



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

INSTITUTE OF PHARMACEUTICAL EDUCATION AND RESEARCH

HINGANGHAT ROAD, BORGAON (MEGHE), WARDHA

442001

www.iperwardha.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

“Do unto others as you would have them do unto you.” Which means Serve your students as you would have them to serve you. Meet their needs as you would have them to meet your needs. Give them Knowledge, exceed their expectations in a way as you would want your expectations to be exceeded. Successful organizations consistently combine this golden rule with their best efforts, thereby contributing to development of Quality Pharmacrats. And, the Institute of Pharmaceutical Education and Research (IPER) is one such organization, which stands as a synonym, for value based quality education in rural area of Vidarbha, Wardha.

The Institution was established by the Vidharbha Youth Welfare Society, in the year 1991 by the great visionary, Late Prof. Ram. Meghe, Ex-Education Minister (M.S.), and also founder President, for catering the special needs of the young and vibrant rural India. Today, the robust organization of Vidharbha Youth Welfare Society is headed by Dynamic visionary, Hon’ble Dr. Nitin Dhande.

IPER at a glance

- IPER is permanently affiliated to Rashtrasant Tukadoji Maharaj, Nagpur University, Nagpur
- Recognized by AICTE and PCI.
- Recognized as centre for higher learning pertaining to Research, with intake of 10 in Pharmaceutical Sciences by RTMNU, Nagpur
- The institute is included under UGC 2(f) and 12 (b).
- Twice Accredited by National Board of Accreditation (both times for 3 years)
- Accredited by NAAC with A grade (3.17 CGPA)
- The institute offers self-funded under graduate, post graduate programme in three disciplines, viz., Quality Assurance, Pharmaceutics and Pharmacology.
- The institute has an annual intake of 60 + students for undergraduate and an intake of 15 each in 3 disciplines of postgraduate programs.
- The institute has well developed infrastructure, spacious and lighted classrooms, *state-of-the-art* laboratories, Spectroscopy Lab with sophisticated instruments, library is partially automated with facilities of OPAC with E-library, subscription to e-resources, pilot plant and CCSEA approved Animal house.
- In this Mission of excellence, the institution has been honoured by the visits of great luminaries, personalities, and academicians.
- The institute’s “Stimulate the holistic development of students to make them cognizant and impeccable citizens” is portrayed as its distinctiveness.

Vision

“Making every student a total quality person and pride of human race”

Mission

“To become a center of excellence where

Innovative techniques and training

Methodologies are instilled for excellence

In education, training and research in

Order to build quality Pharmacrats”.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Proactive management willing to provide infrastructure support system and human resource to provide a conducive environment for excellent teaching-learning ambience.
2. Qualified, experienced, committed and passionate faculty.
3. Consistently high student enrollment.
4. From its inception, the institute has consistently produced excellent results and earned five times the university rank in undergraduate studies and nine times the university ranking in postgraduate studies.
5. Effectively blended Teaching-Learning processes
6. Aims at holistic development
7. Located away from Concrete Jungle.
8. The campus with lush green & pollution free ambience.
9. Effective implementation of E-governance.
10. Spacious, well-lit classrooms, a computer lab with all the necessary tools, staff areas with a comfortable work environment, well-designed offices, and cutting-edge labs.
11. Harmonious teacher student relationship
12. Caters to different sections of the society, promotes Unity in Diversity
13. Word-of-mouth publicity
14. Developed a distinct Identity in the academic sector
15. ICT enabled teaching

Institutional Weakness

1. Campus placement activities need to be improved.
2. Due to the fact that the majority of its students come from rural areas, they lack the confidence to converse in English.
3. Lack of autonomy in framing the syllabus.
4. Absence of Multi National Pharma industries in the vicinity.

Institutional Opportunity

1. To become an autonomous institute that may design its curriculum as per industry requirements.
2. Interaction through Industry-Academia will widen the opportunities for students' internships & faculty exchange.
3. Fulfilling the necessities of society through Start-ups, Innovations & Patent.
4. Developing Technology for Rural Community.

Institutional Challenge

1. Sustainability without compromising standards.
2. Inculcation of research culture among students and faculty.
3. International students and faculty exchange programs with foreign universities.
4. To provide consultancy services to the industry and society.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- Institute is permanently affiliated to the Rashtrasant Tukdoji Maharaj Nagpur University, Nagpur and follows the Credit Based System curriculum prescribed by the Pharmacy Council of India.
- For the effective implementation and delivery of curriculum, the institution follows PDCA model. Before the start of the academic session, and after the issuance of the university academic calendar, the institute's academic calendar and Time-tables are prepared for all the programs.
- Regular class assessment tests are conducted and assignments are given as a part of continuous internal evaluation (CIE) to improve students' learning.

- Regular Feedback is collected to review the effectiveness of the curriculum delivery.
- The formative assessments are done by conducting sessional (Theory and Practical) examinations as per the guidelines of PCI and summative assessments are done by R. T. M. Nagpur University.
- The issues of Gender, environment and sustainability, human values and professional ethics are incorporated in the curriculum of PCI and there are about 37 courses in all the programs that addresses the cross-cutting issues. Various activities of Gender Sensitization Cell and NSS further sensitizes the students.
- Despite being in a rural area, the Institute takes every effort to connect with the industry. In order to broaden students' knowledge and improve their capacity to address the challenges of globalisation, the institution offers 24 training modules that were indigenously designed and one certificate programme that has been approved by RTMNU.
- The institution has a well-defined feedback system to obtain feedback from key stakeholders about academic performance and ambience. The feedback report is submitted to the IQAC for appropriate actions.

