SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

VIVEKANAND EDUCATION SOCIETY'S COLLEGE OF PHARMACY

VIVEKANAND EDUCATION SOCIETY COLLEGE OF PHARMACY, HASHU ADVANI COMPLEX, BEHIND COLLECTOR COLONY, CHEMBUR EAST 400074
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NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Vivekanand Education Society was founded by Shri Hashuji Advani and started its educational activities in 1962. The society imparts education right from nursery to Ph.D under guidance of expert faculty members and caters to programs in Engineering, Management Studies, Law, Architecture, Art, Science, Commerce, and Polytechnic. Vivekanand Education Society's College of Pharmacy (VESCOP) is the 24th institution under the aegis of Vivekanand Education Society founded in 2007 as sincere efforts from Shri B. L. Boolani and Prof. Jharna Das.

Vision

Creating Competent Pharmacy professionals to positively impact healthcare of the society.

Mission

In pursuance of its visionAR, VES College of Pharmacy would excel in the field of pharmacy education and research by:

I. Strategically setting up a state-of-the art infrastructure facility, recruiting highly qualified and experienced faculty and sufficiently skilled support staff.

II. Providing a conductive academic environment of higher standard that encourages interactive learning, opportunities for active professional network.

III. Inculcating the values and commitment towards better healthcare of the society.

Pharmacy profession has evolved from its conventional and traditional drug focused basis to an advanced patient focused basis over the years.This advancement in the role of pharmacist and newer technologies in pharmaceutical development calls for them to be the part of the broader health care team working for providing better health care for the patients, thus contributing in achieving the global millennium development goals. To match up, the role of today's pharmacists needs to be expanded to include pharmaceutical care concepts, making the pharmacist a health care professional rather than a drug seller in a commercial enterprise. In aligning with these thoughts and our vision we are mentoring our students and disseminating our curriculum to provide ability for critical thinking, improve problem-solving skills and decision making skill sets to students. We are working to train our students to create, transmit, and apply new knowledge based on cutting-edge research in the pharmaceutical, and clinical sciences; collaborate with other health professionals and learn to enhance the quality of life through improved health for the people of local society and as well as the global community.

In the last 14 years 11 batches of B.Pharm students and several batches of M.Pharm students have earned their degrees from our Institution. We have achieved great heights by starting Ph.D. programs in Pharmaceutics and Pharmaceutical Chemistry and developed active industry institute partnerships and also developed infrastructure for cutting edge research. VESCOP was ranked first in the category of established Pharmacy institutions based on AICTE CII survey for best industry linked institute in 2018. Our B.Pharm program is accredited by NBA till 2022 and as a part of VES organization we also received SIRO status from DSIR.In its 9th year of establishment, VESCOP was placed amongst top 75 institutes across pharmacy colleges in India and it has maintained its position amongst top 100 institutes till date, as per the NIRF Ranking of Government of India. We have recently established the Institute's Innovation Council (IIC) the primary aim of which is to acquiant our students with the importance of innovation. We have a joint collaborative center with Merck Specialities private Ltd and then with Procter and Gamble Limited from 2014. Till date we have received about total research grants of about Rupees Two crore seventy lakhs five thousand from Govt agencies and industries. Very recently VES has started a project to create an incubation center, which is an initiative by VESCOP. Incubation center will be a seven storied building annexed to Pharmacy college.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Academic Excellence Through Learner Centric Outcome Based Education:

VESCOP has a robust academic system which is proven through consistent good results at UG and PG levels. VESCOP achieves academic excellence by virtue of dedicated faculty with a blend of industrial and academic experience.

2. Quality Sustenance Through Strong Administrative Systems And Established SOPs: Systems and SOPs are in place for all important administrative procedures such as purchase of equipment, internal audit etc. which ensures fair utilisation of resources.

3. Research Ecosystem Backed With Eminent Research Advisors: One of the strong points of VESCOP is its research culture which is not only restricted to PG but also UG students are motivated to participate in research. The outcome is receiving various accolades at university level and state level competitions. Also College (Principal Investigator) has received research grants worth Rs.2 Crore from AICTE, SERB (DST), BIRAC, VLAIO (Belgium).

4. Placements And Higher Education: Good companies recruit VESCOP students, and the college has earned an excellent reputation amongst employers regarding the quality of graduates produced by the institute. Students are also performing exceedingly well in higher education by pursuing Masters and PhD. in Pharmacy / Management in India or abroad.

5. Publications & IPR: VESCOP faculty and students are consistently publishing in reputed journals. In addition, the faculty has successfully applied for patents as well. One patent is granted to VES College of Pharmacy.

Institutional Weakness

1. Commercialization Of IPR: Commercialization of Intellectual Property Rights leads to increase in revenue which further can be utilised for advanced research.

2. Hospital Collaboration: As a healthcare institute, students need to have more exposure to clinical applications of Pharmacy curriculum. Hence, there is a need to collaborate with the hospitals to train students in the Clinical applications of Pharmacy profession and hospitals need to recognise the position of a Pharmacist with reasonably good pay structure.

3. Infrastructure Limitations: College has a vertical arrangement of buildings with less space and restricted scope of further expansion in the present building.

Institutional Opportunity

1. Interdisciplinary Research: Interdisciplinary research improves the quality of the research work. Therefore, the institute needs to improve on multidisciplinary research, which is necessary for future progress. Collaboration with other streams such as engineering, management will pave way for new avenues

2. Offering Services To Industry: Since college has a well-equipped, modern certified laboratory with various advanced instruments, we can offer multiple services to the industry, including consultancy, research projects, etc.

3. Fetching More Grants: Various funding agencies can be approached to fetch grants for utilizing technical skills and research facilities.

4. Collaborative Projects: Multiple departments can work together to do a collaborative project, which will give quality output in terms of publication, grants and IPR

Institutional Challenge

1. Conservative approach in raising fees vis-a-vis continuous rise in recurring expenses: Pharmacy being a skilled based professional course, demands high recurring expenses on maintenance of equipment, instrument, overheads and consumables. It is challenging to maintain balance between financial viability and growing research ecosystem without considering rise in fees from students.

2. Low Demand for M. Pharm. Programs with specialisation in Pharm Chem: Due to competition with the stream of M Sc with specialisation in Chemistry or Analysis and no much differentiation by the recruiters between M Pharm and M Sc candidates with these specialisation, there is an employability challenge for M

Pharm in Pharm. Chem. So , there is a challenge to attract students to this specialisation.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The dissemination of the curriculum is done considering the resource potential, institutional goals, employability, entrepreneurship and skill development.

To maintain the quality education and effectively deliver the curriculum VESCOP has a robust system in place consisting of Academic Calendar, Lesson Plan and the entire process is monitored by the Program committee which has representation of students also. We monitor the teaching -learning process using the DMAIC (Design–Measure-Analyse-Improve-Control) principle. The effectiveness of the curriculum is measured by students, HODs and Principal by feedback mechanism.

VESCOP has always been on the forefront for discussion and appropriate implementation of the syllabus across affiliated pharmacy colleges of the University. The faculty members are involved in the university level activities like Board of Studies, conduction of examination and assessment process. The students are given the choice of the courses from the subjects defined at the appropriate level as per the syllabus. The Institute takes keen interest in identifying the gaps in curriculum through various mechanisms and tries to fill the gaps by activities or Add-on courses.

Along with Pharmacy technical knowledge the students are sensitized on equality, social issues. The creative, ethical and divergent competencies are built through additional activities conducted by various committees. A range of value-added courses are provided to students considering the industry requirement and trends. Internships, industrial visits, seminar projects, live projects, research projects are next level of activities where students are given hands-on or experiential learning opportunities to understand, do, analyse and apply what is being taught.

Teaching-learning and Evaluation

In alignment with the institutional strength, the workforce of the institution strives hard to develop a student centric teaching and learning ecosystem. Over the period the institution, under the guidance of IQAC, has taken various initiatives for the holistic development of students. This majorly includes participative learning and use of ICT tools to make the learning process effective.

- Institution has a high enrollment percentage of students and this has motivated the management to increase the intake in due course of time.

- Institution has Sindhi linguistic Minority status

- Institution assesses the learning levels of students based on their performance in examinations. For

advanced learners, the college organises the subject specific technical lectures and career guidance sessions.

- The college has 24 experienced full time teachers including 46% with highest qualification as Ph.D.

- All the students benefit from the mentoring system.

- Institution maintains high standards of discipline in conducting examinations. The process of evaluation is transparent and follows the SOPs. Students are given a chance to put forward their grievances and they are resolved through the systems set up.

- Examination committee submits the exam schedule semester wise to the academic calendar incharge for its dissemination and further action.

- Institution has displayed and disseminated COs and POs through proper medium and attainment of CO and PO is calculated.

- As an output of continuously evolving teaching and learning methodologies, transparency in evaluation and robust planning, the college has achieved great results at B Pharm and M Pharm passing levels.

Research, Innovations and Extension

In alignment with our vision statement to create competent pharmacy professionals, research, the college has been regularly organizing innovation and extension activities.

The Central Instrument Lab of the institute houses state of the art facilities and advanced instruments. The college has consistently performed well and won top accolades at the state level, inter-university Avishkar Research Convention. Utilization of resources for research is done through research grants which have been received from various Government and Non-Government funding agencies. Grants to the tune of Rs. 1.4 Crores have been received over the past five years.

The college has functional collaboration with various healthcare / pharmaceutical companies in India and abroad like Merck Specialities, P & G, Adex Pharmaceuticals, Janssen Pharmaceutical NV, Adroit Biomed ltd, Gangwal Chemicals Pvt Ltd, University of Central Lancashire of Preston. Numerous research grants and patents have been received by the faculty and they have also published numerous research / review articles in UGC approved journals over last five years.

To promote innovation, the college has established its own Institution Innovation Council (IIC) from 2017-18 onwards under the flagship of MHRD/MoE of Govt of India. The IIC has received a "4 STAR" rating on two occasions. The college also has adopted NISP (National Innovation and Start-up) policy and the construction of the Incubation Centre in the premises is already underway. All these initiatives' will help in cultivating and strengthening the innovation culture throughout the institute.

With the intention to positively impact the healthcare of the society, the college has its own Rotaract Club,

Public Health Office, Department of Lifelong Learning and Extension and National Service Scheme. As the initiatives of these committees, the students have been carrying out various social activities like Blood Donation Camps, Awareness Drives and Health Camps throughout the city. The students thus contribute in educating the community regarding various diseases/ health issues through their campaigns. These community outreach activities have received numerous accolades from government recognised and private organizations.

Infrastructure and Learning Resources

This criterion gives detailed information regarding infrastructure and learning resources of the College which includes physical facilities, library, IT infrastructure and regular maintenance of campus infrastructure. The physical facilities of the college includes adequate infrastructure and sufficient facilities for teaching- learning process viz., classrooms, laboratories, computing equipment etc. The college has adequate facilities for the students to perform in variety of cultural activities, participate in various sports events, indoor and outdoor games and yoga practices. The college has seminar hall and ICT- enabled smart classroom and LMS. The college library is semi-automated with Integrated Library Management System and regularly subscribes various e-resources for enriching and updating student's knowledge. The college reserves a separate budget for the purchase of books/e-books and subscription to journals/e- journals. It maintains data regarding percentage usage per day of the library by faculty and students. The college regularly updates IT facilities including Wi-Fi. It also maintains a student – computer ratio. The College has the bandwidth of internet connection in the range of 30 MBPS – 50 Mbps. For ensuring proper maintenance of campus infrastructure, the institution has a separate maintenance committee. Separate budget is allotted for augmentation and maintenance of infrastructure (physical and academic support facilities) excluding salary component. In the college there are well defined systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Student Support and Progression

VES College of Pharmacy has always been a student-centric institution catering to students from various socioeconomic backgrounds. The Scholarship committee ensures that about 40% of deserving students are benefited through scholarships offered by government and non government organizations.

The college has signed an MoU with VES Leadership Academy & Research Centre (VESLARC) which empowers and trains students through value added and 'AatmaVikas' sessions. The college also organizes various sessions/courses for developing life skills, ICT/computing skills and language/communication skills.

The Competitive Exam Guidance Committee organizes various sessions to prepare and guide the students for GPAT. Students are made aware of career opportunities through Disha sessions. The Training and Placement cell acts as an interface between the corporate and students. About 36% of students go for higher studies and 55% of students get employed.

Students' Grievance Redressal Committee, Anti-ragging & Internal Complaint Committee ensure that all the grievances are addressed within a week of reporting of any complaint.

The cultural and sports events organized at institute/other institutes provides a platform for students to showcase their talent and win awards at zonal, district, state & national level competitions.

Students' representation is seen in academic and administrative committees encouraging the students to be a part of majority of the decision making processes.

The institute has a registered Alumni Association which plays a pivotal role in grooming the students and thus contributing to the progress and development of the institute through Alumni Talkathons, mock interview sessions and donations in kind.

Governance, Leadership and Management

VESCOP is managed by the Governing Body (GB) and the President of VES trust is the Chairman of the GB. The decisions pertaining to expansion, development and maintenance of the building, purchase of equipment and finance, recruitment and regularisation of faculty are routed through the GB. The Management has entrusted the Principal with the responsibility of smooth conduct of both academic and administrative duties. The Principal is the administrative and academic head who monitors the overall functioning of the college. The college has different levels of decentralization and provides opportunities to its faculty for participating in the governance of the institute. College works in tune with its vision of creating competent pharmacy professionals to positively impact health care of the society by providing quality education through selection of competent faculty members and skilled support staff and providing state of the art infrastructure. College has implemented e governance in the areas of Administration, Finance and Admission. The College has prepared a prospective strategic plan Vision 2025. The college is a self-financed, private, unaided, minority Institute. The primary source of income is fees. Additional financial support is provided by the VES Trust and grants from funding agencies. Governing bodies and financial committees approve the budget which is further verified by the Management before releasing the funds. VES management provides the employee with the benefits of various supportive schemes like Employer Provident Fund, gratuity, festival advance, ex-gratia,accident insurance, maternity and study leaves as well as financial aid for attending various training programs and developing them through well-defined systems. IQAC of the college is actively involved in providing a conducive environment for academic and research activities. College has participated in quality audits by NBA, DSIR, ARIIA, NIRF and AICTE CII and has received noticeable recognition.

Institutional Values and Best Practices

VESCOP categorically caters to social and gender issues by conducting sessions for gender equality and sensitization. Security personnel and CCTV surveillance ensures safety and security of students and employees. We are taking conscious efforts towards energy conservation by installing LED lights, sensor based and power efficient equipment. Systems for e-waste management, solid and liquid waste management, water conservation and biomedical waste management are set in place. Installation of the Solar system is initiated and getting extended.

Rain water harvesting and Borewell and STP for waste water recycling are available for water conservation.

The labs and classes are designed to maximize the utilization of sunlight. The green, energy and environment audits are recent but promised initiatives the institution has taken up to monitor our contribution towards greener earth. The restricted entry of automobiles and ban on plastic are duly followed. Abiding by our Divyangjan policy, facilities like lift, ramp, disabled friendly ramps, washrooms, signposts and reading lens are available.

VESCOP conducts various activities in providing an inclusive environment to boost awareness about issues of national interest like paying homage to freedom fighters, cultural activities, anti-corruption drive, constitution day etc. to promote tolerance and harmony and for inculcating patriotism. We also take pride in regularly following and monitoring our code of conduct and conduct induction programmes at every level.

Health Awareness and Community Outreach and Counselling cells are the best practices of our institute for holistic development to become responsible individual and for community well being. We ceaselessly work on our distinctive practice, "Promotion of Research and Innovation Culture – A Holistic approach" to remarkably contribute towards pharmaceutical research.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	VIVEKANAND EDUCATION SOCIETY'S COLLEGE OF PHARMACY
Address	Vivekanand Education Society College Of Pharmacy, Hashu Advani Complex, Behind Collector Colony, Chembur East
City	Mumbai
State	Maharashtra
Pin	400074
Website	www.ves.ac.in/pharmacy

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Supriya S. Shidhaye	022-61144144	9920585547	022-2554392 5	vescop@ves.ac.in
IQAC / CIQA coordinator	Rajashree S. Hirlekar	022-61144144	9769244623	-	rajashree.hirlekar @ves.ac.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

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

Establishment Details	
Date of establishment of the college	30-06-2007

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Maharashtra	University of Mumbai	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	07-09-2020	View Document
12B of UGC	07-09-2020	View Document

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	25-06-2021	12	Extension of approval is taken every year from AICTE
PCI	View Document	10-04-2020	60	approval for five years

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	Yes autonomydoc_1641219582.pdf
If yes, has the College applied for availing the autonomous status?	No

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	AICTECII Survey of Industry Linked Technical Institutes
Date of recognition	05-10-2018

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	Vivekanand Education Society College Of Pharmacy, Hashu Advani Complex, Behind Collector Colony, Chembur East	Urban	0.75	4350.56

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)

Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BPharm,Pharmacy	48	HSC	English	100	99
PG	MPharm,Pharmacy	24	Bachelor of Pharmacy	English	6	6
PG	MPharm,Pharmacy	24	Bachelor of Pharmacy	English	15	15
PG	MPharm,Pharmacy	24	Bachelor of Pharmacy	English	15	15
Doctoral (Ph.D)	PhD or DPhil,Pharmacy	36	Master of Pharmacy	English	5	0
Doctoral (Ph.D)	PhD or DPhil,Pharmacy	36	Master of Pharmacy	English	6	1

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				3				2				19
Recruited	0	3	0	3	1	1	0	2	6	13	0	19
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				12
Recruited	4	8	0	12
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				21
Recruited	15	6	0	21
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	3	0	1	1	0	2	5	0	12
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	4	4	0	8

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	1	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	3	0	3

Part Time Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	1	0	0	0	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	2	0	3

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	6	6	0	12

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
Doctoral (Ph.D)	Male	1	0	0	0	1
	Female	6	0	0	0	6
	Others	0	0	0	0	0
PG	Male	21	0	0	0	21
	Female	51	0	0	0	51
	Others	0	0	0	0	0
UG	Male	144	4	0	0	148
	Female	235	3	0	0	238
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	4	2	1	2
	Female	3	1	0	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	9	2	3	3
	Female	15	6	2	3
	Others	0	0	0	0
General	Male	31	38	35	31
	Female	71	86	72	52
	Others	0	0	0	0
Others	Male	1	0	2	1
	Female	2	2	3	3
	Others	0	0	0	0
Total		136	137	118	95

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	As per National Education Policy recommendation for granting graded autonomy to the colleges, the goal of VES College of Pharmacy (VESCOP) is to get accredited by National Assessment and Accreditation Council (NAAC) with the best possible grade and aim for the graded autonomy. On securing autonomous status, our college will be empowered to design the curriculum of all programs offered by the institute and include multidisciplinary programs in the curriculum. Our focus is to map our college in a rationalized manner so that we can attain the status of autonomy degree awarding university evolving to research-intensive university in the coming decade. Taking an initiative towards holistic and

	multidisciplinary education, our institute has introduced value-based course on universal human value for Third Year B. Pharm students and we also offer life-skills & session on Yoga to all students through YouTube. Moreover, our students also participate in community outreach programs like organization of health camps, blood donation camos, counselling etc. Our sister institutional like Arts, Science & Commerce, Engineering, Polytechnic, Management, Law & Architecture are located in the same/ nearby campus, which broadens the horizon to collaborate with them as cluster of HEIS and work on multidisciplinary projects, this will also serve as a stepping stone for all VES institutes to Attain the status at par with MERU's implementation of NEP 2020. Exchange of students for various programs within the cluster shall be made possible. Bringing together a group of HEI's under VES will facilitate coordination with respect to the implementation of various academic and other policies of significance. VESCOP also leads a cluster of a pharmacy college affiliated to University of Mumbai and mentors them with respect to curriculum delivery & examinations. 14) Effective governance and Leadership for higher education institution: - A) VESCOP is a self-finance private HEI affiliated to University of Mumbai and it aims to become independent self- governing institution pursuing innovation and excellence through accreditation and autonomy. B) VESCOP has a strategic institutional development plan which is in alignment with the vision of NEP.
2. Academic bank of credits (ABC):	Integrating higher educational institutions is the need of the day as we move in a globalized educational space. VES College of Pharmacy will join the Academic Bank of Credits (ABC) once University of Mumbai adopts and implements the same for credit redemption in order to award a certificate, diploma or degree & capacity creation.
3. Skill development:	The National Education Policy (NEP) 2020 heralds the potentially explosive growth of vocational education in the country since it requires all educational institutes to integrate vocational education into their offerings. VESCOP will work on capacity creation with aim to ensure youth empowerment & cater to increased demand by the pharm industry. VESCOP plans as follows: 1. To define the list of vocational courses/ skill- based

	courses and design the curriculum of the same integrating vocational education with pharmacy education, with focus on social inclusion, gender equality and inclusive education 2. To develop workplace-related skills and attitudes through internship and on-the job training 3. To focus on inclusion of good practices and innovations in teaching-learning 4. Facilitating horizontal mobility of vocational students 5. To collaborate with industries for imparting practical skills and hands-on-experience and design industry-relevant courses 6. Promoting online and open vocational education 7. To introduce new learning methods and digital tools, like Massive Open Online Courses (MOOC) and flipped classroom for training and empowering teachers 8. Developing and implementing a holistic assessment and evaluation system. 9. To measure the achievements of learning outcomes through various tools and methods as defined by outcome-based education system for 360-degree assessment and evaluation of students. VESCOP believes in giving equal dignity of people perusing vocational courses and contribute in developing the workforce of a country.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Since Pharmacy is a professional course, it is essential for us to follow English language as a medium of communication and conduct of course of all pharmacy programs. However, the college celebrates important days like Hindi Bhasha Divas and Marathi Bhasha Divas to create an awareness about Indian national and regional languages and the culture associated with them. Moreover, Indian dance forms and music are also part of the cultural event-'Spectrum' celebrated in the college. National Memorial Days like Constitution Day, Yoga Day, Independence Day & Republic Day are also celebrated. As far as research is concerned, research projects in the areas of Ayurveda, Herbal Medicines & nutraceuticals are also undertaken.
5. Focus on Outcome based education (OBE):	Based on norms of National Board of Accreditation, VES College of Pharmacy has implemented outcome-based education. Our B. Pharm program is accredited as per NBA. The parameters that are used by us in order to measure the outcomes of our education system are: • Program outcomes (PO) • Program specific outcomes (PSO). • Course Outcome (CO) We are also planning to go for accreditation our PG

	program in Academic year 2022-23. Flexible curricular structures with multiple entry and exit points: - Creative combination of disciplines in the HEI clusters of VES and Provision for multiple entry & exit is possible as soon as ministry of Education & UGC provides the statutes & guidelines towards it. Innovative curriculum that includes credit-based courses and projects in the areas of community engagement and service, environmental education and value-based education: VESCOP follows the syllabus of University of Mumbai based on national level syllabus designed by PCI. The syllabus includes Practice School, Live Project which has focus on community engagement. The subject, Universal Human Value is introduced at Semester V level having value-based education perspective. The course 'Environmental Sciences' considers all the aspects of environment sustainability. Thus, VESCOP has various community outreach initiatives such as Rotaract Club, Department of lifelong learning and extension (DLLE), Public health office NSS which caters extension activity to community.
6. Distance education/online education:	VESCOP will be aiming at developing high quality online courses and offer open & distance learning courses (ODL) courses to ensure easy access to education to students and working professional. The institute aims at offering ODL certificate courses in areas of Quality assurance and Regulatory affairs, Pharmacovigilance, Artificial Intelligence, Data Analytics, etc. which are currently being offered as add-on courses. Also, we currently offer Executive Development Programs for working professionals for industry, which can be offered as ODL courses. Adult Education and Lifelong Learning: - A) VESCOP has a unit of DLLE of University of Mumbai. B) VESCOP will ensure suitable infrastructure to adopt lifelong learning to adult education. VESCOP is prepared to design courses using digital technology. In Covid pandemic VESCOP has adopted LMS and online learning pedagogics to ensure high quality teaching. VESCOP has digital infrastructure to adopt digital education policy of Nation.

Extended Profile

1 Program

1.1

Number of courses offered by the Institution across all programs during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
117	115	93	89	90

File Description	Document
Institutional data prescribed format	View Document

1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
6	6	6	5	5

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
465	400	355	322	319

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
70	70	65	55	55

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File Description	Document
Institutional data in prescribed format	View Document

2.3

Number of outgoing / final year students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
71	89	92	91	98

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

Number of full time teachers year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
24	23	22	21	21

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
24	23	22	21	21

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 10

4.2

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
172.99	203.33	214.92	181.18	126.59

4.3

Number of Computers

Response: 100

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

VESCOP is committed to train students to face challenges and opportunities by transforming them into competent pharmacy professionals. Our curriculum delivery process involves robust planning and effective curriculum delivery tools to ensure the development of students.

Curriculum Delivery: Planning & Documentation

Regular and thoughtful practice of articulating curriculum delivery starts with IQAC's **academic calendar** preparation. **Workload distribution** encourages prior planning for the next academic semester (planning of even-semester begins towards the end of an odd-semester and vice-versa). The academic calendar is communicated to course coordinators at the beginning of each semester based on which lesson plans are designed by teachers. Students receive advanced **timetable** intimation via email and the same is accessible on the VESCOP website.

