SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

THE SHIRPUR EDUCATION SOCIETY'S H R PATEL INSTITUTE OF PHARMACEUTICAL EDUCATION AND RESEARCH

KARWAND NAKA, SHIRPUR DIST. DHULE (425405)

425405

www.hrpatelpharmacy.co.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

H. R. Patel Institute of Pharmaceutical Education and Research (HRPIPER) in Shirpur, Maharashtra, is a renowned institution established in 2004 under The Shirpur Education Society. Driven by a vision of advancing knowledge through excellence and innovation in education, research, and outreach, HRPIPER aims to make a positive impact on the pharmaceutical field and beyond.

Affiliated with Kavayitri Bahinabai Chaudhari North Maharashtra University (KBCNMU), Jalgaon, HRPIPER offers academic programs governed by PCI, AICTE, KBCNMU, and DTE regulations. It holds approvals from PCI, Maharashtra Government, DTE, and is affiliated with KBCNMU.

The institute has earned esteemed accolades, including NBA accreditation until 2025 (2nd Cycle), Best college award (2019-20), A-grade recognition from KBCNMU, certifications like 2F and 12B, and recognition from NIRF 2020 (RANK-BAND 76-100). The B. Pharmacy program has permanent affiliation, and the institute is recognized as an approved Ph.D. Research Centre.

HRPIPER boasts state-of-the-art infrastructure, including digital classrooms, fully equipped laboratories, and an auditorium hall, providing students with cutting-edge resources. The comprehensive library keeps students updated with pharmaceutical advancements, while sports facilities and a medicinal plant garden promote a healthy lifestyle and hands-on learning. Separate hostels ensure comfortable living, and the WIFI-enabled campus enables seamless access to online resources.

A notable aspect that sets HRPIPER apart is its emphasis on hands-on experience through modern analytical instruments, driving innovative research endeavours. The institute's commitment to research excellence is evident in its remarkable funding of over 2.5 crores since inception from prestigious agencies like AICTE, DST, ICMR, and others, supporting various research schemes. The faculty members' significant contributions include over 300 published articles, 30 books/book chapters, and more than 20 patents. HRPIPER's students and faculty have received accolades in research competitions like 'Avishkar' and national level 'Anvention' Awards. The institute's excellence extends to securing the best M. Pharm thesis competition, showcasing its dedication to academic brilliance.

Vision

We aspire to do advancement of knowledge through excellence and innovation in education, research, and outreach.

Mission

To conduct high quality educational and research activities that benefit students, researchers, and communities across the nation. We will also abide to extend, apply, and exchange knowledge between the institutions, industry, and society.

1. **High quality educational and research activities, M1:** To conduct high quality educational and research activities using state of the art facilities, so as to produce qualified and competent pharmacists of international standards.
2. **Extend knowledge between the institutions, industry and society, M2:** To lengthen knowledge with academia, industry and society by conducting scientific activities, research and awareness program.
3. **Apply knowledge between the institutions, industry and society, M3:** To apply knowledge gained from other institutions, industry and society to conduct high quality educational and research activities.
4. **Exchange knowledge between the institutions, industry and society, M4:** To upgrade and exchange existing knowledge by deputing students, faculty and staff to attend educational/scientific events, trainings and program conducted by the institutions, industry and society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- **Visionary Leadership:** With a visionary leadership at the helm, the institute is guided by forward-thinking and strategic decision-making. Their innovative approach ensures a conducive learning environment and drives the institute towards achieving its goals, inspiring students, and faculty to excel in their academic pursuits.
- **A Recognized Institute of Distinction** - The institute has garnered several prestigious awards and certifications, including NBA accreditation till 2025, 2F and 12B certifications, and the Best College Award by KBCNMU for the academic year 2019-20. It has also achieved A-grade recognition twice in 2019 and 2023 by KBCNMU Jalgaon. Furthermore, the institute holds permanent affiliation for its B. Pharmacy program and is recognized as an approved Ph. D. Research Centre in Pharmaceutical Sciences by KBCNMU, Jalgaon.
- **Dynamic and Progressive Learning Atmosphere with a Focus on Students:** Our institute prioritizes a student-centric, active, and innovative learning environment, embracing outcome-based education principles. Our commitment to providing exceptional education is evident in the consistent academic results.
- **Research Excellence and Funding Success:** The institute's remarkable strength lies in its outstanding funding success. With funding of over 2 crores from esteemed agencies like AICTE, DST, ICMR, RGSTC, SERB, among others, under various schemes like Nanomission, RPS, MODROB, INSPIRE, and more, HRPIPER excels in driving innovative research endeavours. The institute's students and faculty have garnered accolades in 'Avishkar' research competitions and received national level 'Anvention' Awards. Additionally, HRPIPER has secured best M. Pharm thesis competition for four consecutive years. The prolific faculty members have made notable contributions to the academic world with over 300 published articles, 30 books/book chapters, and more than 20 patents.
- **State-of-the-Art Infrastructure and Modern Analytical Instruments:** HRPIPER boasts state-of-the-art infrastructure that caters to the needs of aspiring pharmaceutical professionals. From well-designed classrooms and fully equipped laboratories to a comprehensive library and sports facilities, the institute provides an ideal environment for holistic learning. Additionally, the presence of modern analytical instruments empowers students with hands-on experience and facilitates cutting-edge research projects by students and faculty members alike.

Institutional Weakness

- The institute's rural location in Shirpur, away from the city. It may deter some potential students and faculty from considering the institute due to the perceived distance and limited access to urban amenities.
- The institute faces a weakness in terms of not having many collaborations with industry and the absence of partnerships with international institutes or universities.
- One of the institute's weaknesses is the limited enrolment of students from other states.

Institutional Opportunity

- **Autonomy**: The institute has the opportunity to pursue autonomy, which can provide greater flexibility in curriculum design, administrative decisions, and resource allocation. Autonomy can empower the institute to implement innovative practices and cater to specific educational needs.
- **NIRF Rankings**: Striving to be among the top 50 institutes in the National Institutional Ranking Framework (NIRF) rankings is an opportunity for the institute to showcase its academic excellence, research output, and overall performance on a national platform.
- **Academic Partnership with Renowned National and International Institutes/Universities:** The institute has a remarkable opportunity to forge academic partnerships with esteemed national and international institutes and universities. Collaborating with these reputed institutions can lead to knowledge exchange, joint research projects, student exchange programs, and exposure to diverse educational practices and cultures.
- **Skill Development Certificate Programs:** The institute can introduce skill development certificate programs approved by the university. These programs can equip students with specialized skills and enhance their employability in the pharmaceutical industry.
- **Alumni Network Strengthening:** Building a robust alumni network can foster a sense of belonging and engagement among former students. Engaged alumni can provide mentorship, networking opportunities, and contribute to the growth of the institute.
- **Faculty Development Programs:** Organizing national and international faculty development programs can enhance faculty expertise, knowledge exchange, and contribute to the institute's academic reputation.
- **Digital Literacy and AI Tools:** Promoting digital literacy and integrating AI tools into teaching and administrative processes can improve efficiency, data analysis, and enhance the learning experience for both students and staff.

Institutional Challenge

- **Increased Competition from Nearby Pharmacy Colleges:** The institute faces the challenge of rising competition from an increased number of pharmacy colleges in the nearby region.
- **Admission of Out-of-State Students:** Attracting out-of-state students can be challenging due to the institute's rural location and limited outreach.
- **Students with Poor Communication Skills:** Some students coming from rural areas may have poor communication skills, affecting their overall academic performance and employability.
- **Limited Major Industrial Collaborations:** The institute faces challenges in establishing significant collaborations with major pharmaceutical industries.
- **First-Generation Learners:** The institute's student population comprising first-generation learners may

require tailored support and guidance to navigate the academic journey successfully.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Effective curriculum planning and implementation encompass pivotal components, including a structured academic calendar and ongoing internal assessment. These elements contribute significantly to an educational program's organization, quality, and success within an institution. Our establishment, committed to a seamless curriculum, employs a meticulous approach integrating a well-defined academic calendar and continuous internal assessments. This ensures a cohesive educational experience by establishing clear timelines for instructional activities, assessments, and significant events. Simultaneously, ongoing internal assessments provide consistent feedback, fostering adaptive teaching methods. This holistic strategy promotes organized learning, effective teaching, and curriculum relevance, culminating in heightened student engagement and accomplishment.

Our institution embraces academic flexibility, offering diverse opportunities like certificates, add-on programs, and value-added courses. These avenues enable students to tailor their education with specialized courses aligned with their interests, enhancing their skill set beyond the conventional curriculum. For instance, we have introduced certificate add-on courses such as herbarium preparation, competitive exam readiness, yoga, skill development, and self-defence workshops for students. This approach equips students with a competitive edge, encouraging continuous growth and empowering them to explore educational paths congruent with their aspirations and evolving industry demands.

The curriculum is enriched through seamless integration of crosscutting themes like Professional Ethics, Gender, Human Values, and Environment. These themes are integrated into subjects such as EVS, Pharmaceutical Jurisprudence, Pharmacognosy, and Pharmacology, fostering comprehensive learning. Our institution conducts various activities promoting these themes, including tree plantation, health camps, and cultural events. Furthermore, students engage in industrial tours, practice school, project work, training, and dissertation submissions, thereby enhancing practical skills and knowledge.

We value feedback from diverse stakeholders—students, teachers, employers, and alumni—enabling a comprehensive evaluation of academic excellence and overall ambiance. Students provide biannual online feedback to assess teaching quality, with resulting reports aiding faculty improvement. Our faculty survey evaluates educational quality, while feedback from alumni, employers, and facilities assesses academic performance and campus atmosphere. This inclusive feedback approach ensures a thorough evaluation of institutional effectiveness.

Teaching-learning and Evaluation

H. R. Patel Institute of Pharmaceutical Education and Research (HRPIPER), Shirpur, is affiliated to Kavayitri Bahinabai Chaudhari North Maharashtra University (KBCNMU), Jalgaon, since its inception. College offers B. Pharmacy, M. Pharmacy in Pharmaceutics, Quality Assurance, Pharmaceutical Chemistry and PhD programs. Therefore, HRPIPER follows the syllabus prescribed by the KBCNMU, Jalgaon. The academic programmes are governed by rules and regulation of AICTE, PCI, KBCNMU and DTE. The Admission Regulating Authority oversees the admission process established by the Maharashtra government. Full-time faculty

members at the college are highly qualified, experienced, and skilled. The total faculty strength was 33 for acdemic year 2022-23, with 13 Ph.D-qualified faculty members. Faculty student ratio is 1:15.55. During the last five years, the average percentage of PhD faculty at the college has been 45.54%. ICT-enabled student-cantered interactive, experimental, problem and case study-based teaching-learning methodologies are used. Participative learning comprising AVISHKAR participation, Journal club/seminar/proposal presentation etc. Hands-on learning, project-based learning, industrial trainings, field trips, and add-on courses are used for experimental learning. Case studies, tutorials, and student publications, on the other hand, include a problem-solving learning technique. The college conducts exams according to the academic schedule/calendar. In the induction program, students are informed of the examination procedure. Faculty evaluates assessments, and students are handed the answer sheets so they can evaluate their performance. The examination committee handles complaints regarding exams. Through the college website, faculty and students are made aware of POs and COs. The achievement of POs and COs is measured using both direct and indirect approaches. The average pass percentage of students is more than 97% .

Research, Innovations and Extension

The institute has emerged as a dynamic epicentre of innovation and academic excellence, cultivating a culture defined by groundbreaking research and collaborative synergy. Central to its commitment to innovation is the Institution's Innovation Council (IIC), which stands as a testament to its dedication to fostering a creative ecosystem for both students and faculty members. The institute's reputation for innovation is paralleled by its commendable acquisition of substantial research grants. The institute has garnered prestigious research grants exceeding 1 crore during last five years from prominent institutions like ICMR, AICTE, KBCNMU, Jalgaon. These grants have enabled the pursuit of pioneering research endeavours spanning various fields, contributing significantly to academic progress. A strong commitment to advancing knowledge is evident through the institute's impressive publication record, featuring an array of 94 research and review publications during last five years, establishing its reputation as a prominent channel for knowledge dissemination. Additionally, the institute has fostered meaningful collaborations through numerous MoUs and contributed to the creation of 31 books and book chapters.

The institute's impact extends into the realm of education through its active involvement in diverse academic events. These include the successful hosting of university, state, and national level conferences, workshops, and seminars that delve into subjects such as research, IPR, and entrepreneurship. These platforms foster the exchange of ideas and act as catalysts for academic advancement. While research remains a foundational pillar, the institute's scope extends to impactful extension activities that serve society. Organizing initiatives like World Pharmacist's Day, blood donation camps, health camps, and vaccination campaigns underscore its commitment to public welfare and health awareness. The institute's outreach encompasses social initiatives as well, particularly through the NSS. By engaging students in community service, the NSS fosters a sense of social responsibility and encourages active citizenship.