Teaching-learning and Evaluation

- Institute participates in the Centralized Admission Process according to the rules framed by Maharashtra State CET Cell for admission to B. Pharm, through common entrance test, MHT- CET conducted by CET Cell, Mumbai.
- Direct admission to Second Year B. Pharm, is on merit basis by MH CET cell while admission to M. Pharm, through non zero GPAT score.
- The college follows reservation policy for various categories as per State Government Rules.
- Institute has 25 experienced faculty, maintaining 15:1 student: teacher ratio. Around 37.48 % of teachers are having Ph.D. as their highest qualification.
- The institute believes to impart curriculum through student-centric methods. The faculty members make their best efforts to conduct many activities to shift focus from passive learning to the active learning mode.
- Initiatives are taken to increase experiential and participative learning through activities like Industry/Hospital Internship, Project Work, Practice School, Quiz, Seminars, debate, Journal club, etc.
- Formative assessment and CIE are done as per PCI norms. The students are well aware of the mechanism for continuous evaluation and grievance redressal related to examination. Every year as much as 98.41 % of students pass the university examinations.
- The students are mentored by faculty mentors, to instill research aptitude, improve academic performance, help in career selection and need based psychological issues.
- The institution follows the curricula designed by PCI and implemented through the university for all of its programs. The faculty prepares course outcomes (COs) for their respective courses and the IQAC reviews them. Faculty takes due efforts to attain mentioned COs of the respective subjects.

Research, Innovations and Extension

- Research and innovation are encouraged through Research Committee which motivates and monitors the research projects carried out at the institution. 24% of PhD degree holders are approved PhD supervisors and 44% are approved PG guides, so patents, and publications are the important criteria of our research policy.
- Institutional Innovation Council (IIC), Industry Institute Partnership Cell (IIPC), Intellectual Property

Rights (IPR) Cell at the institute are a further source of motivation for faculty and students to concentrate on research.

- The research committee periodically notifies staff members of funding opportunities from governmental organisations and encourages them to submit ideas. Staff members are encouraged to publish books and research articles in high impact journal. Also, to encourage them to present their research outcomes, financial assistance is provided for attending national level Conferences/Seminars/Workshops.
- MoUs with industries, hospitals and academic institutions enable teachers to carry out joint research activities and students for internship.
- Extension activities through the NSS and UBA Unit helps in reaching out to the public and fostering social responsibility.

Infrastructure and Learning Resources

- The infrastructure facilities are as per the norms of the regulatory bodies AICTE, PCI and RTMNU, Nagpur.
- Smart Class room is equipped with interactive board, whereas ICT enabled Class rooms, Seminar Halls are equipped with projectors.
- The laboratories are spacious and airy.
- Instrument room with Dissolution apparatus, High Shear Homogenizer, Rheometer, Cooling and Ultra centrifuge, High Throughput Diffusion Cell, AAS, BOD Incubator, Fuming Chamber, Autoclaves, Bio-pac, Stereotaxic apparatus, Auto analyser etc support in enhancing the practical skill of students.
- The Spectroscopy Lab is furnished with sophisticated instruments, viz. UV - Spectrophotometers, HPLCs, HPTLC, Flash Chromatography, FTIR, Rotary Evaporator and DSC.
- Animal house is run as per the CCSEA guidelines. Institution has purchased Ex-Pharm series simulation software for experimental pharmacology as per the PCI instructions. Permission is granted by CCSEA to breed and trade animals.
- Well-designed Pilot Plant equipped with state-of-the-art pre-commercial production facility.
- The institutions Language Lab has been well maintained. Institution has subscribed DELNET, NDLI and K-Hub. Library uses the Library Management software and is resourceful with books, National/International Journals, Chemical Abstracts with collective indices, e-Journals through K-Hub and DELNET subscription. In 2021-22, average 34 students used Library per day.
- RailTel Corporation of India Limited provides 100 MBPS internet connectivity. In addition, the institution uses Routers, QR-Code scanners for Wi-Fi connectivity for the teaching-learning process. 33 computers are earmarked for UG & 13 for PG students.

Student Support and Progression

- The college is committed to work for the holistic development of students and strives to provide every possible government benefit to meritorious and deserving students.
- The college organizes Orientation Programme and guest lectures to foster personality development, career counselling sessions, Communication and Soft Skills Training Programmes, Campus Recruitment, Yoga Day for physical fitness and mental stability, and also celebrates days of national and international importance, in addition to the curricular and co-curricular activities to improve students' employability.
- The institution also makes students participate in social activities under NSS, Unnat Bharat Abhiyaan.
- The institution's Competitive Exam Guidance Cell inspires students by organizing sessions for GPAT

and other competitive exams.

- Girls Security/ Sexual Harassment Cell, Anti Ragging Cell, work according to the guidelines to respond to the grievances of students.
- The T&P Cell has organized events to support students employability in reputed Pharma organizations.
- Various committees work for the welfare of students and ensure that they participate in the college activities.
- FEST, the annual Cultural & Sports event comes with ample opportunities to encourage the artistic and sports talents of students.
- The annual college magazine Spectrum and wall magazine Spandan nurture the creative, artistic and scientific talents of students.
- The alumni association supports the budding pharmacists in the professional world.

Governance, Leadership and Management

- Institute of Pharmaceutical Education and Research runs under the auspices of The Vidarbha Youth Welfare Society, Amravati. The Principal is the Head of the institute and is ably assisted by the administrative staff and faculty.
- The institution has a clearly defined Vision and Mission, and strives hard to create Quality Pharmacrats.
- The Governing Body, The College Development Committee and IQAC frames policies keeping the interests of students in focus.
- Various committees are given authority to carry out the assigned duties as part of the decentralisation strategy, who execute the assigned responsibilities and contribute towards building globally competent pharmacists.
- Various committees with teaching, non-teaching members of faculty and students' representatives are formed to monitor the academic, non-academic and administrative activities of the institution.
- Alumni representatives are also made part of the committees.
- The institute's characteristic feature is total transparency in decision-making and democratic operation.
- Smooth conduction of events is decided by the committees, approved by the principal. Finance and Accounts are managed by Principal and Management. Allocating resources for progress is done with a clear vision.
- Leave including casual, earned, maternity, paternity etc., are implemented as per the Service Rules.
- Some of the welfare measures implemented are EPF with pension and family pension, Gratuity and Employees health insurance and financial aid to those who attend scientific Conferences/ Seminars.
- Faculty Appraisal is based on performance and commitment.
- Strategic Perspective Plan for improvement is deployed by the IQAC to achieve the set objectives.

Institutional Values and Best Practices

- IPER inculcates professionalism and humanism by promoting various activities as suggested by the Govt. of India, State Government and the affiliating University.
- The institution is under CCTV surveillance to monitor the safety of students. Grievance Redressal Cell, Gender Sensitization Cell and Anti-ragging Cell further ensure the safety and security of the students.
- Institute strives to reduce energy consumption by using LED bulbs, solar panels, etc and conducts Green and Energy Audit by certified agencies annually. Emphasis is on safe handling, storage and disposal of chemical, biological and E-waste.
- National days are commemorated with due respect.