The **theory subjects** are structured and included in the day-to-day level **lesson plans (Figure 1.1.1 A).** Lectures are delivered by aligning the teaching pedagogies with learning outcomes. Lesson plans are monitored by students representative and class coordinators. **Laboratory subjects** help students to acquire skills through experiential learning and handling of equipment. Course coordinators issue written experiment plans to the lab technicians one week before the date of experiment in the **duty register**. This ensures lab readiness and optimal availability of chemical reagents.
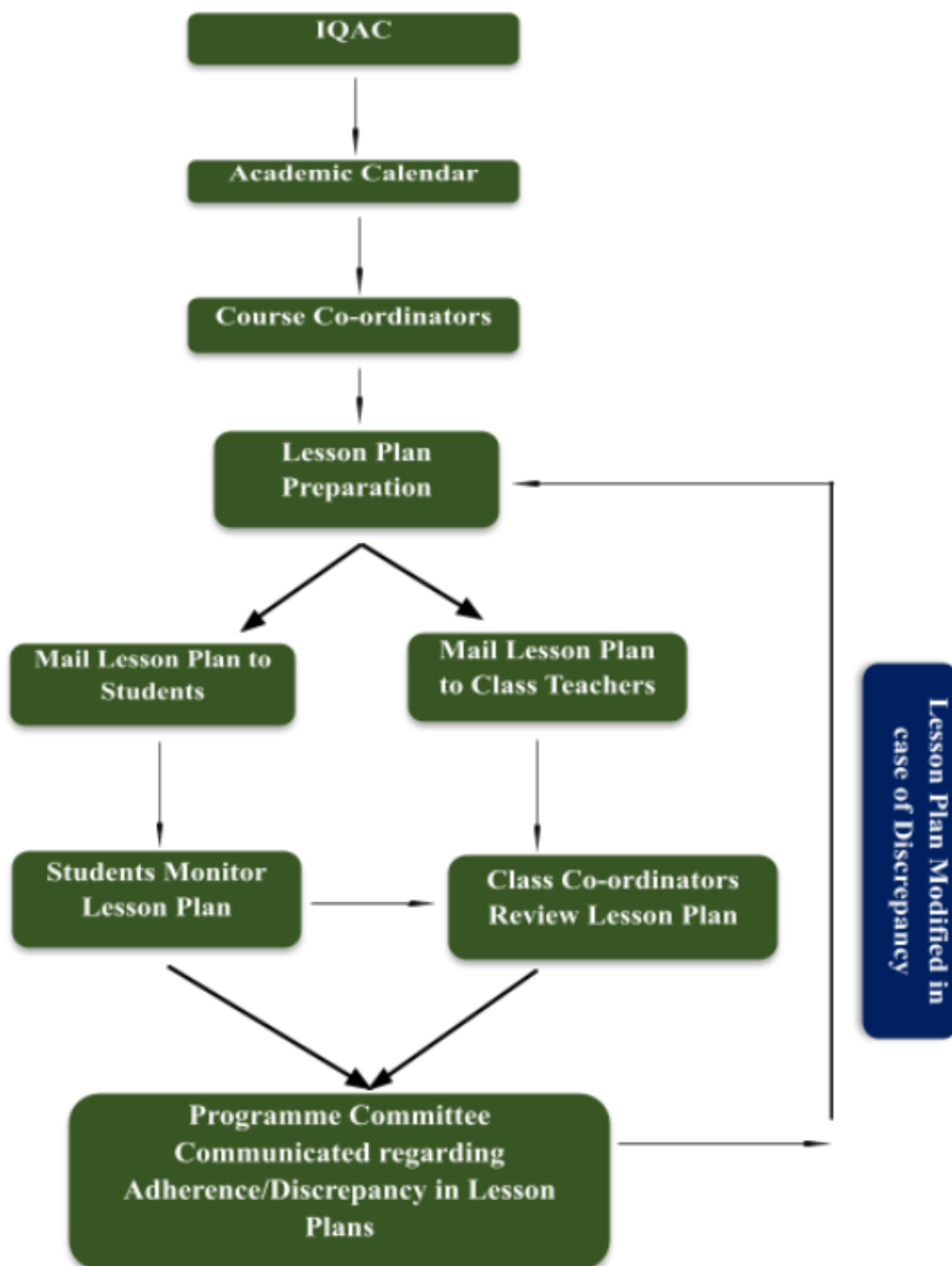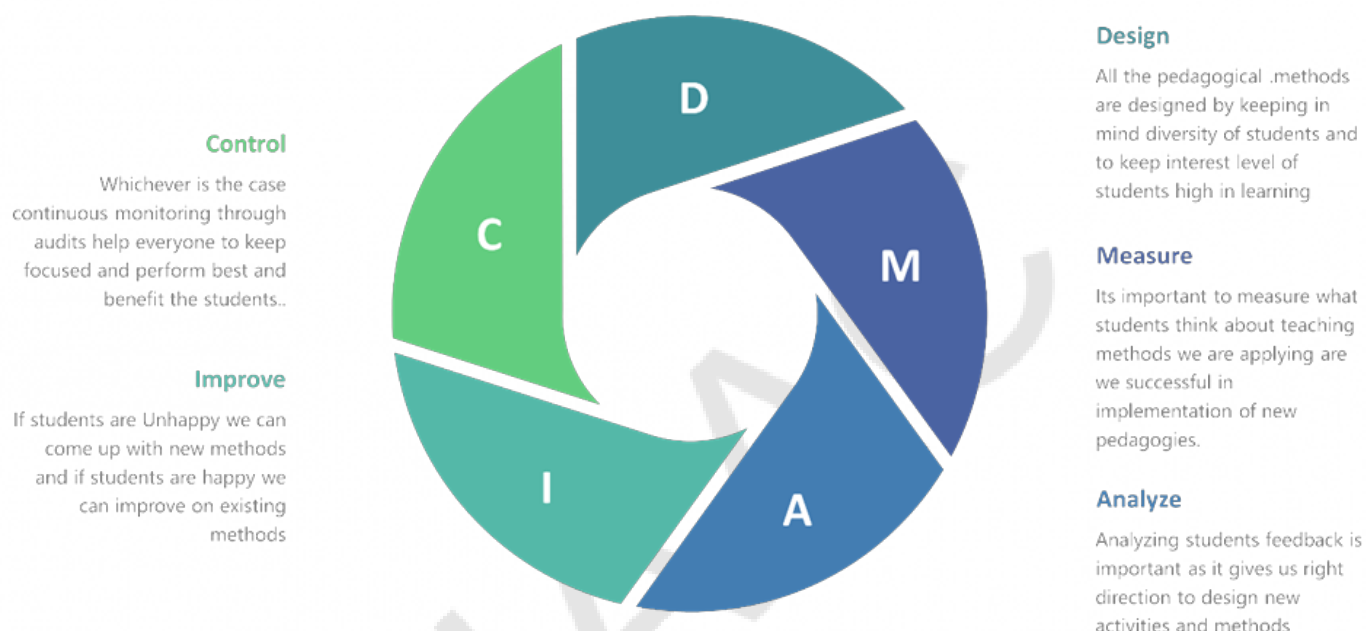
Figure 1.1.1A: Academic schedule planning and execution flowchart followed at UG and PG programs

A. Curriculum Delivery: Implementation and Assessment Process

VESCOP believes in innovative teaching-learning processes and tries to enhance the student experience through innovation in classroom/online teaching pedagogies. We employ instructional strategies like mind

mapping, group projects, innovative quizzes, case studies, research projects for diverse student learners.

Furthermore, we continue to collect assessment reports, deploy performance rubrics to examine education quality using the '**D**esign **M**easure **A**nalyse **I**mprove **C**ontrol' principle exhibited in **figure 1.1.1 B**. DMAIC process is most effective when its goals are **learner-centric**, **measured** through progress reports, and **analyzed** using feedback for continuous **improvements** with **controlled** internal audits. All the academic activities at the institute are strictly monitored by **Programme committee**.

Control

Whichever is the case continuous monitoring through audits help everyone to keep focused and perform best and benefit the students..

Improve

If students are Unhappy we can come up with new methods and if students are happy we can improve on existing methods

Design

All the pedagogical .methods are designed by keeping in mind diversity of students and to keep interest level of students high in learning

Measure

Its important to measure what students think about teaching methods we are applying are we successful in implementation of new pedagogies.

Analyze

Analyzing students feedback is important as it gives us right direction to design new activities and methods

Figure 1.1.1 B: DMAIC process - monitoring teaching:learning pedagogy

B. Curriculum Delivery: Measuring Effectiveness

A strategy for assessment of curriculum delivery includes:

- Collecting course feedback at a reasonably early stage
- Internal audits conducted by HODs/Principal

1. **Feedback:** Students revert about level of satisfaction via **online feedback** and interaction during **meetings with mentors**. Based on the feedback actions are taken and communicated to the students, post which the feedback is shared with respective course coordinators.
2. **Internal Audits conducted by HODs/Principal:**

VESCOP's unique academic monitoring system monitors the quality of teaching-learning process by performing internal audits. Courses are monitored by HOD & the Principal by conducting surprise class and lab visits.

C. Curriculum Enrichment

To enrich the learning experience of the students many beyond the syllabus activities were conducted such as Industrial visits, *vigyan manch, atmvikas*, experiment beyond the syllabus; which give exposure and help in better understanding through interactive learning. Internships and live projects help students to broaden their perspectives while completing the course work.

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

**1.1.2 The institution adheres to the academic calendar including for the conduct of CIE**

Response:

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 each others timeline 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

Figure 1.1.2 A outlines components of the academic calendar. 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
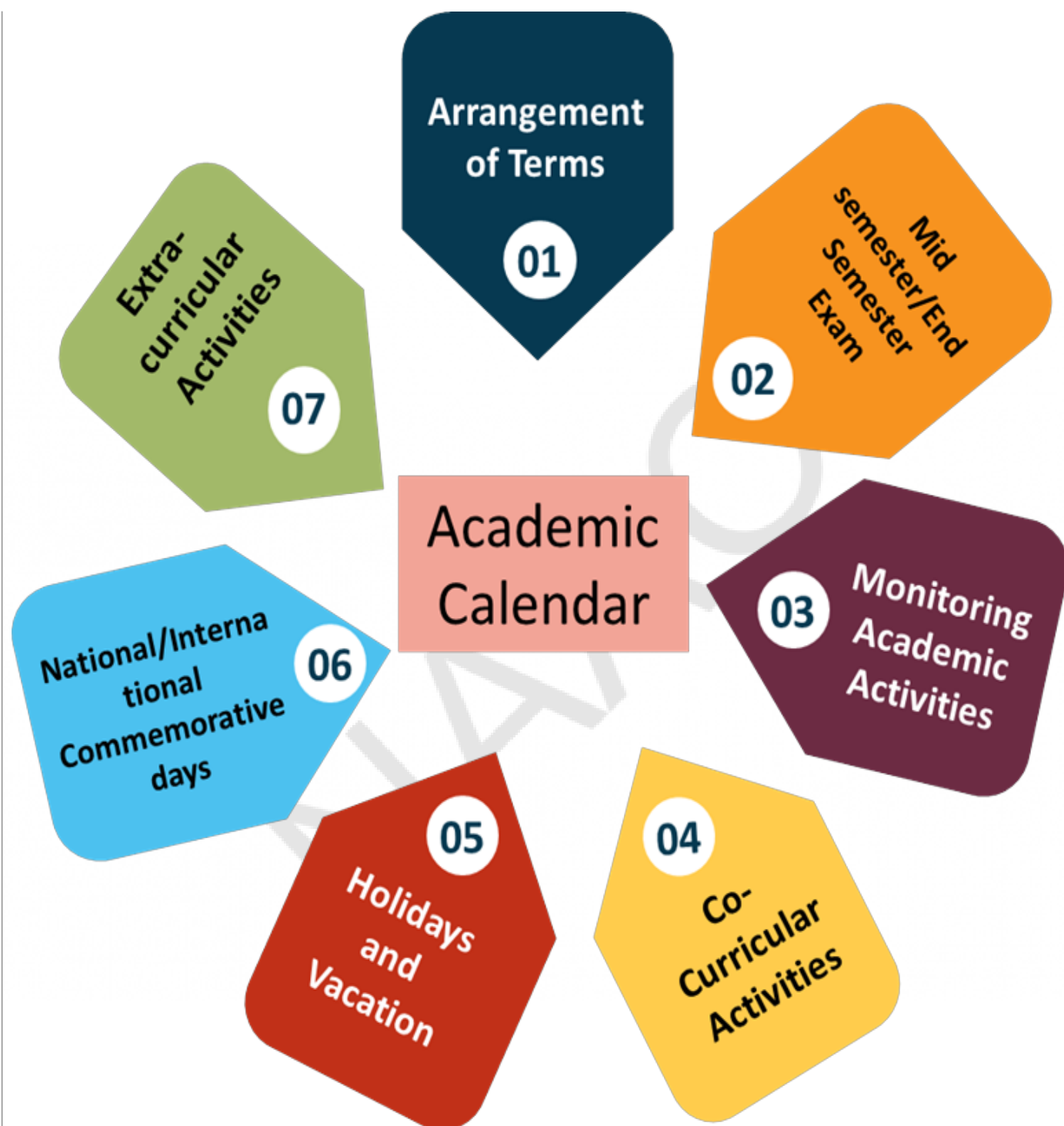
Figure 1.1.2 A: Major components of academic calendar

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

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 last five years

1. **Academic council/BoS of Affiliating university**
2. **Setting of question papers for UG/PG programs**
3. **Design and Development of Curriculum for Add on/ certificate/ Diploma Courses**
4. **Assessment /evaluation process of the affiliating University**

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of participation of teachers in various bodies/activities provided as a response to the metric	View Document
Any additional information	View Document

1.2 Academic Flexibility

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

Response: 100

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

Response: 6

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	View Document
Institutional data in prescribed format	View Document

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 7

1.2.2.1 **How many Add on /Certificate programs are offered within the last 5 years.**

2020-21	2019-20	2018-19	2017-18	2016-17
2	2	2	1	0

File Description	Document
List of Add on /Certificate programs	View Document
Brochure or any other document relating to Add on /Certificate programs	View Document

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

Response: 17.22

1.2.3.1 **Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
118	104	78	41	0

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

1.3 Curriculum Enrichment

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

Response:

At VESCOP immense importance is given to cross-cutting issues like Gender sensitization, Environmental Sustainability, Human Values, and Professional Ethics. The curriculum is designed to bring awareness on these issues and to inculcate a solution-oriented approach in students. To strengthen students' understanding, VESCOP has initiated various supporting activities. Figure. 1.3.1 summarises the courses and activities.

Courses Prescribed in Curriculum

B. Pharm
- Environmental sciences
- Hazards & safety management
- Pharmaceutical Process
- Universal Human Values (UHV)- UHV 2: Understanding Harmony
- Communication skills and Ethics
- Pharmaceutical Jurisprudence
- Pharmaceutical Management
- Hospital Pharmacy and Drug Store Management

M. Pharm
- Pharmaceutical Regulatory Science
- Regulatory Affairs,
- Advanced Organic Chemistry - II
- Quality Assurance Practical II
- Communication skills and Ethics
- Research Methodology and Biostatistics

PhD
- Research Methodology and Biostatistics.

Supporting Activities

Poster Club activity

PRME

e-Waste Collection Drive

Tree Plantation drive

Survey based on environmental issues

VES Leadership Academy and Research Center (VESLARC)

The Induction Program

PHO and ROTARACT

The Anti-Corruption Drive

Pharmacist oath

World Health Day, World Pharmacist Day

Figure 1.3.1: Summary of courses and activities integrating crosscutting issues

Environment and Sustainability:

- **Courses**: Every First year B. Pharm learner undergoes a compulsory course entitled Environmental sciences. At M. Pharm level **Hazards & safety management, Advanced Organic Chemistry - II** (Module on Green Chemistry)**, Pharmaceutical Process Chemistry** (ISO-14001: Environmental Management System, Effluents and its management)**, Quality Assurance Practical II** (experimental determination of few environmental pollutants) **subjects are taught.** Procedure for Solvent recovery is in place at Central Instrument Laboratory to avoid environmental contamination.
- **Supporting Activities:**
  - **Poster Club activity** is conducted exclusively at VESCOP. Students present the posters on environment-related issues. The objective here is to enlighten the students about these topics.
  - VESCOP is a signatory **of PRME** (Principles of Responsible Management Education) whose mission is to transform education and develop the responsible decision-makers of tomorrow to advance sustainable development.
  - **e-Waste Collection Drive and Tree Plantation drives are undertaken**
  - **Survey based on environmental issues** is given as a compulsory activity to First Year B. Pharm students.

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

- **Courses**: Communication skills and Ethics, Universal Human Values (UHV)- UHV 2: Understanding Harmony are part of B. Pharm curriculum.

- **Supporting Activities:**
  - To ensure the best delivery of the UHV course, nine teachers are trained by AICTE's Induction Program Cell.
  - VESCOP has partnered with **VES Leadership Academy and Research Centre VESLARC.** VESLARC conducts workshops to develop soft skills. A professional counsellor is available to the students free of charge.
  - **The Induction Program** for newly admitted students is conducted to acquaint them with the professional course and culture at VESCOP while taking care of their metal, emotional and social needs.
  - **PHO and ROTARACT are bodies where students are core members.** They conduct sessions on Human Values and Physical, Mental, Emotional, spiritual well-being.
  - **The Anti-Corruption Drive** is taken up by the institute in collaboration with Union Bank.

Professional Ethics

- **Courses**: Communication skills and Ethics, Pharmaceutical Jurisprudence, Pharmaceutical Management, Pharmaceutical Regulatory Science, Hospital Pharmacy and Drug Store Management, Regulatory Affairs, Research Methodology and Biostatistics.
- **Supporting Activities:**
  - **Pharmacist oath** is displayed at the entrance to inspire students to follow the same throughout their career.
  - Days such as **World Health Day, World Pharmacist Day** are celebrated.
  - Activities of **VESLARC, PHO, and ROTARACT** are directed to develop the understanding of professional ethics and willingness to contribute towards the society's healthcare.

Gender:

We practice egalitarianism at VESCOP. All the leadership roles (at faculty and student level) and participation opportunities are accessible to all based upon their capabilities only. In addition, activities such as Gender sensitization sessions are also conducted every year by the **Women Development Cell.**

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View Document

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 41.45

1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
74	53	37	29	23

File Description	Document
Programme / Curriculum/ Syllabus of the courses	[View Document](#)
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	[View Document](#)
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	[View Document](#)
Any additional information	[View Document](#)

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

Response: 97.85

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

Response: 455

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	[View Document](#)
Any additional information	[View Document](#)

1.4 Feedback System

1.4.1 *Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni*

Response: A. All of the above

File Description	Document
Any additional information (Upload)	View Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback process of the Institution may be classified as follows: Options:

1. **Feedback collected, analysed and action taken and feedback available on website**
2. **Feedback collected, analysed and action has been taken**
3. **Feedback collected and analysed**
4. **Feedback collected**
5. **Feedback not collected**

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 85.81

2.1.1.1 **Number of students admitted year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
136	137	118	95	82

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

2020-21	2019-20	2018-19	2017-18	2016-17
147	150	140	110	110

File Description	Document
Institutional data in prescribed format	[View Document]
Any additional information	[View Document]

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 29.9

2.1.2.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
34	13	11	12	24

File Description	Document
Average percentage of seats filled against seats reserved	[View Document]
Any additional information	[View Document]

2.2 Catering to Student Diversity

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

Response:

The institute assesses the learning levels of students based on the results of their previous examinations and performance of mid-term (sessional) examinations. This is essential as advanced learners get an opportunity to upgrade their skills while low performers are provided guidance to improve their performance.

Measurable criteria to identify low performers and advanced learners

Criteria	Low Performers	Advanced Performer
Midterm examination percentage	<40 %	>80 %

Measures to enhance the skills of fast learners

- Encouraging students to participate in seminars, workshops, and conference
- Conducting mock GPAT and orientation for GPAT examination
- Imparting training to use software such as ChemSketch, Microsoft Excel
- Inculcation of innovation and entrepreneurship skills by innovative activities by organizing Techshow, an ideation competition.
- Arranging 'Vidnyanmanch' - guest lectures by experts from industry & academia
- Providing case studies relevant to the course based on real-life problems.

In addition to the activities listed above for the fast learners, the following measures are taken to support the slow learners

Measures to improve the performance of slow learners

- Providing course materials, question banks regularly
- Counseling to resolve difficulties through mentoring sessions
- Providing remedial coaching for difficult topics.
- Use of ICT based tools such as sharing animated videos/apps, recorded lectures for better understanding of the concept
- Giving Q & A assignments and tutorials

The institute also incentivizes fast learners of PG programs by providing them the opportunity to conduct research projects in selected industries. The selection of guides for the PG program and UG Live Projects is based on merit, this in itself motivates students to perform better.

To motivate the students and acknowledge their overall performance, the academic toppers of all UG classes & PG departments are felicitated with certificates at the college Annual Day event. Also, Best VESCOPIAN & Best Student of the year are awarded to the top performers every year.

File Description	Document
Upload any additional information	[View Document](#)

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

Response: 19:1

File Description	Document
Any additional information	[View Document](#)

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

Response:

VES College of Pharmacy provides effective platform for students to develop skills, knowledge and attitude. The college conducts innovative programs which stimulate creative ability of students and provides them 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 learning activity more interactive by adopting below-mentioned student-centric methods.

1. Experiential Learning: The college conducts various activities to support students in their experiential learning i.e by engaging students whereby students "learn by doing" and get hands-on-experience and prepare project report based on literature survey and experimentation. The college imparts the following experiential learning practices as depicted in **Table 2.3.1.a** to enhance creativity and cognitive levels of students.

Table 2.3.1.a: Experiential Learning Practices

S. No	Activities
1	Add On courses/ Certification Courses (Value Added Courses)
2	Survey based activity (F.Y.B Pharm) involving sustainability
3	Summer Internship -Students get hands on training while working in company
4	Industrial Visits to engage their them in experiential learning while visiting organization
5	Chemtastic, Competitive event involving presentation of projects based on Chemistry.

Activity outcomes -

- To provide Knowledge, skills, exposure to latest technology and activities in Pharmaceutical

industry and to create awareness about Environment issues.

- To bridge Curriculum gaps and make students more employable.

2. Participative learning – VESCOP organizes various activities where students participate and gain knowledge, technical and communication skills. Students also gain a deeper understanding of meaning of civic responsibility and prepare themselves for serving community. **Table 2.3.1.b** summarizes the activities conducted as a part of participative learning:

Table: 2.3.1.b: Participative Learning Practices

S. No	Activities
1	Campus to Corporate transition
2	Live Projects for final Year students
3	JCA activity for Third year and M pharm students
4	Poster Club activity
5	Language Lab
6	Competitive Exam practice
7	Annual lecture series
8	Seminars/ Workshops
9	Regular Quizzes/ Assignments
10	Seminar Presentation/ Research Progress presentation / Publications
11	Department of lifelong learning and extension
12	Industry Institute Interaction Cell activities
13	Public Health Office
14	Arogyadaan activity

Activity outcomes -

- To empower students with tools for improving their personal and professional excellence, leading to improved employability & professional effectiveness**.**
- To develop habit of reading, analysing, critical thinking & interpreting.
- To develop research aptitude, problem solving ability & communication skills in students
- To acquire knowledge within and beyond syllabus from Industry resource persons & to increase exposure to professional world.
- To promote entrepreneurial skills in students, motivate & train them to become successful entrepreneurs.
- To help understand problems prevalent in society and to create awareness about its prevention and cure.

3. Problem-solving methods: VESCOP encourages students to acquire and develop problem-solving skills. College organizes various activities as listed in **Table 2.3.1.c:**

Table 2.3.1.c: List of Problem-solving practices

S. No	Activities
1	Tutorial classes allotted for certain problem oriented subjects
2	Case Studies
3	Assignments based on problems

Activity Outcomes:

- To facilitate the students in working out solutions
- To find real-life application of a theoretical concept or solution

File Description	Document
Upload any additional information	**View Document**
Link for additional information	**View Document**

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

The use of Information and Communications Technology (ICT) tools can facilitate the effectiveness of curriculum delivery with more interactive learning, better visualization of concepts, a clear understanding of the subject, and more scope for self-learning. It also leaves students better prepared to deal with ongoing technological changes in society and the workplace. In view of this, for better dissemination of knowledge our teachers are extensively using ICT tools like:

- **Animated videos** through YouTube
- **Websites** showing a simulation of mechanistic steps in a chemical reaction
- **Softwares** for plotting graphs, making presentations

The institute has recently adopted a learning management system-**CANVAS** that allows for uploading and sharing of study resources, posting quizzes and assignments, and conducting online lectures. Students are encouraged to post their queries through a discussion forum on the LMS platform. The institute has **smart classrooms** and tutorial rooms equipped with a **mic, speaker, projector, and LCD systems.** The entire campus is Wi-Fi enabled and every classroom and laboratory has a LAN port for network connectivity. A dedicated computer lab, photocopying, and printing facility are made available for students. For more systematic compilation and access to the data, the institute has prepared Google websites for examination, classroom attendance & lesson plans. The institute is in process of implementing the **Enterprise Resource Planning (ERP) system** with an aim to facilitate information exchange between the teacher and learner. Some of the ICT Tools used by the institute are summarised in **Table 2.3.2** below:

Table 2.3.2: ICT tools available at VESCOP

ICT Utility	ICT Tools
Hardware	• Audio Visual System comprising of Mic, speaker, LCD system, Projectors • Teaching aids such as Smartboard, Powerpoint laser pointer with slide changer • Laptops, computers, and their accessories
Networking	• Wi-Fi enabled campus • LAN connectivity

Softwares	• Microsoft Office suites such as Word, Excel, and Powerpoint • Molecular drawing software such as ChemSketch and MarvinSketch • 3D Molecular visualization software such as Discovery Studio Visualiser, Schrodinger Maestro, Pymol Viewer, Avogadro • Referencing software such as Mendeley and Endnote (Demo version) • Molecular Modeling software such as AutoDock, Vina, Amber Suite 18, Orca • Plagiarism check software such as Turnitin • Laboratory software such as Words Worth English Language Lab, IR solution, Labsolution, ChromNav, UVProbe, EXperimental Pharmacology (Ex-Pharm) Series Software • Statistics software such as Stat-Ease
Teaching Resources	• Powerpoint presentation and PDF notes • YouTube channel of VESCOP and self-recorded videos • Webpages • E-journals and E-books

File Description	Document
Upload any additional information	[View Document](#)
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	[View Document](#)

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

Response: 19:1

2.3.3.1 Number of mentors

Response: 24

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

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 46.75

2.4.2.1 **Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
13	9	11	10	9

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	View Document
Any additional information	View Document

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

Response: 6.83

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

Response: 164

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

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

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 Examination/sessional examinations

2. Attendance

3. Student-teacher interaction

4. Evaluation of Lab performance for each experiment based on Rubrics

5. Student activity

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

1. The academic calendar clearly defines the internal assessment schedule at the beginning of the academic year. A detailed timetable is made available to students well in advance in form of notice and displayed on notice board as well as on the website. As a practice, students of F.Y.B.Pharm & F. Y. M. Pharm are made aware of rules of examination through orientation programme conducted in the beginning once they report to the college. Through orientation programme students are made aware of attendance, student activities & parameters involved in the internal assessment of theory &practicals.

