health standards, pandemic preparedness, and disease prevention strategies, which are vital for future pharmacists. YouTube Channel Material: VESCOP's dedicated YouTube channel provides supplementary educational content, including recorded lectures, tutorials, and guest talks by industry experts. This resource ensures continuous learning and reinforces key concepts, making it a valuable tool for student engagement and knowledge enhancement. In-house Skill development Courses: VESCOP has designed a six-month Certificate Course in Science and Application of Pharmaceutical Excipients and a one-year diploma in Clinical Research. Both the courses shall be offered in hybrid mode. Both the courses shall be offered in hybrid mode. The implementation involves the skill enhancement committee curating relevant courses, ensuring maximum student participation, and supporting students through mentorship and technical assistance. Key benefits include flexibility, industry-relevant skills, and professional certifications that enhance employability. Challenges like student engagement and technical difficulties will be addressed through interactive activities and a dedicated support team. Through this strategy, VESCOP prepares students for evolving roles in the pharmacy sector, fostering lifelong learning and global competence.

Extended Profile

1. Programme

1.1

109

Number of courses offered by the institution across all programs during the year

File Description

Documents

Data Template

[View File](#)

2. Student

2.1

529

Number of students during the year

File Description

Documents

Institutional Data in Prescribed Format

[View File](#)

2.2

75

Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year

| File Description | Documents |
|---|---------------------------|
| Data Template | View File |
| 2.3 | 138 |
| Number of outgoing/ final year students during the year | |
| File Description | Documents |
| Data Template | View File |
| 3.Academic | |
| 3.1 | 31 |
| Number of full time teachers during the year | |
| File Description | Documents |
| Data Template | View File |
| 3.2 | 31 |
| Number of sanctioned posts during the year | |
| File Description | Documents |
| Data Template | View File |
| 4.Institution | |
| 4.1 | 12 |
| Total number of Classrooms and Seminar halls | |
| 4.2 | 192.79 |
| Total expenditure excluding salary during the year (INR in lakhs) | |

| | |
|---|-----|
| 4.3 | 116 |
| Total number of computers on campus for academic purposes | |

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

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

Our curriculum delivery process involves robust planning and effective curriculum delivery tools to ensure the development of students. Regular and thoughtful practice of articulating curriculum delivery starts with IQAC's academic calendar preparation. ICT-enabled Workload distribution encourages prior planning for the next academic semester. The academic calendar is shared with course coordinators at the start of each semester, guiding teachers in designing lesson plans. Students receive advanced timetable intimation via email and the same is accessible on the VESCOP website.

Lectures are delivered by aligning the teaching pedagogies with learning outcomes in adherence with the lesson plans. Lesson plans are monitored by students representative and class coordinators. To ensure lab readiness course coordinators issue written experiment plans to the lab technicians one week before the date of experiment in the duty register. Programme committee monitors overall conduct of academics.

We at VESCOP employ innovative instructional strategies like mind mapping, group projects, quiz, case-studies, research projects for diverse student learners. A strategy for assessment of curriculum delivery includes online feedback and Internal Audits conducted by HODs/Principal. To enrich the learning experience of the students we conduct many beyond the syllabus activities such as Industrial visits, vidyanmanch, atmvikas, experiment beyond syllabus.

Flow chart depicting the process of Academic schedule planning and execution followed by UG and PG programs is uploaded as supporting document.

| File Description | Documents |
|-------------------------------------|---|
| Upload relevant supporting document | View File |
| Link for Additional information | https://vespharmacy.ves.ac.in/images/AQAR2023-24CRITERIA1/111_Flow_Chart.pdf |

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

With the aim to deliver curriculum in a time bound manner, VESCOP has a SOP in place for planning of the academic calendar. Based on the SOP, academic activities and internal assessments are planned at the beginning of each semester by the academic calendar committee. Planning of academic calendar involves integrated efforts by various committees such as examination committee, programme committee and student council. The committee incharges review it and remove the overlaps if any.

The academic calendar committee undertakes following steps:

- Convening meeting at least once per academic year with additional meetings if necessary
- Developing and planning the academic calendar
- Planning the schedule for the following:
 - Duration of Term
 - Instructional days
 - Examination
 - Extra-curricular and co-curricular activities
 - National and international commemorative days
 - Vacation and holidays
- Submitting recommendations to the Principal for approval
- Disseminating the approved academic calendar to students via notices and display on college website

Meticulous planning leaves less possibility of any major deviation to the academic calendar. The academic calendar is made available to the students well in advance, to enable them to plan their studies and career pursuits such as competitive exams. A figure outlining the components of academic calendar has been uploaded as a supporting document.

| File Description | Documents |
|-------------------------------------|---|
| Upload relevant supporting document | View File |
| Link for Additional information | https://vespharmacy.ves.ac.in/images/AQAR2023-24CRITERIA1/112__Flow_Chart_-_Copy.pdf |

1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG

A. All of the above

**programs Design and Development of Curriculum for Add on/
certificate/ Diploma Courses Assessment /evaluation process of
the affiliating University**

| File Description | Documents |
|--|---------------------------|
| Details of participation of teachers in various bodies/activities provided as a response to the metric | View File |
| Any additional information | View File |

1.2 - Academic Flexibility

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

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

6

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Minutes of relevant Academic Council/ BOS meetings | View File |
| Institutional data in prescribed format (Data Template) | View File |

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

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

10

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Brochure or any other document relating to Add on /Certificate programs | View File |
| List of Add on /Certificate programs (Data Template) | View File |

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

190

| File Description | Documents |
|------------------|-----------|
|------------------|-----------|

| | |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Details of the students enrolled in Subjects related to certificate/Add-on programs | View File |

1.3 - Curriculum Enrichment

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

At VESCOMP, cross-cutting issues are highly valued and curriculum emphasizes solution-oriented approaches. In addition to curriculum following supporting activities are in place:

Environment and Sustainability:

- Procedure for Solvent recovery is in place at Central Instrument Laboratory to avoid environmental contamination.
- Students present the posters on environment-related issues in Poster Club activity is conducted exclusively at VESCOMP.
- VESCOMP is a signatory of PRME (Principles of Responsible Management Education).
- Environmental surveys are conducted.

Human Values, Physical, Mental, Emotional and Spiritual well-being:

- Teachers are trained by AICTE's Induction Program Cell.
- VESCOMP has partnered with VES Leadership Academy and Research Centre to conduct workshops to develop soft skills and provides counselling.
- The Induction Program is intended to familiarise newly admitted students with VESCOMP's professional culture.
- International Yoga Day is celebrated.
- NSS unit has adopted a village.

Professional Ethics

- Pharmacist oath is displayed at the entrance.
- Institute-Innovation Cell, Public Health Office (PHO), National Service Scheme (NSS) and ROTARACT conduct activities to develop the understanding of professional ethics and human values

Gender Sensitization:

We practice equality. All the leadership roles and participation opportunities are accessible to all based upon their capabilities. Gender sensitization sessions are regularly conducted by the Women Development Cell.

In addition to above mentioned activities, NSS, PHO, Rotaract and Department of Lifelong Learning (DLLE) has conducted total 50 activities addressing the crosscutting issues. Additional upload provides summary of the same.

A digramatic summary of all the activities is uploaded under Any additional information tab.