- The college is a realistic choice for quality-conscious students and parents because of its clean campus, pollution-free environment, and safe drinking water.
- Initiatives to promote a green campus and to upgrade ICT tools and e-learning management resources are two institutionalised Best Practices that make students tech savvy.
- Every new year, a blood donation camp is held which encourage students to be socially responsible.
- NSS and Unnat Bharat Abhiyan units, are actively involved in extension activities with an intention to provide community service.
- To establish itself as a leading institution of excellence in the field of pharmacy education, the institute adheres to a set of methodical policies and offers innovative learning experiences.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	INSTITUTE OF PHARMACEUTICAL EDUCATION AND RESEARCH
Address	HINGANGHAT ROAD, BORGAON (MEGHE), WARDHA
City	WARDHA
State	Maharashtra
Pin	442001
Website	www.iperwardha.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Rajendra Onkarappa Ganjiwale	07152-240284	9890816170	07152-241684	ro_ganjiwale@rediffmail.com
IQAC / CIQA coordinator	Dilesh Jagdish Singhavi	0712-7966970	9421726088	07152-241684	iperiqac@rediffmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Maharashtra	The Rashtrasant Tukadoji Maharaj Nagpur University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	20-03-2013	View Document
12B of UGC	20-03-2013	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	06-04-2021	2023	Copy enclosed in IIQA
AICTE	View Document	03-07-2022	2023	Copy enclosed in IIQA

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	HINGANGHAT ROAD, BORGAON (MEGHE), WARDHA	Rural	3.65	8491

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,Bachelor Of Pharmacy	48	HSC MHTCET	English	60	60
PG	MPharm,Master Of Pharmacy In Pharmaceutics	24	B.PHARM GPAT	English	15	15
PG	MPharm,Master Of Pharmacy In Pharmaceutical Quality Assurance	24	B.PHARM GPAT	English	15	15
PG	MPharm,Master Of Pharmacy In Pharmacology	24	B.PHARM GPAT	English	15	15
Doctoral (Ph.D)	PhD or DPhil,Doctor Of Philosophy	36	M.PHARM GPAT GATE PET	English	10	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	4				4				14			
Recruited	0	2	0	2	2	0	0	2	5	3	0	8
Yet to Recruit	2				2				6			
Sanctioned by the Management/Society or Other Authorized Bodies	3				2				6			
Recruited	3	0	0	3	1	1	0	2	2	4	0	6
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				21
Recruited	17	4	0	21
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				6
Recruited	5	1	0	6
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	3	2	0	3	1	0	0	0	0	9
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	5	3	0	8
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
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	1	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	4	0	6
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	0	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	22	0	0	0	22
	Female	58	0	0	0	58
	Others	0	0	0	0	0
PG	Male	19	0	0	0	19
	Female	31	0	0	0	31
	Others	0	0	0	0	0
Doctoral (Ph.D)	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	4	4	6	5
	Female	7	8	11	7
	Others	0	0	0	0
ST	Male	2	1	1	3
	Female	2	5	3	1
	Others	0	0	0	0
OBC	Male	21	17	20	21
	Female	38	43	42	49
	Others	0	0	0	0
General	Male	9	10	12	12
	Female	11	18	20	7
	Others	0	0	0	0
Others	Male	4	3	2	7
	Female	7	3	6	11
	Others	0	0	0	0
Total		105	112	123	123

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>IPER is affiliated to RTMNU, Nagpur and follows its guidelines and norms in both letter and spirit. Multi and Inter- disciplinary is integral to holistic education and has been integrated in the syllabus prescribed by the PCI. Students at UG level opt for Electives from a wide spectrum of options offered by PCI. This enhances their understanding of other disciplines and enriches their learning. In order to give students a wider exposure, college level invited lectures, seminars, special talks are organized to give students a deeper understanding of other disciplines. In tandem with the NEP, our faculty is engaged with the University in framing new multidisciplinary skill development course for implementation from</p>
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	2022-23.
2. Academic bank of credits (ABC):	Under the prescribed PCI curriculum being taught currently, there are credits assigned to papers which are not transferable. But with the upcoming implementation of NEP, students will create a bank of credit which will be transferable and inter and multi - disciplinary in nature. This is an innovative idea to earn and deposit credit through National schemes like SWAYAM, NPTEL, Modules of LSSSDC. Students will also have multiple entry exit options in their academic programs. The IPER shall abide by the curriculum and structure prepared by the PCI and affiliating university in this regard.
3. Skill development:	IPER is an affiliated college and doesn't enjoy preparing and implementing its own curriculum. It follows the designed curriculum provided by the PCI. For development of skills in tandem with the changing needs, the college has continuously offered in-house opportunities for students. Add-on courses aligned with the curriculum to make them job ready by the time they graduate. Students' skills are further augmented by frequent interactions with alumni and industry experts. This enhances their preparedness for the world outside the college. Recently Multidisciplinary skill development course "Basic Procedure in Experimental Animal Handling & Care" is approved by DLLE, RTMNU, Nagpur for implementation from the academic year 2022-23. EDC of IPER aims to create an ecosystem for development of entrepreneurship by providing appropriate education and training.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	As per statutory requirements, the official language of content delivery is English, but practically, in order to percolate the desired knowledge to the students coming from rural and vernacular background, the faculty regularly resorts to local languages (particularly, Marathi and Hindi) as and when required in an informal manner. This is useful to bring home the ultimate aim of putting the topics in perspective. Hopefully, with NEP 2020, and country-wide impetus to write books in vernacular languages, in future sufficient terminology and academic resources will be available to officially teach in mother tongue of the students. Classroom delivery in bilingual mode is already being done and no special training is as such required. However,