2. The syllabus is well-spaced and evenly distributed while assessing students through mid-semester/ sessional exams. The portion for each examination is declared well in advance & communicated through email to students

3. Every question paper set is mapped with course outcomes and reviewed by the Module Coordinator/ Head of Department.

4. For mid-semester examination, evaluation is carried out by the course coordinator. The evaluated answer sheets are distributed to the students and discussed with them to make them understand the expected solution and answers. Documentation is maintained by taking 'Seen' remarks & 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 before compilation and documentation or communication to university for final year B. Pharm results.

The frequency of Internal Assessment is summarized below in **Table 2.5.1.**

Table 2.5.1: Frequency of Internal Assessment

Sr. No.	Internal assessment parameter	Frequency	Modality / Description	
1	First sessional exam	1 to 1.5 months after commencement of academic schedule	All the internal exams are conducted SOP of the college abiding by the r the University of Mumbai	
	Second sessional exam	Three weeks to one month after the first sessional exam		
	Mid-semester exam (CBCS Syllabus)	2 to 2.5 months after commencement of semester		
2	Attendance	Monthly statistical analysis	Attendance data is maintained on a by the RFID system or on Drive and report is generated by the course coo is notified to students every month	
3	Student-teacher interaction (STI)	Semester wise	Course Coordinator will allot marks attentiveness, interaction, and invol students in the respective course	
4	Evaluation of Lab	Daily	The course coordinator will grade th	

	performance for each experiment		based on rubrics	
5	Laboratory Journal Assessment	Daily	Based on written lab journals	
6	Student activity Quizzes, Case studies, Assignment, open-book test	Regularly	As per the requirement of subject, activity will be chosen.	

File Description	Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

The mechanism adopted to deal with internal/external examination-related grievances is transparent, time-bound, and efficient. Grievances related to examination are resolved at three stages.

Examination stage:

Grievances by students related to non-issuance of hall tickets, errors in name or subject information & clashes of subjects in the examination timetable are communicated through proper channels to the university.

During actual examination:

- If any grievance is observed related to the question paper of mid-semester or sessional exams by the students, subject teachers are requested to resolve it. If the query is raised for End semester examination, the course coordinator in consultation with the exam coordinator communicates it to the university and the university circulates the correction through the DEPDS system, and resolutions are passed on to the students instantly

- The Examination coordinator/Senior supervisor/Chief conductor takes frequent rounds of the examination hall physically and also monitors the discipline through CCTV. Thorough checking is done before entry of students to the examination hall and strict invigilation is done during the examination to eliminate the scope for malpractices. Instructions before the commencement of examination & display of ordinance 5050 for unfair means ensure awareness among students about the consequences of indulging in unfair means
- If any malpractice is observed, strict action is taken as per the Examination SOP and statutory norms. The Unfair means committee compliance with the statutory norms ensures a fair and just way of handling the defaulter with the prohibition of such acts in the future.

Post-result stage:

- For Internal assessment/Mid-semester examination answer papers are distributed and model answers are shared or the paper is discussed at length by the course coordinator. In case of any doubts related to evaluation or totaling count, students get a chance to interact with subject teachers and rectify the error.
- For End semester examinations, to maintain the unbiased evaluation process, the seat numbers are masked and coded prior to issuing to the evaluator at each stage of assessment, moderation, and revaluation, wherever applicable.
- After the result is declared, students are informed about the schedule for application for photocopy and revaluation by displaying notices, and students are asked to apply in the prescribed format in the given timeline. Statutory norms are strictly followed for these activities.
- After receiving a photocopy, students are advised to refer to the answer key or reference books to check if the evaluation is satisfactory. If a student is not satisfied then he/she may apply for revaluation.
- The revaluation process is done by strictly adhering to the university norms

General grievances like mark sheets, transcripts, or convocation certificates are communicated through proper channels to the university.

To ensure that the entire system is transparent, time-bound, and efficient, the Examination Committee lays down & follows SOP and involves a dedicated team of the **Chief conductor, Senior supervisor, Junior supervisor, exam coordinators, exam clerk, and exam peon** for smooth functioning of the examination department.

With these systems followed, the college has maintained discipline, good governance, and ethics in conducting the examination & declaring the results.

| File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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.

Response:

The Institute has well defined Program outcomes, Program specific outcomes and Course outcomes. The **Program outcomes** are in alignment with graduate attributes as defined by the Outcome Based Education system. Program specific outcomes (PSOs) are applicable for M. Pharm and are specifically defined for each PG department and include **analytical thinking and problem-solving ability, creativity & innovation and translational research.**

Course Outcomes are defined as per Bloom's taxonomy. Bloom's Taxonomy is a tool that helps to assess the level of rigor and challenge in a course, providing multiple levels of assessment ranging from 'remembrance' to 'creativity. **Figure 2.6.1.a** depicts the different levels of Bloom's taxonomy.
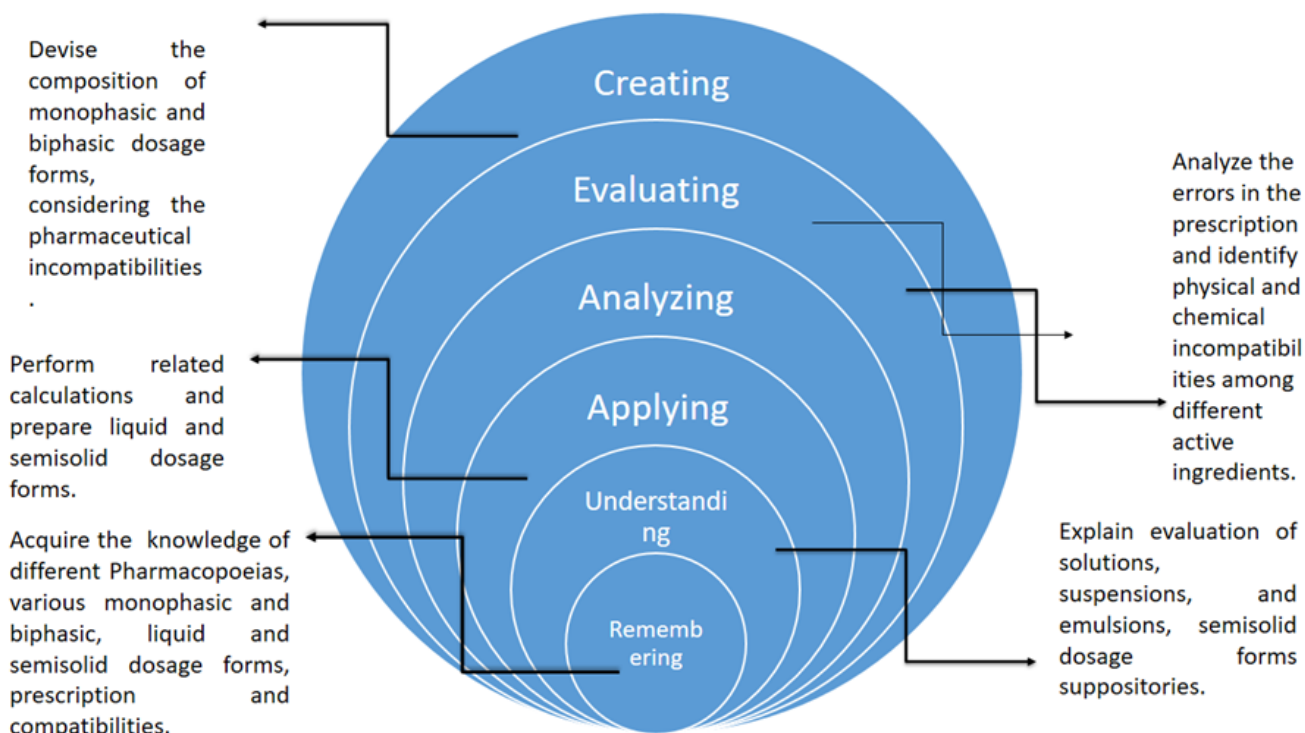
Figure 2.6.1.a: Different levels of Bloom's taxonomy (Representative example of subject – Pharmaceutics)

Mapping of Course Outcomes with Program Outcomes & Program Specific Outcomes

To ensure that the Program outcomes and Program specific outcomes are attained by students, it is necessary that the POs are and PSOs are mapped with various COs throughout the program curriculum.

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 level of emphasis being (1) Low / Slight, (2) Medium/ moderate, or (3) High/ Substantial. The level of emphasis of a program outcome is determined by the weightage used for assessing the outcome in each course. This is exemplified in the subsequent paragraphs using

Pharmaceutics subject as a model course as depicted in **Table 2.6.1.a.**

Table 2.6.1.a: Course outcomes for Pharmaceutics subject

Subject	Course Outcome	Mapping with Program Outcomes										
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
	CO1	3	-	-	-	-	2	-	-	3	-	-
	CO2	3	1	3	-	3	-	3	3	2	-	-
Pharmaceutics I	CO3	3	-	-	-	-	1	-	2	-	-	-
	CO4	3	3	-	-	-	2	-	3	-	-	-
	CO5	3	1	-	-	-	2	-	3	-	2	-

To attain all POs successfully, additional surveys and activities beyond the syllabus are conducted and assessed using rubrics.

The Program Outcome, Program Specific Outcome and Course Outcomes are disseminated by the institute to the students, teachers and all stakeholders through various means which includes institute website, curricular book, inclusion in lab journals, communicating to students during students Induction/ Orientation programs, 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.

The course outcomes of each course are mentioned in the syllabus provided by University of Mumbai. Moreover, the institute has the practise of redefining the course outcomes for each course by concerned faculty as and when needed. The syllabus is available on the college website and also in printed format for the students in the institute library. The lesson plan for each course is prepared by the faculty members. VESCOP has the practice of formulating the **"Curriculum Book"** for both B. Pharm & M. Pharm. The curriculum book includes details of each course with respect to course objectives, course outcomes and mapping of course outcomes with POs & PSOs.

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	View Document
Upload any additional information	View Document
Past link for Additional information	View Document

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

Response:

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.

Attainment Level 1: 50% students scoring more than target percent in the End Semester and mid semester e considered to be attainment of "1"
Attainment Level 2: 60% students scoring more than target percent in the End Semester and mid semester e considered to be attainment of "2"
Attainment Level 3: 70% students scoring more target percent in the End Semester and mid semester examination to be attainment of "3"

1. The Question papers of Mid Semester and End Semester examination are mapped with POs,
2. The CO attainment is calculated for all the subjects by calculating the percentage of students getting more than and equal to the "Target percentage marks".
3. The CO attainment is calculated according to attainment levels for e.g If CO attainment is more than 50% then attainment level is "1", If CO attainment is more than 60% then attainment level is "2", If CO attainment is more than 70% then attainment level is "3".

Measuring Program Outcomes:

Different courses cater to different PO's leading to eventual attainment of PO's. upon successful completion of all the courses and hence the program. The course outcomes are quantitatively assessed, and are mapped to the program outcomes, which in turn are mapped with Program specific outcomes. Although the Curriculum covers a broad range of courses to attain the POs, there is a need to conduct additional activities and design outcome-based surveys to ensure bridging the gap between the syllabus and ultimate POs envisaged.

POs are directly assessed through the courses i.e. course-based assessment with the weightage of 80 % and indirectly through a set of well-designed surveys with the weightage of 20%, viz: (1) Student Exit Survey, (2) Alumni Survey (3) Employer Survey 4) Activity based Evaluation.

Program Exit survey – At the end of the program the survey is conducted to assess student's competency and satisfaction, wherein the feedback is obtained regarding how successfully the program is delivered to attain the program outcome..
Alumni Survey –The survey is conducted through the questionnaire to obtain feedback about the program and its ability to make the students employable and scope for further improvement.
Employer Survey – The survey is conducted to assess the performance of the graduates recruited in different industries. These responses are analysed to assess the feedback by the Employer and thereby improve further
Activity based Assessment – Impact analysis and evaluation of Curricular and Extracurricular activities like Journal Club activity, Inplant training, industrial visit,Campus to corporate, (Department of Lifelong learning and extension), Poster club activity presentations, UG Survey based projects, Mentoring is carried out to further facilitate attainment of POs..

File Description	Document
Upload any additional information	**View Document**
Paste link for Additional information	**View Document**

2.6.3 Average pass percentage of Students during last five years

Response: 96.77

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

2020-21	2019-20	2018-19	2017-18	2016-17
71	89	92	91	98

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

2020-21	2019-20	2018-19	2017-18	2016-17
71	89	96	100	101

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 196.87

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

2020-21	2019-20	2018-19	2017-18	2016-17
64.07	7.49	57.61	10.39	57.31

File Description	Document
List of endowments / projects with details of grants	[View Document](#)
e-copies of the grant award letters for sponsored research projects / endowments	[View Document](#)

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

Response: 29.17

3.1.2.1 **Number of teachers recognized as research guides**

Response: 7

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

3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 90

3.1.3.1 **Number of departments having Research projects funded by government and non-government agencies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
2	4	4	4	4

3.1.3.2 **Number of departments offering academic programes**

2020-21	2019-20	2018-19	2017-18	2016-17
4	4	4	4	4

File Description	Document
Supporting document from Funding Agency	[View Document]
List of research projects and funding details	[View Document]
Any additional information	[View Document]
Paste link to funding agency website	[View Document]

3.2 Innovation Ecosystem

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

Response:

An innovation ecosystem can be nurtured through an interconnected network of companies and other entities that coevolve capabilities around a shared set of technologies, knowledge, or skills. VESCOP has been in the forefront in fostering innovation by creating systems that cut across different facets of academics and research. Figure 3.2.1 – A shows the innovation ecosystem at VESCOP.
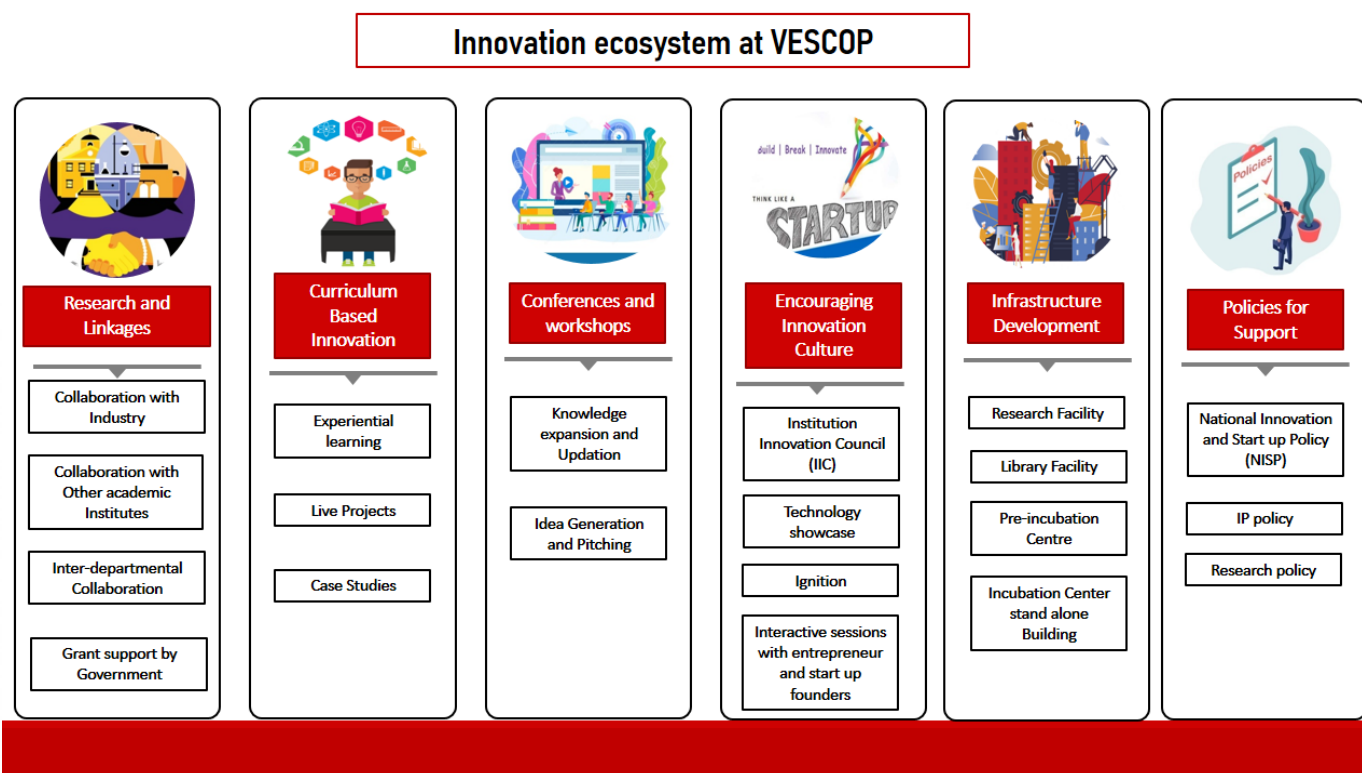
Figure No: 3.2.1 – A

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

1. **Institute Innovation Cell (IIC):** The Ministry of Education's Innovation Cell has envisioned encouraging creation of 'Institution's Innovation Council (IICs)' across all Higher Education Institutions (HEI's). In this regard the IIC cell of VESCOP was formulated in 2018 to foster innovation culture and ecosystem among the students and faculties. Through this cell the students are encouraged to develop an entrepreneurial mind-set. Initiatives like ideation and innovation competitions, hackathons are routinely organized. A success of the IIC cell is that it has received a 4-star ranking for an outstanding performance in MHRD's IIC activities for the years 2018-19 and 2020-21. Also, VESCOP as a part of Vivekanand Education Society (VES) secured the position in the bracket of 26th - 50th rank in 2020 and in the 'Promising category' in 2021 at Atal Ranking of Institutions on Innovation Achievements (ARIIA) under the finance/private institutions category. ARIIA is an initiative of the MHRD, Govt. of India to systematically rank all major HEI's on indicators related to "Innovation and Entrepreneurship Development ".

2. **Industry Institute Interaction Cell:** As a part of roles and responsibilities, this cell conducts activities such as In Plant Training and Industry visits where the students can have real time interaction with the industry. The institute has interacted through field visits with various prominent companies like P&G, Cipla, ACG Capsules to name a few. This exposure broadens a student's perspective beyond syllabus and increases networking. VESCOP has been awarded with the Best Industry Linked Pharmacy Institute PAN India in the AICTE-CII survey 2018 and has been consistently receiving the platinum rating for past cycles of the survey. VESCOP was one of the top seven Pharmacy Institutes at National level to receive the platinum rating in 2019.

3. **Pre-incubation Center and Proposed Incubation Center:** The institute has a functional pre-incubation centre which helps in linking with a wider entrepreneurial ecosystem by providing

support to budding entrepreneurs. The institute is in the process of developing an incubation centre to encourage and promote young entrepreneurs. A separate building is under construction and will be functional soon.

4. **National Innovation & Start-up Policy (NISP):** The NISP framework of MHRD mandates every HEI to formulate its own Innovation and start-up policy. The institute has formulated a policy document which will serve as a guide to plan and initiate activities. The objectives of this are to build a healthier ecosystem of Innovation and entrepreneurship, to facilitate development of entrepreneurship through pedagogical tools and to encourage teachers and students to venture into their start-ups.

All the above mentioned committees are mentored by the board of advisors.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 95

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

2020-21	2019-20	2018-19	2017-18	2016-17
32	18	22	7	16

File Description	Document
Report of the event	[View Document](#)
List of workshops/seminars during last 5 years	[View Document](#)

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

Response: 0.75

3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years

Response: 6

3.3.1.2 Number of teachers recognized as guides during the last five years

Response: 8

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	[View Document](#)

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 4.59

3.3.2.1 **Number of research papers in the Journals notified on UGC website during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
14	9	23	24	32

File Description	Document
List of research papers by title, author, department, name and year of publication	[View Document](#)
Any additional information	[View Document](#)

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

Response: 0.5

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 last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
5	3	0	1	2

File Description	Document
List books and chapters edited volumes/ books published	View Document
Any additional information	View Document

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 last five years.

Response:

The courses offered at VESCOP include a set of subjects like Environmental Science and Communication Skills with a humanist character aimed at nurturing values, attitudes and habits in students that will in future enable them to take decisions with respect to their social commitments and responsibilities.

We have considered two main 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 aspect refers to the projects which have a direct social impact. In this light, VESCOP has four different yet complementary initiatives namely Public Health Office, Rotaract Club, Department of Life Long Learning & Extension and community outreach program – 'Aarogyadaan'

1. **The Public Health Office (PHO)** encourages students to engage themselves in the pursuit of humanitarian goals. The PHO carries out various activities like Blood Donation Camps, Cleanliness Drives, outreach programs and health campaigns throughout the year. The PHO in 2018 had conducted a camp on Menstrual Hygiene for the sex workers living in the city. The PHO has also conducted AIDS awareness campaigns, Anti-tobacco campaigns, Mental Health awareness campaigns and many others among various directly affected sections of our society. In response to their diligent efforts towards society the PHO of our college has bagged the Gold and Silver medal on numerous occasions for "Best Public Health Office" among all pharmacy colleges in Mumbai, an award conferred & presented by the Indian Pharmaceutical Association, Maharashtra State Branch, Student Forum (IPA-MSB-SF).

2. **The Rotaract Club of VESCOP** aspires to promote ethical conduct while increasing awareness of sustainability and social responsibility. Since 2016-17, the Rotaract Club has been established and involved in different community activities like educating the underprivileged, social commentary through skits, songs, in relevant sections of the society. In 2019, the Rotaract Club steered an event called "Bappa Morya 2.0' where the students were helping the local police on the city roads in maintaining discipline & safety during Ganpati Visarjan. Over the years, the Rotaract Club has received several awards and accolades through the Academy for Awarding ROTARACT Achievements (AARAS).

3. **The Department of Life Long Learning & Extension (DLLE)** unit of VESCOP motivates in imparting career skill education, women empowerment education and outreach activities that help in the overall holistic development of the young & upcoming generation in our society. The unit undertakes Career oriented and Community oriented activities as it works towards creating social

awareness among students while learning. Every year the DLLE unit of University of Mumbai organizes an Annual Extension Work Festival titled "UDAAN-the flight of Extension". The institute has bagged awards in this prestigious festival "UDAAN" for performances through street plays and exhibit posters.