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

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

103

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| Programme / Curriculum/ Syllabus of the courses | View File |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | View File |
| MoU's with relevant organizations for these courses, if any | View File |
| Institutional Data in Prescribed Format | View File |

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

521

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

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders

A. All of the above

Students Teachers Employers Alumni

| File Description | Documents |
|---|---|
| URL for stakeholder feedback report | https://vespharmacy.ves.ac.in/images/AQAR2023-24CRITERIA1/141_Sample_filled_feedback_forms.pdf |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management | View File |
| Any additional information | View File |

1.4.2 - Feedback process of the Institution may be classified as follows

A. Feedback collected, analyzed and action taken and feedback available on website

| File Description | Documents |
|-----------------------------------|---|
| Upload any additional information | View File |
| URL for feedback report | https://vespharmacy.ves.ac.in/images/AQAR2023-24CRITERIA1/142_Feedback_ATR.pdf |

TEACHING-LEARNING AND EVALUATION**2.1 - Student Enrollment and Profile****2.1.1 - Enrolment Number Number of students admitted during the year****2.1.1.1 - Number of students admitted during the year**

144

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Institutional data in prescribed format | View File |

2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats))**2.1.2.1 - Number of actual students admitted from the reserved categories during the year**

32

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

2.2 - Catering to Student Diversity

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

The institute assesses students' learning levels through sessional examination performances. Students scoring more than 80% marks are considered advanced or fast learners, and those scoring less than 50% marks are considered slow learners. The institute organizes special programs for both advanced and slow learners. This approach creates opportunities tailored to students' abilities, enabling advanced learners to enhance their skills while offering support to slow learners for improvement.

However, the institute's initiatives for skill development are inclusive, providing all students with equal opportunities to develop their abilities. Measures for advanced learners include:

- Participation in seminars, workshops, and conferences.
- Mock GPAT tests and orientations.
- Training in software like Autodock and Microsoft Excel.
- Hosting "Vidnyan Manch" guest lectures.
- Real-life case studies.

Support for slow learners includes:

- Providing revision sessions and quizzes.
- Providing course materials and question banks.
- Mentoring and counseling sessions.
- Remedial coaching for challenging topics.
- Using ICT tools like animated videos and recorded lectures.
- Assignments, tutorials, and mind mapping activities.

This ensures that all students have the chance to succeed.

| File Description | Documents |
|------------------|-----------|
|------------------|-----------|

| | |
|---------------------------------------|---|
| Paste link for additional information | https://vespharmacy.ves.ac.in/images/AQAR2023-24CRITERIA2/221_Additional_Information.pdf |
| Upload any additional information | View File |

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

| Number of Students | Number of Teachers |
|--------------------|--------------------|
| 529 | 31 |

| File Description | Documents |
|----------------------------|---------------------------|
| Any additional information | View File |

2.3 - Teaching- Learning Process

2.3.1 - Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

VESCOP provides an effective platform for students to develop skills, knowledge, and attitudes. The college conducts innovative programs that stimulate the creative ability of students and provide them a platform to nurture their problem-solving skills. The institute focuses on student-centric methods of enhancing lifelong learning skills Faculty members make efforts in making the learning activity more interactive by adopting the below-mentioned student-centric methods. 1. Experiential Learning: The college conducts various activities to support the students in their experiential learning, i.e., by engaging the students, whereby students "learn by doing" and get hands-on experience to prepare project reports based on literature surveys and experimentation. The experiential learning practices by VESCOP and their activity outcomes is given inTable 2.3.1.1 (link for additional information)

2. Participative learning: VESCOP organizes various activities where students participate and gain knowledge, technical, and communication skills. Students also gain a deeper understanding of civic responsibility and prepare themselves for serving the community. The participativelearning practices by VESCOP and their activity outcomes is given inTable 2.3.1.2 (link for additional information)

3.Problem-solving methods: VESCOP encourages students to acquire and develop problem-solving skills. The problem-solving practices by VESCOP and their activity outcomes is given inTable 2.3.1.3 (link for additional information)

| File Description | Documents |
|------------------|-----------|
| | |

| | |
|-----------------------------------|---|
| Upload any additional information | View File |
| Link for additional information | https://vespharmacy.ves.ac.in/images/AQAR2023-24CRITERIA2/231_tables.pdf |

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

The use of Information and Communications Technology (ICT) at our institute greatly enhances curriculum delivery, making learning more interactive, improving concept visualization, and encouraging self-learning. Our teachers utilize a range of ICT tools, such as animated videos on YouTube, simulation websites for visualizing complex chemical reactions, graph plotting software, and presentation tools. The institute has implemented an Enterprise Resource Planning (ERP) system, allowing for the seamless sharing of study materials, quizzes, and assignments. The ERP also facilitates real-time attendance tracking, keeping both students and teachers informed. Our infrastructure includes smart classrooms and tutorial rooms equipped with microphones, speakers, projectors, and LCD systems. The entire campus is Wi-Fi enabled, with LAN ports in every classroom and lab to ensure constant connectivity. A dedicated computer lab, along with photocopying and printing facilities, supports students' academic needs. Through these technologies, we foster a tech-driven learning environment that promotes engagement, organization, and a deeper understanding of complex subjects.

| | |
|---|---------------------------|
| File Description | Documents |
| Upload any additional information | View File |
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process | View File |

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

2.3.3.1 - Number of mentors

27

| | |
|--|---------------------------|
| File Description | Documents |
| Upload, number of students enrolled and full time teachers on roll | View File |
| Circulars pertaining to assigning mentors to mentees | View File |
| Mentor/mentee ratio | View File |

2.4 - Teacher Profile and Quality

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

31

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

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

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

18

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

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

2.4.3.1 - Total experience of full-time teachers

196

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

2.5 - Evaluation Process and Reforms

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

Abiding by the syllabus implemented by the University of Mumbai, internal assessment is carried out with respect to the pattern of the syllabus in the curriculum.

Internal Assessment includes:

1. Mid-semester /sessional examinations
2. Attendance
3. Student-teacher interaction
4. Evaluation of Lab performance based on Rubrics
5. Student activity

To ensure Internal Assessment is transparent and robust, the following measures are taken:

1. The academic calendar defines the internal assessment schedule at the beginning of the academic year. A detailed timetable is made available to students well in advance in the form of notice and through class common group email.
2. The syllabus is well-spaced for sessional exams and the portion for each examination is declared well in advance
3. Every question paper is mapped with course outcomes and is reviewed by the Module Coordinator.
4. For mid-semester examinations, evaluation is carried out by the course coordinator. Documentation is maintained by taking signatures of students on sessional / mid-semester exam answer books.
5. The internal assessment evaluation is further discussed with parents during parent-teacher meetings.
6. Consolidated data of Internal Assessment is further verified & signed by students

The frequency of Internal Assessment is summarized in the following link

https://vespharmacy.ves.ac.in/images/AQAR2023-24CRITERIA2/251_Table.pdf

| File Description | Documents |
|---------------------------------|---|
| Any additional information | View File |
| Link for additional information | https://vespharmacy.ves.ac.in/images/AQAR2023-24CRITERIA2/251_Additional_Information.pdf |

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

The newly admitted batch of students is oriented towards rules and ordinances dictated by the University of Mumbai.

Pre exam

Non-issuance of hall ticket, change in name or subject information, overlapping timetable of exam is communicated through channel.

During the exam

If any grievance is observed related to the question paper subject teacher solves it. Exam coordinator monitors the discipline physically and through CCTV. Students are inspected at the entry level of the exam hall for not carrying any suspicious object utmost care is taken to avoid any malpractice and maintain the sanctity of the exam.

If any malpractice is observed, the action is taken as per the SOP. To ensure transparency, the Unfair means committee sets the hearing and decides appropriate action if a student is found guilty.