In conclusion, institute has evolved into a dynamic innovation hub. From its establishment of the IIC to securing substantial research grants, facilitating a multitude of publications and collaborations, organizing impactful community-oriented activities, and contributing to both academic and societal discourse, the institute's multifaceted approach solidifies its role as a driving force in research, education, and community engagement.

Infrastructure and Learning Resources

The institute has provided the best possible facilities to the stakeholders as per the requirements of AICTE, PCI, and Kavayitri Bahinabai Chaudhari North Maharashtra University Jalgaon, for graduate course (B. Pharmacy) and post-graduate courses (M. Pharmacy) with specialization in subjects like Pharmaceutics, Quality Assurance, and Pharmaceutical Chemistry as well as for Ph.D. course in Pharmaceutical Sciences.

The institute is having a sufficient number of classrooms, tutorial rooms, and seminar halls as per the norms. All the classrooms are air-conditioned and well-equipped with conventional as well as advanced tools necessary for teaching and learning. The institute has 17 laboratories provided for both UG and PG courses with adequate area as per norms provided for regular practical as well as research activities in the institute. All the laboratories are equipped with chemicals glassware, instruments, and books for reference during the practical sessions.Cultural activities like Fresher's party, Shiv-Jayanti, Ganesh Sthapana, Annual gathering, Garba night, etc. are celebrated every year with the active participation of all the students and other stakeholders.

The library houses an extensive collection of books, journals, magazines, and periodicals and serves as a center for knowledge resources. Students and Faculty utilize the library's in-house software frequently to search for books by title, authors, and other criteria. There is a separate reading room available for teachers and students. There is also a separate online library with services including e-book and e-journal subscriptions. More than 11357 textbooks, reference books, national (14) and international journals (6), magazines (3), periodicals, and other readable pieces are available online through the internet.

The institute has 104 computers with the original version of Windows OS installed. For networking, the institute utilizes Cat 6 cables with bandwidth up to 200Mbps with latest bill generated on 1st January 2023 catering to seamless data transfer requirements. To enhance students' communication prowess, the language lab boasts an impressive array of 20 systems, each equipped with licensed "Words Worth English Language Lab." This resource is further augmented with a diverse range of software and digitized audio-video materials, ensuring comprehensive language development.

Student Support and Progression

The college has taken significant measures to promote student development and achievement. More than 60% of students have benefited from scholarships, both from the government and non-governmental organizations, enhancing accessibility to education. The institution places a strong emphasis on holistic growth, focusing on the development of soft skills, life skills (such as yoga and physical fitness), entrepreneurship, and ICT proficiency.

The college has also prioritized guiding students in their career paths and preparing them for competitive exams. This initiative has positively impacted over 50% of the student body. Additionally, the institution is committed to creating a safe and inclusive campus environment. Various committees have been established to address concerns related to anti-ragging, internal complaints, grievance resolution, SC/ST matters, and discrimination.

The college has a commendable track record in student placements, with over 70% of students securing positions for either job or higher education, underscoring its dedication to equipping students for the workforce. The institution has also achieved notable success in the field of pharmaceutical sciences, with impressive achievements in GPAT and NIPER qualifications.

Promoting extracurricular engagement is another area of focus for the institution, evident through the hosting of

diverse sports and cultural events. Students have achieved recognition by earning awards and medals at competitions on the state and zonal levels.

Furthermore, the college maintains strong engagement with its alumni community. Alumni actively contribute by delivering guest lectures and assisting with placement endeavours. In essence, the institution has cultivated a dynamic learning environment that empowers students on multiple fronts.

Governance, Leadership and Management

The governance and leadership of our institution are woven into our vision and mission, guiding our distinct approach to student needs and societal service, aligned with Programme Outcomes. Our vision and mission are communicated through various channels, including our website, posters, banners, notice boards, and more.

HRPIPER focuses on quality-driven growth, with student-centric leadership, continuous faculty development, and advanced infrastructure. We emphasize technology, research endeavours, collaborative partnerships, and a bouquet of diversified programs for excellence.

Decentralization and participative decision-making form the cornerstones of our governance. The Governing Body endorses our strategic plan, channelled through the Principal, Academic In-charge, Department Heads, Examination In-charge, Training and Placement Officer, Research and Development Head, and faculty. Committees like IQAC, Academic/Programme Committee, and others ensure excellence.

Various committees contribute to the progress of academics and the well-being of students. In place are grievance redressal mechanisms that guarantee equity and safety for all stakeholders.

Welfare schemes for the staff cover leaves, skill enhancement support, insurance coverage and more. Performance Appraisal System evaluates staff, encouraging research and industry involvement.

Financial transparency is maintained through budget allocation, income from fees, and yearly budgets. The IQAC oversees academic processes, Outcome-Based Education, research, extension activities, placement, and holistic development ensuring quality and seamless functioning.

Our institute financially supported 61 faculties to attend and present poster in Seminar and Conferences in last five academic years. However, two faculties attended international conferences. Three faculties received first prize at National and state level conferences. Twelve faculties received financial assistance for Life-Membership of Association of Pharmaceutical Teachers of India (APTI).

Through these endeavour's, the institution upholds quality and continues to shine as a beacon of excellence.

Institutional Values and Best Practices

At HRPIPER Shirpur, we believe in gender equity. Through a countless initiative, we spark awareness about equal treatment, rights, benefits, and opportunities for both students and faculties. IQAC collaborate to organize programs addressing physical and social concerns, nurturing a compassionate community. Inspired by nature's embrace, we return her gifts by weaving eco-friendly practices into the tapestry of our green campus. Waste management, rainwater harvesting, solar energy utilization, and plastic-free measures are integral parts of our

commitment to environmental stewardship. Moreover, we extend this harmonious approach to society, sowing seeds of environmental consciousness. Cultural events, educational tours, hospital visits, and national service programs enrich the lives of our students, crafting well-rounded individuals adorned with human values and ethics. The guardian teacher program, self-appraisal, and faculty diary are best practices we follow to elevate organizational effectiveness, conducting a symphony of growth. Holistic development stands as a cornerstone at our institution, underpinned by four pillars. First, academics, combined with industrial training, prepare our students to thrive in diverse spheres. Second, research and development activities foster innovation and critical thinking. Third, community services instil a sense of social responsibility. Lastly, co-curricular and extracurricular activities nurture versatile personalities. Together, we move gracefully towards progress, Our actions promoting gender equality, environmental stewardship, and holistic development. With each step, we create waves of change, leaving a lasting impact on our students, society, and the world beyond. Embracing the spirit of unity, we predict a horizon of promise and possibility, where all can flourish and shine. In this act of transformation, our institute holds the beacon high, illuminating the path to a better tomorrow. Our commitment to gender equity, environmental consciousness, and holistic growth paves the way for a more inclusive and sustainable world.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	The Shirpur Education Society's H R Patel Institute of Pharmaceutical Education and Research
Address	Karwand Naka, Shirpur Dist. Dhule (425405)
City	Shirpur
State	Maharashtra
Pin	425405
Website	www.hrpatelpharmacy.co.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Sanjaykumar Baburao Bari	02563-257599	9423918023	-	principal@hrpatelpharmacy.co.in
IQAC / CIQA coordinator	Laxmikant Ramvallabh Zawar	-	9049697577	-	laxmikant.zawar@hrpatelpharmacy.co.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	Yes Minority Letter-2.pdf
If Yes, Specify minority status	
Religious	
Linguistic	Gujarati
Any Other	

Establishment Details		

State	University name	Document
Maharashtra	Kavayitri Bahinabai Chaudhari North Maharashtra University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	26-04-2017	View Document
12B of UGC	12-07-2022	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
PCI	View Document	05-05-2023	12	

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

Location and Area of Campus					
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**	
Main campus area	Karwand Naka, Shirpur Dist. Dhule (425405)	Rural	3	8548.11	

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	Passed HSC with PCB or PCM and appeared for MHTCET or NEET with non zero score and as per ARA guidelines	English	100	93
PG	MPharm,Pharmacy	24	Passed B. Pharm. and obtained non zero positive score in GPAT and as per ARA guidelines	English	15	15
PG	MPharm,Pharmacy	24	Passed B. Pharm. and obtained non zero positive score in GPAT and as per ARA guidelines	English	15	14
PG	MPharm,Pharmacy	24	Passed B. Pharm. and obtained non zero positive	English	15	15

Doctoral (Ph.D)	PhD or DPhil ,Pharmacy	36	Passed M. Pharm. and qualified PET as per KBCNMU guidelines	English	21	5

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				8				25			
Recruited	2	0	0	2	6	0	0	6	18	7	0	25
Yet to Recruit	1				2				0			

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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				27
Recruited	25	2	0	27
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				9
Recruited	8	1	0	9
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	0	0	6	0	0	4	1	0	13
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	14	6	0	20
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	49	0	0	0	49
	Female	43	1	0	0	44
	Others	0	0	0	0	0
PG	Male	27	0	0	0	27
	Female	17	0	0	0	17
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	4	0	0	0	4
	Female	1	0	0	0	1
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		**Year 1**	**Year 2**	**Year 3**	**Year 4**
SC	Male	5	2	0	0
	Female	1	3	1	0
	Others	0	0	0	0
ST	Male	0	0	0	1
	Female	0	0	1	0
	Others	0	0	0	0
OBC	Male	37	39	42	37
	Female	45	31	38	11
	Others	0	0	0	0
General	Male	16	17	11	18
	Female	13	8	7	8
	Others	0	0	0	0
Others	Male	11	7	9	6
	Female	7	6	3	3
	Others	0	0	0	0
Total		135	113	112	84

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	In line with the vision of the National Education Policy 2020, H R Patel Institute of Pharmaceutical Education and Research is steadfast in its pursuit of a multidisciplinary/interdisciplinary approach to education. Our primary goal is to attain autonomous status, which will grant us the flexibility to redesign our course curriculum and embrace a more integrated approach to teaching and learning. To ensure the success of our multidisciplinary vision, we are diligently preparing ourselves to offer short-term and vocational courses with well-defined programme learning strategies and outcomes. Each course and unit learning outcome will outline specific knowledge, skills, attitudes, and values to be acquired

by learners, ensuring that each program achieves its intended objectives. Our purpose is to equip the learners with a wide range of skills, empowering them to explore avenues of self-employment rather than relying solely on conventional job opportunities. Moreover, we recognize the importance of investing in infrastructure that supports multidisciplinary/interdisciplinary research and teaching. In this regard, we are creating collaborative spaces that foster teamwork and facilitate a culture of innovation. To ensure the effective implementation of the multidisciplinary approach, we are actively encouraging the training and professional development of our faculty members. This will enable them to adopt a multidisciplinary/interdisciplinary approach in their teaching and research practices, fostering a vibrant and dynamic learning environment. Through these concerted efforts, our institute is committed to providing an enriching and future-ready educational experience, empowering our students to thrive in diverse fields and contribute meaningfully to society, in accordance with the vision of the National Education Policy 2020.