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

The impact of these social responsibility initiatives can be summarized in three key outcomes

- *The students' commitment & discovery of values*

- *Socially responsible graduates*

- *Engaging our communities*
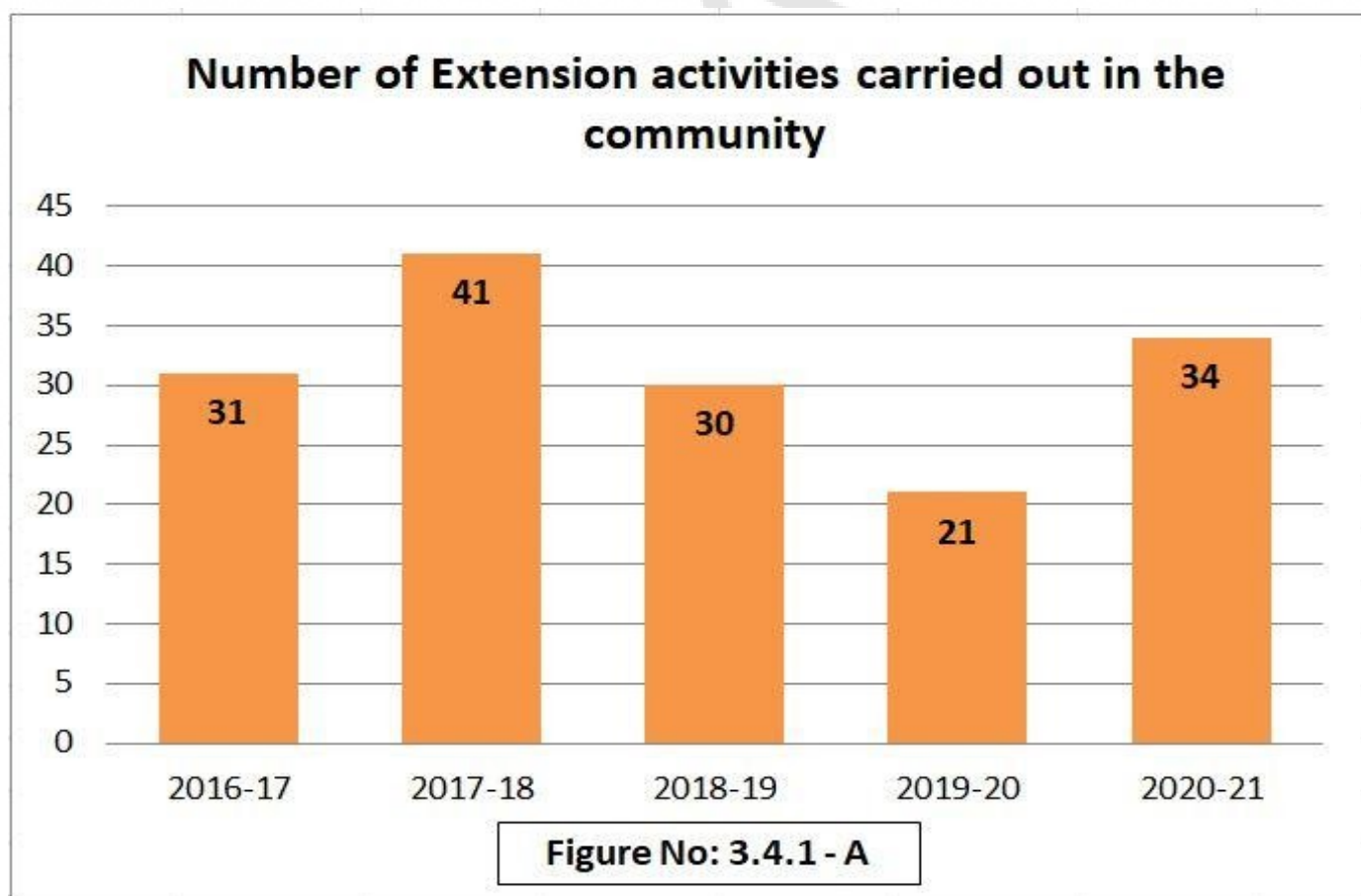
Figure No: 3.4.1 - A

Number of students participated in extension activities

102	113	132	160	173
2016-17	2017-18	2018-19	2019-20	2020-21
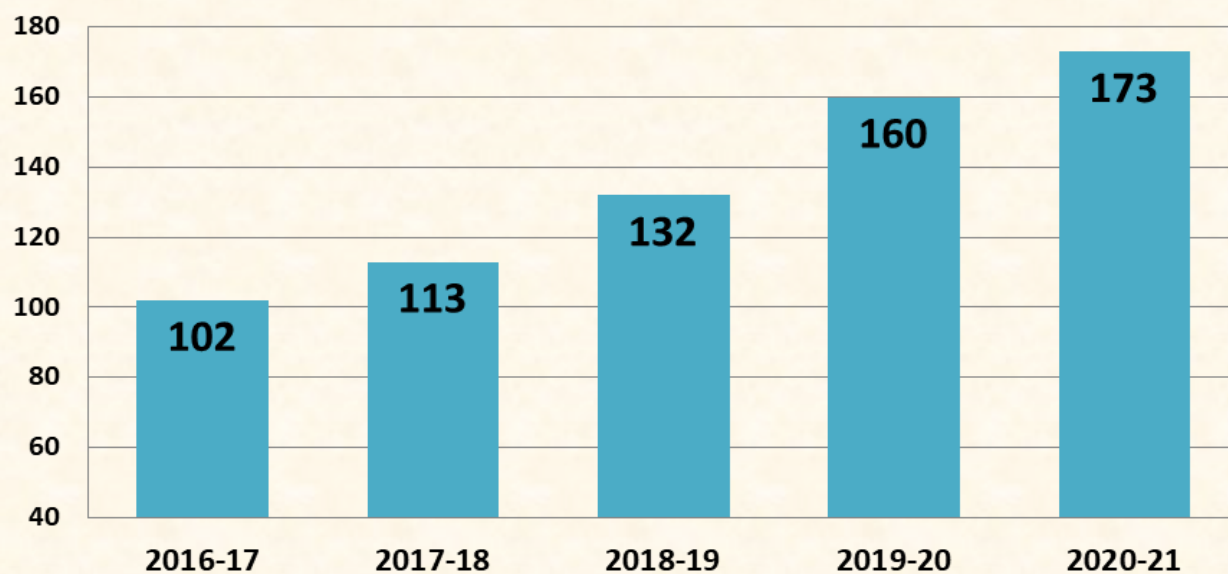
Figure No: 3.4.1 – B
Even though a student is participating in multiple events, he is only counted once for a given academic year

Figure No: 3.4.1 - C

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 37

3.4.2.1 **Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
4	3	9	10	11

File Description	Document
Number of awards for extension activities in last 5 year	View Document
e-copy of the award letters	View Document

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 157

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

2020-21	2019-20	2018-19	2017-18	2016-17
34	21	30	41	31

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	View Document

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

Response: 36.29

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 last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
173	160	132	113	102

File Description	Document
Report of the event	
Average percentage of students participating in extension activities with Govt or NGO etc	
Any additional information	

3.5 Collaboration

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 198

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

2020-21	2019-20	2018-19	2017-18	2016-17
34	20	42	54	48

File Description	Document
e-copies of related Document	
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

Response: 16

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

2020-21	2019-20	2018-19	2017-18	2016-17
4	2	8	1	1

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File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document

Criterion 4 - 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.

Response:

The college has adequate facilities for teaching-learning as per the requirements specified by the accreditation bodies. All classrooms are ICT enabled with LCD projectors. To make teaching learning more interesting, college has a smart board facility and website wherein various learning resources like PowerPoint presentation, videos are available for students. Laboratories are well equipped with internet facilities. Central instrument room, Pilot plant, aseptic room, fume hood, digital and analytical balances, preparation room, inventory area, exhaust fans, computer with internet are available for training students during practical sessions. The college provides facilities like centralized vacuum, compressor systems, safety devices, adequate glassware/chemicals, for smooth conduction of practicals. Stores department has efficient systems for inventory control and supply. An ICT enabled seminar hall is available for conducting co-curricular activities like seminar, guest lectures and conferences.

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

Library: Wi-Fi enabled, well ventilated, spacious library includes huge collection of print books containing total no of 2041 titles, 7960 volumes, 1968 e-journals, 1340 e-books, 24 titles of print journals, 257 M. Pharmacy dissertation copies. College is a member of National Digital Library. Each service of library is semi-automated through use of Online Public Access Catalogue OPAC. A separate reading room, Computers with internet, photocopier/ printer, separate journal section are also available.

Museum: The museum has a wide variety of specimens depicting various fields of Pharmacy along with display pictures of scientists and events in chronological order. It exhibits products of various dosage forms, like syrups, suspensions, oral liquids, tablets, capsules, suppositories, eye drops and medical devices, for detailed study of dispensing and packaging of pharmaceutical products, with a separate section for crude drugs and herbal products.

Machine room: Machine room has a pilot-scale facility for manufacturing of liquid orals, semi-solid dosage forms and solid dosage forms with separate sections like granulation, compression and coating for manufacturing of tablets to avoid cross-contamination. The air-conditioned pilot plant is equipped with 12 Station multi tooling Tablet Compression Machine, coating machine, stability chamber, spray dryer, fluid-bed coater, two station bathless Tablet Disintegration testers and High-Pressure Homogenizer. Machine room also has dehumidification facility, centralized compressor facility, vacuum, vinyl flooring, exhaust system and separate room for washing of equipments as per GMP guidelines.

Instrumentation facilities: Air-conditioned central instrumentation facilities with sophisticated instruments for analysis and standardization of conventional and novel drug delivery system.

Animal house: There is a separate two-storied building for animal house as per CPCSEA norms. It has 12-hrs alternate auto-shift of photo sensors and air conditioning. Animal house is approved for conducting research on small animals like rats, mice and rabbits. There is a separate facility for feed, husk, water

supply and animal experimentation along with double walled glass panelled window for sound proofing. There is separate room for washing different animal species, vinyl flooring, air curtain at entry point, drinking water (aqua guard), monitoring 24X7 by CCTV cameras. Screening of drugs for Anti-diabetes, anti-inflammatory, including toxicity, pharmacokinetic and in vivo efficacy studies are carried out in animal house.

File Description	Document
Upload any additional information	View Document

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

Response:

The college provides indoor and outdoor sports facilities, to promote interest of students in sports and physical fitness. The college also has a spacious multipurpose hall to conduct various cultural events. These facilities are regularly used and optimum use of these facilities is assured by conduction of annual intra-college and inter-college sporting and cultural events. These events inculcate team work, sports spirit, leadership qualities, an opportunity for socialization and for all round development of students.

There is adequate facility for sports in college for indoor game activities with a total area measuring 75.03 sq.mtr and 20.05 sq. mtr The outdoor sports activities are conducted on the sports ground of VES. The college allocates funds for providing and upgrading sport kits such as cricket kits, football, volleyball, badminton as well as indoor sport kits such as carrom boards, chess boards, table tennis tables, etc.

For reducing the stress and improving the quality of life, Yoga has now been included as a regular event at the College. A dedicated spacious room has been allotted with a total area measuring 33.11 sq. mtr, so that the staff and students can practice yoga according to the time suitable to them. The Head of the Institute (Principal, VESCOP, Dr Supriya Shidhaye) is a certified Yoga Teacher to mentor the yoga activities. The students and staff are encouraged to practice yoga through free of charge online classes taken regularly by the Head of the Institute. For mass-scale sessions, an alternate arrangement is made available in the spacious seminar hall. The yoga room is equipped with an internet facility to record the live sessions by the instructor. Yoga mats are made available along with wall charts and pictures of yoga poses on walls.

For holistic development and to generate a culture of harmony and concept of unity-in-diversity, extracurricular events such as musical concerts, drama, skits, dance, personality contests, rangoli cooking, drawing and mehendi competitions, antakshari, etc. are organized for students to exhibit their talents. The multipurpose seminar hall with a total area measuring 135.22 sq. mtr is made available for all types of events. The seminar hall along with corridors and open spaces in the college are well decorated by students during the annual college festival period. All the talents exhibited by students are recognized by attractive awards and certificates. Awards such as Best Class Trophy, Best VESCOPIANS, Best Student are given which encourages healthy competition for better performance.

All the events are organized and looked after by the elected student council under the guidance of designated faculty in charge for sports and cultural activities.

The annual magazine pharmaequinox edited by team of magazine committee showcases literary and extracurricular talent of students with creativity and critical thinking.

File Description	Document
Upload any additional information	[View Document](#)

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. *(Data for the latest completed academic year)*

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 10

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	[View Document](#)
Upload any additional information	[View Document](#)

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 18.3

4.1.4.1 **Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
29.28	25.76	62.32	46.41	9.23

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	[View Document](#)
Upload audited utilization statements	[View Document](#)

4.2 Library as a Learning Resource

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

Response:

The Library of VES College is located on the fifth floor of the college building with a total area measuring 153.65 sq.m. The security features such as CCTV Cameras, Fire Extinguisher & various important notice display boards are also available. The college has adequate resources with respect to computers, WiFi and LAN facility. Library is organized into various parts like property counter, Circulation Counter, Journal section, Reading Hall, computer for E-Resource Access, Reprography & Scanning Section.

The college library currently uses e-Granthalaya Integrated Library Management Software (ILMS) developed by National Informatics Centre, Ministry of Electronics and Information Technology, Government of India. The library is partially automated. The modules in e-Granthalaya are admin, book acquisition, cataloguing, circulation, serial control, micro documents, and budget search. The details are as follows-

Name of the ILMS Software: e-Granthalaya

Nature of Automation: Fully

Version: 3

Revision: 32

Year of Automation: 2010,2021

The college has recently opted for a Master soft e governance system which is fully automated integrated library management system.

Other than this library includes a huge collection of Books, bound journal volumes, and thesis.

Total No of book Titles: 2041

Total No of book Volumes: 7960

Hard copy Journals: 24

M. Pharm. thesis: 257

Bound volumes of journal: 425

In-plant training report: 490

M. Pharm Seminar report: 345

B. Pharm Live project report: 25

File Description	Document
Upload any additional information	[View Document](#)

4.2.2 The institution has subscription for the following e-resources

    1. e-journals
    2. e-ShodhSindhu
    3. Shodhganga Membership
    4. e-books
    5. Databases
    6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	[View Document](#)
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	[View Document](#)

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 3.71

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

2020-21	2019-20	2018-19	2017-18	2016-17
2.07	4.95	4.66	1.90	4.98

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	[View Document](#)
Audited statements of accounts	[View Document](#)
Any additional information	[View Document](#)

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

Response: 3.48

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

Response: 17

File Description	Document
Details of library usage by teachers and students	[View Document](#)

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The college was established in 2007, with the beginning of B. Pharm course with an approved intake of 60 students. M. Pharm course was introduced in Pharmaceutics (2011), Quality Assurance (2012) and Pharmaceutical Chemistry (2013). In 2018, the college got approval from various regulatory bodies for an increase in intake of B Pharm from 60 to 90 students and from the year 2019 from 90 to 100 students. The college has regularly updated its IT facilities by increasing the number of computers, software and printers. The ICT Committee recommends up-gradation of the computational facility, networking and educational technological services on a timely basis through continuous review. The college has a structured LAN facility. All the end users are connected through 10/100/1000 base ports. All the LAN attached users are connecting to the Access Switch Based and obtains data networking connectivity through Primary ISP : JIO and Backup ISP : Bhawani having Optic ?ber broadband plan which provides a bandwidth of more than 50 MBPS with a speed of 200 MBPS.

The wireless routers (no. of routers= 18) are installed on all seven floors of the college so that Wi-Fi facilities can be availed by the students, faculty members and support staff.

The teaching and learning process is enriched by e-resources available in the college like e-books (received as complementary books), e-journals. Interactive demonstration CDs on animal experiments: X-cology are available to students so as to augment learning capabilities. Students are also encouraged to use ICT facilities for drug designing, optimization and analysis of experimental data such as Stat-Ease Design Expert, Autodock, AMBER, Chimera, Modeller, Chem-sketch, Maestro academic version; and sophisticated instruments software like Dissolution, HPLC, IR, UV analysis. Plagiarism detection software Turnitin is available with the college for ensuring the reports and dissertations plagiarism free. Dedicated PCs or laptops are allotted to all the teaching staff. The administration office and examination section also have required IT facilities for smooth functioning.

The college regularly installs Net-Protector Anti-virus software for ensuring proper working and functioning of laptops/ PCs/ Computers.

The college has opted for a Master soft e governance system which is effectively used in the areas of

finance and accounts, student and admission support and library.

Recently ERP software is installed. Canvas and Google classrooms were introduced as LMS platform for flip classroom, online learning and adequate revisions by sharing recorded lectures. Dedicated you tube channel encourages self learning and knowledge upgradation.

All the Classrooms, board room and seminar hall are ICT enabled with LCD along with a separate smart class room facility. These ICT facilities are available for teaching, training, conducting meetings and delivering presentations and scientific seminars/ symposiums.

Areas of e-governance	Name of the Vendor with contact details	Year of Implementation
Finance and Accounts	M Tech Business solution Pvt Ltd (Tally ERP 9) – 022 25214485	2007
	Relyon Softech Ltd (Salary Software) - 08023002100 / 1860-425-5570 (Toll free)	2009
	Tax Print (Sensys Easy TDS) - 22 43470909	2009
Student Admission and Support	Khushi Software - 9322235516	2014-15
ERP	Master soft	2020-21
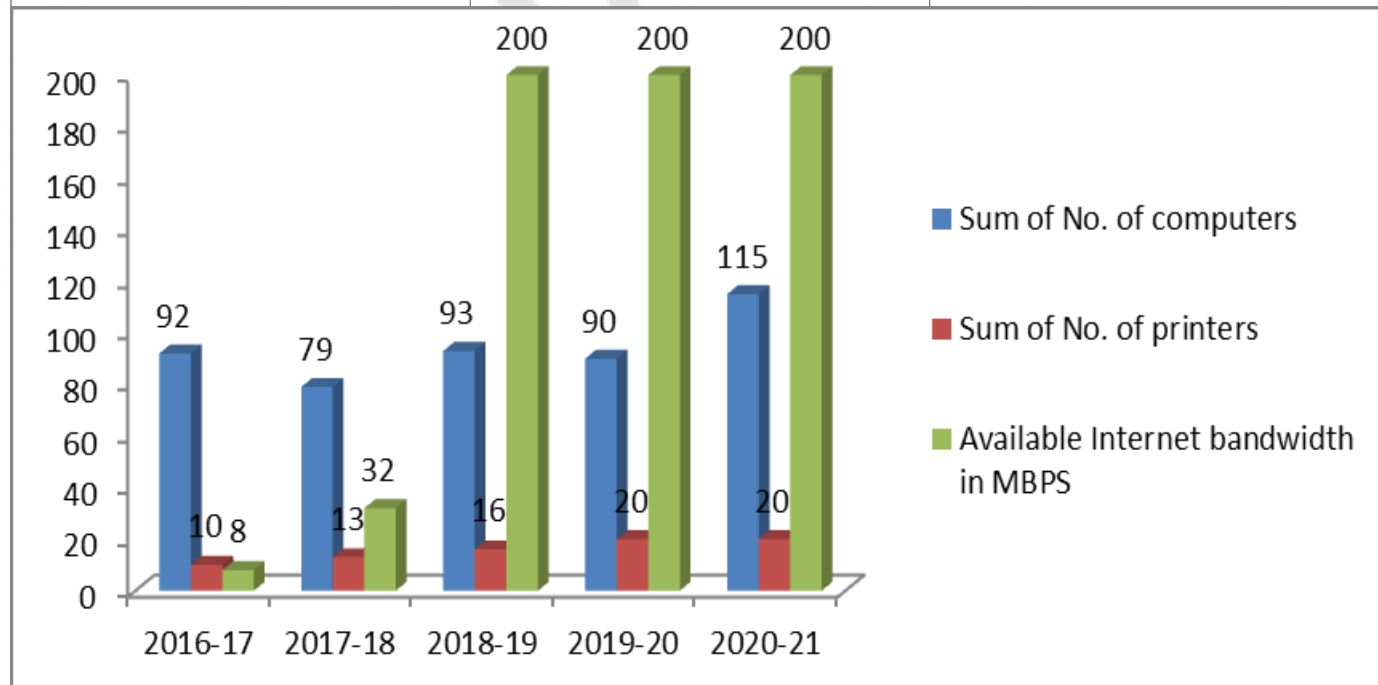
Figure 4.3.1: IT facilities during last five years

File Description	Document
Upload any additional information	[View Document](#)

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

Response: 5:1

File Description	Document
Upload any additional information	[View Document](#)
Student – computer ratio	[View Document](#)

4.3.3 Bandwidth of internet connection in the Institution

Response: A. ?50 MBPS

File Description	Document
Upload any additional Information	[View Document](#)
Details of available bandwidth of internet connection in the Institution	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

Response: 62.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
108.66	137.53	113.42	104.8	89.77

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	[View Document](#)
Audited statements of accounts	[View Document](#)

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.

Response:

Repair and maintenance is an inevitable part of a research institute. The college believes in taking measures for preventive maintenance hence it sanctions and allocates a separate budget for repair and maintenance every year.

Maintenance work of various facilities such as electrical generator, compressor, plumbing and piping systems, refilling of fire extinguishers, electrical connection and services, campus cleaning, maintenance of sports room facilities, maintenance and services of elevators/lift, structural maintenance and other macro-infrastructure are undertaken on campus. The college has dedicated housekeeping staff for total cleanliness and aesthetic upkeep of the college. The college conducts fumigation, rodent, pest, mosquito control measures, cleaning of the water tank, painting, civil work etc. for the smooth functioning. The college also looks after the maintenance of central fire fighting system, public access speaker, smoke detectors etc. All these measures are conducted regularly and in a time bound manner by maintaining yearly calendar by the office administrative staff.

The college also has an Annual Maintenance Contract (AMC) for sophisticated instruments in the Central Instrument Room Laboratory. It also has AMCs for elevator, cooler, water purifier. The AMCs are regularly renewed by maintaining a yearly calendar by the office administrative staff. All the computers are maintained in a functional state by a dedicated computer in-charge. The college has signed a memorandum of understanding with an environment consultant who will look after the collection of e-waste and its proper disposal by an authorized e-waste recycler.

College believes in creating systems which give measurable actions. In line with this culture, each laboratory and store maintain separate log books for instrument usage, repair/maintenance, and chemical and glassware stock. Against this, the college conducts yearly laboratory audits and store audits. The auditor reports the observations to the Head of the Department and necessary corrective measures are taken. Similarly, the college has a finance, equipment and building sub-committee which are part of the college governing body (GB) committee. These sub-committees give a detailed proposal regarding purchase of high-end equipment, renovation/addition in infrastructure, allocation/reallocation of funds to the head of the Institution. Once the proposal is accepted and implemented, the detailed report of the same is presented in the GB meeting. The college store maintains dead stock register for fixed assets, robust inventory control for prompt service to students and optimal utilisation of resources.

The college conducts sessions by Western Regional Instrumentation Centre (WRIC) for the laboratory staff, in-house full-time appointed electrician and plumber in diverse areas of instrumentation. Basic underlying idea of conducting short term training programme is to make the laboratory staff competent to conduct regular maintenance and repair.

The college considers students as an important stakeholder. Hence, the college has a robust "Institute Feedback" system which collects feedback from the students on yearly basis to get students perspective about the facilities present/required in the college. Based on these feedbacks, college takes proactive and preventive measures to comply with the same.

The college has well-defined standard operating procedure to ensure that library is having adequate

resources and is managed appropriately in terms of ordering books, circulation of books, using the book bank facility and weeding out of old books.

The college animal house is approved by CPCSEA and maintained as per audits conducted by CPCSEA nominees from 2011 to date. The institute follows a proper procedure defined by the Institute animal ethics committee (IAEC) to conduct animal experiments. On approval by the IAEC, the animals are procured from registered breeders, and are quarantined for seven days before experimentation, to check for signs of illness, etc. Further animals are housed in cages in controlled conditions of relative humidity and temperature, and are fed at regular intervals, with a 12-hour dark/light cycle. The bedding needs to be cleaned of litter every alternate day, or as and when required. After the experimentation, animals are rehabilitated, or are sacrificed under humane conditions to end study. The biological wastes are disposed of as per the SOPs. The college has received a membership certificate from SMS Envoclean Private Limited for the disposal of Bio-Medical Waste as per Bio Medical Waste (M&H) Rules and Guidelines-MPCB.

The college has maintenance policy and a dedicated maintenance committee to execute maintenance-related work promptly and flawlessly. The committee In-charge is responsible for quick and appropriate response to emergencies related to maintenance. The in-charge conducts regular inspections of the college building and laboratories and reports to the maintenance coordinator. An annual maintenance plan is developed and implemented that includes routine and preventive maintenance. Routine housekeeping activities are also looked after that includes maintenance of rest rooms, common areas and garden. The maintenance coordinator ensures the maintenance of infrastructure and laboratories reported by committee in-charge. The maintenance coordinator looks after the necessary repairs, plumbing, electrical and other work as required by utilizing the services of professionally skilled people. The maintenance coordinator is also responsible for the audit of all facilities and laboratories at least once in a year. The module coordinators report minor repairs in the laboratories to the respective lab in-charges. The major repairs and breakdown of equipment in the lab are reported to the Principal and necessary corrective actions are taken according to the Principal's recommendations. Regular departmental meetings are conducted to ensure the monthly maintenance of instruments and facilities. In addition, the floor and assistant floor in-charges undertake the minor repairs in their respective facilities and report in centralized maintenance muster available in stores department. They are responsible for ensuring the upkeep of their respective facilities and laboratories. There is a regular scheduled inspection and audit for which the floor and assistant floor in-charge make their respective facilities and laboratories available. Laboratory in-charges undertake any minor repairs in their respective facilities through lab support staff. They report major repairs and breakdown of equipment in the lab to the module coordinator. Lab in-charge also conducts monthly maintenance of equipment and facilities in the laboratories and maintains documents. Peons of college are also involved in the necessary repairs and corrective actions of facilities and laboratories as per instructions of the maintenance coordinator.

File Description	Document
Upload any additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 26.62

5.1.1.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2020-21	2019-20	2018-19	2017-18	2016-17
143	115	104	68	74

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	[View Document](#)
Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)	[View Document](#)

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 20.55

5.1.2.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2020-21	2019-20	2018-19	2017-18	2016-17
87	55	68	89	75

File Description	Document
Upload any additional information	[View Document](#)
Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)	[View Document](#)

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

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

Response: A. All of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	[View Document](#)
Any additional information	[View Document](#)
Link to Institutional website	[View Document](#)

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 56.11

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

2020-21	2019-20	2018-19	2017-18	2016-17
146	307	215	136	222

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	[View Document](#)
Any additional information	[View Document](#)

5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

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

Response: A. All of the above

File Description	Document
Upload any additional information	[View Document](#)
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	[View Document](#)
Details of student grievances including sexual harassment and ragging cases	[View Document](#)

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 54.68

5.2.1.1 **Number of outgoing students placed year - wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
30	42	55	61	56

File Description	Document
Upload any additional information	[View Document](#)
Self attested list of students placed	[View Document](#)
Details of student placement during the last five years (Data Template)	[View Document](#)

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 153.52

5.2.2.1 **Number of outgoing student progression to higher education during last five years**

Response: 109

File Description	Document
Upload supporting data for student/alumni	[View Document](#)
Details of student progression to higher education (Data Template)	[View Document](#)

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 78.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
19	19	22	31	23

5.2.3.2 **Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
20	40	24	33	36

File Description	Document
Upload supporting data for the same	[View Document](#)
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	[View Document](#)
Any additional information	[View Document](#)

5.3 Student Participation and Activities

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.

Response: 52

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) year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
9	23	6	12	2

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	[View Document](#)
e-copies of award letters and certificates	[View Document](#)
Any additional information	[View Document](#)

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

Response:

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 **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. The Student Council is actively involved in organizing various extracurricular activities throughout the year which includes celebration of **Spectrum- The Annual Day** & coordination for Rx- Intercollegiate fest. Student Council corroborates smooth functioning of all sub-committees viz. cultural, sports and magazine sub-committees, thus fostering creativity, team building and leadership.

- **Representation as members of Co-curricular and Extra-curricular committees**

Students are also members of committees like **Public Health and Outreach, Rotaract, Department of Life Long Learning, 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 academic committees:

- **Program Committee:** Every class of UG & every department of PG has one class representative who is a member of the Program Committee. Feedback on teaching-learning processes is sought through monthly meetings. The suggestions/grievances are accordingly addressed for an enriched teaching learning environment.
- **Assistance in UG laboratories:** PG students assist faculty members in UG laboratories and are assigned as **Lab Expert**s for End Semester Practical Examination.
- **Equipment in charge:** PG & PhD students are assigned responsibility of maintenance of various equipments available in research laboratories.