After declaration of result

After mid-semester evaluation, students get a chance to interact with subject teachers. For end-semester examinations, the answer sheets are masked before assessment. After the result is declared, students apply for a photocopy and further for reevaluation. Grievances related to marksheets, transcripts, or convocation are communicated to the university. To ensure that the entire system is transparent, time-bound, and efficient, the Examination Committee follows SOP.

| | |
|---------------------------------|---|
| File Description | Documents |
| Any additional information | View File |
| Link for additional information | https://vespharmacy.ves.ac.in/images/AQAR2023-24CRITERIA2/252_Additional_Information.pdf |

2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

The Program Outcome, Program Specific Outcome (applicable for M Pharm), and Course Outcomes are disseminated by the institute to the students, teachers and all stakeholders through various means which include the institute website, curricular book, inclusion in lab journals, sharing the same to students during students Induction/ Orientation programs, student awareness workshops, C2C Campus to corporate

programs, Parent Teachers meeting, displaying on Notice Boards, instructional areas, in laboratories, faculty rooms, presentation during lecture sessions and also at important sites in the college premises where it can reach the student community with impact.

| File Description | Documents |
|---|---|
| Upload any additional information | No File Uploaded |
| Paste link for Additional information | https://vespharmacy.ves.ac.in/po-s-pso-s-co-s |
| Upload COs for all Programmes (exemplars from Glossary) | View File |

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

The ultimate aim of any program is to attain the defined program outcomes ensuring holistic development of a learner and make him/her ready with professional skills and attitude. The Institute ensures that the course outcomes are attained through dissemination of knowledge by way of classroom teaching, experiential learning to know its application in the subject area. The Course outcomes, Program Outcomes and Program Specific outcomes are defined to ensure that the students are acquiring, understanding and subsequently applying the knowledge and skills during completion of the program and thereafter in their profession. Each Program outcome is addressed by a set of courses in the program, thus increasing the likelihood of the outcome being achieved by the end of the program. The outcomes of each course are mapped to the Program Outcomes with a level of mapping being (1) Low / Slight, (2) Medium/ Moderate, or (3) High/ Substantial. Measuring Course Outcomes : Target is set in terms of percentage of students getting more than predefined percentage in the final /mid semester examination.

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

2.6.3 - Pass percentage of Students during the year

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

139

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

| | |
|----------------------------------|---|
| Paste link for the annual report | https://vespharmacy.ves.ac.in/examination-results |
|----------------------------------|---|

2.7 - Student Satisfaction Survey

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

https://vespharmacy.ves.ac.in/images/AQAR2023-24CRITERIA2/SMM_271_SSS_results_23-24.pdf

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Resource Mobilization for Research

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

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

12.28

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| e-copies of the grant award letters for sponsored research projects /endowments | View File |
| List of endowments / projects with details of grants(Data Template) | View File |

3.1.2 - Number of teachers recognized as research guides (latest completed academic year)

3.1.2.1 - Number of teachers recognized as research guides

7

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Institutional data in prescribed format | View File |

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

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

3

| File Description | Documents |
|---|---|
| List of research projects and funding details (Data Template) | View File |
| Any additional information | View File |
| Supporting document from Funding Agency | View File |
| Paste link to funding agency website | https://vespharmacy.ves.ac.in/images/AQAR2023-24CRITERIA3/3_List_of_grant_agencies.pdf |

3.2 - Innovation Ecosystem

3.2.1 - Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

VESCOP has been in the forefront in fostering innovation by creating systems that cut across different facets of academics and research. Link for Figure 3.2.1 showing the innovation ecosystem at VESCOP has been given in 'Link for additional Information'

The institution under its innovation ecosystem has various initiatives as follows:

1. Institute Innovation Cell: The IIC cell was formulated in 2018 to foster innovation culture and ecosystem among the students and faculties.
2. Industry Institute Interaction Cell: This cell conducts activities such as In Plant Training and Industry visits where the students can have real time interaction with the industry.
3. Pre-incubation Center and Proposed Incubation Center: The institute has a functional pre-incubation centre and is in the process of developing a separate building as an incubation centre.
4. National Innovation & Start-up Policy (NISP)- The institute has formulated a policy document which will serve as a guide to build a healthier ecosystem of Innovation and entrepreneurship.
5. Research Promotion and Incentivization Policy: This policy offers financial assistance to support the publication of research findings and the presentation of academic work at conferences and other professional forums.

The institute has extremely competent research advisors on board through which the grooming of student researchers towards innovation & entrepreneurship is facilitated.

| File Description | Documents |
|------------------|-----------|
|------------------|-----------|

| | |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://vespharmacy.ves.ac.in/images/AQAR2023-24CRITERIA3/321__Flow_Chart_-_Copy.pdf |

3.2.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the year

3.2.2.1 - Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during the year

28

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| Any additional information | No File Uploaded |
| List of workshops/seminars during last 5 years (Data Template) | View File |

3.3 - Research Publications and Awards

3.3.1 - Number of Ph.Ds registered per eligible teacher during the year

3.3.1.1 - How many Ph.Ds registered per eligible teacher within the year

1

| File Description | Documents |
|--|---|
| URL to the research page on HEI website | https://vespharmacy.ves.ac.in/r-d |
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template) | View File |
| Any additional information | View File |

3.3.2 - Number of research papers per teachers in the Journals notified on UGC website during the year

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

20

| | |
|--|---------------------------|
| File Description | Documents |
| Any additional information | No File Uploaded |
| List of research papers by title, author, department, name and year of publication (Data Template) | View File |

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

3.3.3.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during year

4

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

3.4 - Extension Activities

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

We have considered two aspects while approaching the issue of social responsibility through extension activities, the first one is related to the moral development of the student and the second refers to the projects having a direct social impact. In this light, VESCOP has five different yet complementary initiatives

1. The Public Health Office (PHO) encourages students to engage themselves in the pursuit of humanitarian goals through various activities like Blood Donation Camps, Cleanliness Drives and health campaigns.
2. The Rotaract Club of VESCOP aspires to promote ethical conduct while increasing awareness of social responsibility through activities like educating the underprivileged, social commentary through skits, songs, in relevant sections of the society.
3. The Department of Life Long Learning & Extension (DLLE) unit of VESCOP motivates in imparting career skill education, women empowerment education that help in the overall holistic development of the young generation in our society.
4. The National Service Scheme (NSS) unit of VESCOP is involved various activities like e-waste collection, sustainability & environment consciousness activities which have a substantial social impact.

5. Aarogyadaan activity encourages each student to visit the nearest pharmacy store and counsel patients visiting the store on various aspects of healthy life.

Graphical representation depicting the number of extension activities carried out in the community along with the student participation number and the awards received for these activities is uploaded as a part of the 'additional information document'

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://vespharmacy.ves.ac.in/extension-activities |
| Upload any additional information | View File |

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

3.4.2.1 - Total number of awards and recognition received for extension activities from Government/ Government recognized bodies year wise during the year

6

| File Description | Documents |
|--|---------------------------|
| Any additional information | No File Uploaded |
| Number of awards for extension activities in last 5 year (Data Template) | View File |
| e-copy of the award letters | View File |

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

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

52

| File Description | Documents |
|--------------------------------|---------------------------|
| Reports of the event organized | View File |
| Any additional information | No File Uploaded |

| | |
|--|---------------------------|
| Number of extension and outreach Programmes conducted with industry, community etc for the during the year (Data Template) | View File |
|--|---------------------------|

3.4.4 - Number of students participating in extension activities at 3.4.3. above during year

3.4.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year wise during year

225

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

3.5 - Collaboration

3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year

3.5.1.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year wise during the year

72

| File Description | Documents |
|--|---------------------------|
| e-copies of related Document | View File |
| Any additional information | No File Uploaded |
| Details of Collaborative activities with institutions/industries for research, Faculty | View File |

3.5.2 - Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the year

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

18

| File Description | Documents |
|---|---------------------------|
| e-Copies of the MoUs with institution./ industry/corporate houses | View File |

| | |
|--|---------------------------|
| Any additional information | View File |
| Details of functional MoUs with institutions of national, international importance, other universities etc during the year | View File |

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The college has advanced facilities for teaching-learning. All classrooms are ICT enabled with LCD projectors/ smart boards. All the facilities are well connected with high bandwidth internet. Central instrument room, Pilot plant, aseptic room, fume hood, sensitive digital balances, preparation room, inventory area, computer with internet are available for training students during practical sessions. The College has an ICT enabled seminar hall with recording and webinar facility.