2. Academic bank of credits (ABC):	The primary purpose of Academic Bank of Credit (ABC) is to serve as a comprehensive database to store all academic records of students securely and make them easily accessible. Additionally, the ABC platform offers a unique opportunity for students to gain credits for non-formal education, including online courses, workshops, and internships. By doing so, it enables students to accumulate credits from diverse learning experiences. One of the key advantages of ABC is that it facilitates seamless credit transfer among participating institutions. Any credits earned by the students through this platform are universally recognized and transferrable. Furthermore, the ABC encourages lifelong learning by providing a flexible education system that allows students to learn at their own pace and convenience. This approach supports students in pursuing continuous education throughout their lives. H R Patel Institute of Pharmaceutical Education and Research recognized the importance of quality assurance in the credit transfer process as per the New Education Policy (NEP). To address this need, the institute has collaborated with Kavayitri

	Bahinabai Chaudhari North Maharashtra University, Jalgaon to establish a centralized platform called the ABC. Guided by the teachers at H R Patel Institute of Pharmaceutical Education and Research, all the students have successfully created their ABC profiles. This platform ensures that the credits earned by the students adhere to high-quality standards and fulfil the required academic criteria.
3. Skill development:	In accordance with the objectives of the NEP, HRPIPER is committed to fostering holistic development among its students, and soft skill development plays a crucial role in this endeavour. The institute actively bridges the gap between academia and industry by offering a well-rounded educational experience. HRPIPER takes a proactive approach to equip students with practical skills essential for their future careers. Through initiatives like practical training and instrument usage, practice school, project work and industrial training in collaboration with industries through MOUs, guest lectures, and seminars, the institute ensures that students gain real-world exposure and industry-relevant knowledge. Recognizing the significance of entrepreneurship, HRPIPER has established an active Entrepreneurship Development Cell (EDC). The EDC organizes seminars and workshops to inspire and guide students towards entrepreneurial pursuits, encouraging them to create job opportunities and contribute to economic growth. Furthermore, the institute places strong emphasis on soft skill and personality development programs. Regularly conducting such programs for both undergraduate and postgraduate students, HRPIPER nurtures essential skills like communication, teamwork, leadership, and problem-solving. These initiatives empower students with the right mix of academic excellence, practical proficiency, and soft skills, enabling them to thrive in their chosen fields and make meaningful contributions to society. HRPIPER's commitment to holistic education aligns well with the NEP's vision of producing well-rounded, competent, and socially responsible individuals.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	HRPIPER is committed to the appropriate integration of the Indian Knowledge System in alignment with the NEP. The institute recognizes the rich heritage of Indian knowledge, such as 'Ayurveda,' and

	seamlessly incorporated it through subjects like Pharmacognosy. By doing so, HRPIPER ensures that students gain a comprehensive understanding of traditional medicinal practices and their relevance in modern pharmaceutical education. To cater to students from rural areas and enhance their learning experience, the management and principal have encouraged teaching faculties to use traditional languages whenever necessary. This inclusive approach helps bridge the linguistic barrier and allows students to grasp complex concepts with ease. HRPIPER actively promotes Indian culture within its academic environment. The institute encourages students to participate in cultural days and incorporate cultural themes into institutional and inter-institutional activities. Festivals like Ganapati festival, dandiya night, and commemorations of historical figures like Chatrapati Shivaji Maharaj are celebrated to foster a sense of belonging and pride in Indian heritage. By integrating Indian Knowledge System, teaching in Indian languages, and promoting cultural values, HRPIPER embodies the essence of the NEP, which aims to preserve and strengthen India's rich cultural and educational heritage while embracing innovation and modernization. Through these initiatives, HRPIPER empowers students to become versatile individuals with a deep-rooted understanding of Indian traditions and a global perspective on pharmaceutical education.
5. Focus on Outcome based education (OBE):	At H R Patel Institute of Pharmaceutical Education and Research, there is a strong emphasis on Outcome-Based Education (OBE) in alignment with the NEP. OBE is a learner-centric approach that focuses on defining clear learning outcomes and aligning the entire educational process to achieve those outcomes effectively. The institute places significant importance on setting specific learning objectives for each course, ensuring that students acquire not only theoretical knowledge, but also practical skills and competencies required to excel in their future careers. The curriculum incorporates clearly defined Programme Outcomes (POs) and course outcomes (CO's). The COs are aligned with the philosophy of Programme Outcomes, ensuring coherence and consistency throughout the curriculum. The evaluation of COs is conducted through a combination of internal examinations and university

	examinations, following the guidelines set by the KBCNMU, Jalgaon. The evaluation of PO attainment is carried out using a combination of direct and indirect assessment methods. Direct methods of assessment are based on course outcome attainment while indirect methods of assessment involve conducting surveys at the alumni and exit survey levels.
6. Distance education/online education:	Distance education or online education holds significant importance at HRPIPER. The institute has established robust infrastructure and instructional facilities to facilitate both offline and online academic activities seamlessly. HRPIPER places emphasis on equipping its teaching faculty with online-based programs and tools. Faculty members are encouraged to enhance their skills by attending various online programs, ensuring they are well-versed in utilizing digital platforms effectively for teaching purposes. To support online teaching and learning during the COVID-19 pandemic, HRPIPER has subscribed to popular online platforms like Zoom, Google Meet, and Microsoft Teams. These platforms enable continued academic activities and interactive sessions between students and faculty, maintaining the continuity of education even in challenging times. The institute actively organizes webinars featuring experts from industry and academia to enrich students' knowledge and understanding. These webinars provide valuable insights into the latest trends and developments in the pharmaceutical field, promoting a holistic learning experience. By integrating distance education and online learning into its academic framework, HRPIPER embraces the vision of the NEP. The institute's initiatives in utilizing digital resources, providing interactive platforms, and organizing webinars contribute to a dynamic and enriched educational environment. This approach not only ensures continuity during challenging times but also prepares students for the ever-evolving landscape of the pharmaceutical industry, making them competent and adaptable professionals in their respective fields.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The college has not set up the Electoral Literacy Club (ELC) yet. Nevertheless, as per the guidelines of Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon, the college has successfully conducted student council elections at the college level.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Currently, the institute has not appointed students' coordinators and coordinating faculty members, so there is no functioning Electoral Literacy Club (ELC). However, the institute has planned to create the ELC, and plan to appoint student representatives from each class and experienced coordinating faculty members as coordinators.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Despite not having an established ELC club, our institute took the initiative to conduct an Election Awareness Program on February 17th, 2023, to emphasize the importance of voting and civic participation among students and the community. The institute also celebrated national Voters Day on January 25th, 2020, by taking oath and organising voter awareness rally at Shirpur.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Currently, the institute has conducted an election awareness drive and observed National Voters Day as part of its efforts. However, our future plans, involve guiding students and faculty members to actively engage in initiatives concerning electoral matters. These initiatives may encompass research projects, surveys, and various other activities. The nodal officer will take an active role in coordinating these efforts.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Once the ELC is established, the institution will make endeavours to register newly eligible voters, who have turned 18 years of age, through the ELC. Furthermore, the institution will institutionalize mechanisms to ensure eligible students are registered as voters.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
513	465	387	329	303

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

2 Teachers

2.1

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

Response: 38

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
25	24	19	19	17

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
99.85	34.18	43.38	65.04	63.13

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The Institution, H. R. Patel Institute of Pharmaceutical Education and Research (Formerly known as H. R. Patel Women's College of Pharmacy), Shirpur, is one of the leading institutions of Maharashtra state, established in 2004 under the aegis of The Shirpur Education Society. H. R. Patel Institute of Pharmaceutical Education and Research (HRPIPER), Shirpur, is affiliated to Kavayitri Bahinabai Chaudhari North Maharashtra University (KBCNMU), Jalgaon, since its inception. College offers B. Pharmacy, M. Pharmacy in Pharmaceutics, Quality Assurance, Pharmaceutical chemistry and PhD programs. Therefore, HRPIPER follows the syllabus prescribed by the KBCNMU, Jalgaon. The institute follows the semester based academic system for imparting education as is prevalent in other pharmacy institutes across the country. The students are required to pursue the laid down procedures and meet the academic requirement of each semester to progress in their study curriculum. The academic programmes are governed by rules and regulation of AICTE, PCI, KBCNMU and DTE. The curriculum offered by the KBCNMU is well prepared. Moreover, the university offers the prompt recommendations needed for the curriculum's successful implementation. According to the deadlines provided by the KBCNMU, the institute created its own academic calendar and recommended the number of working days for each term. The subject teacher designs the curriculum and delivers it using both traditional and modern pedagogy techniques. Faculty members are encouraged to attend numerous national as well as international conferences; workshops, FDPs to stay current on course content and delivery methods. Faculty induction programs are timely organized to acquaint newly recruited faculties about the institutional policies. Academic curriculum provides students with knowledge, skills, and competencies while they study, and in addition to the approved syllabus, the institute provides topics outside the syllabus. Feedback on the curriculum is gathered from various stakeholders, analysed, recommendations are made to the affiliating university and appropriate action is implemented.

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

1.2 Academic Flexibility

1.2.1

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

Response: 8

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

Other Upload Files	
1	[View Document](#)

1.2.2

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

Response: 70.96

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

2022-23	2021-22	2020-21	2019-20	2018-19
510	381	0	254	272

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

1. **Professional Ethics:** The institute is committed to imparting professional ethics along with academic education to its students. Courses like research methodology set high ethical standards for conducting research with statistics, ensuring responsible and ethical practices. In the pharmaceutical jurisprudence course, students learn about legal aspects that prohibit the sale of contaminated, spurious, and misbranded pharmaceuticals, emphasizing ethical values throughout the manufacturing, distribution, and sales processes of pharmaceuticals and cosmetics. Quality assurance is another crucial course that upholds ethical standards, instilling trust in society. Communication ethics with patients, health professionals, and society are guided by moral obligations and virtues, taught in the Communication Skills course as an essential part of the curriculum. Additionally, Pharmaceutical Product Development and Pharmaceutical Regulatory Affairs address regulatory requirements and the pharmacist's professional duties, emphasizing the importance of society's well-being. The curriculum also includes informative sessions like Perspectives of Quality Control and Quality Assurance in Pharma Industry and Employability Skill Development, which offer students opportunities to gain valuable knowledge on professional ethics.

2. **Gender:** Gender equality is a fundamental principle that ensures women have the same opportunities to access human rights and actively contribute to the economic, social, and cultural progress of society. The institute takes proactive steps to promote gender equality within its classrooms, employing gender-neutral language during teaching and encouraging interactive sessions and group discussions that include both boys and girls. In order to foster gender equality, the institute organizes a variety of activities focused on women's empowerment and gender sensitization. Special events are held on occasions like International Women's Day, where guest lectures, seminars, and workshops are conducted to raise awareness about the importance of gender equity. The institute's curriculum emphasizes the concept of gender equality, highlighting equal rights, opportunities, and responsibilities for all genders, enabling them to shape their lives and contribute to the overall development of society.

3. **Human Values:** To achieve a truly impactful outcome-based education, our curriculum goes beyond the confines of the standard syllabus by seamlessly incorporating additional content that aligns with program outcomes, particularly emphasizing the critical relationship between pharmacists and society, while nurturing essential human values. In pursuit of this educational approach, we meticulously organize diverse guest sessions, where students gain a profound understanding of their responsibilities as pharmacists, and their vital role in contributing to society's development.

4. **Environment and Sustainability:** Our institution is devoted to fostering environmental consciousness among students, and to that end, we actively arrange a diverse array of seminars and lectures. These sessions center around vital topics such as water conservation, encouraging the adoption of green and sustainable practices in pharmaceutical chemistry, and promoting the use of polymers for renewable resources. As part of our commitment to sustainability, the institution strongly supports initiatives like tree planting and the utilization of solar lamps as eco-friendly energy sources on our college campus.

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

1.3.2

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

Response: 59.65

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

Response: 306

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

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

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

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

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Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 90.78

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

2022-23	2021-22	2020-21	2019-20	2018-19
137	135	113	112	84

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

2022-23	2021-22	2020-21	2019-20	2018-19
145	145	130	130	90

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

2.1.2

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
112	106	88	94	58

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

2022-23	2021-22	2020-21	2019-20	2018-19
112	106	88	94	58

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 20.52

2.3 Teaching- Learning Process

2.3.1

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

Response:

In traditional education, teachers played a significant role in knowledge transfer. They were considered the primary source of information. However, with the advent of information and technology, there has been a rapid increase in knowledge resources. Nowadays, individuals who seek to learn new things have a vast array of resources available to them. At HRPIPER, we strive to cultivate a self-learning attitude among our students by incorporating various student-centric teaching methodologies. These methods shift the focus of instruction from the teacher to the student, encouraging the development of learner autonomy and independence. To foster independence and autonomy in our students, we employ the following many techniques.

1. Creation of a learning environment: To empower students to become independent learners, it is crucial to provide them with abundant knowledge resources, guidance, and support. At HRPIPER, we have a state-of-the-art digital library that grants access to over 210 journals and more than 11,000 books. Additionally, our well-qualified faculty ensures that students have access to the necessary assistance and support, creating an ecosystem of learning.

2. Experiential learning: The B. Pharmacy curriculum at HRPIPER strikes a balance between theory and practical subjects, which aligns with the principles of experiential learning. During practical sessions, students have the opportunity to apply the knowledge they have acquired in theory, resulting in a deeper understanding of the subject matter. Furthermore, we organize industrial visits, hospital visits, and other similar activities to expose students to the real-world applications of their knowledge. When necessary, teachers also employ various tools such as video lectures to create an experiential learning environment within the classroom itself.

3. Participative learning: At our institute, we embrace several methods of participative learning, where both teachers and students play an equal role. One such concept is the active learning session, which we have designed and implemented for the benefit of our students. In this approach, students are assigned specific topics to address, and the teacher assists them in the preparation and delivery of the content to their peers. Each student receives an equal opportunity to participate in this activity, fostering knowledge-sharing and the development of communication, teamwork, and leadership skills. Additionally, teachers at HRPIPER adopt a blended teaching approach to facilitate participative learning.