	<p>there is dearth of quality academic resources in vernacular language in the field of Pharmacy. With simultaneous development of such resources, it will become easier for the faculty to implement bilingual content delivery. Officially, there is no such course being taught in Indian regional languages.</p> <p>Unofficially, during classroom content delivery both English and vernacular are being used to make the students understand the concepts. The college boasts of a very rich Medicinal Plant Garden, “Herbal Garden” which is a treasure trove of traditional knowledge, if appropriately explored. The plants and herbs are coded with botanical names along with local vernacular names and a manual of them is prepared for inquisitive minds to explore further. This helps the students to understand the immense potential of herbs and plants as embedded in our ancient Ayurvedic system.</p>
5. Focus on Outcome based education (OBE):	<p>In order to acquire NAAC and NBA accreditation, the focus is on transformative learning, so IPER has adopted OBE, wherein the program, program specific and course outcomes (PO, PSO & CO) have been mapped and after every semester / academic year, the attainment on a scale of 1 to 3 (3 being highest) is analyzed. This has led to better understanding of the curricular gaps, need of beyond syllabus topics to be covered and remedial teaching needed. So far the college has tried to bridge the gap of CO-PO attainments by practice school and projects and also by arranging talks, lectures, seminars and conferences relevant to the field of Pharmacy and allied areas beyond the scope of the curriculum. Similarly, the college performs the feedback collection process from the students, faculty, parents, employers' and alumni. This helps to ascertain the problem areas, at PO/CO level or at the level of daily academics/ administration.</p>
6. Distance education/online education:	<p>The corona pandemic has catapulted the faculty to use virtual platform for online education almost overnight and the challenges were aptly accepted and attended. The College has subscribed to robust online education delivery system and the faculty are well conversant now with online mode of content delivery. Therefore, stage is ready in the institute for offering courses through Online mode. The majority of classrooms of the institute have ICT enabled features. This has made it possible to deliver online</p>

and virtual content not only by the faculty on a face-to-face scenario, but also by industry experts from distant places. The exploitation of ICT tools has enabled better content delivery, utilization of LMS system (such as google classrooms, zoom platform, Moodle Ciscowebx, Vmedulife, etc.) during the pandemic has helped both faculty and students to get familiarized with these modern tools of the trade and they have evolved their own pedagogy for better teaching-learning process. It is strongly envisaged that the integration of these technologies to the regular classroom will continue even during physical classroom teaching, leading to better digital technology adoption by all stakeholders.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes Established on 24/08/2021
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?	ELECTROL LITERACY CLUB Academic Session 2021-22 Faculty Co-ordinator: Mr. A. S. Kedia Ms. S. D. Tiple Student Co-ordinator: Mr. Rohit Khuje (B. Pharm Final) Ms. Purva Rathi (B. Pharm Final) Academic Session 2022-23 Faculty Co-ordinator: Mr. A. S. Kedia Ms. S. D. Tiple Student Co-ordinator: Mr. Anshul Lode (B. Pharm Final) Ms. Sanskruti Sarode (B.Pharm Final)
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.	Academic Session 2021-22: Voter registration camp for eligible students in the campus dated 01/12/2021 Academic Session 2022-23: Voter registration drive on the eve of voters day dated 25/01/2023
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	1 Teachers constituency voter registration drive conducted in college 3rd October to 20th October 2022.

electoral processes, etc.	
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.	1. Voter registration drive at institute for above 18 years of age students. 2. Pledge on voters day 25 January 2023

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
382	365	330	304	282

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: 40

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

2021-22	2020-21	2019-20	2018-19	2017-18
25	25	25	24	21

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
110.54323	103.60586	135.80472	97.95653	87.05276

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 develops and deploys the action plan for effective implementation of the curriculum delivery through PDCA model in the following way:



The institution follows the curriculum of Pharmacy Council of India. However, for effective implementation of the curriculum, the institution adopts the following steps:

PLAN: Institute prepare college time-table scheduling the required number of classes per teacher per subject; academic calendar covering various activities for the entire semester on the basis of the academic calendar of the RTM Nagpur University; academic planner for individual subject; course file comprising of the syllabus, academic holidays, schedule of formative assessment, question bank and reference books, etc. is prepared at the beginning of each semester.

DO: Institute displays academic calendar to every student, assign the work load to the individual faculty, distribution of academic diaries at the very beginning of the session to the faculty is a regular practice, effective implementation of curriculum as per the academic planner is recorded in the work dairy of each

staff member which is scrutinized by the principal on regular basis, formation of Teacher-Guardian clusters, evaluation of students through regular class tests, and sessional examination, assessment of practical records/ journals, giving home assignments, invites renowned academicians to deliver talk on recent technological aspects.

CHECK: Periodic Class-wise faculty meetings are conducted by the principal to review the action plan of teachers, the results, attendance, etc. If any deviations are found from the stated plan of action, then remedial actions and strategies are devised to cover the gaps.

ACTION: After the review, remedial measures like extra classes are conducted as per the requirements of the students. Subject wise teacher feedback is taken from the students to know the level of implementation of the curriculum. The feedback so collected is compiled and analysed for further improvement in the curriculum delivery. The college organizes various faculty development programs and also encourages faculty members to attend faculty development programs which focus on better implementation of curriculum.

Schedule of CIE is prepared separately by individual faculty members, which includes any of the following activities, for theory courses, teachers assess on parameters like attendance, academic activities (average of any 3 activities e.g. quiz, assignment, open book test, field work, group discussion and seminar), and student-teacher interaction. For practical, teachers assess on parameters like attendance, assessment of practical records, regular viva voce etc.

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: 14

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
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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: 40.53

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

2021-22	2020-21	2019-20	2018-19	2017-18
247	208	140	56	23

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:

IPER believes in integrating cross cutting issues relevant to professional ethics, gender, human values,

environment and sustainability with a view to ensure holistic development of the students. During last several years, the institute has made efforts towards developing value-based education to young pharmacrats matching with institutes motto, “Making every student a total quality person and pride of human race”.

1.The college promotes activities through establishing various cells like Gender sensitization and Girls security cell which along with Maharashtra State Mahila Aayog instils importance of Mahila Sashaktikaran, and also strives hard to create awareness among students against gender discrimination, and also motivates girl students to use self-defence mobile apps.

2. The NSS team and Unnat Bharat Abhiyan (UBA) team organized many environmental and Health care activities like Swatch Bharat Abhiyan, Health Camps, Blood Donation Camps, Rallies to address issues related to environment sustainability, human health and human values.