Following facilities are available for effective delivery of teaching learning activities:

Library: College has Digital library with Wi-Fi, well ventilated, spacious, includes huge collection of print books containing

- Totalnooftitles - 2701
- Totalnoofvolumes - 10269
- Totalnoofe-journals - 2013
- Totalnoofe-books - 1390
- Totalnooftitlesofprintjournals - 10
- TotalnoofM.Pharmacydissertations -375

The college library has Library Management Software, Koha and for online public access catalogue, OPAC software. My loft remote access software D Space institutional repository

- Museum: It displays a wide range of pharmaceutical products.
- Pilot Plant: It is equipped with the facility for manufacturing solid, semisolid and liquid dosage forms.
- Instrumentation facilities: Air-conditioned central instrumentation facilities with sophisticated instruments for analytical and bioanalytical evaluation and physicochemical characterization of products.
- Animal house: Animal house is approved by CCSEA for conducting research on small animals like rats, mice and rabbits.

- **Others:** Two additional laboratories were developed and some of the existing facilities were renovated.

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

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

The college offers a variety of indoor and outdoor sports facilities to foster student interest in sports and physical fitness. These include:

1. Indoor Sports Facilities:

- A well-equipped sports room for indoor games, covering an area of 75.03 sq. m and 20.05 sq. m.
- A multipurpose seminar hall of 135.22 sq. m, which is accessible to students for conducting various activities, including sports-related events.

2. Outdoor Sports Facilities:

- The sports ground at VES is available for outdoor activities such as cricket, football, volleyball, badminton, and more. It is regularly used for student sports events.
- Students actively participate in sports events organized by the Hashu Advani Sports Academy.

3. Sports Equipment:

- The college is well-equipped with a range of sports gear, including cricket kits, footballs, volleyballs, badminton rackets, tennis balls, tug of war ropes, shot put weights, and a carrom board.
- In line with its policy, the college has purchased additional sports equipment this year to further support student participation.

4. Focus on Fitness and Well-being:

- The college is committed to the mental and physical well-being of its students, encouraging them to practice yoga to maintain overall fitness and mental clarity.

Through these initiatives, the college ensures that students have ample opportunities to engage in physical activities that promote health, fitness, and personal development.

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

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

12

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | View File |

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

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

94.77

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

4.2 - Library as a Learning Resource

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

The College Library, located on the fifth floor of the building, covers an area of 153.65 sq. m. It is equipped with robust security features, including CCTV cameras, fire extinguishers, and informative notice boards, ensuring a safe and efficient environment. The library offers a wide range of resources, such as computers, Wi-Fi, and LAN facilities, to meet diverse user needs.

The library comprises various sections, including circulation counters, a journal section, a reading hall, a computer section for E-Resource Access, and a Reprography & Scanning Section. It operates using the KOHA Integrated Library Management Software, which supports multiple modules, such as cataloguing, circulation, serial control, reporting, acquisitions, and budget management.

College library has Koha [Library Management Software], OPAC [for online public access catalogue] software and My loft remote access software D Space institutional repository. Additionally, the library boasts an extensive collection of books, bound journal volumes, and theses, catering to academic and research pursuits.

Following Table illustrates the strength of the library.

Sr No

Particulars

Numbers

1

Total No of Book Titles

2701

2

Total No of Book Volumes

10269

3

Hard copy Journals

10

4

M. Pharm. thesis

366

5

Bound volumes of journals

558

6

In-plant training report

331

7

M. Pharm Seminar report

250

8

B. Pharm Live project report

98

9

E books

1390

10

E -journals

1990

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

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources

A. Any 4 or more of the above

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

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

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

2.64

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| Audited statements of accounts | View File |
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) | View File |

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

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

18

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

4.3 - IT Infrastructure

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

The college consistently upgrades its IT facilities, including computers, software, and printers. Guided by the ICT Committee, computational facilities, networking, and educational technology services are enhanced regularly. The campus has a structured LAN setup with all users connected via 10/100/1000 base ports. Data networking is supported by Access Switch-based connectivity, with internet services provided by Primary ISP: B Primo Telecommunications Pvt. Ltd. and Backup ISPs: Reliance Jio Infocom Ltd. and Hathway, offering over 50 MBPS bandwidth with 300 MBPS speed.

Wi-Fi facilities, powered by 53 wireless routers, are accessible on all seven college floors for students, faculty, and staff. The teaching-learning process is enriched through e-resources such as e-books, e-journals, and interactive CDs on animal experiments (X-cology). Students utilize advanced ICT tools for drug design, data optimization, and analysis using software like Stat-Ease Design Expert, Autodock, AMBER, Chimera, ChemSketch, Modeller, and Maestro academic version, alongside sophisticated instrumentation software for HPLC, IR, UV, and dissolution analysis.

Turnitin software ensures plagiarism-free reports, while teaching staff are equipped with dedicated PCs or laptops. Administrative and examination sections are fully IT-enabled, and Net-Protector Antivirus is regularly installed for system security. The Mastersoft e-governance system and ERP ensure efficient academic and administrative management. ICT-enabled classrooms, a smart classroom, and a dedicated YouTube channel foster self-learning, training, and knowledge enhancement.

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

4.3.2 - Number of Computers

116

| | |
|-----------------------------------|---------------------------|
| File Description | Documents |
| Upload any additional information | View File |
| List of Computers | View File |

4.3.3 - Bandwidth of internet connection in the Institution

A. \geq 50MBPS

| | |
|--|---------------------------|
| File Description | Documents |
| Upload any additional Information | View File |
| Details of available bandwidth of internet connection in the Institution | View File |

4.4 - Maintenance of Campus Infrastructure

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

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

192.79

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

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

The college follows established systems and procedures for maintaining and utilizing its physical, academic, and support facilities, including laboratories, computers, and classrooms. A dedicated committee manages maintenance work in accordance with the maintenance policy. The committee chair conducts regular inspections of the college building and laboratories, reporting to the maintenance coordinator. An annual plan for routine and preventive maintenance is implemented. Routine housekeeping, including the cleaning of restrooms, common areas, and the garden, is closely monitored. The maintenance coordinator oversees repairs, plumbing, electrical work, and related tasks, as well as auditing all facilities and laboratories. Floor and assistant floor in-charges are responsible for handling minor repairs in their respective areas, recording them in a centralized maintenance register to ensure the upkeep of their facilities. Scheduled inspections and audits are regularly conducted for each laboratory. Laboratory in-charges manage minor repairs with the help of lab staff and report major issues to the module coordinator. Monthly maintenance of equipment and lab facilities is documented. Major equipment is covered by an Annual Maintenance Contract (AMC). College peons perform necessary repairs under the direction of the maintenance coordinator. Workshops are regularly held for support staff to train them in equipment maintenance.

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

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

221

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

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year**5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year**

42

| File Description | Documents |
|--|---------------------------|
| Upload any additional information | View File |
| Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template) | View File |

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

A. All of the above

| File Description | Documents |
|---|---|
| Link to Institutional website | https://vespharmacy.ves.ac.in/images/AQAR2023-24CRITERIA5/513_activities_weblink.pdf |
| Any additional information | View File |
| Details of capability building and skills enhancement initiatives (Data Template) | View File |

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

245

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

245

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

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

A. All of the above

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

5.2 - Student Progression**5.2.1 - Number of placement of outgoing students during the year****5.2.1.1 - Number of outgoing students placed during the year**

64

| File Description | Documents |
|--|---------------------------|
| Self-attested list of students placed | View File |
| Upload any additional information | View File |
| Details of student placement during the year (Data Template) | View File |

5.2.2 - Number of students progressing to higher education during the year**5.2.2.1 - Number of outgoing student progression to higher education**

34

| File Description | Documents |
|--|---------------------------|
| Upload supporting data for student/alumni | View File |
| Any additional information | View File |
| Details of student progression to higher education | View File |

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

32

| File Description | Documents |
|--|---------------------------|
| Upload supporting data for the same | View File |
| Any additional information | View File |
| Number of students qualifying in state/ national/ international level examinations during the year (Data Template) | View File |

5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one) during the year

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

19

| File Description | Documents |
|--|---------------------------|
| e-copies of award letters and certificates | View File |
| Any additional information | View File |
| Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template) | View File |

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

The institute has representation of students in various academic & administrative committees:

1. Representation as members of Student Council:

The institute has an active student council. The President, Secretary, Class Representatives, and Ladies Representative are appointed by election as per the Maharashtra Public Universities Act 2016. The President, Secretary, and Teacher in Charge appoint the Cultural, Sports, and Magazine Secretaries and respective associates by interviewing them for respective posts.