3. Representation on administrative committees:

- **College Development Committee:** Students' representation on this Committee gives suggestions on the overall development plan of the college from students' perspective.
- **Anti-Ragging committee:** Student Council is a part of Anti-Ragging committee. This facilitates the promotion of an ambiance conducive for VESCOP to be a ragging-free campus.
- **Internal Complaints Committee:** Student representation at UG, PG & PhD level facilitates investigation into the information against the complaints launched, if any.
- **Volunteers at FC centre:** VESCOP has established a Facilitation Centre for UG & PG admissions as per the directives of Directorate of Technical Education and PG students act as volunteers for the FC centre as per the schedule assigned by the college admin office.
- **Institutional Quality & Assurance Cell:** A senior student is involved in this committee representing the students of all years.
- **Representation as member of Indian Pharmaceutical Association - Maharashtra State Board (IPA - MSB) Forum:** UG students represent VESCOP as members of Core & Executive committees of IPA - MSB Forum
- **Student feedback on amenities:** At the end of every academic year, class coordinators take feedback from all students on problems pertaining to classroom, infrastructure, library, food, water and hygiene and subsequently necessary action is taken.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 58.8

5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
60	55	71	57	51

File Description	Document
Upload any additional information	[View Document](#)
Report of the event	[View Document](#)
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	[View Document](#)

5.4 Alumni Engagement

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

Response:

The institute has a **registered Alumni Association; Reg. No.: 0052057** as per **the Society Registration Act, 1860.** 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.

The role of VESCOPAA includes the following:

- To plan, implement and promote alumni programs that support VESCOP strategic initiatives
- To establish and build relationships with a wide range of alumni and serve as the single point of contact for alumni & Institute
- To maintain regular communication with alumni
- To educate graduating students about alumni benefits
- To Seek alumni involvement for placements of graduating students and for promotion of entrepreneurship amongst students.

Many of our Alumni have occupied prominent positions in different sectors like Production, Quality Assurance, Quality Control, Research & Development, Regulatory Affairs, teaching etc. VESCOP recognizes such alumni every year through **Best Alumni Award**

Contribution from Alumni thorugh support services:

VESCOP alumni contribute significantly to the development of the Institute through non-financial means like:

i. **Talkathon**: Alumni are invited for Guest lectures in their respective domains and Experience sharing

ii. **Annual Alumni Meet:** Total of 7 alumni meets have been organized by the Alumni Association. In all these meets, alumni shared their valuable experience and gave inputs on the current trends in industry. They helped to bridge the academia-industry gap

iii. **Alma Matters:** The Annual Bulletin of the Alumni Association showcasing the achievements & activities of the association

iii. **Curriculum enrichment:** Alumni contribute for curriculum enrichment through their structured feedback on PO attainment via Alumni survey in-order to keep pace with the recent advancements in industry. They also help to mitigate the identified gaps beyond syllabus activities like hands-on workshops, guest lectures and value-added courses

iv. **Faculty:** Few alumni are appointed in faculty positions and presently 10% of regular faculty are alumni of this Institute

v. **Institutional Quality Assurance Cell & Department Advisory Board:** Representation of alumni in the Department Advisory Board and their inputs on quality enhancement initiatives

vi. **Placements:** Alumni facilitate Institute for campus recruitment by suggesting job openings to the Placement Cell and organizing **Mock interviews** for students

vii. **Mentorship:** Our alumni always play an active role in voluntary programmes like mentoring students in their areas of expertise

viii. **Guidance on career & preparation for Competitive Examinations:** Alumni has a huge talent pool and they take initiatives to organize webinars on topics such as career counselling, effective use of social media, financial literacy etc.

ix. **Networking Platform**: Alumni network by itself is one of the best professional networking platforms available today in the Institute

With the changing scenario, the Institute has adopted the latest technology and connected various alumni via different Whatsapp groups. Total 240+ alumni are connected via different WhatsApp groups. The alumni of the Institute guide our students to make them industry ready. It is our plan to develop everlasting relations with our alumni which in turn will give rise to mutual benefits.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

5.4.2 Alumni contribution during the last five years (INR in lakhs)

Response: E. <1 Lakhs

Criterion 6 - 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

Response:

A vision statement of an organization is the declaration of its objectives. This statement can serve as a guide for the organization indicating a defined direction for growth and goals. VES College of Pharmacy was established in 2007 and its vision is: "Creating competent pharmacy professionals to positively impact healthcare of the society"

Mission defines the various measures to be taken to fulfil the vision of the organization. In pursuance of its vision, college aims to excel in the field of pharmacy education and research by deployment of its tools that are stated in its mission statements as;

Maintaining quality education through competent faculty members, skilled support staff and state-of-the-art infrastructure.

VESCOP follows open transparent merit-based faculty recruitment process. This is done as per the guidelines laid by the regulatory bodies of University of Mumbai and ensures recruiting teachers with a blend of qualification and experience. About 46% of the staff members are currently holding an experience of 10 years or more and 54% members are with doctoral degrees in their subjects. Other faculties are also encouraged to pursue their PhD degree. Faculties are motivated to participate in faculty development programs and workshops. Skill development sessions like Samvriddhi are organized for support staff.

VESCOP is investing in existing and new infrastructure which is upgraded by renovation of existing labs, adding newer equipment, expanding classrooms and beautifying the college campus.

Providing a conducive academic environment of higher standard that encourages interactive learning, builds research abilities and provides opportunities for an active professional network.

VESCOP strives to provide a conducive environment for the development of learners by providing interactive learning experience. Guest lectures are conducted and students are taken for industrial visits. Beyond the syllabus activities such as Journal Club and Digital Poster Club help in building the research abilities. Environmental survey sensitize the students towards the sustainability of resources.

Inculcating the values and commitment towards better healthcare of the society.

VESCOP conducts Campus to Corporate transition programs for making the graduates ready for industry by imparting technical knowledge (Vidnyan Manch), soft skills (Atmavikas) and career guidance (Disha). To encourage commitment towards better healthcare of the society the students are encouraged to participate in awareness programs organised by Public Health Office (student's forum of MSB-IPA) and Rotaract club.

VESCOP provides opportunities to its faculty for participating in the governance of the institute. Different

administrative committees like the Governing Body (GB), College Development Committee (CDC), Internal Quality Assurance Committee (IQAC), Departmental Advisory Board (DAB), and Program Assessment Committee (PAC) have a fair representation of teaching and support staff.

The perspective plan of VESCOP is to excel in the Research area by writing research proposals to funding agencies, getting grants from Industries, increasing the publications and filing patents. The perspective plan of the institute includes providing an ecosystem for incubation and startup and accordingly the construction of incubation center has been initiated. VESCOP plans to include additional post graduate courses and become part of proposed VES University.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response:

VESCOP supports effective leadership by decentralization of authority and participatory management. Decentralization governance model empowers the stakeholders. At VESCOP hierarchy of authority and responsibility are defined. The Management has entrusted the Principal with the responsibility of smooth conduct of both academic and administrative duties.At the beginning of the academic year Principal forms a number of committees under different heads of administration and the roles and responsibilities of the same are defined. Examples of committees include examination, mentoring, class coordinators, antiragging etc. The Principal delegates authority to the HOD's (module coordinators) to supervise academic and administrative activities of their respective departments. Each class is assigned a class coordinator, who plays the role of liaison between the students and Head of the Departments (HOD) and has the authority to make decisions pertaining to academics. The Program Committee consisting of class coordinators, HODs, Program Committee In Charge, Program Assessment Committee coordinator, Class representatives monitors all academic activities , and it works under the chairmanship of the Principal. The teaching staff are assigned roles for steering the students' council in taking right decisions and solving arbitrations. The non-teaching staff of the college are also effectively involved in administrative activities. The Office Superintendent has the overall authority for the smooth execution of different administrative activities for admissions, student affairs, accounts and stores and purchase. Thus VESCOP ensures complete participation of both teaching and nonteaching staff members in administration.

Case Study

Role of Heads of Departments : Decentralization

HODs form the backbone of the Decentralization of management of VESCOP. Before the commencement of the academic semester, the HODs are responsible for appropriate distribution of the teaching workload amongst the departmental faculties. In consultation with IQAC and the Academic calendar committee, the

HODs assist for planning of yearly activities like, guest lectures, seminars, workshops, add on courses and training programs for both teaching and nonteaching staff. Departmental meetings are regularly conducted to monitor the effective execution of academic, administrative and research activities as per the plan. HODs mentor the faculty by giving constructive feedback on effective teaching learning processes. The HODs prepare the annual budgetary requirements of their respective departments. They have the authority to sanction upto Rs.5000/- for purchase of consumables and maintenance of laboratories of their department.
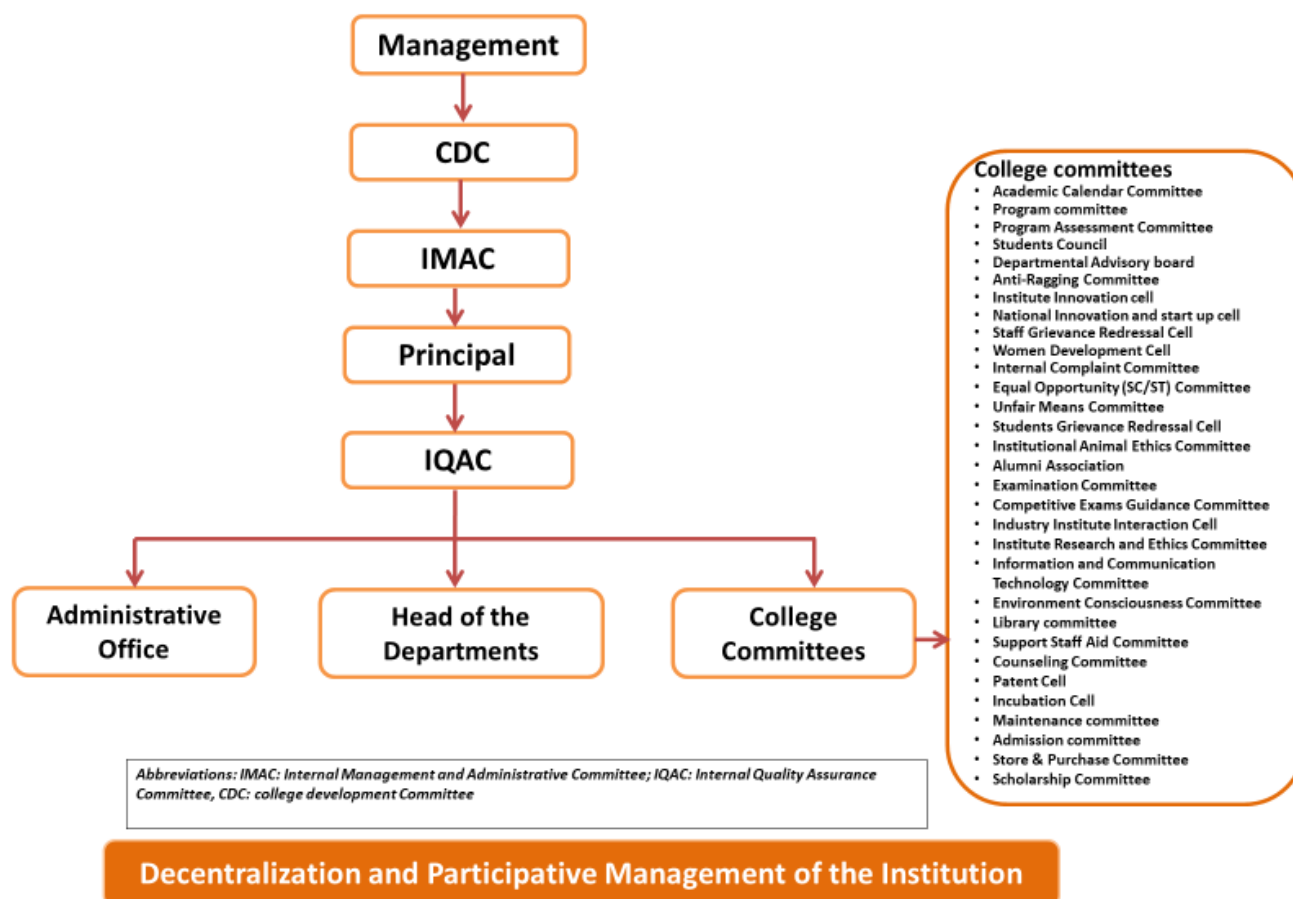
Fig. No. 6.1.2 Decentralization and Participative Management

Equipment Purchase : Participative Management

The process of purchasing a Freeze Dryer, an important equipment needed for processing of Nanoformulations:

The Pharmaceutics Department raised the requirement of Freeze dryer to Principal. Principal called for the

quotation analysis. The quotation analysis and need for the equipment was presented to the Equipment subcommittee. Equipment subcommittee gave recommendations to the Governing Body (GB). GB approved it. Action was initiated through IMAC. From a comparative statement of quotation analysis regarding specifications and cost of equipment offered by various vendors, the vendor was selected. Shortlisted vendor was called and the deal was finalised.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

Academic autonomy has the advantage of flexibility in academic activities to impart skills and better employability. VESCOP aspires to be an autonomous Institute as early as possible. Autonomy will allow introduction of newer courses and to deliver syllabus prescribed by PCI in an effective way. The industry relevant courses and community centred programs delivered as an autonomous institute would help in producing Pharmacy students with better employability. Also it will help in bringing the institute in alignment to New Education Policy 2020. The strategic plan includes development at different fronts simultaneously for the growth of students, faculty and institute. Novel tools to ensure thorough learning by the students are being implemented by the teachers. Efforts are being taken to enhance participation of students in community outreach programs to inculcate social responsibility. Faculties are consistently encouraged to widen their research horizon, and showcase their efforts in the form of publication , patents , products , research grants procurement from various funding agencies and Collaborative industrial projects. Regular programs are conducted to train the support staff. Motivational sessions are regularly organized for the overall well-being of staff.

For proper governance of the institute, hierarchy of the administrative system is always ensured. College ensures participation in activities involving national level ranking. For instance, National Institutional Ranking Framework and AICTE-CII survey, ARIIA ranking etc. The institute has been consistently participating with a goal to improve the performance every year. An incubation centre is also being constructed to foster innovation culture and enhance intellectual property rights.

Development and expansion of infrastructure forms an important aspect of Research and development. Thus, advanced instruments for novel research are added each year to the Central instrument facility along with modern equipment in research labs.

Case study

Recognition under 2 (f) & 12(B) of the UGC Act 1956

Established in 2007, the college started its post-graduation program in 2011. It was recognized that for further multidimensional expansion (e.g becoming excellent research centre) some crucial steps needed to be taken.

In the GB meeting held on 17th June 2017, Principal proposed to apply for permanent affiliation to UoM, with following insight.

1. As per Guidelines for Autonomous Colleges during the XII Plan Period (2012-2017) for autonomy of Unaided/aided colleges, Minimum 10 years of existence and accreditation by NAAC/NBA is a mandatory condition.

2. The University Grants Commission (UGC) provides financial assistance to eligible colleges which are included under Section 2(f) and declared fit to receive central assistance (UGC grant) under Section 12 (B).

Hence after identifying this correlation and interdependence it was decided to apply for recognition under 2 (f) & 12(B). Eligibility criteria for the application is permanent affiliation to UoM and accreditation by NBA/NAAC. Fulfilling both the prerequisites by 2019, College applied and successfully received the recognition under 2 (f)& 12(B) on 7th September 2020.

File Description	Document
Upload any additional information	[View Document](#)
strategic Plan and deployment documents on the website	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response:

VESCOP is managed by the Governing Body (GB) that is constituted as per the statutory requirements. The President of VES trust is also the Chairman of the GB. The GB has the main objective to decide the overall strategic direction and educational character and ensure overall well-being and financial stability of the institute. It ensures proper implementation of academic and administrative activities through robust HR Policies. The decisions pertaining to expansion, development and maintenance of the building, purchase of equipment and finance, appointment and regularisation of faculty are routed through the GB and its sub committees like the Building sub-committee, the Finance sub-committee, the Equipment sub-committee and Selection committee respectively.

The College Development Committee (CDC) is formed as per the guidelines of University of Mumbai

(UoM). The minutes of CDC meetings are submitted to the UoM. The main functions of the CDC are to prepare the budget and financial statements; recommend to the management for the sanction of teaching and other posts, formulate proposals for new expenditure not provided in the college budget, advise the Principal regarding the intake capacity of various classes, preparation of time table, and preparation of the annual report.

The Internal Management & Administrative Committee (IMAC) chaired by the Trustee In Charge reviews the day to day administrative and academic matters of the college on a weekly basis and also implements recommendations by GB and CDC for the progress of the institute and its stakeholders. It presents new proposals to the GB and VES trust. Members of IMAC are Trustee In charge, the Principal, the external educationist and the Office Superintendent (OS) (member secretary). The Principal is the administrative and academic head, who monitors the overall functioning and has powers to take decisions for academic, administrative and finance portfolios. The college has different levels of decentralization of governance. For the smooth conduct of administrative functioning of the institute, the Stores and Purchase Department, Accounts Department and Student Affairs Department report to the OS who in turn reports to the Principal. Each supporting functional unit of the Institute, i.e. IQAC, Library, Examination, has a designated In-charge who is empowered for decision making. Each academic department has a designated head (HOD) who is authorized to take the administrative and financial decisions to successfully run the department. Effective delivery of course contents by course coordinators is ensured through HOD/module coordinator. The attainment of course outcome is discussed in the program assessment committee. Departmental advisory board (DAB) gives suggestions to bridge the curricular gaps. IQAC approves the suggestions given by the DAB and also executes progressive delivery of academic, administrative and financial tasks.

VESCOP demonstrates transparency in executing appointments and the recruitment policies and service rules as per norms of UoM, AICTE and Government of Maharashtra. VESCOP also has a robust Grievance Redressal Mechanism, which includes staff grievance redressal cell and the students' grievance redressal cell. The Internal Complaints Committee is involved in handling the grievances registered by women.

File Description	Document
Upload any additional information	View Document
Link to Organogram of the Institution webpage	View Document
Paste link for additional information	View Document

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

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

Response:

VES management strives for the welfare of its employees by promoting a healthy work environment and social and financial wellbeing of its employees.

Salary structure and monetary support: All permanent employees are remunerated as per the scale. Annual increments (3% to the basic) are provided to all staff members. Increments in DA are matched with government norms. All revisions in salary structure are implemented. The salary is credited in the bank accounts on 1st of every month and during festival months the salary is credited in advance. The employees can avail the benefit of interest free festival loan. All even class IV temporary employees receive decent wages above norms of minimum wages.

Employee Provident Fund and gratuity Scheme: The institute makes its contribution to the Employees Provident Fund Scheme of GoI for all permanent teaching and non-teaching staff VESCOP. Gratuity scheme as per the rules of GoI has been availed by every eligible employee at the time of leaving the organisation and the dues are settled instantaneously.

Insurance: Group Accident Insurance of upto Rs 200000 lakhs is provided for both teaching and non teaching staff by New India Assurance Company and Group Mediclaim policy for non teaching staff upto Rs 1,00,000 by Oriental Insurance Company. (to be checked with AS)

Leaves: VESCOP provides the facility of leaves to all its employees in accordance with the statutory norms. Casual Leaves, Half Pay Leaves, maternity leave, MTP leaves, study leave and duty leave are applicable to both teaching and non teaching staff. Non teaching staff are also entitled to earned leave and teaching staff are entitled for vacation as per university calendar. Compensatory leave is given to teaching staff if they are called to work on the holidays or during vacation.

Healthy Work Environment: The Institute has a centralised water purifying and cooling system. There are a sufficient number of staff rooms and a canteen facility. The institute has provided a sufficient number of clean toilets on each floor. The institute has a facility of a medical room equipped with primary first aid measures and a oxygen cylinder. Adequate number of support staff has been employed by the institute to ensure that there is no overburdening of any single staff member. The teaching staff is given a workload well within the prescribed limit. The college provides flexibility in reporting time to all its employees

between 9.00 am to 10.00 am while completing the applicable duty hours. There is robust HR policy to maintain uniformity and fairness in managing the human resources.

Motivational Talks:

The institute organizes motivational lectures/ workshops for its employees that are related to management of social, mental and financial issues. Some of the examples are sessions on stress management, adoption of Yoga and meditation in day to day lives, time management. Lectures have been conducted to guide employees for systematic planning of investment for financial security.

Residential Quarters: A facility of staff quarters is provided to the teaching staff on affordable rent in the campus.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 59.14

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

2020-21	2019-20	2018-19	2017-18	2016-17
7	15	16	10	17

File Description	Document
Upload any additional information	View Document
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	View Document

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 5

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

2020-21	2019-20	2018-19	2017-18	2016-17
8	6	1	5	5

File Description	Document
Upload any additional information	[View Document](#)
Reports of Academic Staff College or similar centers	[View Document](#)
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	[View Document](#)

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 54.96

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

2020-21	2019-20	2018-19	2017-18	2016-17
19	20	4	15	4

File Description	Document
Upload any additional information	[View Document](#)
IQAC report summary	[View Document](#)
Details of teachers attending professional development programmes during the last five years	[View Document](#)

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

Response:

The college has an effective Performance Based Appraisal System (PBAS) for both Teaching and Non-

teaching staff. It provides meaningful appraisals that encourage professional learning and growth.

Appraisal System for Teaching Staff

Appraisal System for Teaching Staff consists of Academic Performance Indicators which includes three categories:

- Teaching, Learning and evaluation related activities

- Co-curricular, extension, professional development related activities

- Research, publications and academic contributions

Category I includes performance parameters related to

a. Delivery of course content, student feedback, results etc. Feedback about the teachers regarding Academic approach, skills and professionalism is collected.

b. Examination duties performed as exam coordinator, invigilator and examiner.

c. Effective use of innovative teaching learning methodologies and imparting Remedial / Bridge Courses.

Category II includes scores for organizing Industry expert lectures and Industrial visits, extension work like DLLE, Industrial In-plant training, Placement activity, Health awareness camps, Journal Club Activity and working in the capacity of Class Coordinator and Lab In-charge, Magazine coordinator. It also includes participation in professional development activities.

Category III encompasses scores for publication in journals, books, sponsored research projects, consultancy, patents, research guidance, awards and presentations in seminars.

At the end of each academic year, faculties are evaluated for their performance. Faculty submits duly filled form with the supporting documents to their HOD who is the reporting officer. Self-appraisal score is further reviewed and finalized by the reviewing officer i.e. Principal. The performance appraisal of each faculty member is done in person by the reporting officer in presence of the reviewing officer. The observations are shared, discussed and reviewed for further improvement.

Appraisal System for non teaching Staff

Appraisal system of non teaching staff consists of parameters related to their technical ability, initiative to take up new work and methodical and systematic working. Their regularity in attendance, promptness in uptaking assigned work is also evaluated. Further their relation with superiors is also evaluated. Performance appraisal of non teaching staff is done by the office superintendent. He takes into consideration any special contribution made by the staff for the Institution. He gives recommendations regarding continuing the staff at the same post or whether promotion can be given.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The VES Management believes in continuous monitoring of financial aspects of the college. The VES Management has appointed the separate firms approved by ICAI (Institute of Chartered Accountants of India) for External Audits and Statutory audits respectively.

The College undergoes internal and external financial audits regularly. Internal financial audit of College is carried out biannually by the Auditors appointed by trust, with immediate compliance to the suggestions received. Trial balance sheet and income-expenditure of college are audited annually by statutory auditors. As per regulations of Statutory bodies the Trust is registered under the Bombay Public Trust Act. Consolidated audited statement is thereafter submitted to the Charity Commissioner.

External academic, administrative and financial audits are regularly conducted during inspections by regulatory agencies such as Pharmacy Council of India, AICTE, Fees Regulating Authority, Government of Maharashtra and University of Mumbai. Further all financial aspects pertaining to the Social Welfare Scholarships are audited by the Social Welfare Office of the Government of Maharashtra.

The verification of financial data is done by the regulatory agencies for the extension of approval.

File Description	Document
Upload any additional information	[View Document](#)

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	[View Document](#)

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

Effective and efficient use of financial resources is ensured through proper system adopted by the institution. The institutional strategies for mobilization of funds and the optimal utilisation of the resources are as follows:
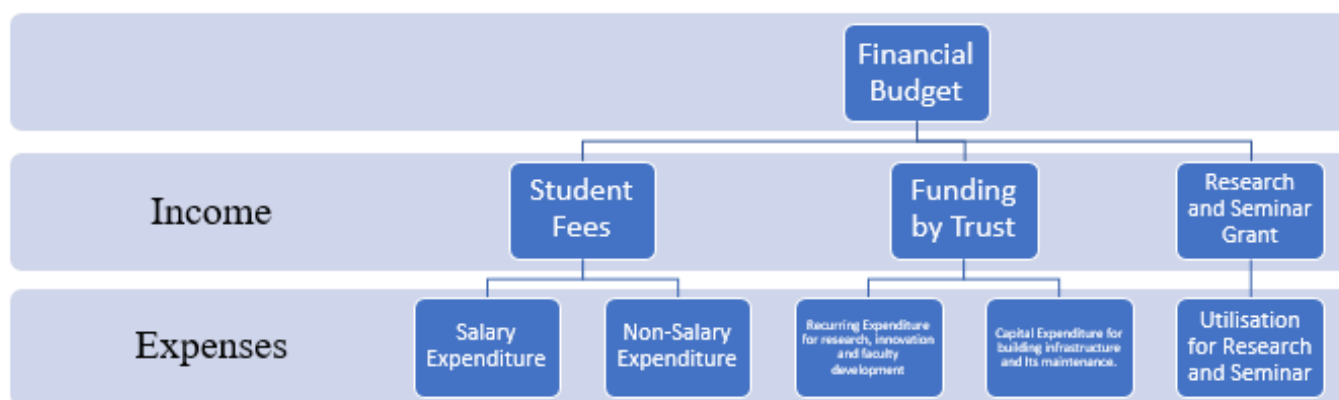
For efficient use of available financial resources, the accounts section prepares the annual budget by collecting the estimated/ projected budgetary requirements from all the departments and present the same before the governing body and financial subcommittee. Once approved by finance subcommittee and the governing body, the fund utilisation starts. Internal Management and Administrative Committee (IMAC) chaired by the trustee-in-charge, reviews the decisions on the purchases & fund utilisation through weekly meetings. The meeting are properly documented through minutes & actions taken on suggestions.