4. Problem-solving methodologies: In the current curriculum, teachers not only demonstrate experiments and teach equipment handling during practical sessions but also assign problems that require the application of knowledge gained from these activities. Students are encouraged to explore and find the best possible solutions to these problems. Alongside practical tasks, students are also assigned case study-based problems that stimulate their thought processes and enhance their ability to apply their knowledge in real-world problem-solving scenarios.

By incorporating these student-centric methods into our teaching methodologies, we aim to empower our students to become independent, autonomous learners who are capable of critical thinking, problem-solving, and continuous self-improvement.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 78.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
34	30	26	23	20

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

2.4.2

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

Response: 46.15

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	10	9	9

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The college has established an examination committee responsible for planning, coordinating, and conducting examinations. The academic In-charge and Examination In-charge ensure that assessments follow the scheduled plan and the prescribed course structure. To ensure transparency in internal assessment, the academic incharge provides an orientation to first-year students and their parents, explaining the assessment pattern based on the Rules and regulations framed by PCI and as per the CGPA Pattern under KBCNMU, Jalgaon. KBCNMU announces end semester exam dates on their web portal in examination section. The examination incharge of the institute regularly monitored the KBCNMU web portal for all the circulars and notices related to examination and circulates the same timely to students, faculty members through social media. All the students received PRN number from university and can be used for future grievances if any. University provides link for exam form filling and prepares hall tickets for the exam which is issued to students for examination.

1. Mechanism of internal/ external assessment: Internal exams are conducted in two forms i.e., theory and practical. Exams are conducted as per internal timetable circulated to the students by the exam incharge at least 15 days before due exam date. After the completion of a theory examination, immediate assessment was done by the subject teacher and marks are shown to individual students in classrooms. All the grievances (if any) can be addressed and rectified immediately in classroom only. Similarly, in practical's, students are given the marks based on their experiment performance, viva-voce and journal content on regular basis. Final marks will be calculated for every student based on syllabus framed by PCI and CGPA pattern. Once students verify their final calculated marks, it will be entered in internal exam muster by subject teacher submitted to exam incharge. Regarding university exams at allotted centre, all the rules and regulations of exam centre are previously circulated to students for smooth conduct of exam and caretaker has been appointed throughout the examination for student's grievances at exam centre.

2. Grievance Redressal system: Addressing grievances related to examinations involves multiple levels of authority. Internal examination grievances are initially handled by the examination in-charge with the principal's approval, while end-semester examination grievances are addressed by the College office staff in coordination with Exam Incharge and the student section and Principal's approval. It includes, Grievance regarding Evaluation, Applying for Revaluation, Evaluation of Photocopy of Answer Books, Identifying Discrepancies, Applying for Re-evaluation, Fee Payment. If necessary, the College Examination incharge communicates with the board of examination and evaluation at KBCNMU, Jalgaon to resolve the grievances.

3. Time-bound mechanism: A time-bound mechanism is in place to address grievances, with decisions on sessional exams made either in a week and special needs of the students are promptly addressed. The verification and revaluation process takes place after the declaration of results by KBCNMU, Jalgaon, allowing students to apply for photocopies, revaluation, and mark verification through the University portal according to the guidelines.

Overall, the college emphasizes transparency and efficiency in addressing examination-related grievances.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

H R Patel Institute of Pharmaceutical Education & Research follows the outcome-based education (OBE) practice. The institution recognizes the importance of clearly defined Program Outcomes (POs) and Course Outcomes (COs) for all the programs offered. These outcomes are not only stated but also prominently displayed on the institute's website. Additionally, the attainment of POs and COs is regularly evaluated to ensure the effectiveness of the educational programs.

Program Outcomes (POs) are the desired qualities and competencies that students should possess upon completion of their respective programs. These outcomes are aligned with the recommendations of the national board of accreditation, ensuring that the programs meet the required standards. By displaying the POs on the website, the institute ensures that all stakeholders, including faculty, staff, students, and prospective students, are aware of the expected outcomes from the educational programs. The POs serve as a guide for the curriculum design and overall educational experience. They outline the specific areas in which students should demonstrate proficiency and prepare them for their future professional roles.

In addition to the POs, Course Outcomes (COs) are designed for each individual course taught within the programs. The COs are created by the course coordinators in advance, taking into consideration the syllabus, expected skills, knowledge, and cognitive levels based on Bloom's taxonomy. This ensures that the courses are structured to address specific learning objectives and align with the overall program outcomes. The COs provide a clear roadmap for both faculty and students. They guide the teaching-learning process by defining the intended learning outcomes for each course. By incorporating Bloom's taxonomy, the COs encompass a range of cognitive levels, from basic understanding and application to higher order thinking and problem-solving skills. This comprehensive approach ensures that students are exposed to a well-rounded curriculum that fosters their intellectual growth and development.

To evaluate the attainment of POs and COs, the institute implements a robust assessment system. Various assessment methods, such as examinations, projects, practical assignments, and presentations, are employed to measure students' progress towards meeting the desired outcomes. These assessments are aligned with the COs and designed to provide a holistic view of students' knowledge, skills, and competencies.

Regular monitoring and evaluation of student performance against the POs and COs allow the institute to identify areas of strength and areas that require improvement. It enables faculty members to provide timely feedback and support to students, ensuring their continuous growth and development. Furthermore, the assessment outcomes contribute to the overall program evaluation and help in the refinement and enhancement of the educational programs offered by the institute.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

At H R Patel Institute of Pharmaceutical Education & Research, the evaluation of Course Outcomes (COs) involves both internal and university examinations, following guidelines from the KBCNMU, Jalgaon. The evaluation process includes midterm tests, assignments, and attendance. Internal assessment accounts for 20% of the marks for theory and practical components, while the remaining 80% is allocated to the university assessment for CGPA pattern. Changes were made to the examination pattern with the implementation of the new syllabus prescribed by the Pharmacy Council of India (PCI) called The Bachelor of Pharmacy (B. Pharm.) Course Regulations, 2014. Under this pattern, theory subjects are divided into university exams worth 75 marks and sessional exams worth 25 marks, while practical subjects have a 35-mark university exam and a 15-mark sessional exam. Two sessional exams are conducted for each semester.

The evaluation components for CO attainment vary based on the exam nature. Theory exams include multiple-choice questions (MCQs), short essay questions, and long essay questions in the sessional and end semester exams. Practical exams assess planning, laboratory skills analysis, experiment completion, synopsis, spotting, viva-voce, major and minor experiments, communication, data interpretation, and conducting additional experiments.

Attainment levels for COs are determined using specific criteria: first class with distinction (>70% marks) signifies a substantial attainment level (level 3), first class (60-69% marks) represents a moderate attainment level (level 2), and pass class (50-59% marks) indicates a low attainment level (level 1). The assessment results are categorized based on the number of students in each category, providing a clear understanding of CO attainment levels.

In addition to CO evaluation, the institute assesses Program Outcome (PO) attainment using direct and indirect assessment methods. COs are mapped to each PO, and the attainment of COs is translated into PO attainment based on matrices for several academic years. Assessment tools such as internal and university examinations, student exit surveys, alumni surveys, staff surveys, and higher education and placement data are used to evaluate COs and POs. Direct methods involve sessional examinations, internal assessments, MCQs, and assignments aligned with POs. Laboratory examinations assess synopsis, major experiments, minor experiments, viva voce, and reports. Indirect methods involve alumni and exit surveys to gather feedback on PO attainment and program effectiveness.

By employing a combination of direct and indirect assessment methods, H R Patel Institute of Pharmaceutical Education & Research ensures a comprehensive evaluation of CO and PO attainment. This approach facilitates continuous improvement and alignment with the desired program outcomes.

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

2.6.3

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

Response: 98.04

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

2022-23	2021-22	2020-21	2019-20	2018-19
140	103	87	91	78

2.6.3.2 **Number of final year students who appeared for the university examination year-wise**

during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
144	103	87	92	83

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.97

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 101.68

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

2022-23	2021-22	2020-21	2019-20	2018-19
14.64	3.4	21.34	0	62.30

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

H. R. Patel Institute of Pharmaceutical Education and Research (HRPIPER) has demonstrated remarkable progress in promoting innovation and research throughout the academic year 2021-22. A significant milestone achieved during this period was the establishment of an Institution's Innovation Council (IC202216246) on the campus. This initiative aligns with the guidelines established by the Innovation Cell under the Ministry of Education, Government of India. The primary objective of this council is to cultivate a culture of creativity, entrepreneurship, and innovation among both students and faculty members. By doing so, it seeks to drive transformative changes not only within the institution but also in the broader context. HRPIPER places substantial emphasis on research and development, a cornerstone of its mission. This commitment is exemplified through the formation of a well-structured Research and Development Committee. This committee plays a pivotal role by offering vital support and guidance to both students and faculty, actively encouraging the conversion of innovative ideas into actionable projects. By coordinating and facilitating research and development activities, HRPIPER

ensures a thriving environment for research within the institution. To underpin this commitment, the college has also formulated a comprehensive Research Policy that underscores the values of continuous learning, knowledge dissemination, and collaboration with both industry and academia. This policy serves as a blueprint for creating a dynamic research ecosystem that generates novel solutions to real-world challenges.

HRPIPER also fosters an entrepreneurial spirit through its Entrepreneurship Cell (EC), which provides an enabling platform for aspiring entrepreneurs to explore, nurture, and scale their startup concepts. The college offers a range of workshops, seminars, and mentorship sessions to equip students with the essential skills and resources required for success in the competitive business landscape. The institution's involvement in various startup awards and accolades underscores its dedication to fostering innovation and nurturing budding entrepreneurs. Active participation in renowned startup competitions further affirms HRPIPER's commitment to cultivating a vibrant startup culture on campus. Central to HRPIPER's research infrastructure is the state-of-the-art Central Research Instrumentation Facility, known as "nanolab." This facility is equipped with advanced instruments and cutting-edge technologies that empower both students and faculty to undertake innovative research projects and engage in collaborative endeavors. Additionally, the college places a strong emphasis on practical learning through annual Industrial Tours, providing students with valuable insights into real-world industrial practices and processes. The outcomes of HRPIPER's innovation ecosystem have been truly remarkable, including the attainment of patents for groundbreaking discoveries and recognition through prestigious Avishkar Prizes. The institution also fosters knowledge exchange and awareness by hosting invited lectures that keep students and faculty abreast of the latest developments in their respective fields.

In summation, HRPIPER's unwavering commitment to promoting innovation and research is prominently reflected in its diverse initiatives, such as the Institution's Innovation Council, the Research and Development Committee, and the Entrepreneurship Cell. Backed by advanced research facilities and a nurturing environment, HRPIPER continues to pave the way for transformative discoveries and entrepreneurial triumphs.

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

3.2.2

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

Response: 40

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	11	05	02	07

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

3.3 Research Publications and Awards

3.3.1

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

Response: 2.08

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

2022-23	2021-22	2020-21	2019-20	2018-19
20	24	20	07	08

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

3.3.2

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

Response: 0.61

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	6	1	4	1

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

3.4 Extension Activities

3.4.1

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

Response:

H. R. Patel Institute of Pharmaceutical Education and Research holds a steadfast recognition of the profound importance of fostering social awareness among both its faculty and students. This recognition stands as a pivotal pillar for the institute's successful extension operations, serving as a catalyst for its enduring impact on society. Through a range of meticulously curated initiatives, the institution exemplifies its commitment to assuming societal responsibility, thereby nurturing a generation of responsible pharmacists and actively propelling societal progress. Central to this ethos are a series of purpose-driven endeavors that underscore the institute's dedication to social betterment. One such endeavor is the Sickle Cell Awareness and Screening Camp, a conscientious initiative designed to address a pressing health concern. The Pharmacist Day celebration offers a platform to elevate the stature of pharmacists in society, emphasizing their pivotal role in healthcare. Blood Donation drives reinforce the spirit of altruism, saving lives through collective benevolence. The Swachh Bharat Abhiyan reflects the institution's dedication to environmental stewardship, while the Tobacco Awareness Programme

advocates for healthier communities. These initiatives, each meticulously tailored, reflect the institute's holistic approach to societal welfare.