Functioning of the Student Council is through council meetings, which are conducted on a regular basis.

• Representation as members of other committees:

Students are also members of committees like Public Health and Outreach, Rotaract, Department of Lifelong Learning, National Service Scheme, Institute Innovation Council, Placement Cell, and Alumni Committee, and through their active & continued involvement, they have brought laurels to college. UG and PG students are actively involved as organizing committee volunteers for various co-curricular activities.

2. Representation on the academic committees:

1. Program Committee
2. Assistance in UG laboratories as experts
3. Equipment in charge

3. Representation on the administrative committees:

1. College Development Committee
2. Anti-Ragging committee
3. Internal Complaints Committee
4. Institutional Quality & Assurance Cell
5. Representation as member of Indian Pharmaceutical Association - Maharashtra State Board (IPA - MSB) Forum

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://vespharmacy.ves.ac.in/students-council |
| Upload any additional information | View File |

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)**5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year**

70

| File Description | Documents |
|---|---------------------------|
| Report of the event | View File |
| Upload any additional information | View File |
| Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions) (Data Template) | View File |

5.4 - Alumni Engagement

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

The institute has a registered Alumni Association, Reg. No. 0052057, as per the Society Registration Act, 1860. The VES College of Pharmacy Alumni Association (VESCOPAA) has been functioning since 2014 as a spearhead for maintaining liaison with alumni and to involve them with the development of the institute.

Contribution from Alumni:

VESCOP alumni contribute significantly to the development of the institute through financial and/or other support services like:

- Providing scholarship for one undergraduate and one postgraduate student
- Talkathon
- Curriculum enrichment
- Faculty: Few alumni are appointed in faculty positions and presently 10% of regular faculty are alumni of this Institute
- Institutional Quality Assurance Cell & Board of Studies: Representation of alumni in the framing syllabus of UG & PG courses and their inputs on quality enhancement initiatives
- Placements
- Mentorship
- Annual Alumni Meet
- Guidance on career & preparation for Competitive Examinations
- Networking Platform: The alumni network by itself is one of the best professional networking platforms available today in the institute.

The institute has adopted the latest technology and connected various alumni via the VESAlmashine portal. A total of 850+ alumni are connected via this networking platform.

| | |
|---------------------------------------|---|
| File Description | Documents |
| Paste link for additional information | https://vespharmacy.ves.ac.in/new-about-us/alumni |
| Upload any additional information | View File |

5.4.2 - Alumni contribution during the year (INR in Lakhs)

D. 1 Lakhs - 3Lakhs

| | |
|-----------------------------------|---------------------------|
| File Description | Documents |
| Upload any additional information | View File |

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The vision of VES College of Pharmacy is "to become a premier educational institution that creates competent pharmacy professionals who can contribute to societal needs through research and value-based services." To achieve this vision, the college promotes a distributed governance structure, encouraging active faculty involvement in decision-making through various committees like the Internal Quality Assurance, Program Committee, and Research and Development Committees. These bodies play a pivotal role in enhancing the academic standards of the institution while ensuring decentralization of governance for more inclusive and efficient management. Faculty recruitment follows a transparent, merit-based process to ensure that the institution is staffed with highly competent professionals. Continuous professional development programs keep the faculty and support staff updated with the latest advancements. The institute's infrastructure is regularly upgraded to provide an environment conducive to learning and research. To nurture research-oriented mindsets, students are engaged in journal club sessions and add-on courses. The Institute Innovation Cell promotes innovation and entrepreneurship, startups, strengthens industry linkages, mentors ideas, and fosters research-oriented ecosystems. Eminent speakers from healthcare industries provide valuable industry insights and networking opportunities. Additionally, activities conducted by the Public Health Office, NSS, and Rotaract Club instill social responsibility and commitment. All activities performed under the mentioned committees complement the institute's mission to develop well-rounded pharmacy professionals.

| | |
|---------------------------------------|---|
| File Description | Documents |
| Paste link for additional information | https://vespharmacy.ves.ac.in/index.php/vision-mission |
| Upload any additional information | View File |

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

At VESCOP, the Principal, with IQAC oversight, forms strategic committees annually to integrate academic and administrative functions, ensuring effective management and continuous improvement throughout the academic year.

Case Study: National Award-Winning Innovative Project nurtured by Research and Development Cell (RDC)

RDC at VESCOP fosters a robust research and innovation ecosystem. The organogram of RDC cell is available at the below link. The same is pasted in 'Paste link for additional information' tab:

https://vespharmacy.ves.ac.in/images/AQAR2023-24CRITERIA6/612_Additional_information_RDC_Flowchart.pdf

Throughout the curriculum, students benefit from sessions by IIIC and C2C, enhancing technical knowledge and soft skills for industry readiness. Activities like Poster Club and Journal Club foster literature review, research, and presentation skills, enriching academic growth. The highlight of innovation is one of the student group's participation in Avishkar 2024, earning a university-level gold medal and advancing to Anveshan 2024 at the international level. Supported by the Patent Cell, their work led to patent filing. The gold championship across five disciplines reflects outstanding dedication from students and faculties. The RDC's focus on decentralization and proactive sub-cell involvement drives continuous improvement, achieving remarkable success nationally and internationally.

| | |
|---------------------------------------|---|
| File Description | Documents |
| Paste link for additional information | https://vespharmacy.ves.ac.in/images/AQAR2023-24CRITERIA6/612_Additional_information_RDC_Flowchart.pdf |
| Upload any additional information | View File |

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

Vivekanand Education Society's College of Pharmacy (VESCOP) aims to achieve academic excellence, industry collaboration, and societal impact by 2026. Established in 2007, it offers B. Pharm., M. Pharm., and Ph.D. programs, emphasizing research, innovation, and quality education. VESCOP's milestones include NBA accreditation, NIRF ranking, and recognition as a Scientific and Industrial Research Organization. Its strengths include outcome-based education, research culture, and industry placements. Addressing challenges like interdisciplinary research and hospital collaboration, the institute plans to enhance alumni involvement, increase funded research, and improve social responsibility initiatives. VESCOP's vision is to nurture competent pharmacy professionals through value-based services and innovation.

The strategic plan outlines initiatives to enhance curriculum, teaching, evaluation, research, and student development. Key actions include introducing bridge courses, internships, innovative pedagogies, peer evaluation, and credit transfer systems. Research is promoted through incentives, R&D cells, and intellectual property awareness. Collaboration is strengthened via MoUs and faculty exchange programs. Student development focuses on skill enhancement, entrepreneurship, career guidance, and alumni engagement. Infrastructure upgrades include ICT facilities, ERP systems, and enhanced security. Sustainability initiatives, staff capacity building, and extracurricular activities are emphasized. Effective governance, stakeholder engagement, and branding strategies aim to boost visibility, ensure holistic development, and foster innovation and excellence.