3.The institute conducts a green audit of its campus. The institute is involved in tree plantation on auspicious occasions like birthdays and national holidays. The institute has maintained Botanical Garden, in a separate area of about 1 Acre, with different trees, shrubs and herbs with climbers. The garden is built with black soil as well as sandy-loamy soil. The NSS unit through its Go Green activities makes students aware of global warming, environmental pollution and its ill effects.

4. Institute use of CFL bulbs, tube lights of lesser watts, use of water heater in girls’ and boys’ hostel and also ventilated classrooms and laboratory with sufficient natural light which minimizes the use of electricity and further creates awareness about clean environment. Institute provides filtered (purified) drinking water and also uses water saving taps, to protect the health of IPERites and prevent water wastage.

5. The institute conducts cleanliness drive to remove polythene and waste with the help of students, Congress grass eradication by students, also make students to use dustbins, sanitary pads vending and disposal machines and also disposes laboratory waste as per Protocol.

6. The institution has beautiful and eye-catching campus with manicured lawn and herbal garden containing different medicinal plants. The medicinal plants, lawn and trees in the campus are watered regularly. There is a prohibition of burning plastic in the campus. Garbage bins (separate for dry and wet materials) are being emptied before they are full possibly resulting in Carbon Neutrality.

7. Students study Environment Science in curriculum, Guest lectures are also organized on environment awareness. Institute organizes Yoga Day to promote awareness about holistic health. Institute celebrates Constitution Day to make students aware about brotherhood and fraternity.

8. The institute started student induction programme and online value-added course on “Universal Human Values and Professional Ethics

9. The institution has ventilated, spacious class rooms, fully aerated hostel which help in saving energy. The institution has installed solar units a renewable energy source in the 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: 30.89	
1.3.2.1 Number of students undertaking project work/field work / internships	
Response: 118	
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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 90.86

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

2021-22	2020-21	2019-20	2018-19	2017-18
111	110	107	105	84

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
114	115	114	113	113

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: 59

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

2021-22	2020-21	2019-20	2018-19	2017-18
28	29	23	22	16

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

2021-22	2020-21	2019-20	2018-19	2017-18
41	40	38	41	40

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:** 15.28**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:**

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

1. Experiential Learning:

1. PCI has made provision in structure of UG and PG courses to give students experiential and participative learning experience.
2. Students can join industry after Semester VI and before commencement of Semester VII for internship.
3. Project work, Practice School, Assignment, Seminars etc. are integral part of UG and PG courses. This helps student to think logically, solve the problems, and also develop an ability to conduct, analyse and interpret data and demonstrate scientific temperament.
4. Laboratory Practical Classes are the core of UG and PG syllabus. The laboratory work trained the students as capable, competent and accomplished individuals.
5. Engaging Students in Surveys, involving them in data collection and dissemination, helps in developing professional conduct and on-the-job skills, and hands-on experience provide them with excellent networking opportunities.
6. IPER provides Wi-Fi enabled class rooms with LCD, Language Lab, Smart Class room with digital board, E-learning resources, LMS etc.
7. The institution conducts add-on programs for students to bridge the gap of the syllabus and to support students in their experiential learning.
8. Industrial and Hospital Visits are organised by the IPER every year to engage them in experiential learning while visiting organization.
9. IPER organises animal handling training under its Training Module every year in order to develop skills for *in vivo* experiments.
10. The institution has developed rich laboratories with sophisticated equipment and instruments to full fill advanced training needs of students.
11. During Journal Club activities, every week, papers are presented by students on current pharmacy topics to enrich their learning experience.
12. Digital platform links experts with students to further enrich their core knowledge components.

2. Participatory Learning:

1. Students are the members of various committees; this gives them voice, makes them shoulder the responsibilities and also develops leadership skill.
2. Students are encouraged to participate in Annual Gathering (FEST), intra- and inter- college quizzes, debate competitions every year to exhibit their hidden talents.
3. By being the Editors of Annual Magazine - Spectrum and Wall Magazine - Spandan, they develop editing and literary skills.
4. Students participate in value added/skill-based courses, to hone their skills.
5. M. Pharm students are encouraged to present papers in conferences and for publication in peer reviewed journals.
6. Engaging students in Public Awareness Programmes by actively participating in various rallies. Making them aware about their social responsibilities.
7. Participation of Students in Science Day activities, and various commemorative days celebration, makes them responsible citizens.

3. Problem-solving methods:

1. Institute adopted five nearby villages under Unnat Bharat Abhiyan, students' participation in this project helps to acquire and develop problem solving skills.
2. The small tasks provided in their practice school projects as well as during project work, inculcate in them problem solving skills.

3.The direct experience gained during laboratory work develop practical skills that help in negotiating future difficult situations.

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: 96

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

2021-22	2020-21	2019-20	2018-19	2017-18
25	25	25	25	25

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: 36.67

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

2021-22	2020-21	2019-20	2018-19	2017-18
11	08	9	8	8

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

2.5 Evaluation Process and Reforms

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

Response:

College Level:

- Students are made aware of Continuous assessment scheme of PCI for Theory and Practical. Term work marks are displayed on notice board. Any discrepancy in continuous assessment is resolved at college level.
- If a student is not able to appear for examination due to medical or any genuine reason, examination is conducted for that student as per norms, provided he/she submits application enclosing proper documents supporting the problem cited.
- If any student scores less mark and wants to improve in that subject, he/ she can appear once in next semester for the Improvement Examination.
- The grievances of the students with respect to assessment are clarified by showing his/ her performance in the answer sheet.
- The answer sheets of such students are assessed once again in the presence of the students. If any totalling mistake is identified by the student, then the corrections in the total is immediately done by the faculty members.
- Any student who is not satisfied with the assessment and award of marks may approach the Exam Controller who can inform the matter to the principal.
- The institute follows open evaluation system where the student performance is displayed on the notice board and the same is informed to the parents. Students can raise the grievance, if any, within 7 days from the date of display of marks.

University Level:

- The grievances during the conduction of the University Online/ offline theory examinations and

discrepancies in the mark sheets are addressed and discussed in consultation with College Examination Board and addressed to the Director of Board of Examination and Evaluation, RTMNU, Nagpur.