The major income sources include Students fees and Research & seminar grants and additional funds are supported by the VES trust. The income from the student fees is majorly utilised for salary expenses and non-salary expenses. Salary Expenditure includes all the expenses related to the salary i.e. Salary, Provident fund contributions, DA arrears, Gratuity, Leave encashment etc. Non-Salary Expenditure includes expenses related to laboratories (recurring – consumables and Non-Recurring – Equipments and instruments), Library (recurring - Software, Journal subscriptions, and non-recurring – Books), Staff development activity, research developments, Store (printing and stationery), overhead charges (water and electricity charges) and other expenses (Statutory fees, maintenance and repair charges, infrastructure development charges, ICT charges - recurring and non-recurring), Students welfare activities, Scholarship (VESCOP) to students. Additional funds required to develop infrastructure, maintenance of infrastructure & augmentation of research innovation ecosystem are supported by the VES trust.

The income from the research and seminar grant is majorly utilised for research and seminar related

Recurring expenses (consumables), non-Recurring expenses (equipments and instruments), Outsourcing charges, Overhead charges (Electricity and utility charges), Fellowship and investigator charges (if any) as mentioned in the sanctioned proposal.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

IQAC fosters a number of activities to make everyone aware of quality assurance strategies and processes. The two practices that have contributed significantly for quality improvement are 'Campus to Corporate' transition activities and 'Journal Club activities'

Title: Campus to Corporate (C2C) Transitions

Objective: To boost the technical knowledge beyond the syllabus and confidence of the fresh graduates and empower them with decision making abilities, goal setting and teamwork leading to better employability and professional effectiveness.

Formation: Employability requires three key ingredients of competency - knowledge, skill and attitude along with professional networking. Hence, the program encompasses four segments; namely, Vidnyanmanch, Disha, Atmavikas and Talkathon.

Process:

- **Vidnyan Manch:** Eminent speakers from the industry are invited to enlighten students which helps to broaden the perspective beyond the syllabus**.** The lectures on various topics update the knowledge of new aspirants. The lectures end with a doubt clearing session.
- **Disha:** In order to help the students to choose a right career option after graduation, VESCOP conducts DISHA sessions. Experts from various fields are invited to interact and guide them to select the right career opportunity
- **Atmavikas:** VESCOP plans many soft skill development programs. The activities are organized for inculcating confidence to face interviews, work in a team and improve presentation skills amongst students. These sessions are designed to instill values and ethics in the graduates in addition to imparting aptness for stress management.
- **Talkathon:** Distinguished alumni are invited to give a word of advice to the students and share their experiences as fresh graduates in the industry or higher education. It develops a feeling of belongingness and better connection amongst the alumni and graduates

Outcome: Graduates become acquainted with modern tools/ technologies. They are familiarized with contemporary career opportunities and can make an informed decision about the most suitable future prospect. Their soft skills are honed to make them confident in dealing with the corporate world.

Title: Journal Club Activity

Objective: In order to improve written and verbal presentation skills and to inculcate research aptitude, analytical ability and problem solving approach in learners, Journal club activity is conducted.

Formation: In the beginning of the semester the learners are grouped into 4 to 5 students per group and a mentor is assigned **.**

Process: The mentor guides the group to select a research paper published in a peer reviewed journal. The learners perform thorough literature surveys and present the information along with the explanation on the topic, preferably from contemporary issues. The group under the supervision of the mentor understands, analyses and interprets the problem. The contents are then presented to the classmates followed by relevant discussion. This improves their ability to work in a team and nurture their scientific bent of mind.

Outcome: The students are channelized towards conducting systematic literature research. This makes them future ready for conducting research at postgraduate level. Making a presentation in front of the whole class improves their ability to communicate effectively by both verbal and multimedia mode.

File Description	Document
Upload any additional information	<u>View Document</u>
Paste link for additional information	<u>View Document</u>

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 (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives   )

Response:

The institution reviews its teaching learning process, structure and methodologies of operations and learning outcomes at periodic intervals through the IQAC. The teaching learning processes include subject allocation, preparation of lesson plan, and its monitoring. Additionally, an important aspect of the teaching and learning process involves research activities at both UG and PG level. Two practices that have been successfully executed by the IQAC are the implementation of a lesson plan under the guidance of the Program Committee and the constitution and functioning of the Internal Ethics and Research Committee (IERC).

Case Study 1: Effective delivery of syllabus and its monitoring by program committee

One of the practices followed at VESCOP is to prepare an academic lesson plan for syllabus completion. Timely execution of lesson plans is mandatory for complying with the student's academic requirements.

Objective: The lesson plan proposes in detail the timescale of completion of the syllabus, conduction of quiz and other assessments during the entire semester.

Functions: VESCOP has recently institutionalized the Program Committee for implementation and execution of academic activities in a timely manner. The Program Committee consists of the Principal, IQAC coordinator, HODs, Class Coordinators and the Class Representatives.

The lesson plan is prepared by individual faculty at the beginning of every semester for the entire semester. The prepared lesson plan is shared by the faculty with the Principal, Class Coordinator and the entire class. Every class/division has one class representative who observes compliance with the lesson plan and reports the findings to the Class Coordinator fortnightly.

In the past, the updates of syllabus coverage with respect to the lesson plan were discussed in the Programme / Class Coordinator's Committee, under the guidance by the Principal. This process has now been revised according to the requirement of the Pharmacy council of India. The lesson plans are reviewed and monitored by the Program Committee under the guidance of IQAC. The class representative submits the report of syllabus completion to the respective Class Coordinator. Based on the findings, the Class Coordinator prepares a lesson plan deviation report and conveys it to the respective HOD. During the meeting of the Program Committee, the deviation reports are evaluated for status of syllabus completion. The program committee then provides suitable remedies to bridge the gap while completing the syllabus in stipulated time. In the departmental meetings, the HOD conveys the suggestions of the Program Committee to the concerned Course Coordinator to bridge the gap. A revised lesson plan is prepared by the Course Coordinator and shared with everyone concerned.

Outcome: The implementation of this process has resulted in effective delivery of syllabus in stipulated time frame. Better adherence to the number of hours allotted in the syllabus is observed. Justice can be given by the faculty to emphasize the important topics of the syllabus. Since the syllabus is completed in stipulated time, it provides time for revision, discussion of past university question papers and additionally serves another objective of providing sufficient self study time for students to enhance their preparations for the final examination.

Case study 2: Constitution of the Internal Ethics and Research Committee2

VESCOP has always given a priority to quality education and research. All teaching learning processes are frequently reviewed by the IQAC. A number of activities like Digital Poster Club, Journal Club and Research Progress Presentation are included in the review process. In order to collate various types of research related activities, IQAC had suggested the formation of an "Internal ethics and research committee" (IERC). The IERC is guided by a Research Advisor(s) and the HOD and research guides are the members of IERC.

Objective: IERC serves as an independent and competent body to review and monitor the scientific and ethical merits of research activities of both UG and PG students. The committee aims at encouraging the students to undertake innovative research projects on technical, environment related and community-based projects.

Functions: IERC is engaged in monitoring research activities. It can suggest changes and modifications to the research projects and provide impetus to quality research. The committee assists researchers by advising them for ethical conduct of relevant studies to prevent plagiarism. The IERC monitors the smooth management of Journal Club Activity, Digital Poster Club Activity and Survey-Based Projects of UG students. It is responsible for allotment of research guides for UG projects, to approve and give clearance to the project title for UG projects, and ensure orientation of students towards ethics in research and publications. IERC is also responsible for monitoring the progress of research conducted by PG students. The students present their findings to the members of IERC nominated for the purpose. As per the initiatives of the IERC, the PG research students give two research progress presentations during their tenure. In addition they present their final work in a colloquium that is attended by all staff and students.

Outcome: Under the guidance of IERC, VESCOP has succeeded in development of students in their technical knowledge, research aptitude and creative thinking. The committee has also contributed in sensitizing students about the environment sustainability and community based problem solving.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.5.3 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality intitiatives with other institution(s)**
3. **Participation in NIRF**
4. **any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

Response: A. All of the above

File Description	Document
Upload e-copies of the accreditations and certifications	[View Document](#)
Upload details of Quality assurance initiatives of the institution	[View Document](#)
Upload any additional information	[View Document](#)
Paste web link of Annual reports of Institution	[View Document](#)

Criterion 7 - 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 last five years.

Response:

The institution practices gender equality in all aspects by:

- Taking active steps to establish a good gender balance in decision-making processes and,
- Has a ritual of conducting various annual programs contributing to gender sensitivity and equality.

Institution shows gender sensitivity in providing facilities such as:
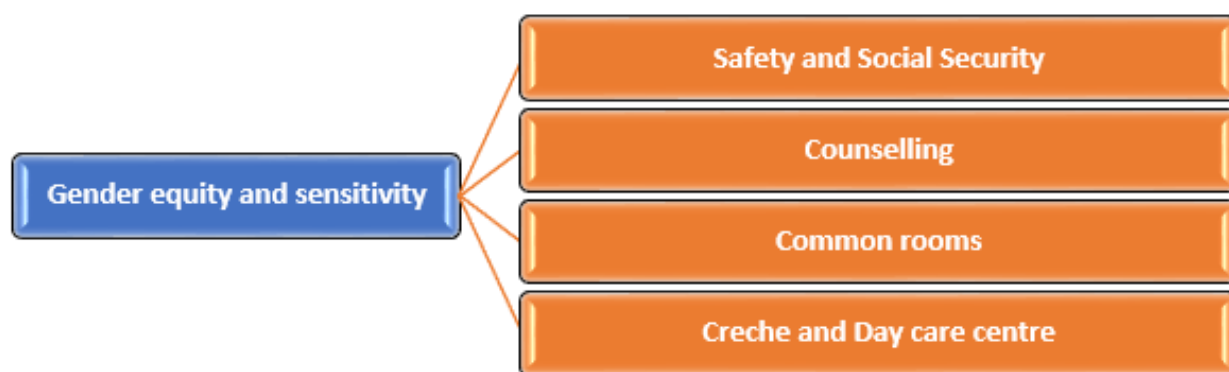
Figure 7.1.1 A: Facilities for gender sensitivity

Safety and Social Security:

- The institution has *CCTV cameras* installed in the college and hostel premises and in addition, sufficient security personnels are there for safety and security. It is mandatory for everyone to keep their *identity cards* while on campus.
- The Institute has a zero-tolerance policy for ragging and *the anti-ragging committee* follows government policies and protocols to strictly curb the menace of ragging.
- The policy for sexual harassment of women in the workplace is strictly implemented.
- *Women Development Cell* and *Student grievance redressal cell* are other committees to ensure the safety and security of students/staff in the institute. It conducts various workshops to sensitize women-related issues.
- For ladies faculty and staff college provides maternity leaves, *leaves for abortion/MTP*. Extension of *maternity leave* is sanctioned for needy female staff.
- There is no gender bias in provisions for the usage of the research laboratory, sports room, library, canteen, and computer room. Also, students have equal opportunities in extra and co-curricular activities.

The student council has a special post for Ladies' representatives and this post is also part of an internal complaint committee to solve problems related to girls' safety.

Counseling:

The institute has a three-step mechanism in counseling of students:
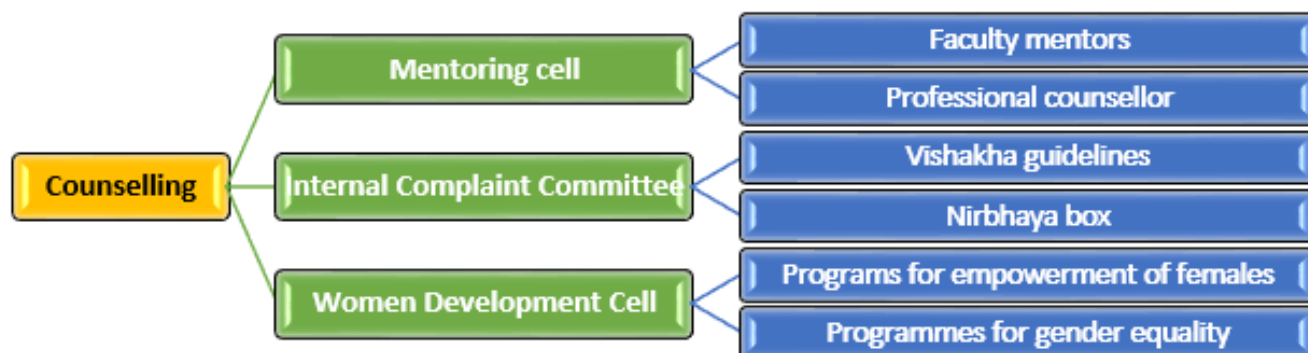
Figure 7.1.1 B: Counselling mechanism

Mentoring system helps mentees learn to, develop relationships across the organization, and identify skills that should be developed. Counseling of weak students is also done by every subject faculty.

Counseling related to mental health like stress, emotional instability is also carried out by professional faculty from institute VESLARC. Institute keeps in touch with parents through regular parent-teacher meetings. Internal Complaints Committee (ICC) helps to solve disputes as well as counsel the issue which is very sensitive.

The institute is taking all the possible steps for awareness about laws and regulations and conducts awareness on Vishakha guidelines regularly for students and staff.

Common Room:

The institute has *separate common rooms and restrooms for boys and girls*. For girls, the common room is an independent room with an attached toilet and sanitary pad vending machine. There is a provision for resting if the need arises. *Sakhi box* is installed in the girls' common room for any grievances. We have recently installed the *Nirbhaya box*. *A sickroom* facility is also provided for ill students.

VES creche and daycare center for young children:

Our creche and daycare center caters to the needs and requirements of children of working staff of VES with the intention of helping to develop the minds of their children by giving them love, attention, proper care, rest and entertainment, and a social atmosphere while working in the organization in a stress-free manner.

File Description	Document
Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	[View Document](#)
Link for annual gender sensitization action plan	[View Document](#)

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. **Solar energy**
2. **Biogas plant**
3. **Wheeling to the Grid**
4. **Sensor-based energy conservation**
5. **Use of LED bulbs/ power efficient equipment**

Response: B. 3 of the above

File Description	Document
Geotagged Photographs	[View Document](#)
Any other relevant information	[View Document](#)
Any other relevant information	[View Document](#)

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

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

Response:

Solid Waste Management

- Every day all the academic buildings and other surrounding areas in the campus are cleaned by outsourcing agencies and they separate out waste and dispose of it accordingly.

Liquid Waste management

- Liquid waste from the points of generation like the canteen and toilet etc is let out as effluent into a

proper drainage facility to avoid stagnation.
- Fume hoods have been installed in the Pharmaceutical Chemistry laboratory for the disposal of harmful fumes of organic solvents.
- Concentrated and dilute acids and alkalis are washed down drains with excess water.
- Liquid solvents are distilled and reused wherever possible.

Biomedical waste management:

- The college has obtained membership of SMS ENVOCLEAN Private Ltd, authorized by MPCB, for Bio-medical waste disposal.

Waste recycling system:

- The campus generates liquid waste from various sources in the campus like the buildings of the institute, hostels, and canteens.
- This waste is treated in a dedicated sewage treatment plant installed in the Hashu Advani Memorial Complex (HAMC) campus.
- Later this water is utilized for non-drinking applications like gardening (Medicinal Garden) and watering the pathways and washing floors etc., in the campus.
- Rainwater harvesting and ring well dug in the campus conserve rainwater & return it to the groundwater table. Also, this water is available for gardening.

E-waste:

- The college has tie-up with E- incarnation recycling Pvt Ltd for e-waste management. VESCOP has donated around 200 kg of e-waste in 2019-20.
- E-waste such as computers, scanners, printers, etc. are collected and handed over to E- incarnation recycling Pvt Ltd through the ICT Department.

Hazardous chemicals and radioactive waste management:

- Hazardous waste is a waste that is dangerous or potentially harmful to our health or the environment.
- Hazardous wastes can be liquids, solids, gases, or sludges.
- The faculty members also direct and scrutinize the students for careful use and handling of chemicals in various laboratories.
- Fuming chambers are provided in the laboratories for the proper disposal of hazardous fumes.
- There is a prohibition of the use of plastic in the campus as per government norms.
- We are not using radioactive substances for the practicals in pharmacy.
- The college has approval by Maharashtra Pollution Control for disposal of hazardous waste in appropriate manner (Registration No: MPCB/RO(HQ)/HW-Disposal/B-1075 Dated-16-3-2021)

Composting pit, medicinal garden

- The college's medicinal garden has a composting pit to prepare compost. The same is then used in the medicinal garden to improve the soil quality.

File Description	Document
Any other relevant information	[View Document](#)
Link for Relevant documents like agreements/MoUs with Government and other approved agencies	[View Document](#)
Link for Geotagged photographs of the facilities	[View Document](#)

7.1.4 Water conservation facilities available in the Institution:

1. **Rain water harvesting**
2. **Borewell /Open well recharge**
3. **Construction of tanks and bunds**
4. **Waste water recycling**
5. **Maintenance of water bodies and distribution system in the campus**

Response: B. 3 of the above

File Description	Document
Geotagged photographs / videos of the facilities	[View Document](#)
Any other relevant information	[View Document](#)

7.1.5 Green campus initiatives include:

1. **Restricted entry of automobiles**
2. **Use of Bicycles/ Battery powered vehicles**
3. **Pedestrian Friendly pathways**
4. **Ban on use of Plastic**
5. **landscaping with trees and plants**

Response: A. Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	[View Document](#)
Geotagged photos / videos of the facilities	[View Document](#)
Any other relevant documents	[View Document](#)

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

1. **Green audit**

> 2. Energy audit
> 3. Environment audit
> 4. Clean and green campus recognitions / awards
> 5. Beyond the campus environmental promotion activities

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

> 1. Built environment with ramps/lifts for easy access to classrooms.
> 2. Divyangjan friendly washrooms
> 3. Signage including tactile path, lights, display boards and signposts
> 4. Assistive technology and facilities for 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

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document

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 500 words).

Response:

The institution believes in the equality of all cultures and traditions. It is evident from the fact that we have students and faculty from different caste, religions, regions studying together with harmony and respect for each other. The institution is highly committed to promoting cultural harmony in our students, faculty, staff, and visitors.

The institutional efforts for creating a harmonious and tolerant environment are as follows:

Republic day is celebrated with enthusiasm where faculty/non-teaching staff/students from all campuses of VES gather together at one campus.

Constitution Day is celebrated to sensitize students about the constitution of India and create awareness about practicing social harmony. All students together take an oath as defined in the constitution of India to be a responsible citizens of the country

"**Spectrum" is** an amalgamation of Cultural activities, events, and sports organized as an annual extravaganza for the students as well as staff. It is an integral part of learning and building a strong cultural belief. This is the perfect time for students to showcase their talents beyond academics.

Birth anniversary of inspiring Indian legends like Dr. A. P. J. Abdul Kalam, Mahatma Gandhi, Dr. Radhakrishnan's birthday are celebrated as **Teachers day** when students organize Games and fun activities for teachers.

Freshers day: Every year it is customary to celebrate Freshers Day. It is a much-awaited event for everyone. The very purpose of celebrating is to develop harmony between the newcomers and the seniors. Freshers get a formal welcome greeting from their seniors and bonds are created for the rest of their lives.

Celebration of Navratri festival (Garba night): Every year student council of VESCOP organizes garba night during Navratri, the celebration of "Good over evil". It contributes towards celebrating rich cultural heritage of our country.

Celebration of International Yoga Day: International Yoga Day is celebrated on 21st June every year where demonstrations, as well as discussion on the benefits of Yoga, are carried out. Teachers, students, and support staff all come together to reap health benefits from this.

Friendship day is celebrated with the idea that friendship between people, cultures, and individuals can inspire peace efforts and build bridges between communities. It is a key source to maintain social harmony and generate passion for a better world where all are united for a greater good.

Inclusiveness in holistic development of students: Campus to corporate transition cell grooms all students without any entry barrier. Robust placement policy gives equal opportunity for career pursuits of students. All these initiatives are open to all students irrespective of communal, socioeconomic or religious background.

The staff of the college is recruited without any religion or caste bias and there is diversity observed in the institute. The college celebrates all major festivals of India and remains closed on all public holidays like Ganesh Chaturthi, Eid, Christmas Guru Nanak Jayanti, Pateti etc.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

The Indian constitution has drawn an abundance of praises since it came into existence all those years ago. The late Dr. Babasaheb Ambedkar once said that "The Constitution isn't just a lawyer's document, it is a vehicle of life." We, as an institution, live by those words and try our best to inculcate the same sentiment in all of our faculty members and students alike because we believe that the word "education" encompasses a lot more than just acing exams and reiterating about life lessons.

In light of the same, we have adopted a number of ways to uphold the legacy of our constitution.

- To begin with, we ardently believe in *equality,* and from our admission procedures to our everyday college atmosphere, we propagate the same.
- We constantly encourage our students to collectively take up endeavors and achieve them. We are home to numerous *committees, clubs, and cells* because we believe that when we learn to stand together, the highest of the highs and the lowest of the lows don't seem to faze us. This inculcates an attitude of responsibility towards the community while enjoying human rights.
- Our annual fest "*Spectrum*" organized by the Student Council; "*Ignition*" organized by the Institution Innovation Cell are examples of the greater good which can be achieved by adopting unity and harmony as a way of life.
- We wholeheartedly believe in the *Freedom of Expression* both verbal and written. We have a number of forums via which students can approach us in case of any difficulties or they can also drop us suggestions regarding a wide range of subjects.
- We make it a point to honor the constitution by celebrating *Constitution Day* and we take this opportunity to *sensitize and familiarize* our faculty members and students with our fundamental rights and duties as citizens of this country. All of us take an oath to be responsible citizens of this country.
- We encourage the celebration of *Independence Day and Republic day* to cultivate a profound love for the nation in the minds of each and everyone who is associated with our institution.
- In order to promote a safe environment within the institution, statutory committees like the Internal complaints committee and Women Grievance Redressal Cell have been established.
- We believe that protecting our environment and promoting cleanliness. In light of the same, our Student Council organized the Plastic Free Campus campaign to commemorate the *Swachh Bharat campaign*.
- Institute is in the direction of setting up an *Incubation center* to give opportunities to students having entrepreneurial skills and develop innovative thinking in students.
- In alignment with our mission, we strive hard to inculcate the professional values and ethics among students by practicing principles of good governance and transparency in management, cashless transactions, no management quota and strict adherence to anti capitation fee act, abiding by laws of states to curb unfair means in examination. We also organise sessions to promote ethics and values under "*Atmavikas*" series of lectures.

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	[View Document](#)

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.

1. The Code of Conduct is displayed on the website
2. There is a committee to monitor adherence to the Code of Conduct
3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff
4. Annual awareness programmes on Code of Conduct are organized

Response: A. All of the above

File Description	Document
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 Document](#)
Code of ethics policy document	[View Document](#)
Any other relevant information	[View Document](#)

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

Isabel Marant once said that "Little things make the big days." We at **Vivekanand Education Society's College of Pharmacy** staunchly believe the same and hence as an ode to all these fleeting moments, we choose to infuse some kind of a celebration and help them realize that the finer moments of life should be enjoyed.

- During the beginning of the academic session, the student body gears up for the most anticipated event of the semester that is officially welcoming the first-year students via the **Freshers Party.**
- Important days like the **Independence Day, Republic Day, Teacher's Day** are celebrated with unparalleled enthusiasm. While 15th August is commemorated via a cultural programme "Jagruti – Vivekni". A parade is organised on 26th January in which there is active participation from the students of the college.
- The **Pharmacist day** is observed every year by the students religiously and thus a sense of pride towards their future profession is instilled within them.
- There are camps that are organised within the college such as **stem cell donation camps.**
- A **Vigilance Awareness week** is observed in association with the Union Bank of India primarily to

inculcate awareness amongst the students against corruption and its vices.

- International non-violence day is observed.
- As a part of the **Swachh Bharat Campaign**, a Plastic waste-free campaign is organized every year in campus by the Student council.
- We also celebrate **International Women's Day** with a lot of fervour and enthusiasm.
- **Marathi bhasha Diwas** and **Hindi Diwas** are also celebrated by student council. Students showcase their talent by conducting various programs and highlighting the importance of official languages of our constitution.
- All VES institutions celebrate **Dr Abdul Kalam's** birthday which is celebrated as **World Students Day** by felicitating nine students from VES institutions with VES Shreshtha award. This is given to students who battle adversities but manage to excel in studies but also find time and emotional energy to give back to the society. Every year there are VESCOP students who win this award.
- Rotaract Club and Public Health Office (PHO) of VESCOP celebrates health awareness related days such as **World Health Day, World AIDS Day, World Mental Health Day, World Heart Day, Mental Health Day, Global Handwashing Day.**

We make sure to celebrate each and every festival with equal zeal and enthusiasm. Our institution is an umbrella to a number of clubs and cells which further takes forward our vision of honouring as many causes and occasions as we can.

File Description	Document
Link for Geotagged photographs of some of the events	[View Document](#)
Link for Annual report of the celebrations and commemorative events for the last five years	[View Document](#)

7.2 Best Practices

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

Response:

Best Practice 1

1. Title of Practice: Health Awareness & Community Outreach

2. Objectives of the Practice:

The Public Health Office (PHO) committee was formed to provide a platform for students of pharmacy who have knowledge and skills related to health issues.