The institute has developed a three-year deployment plan for 2023–2026, which is accessible on the institute's website.

| File Description | Documents |
|--|---|
| Strategic Plan and deployment documents on the website | View File |
| Paste link for additional information | https://vespharmacy.ves.ac.in/images/AQAR2023-24CRITERIA6/621_Additional_information.pdf |
| Upload any additional information | View File |

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

Vivekanand Education Society's College of Pharmacy is governed by the Governing Body (GB), with the President of VES Trust serving as Chairman, ensuring strategic direction, financial stability, and the institute's overall well-being. The GB oversees academic and administrative activities through robust HR policies and sub-committees for building, finance, and equipment management. The College Development Committee, formed as per UoM guidelines, is responsible for budget preparation, financial statements, and sanctioning teaching and non-teaching posts. It also advises on intake capacity and academic planning, with meeting minutes submitted to the university to ensure transparency. Internal Management and Administrative Committee, chaired by the Trustee In-Charge, reviews and implements academic and administrative decisions weekly. The principal, as the academic and administrative head, oversees daily operations and financial management, with the office superintendent managing administrative departments. VES COP adopts a decentralized governance model, empowering heads of departments for administrative and financial decision-making. IQAC ensures overall implementation of quality in academics and administration setup. VES COP upholds transparency in appointments, recruitment policies, and service rules as per UoM, AICTE, and government norms, supported by a robust Grievance Redressal Mechanism and Internal Complaints Committee to handle staff and student grievances efficiently. VES COP actively collaborates with prestigious institutions and leading industries to provide students with enhanced learning experiences beyond the classroom by frequently organizing seminars, workshops, training programs, and industry visits to bridge the gap between theoretical knowledge and practical application to meet the evolving demands of the pharmaceutical sectors.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://vespharmacy.ves.ac.in/images/AQAR2023-24CRITERIA6/622_Additional_information_upload.pdf |

| | |
|---|---|
| Link to Organogram of the institution webpage | https://vespharmacy.ves.ac.in/organogram |
| Upload any additional information | View File |

6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination

A. All of the above

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

6.3 - Faculty Empowerment Strategies

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

VES management places a strong emphasis on employee welfare, creating a supportive work environment that promotes social and financial well-being. The institute ensures that all permanent staff receive salaries aligned with prescribed pay scales, with annual 3% increments and adjustments for DA. Salary revisions are implemented as applicable. Even temporary Class IV employees are paid wages above the minimum norms, showcasing the institution's commitment to equitable compensation. The institute provides comprehensive benefits, including contributions to the Employees Provident Fund and a Gratuity Scheme in line with Government of India regulations, with dues settled promptly upon an employee's departure. Additional coverage includes Group Accident Insurance (up to Rs. 2,00,000) and Group Mediclaim policies (up to Rs. 2,00,000). The implementation of the 7th Pay Commission in October 2022 further enhanced remuneration standards. Leave policies cover casual, half-pay, maternity, MTP, study, and duty leaves. Teaching staff and technical support staff avail vacation as per university guidelines. The college provides Rs 5000/- for academic development. A flexible reporting time offers convenience to the employees. The campus is equipped with modern amenities such as smart boards, air-conditioned rooms, ample staff rooms, a canteen, clean restrooms, and a medical room. Adequate support staff ensures that workload is balanced, allowing teaching staff to focus on academic responsibilities. Regular motivational talks and workshops promote overall well-being.

| File Description | Documents |
|------------------|-----------|
|------------------|-----------|

| | |
|---------------------------------------|---|
| Paste link for additional information | https://vespharmacy.ves.ac.in/images/AQAR2023-24CRITERIA6/631_Additional_information.pdf |
| Upload any additional information | View File |

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

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

16

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

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

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

9

| File Description | Documents |
|--|---------------------------|
| Reports of the Human Resource Development Centres (UGCASC or other relevant centres). | View File |
| Reports of Academic Staff College or similar centers | View File |
| Upload any additional information | View File |
| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template) | View File |

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

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

29

| File Description | Documents |
|---|---------------------------|
| IQAC report summary | View File |
| Reports of the Human Resource Development Centres (UGCASC or other relevant centers) | View File |
| Upload any additional information | View File |
| Details of teachers attending professional development programmes during the year (Data Template) | View File |

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

The Appraisal System for Teaching Staff incorporates academic performance indicators, categorized into three sections:

1. Teaching, learning, and evaluation-related activities.
2. Co-curricular, extension, and professional development-related activities.
3. Research, publications, and academic contributions.

This system encompasses performance parameters related to academic approaches, involvement in co-curricular activities, and contributions to research and innovation. Annually, at the conclusion of the academic year, faculty members undergo a performance assessment conducted by their Head of Department (HOD), who acts as the reporting officer. The self-appraisal score is then reviewed and finalized by the reviewing officer, the principal. The appraisal process involves a face-to-face session where the reporting officer presents observations, fostering discussions for further improvement.

Appraisal System for Non-Teaching Staff

The appraisal system for non-teaching staff evaluates their technical proficiency, initiative in taking on new responsibilities, and methodical and systematic working. Attendance regularity and promptness in handling assigned tasks are also considered. The office superintendent conducts the performance appraisal for non-teaching staff, taking note of any special contributions made by staff members to the

institution. Recommendations regarding staff continuity in the same position or eligibility for promotion are provided by the office superintendent.

| | |
|---------------------------------------|---|
| File Description | Documents |
| Paste link for additional information | https://vespharmacy.ves.ac.in/images/AQAR2023-24CRITERIA6/635_Additional_information_upload.pdf |
| Upload any additional information | View File |

6.4 - Financial Management and Resource Mobilization

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

The Vivekanand Education Society's management is committed to the continual monitoring of the college's financial aspects. Regular internal and external audits are conducted by firms approved by the Institute of Chartered Accountants of India (ICAI) to manage financial resources.

Internal financial audits of the college are promptly acted upon based on received suggestions. The trust is registered under the Bombay Public Trust Act, and the consolidated audited statement is submitted to the charity commissioner in accordance with statutory regulations.

The academic, administrative, and financial operations undergo regular audits, with compliance verification by regulatory bodies such as the Pharmacy Council of India, Fees Regulating Authority, Government of Maharashtra, and the University of Mumbai. Additionally, the Social Welfare Scholarships' financial aspects are audited by the Social Welfare Office of the Government of Maharashtra, and compliance assessments are crucial for approval extensions.

| | |
|---------------------------------------|---|
| File Description | Documents |
| Paste link for additional information | https://vespharmacy.ves.ac.in/images/AQAR2023-24CRITERIA6/641_Additional_upload.pdf |
| Upload any additional information | View File |

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

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

0.74

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

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

To ensure efficient and effective use of financial resources, the accounts department prepares the annual budget by collecting estimated budgetary requirements from all departments. This consolidated budget is then submitted to both the governing body and the financial subcommittee for approval. Once approved, fund utilization begins and is overseen by the Internal Management and Administrative Committee (IMAC), supervised by the trustee-in-charge, during weekly reviews. The primary income sources for the academic year 2023-24 include student fees, research grants from Teledyne Lecroy India Trading Private Limited and Isha Therapeutics, funding received during seminars such as Excellence in NAAC Accreditation: Enlightening Pathways to Success, revenue from TCS Add-on Course, and Ivy Knowledge Services Add-on Course and cultural program Spectrum and usage charges for equipment's (High Pressure Homogenizer, Particle Size Analyzer). Major expenditures include salary-related costs (e.g., wages, provident fund, gratuity) and non-salary expenses such as laboratory needs, research, utilities, maintenance, and ICT upgrades. Infrastructure and equipment needs are supported by the VES trust, with subcommittees meeting biannually for approvals. Investments in ICT tools are used to enhance participative learning and support the teaching-learning process effectively.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://vespharmacy.ves.ac.in/images/AQAR2023-24CRITERIA6/643_Additional_information.pdf |
| Upload any additional information | View File |

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

VES College of Pharmacy believes in inculcating the qualities in the students

Case Study 1: Practice School

Objective: To provide students with in-depth subject knowledge and exposure to advanced topics beyond the curriculum.