- The incharge of College Examination Board forward the application of students to the University for the further action.
- University declares the schedule for revaluation and student can demand photocopy of corrected answer script after declaration of the results.
- Assistance is provided by the College Examination Section to apply regarding the student's grievances to the Director Board of Examination and evaluation, RTMNU, Nagpur.

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:

Communication of POs and COs:

- The course objectives of all subjects are outlined in the PCI syllabus implemented by the University.
- The COs are prepared by faculty members keeping in mind the knowledge, skills and competencies required to be imbibed in order to excel in pharmacy profession, COs are further reviewed, modified and finalized by HOD and are approved by IQAC. The PSOs defined by institute for UG and PG program are also contextually explained to students by faculty members.
- Recognizing the importance of competencies IPER wished to inculcate, the set COs are communicated to stakeholders.
- The institution has developed in-house communication plan that ensures that programme and course outcomes are effectively communicated to students.
- The in-house communication plan includes first faculty student class room interaction, where detailed information about the institution's pharmacy programmes, including the programme outcomes and course outcomes is provided by the respective faculty member.
- Through the annual magazine, Spectrum detail academic progress, achievements of the institute are shared with stakeholders.
- Meetings with Parents, Alumni are also held regularly to discuss the progress and receive feedback.
- The institution also uses its website to communicate its programme and course outcomes and social media page to provide up-to-date information of various co-curricular, extracurricular activities held at the institution.
- The institution encourages feedback from stakeholders and uses feedback to improve its programmes and course offerings. The feedbacks received are used to make the institution more

complying with industry and regulatory needs.

- COs, POs and PSOs are displayed on college website (www.iperwardha.com), in central display monitors, library and in Course Files of respective Teachers.

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:

1. Course Outcome Attainment Process:

A. Internal Assessment Tools (Formative Assessment)

1. Sessional: Sessional are conducted twice in a semester. This assessment tool is used for attainment of course outcomes and program outcomes using objective/descriptive exam.
2. Continuous Internal Evaluation: Includes Assignment, Quizzes, Class Assessment Test based on various topics.
3. Practice School and Projects were carried out by every VII and VIII semester students by applying learned knowledge and skills. It comprises of research work, review, survey report.

B. End semester examination (Summative Assessment)

It is more focused on attainment of course outcomes and program outcomes using objective/descriptive exam. After defining COs and tools for assessment, the target of Attainment level is set for each individual course as described below.

1. Attainment Level 1: 50% students scoring more than 40% marks in internal examination and Term end examination is considered to be attainment of "1"
2. Attainment Level 2: 50% students scoring more than 60% marks in internal examination and Term end examination is considered to be attainment of "2"
3. Attainment Level 3: 50% students scoring more than 80% marks in internal examination and Term end examination is considered to be attainment of "3"

75% weightage to Term end examination & 25 % weightage to internal examination should be combined for course attainment calculation.

Analysis of Target

1. Target achieved by each course is evaluated by IQAC.
2. If target is not achieved by any course, remedial action plan keeping the same target is suggested to course owner.

2. Program Outcome Attainment Process:

Program Outcome attainment levels for all POs are set first and then attainment levels by direct (student performance) and indirect (surveys) methods are presented through CO-PO matrix as indicated. After defining course outcome, CO to PO mapping is done by setting of weightages.

Analysis of Target

1. Target achieved is evaluated by IQAC.
2. If target is not achieved by any course, remedial action plan keeping the same target is suggested

3. Program Specific Outcome Attainment Process:

PSOs are designed for UG and PG program and its attainment level are calculated from results. After defining PSOs, target for attainment levels is set.

Analysis of Target

If the target is not achieved, remedial plan is set for next session.

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

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

Response: 97.93

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

2021-22	2020-21	2019-20	2018-19	2017-18
118	104	94	73	85

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

2021-22	2020-21	2019-20	2018-19	2017-18
118	104	94	77	91

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: 3.81	
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: 37

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)

2021-22	2020-21	2019-20	2018-19	2017-18
19.00	0	17.00	1.00	0

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:

The institute believes in nurturing innovating brain to develop research culture in faculties and students. Institute has created an eco-system for creation of innovative ideas and works in collaboration with other research institutes. Institute has established Institution's Innovation Council (IIC) as per guidelines of MoE AICTE, New Delhi. IIC prepares quarterly action plan and organizes various activities to guide staff and students for learning and practicing innovation.

Institute's Research committee conduct meeting to monitor and address various issues in research and development in institute. Industry-Institute partnership cell, Training and Placement and Research committee inform faculties and students about various funding opportunities. Industry-Institute partnership cell act as a bridge between the industry and the institute. Cell organizes various guest lectures of eminent personalities belonging to pharmaceutical industry.

Every year institute organizes different workshops, seminars in the field of IPR, innovation and entrepreneurship. Stalwarts from academia and industries are regularly invited for sharing their ideas and motivate students and staff.

To create awareness amongst faculty and students regarding the need of IP filing, mechanism and methodology involved in India. Institute has registered under AICTE's Kalam Program for IP Literacy and Awareness. Under this scheme institute has organized seminar.

Institute has successfully filed six Indian patents out of which three patents have received grant certificate from Indian Patent office and others are in pipeline. Students of the institute participate and present their innovative ideas in various competitions organized at the state level. Students have successfully grabbed prizes in Avishkar Research Convention and other symposium.

Institute focuses on developing trained Pharmacrats hence emphasizes on hands-on training for skill development in students. Training sessions are regularly arranged for students on Innovation and IPR. Such training will help students to enhance their performance and employability.

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

2021-22	2020-21	2019-20	2018-19	2017-18
25	10	2	2	1

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: 1

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	10	8	3	9

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: 1****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**

2021-22	2020-21	2019-20	2018-19	2017-18
7	6	7	20	0

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

3.4 Extension Activities

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

Response:

An extension activity is an activity that extends the learning beyond the classroom. Extension activities can be done in small groups or by a single student. The institute promotes regular engagement of staff, students with neighbourhood community for holistic development of students as well as for sustained community development through various activities organized under National Service Scheme (NSS). Every year, programmes are organized under NSS and Unnat Bharat Abhiyan (UBA) in which students and staff participate voluntarily in community-based activities with neighbourhood. Institute is participated in UBA, a flagship programme of Ministry of Human Resource Development (MHRD), Govt. of India and adopted 5 villages (Borgaon, Warud, Nalwadi, Inzapur and Sawngi) for their development in collaboration with district administration. The students of the institute successfully conducted village survey and household survey in these villages.