Emanating from this commitment, the institute orchestrates an array of outreach activities, demonstrating its dedication to social engagement and sensitization. General health checkup camps empower the community by providing crucial health insights. Haemoglobin-blood group detection camps not only offer valuable health information but also foster a culture of self-care. Blood donation camps transcend mere medical assistance, embodying empathy and shared humanity. The institute's involvement in vaccination campaigns, a linchpin in recent times, epitomizes its proactivity in safeguarding public health. Furthermore, its tree planting and cleanliness drives substantiate a holistic approach that extends beyond healthcare to environmental and community well-being. Voter awareness programmes resonate with the institute's commitment to informed citizenship. Amid the crucible of the Covid-19 pandemic, the institute's students emerged as a beacon of hope and resilience. Organizing awareness programmes, these aspiring pharmacists undertook the noble mission of educating the public on crucial preventive measures. Their distribution of hand sanitizers and masks exemplified tangible support, while their zealous advocacy for vaccination underscored their dedication to community safety. The institute's timeline is punctuated by a tapestry of events and celebrations that embody its unwavering commitment to societal betterment. International Yoga Day encapsulates its holistic approach to health, fostering physical and mental well-being. World Pharmacist's Day recognizes pharmacists' contributions while nurturing a sense of professional identity. National Voters Day resonates with the institution's conviction in participatory democracy. Rashtriya Ekta Diwas celebrates unity, a cornerstone of societal progress. Blood donation camps, Yuvati Sabha, and blood group and Hb detection camps crystallize the institution's holistic health promotion endeavors, spanning various dimensions of well-being.

The institute's extension operations emanate from a profound commitment to social awareness and responsibility. Its multi-faceted initiatives, coupled with community sensitization efforts and steadfast engagement in societal challenges such as the Covid-19 pandemic, exemplify its ceaseless dedication to driving meaningful progress.

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

3.4.2

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

Response:

H. R. Patel Institute of Pharmacy Education & Research, nestled in the vibrant community of Shirpur, is an institution that echoes with the resonance of societal progress and meaningful change. This educational haven is not just a place of learning; it is a beacon of awareness, a forge of eco-friendly innovation, and a bastion of social responsibility. Engrained in its core are objectives that transcend

academic pursuits, reaching out to envelop the broader fabric of health, lifestyle, and sustainable development. In its unyielding pursuit of uplifting its surroundings and fulfilling its social obligations, the institute orchestrates a symphony of initiatives that resonate with societal significance. The clarion call of technology for improved health and an environmentally conscious lifestyle reverberates through its corridors. This isn't mere rhetoric, but a heartfelt mission to instill in its students, staff, and the local community an understanding of the imperative to embrace technology for holistic betterment.

The institute, with its watchful eye on the intricate tapestry of its influence, acknowledges the profound impact of its extension initiatives on its immediate milieu and the environment at large. Anchored in its vision, the institution exalts its commitment to not just the academic growth of its scholars, but also to the betterment of the neighborhood it resides in. Its roots intertwine with the principles of sustainable societal development, nurturing a belief that is encapsulated in conscientious actions. The embodiment of this belief lies in the earnest efforts of the National Service Scheme (NSS) unit, an arm of the institute that serves as a torchbearer of social awareness and responsibility. Through a plethora of meticulously crafted activities, this unit illuminates the path of societal duties for both faculty and students. By directly participating in initiatives that grapple with pressing social issues or indirectly supporting causes that resonate, the institution shapes informed and responsible citizens.

To impart a holistic perspective on societal matters and kindle the flames of benevolence, the institute spearheads an array of community service projects. Blood donation camps pulsate with life, tree plantings breathe vitality into the surroundings, and campaigns like the Azadi Ka Amrit Mahotsav and Swachh Bharat Abhiyan cascade waves of awareness. The battle against diseases like cancer becomes a collective endeavor, complemented by patient counseling initiatives. In its endeavor to nurture patriotism and nurture a sense of national identity, the institute stands as a steadfast supporter of national festivals, fusing the echoes of tradition with the rhythms of progress. Melding empathy with action, the institution goes beyond its walls to offer medical health examinations to the rural community, extending its circle of compassion and healthcare awareness. Embedded within its ethos is the cultivation of a sense of social responsibility among its students. The institute encourages participation in an array of social movements and activities, driven by an active student council that fuels extracurricular pursuits and cultural engagements. Through these avenues, the institute forges a connection between its pupils and the underprivileged sectors of society, fostering empowerment and empathy.

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

3.4.3

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

Response: 7

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

last five years

2022-23	2021-22	2020-21	2019-20	2018-19
5	2	0	0	0

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

3.5 Collaboration

3.5.1

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

Response: 2

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

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Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The institute has provided the best possible facilities to the stakeholders as per the requirements of AICTE, PCI, and Kavayitri Bahinabai Chaudhari North Maharashtra University Jalgaon, for graduate course (B. Pharmacy) and post-graduate courses (M. Pharmacy) with specialization in subjects like Pharmaceutics, Quality Assurance, and Pharmaceutical Chemistry as well as for Ph.D. course in Pharmaceutical Sciences. The institute has adequate facilities and focuses on conductive teaching and learning practices. The institute's policy is to provide infrastructure as per the norms of AICTE and PCI and upgrade as per the growth prospects.

In addition to the physical infrastructure facility which caters to co-curricular and extra-curricular activities, efforts are made to provide educational infrastructure for students in terms of the library (including e-resources), software, and equipment in the laboratories prescribed in the curriculum. The institute is committed to providing and updating information technology facilities, internet access, and IT security for academic and administrative support which looks after regular up gradation and overall maintenance of IT facilities.

The institute is having a sufficient number of classrooms, tutorial rooms, and seminar halls as per the norms. All the classrooms are air-conditioned and well-equipped with conventional as well as advanced tools necessary for teaching and learning. The advanced tools include;

1. Interactive Intelligent Panel (IIP)
2. Wi-Fi facility
3. Audio system
4. Video conferencing

(No. of classrooms with ICT-based facility: 6)

The institute has sufficient laboratories provided for both UG and PG courses with adequate area as per norms provided for regular practical as well as research activities in the institute. And all the laboratories are equipped with chemicals glassware, instruments, and books for reference during the practical sessions.

There are separate sections available in the library such as Administration, book issue-return counter,

reading and reference sections, and journal sections with e-Library. The library is well stocked with books, titles, and journals as well as electronic resources of Bentham Science Pharmacy, Elsevier-Science Direct, and INFLIBNET, which gives access to e-journals and e-books, interactive learning CDs/computers with printers, book bank, reprographic facility, internet facility for the use of students and faculty.

A dedicated IT Cell looks after the maintenance and up gradation of a computer laboratory with unrestricted internet access available for students to refer to the online reference and learning resources for curricular and co-curricular needs. Moreover, all the departments are well equipped with computers, printers, and the internet and are connected through LAN. In total 104 computers are made available for students, teachers, and administrative office staff with 24x7 internet access.

Sports and cultural activities are important in the overall development of students. Institute encourages the students to play and participate in various sports activities and competitions. Besides providing basic facilities, the institution also offers flexibility in academic schedules to the students representing the institution at various events. Cultural activities like Fresher's party, Shiv-Jayanti, Ganesh Sthapana, Annual gathering, Garba night, etc. are celebrated every year with the active participation of all the students and other stakeholders.

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

4.1.2

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

Response: 55.93

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

2022-23	2021-22	2020-21	2019-20	2018-19
47.0	15.95	20	45	42.95

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The library houses an extensive collection of books, journals, magazines, and periodicals and serves as a center for knowledge resources. Students and Faculty utilize the library's in-house software frequently to search for books by title, authors, and other criteria. There is a separate reading room available for teachers and students. There is also a separate online library with services including e-book and e-journal subscriptions. A large, comprehensive library with 24/7 internet access for students and employees supports the learning process. More than 11357 textbooks, reference books, national (14) and international journals (6), magazines (3), periodicals, and other readable pieces are available online through the internet. Online Public Access Cataloguing (OPAC) system is available in the library. The data entry of the books is prepared and all the available books for the users are bar-coded.

To assist students in making simple book requests and returns, the library is also backed by library software. It is built with the aid of a great deal of skill and tremendous effort solely for the improvement of students with current information. More than 100 students can sit in the library at once. Students can use 8 computer terminals equipped with the latest software packages and high-speed internet access. Students have access to free internet and download services. The book-bank facility is also available for students. The National Digital Library (NDL) offers students access to more than 300 online journals and other E-resources through library subscriptions, in addition to free access to national and international physical journals for their literature reviews.

The library covers 202.86 square meters area. A separate issue return section, reading section, reference section, and e-book section are all included in the space. Students have free access to the library where they can choose the book that is needed for the study or reference purpose. To help with their GPAT preparation, each student is allowed to get issued a maximum of two books. To further improve the collection, the library encourages donations of old, used books from employees, students, and alumni. This fosters a giving spirit among the staff and students. For the smooth operation of the library, which

includes accessioning, issue return, data production, and stock verification, an Integrated Library Management System has been established. To maintain the smooth and efficient functioning of the library, a committee is set up every year and the library functions according to the suggestions of the committee.

Over 50.98 lakh rupees have been spent by the institute on books and journals for the library. Additionally, since it explains users' behaviour, footfall analysis in libraries can be quite useful. Therefore, you can ascertain whether users are anticipating extended opening hours, a new collection of books, or additional free services by employing a straightforward but effective technique of footfall. Libraries may motivate more people to come to the facility to do their reading by enhancing the reading experience for readers. Security features such as CCTV cameras, fire extinguishers & various important notice display boards are also available.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

In today's highly competitive environment, the institute focuses on providing students and faculty with cutting-edge computers and software, meeting the ever-expanding need for skilled technical experts. Consistent maintenance of high-speed Wi-Fi (up to 200 Mbps) and a robust IT infrastructure guarantee a seamless and smooth teaching-learning interaction, which is encouraged by the integration of smart boards in the classroom to enhance instructions, encourage seamless information sharing, and optimize knowledge. Moreover, the well-provisioned computer lab, boasting an impressive student-computer ratio of 8.84, facilitates an easy access and use for students, fostering a dynamic and highly effective learning environment. The institute has 104 computers with the original version of Windows OS installed.

In the realm of scanning devices, there are five offerings: three from Epson, one from HP (HP Scanjet Pro3000), and one from Canon. The college computers are conveniently equipped with a total of 11 printers, including HP1020, HPM1005, EPSONL210, and EPSONL220, alongside the aforementioned scanners, to cater to the needs of both faculty and students. The institute boasts an advanced server, the HPE DL360 Gen9 (861541-375) 1U Rack Server, fortified with the prowess of an Intel Xeon E5-2600 v3 & v4 processor, clocking in at an impressive 1.7 GHz. This server features controllers supporting

RAID 5, RAID 10, and RAID 1, as well as the Dynamic Smart Array B140i controller, ensuring data availability and reliable, high-performance SAS connectivity that can function in HBA mode or simple RAID mode.

For networking, the institute utilizes Cat 6 cables with bandwidth up to 200Mbps with latest bill generated on 1st January 2023 catering to seamless data transfer requirements. To combat malware and virus-related issues, quick heal antivirus network security stands as a sturdy complement to Windows, while quick heal endpoint security is installed on all PCs, with regular updates to the antivirus software every three years.

In matters of campus security, the institute has taken proactive measures by deploying surveillance cameras. There are 34 digital video recorder cameras, specifically the DH-IPC-HDPW1230R1P-S4 (3.6mm) 2MP (1080P) Indoor Night Vision Dome Camera, endowed with a 2.0 Megapixel High-performance CMOS, Analog HD output, up to 1080P resolution, True Day/Night, Smart IR, Up to 20m IR distance, OSD Menu, and Up the Coax (HIKVISION-C Protocol), ensuring optimal surveillance capabilities to uphold the safety and security of the campus environment.

To enhance students' communication prowess, the language lab boasts an impressive array of 20 systems, each equipped with licensed "Words Worth English Language Lab." This resource is further augmented with a diverse range of software and digitized audio-video materials, ensuring comprehensive language development.

To ensure smooth functioning and data integrity, regular backups for each system are conducted on a tri-monthly basis, complemented by periodic updates to the Windows and antivirus software. The vigilant IT consultant also diligently monitors LAN and network connections, maintaining the system's overall stability and security. Empowered by a high-configuration server, the college achieves rapid data transmission across its myriad PCs, facilitating efficient operations and sharing of information.

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

4.3.2

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

Response: 8.84

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

Response: 58

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 39.13

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

2022-23	2021-22	2020-21	2019-20	2018-19
54.34	17.28	7.95	20	20

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 70.91

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

2022-23	2021-22	2020-21	2019-20	2018-19
383	335	269	226	203

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

5.1.2

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

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

Response: D. 1 of the above

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

5.1.3

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

Response: 59.19

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

2022-23	2021-22	2020-21	2019-20	2018-19
337	216	233	234	162

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

5.1.4

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

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

Response: B. 3 of the above

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

5.2 Student Progression

5.2.1

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

Response: 75.54

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

2022-23	2021-22	2020-21	2019-20	2018-19
44	98	82	86	76

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

2022-23	2021-22	2020-21	2019-20	2018-19
145	103	87	91	85

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

5.2.2

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

Response: 56.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
26	18	11	11	5

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

5.3 Student Participation and Activities

5.3.1

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

Response: 2

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	0	0	0

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

5.3.2

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

Response: 9.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	5	01	19	14

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

5.4 Alumni Engagement

5.4.1

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

Response:

The Alumni Association acts as a link between the "Alma Mater" and the "Alumni". It is moving ahead, with selfless intentions for the growth and development of the institute and the students. The association provides a platform for interaction between alumni, present students, faculty of the institute and institute administration. It has contributed significantly through financial and non-financial means during the last five years to improve the facilities and infrastructure of the college with the help of the active participation of the alumni.