The objectives are:

- Generating empathy in students regarding healthcare issues in society
- Making the general population more aware of health care problems
- Application of professional knowledge/theoretical principles in real-life situations for the students and developing soft skills
- Reinforcing ethical principles among the students and helping them understand variability in cultural and social behavioural patterns
- Developing an outlook of giving back to society among the students, through the professional knowledge gained

3. The Context:

The vision of VES College of Pharmacy is to create professionally competent pharmacy professionals who will positively impact healthcare in society. In our country, providing healthcare to all sections of people is still a challenge due to the shortage of healthcare professionals and infrastructure, high costs in the private sector, and overburdened public hospitals. The profession of pharmacy mainly aims to serve the society in aspects of health care. The primary role of a pharmacist is dispensing medicines and counseling people to ensure optimum drug therapy hence Pharmacists and pharmacy students can play an important role in filling this gap by carrying out various healthcare-related community awareness campaigns/activities.

With this context, PUBLIC HEALTH OFFICE (PHO) was established at VESCOP to provide opportunities and platforms to get involved in community service. The team has a teacher coordinator and student members who jointly identify areas of service and plan and execute service.

4. The Practice:

Public Health Office (PHO) is a student body that is guided by a teacher who acts as coordinator and guide for community activities. The teacher-coordinator is appointed by the Principal. The student members are selected through a formal process. Applications are invited from interested students. The application includes personal details and a brief CV of the student. An interview is conducted by the coordinator and current student members to determine whether or not the applicant will be suitable for being a core member of the team. The core team usually consists of 8-10 students. One of the students is appointed as Head of the committee. The activities are supervised by the teacher co-ordinator.

The community service activities are planned and executed by the team. The planning is done considering that the activities should have a high impact and result in the desired outcome. To achieve this, the following aspects are considered:
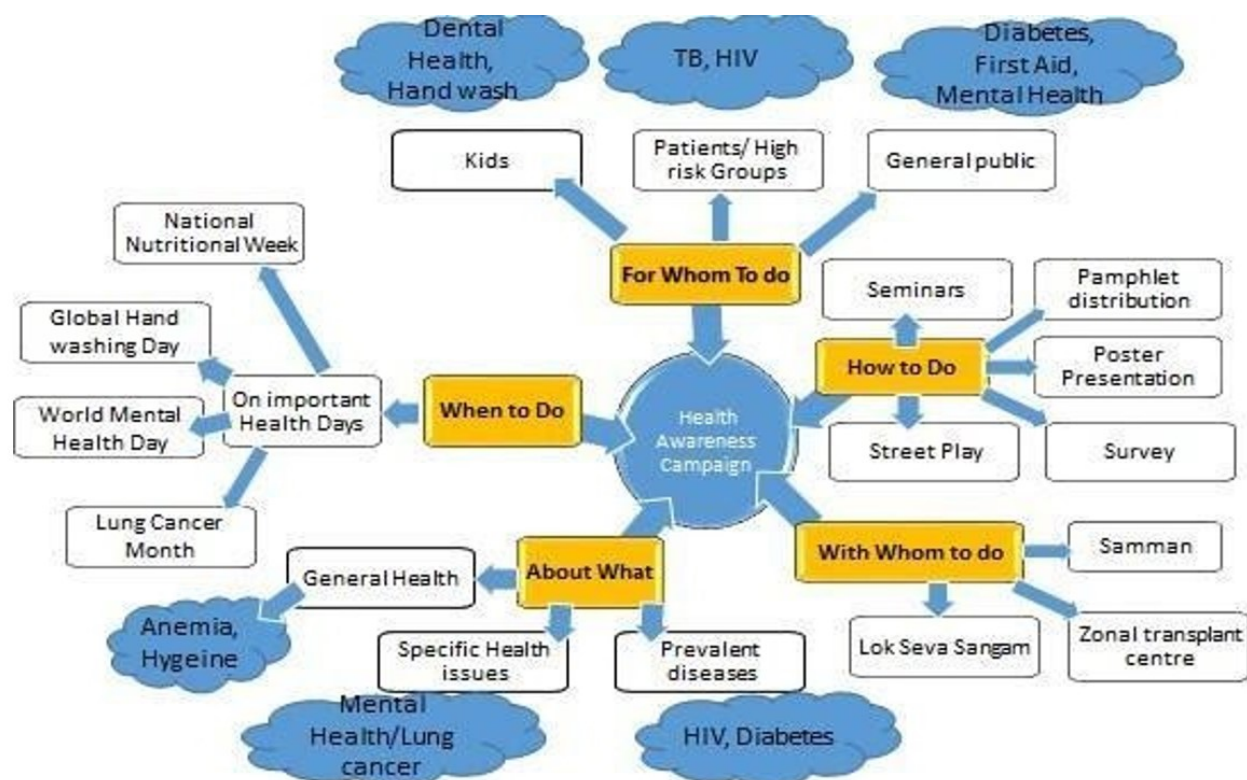
Figure 7.2.1 (a): Various aspects of Health care campaigns

1. Choose the correct target population/audience and mode of conduction
2. Divide the campaigns into categories such as Awareness campaigns, Blood Donation Drives and campaigns/activities considering specific target group, critical health issues and general health awareness among general public
3. Collaborations if any
4. Timeline of event

5. Evidence of Success:

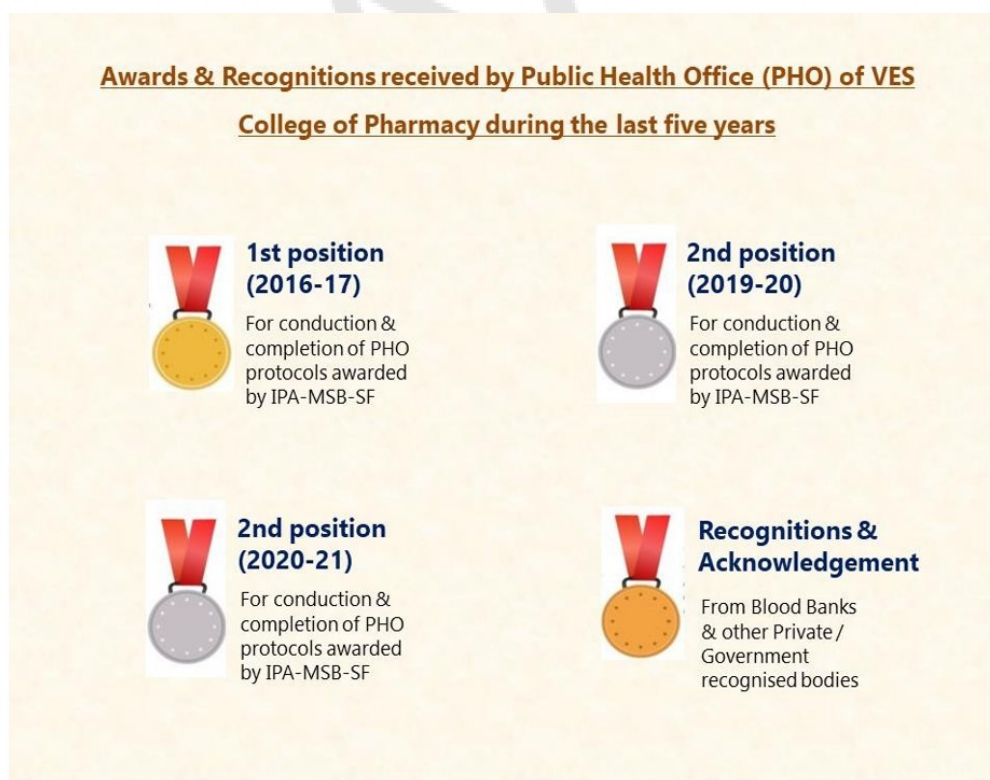Numerous activities have been carried out over the past 5 years. A few of the notable campaigns are listed below.

Table 7.2.1 (a): Activties of PHO

Sr. No.	Name of the Activities	Objective	Audience Selection/targeted	Impact
1	Blood donation campaigns	Blood donation campaigns	Different parts of Mumbai - Western, central and Harbour	Thousands of units of blood have been collected through these donation drives.
2	You don't need to be positive to think positive (23/12/16)	HIV/AIDS awareness Campaign	Truck Drivers	50+ truck drivers were addressed, Distribution of free condoms
3	Epilepsy – Let's seize the day (27/09/17)	Epilepsy Awareness Campaign	Polytechnic students	More than 100+ students were given awareness about Epilepsy
4	Your health is in your hand (7/10/16)	Global Hand washing Day	Primary School Children	100+ Children between Age group of 6-15 years were counselled about the importance of hygiene and hand washing
5	The gift of life after Death (29/8/16, 30/8/16, 31/8/16)	Organ Donation awareness and pledging	General Public	100+ attendees were given awareness about organ donation. Many among them gave pledge to donate.
6	Rural Camp – Nutrition (17/12/2018)	Awareness Campaign on Nutrition	Rural population	The importance of having a balanced diet was emphasized. The volunteers presented the target population with various healthy alternatives
7	Antibiotic Awareness (18/11/2019)	Awareness Skit / Play	General Public	A drama was conducted at a railway station to highlight awareness about antibiotic consumption and resistance.

Number of students participated in PHO activities
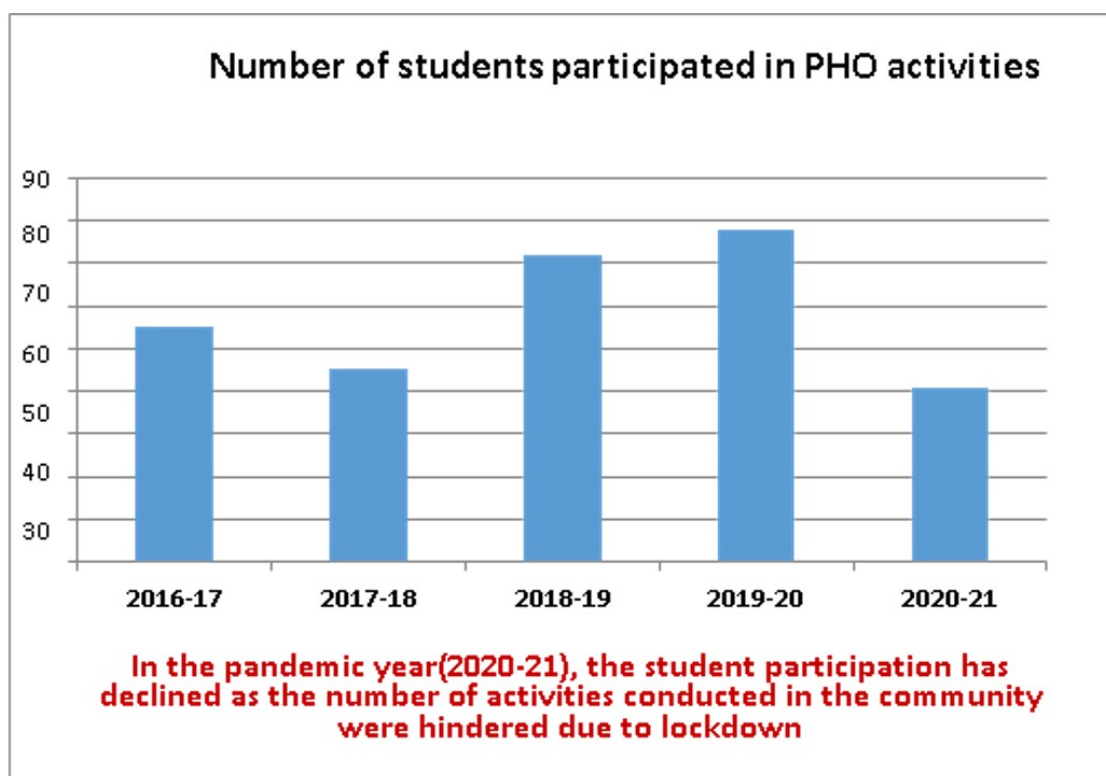
Figure 7.2.1 (b): Number of students participated in PHO activities

Awards & Recognitions received by Public Health Office (PHO) of VES College of Pharmacy during the last five years

1st position (2016-17)
For conduction & completion of PHO protocols awarded by IPA-MSB-SF

2nd position (2019-20)
For conduction & completion of PHO protocols awarded by IPA-MSB-SF

2nd position (2020-21)
For conduction & completion of PHO protocols awarded by IPA-MSB-SF

Recognitions & Acknowledgement
From Blood Banks & other Private / Government recognised bodies

Figure 7.2.1 (c): Awards / recognitions received by the Public Health Office (PHO)

In response to their diligent efforts towards society the PHO of our college has bagged the Gold and Silver medal on separate occasions over the years for "Best Public Health Office" among all the pharmacy colleges in Mumbai, an award conferred & presented by the Indian Pharmaceutical Association-Maharashtra State Branch – Student Forum (IPA-MSB-SF). The journey of the PHO committee was the topic of a presentation entitled "Healing Mind, Caring Hearts" which won 2nd Prize in "Best Educational

Quality Enhancement Team (BEQET) President Award – 2017, the award given by the National Centre for Quality Management (NCQM), Mumbai. The PHO committee was also felicitated by Disha Foundation & JJ Hospital Blood Bank. Students were also awarded the 'Certificate of Champions' by ' The Movement' foundation for volunteering and organizing the Walk for Freedom 2019-20.

Vivekanand Education Society (VES) is also a PRME signatory under the United Nations endeavor towards sustainability. All the socially relevant activities carried out by the PHO are linked to the various Sustainable Development Goals (SDGs) and a report of these activities is annually uploaded on the United Nations – PRME website.

6. Problems Encountered and Resources required

- Accessibility to the community: Certain activities are carried out in remote areas of the society and accessibility to these areas is a challenge.
- Response of the community: Students overcome the challenges and reach these communities to conduct their campaigns but not all the population in that area is receptive to such activities.
- General public response: Blood donation drives have been conducted widely throughout the city over the past 5 years. Such drives are immeasurably reliant on the awareness & the willingness of the local population for achieving success.
- Language barriers: All the community awareness campaigns conducted by our students are carried out in local languages and all possible language options are attempted to ensure maximum efficacy of such activities.

Resources required: Banners, Posters and Travelling

7.Notes

In alignment with its vision VESCOP has also constituted a ROTARACT club to provide a platform for our students who have knowledge and skills related to health issues and thus can be utilized for providing positive contributions to the society. The Rotaract Club carries out various activities with the vision to spread health awareness among the society. It also helps to create socially responsible students with the diversified nature of the activities like educating the underprivileged, social commentary through skits, songs, plays in relevant sections of the society. In 2019, the Rotaract Club steered an event called "Bappa Morya 2.0' where the students were out helping the local police on the city roads in maintaining discipline & safety during Ganpati Visarjan. Over the years, the Rotaract Club has received several awards and accolades through the Academy for Awarding Rotaract Achievements (AARAS).
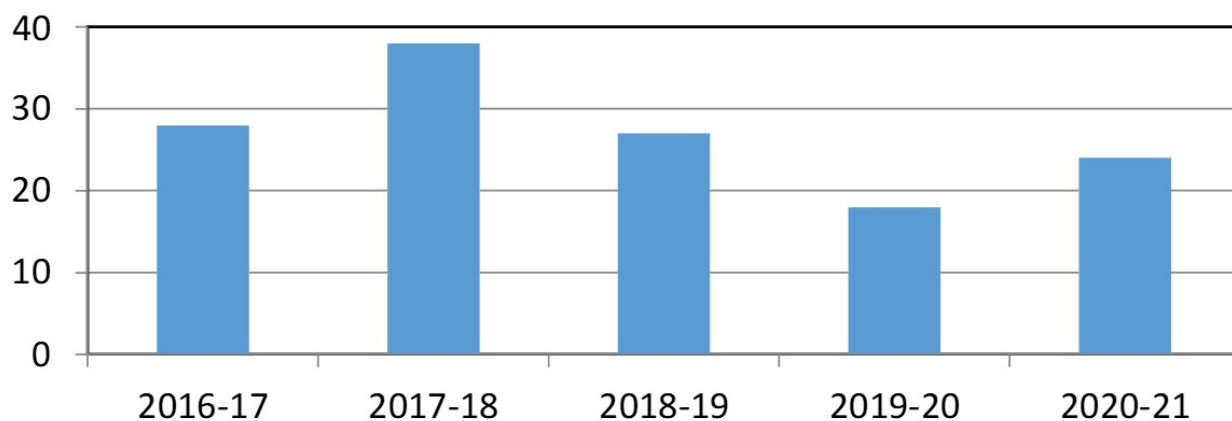
Figure 7.2.1 (d): Number of PHO and Rotaract activities

Figure 7.2.1 (e): Awards / recognitions received for extension activities

Best Practice 2

1. Title of the Practice: Counselling Cell/Mentoring Cell at VESCOP (Samadhan)

2. Objectives of the Practice

Higher education is the last phase of the formal education process. Students face a number of challenges in achieving their goals during this period. At VESCOP, we have a counseling cell, which runs with the following objectives:

1. To provide guidance to students in academics, co-curricular and extracurricular activities for holistic development.
2. To provide platforms to students where they can openly express themselves and share their problems; whether it is related to academics or not.
3. To guide them about professional values and ethics
4. To motivate the students to give their best.

3. The Context

We have come a long way in the 21st century and the education system is seeing a change, with practical and experiential learning taking a lead on age-old instructional models. While college degrees are an important part of education, they are not enough. We still need to assure essential life skills to kickstart a career and not to mention, finding a job in the field. This is the time for students to decide the course of their life and the pressure can cause major mental health issues. The diversity cultures and experiences could further lead students into isolation and affect mental and emotional health. Everyone's journey is different, but they always want to reach the goal. Through our counseling and mentoring programs we help the student identify "the Why" of their journey which helps them set various goals and milestones and help them make tough decisions in their career.

4. The Practice

Our *Gurukul* (VESCOP) follows the *Parampara* (tradition) of *Guru-Shishya* (Mentor- student) with the former being instrumental not only in transferring knowledge and skills but also eradicating social, economic, or financial barriers a student faces in today's age of information and fiercely competitive world. VESCOP has a counseling/mentoring cell, which takes care of the allotment of mentors to every student enrolled in the programme. Our counseling cell focuses on systematically exploring ways to reduce unnecessary stress in student's academic environment. By expanding the access to mentorship and counseling we ensure to promote strong faculty-student, peer-to-peer, and connections to support student well-being.

During allotment, care is taken that Mentor to mentee ratio will not cross beyond 1:15 for the UG programme. For the PG programme, this ratio is a maximum of 1:5. There is a set SOP for the mentoring process. We developed the SOP manual because we believe that adherence to its guidelines will have a positive impact on student success. As per the SOP by the counseling cell, the responsibilities of a mentor include:

- Discussing specific mentee related needs
- Setting goals for students (professional: personal domain) and deciding strategies that will help students cultivate a sense of "performance with purpose"

Mentor cell also acts as an active platform and the connective link between student and administration to

resolve various minor daily difficulties in students' schedule. **Figure 7.2.2(a)** shows the overall workflow of the counseling cell.
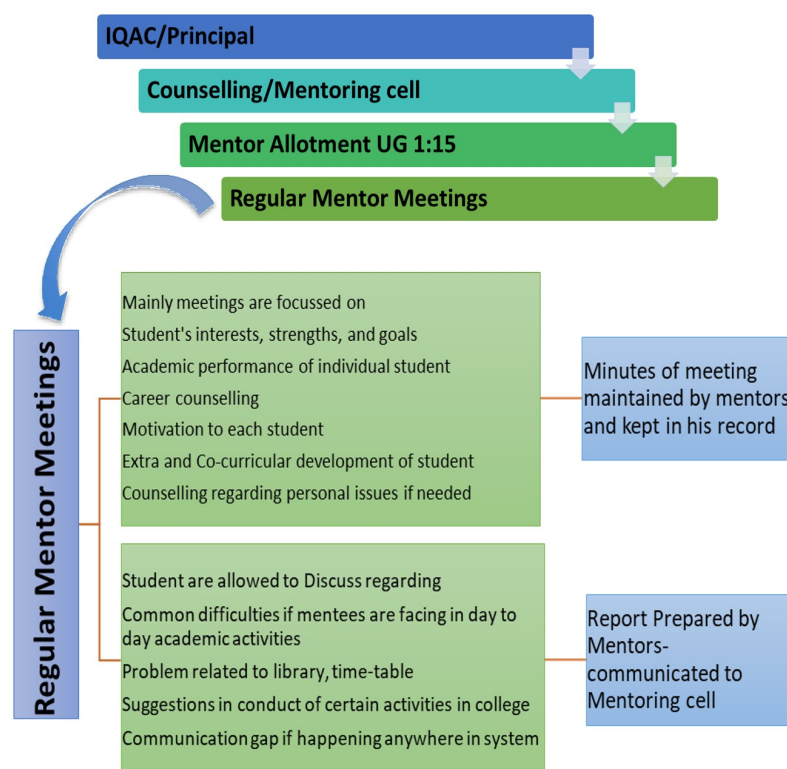
Figure 7.2.2 (a): Workflow of Mentoring Cell

The counseling cell also directs students who require professional counseling to the expert counselor as per need **(Figure 7.2.2 (b))**. Parents are also important components of students' mental well-being; hence, through PTM our teachers interact with parents to understand their concerns.

Over the years, the counseling cell has transitioned from routine meetings to a more inclusive developmental process. Previously counseling cell used to conduct only mentor meetings and record the meeting minutes. With positive student feedback, we have integrated and evolved various proformas right from student enrolment, to implementing mandatory student "interest-based survey" which forms a structural base for 1st mentor: mentee introductory meeting. Periodic mentee meeting reports are generated to identify common student concerns, which are resolved at the earliest. The mentee profile includes detailed information on academic performance and students' participation in curricular, co-curricular and extracurricular activities throughout the academic timeline.
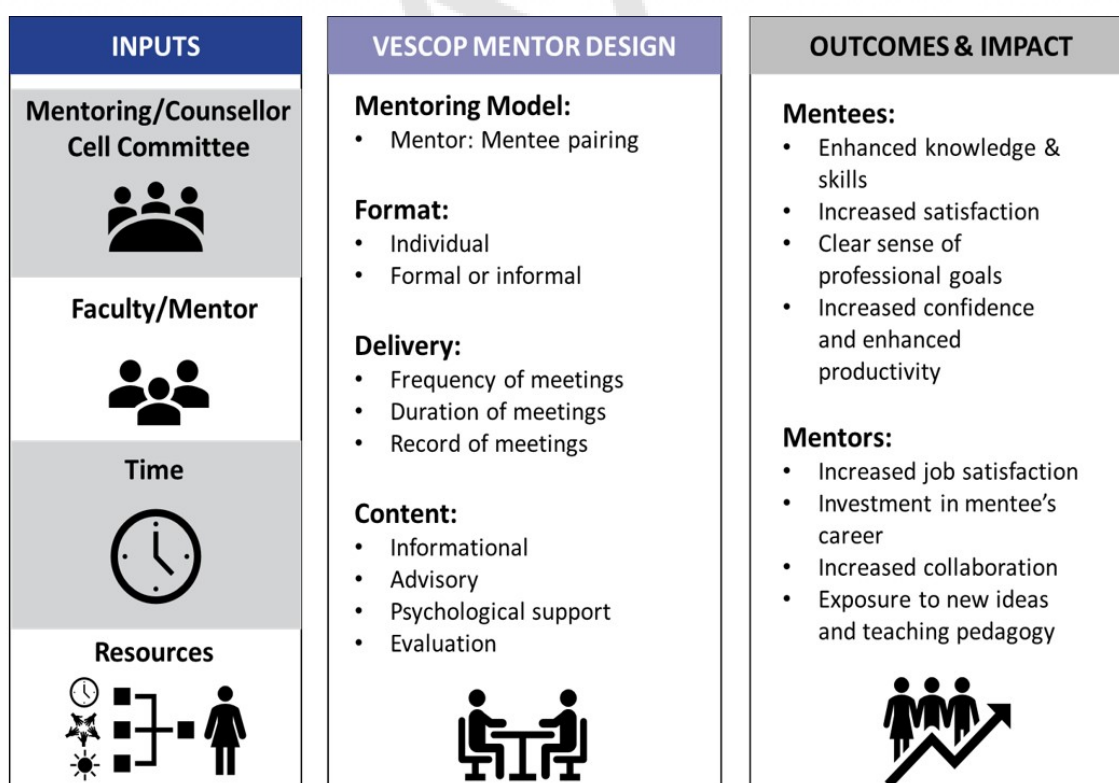
As the mentor:mentee relationship evolves, the counseling cell strives to improve by providing updated formats to mentors which help in assisting the mentoring process **(Figure 7.2.2(c).**

Mentee profile and MOM accessible to parents to tack the progress of their wards.

Provision of professional counselling available if necessary

Mentor is attached to the same mentee till the completion of the program and successfully tracks the development curve of the mentee.