The NSS unit of the institute organized various Extension activities in the neighbourhood community, sensitizing students to social issues, for their holistic development. Every year on 1st January NSS unit of the institute organized Blood donation camp. A team of experts from Datta Meghe Institute of Medical Sciences, Sawangi (Meghe), Wardha or Civil hospital, Wardha are called in for Blood donation camp. Every year on 21st June Yoga Day celebrated in Open Air Theatre of the institute.

The NSS unit of the institute regularly organized activities like Tree plantation and Mazi Vasundhara Abhiyan. The NSS unit of the institute successfully organized extension activity for students in last 5 years, such as Yoga Day, Tree plantation, Swachhata pakhwada, Mazi Vasundhara Abhiyan, World Pharmacist day, Eco-friendly Ganesh visarjan, food-planet-health, constitution day, voter registration camp, swachata abiyon (Theme- Banned Plastic), National Safety Day, Camp for COVID-19 (RTPCR & Rapid Antigen Test), Awareness Programme Covid 19, Medical Examination Camp, Swachata Janjagaran Rally and Samuhik Shapath, Human Rights (Indian Judiciary system and Constitution of India), Awareness on Scrub Typhus, Pharma Rally on “Pharmacist: Your medicine expert”, Awareness Program on Sexual Harassment of women’s at workplace and Personality Development Camp etc.

Impact

Exposure sensitizes students towards social issues and also lead to imbibe in them ability to shoulder social responsibility such as:

- Help needy and distress people
- Understand the need of under privileged children
- To promote cleanliness in life and also in common places
- To develop deep interest in environment related issues.

Learning Outcomes:

- Understand the problems faced by the people and search solution by getting involved with their lives.
- Build rapport with all section of society to carry forward humanitarian work.
- Develop passion and brotherhood towards community
- Develop skill and aptitude for problem solving
- Develop Social Skill, Communication Skill, Management Skill, Organizational Skill, Leadership Skills, Analytical Skills, Perceptual Skills etc.

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:**

The students and teachers of Institute of Pharmaceutical Education and Research, Borgaon (Meghe), received awards and recognitions for various extension activities like blood donation camp, awareness Programme Covid 19, Corona warrior's, health and society and in the field of education etc.

Blood donation: Every year on 1st January, National Service Scheme Unit of the IPER organizes blood donation camp on account of New Year Celebration. The purpose to organize a blood donation camp is to motivate people to donate blood and social works. The Institute of Pharmaceutical Education and Research received certificate of appreciation for organizing voluntary blood donation camp in institute.

In year 2021-22, 2019-20, 2018-19 and 2017-18, Institute received certificate of appreciation for voluntary Blood donation camp from Jawaharlal Nehru Medical College Sawangi (Meghe), Wardha Blood Bank (License No ND/BB/4).

In Year 2020-21, institute received certificate of appreciation for voluntary Blood donation camp from State Blood Transfusion Council, Civil Hospital, Wardha, Maharashtra State.

Awareness Programme Covid 19 and Corona warriors: The National Service Scheme (NSS) unit of Institute of Pharmaceutical Education and Research, Borgaon(Meghe), Wardha stand for and with people, no matter even if it is a pandemic, our motto allows us to help people in every manner possible. Since, NSS couldn't reach out to vulnerable people physically, we changed our way of approaching and sensitizing. Our major way to do so was through our social media platforms, NSS started multiple campaigns to educate, normalize and help different audience on social media platforms. Our students provided food kits to poor and needy people in Wardha district. The work is appreciated by district collector of Wardha and he appraised our NSS student Mr. Sumit Kolte by providing certificate of appreciation.

Our student Mr. Sumit S. Kolte received 4 Certificate of appreciation in 2021-22 and 2020-21 for his social work during COVID 19 from 1) Member of Parliament (Wardha Lok Sabha); 2) Shri. S. C. Kedar, Hon'ble Minister AHD, Dairy Development, Sports and Youth Welfare Govt. of Maharashtra; 3) Manushyabal Vikas Lokseva Akadami, Mumbai, Maharashtra and 4) Mr. Vivek Bhimanwar, I.A.S., Collector and District Magistrate, Wardha

Healthcare and in the field of education: Dr. R. O. Ganjiwale, Principal of the institute received certificate of recognition from Food and Drug Administration, Wardha in 2021-22 for his contribution towards health and society for services being rendered by him in the field of education. He also received Healthcare Leadership Conclave Award in 2021-22 from FICCI Federation of Indian Chamber of Commerce and Industry, New Delhi.

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: 39

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

2021-22	2020-21	2019-20	2018-19	2017-18
12	6	7	7	7

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

<p>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.</p> <p>Response: 19</p>	
File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The institutions highest priority is effective teaching and learning process. It constantly endeavours to create and enhance its infrastructure as per emerging needs and requirements of regulatory authorities (viz., AICTE, PCI, RTMNU etc.). It augments adequate infrastructure from its internal resource. The college has a Governing Body which frames the policy for creation and enhancement of infrastructure in accordance with regulatory requirements.

The institution campus is spread across 3.65 acres of lush green landscape with built up area of 8491 sq. mts. and is located near Wardha which is easily accessible via road and Train.

State-of-the art facilities at IPER to enhance teaching-learning are as follows:

Well-furnished, spacious, brightened, ventilated, (6) classrooms with ICT enabled facilities, viz., Wi-Fi, LCD projectors, white and black boards to conduct lectures by modern and conventional methods. The classrooms are under CCTV surveillance. (1) Smart class room with interactive board.

Adequate number of laboratories with preparation, balance and instrument room. Fire extinguishers, trip systems and exhaust fans ensure safety and ventilation. All instruments are maintained and operated as per the Standard Operating Procedures.

Facilities in Spectroscopic Labs are regularly calibrated and upgraded by inclusion of high-end equipment (DSC, CHN Analyzer, Flash Chromatography, IR, AAS, HPTLC, HPLC, etc.) under MODROBS and RPS scheme.