Contribution of the Alumni Association:

Mentoring and Networking: Alumni frequently offer their time and expertise by mentoring current students or recent graduates. They can provide valuable guidance, career advice, and networking opportunities, helping students make informed decisions about their professional paths.

Guest Lectures and Workshops: Many alumni return to their colleges to give guest lectures or conduct workshops in their areas of expertise. They share real-world experiences and insights with students, enhancing their learning beyond the classroom.

Employment and Internship Opportunities: Alumni often play a crucial role in connecting students and recent graduates with job and internship opportunities. They may serve as references, offer internships at their companies, or actively recruit talent from their alma mater.

Alumni Associations and Events: Alumni associations serve as a bridge between the college and its graduates. They organize reunions, alumni events, and networking gatherings, fostering a sense of community among alumni and helping them stay connected with the institution.

Volunteerism and Community Engagement: Many alumni engage in volunteer activities and community service initiatives affiliated with their college. They contribute their time and skills to support social causes, participate in fundraising campaigns, or assist in organizing college events.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The governance and leadership of our educational institution are intricately woven into the fabric of our vision and mission. These foundational elements not only guide our path but also define our distinctiveness in addressing student needs and societal service, harmonizing seamlessly with our Programme Educational Objectives. Encompassing a spectrum of programs, we endeavour to realize our vision, offering undergraduate (B. Pharmacy), post-graduate (M. Pharmacy) degrees in Pharmaceutics, Quality Assurance, Pharmaceutical Chemistry, and doctoral (Ph.D.) studies.

Our vision and mission extend their reach through various channels, disseminating their essence to stakeholders. These include our college website (https://www.hrpatelpharmacy.co.in), campus posters, banners, notice boards, corridors, seminar rooms, library, continuous assessment booklets, brochures, and academic diaries. As we strive for academic excellence, we recognize that the National Education Policy (NEP) 2020, though not applicable to Pharmacy courses for the academic year 2023-24, holds invaluable insights. To stay attuned, our staff actively attends seminars, conferences, and workshops, acquainting themselves with governmental and university policies that pertain to NEP implementation in higher education.

As we chart a course toward sustained growth at HRPIPER, our institution centres on a quality-driven approach that revolves around the student. With a firm leadership, continuous faculty development, and enhanced infrastructure, we carve an ideal milieu for learning. Our embrace of technology, cultivation of research endeavours, and fostering of collaborative partnerships amplify our impact. A bouquet of diversified programs, strategic marketing, and financial robustness secures our foundation. The journey towards excellence involves perpetual enhancement, community engagement, and the nimbleness to adapt to evolving contexts. Pursuit of accreditations and rankings underscores our credibility and allure, enhancing our stature. These multifaceted commitments harmonize to realize enduring and unwavering growth.

Decentralization and participative decision-making are the cornerstones of our institutional governance, grounded in a bottom-up approach. Our Governing Body (GB) delves into issues and academic standards, endorsing our strategic plan that elucidates academic goals. Leading this effort is the principal, who devises the strategic/action plan, channelling it through departmental heads, IQAC/CDC, and other committees. At departmental levels, portfolios are dispensed by Heads of Departments, empowering them with financial autonomy for low-value purchases.

Administrative matters, from regulatory compliance to HR, campus upkeep, and student welfare, find their orchestration in the hands of the Principal and Registrar. Specific committees, such as the

Institutional Development and Programme Monitoring Committee, Research & Development Committee, Library committee, and others, contribute their expertise to academic advancement and career accomplishments. The Student's Council, comprising the Student Welfare Officer, NSS, Cultural Committee, and Sports Committee, enlivens extracurricular and social aspects.

To foster a culture of fairness and safety, grievance redressal mechanisms, including the Grievance Redressal Committee, Internal Complaints Committee, Anti-Ragging Committee, and Anti-Discriminative cell, are in place.

Through these decentralized and participatory measures, our institution seamlessly orchestrates events, imparting knowledge and professional skills to both students and educators. This strategy reflects our commitment to transparency, accountability, and the cultivation of leadership and teamwork among our stakeholders. It is through these endeavours that we continue to shine as a beacon of excellence.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

HRPIPER operates with a well-defined organizational structure led by a governing body. This body is responsible for setting the strategic direction of the Institute, ensuring that its policies align with the institute's vision and mission, and overseeing the quality and progress of the institute and its stakeholders. To facilitate the comprehensive development of the college in academic, administrative, and infrastructural areas, a College Development Committee (CDC) and IQAC have been established. The CDC and IQAC plays a crucial role in promoting excellence in curricular, co-curricular, and extra-curricular activities. The institute has clearly defined service rules, recruitment processes, roles and responsibilities, and a code of conduct.

Principal - The principal serves as a leader in disseminating policies and promoting the overall development of instructional policies through monitoring, development, leadership, and visionary duties. They also handle general administration and oversee the monitoring and execution of administrative work. The principal is responsible for monitoring the records and documents maintained by the administrative personnel.

Academic In-charge - The Academic In-charge is involved in academic planning, monitoring, and

execution. They establish meaningful mentor-mentee relationships and encourage academic activities.

Department Heads - Department heads are responsible for planning the academic activities of their respective departments. They convene staff meetings, provide instructions to laboratory technicians regarding stock verification and requirements, motivate faculty and students to engage in research proposals, and organize departmental workshops, seminars, symposia, visits, excursions, etc.

Examination In-charge - The Examination In-charge, along with examination personnel, monitors and executes all examination-related activities to ensure the smooth conduct of various exams in the institute.

Training and Placement Officer - The Training and Placement Officer, along with other placement personnel, monitors and executes training and placement activities. The TPO acts as a liaison between students, alumni, and the employment community.

Research and Development Head - The Research and Development Head encourages and enhances the research and innovation abilities and potential of faculty and students. They identify opportunities for externally funded research and development projects, apply for funding, submit project proposals, and follow up with funding agencies to secure project sanctions.

Faculty members - Faculty members are responsible for planning, scheduling, organizing, coordinating, and monitoring theory and practical classes. They also perform examination duties and engage in co-curricular and extracurricular activities as assigned. Additionally, they participate in research activities and maintain records of all academic activities for future reference. The principal leads various academic and administrative committees to drive the institutional strategic plans, with staff and students being represented on these committees.

Some of the committees include the

- Internal Quality Assurance Cell,
- Academic/Programme Committee,
- Anti-ragging Committee,
- Purchase Committee,
- Admission Cell,
- Examination Committee,
- R&D Cell.

Regular meetings are conducted for these committees, and decisions are made unanimously. Staff members then implement these decisions to contribute to the overall development of students and the institute.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The various welfare schemes are as below:

1. Casual/Medical/Earned leaves are provided to faculty yearly on medical emergency as well as maternity leave are also granted in their need.

2. Faculty are encouraged to advance their qualifications to higher levels (PG/ Ph.D) by providing the Study/Sabbatical leave.
3. Provide facility to do research work in college campus.
4. Provide facility of checking Plagiarism of research paper using plagiarism software.
5. The employees are covered by two insurance products: Group Mediclaim and Group Personal Accident.
6. Provident fund and Uniform allowance is also provided.
7. Management has also provided recreational facilities, a generic medical store, a consumer store, and a gymkhana.
8. Faculty can avail a loan at nominal rate of interest and also benefited by dividend being a member of The Shirpur Peoples Co-operative Bank Ltd. on time.
9. Institute also recognised the contributions of teaching and non-teaching staff and felicitates them

Teaching staff is especially motivated by providing:

- Financial support for skill up gradation- attending seminar / workshop / conferences / FDPs / poster presentation / oral presentation
- Incentive for publication in high impact factor journals and research grants.
- Motivate the faculty to publish books in good publishers at national or international level.
- IP filing and processing support – technical and financial
- Incentive for published/ granted patent

Performance Appraisal System for teaching and non-teaching staff

H. R. Patel Institute of Pharmaceutical Education and Research, Shirpur has adopted a unique self-appraisal system for employees. Keeping in view the unique self-appraisal report format is designed by higher authorities of institute, which not only motivates the faculty members in carrying out a wide spectrum of activities but also relates the periodic evaluation of faculty members with intent to help in their career advancement.

Apart from regular teaching learning initiatives, faculty members are encouraged to participate in research activities and industry-oriented initiatives with genuine problem-solving capabilities and foreign collaborations. Faculty members are also encouraged to participate in university-wide activities such as curriculum development, assessment, and cultural and social events.

Every employee performance is assessed after completion of academic year.

Systematic evaluation of the performance of employee is done to understand the ability of a person for his/her further growth and development.

Mode of Evaluation:

The individual faculty member fills the form and assigns his/her score and submits to the IQAC. The IQAC verifies the filled details and assigns a suitable score and finally submits the details to Principal for his assessment. After evaluation the Principal rates the overall performance of the faculty member and gives the final remarks.

Performance Appraisal system has helped us to evaluate the performance of employees. The systematic

procedure has helped the Management to motivate the employees for better performance.

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

6.3.2

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

Response: 48.08

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

2022-23	2021-22	2020-21	2019-20	2018-19
24	1	0	13	12

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

6.3.3

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

Response: 79.81

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

2022-23	2021-22	2020-21	2019-20	2018-19
40	37	33	30	26

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

2022-23	2021-22	2020-21	2019-20	2018-19
26	19	18	18	23

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The Institute preserves transparency in budget allocation and its utilization. The major source of income is from fees collected from students of B. Pharm and M. Pharm. and Ph. D., including scholarships. Fees

for B. Pharm and M. Pharm courses are decided by Shikshan Shulka Samiti, Government of Maharashtra. The Institute prepares yearly income and expenditure budgets and assigns budgets for various expenses such as:

1. **Salary expenses**: Salary of teaching and non-teaching staff.
2. **Developmental expenses**: Infrastructure, equipment, computers, Sports materials, repairs and maintenance of Laboratories.
3. **Administrative expenses**: Printing, stationery, advertisement, operational expenses etc.
4. **Academic expenses**: Expenses for books, journals, chemicals, glassware, Industrial Visits, Placement, co-curricular and extracurricular activities, student training, Competitive examination requirements etc.

Optimal Utilization of Resources:

Institute has a well-defined mechanism to monitor the effective and efficient utilization of available financial resources for the development of academic processes and infrastructure. The yearly income and expenses budget is prepared and monitored by the accounts department. The budget is prepared and approved as follows:

1. Before the commencement of every academic year, Principal informs all departments, store, library, examination department, computer in charge and admin office to prepare annual requirements.
2. All Heads of Department prepare departmental requirements with their faculty and submit proposal to Principal.
3. Principal forwards all purchase-related requirements of chemicals, glassware, equipment, stationery, and furniture to store in charge to verify availability in stores. The final requirement list is then prepared by the store in charge of obtaining quotations from vendors for tentative budget preparation.
4. Principal forwards Library requirements to library monitoring committee for verification and the librarian procures quotation from vendors to prepare tentative budget.
5. Similarly, Requirements of computer department are verified by Computer in-charge and quotations from vendors procured as required. The proposal for purchase is submitted to the Principal.
6. Recruitment of Faculty and non-teaching staff is prepared by the Academic Monitoring committee in consultation with the admin department and submitted to the Principal.
7. Principal finalizes requirements in consultation with HODs, Store in charge, Computer In charge, Chief Examination Officer and admin in charge.
8. Finalized requirement is presented by Principal in College Development Committee and Governing body for final approval.
9. Stock verification is done annually for an inventory of chemicals, glassware, equipment and library books, and Journals. This is also referred to for next academic year's requirements. Income and expenses are monitored by the accounts department. Financial internal and external audits are performed by financial auditors annually.

File Description	Document
Upload Additional information	<u>View Document</u>
Provide Link for Additional information	<u>View Document</u>

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Maintaining a steadfast vigil over an organization's operations is an indispensable prerequisite for upholding quality standards. In the realm of academia, securing favourable outcomes characterized by accomplished students hinges upon the adept execution of an academic audit process. Our institution's unwavering dedication to this imperative has culminated in the establishment of an Internal Quality Assurance Cell (IQAC), tasked with supervising multifarious processes, and ensuring their seamless functioning.