Process: In the VII semester, undergraduate students undertake 150 hours of practice school in clubs like Formulation Development, Herbal Drug Technology, Pharmacology, Drug Discovery and Process Chemistry, and Quality Control and Quality Assurance. The students are allotted to a particular club based on their preference and merit. Each club conducts activities that include experiments, demonstrations, seminars, and industry visits. Students document their work in detailed reports, perform literature surveys, and present a case study assigned by their guide. Their performance in the practice school is evaluated and graded.

Outcome: Students develop strong research and practical skills.

Case Study 2: Training and Placement

Objective: Enhance employability and secure placements through organized recruitment drives.

Process: The campus-to-corporate cell conducts training sessions, mock interviews, and guest lectures to improve interview and employability skills. The cell identifies students interested in placements and organizes the training programs, mock interviews, and facilitates industry interaction through guest lectures and HR Summit. The cell identifies placement opportunities, shares job vacancies with the students, and coordinates campus recruitment drives. Placement data is documented for future reference.

Outcome: Students secure placements in reputable companies, boosting career prospects.

| | |
|---------------------------------------|---|
| File Description | Documents |
| Paste link for additional information | https://vespharmacy.ves.ac.in/images/IQAC_MOM_and_ATR_for_website.pdf |
| Upload any additional information | View File |

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

ProgramCommittee(PC) Review of Lesson Plans/Teaching Learning process

VE SCOP has established a comprehensive academic system focused on effective curriculum implementation and student development. The Program Committee (PC), which includes the principal, IQAC coordinator, HODs, and class representatives, oversees academic progress. Faculty prepare detailed lesson plans each

semester, outlining objectives, methodologies, and timelines, which the PC reviews to ensure alignment with academic standards.

Progress is monitored through regular feedback from subject teachers and class representatives, who submit syllabus completion reports to class coordinators. The committee uses this feedback to suggest remedial sessions or extra lectures. The institution also identifies and supports struggling students with personalized monitoring and remedial actions. Attendance issues are addressed through letters and parent communication. Parent-teacher meetings further strengthen collaboration to improve student outcomes.

Initiatives for Holistic Development and Enhanced Learning

VESGOP promotes student engagement through orientation programs and interactive activities such as survey-based projects, journal clubs, and project work, enhancing research and presentation skills. Innovative teaching methods, including ICT tools, case-based learning, and flipped classrooms, foster interactive learning. Regular feedback ensures adherence to lesson plans and allows for prompt corrective measures when needed. These initiatives, combined with experiential learning and co-curricular activities, contribute to VESGOP's commitment to academic excellence and student success.

| | |
|---------------------------------------|---|
| File Description | Documents |
| Paste link for additional information | https://vespharmacy.ves.ac.in/images/AQAR2023-24CRITERIA6/652_Additional_information.pdf |
| Upload any additional information | View File |

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

A. All of the above

| | |
|--|---|
| File Description | Documents |
| Paste web link of Annual reports of Institution | https://vespharmacy.ves.ac.in/images/AQAR2023-24CRITERIA6/653_Additional_information.pdf |
| Upload e-copies of the accreditations and certifications | View File |

| | |
|--|---------------------------|
| Upload any additional information | View File |
| Upload details of Quality assurance initiatives of the institution (Data Template) | View File |

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

VESCOP takes decisive strides toward gender equity, implementing initiatives that exemplify our commitment to a safe environment. Robust security measures, including strategically placed CCTV cameras and mandatory identity cards, bolster safety across the premises. Our statutory bodies and support cells—Anti-Ragging, Women Development, and Student Grievance Redressal—address concerns, fostering gendersensitivity and conducting equality-promoting programs. The Internal Complaint Committee, now with a dedicated Ladies Representative, provides a responsiveness mechanism for gender-related concerns, and awareness sessions are conducted by DLLE (extension activities) and the Women Development cell. VESCOP ensures unbiased facility usage and equal participation in extra and co-curricular activities. The Student Council offers unbiased representation. Research facilities for extended hours are accessible to all. An equipped sickroom and counselling services by our sister concern VESLARC support health in emergencies and secure mental health. Regular programs sensitize students and staff to Vishakha guidelines and POSH act.

Separate common rooms, restrooms, Sanitary napkin vending machine and enhanced security measures underscore our commitment. The monitoring of Nirbhaya and Sakhi Box symbolizes our dedication to safety. Comprehensive leave policies, including maternity and family support services, further demonstrate our commitment to gender equity.

| File Description | Documents |
|--|---|
| Annual gender sensitization action plan | https://vespharmacy.ves.ac.in/images/CRITERIA7AQAR2023-24/711_Annual_gender_sensitization_activities_23-24_-_Neha_Chhabra.pdf |
| Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information | https://vespharmacy.ves.ac.in/images/CRITERIA7AQAR2023-24/711_Specific_facilities_23-24_-_Neha_Chhabra.pdf |

| | |
|---|------------------------------|
| 7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment | B. Any 3 of the above |
|---|------------------------------|

| File Description | Documents |
|--------------------------------|---------------------------|
| Geo tagged Photographs | View File |
| Any other relevant information | View File |

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

Our college implements comprehensive measures to manage waste and ensure a clean, environmentally friendly campus. External cleaning services maintain daily cleanliness while categorizing waste for proper disposal. Liquid waste is treated before entering drainage systems, and laboratories in Pharmaceutical Chemistry are equipped with fume hoods for the safe disposal of strong acids and bases. Additionally, we distil and reuse liquid solvents whenever possible.

Liquid waste is managed through a dedicated sewage treatment plant, while rainwater is conserved using a campus ring well, utilized for gardening, irrigation, and cleaning. Faculty members supervise students in the responsible handling of chemicals, and specialized fuming chambers are provided for the safe disposal of hazardous fumes. Our campus maintains a plastic-free policy and prohibits the use of radioactive substances in labs. We are approved by the Maharashtra Pollution Control Board for hazardous waste disposal.

Our medicinal garden features a functional composting pit for effective organic waste management. Regular environmental awareness sessions reinforce our commitment to sustainability. In collaboration with SMS Envoclean Private Ltd, we manage biomedical waste disposal and conduct e-waste awareness drives, emphasizing the importance of responsible e-waste management and disposal practices within our community.

| File Description | Documents |
|---|---------------------------|
| Relevant documents like agreements / MoUs with Government and other approved agencies | View File |
| Geo tagged photographs of the facilities | View File |

7.1.4 - Water conservation facilities available in the Institution:
Rain water harvesting Bore well /Open well recharge
Construction of tanks and bunds Waste water recycling
Maintenance of water bodies and distribution system in the campus

B. Any 3 of the above

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

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

1. Restricted entry of automobiles
2. Use of bicycles/ Battery-powered vehicles
3. Pedestrian-friendly pathways
4. Ban on use of plastic
5. Landscaping

B. Any 3 of the above

| File Description | Documents |
|--|---------------------------|
| Geo tagged photos / videos of the facilities | View File |
| Various policy documents / decisions circulated for implementation | View File |
| Any other relevant documents | No File Uploaded |

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

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

D. Any 1 of the above

| File Description | Documents |
|------------------|-----------|
|------------------|-----------|

| | |
|---|---------------------------|
| Reports on environment and energy audits submitted by the auditing agency | No File Uploaded |
| Certification by the auditing agency | No File Uploaded |
| Certificates of the awards received | No File Uploaded |
| Any other relevant information | View File |

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

A. Any 4 or all of the above

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

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

Institutions play a crucial role in encouraging an inclusive environment by celebrating and acknowledging diverse cultural, regional, linguistic, and socioeconomic backgrounds. Initiatives such as Knots of Gratitude (Rakshabandhan) encourage community bonding through shared experiences, while the Shakti Swaroop Women Empowerment Skit highlights women's rights and representation. Events like the Diya Sale, featuring handmade diyas by autistic and special children, promote acceptance and appreciation of neurodiversity.