**Fig 7.2.2 (b): USP of Mentoring Cell at VESCOP**

INPUTS

Mentoring/Counsellor Cell Committee

Faculty/Mentor

Time

Resources

VESCOP MENTOR DESIGN

Mentoring Model:
• Mentor: Mentee pairing

Format:
• Individual
• Formal or informal

Delivery:
• Frequency of meetings
• Duration of meetings
• Record of meetings

Content:
• Informational
• Advisory
• Psychological support
• Evaluation

OUTCOMES & IMPACT

Mentees:
• Enhanced knowledge & skills
• Increased satisfaction
• Clear sense of professional goals
• Increased confidence and enhanced productivity

Mentors:
• Increased job satisfaction
• Investment in mentee's career
• Increased collaboration
• Exposure to new ideas and teaching pedagogy

Figure 7.2.2 (c): Diagrammatic Summary of Counselling cell Objective, Process and Outcome

5. Evidence of Success

The success of systematic mentorship initiatives can be evaluated in the following areas [refer **Figure 7.2.2**

(d) for summary]:

- Competencies and satisfaction of the mentor
- Quality of support provided by the mentors
- Achievement of defined goals, objectives and outcomes of mentoring
- Quality of program resources
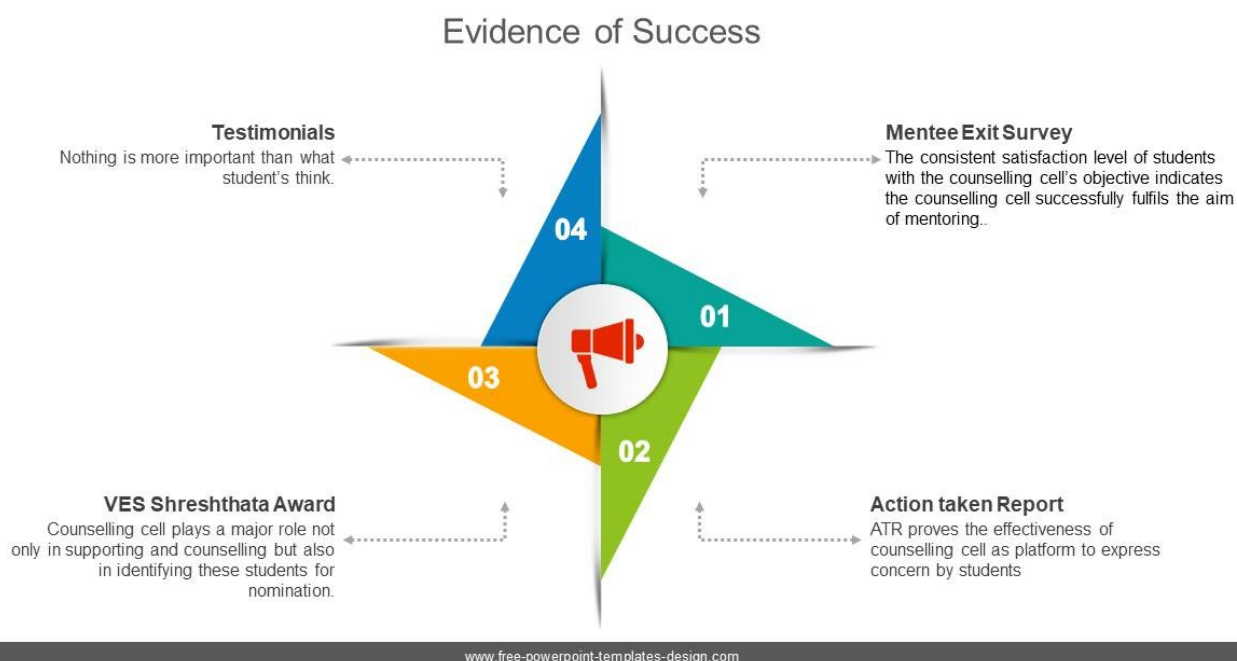
Figure 7.2.2 (d) : Summarizing Evidence of Success

1. Mentee Exit Survey:

Its purpose is to assess the overall experience within the counseling process and identify opportunities to improve counseling function. At VESCOP, we collect student exit surveys which is one of the tools for identifying the effectiveness of the counseling process [(**Figure 7.2.2(e)].**
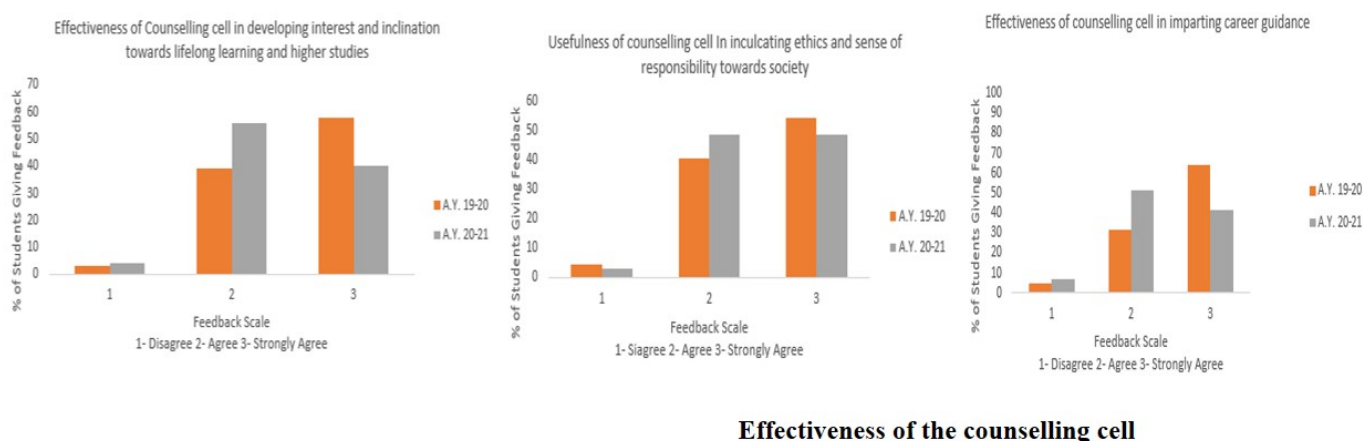
Figure 7.2.2(e): Effectiveness of the counseling cell

2. ATR on student's Feedback through counseling Meetings

One of the objectives of the counseling cell is to provide a common platform for all the students to share their concerns and their problems which can be resolved through the counseling cell.

Following is the sample ATR:

MENTOR MEETING REPORT ODD SEMESTER A.Y. 2019-20

Mentor Meeting of F.Y., S.Y., T.Y. and Final year B. Pharm was conducted on 31st August 2019, Saturday Time: 12:45 pm to 1:15 pm (S.Y. to Final Year) and 1.45 pm – 2.15 pm (F.Y.B.Pharm)

Following were the common concerns raised by students of different years which were conveyed to Principal Madam by individual Mentors and action taken.

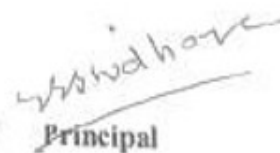| Sr. No.	Common Concerns raised by students	Action Taken Report
	Related to Infrastructure	
1.	Related to Washrooms: Washroom on 3rd floor is not available for use since few days. There are issues with door locks, flush and lights on 4th floor washrooms.	Issue communicated to Mr. Milind and was resolved by September 7th 2019.
2.	Issues regarding mic system in 3rd floor classroom- 3rd floor mic system many times don't function	Problem communicated to Mr. Milind and was resolved via contacting technical staff. Mic system of 3rd floor was replaced on 03.09.2019.
3.	Required AC in classroom	It was explained to students that it will lead to higher electricity bill which is directly related to higher fees, and college prefers to be conservative when it comes to providing luxurious facilities and burdening students financially.
4.	Library books: Students want more copies of Anand Narayan book for Biotechnology and Brian Lockwood book for Nutraceuticals	Library in charge was made aware with the student's need and requested to consider it while making next purchase. Soft copies if possible, can be made available through library for these books.
	Time - table Related	
1.	T Y B.Pharm : Tuesday and Wednesday one hour Gap in between lectures	Conveyed to time table in-charge

Sr. No.	Common Concerns raised by students	Action Taken Report
2.	S.Y. B. Pharm- Students requested to shift Thursday 4-5 p.m. lecture to Saturday 3-4 p.m. or any other time as 4 to 5 is very hectic for them	Conveyed to time table in-charge
	Academics Related	
1	Guidance sessions: Students requested for guidance sessions for career opportunities after B. Pharm, choices to make for post-graduation studies.	C2C in charge MS. Chaitali Surve was informed about students request regarding organizing such session under Initiative of DISHA. After one session on career avenues already conducted on 13th August 2019 another Session was also planned on careers in Toxicology in month of December
2	OC Lab Apparatus – One group of mentees mentioned broken apparatus were given in OC lab (Both SY and TY students)	Issue communicated to lab technician and and HOD
3	Students mentioned they would prefer usage of combination of chalk and Board along with other multimedia methods for classroom teaching	All faculty were informed about students' preferences in learning methodology. And requested to incorporate blend of chalk and board and multimedia in teaching.

All the resolved actions were communicated to respective classes.

Compiled By,

Mentor Cell In charge

Principal

Dr. Supriya Shidhaye

3. VES Shreshthta Award:

This award is bestowed on students by VES whose life is far tougher, battle adversities and yet manage to excel in studies and find the time and emotional energy to give back to society. These are chosen from VES group of institutes comprising 28 institutes and approximately 18000 students. Every year VESCOP students have been the recipient of this award **(Figure 7.2.2(f))**. Counselling cell plays a major role not only in supporting and counselling but also in identifying these students for nomination.

VES Shreshthta Award winners from VESCOP

1. Aditya Thakur- 2016
2. Sanjay Maurya- 2017
3. Nikita Palande- 2018
4. Barkha Makhija 2019
5. Hitesh Lodh, Abhishek Sahu, Sakshi Bagal (2020)
6. Meghraj Balotia, Gauravi Parab, Nikhil Vallamdas (2021)

Figure 7.2.2(f): VESCOP students bagging the VES Shresthta Award every year

4. Testimonials from the students:

> *The mentoring system at VESCOP is really good, and it helps a lot in building interpersonal skills and also helps us talk about issues we are unable to talk about with anyone else.*
>
> *Mentoring helped me a lot in developing my personality. It helped me talk about stuff more openly. It also helped me identify the problems and find the solutions easily instead of getting stressed out.*
>
> Ashish Chawla

> *The mentoring system very useful for me. This helped me in clearing the doubts I had with respect to pharmacy as a career, with my overall development and even choosing a college for my masters program.*
>
> *The Mentoring System focused not just on how we perform in our academics, but also in the overall growth as an individual. I am glad that due to these mentoring sessions, we as students are able to open up and talk and gain guidance about the industry from our mentors.*
>
> Jasleen Kaur Chass

5. Problems Encountered and Resources Required:

Non-cooperation of students: It has been observed that learners are not willing to disclose their problems and be counselled by the teacher due to negative attitudes towards guidance and counselling. It takes lot of time to break the ice. Making students understand the need to communicate their inner feelings is a challenging task for the Mentor.

Apart from this, there are some operational challenges including tracking the outcome of mentoring.

i.Monitoring student dropouts: Drop out students don't report college regularly, and hence they don't remain in touch with their mentors.

ii.Mentor:Mentee pairing: Since the ideal association of Mentor and Mentee is for four years, if any faculty leaves the Institute, students have to adjust to a new mentor.

6.Case study:

The most direct measure of the effectiveness of the mentor program is, to track the mentee's progress toward that goal

Ms. Kajal Gore is one such motivational story for all mentors as well as mentees, who makes us believe in the mentoring system and its effectiveness. Ms. Kajal struggled very hard during her initial years at VESCOP in her academic journey. With help of her mentors, she bounced back from initial set back and showed great progress over the years not only in academics but also in extra and co-curricular activities. She even represented as the delegate at model UNITED NATIONS conference representing India in Malaysia 2019.

Today Kajal is now a senior associate in Brandcare Asia and **Figure 7.2.2 (g)** and **Figure 7.2.2 (h)** traces her journey.
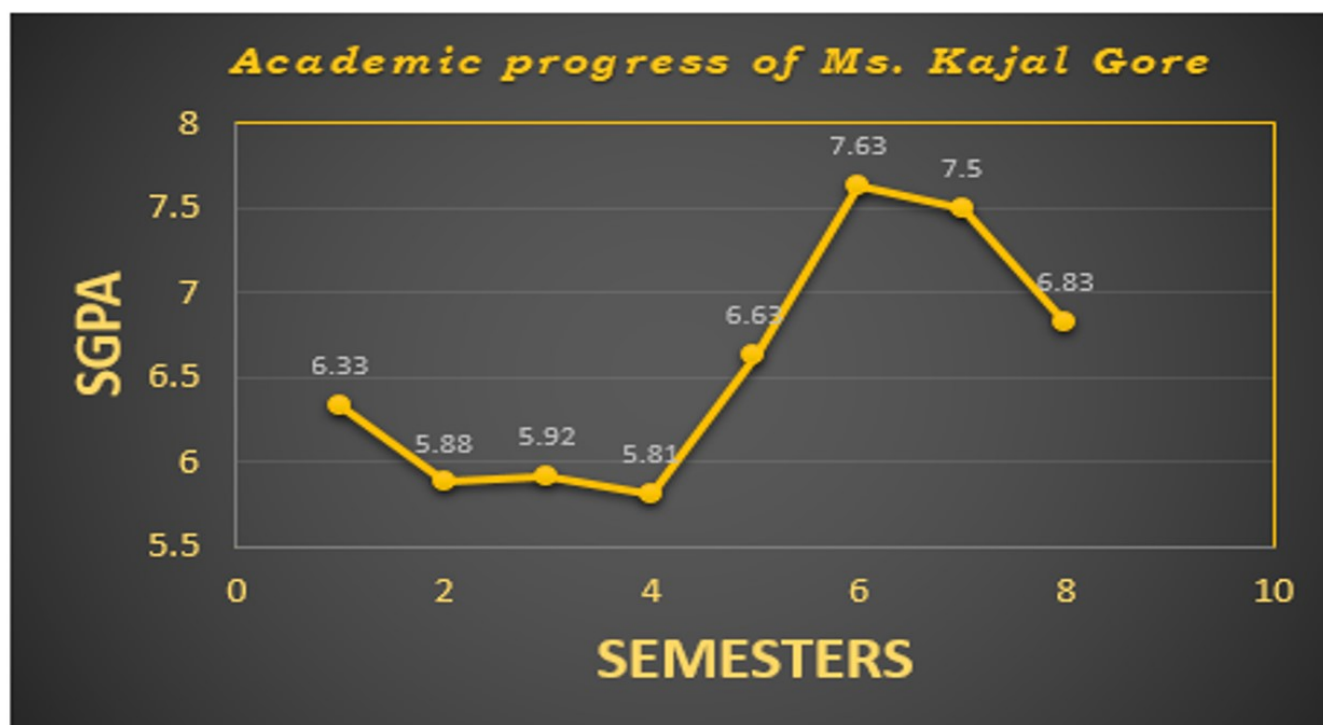
Figure 7.2.2 (g): Academic Progress of Miss. Kajal Gore

Completed Vista campus Ampassaor/Partner internship at IIM Bangalore and Represented VESCOP as Campus ambassador at

IIM Bangalore

IIM Rohtak
Internshala

BITS Pilani

United Nations conference (Malaysia)

Selected as Co-manager of Eximius 2019, Enterpreneurhip Summit of IIM Bangalore. She was one out of 30 Co-managers each leading 30 campus ambassadors across india

Joined Pitchman communications and in no time, got promoted as a senior business associate

Working as a senior associate at Brandcare medical Advertising

Figure 7.2.2 (h): Accelerated career growth of Miss. Kajal Gore

File Description	Document
Link for Best practices in the Institutional web site	[View Document](#)
Link for any other relevant information	[View Document](#)

7.3 Institutional Distinctiveness

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

Response:

Promotion of Research & Innovation culture – A Holistic approach

Vivekanand Education Society's College of Pharmacy (VESCOP) was established in 2007 with the goal to be at the forefront of research, idea creation and innovations in healthcare. Over the years, this goal has been carried forward with an intent to "create an atmosphere where research and innovation flourish and is translated to products for societal benefits''. The vision, mission and program outcomes of the institute clearly imply the institute's distinctive approach to provide a framework for the conduct of basic and applied research and promote entrepreneurial culture through innovation. The goal of the institute, in alignment with NEP 2020 is to gain autonomy and to become a research-intensive institution in the next 10 years.

VES College of Pharmacy has constituted an Institute Innovation Cell (IIC) in the year 2018 as per the directives of MHRD' Innovation Council. Through the IIC platform, the institute has taken several initiatives like **creating awareness on innovation & IPR through seminars/workshops/webinars** and conducting **competitions like *e*-ideologue, Ignition, TechShow** to encourage original ideas. In addition, VESCOP has set up a pre-incubation centre to encourage and promote budding entrepreneurs from the institute.

What VESCOP does to foster the culture of research & innovation?

To sustain the momentum and to increase the number of research-related activities, the institute has taken several initiatives to enhance quality research in the frontier areas of pharmacy and interdisciplinary areas as depicted in **Figure 7.3.a** below:

Figure 7.3.a: VESCOP initiatives to foster research & innovation culture

Additionally, the Institute Ethics & research Committee (IERC) committee has introduced a roadmap for UG & PG students as depicted in **Table 7.3.a** below:

Table 7.3.a: Research Roadmap for UG & PG students

Year of study	Activity	Outcome
F. Y. B. Pharm	Survey-based activity	To communicate with survey participants in a professional manner and be vigilant of the role of the pharmacist in society
S. Y. B. Pharm	Poster club activity	To promote awareness of research skills and develop the ability for application of knowledge to an environmental and a sustainability challenge
T. Y. B. Pharm S. Y. M. Pharm	Journal club activity	To develop the ability for understanding, analysing & interpreting the scientific data with proper justification
Final Year B. Pharm	Live Project activity	To develop the ability for application of knowledge to a research problem or unmet need
F. Y. M. Pharm	Review article – Manuscript preparation, communication & publication	To analyse the available literature & develop and impart effective scientific writing skills

Key Performance Indicators for Research & Innovation activities:

Awards & Accolades:

- **AICTE-CII survey:** The Institute has been awarded as Best Industry Linked Pharmacy Institute in 2018 in the AICTE-CII survey and has received a platinum ranking in 2019. VESCOP was one of the top 7 Pharmacy Institutes at the National level to receive the platinum ranking in 2019.
- **NIRF Ranking:** The Institute has been ranked consistently in the band of 51-75 for Pharmacy Institution by NIRF since the 9th year of establishment of VESCOP. The Institute has been ranked 63rd and 67th among Pharmacy institutes across the nation at NIRF 2020 and 2019 respectively.
- **Avishkar Research Convention:** The Institute has been conferred with the **Overall Championship** at the **"15th Inter-Collegiate/Institute/Department Avishkar Research Convention 2021, University of Mumbai"** in the Medicine and Pharmacy category.
- **Institute Innovation Cell (IIC) Ranking:** VESCOP IIC has received 4-star rating in the year 20-21 & 2018-19. We are amongst the top 5 Pharmacy Institutes in Maharashtra state to receive a 4-star rating in the year 2021.
- **ARIIA:** VES College of Pharmacy under the aegis of VES has participated in Atal Ranking & Innovation framework and as per ranking of 2020, VES is amongst the top 100 colleges in the nation.
- **Our Principal, Dr** Supriya Shidhaye was awarded with 'Research Project of the Year' honoured by the 54th Indian Pharmacy Congress Trust in the year 2012-13 at National level.
- **Best Educational Quality Enhancement Team Award:** National Centre of Quality Management awarded the Institute with top ranks in two consecutive years, 2018 and 2019 in the contest of "Best Educational Quality Enhancement Team".
- **Rx TechFest:** The Institute has been consistently bagging awards every year at Rx TechFest for oral & poster presentations, an intercollegiate event, organised by the Indian Pharmaceutical Association, Maharashtra State Branch.

Recognitions:

- **SIRO status:** The Institute is recognized as Scientific and Industrial Research Organization (SIRO) by the Department of Science & Industrial Research (DSIR, Government of India).
- **MOUs with Industry:** To strengthen Industry-Institute linkages, the Institute has signed MOUs with companies like Procter & Gamble, Aqua Dry Pharma, Verodox Healthcare, B & B Pharma, Adroid Biomed, Cerelia Nutritech, Boolani Engineering Corporation and Super Vet Clinics & Diagnostics.
- **Joint collaborative research centre:** The Institute has joint collaborative research centre with Merck Specialties Pvt. Ltd. Which is now Procter & Gamble Ltd. since 2014.
- **Research Grants:** Till date, the institute has received grants of about Rupees Two Crore Seven Lakhs Five Thousand from government agencies and industries for research projects.
- **International collaborations:** The Institute has to its credit three international collaborations with University of Pittsburgh, Pennsylvania, University of Lancashire, UK & University of Strathclyde, UK for projects on nanotechnology.
- **Research advisors:** To augment our research activities and take them to the next level, VESCOP appointed the following research advisors - Dr Prashant Kharkar, Professor, ICT, Acquapharm Innovation Centre, Pune and Dr Mangal Nagarsenkar, Former Prof. Bombay College of Pharmacy, Dr Anilkumar Gandhi, CEO, Southeast Asia, DFE. The institute also has an **Industrial Advisory Board** to give suggestions and recommendations on curriculum delivery and creating awareness

about innovation.

- **NBA Accreditation:** The Institute has received NBA Accreditation for the B. Pharm. up to 2022 as per Outcome Based Education - OBE System, Washington Accord.
- The Institute has been granted a **Permanent Affiliation for the B. Pharm. Course** by the University of Mumbai. The Institute has received recognition from **UGC under 2f/12b.**
- **Publications:** In last five years, more than 95+ papers have been published by the faculty members in various National & International Journals with a good impact factor
- **Patents:** 6 patents have been filed by the college to date. The patent on Curcumin Microemulgel has been recently granted to Dr Rajashree Hirlekar

The Performance Indicators for research & innovation milestones are listed in **Figure 7.3.b** below:

Figure 7.3.b: Key Performance Indicators for Research & Innovation Milestones

VES College of Pharmacy is committed to achieving excellence in research through innovations and inculcating the spirit in our students to meet future challenges in healthcare as evident from the research & innovation milestones depicted in **Figure 7.3.c**.
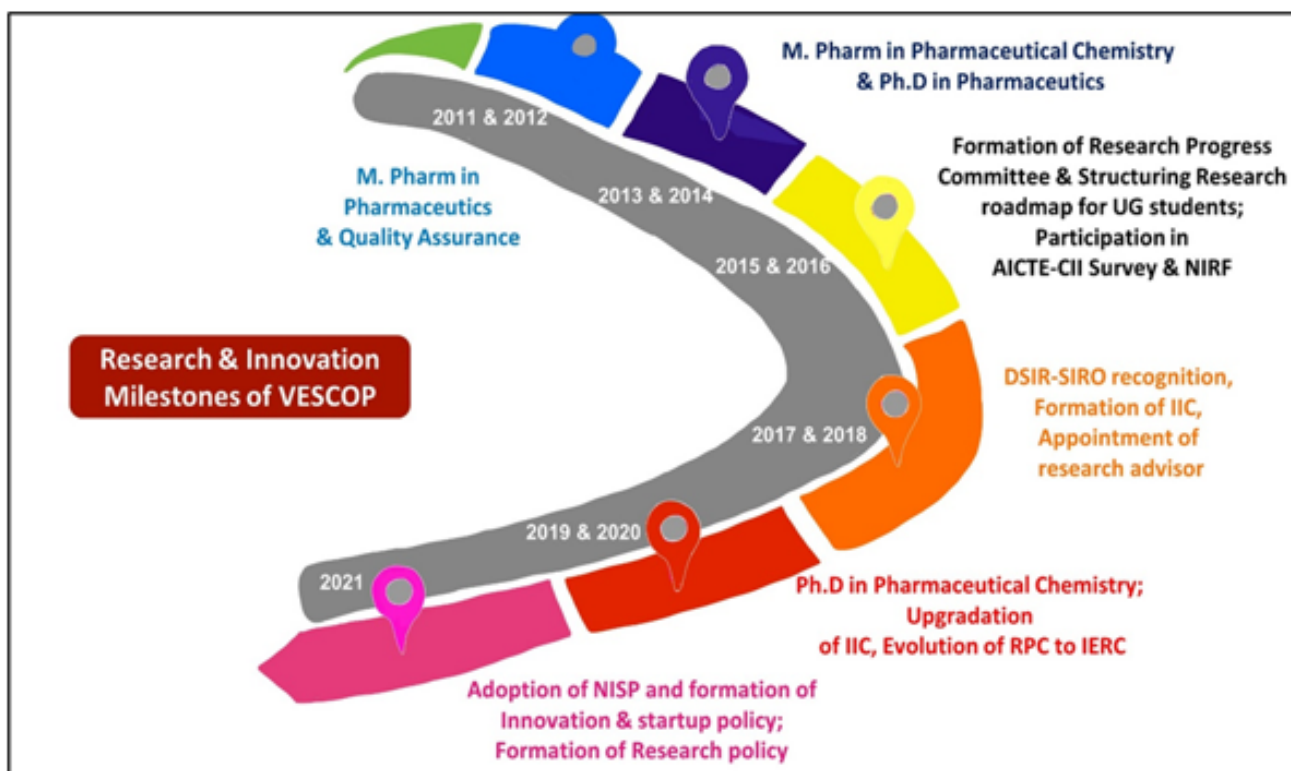
Figure 7.3.c: Research & Innovation milestones of VESCOP

As Albert Einstein has rightly quoted, 'You can't solve the problem on the same level that it was created, you have to rise above it to the next level'.

File Description	Document
Link for appropriate web in the Institutional website	View Document
Link for any other relevant information	View Document

5. CONCLUSION

Additional Information :

The details of iindividual criterias along with their data and uploads is detailed under the criteria matrix

Concluding Remarks :

VES College of Pharmacy has an effective system in place for planning and implementation of curriculum that provides diverse learning opportunities and multiple avenues for continuous improvement of staff and students. The infrastructure and facilities available are conducive for research and innovation which has enabled us to undertake research projects, have collaborations and MoUs with various institutes and industries and fetch grants from government and non-government agencies. VESCOP follows decentralization and participative management in all administrative practices. The Institution also has a transparent mechanism for timely redressal of student grievances / prevention of sexual harassment and ragging. This makes VESCOP one of the premier pharmacy institutes in and around Mumbai region. Our alumni are actively involved in the development and progress of the college. In alignment with our vision to create pharmacy professionals for the betterment of healthcare, VESCOP is continuously aimed at fostering a culture of research and innovation.