The IQAC assumes a pivotal role, encompassing tasks ranging from academic oversight and pedagogical feedback collection to the evaluation of co-curricular activities, research endeavours, collaborative initiatives, placement efforts, community outreach, commemorative event organization, and program outcome assessment.

Academic and Administrative Committees: Central to our institution's efficacy is the establishment of Academic and Administrative Committees, carefully instituted by the IQAC to ensure activities align with our mission and vision. Staff and students are granted the opportunity to partake in these committees, contributing their insights. Through regular meetings, consensus-driven decisions are reached and executed with precision.

Curricular Content Delivery and Monitoring: Guided by the IQAC, the institute places a premium on effective curricular content delivery and monitoring. This entails assigning subjects to qualified faculty, monitoring syllabus progress, accommodating diverse learning paces, and integrating experiential, participatory, and problem-solving methodologies. This holistic approach tailor's education to individual needs, fostering a dynamic learning atmosphere. Feedback from students, alumni, and employers further enhances this approach, spotlighting strengths, and areas of refinement.

Outcome Based Education: Adhering to the guidelines of the National Board of Accreditation, our IQAC champions Outcome-Based Education. This incorporates explicitly defined Program and Course Outcomes (POs and COs), ensuring curriculum coherence. CO evaluation blends internal and external assessments, while PO attainment is gauged through direct and indirect methodologies, including alumni and exit surveys.

Research and Development: Research and Development occupies a pivotal role, with our institution securing substantial government grants to support faculty-led projects. These research initiatives serve as crucibles for enhancing problem-solving skills and nurturing innovation. State-of-the-art equipment and workshops bolster these efforts, fostering academic contributions in reputable journals, patents, and even authored books.

Extension Activities: Social engagement is a cornerstone, with the IQAC orchestrating extension activities that sensitize students to community issues. Blood donation drives, social welfare rallies, and awareness camps engender a sense of social responsibility, cultivating well-rounded individuals.

Bridging the Gap: Enhancing Student Development through Expert Guest Lectures: To bridge the gap between academia and industry, the IQAC spearheads esteemed guest lectures, enriching students with real-world insights. This synergy between theory and practice enhances employability.

Outstanding Infrastructure and Learning Resources: Supervised by the IQAC, our institution boasts top-tier infrastructure and learning resources. Modern laboratories, an expansive library, capacious classrooms, and cutting-edge technology coalesce to create an optimal learning environment.

Training and Placement: The IQAC's purview extends to comprehensive student support and placement, ensuring a seamless transition to professional life.

Fostering Holistic Development: The institution's dedication to holistic development is evident in its fostering of sports, cultural events, and commemorative celebrations, enriching students' academic journey.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Consider a future in which gender is not a barrier but rather a bridge that links people in a symphony of equality. Gender equity lives as a lively force in this universe, surpassing social limits and embracing every individual's full potential. It's a place where voices are heard, skills are developed, and dreams are achieved without prejudice or discrimination. Gender equity serves as a catalyst for radical change, challenging patriarchal conventions and encouraging cooperation and empathy. It is a society where opportunities are determined by talent rather than gender, where diversity is cherished as a source of invention, and where every soul is free to wander and contribute, free of the shackles of inequity.

The need for gender equity is recognized and activated at HRPIPER through several committees and cells. Our organization is committed to community-based gender intervention by fostering gender sensitization. This is accomplished through the formation of several committees. We have a Grievance Redressal Committee that follows up with students on a regular basis to handle student issues. A female assistant faculty member also works as a mentor to address difficulties unique to female students. A counsellor is on hand to assist kids with many aspects of their academic, emotional, social, and cognitive development.

We have an anti-ragging committee that strives to keep the campus safe. When students participate in off-campus events, at least one male and one female faculty member accompany them. Our institute has also established an Internal Complaint Cell, which is in charge of handling sexual harassment complaints, creating healthy gender relationships, giving fast justice, and raising gender justice awareness within the academic and non-academic communities.

In terms of academic prospects, our institute gives male and female students equal opportunity by choosing them as class representatives and ladies' representatives, respectively. Male and female student volunteers are tasked with organizing various events, such as sports and cultural activities, in order to improve their management abilities. We provide equivalent infrastructural amenities for both male and female students, including common rooms. These common rooms provide facilities such as lights, fans, mattresses, and associated bathrooms to meet the requirements of students during breaks, illness, and recreational activities.

To ensure the safety of female students, additional facilities such as surveillance cameras, counsellors, and security guards are provided to ensure parity between male and female students. We are firm believers that safeguarding women's safety goes beyond physical infrastructure, which is why our institution organizes events, guest lectures, seminars, and workshops on gender equity, gender

sensitization, self-defence, and stress management. These activities help keep all students in a safe and high-quality environment.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

HRPIPER is committed to providing an inclusive environment that embraces cultural, regional, linguistic, communal, and socioeconomic diversity, which is crucial for fostering tolerance, harmony, and a sense of belonging among students and employees. Additionally, sensitizing individuals to constitutional obligations, values, rights, duties, and responsibilities further enhances the development of responsible citizens.

Some of the key strategies adopted to achieve these objectives are as below,

1. **Celebrating Cultural Festivals and Events**:Organizing cultural festivals and events like Marathi Rajbhasha Diwas, and Hindi Bhasha Diwas from diverse linguistic order to raise awareness of India's national and regional languages as well as the culture that is linked with each of those languages. Religious festivals like Ganesha Festival, Chhatrapati Shivaji Maharaj Jayanti, day etc. are celebrated actively by students in order to impart religious harmony.
2. **Creating Awareness:** HRPIPER is dedicated in imparting proactive measures in educating students and employees about the importance of diversity, inclusion, and the value of different cultures and backgrounds through various awareness campaigns, workshops, seminars, and cultural exchange programs that helps to promote understanding, empathy, and respect for each other's differences.
3. **Promoting Diversity and Inclusion:**HRPIPER actively encourages diversity and inclusion by ensuring representation and equal opportunities for individuals from different cultural, regional, linguistic, communal, and socioeconomic backgrounds. This can be achieved through inclusive , hiring practices, and scholarships.

4. **Establishing Diversity Committees**:Institute have formed several diversity committees comprising students, faculty, and staff members who work collaboratively to develop policies, initiatives, and recommendations that promote inclusivity. These committees can also serve as platforms for addressing grievances and concerns related to diversity and inclusion.

5. **Offering Support and Counselling Services:** HRPIPER created support systems in place to assist students and employees who may face challenges due to cultural, regional, linguistic, communal, or socioeconomic differences. Counselling services, mentorship programs at HRPIER can help individuals navigate any difficulties they may encounter while fostering a supportive environment.

6. **Engaging in Community Outreach:** Students and staff of HRPIPER is actively engage with the local community to foster understanding and collaboration. Collaborative projects, volunteer activities, and partnerships with community organizations help promote inclusivity and build bridges between diverse groups.

In addition, Independence Day, and Republic Day and Azadi ka Amrit Mahotsav are also celebrated on campus which will address for duties and responsibilities of citizens.

As a part of professional ethics, we are following the Employee Service Rule and Code of conduct for students.

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

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE NO. 1

Title of the Practice: *Guardian Teacher Programme*

Introduction:

Welcome to the heartwarming world of the Guardian Teacher Program, where caring teachers lend a helping hand to struggling students in Higher Education Programs.

Objective of the Practices

Since 2010, the Guardian Teacher Program illuminate's students' growth. Our main goals include monitoring academic progress, solving personal challenges with students and parents, and nurturing moral values through heartfelt conversations and shared experiences.

The Context

Upon enrolment, students adjust to the program's demands. Teachers then shift to guiding excellence. From the first semester, students are paired with guardian teachers, fostering a lasting bond. These mentors provide unwavering support, aiding students in academic and personal growth.

The Practice

Early on, students may struggle to adapt to their new academic setting, but our teachers' guidance ensures success. We provide a safe haven for addressing worries, managing stress, and enhancing self-esteem. With around 100 yearly admissions and 450 total students from diverse backgrounds, attendance monitoring is vital for exam success. We prioritize support for struggling students and continually foster trust between teachers, students, and parents, with each teacher overseeing 20-25 students.

Evidence of Success

As we go on, our journey yields remarkable achievements:

• Striking a Chord: Guided by us, students excel in tests and academics.

• A Melody of Growth: Support fosters confidence and regular attendance, fostering personal development.

• A Song of Empowerment: Overcoming challenges, students pursue dreams.

• A Harmonious Future: We assist in career planning for a bright future.

• The Heartfelt Applause: Parents celebrate mentorship's impact during conferences, expressing gratitude for positive change.

Problems encountered and resources required:

Unimpeded by challenges, the Guardian Teacher Program excels due to devoted support. Surpassing expectations, it shines as a beacon of hope. This program symbolizes care and growth, nurturing student potential and igniting their promising future through compassion and support.

BEST PRACTICE NO. 2

Title of the Practice: *Self-Appraisal System and Faculty Diary*

Introduction:

"Empowering growth: Our Self-Appraisal System and Faculty Diary optimize faculty evaluation, development, and efficient teaching, enhancing outcomes."

Objectives of the Practice:

The self-appraisal system enables employees to reflect on performance, set improvement goals, and communicate needs. H.R.P.I.P.E.R. faculties have used faculty diaries since 2008, aiding teachers in documenting daily activities, lesson plans, and achievements for effective teaching, student progress tracking, and incident recording.

The Context:

H.R. Patel Institute of Pharmaceutical Education and Research, Shirpur, employs a unique self-appraisal and faculty diary system to promote teachers' professional growth. The self-appraisal system encourages self-assessment, fostering reflection on teaching strategies, classroom management, and student engagement. Complementing this, the faculty diary provides a structured record of daily activities, lecture plans, and reflections. This combination cultivates a culture of continuous improvement and self-accountability, enhancing teaching quality. Both tools empower teachers to review practices, set goals, and make informed decisions for their development, ultimately benefiting students' learning outcomes.

The Practice:

he Institute has an IQAC cell to monitor the Self-Appraisal System. Comprising top management, HoDs, and an external academician, the Committee meets regularly to adapt the system based on faculty feedback, aligning it with the Institute's goals for improved outcomes.

The format of the Self-Appraisal System is majorly divided as:

Category	Section	Maximum points
1	Teaching Learning And Evaluation Related Activities	180
2	Co-Curricular, Extension And Professional Development Related Activities	70
3	Research, Publications And Academic Contribution	125
Total		375

At the academic year's end, the Self-Appraisal System format is distributed among faculty members. They submit filled forms and documents, discussing their contributions with the committee. Scores are assigned after deliberation. Similarly, the faculty diary is provided annually to keep teachers updated. It records lectures, topics, attendance, achievements, and more for ongoing monitoring and improvement. The faculty diary is divided as:

Category	Section
1	Timetable
2	Course objectives / course outcome
3	Lecture planning
4	Attendance sheet
5	Lecture details
6	Details of lecture compensated
7	Summary of record of action taken of less

		attendance
8		Practical plan – Batch wise
9		Record of practical assessment
10		List of question for credit exams / test / Sessional
11		Record of credit / unit test
12		Assessment of test (Internal examination)
13		Results analysis credit / unit test
14		Results analysis university
15		Record of content beyond syllabus
16		Record of training / visit
17		Record of consultancy work / R & D project
18		Co- curricular and Extracurricular activity record
19		Record of major project guided
20		Record of minor project guided
21		Record of seminar guided
22		Record of major / conferences / summer-winter schools attended
23		Record of expert talk / research paper published
24		Record of university / DTE / UGC / AICTE duties performed
25		Local guardian record
26		Certificate

Evidence of Success:

The Self-Appraisal and faculty diary system is meticulously designed for faculty evaluation and professional growth. It fosters a diverse range of activities for career progression, enhancing teaching quality. High-scoring faculty are acknowledged, while lower-scoring ones receive guidance. A faculty diary aids teachers in planning, organizing classes, tracking student progress, and recording achievements. Efficient time and data management result. These systems collectively contribute to the Institute's objectives and overall development.

Problems encountered, and resources required:

Self-Appraisal System is a comprehensive evaluation system that had to face initial resistance from the faculty members. The Self-Appraisal System initially faced resistance from faculty members who feared that low appraisal scores for three consecutive years could threaten their employment. Faculty members also felt that not all job responsibilities and tasks were relevant or achievable for everyone. Disagreements between staff and Committee scores were addressed through counselling to address identified gaps.