The Empowering Communities: Uplifting Lives initiative aims to address socioeconomic disparities, and campaigns like Ending Stigma focus on mental health awareness, fostering understanding and compassion. Cultural celebrations such as Janmashtami, Sanedo, and Christmas Party bring together people from

various backgrounds to honor shared traditions. Our Equal Opportunity Cell ensures inclusivity and social justice.

Spectrum Main Day showcases the talents of diverse individuals from different cultures, while the Voter Awareness Campaign educates communities about civic rights. Through events like Drishtikon, institutions reinforce the importance of inclusivity, ensuring that all voices are heard and valued in the quest for harmony and tolerance. These initiatives collectively create a inclusive, cohesive environment that celebrates diversity and fosters mutual respect

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

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

Inspired by Dr. Babasaheb Ambedkar's assertion that the Constitution is more than a legal text, but a vehicle for life, we embody these values in our institutional activities. We host numerous clubs and committees that promote community responsibility while honoring human rights. In celebration of Right to Know Day and Vachan Prerna Diwas, students are encouraged to express their concerns and ideas. We commemorate Constitution Day, taking oaths to uphold responsible citizenship. National events such as Independence Day are observed to foster patriotism, while a Flag Collection Drive follows.

Our college's NSS, Student Council, and Environment Consciousness Cell engage in Railway Station Clean-up and Swachh Bharat Oath campaigns to promote sustainable living. Additionally, our Voter Awareness Campaign encourages democratic participation. We celebrate Dr. Babasaheb Ambedkar Jayanti and organize a tree-planting drive in memory of Shri Hashu ji Advani. Significant festivals, including Raksha Bandhan (Knots of Gratitude), Pharmacist's Day, National Youth Day, Eid, Christmas, and Guru Nanak Jayanti, are honored with enthusiasm.

We aim to instill professional ethics and values by practicing good governance, advocating for cashless transactions, eliminating management quotas, and adhering to state laws against unfair examination practices.

| File Description | Documents |
|------------------|-----------|
| | |

| | |
|--|---|
| Details of activities that inculcate values; necessary to render students in to responsible citizens | https://vespharmacy.ves.ac.in/images/CRITERIA7AQAR2023-24/719_Supporting_documents_linked_Modified.pdf |
| Any other relevant information | Nil |

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

A. All of the above

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

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

At our institution, we believe in cherishing the finer moments of life. This ethos begins with our Freshers Party, welcoming first-year students into our community.

We celebrate significant national days such as Independence Day, Republic Day, and Teacher's Day with great enthusiasm. Pharmacist Day is observed annually to instil pride in the pharmacy profession.

Numerous events, including the Navratri Festival, where students engage in traditional celebrations, and Marathi Diwas, highlighting our linguistic heritage, are organized throughout the year. The Christmas Party fosters community spirit, while tree-planting activities honour late Shri Hashu Advani. We also celebrate Independence Day, Constitution Day, promoting awareness of our democratic values, and Pharmacy Week, showcasing the importance of pharmacy in healthcare.

Additionally, the National Service scheme of VESOP observe days like World Water Day, World Hepatitis Day etc. and Red Ribbon Club spreads the awareness related to AIDS among many others, encouraging

student involvement in health initiatives.

Through these numerous events, our institution promotes inclusivity and a sense of belonging among students.

| File Description | Documents |
|---|---------------------------|
| Annual report of the celebrations and commemorative events for the last (During the year) | View File |
| Geo tagged photographs of some of the events | View File |
| Any other relevant information | No File Uploaded |

7.2 - Best Practices

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

Best Practice 01: Quality Enhancement through Robust System for Academic Audit

Objective

To develop an audit and feedback system that bridges teaching and learning gaps through effective communication and actionable feedback.

Context

This initiative evaluates processes and practices to ensure program outcomes in higher education are achieved, facilitating success in advanced studies and quality employment.

Practice

Academic audits and feedback mechanisms (Fig. 1) ensure rigour, establish quality standards, and align with the institution's vision and mission through feedback from faculty and stakeholders.

Evidence of success

1. Consistent PO attainment over three years.
2. Average results above 90%.
3. Alumni excel in higher studies and employment (Fig. 2-3).

Problems Encountered and Resources Required: None

Weblink for Best practice 1: https://vespharmacy.ves.ac.in/images/CRITERIA7AQAR2023-24/Practice-Best_Practice_Academic_audit-15-10-24.pdf

Best Practice 02:Fostering a dynamic ecosystem for research and innovation

Objectives of the Practice

Foster innovation, collaboration, resources, mentorship, partnerships, learning, rewards, and societal impact.

The Content

VESCOP promotes excellence through research, innovation, entrepreneurship, and multidisciplinary collaboration.

The various systems and initiatives taken by the institute are depicted in the flow chart available at the weblink

Evidence of success

Achievements: NIRF participation, Avishkar wins, IIC 3.5-star rating, RxTechFest. Recognitions: SIRO status, MOUs, grants, patents, global collaborations.

Problem encountered and Resources required

- Problems Encountered:

A tight academic schedule

- Resources Required:

Industry collaboration for advanced research support.

Weblink for best practice: https://vespharmacy.ves.ac.in/images/CRITERIA7AQAR2023-24/732_Best_Practice_2_Fostering_Research_and_Innovation.pdf

| File Description | Documents |
|---|---|
| Best practices in the Institutional website | https://vespharmacy.ves.ac.in/373-best-practices-2023-24 |
| Any other relevant information | Nil |

7.3 - Institutional Distinctiveness

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

CONTRIBUTION TO HEALTHY AND HARMONIOUS SOCIETY THROUGH HEALTHCARE AND ENVIRONMENT CONSCIOUSNESS INITIATIVE (please refer the weblink for the figures)

Our organization's initiatives aim to instill in students a sense of responsibility and ethics, preparing them to become capable healthcare professionals and responsible citizens (Figure 1).

As a signatory, VES is dedicated to upholding the seven Principles for Responsible Management Education), a UN initiative focused on environmental protection. In addressing societal contributions aligned with the Sustainable Development Goals (SDGs), we have considered two key factors (Figure 2).

1. Community Clubs:

Objective: Promoting students' moral growth and a healthy and harmonious global society

Outcome: Five distinct but related programs that address students' moral growth and a healthy and harmonious society, namely Public Health Office, Rotaract Club, Department of Life Long Learning & Extension, National Service Scheme, Green club (UNICEF), Health Cell and Aarogyadaan.

2. Curriculum based learning:

Objective: Instilling values and habits in students that empower them to make informed decisions for social responsibilities and commitments. Outcome: This covers areas like Universal Human Values, Environmental Science, Poster Club Activity, and Communication Skills. This holistic dual strategy demonstrates VESOP's commitment to environmental sustainability, public welfare and effective healthcare delivery (Figure 3-5).

Weblink of 7.3.1

https://vespharmacy.ves.ac.in/images/CRITERIA7AQAR2023-24/731_Distinctive_practice_23-24.pdf

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

7.3.2 - Plan of action for the next academic year

The institute actively organizes and participates in various health, environmental, and awareness initiatives to promote community welfare and environmental sustainability. These activities include:

1. Health-focused campaigns such as Blood Donation Awareness campaigns, Breast Cancer Awareness drives, and awareness sessions on Hepatitis, disease spread during the rainy season, Alzheimer's, and HIV/AIDS.
2. Environmental initiatives like Tree Plantation Drives, Nirmalya Collection Drives emphasizing environmental preservation and tradition, Beach Cleanup Drives, E-Waste Collection Drives, Composting awareness programs, and Diwali Cleanup Drives.
3. Community engagement projects, including Drug Abuse/Illicit Trafficking Awareness campaigns, Home Water Audits, and Biodiversity Audits, which encourage active participation in creating a sustainable future.
4. Regular Blood Donation Camps to support healthcare needs.