Writing a faculty diary can come with various challenges. One problem is the struggle to maintain consistent updates, especially during busy periods or when facing a heavy workload. Another issue is organizing and prioritizing tasks effectively, ensuring that all relevant information is recorded accurately and completely. Lastly, the potential for losing or misplacing the diary itself can cause disruptions in record-keeping and accessing important information when needed.

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

Title*: Four Pillars of Holistic Development*:

A Comprehensive Assessment of H. R. Patel Institute of Pharmaceutical Education and Research, Shirpur

Introduction: H. R. Patel Institute of Pharmaceutical Education and Research, Shirpur is committed to nurturing well-rounded individuals capable of succeeding in diverse professional and personal spheres. To achieve this objective, the institution prioritizes four essential pillars of holistic development: Academics with industrial training, Research and Development (R&D), Community Services, and Co-curricular and extracurricular activities. Through a combination of rigorous academic programs, cutting-edge research initiatives, active community engagement, and vibrant co-curricular activities, H. R. Patel Institute of Pharmaceutical Education and Research, Shirpur endeavors to create a dynamic learning environment that equips students with not only knowledge and skills but also empathy, leadership, and social responsibility.

The Four Pillars of Holistic Development of students are,

1. **Academics with Industrial Training**: The academic curriculum at H. R. Patel Institute of Pharmaceutical Education and Research, Shirpur is thoughtfully designed to blend theoretical knowledge with practical exposure. Students are encouraged to participate in internships, industrial training programs, and collaborations with industry partners. These experiences provide invaluable real-world insights, enabling students to bridge the gap between classroom learning and professional Challenges. The institution's strong industry connections facilitate placements and internships in leading organizations, providing students with opportunities to apply their skills and gain relevant experience. The faculties at H. R. Patel Institute of Pharmaceutical Education and Research, Shirpur are accomplished experts in their respective fields, fostering a conducive learning environment. They employ innovative teaching methods, including interactive lectures, workshops, and hands-on projects, to enhance students' critical thinking, problem-solving abilities, and creativity. The institution regularly reviews and updates its curriculum to keep it relevant to the evolving needs of industries, ensuring that students are well-prepared for the job market.

2. **Research and Development:** At H. R. Patel Institute of Pharmaceutical Education and Research, Shirpur, research is perceived as a cornerstone of academic excellence and knowledge advancement. The institution actively encourages students to engage in research activities, both independently and in collaboration with faculty members. Research opportunities are available across various disciplines, promoting intellectual curiosity and innovation. The institution invests in state-of-the-art research facilities and laboratories, providing students with access to cutting-edge technologies. This fosters a culture of inquiry, creativity, and scientific exploration. The results of research projects are frequently presented at conferences and published in reputed journals, contributing to the global body of knowledge, and enhancing the institution's reputation.

3. **Community Services:** Understanding the importance of giving back to society, H. R. Patel Institute of Pharmaceutical Education and Research, Shirpur actively promotes community service and social responsibility among its students. The institution collaborates with local bodies, government agencies, and community-based organizations to identify and address pressing social issues. Through various outreach programs and volunteering initiatives, students have the opportunity to make a positive impact on the lives of those in need. By engaging in community service, students develop empathy, compassion, and a deeper understanding of societal challenges. They also hone essential leadership and teamwork skills while learning to communicate effectively with diverse populations. The institution's commitment to community service is integral to its mission of producing socially conscious graduates who can contribute

meaningfully to their communities and beyond.

4. **Co-curricular and Extracurricular Activities:** At H. R. Patel Institute of Pharmaceutical Education and Research, Shirpur, co-curricular and extracurricular activities play a pivotal role in fostering holistic development. The institution offers a wide range of clubs, societies, and sports teams that cater to various interests and talents. These activities provide students with a platform to explore their passions, develop soft skills, and build enduring friendships. Participation in co-curricular and extracurricular activities nurtures qualities such as leadership, teamwork, time management, and communication. Whether it's joining the debate club, volunteering for the drama society, or participating in sports competitions, students are encouraged to strike a balance between academics and personal growth. These activities contribute significantly to students' self-confidence and well-being, creating a vibrant campus life.

Conclusion:

In conclusion, H. R. Patel Institute of Pharmaceutical Education and Research, Shirpur has demonstrated exemplary performance across the four pillars of holistic development. Its dedication to providing a well-rounded education is evident through its rigorous academic programs, emphasis on industrial training, and commitment to cutting-edge research. The institution's focus on community service and social responsibility further underscores its mission to produce empathetic and socially conscious graduates.

By nurturing a diverse range of talents and interests through co-curricular and extracurricular activities, H. R. Patel Institute of Pharmaceutical Education and Research, Shirpur fosters an enriching campus experience that extends beyond the confines of the classroom. As a result, its graduates are not only equipped with academic knowledge but also possess the essential skills and values necessary to excel in their chosen fields and make meaningful contributions to society.

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

5. CONCLUSION

Additional Information :

HRPIPER, nestled in the heart of Shirpur, Maharashtra, has carved its name as an educational paragon. Its unwavering pursuit of excellence has garnered it the esteemed Best College Award from KBCNMU. The institute's re-accreditation by the NBA serves as a hallmark of its commitment to unparalleled educational standards. Bolstering its reputation, it secured an 'A' grade recognition from KBCNMU, a testament to its holistic approach to education.

The faculty at HRPIPER stands as a shining example of dedication and expertise. Their accomplishments encompass coveted awards like Best Principal, Best Teacher, Best PG Guide, Best Publication and Research Funding accolades, reinforcing the institution's ethos of academic brilliance.

Diversifying its offerings, the institute conducts an array of certificate courses, augmenting students' skill sets beyond the curriculum. Its exceptional academic results, consistently surpassing the 90% mark, underscore its dedication to nurturing scholarly excellence.

A major milestone was the acquisition of grants totalling 1.01 crore rupees from diverse funding agencies between 2018-19 and 2022-23. These funds have propelled research endeavours and overall growth, cementing the institution's position as a research hub.

HRPIPER engagement with industries and academia exemplifies its practical approach to education. Impressively, over 70% of its students either secure placements or choose higher education pathways, highlighting the institute's commitment to preparing students for the real world.

Demonstrating a strong commitment to social responsibility, the institute actively participates in various community initiatives including blood donation drives, rallies, and the Swachh Bharat Abhiyan, showcasing its dedication to societal betterment.

Since 2014, the Guardian Teacher Program has fostered personalized mentorship, while the implementation of continuous self-appraisal and academic diaries reflects a commitment to perpetual enhancement.

In conclusion, HRPIPER stands as a paragon of educational eminence, backed by a legacy of accolades and an unwavering dedication to holistic education. Through its visionary approach and tireless efforts, it continues to illuminate the path of learning and growth.

Concluding Remarks :

In conclusion, H. R. Patel Institute of Pharmaceutical Education and Research, Shirpur, stands as a paragon of educational excellence driven by its comprehensive and innovative approach. The institution's commitment to effective curriculum planning and implementation, as evidenced by its structured academic calendar, continuous internal assessments, and diverse academic opportunities, ensures a cohesive and dynamic learning experience. The integration of crosscutting themes, industrial exposure, and practical skills enhancement enriches the curriculum, fostering well-rounded graduates.

The institute's dedication to fostering innovation through the Institution's Innovation Council (IIC) and securing substantial research grants underscores its role as a hub for groundbreaking research. The impressive publication record, collaborations, and active participation in academic events highlight the institution's impact on both academic and societal fronts.

Through state-of-the-art facilities, a vibrant library, advanced computer labs, and language development resources, the institution prioritizes holistic student development, including communication skills, soft skills, and ICT proficiency. Scholarships, career guidance, and a safe campus environment further contribute to students' overall growth and success.

The institute's exceptional placement record and involvement in extracurricular activities reinforces its commitment to producing well-prepared and engaged graduates. The strong alumni engagement and robust governance structure further solidifies the institution's holistic approach to education and development.

Lastly, the institution's dedication to gender equity, environmental consciousness, and holistic growth reflects its commitment to nurturing responsible individuals and contributing to a better future. Through its multifaceted initiatives and unwavering pursuit of excellence, HRPIPER continues to shine as a beacon of transformation, creating a positive impact on its students, society, and the global community.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)** Answer before DVV Verification : 18 Answer After DVV Verification :8
1.3.2	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)** 1.3.2.1. **Number of students undertaking project work/field work / internships** Answer before DVV Verification : 301 Answer after DVV Verification: 306
2.4.2	*Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)* 2.4.2.1. **Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>13</td><td>10</td><td>10</td><td>9</td><td>9</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>10</td><td>10</td><td>10</td><td>9</td><td>9</td></tr></table> Remark : Revision as per attached supporting documents by HEI
2.6.3	**Pass percentage of Students during last five years (excluding backlog students)** 2.6.3.1. **Number of final year students who passed the university examination year wise during the last five years** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>139</td><td>103</td><td>87</td><td>91</td><td>78</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>140</td><td>103</td><td>87</td><td>91</td><td>78</td></tr></table>

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
144	103	87	92	83

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
144	103	87	92	83

Remark : Revision as per attached documents by HEI

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15	11	05	02	07

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15	11	05	02	07

| 3.3.1 | **Number of research papers published per teacher in the Journals notified on UGC care list during the last five years**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
29	23	16	15	11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
20	24	20	07	08

| 3.3.2 | **Number of books and chapters in edited volumes/books published and papers published in**

national/ international conference proceedings per teacher during last five years

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
13	08	04	03	03

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11	6	1	4	1

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
6	5	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	2	0	0	0

Remark : Revision as per attached supporting documents excluding days celebrations

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

Answer before DVV Verification :
Answer After DVV Verification :2
Remark : Considering the relevant items, input has been modified .(sl.no.11 and 19 of data template). Remaining are not having agreement copies / MoU copies etc.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
82.76	15.95	69.19	76.25	42.95

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
47.0	15.95	20	45	42.95

Remark : Revision considering EP 3.1 and 4.4.1. Expenditure on Infra and academic and physical cant be more than total expenditure

| 4.3.2 | **Student – Computer ratio (Data for the latest completed academic year)** |

4.3.2.1. **Number of computers available for students usage during the latest completed academic year:**
Answer before DVV Verification : 58
Answer after DVV Verification: 58

| 4.4.1 | *Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)* |

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

2022-23	2021-22	2020-21	2019-20	2018-19
54.34	49.28	22.95	29.71	34.09

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
54.34	17.28	7.95	20	20

Remark : Revision considering EP 3.1 and 4.1.2. Expenditure on Infra and academic and physical cant be more than total expenditure

| 5.1.2 | *Following capacity development and skills enhancement activities are organised for improving students' capability* |

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: D. 1 of the above

Remark : Considering the continuity and considering the relevant items, Soft skills alone has been considered. Hence, input modified .

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
337	216	233	234	162

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
337	216	233	234	162

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
44	98	82	86	76

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
44	98	82	86	76

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

Answer before DVV Verification:

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5	7	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	0	0	0

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
19	22	06	24	19

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	5	01	19	14

6.2.2	*Institution implements e-governance in its operations*

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: A. All of the above

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

6.3.3.1. **Total number of teaching and non-teaching staff participating in Faculty**

development Programmes (FDP), *Management Development Programmes (MDPs)* professional development /administrative training programs during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
46	38	35	32	38

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
40	37	33	30	26

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

Answer before DVV Verification:

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

6.5.2	**Quality assurance initiatives of the institution include:** 1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented** 2. **Academic and Administrative Audit (AAA) and follow-up action taken** 3. **Collaborative quality initiatives with other institution(s)** 4. **Participation in NIRF and other recognized rankings** 5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.** Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above
7.1.2	**The Institution has facilities and initiatives for** 1. **Alternate sources of energy and energy conservation measures** 2. **Management of the various types of degradable and nondegradable waste** 3. **Water conservation** 4. **Green campus initiatives** 5. **Disabled-friendly, barrier free environment** Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: A. 4 or All of the above
7.1.3	**Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following** 1. **Green audit / Environment audit** 2. **Energy audit** 3. **Clean and green campus initiatives** 4. **Beyond the campus environmental promotion activities** Answer before DVV Verification : A. All of the above

	Answer After DVV Verification: A. All of the above

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 41 Answer after DVV Verification : 38
1.2	**Number of teaching staff / full time teachers year wise during the last five years** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>33</td><td>24</td><td>19</td><td>19</td><td>17</td></tr></table> Answer After DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>25</td><td>24</td><td>19</td><td>19</td><td>17</td></tr>
2.1	**Expenditure excluding salary component year wise during the last five years (INR in lakhs)** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>154.19</td><td>121.87</td><td>80.25</td><td>121</td><td>102.53</td></tr></table> Answer After DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>99.85</td><td>34.18</td><td>43.38</td><td>65.04</td><td>63.13</td></tr>

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