A CCSEA approved Animal House for animal experimentation and *state-of-art* machineries in Pilot Plant helps in developing corporate culture and are used for consultancy and collaborative projects. A modern Language Lab helps in imparting language skills.

A manicured Herbal Garden with unique QR code detailing plants information acts like a ‘Eco-Friendly Open Class Room’.

Library with internet facility has separate sections, viz., reading section, reference section, E-library and circulation section. The library has subscription of DELNET and K hub e-journals and e-books. Conference room, Meeting Hall are equipped with LCD Projectors with screen.

A well-furnished semi-computerized administrative office along with ICT enable cabin of Principal. Institute subscribes Moodle and VMEDULIFE LMS.

A separate on campus girls and boys hostel. Safe drinking water and washrooms on every floor along with sanitary pads vending and incinerator in girl's toilet in campus.

Generator facility where-ever necessary for uninterrupted power supply. The campus is 24 x 7 under CCTV surveillance.

Lift, ramp and wheelchair for differently abled students

Facilities for cultural and sports activities

Auditorium with green room and refreshment area, with seating arrangement of more than 500, are used for conduction of cultural activities.

Outdoor sports facility for volleyball, throw ball, badminton.

Indoor facilities for carrom, chess, table-tennis, etc. are available.

IPER's open air theatre is used for Yoga.

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: 12.9

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

2021-22	2020-21	2019-20	2018-19	2017-18
19.00	10.00	20.00	7.00	13.00

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 Libraries at IPER are integrated knowledge centres comprising, a Central Library in an area of 311.58 m² and three departmental libraries. The Central Library is well equipped with a reading capacity of 74 readers and is also Wi-Fi enabled. E-Library is spread over 32.051 m² and has 10 Computer systems.

Central Library has a collection of fascinating books which includes Encyclopedia, Handbooks, Dictionaries, GPAT, and Competitive exam books that supports the content beyond syllabus. The library has book bank scheme that provide 2 Borrowers Ticket extra per semester to SC/ST student and also made provision for students to refer last 28 years question papers of RTM Nagpur University for preparing their semester examinations. The library annex with an area of 56.18 m² houses a special collection of Chemical Abstract & Collective Indices from 1907 to 1997.

The Central Library has various Text books, Reference Books, eBooks, Journals, Magazines, e-Journals, Project Reports, M. Pharm and PhD thesis, Educational CDs related to pharmacy and Allied subjects. The library has around 2302 number of Titles, 8140 Volumes, 391 CDs, 2841 eBooks and 1734 e-Journals (DELNET & K-HUB), 4 Magazines, 19 printed National Journals and 8 newspapers. Students can make use of all resources in the library.

Table: 4.2.1 Library Management System

Software	Automation	Version	Year of Purchase
Library Management	Partial	3.0	2007-2008

Library uses Library Management Software in:

Sr. No.	Library Management Software
1	Student & Staff Membership Entries

2	Books Entries
3	Books Issue & Returns
4	OPAC

OPAC facility is made available through Library Management Software to search the bibliographical details about the collections. OPAC computerized system gives information about the number of books available, number of issued books, new books added to the list. All the books in the library are barcoded. These barcodes are generated through the TSC Bar codes and printed on labels. In LMS, whenever a student return or issue a book, the system fetches the bar code number and make entry of book in computer systematically. In addition, Library gives orientation to newly admitted students, issues I cards, helps in Library search and also provides reprographic facilities like scanning, printing and photocopying

IAPER is a member of DELNET, NDLI and K-Hub, students can access all their e-resources locally within the campus as well as remotely. E- Library has 10 computers for searching/accessing e-resources, web browsing and for other academic work. Provision has also been made to allow downloading/printing of material from these resources. The E-Library has excellent ICT infrastructure with 100Mbps speed for fast and seamless access to Internet.

The library is constantly assessed by stakeholders and, before availing the library facilities, the they need to sign in the register at the entrance. Details of Library walk -ins are as follows:

1. Average Number of Walk-ins approximately - 34 / Day (768 / Month)
2. Average Number of Books Issued/ Return- 374 / Month
3. Ratio of Library Books to Students Enrolled- 24:1
4. Average Number of Books Added During Last 5 Years- 333.4

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:

Institute of Pharmaceutical Education and Research, Wardha as per the need, upgrades the IT infrastructure. The total numbers of computers available exclusively for students are 46.

Frequency of Up gradation:

The latest addition/up gradation of the IT Infrastructure in the campus are as follows:

A. Y. 2021-22:

26-05-2022, EKIN Interactive Board for Smart Class Room was purchased.

31-03-2022, VMEDULIFE Licensed Software to facilitate future paper less work was purchased.

25-03-2022, ten computers of Dell with latest configuration were purchased.

24-02-2022, Institute signed AMC with Purab Sales, Wardha for CCTV maintenance.

11-02-2022, Institute signed AMC with Biyani Technologies for maintenance of Digital Language Lab.

29-01-2022, two BENQ and on 30-12-2021, one EPSON LCD Projector was purchased.

03-01-2022, Subscribe Experimental Pharmacology (Ex-Pharm) Series Software.

10-11-2021, two printers and two Canon scanners were purchased.

02-05-2021, Institute renewed upgraded E-Learning & Cisco Webex LMS.

A.Y.2020-21:

01-11-2020, Institute subscribed licensed virtual platform Zoom to conduct AICTE Sponsored STTP.

04-07-2020, Institute subscribed Virtual classroom Cisco Webex for Virtual teaching.

29-6-2020 Computer in E-Library are upgraded from 4 GB RAM to 16 GB RAM

A.Y.2019-20:

Computers in Spectroscopic Lab, were upgraded from 1 GB RAM to 2 GB RAM.

07-02-2019, Institute purchased One scanner.

03-01-2019, One Epson inkjet printer was purchased.

A.Y. 2018-19:

Computer in IQAC were upgraded from 1 GB RAM to 2 GB RAM.

20-02-2019, Institute purchased one EPSON Projector.

31-03-2018, Institute purchased Language Lab software from Biyani Technologies.

A.Y. 2017-18:

08-01-2018, 10 computer of 7th generation and two HP laser jet 1020 printers were purchased by the Institute.

Campus ERP, MIS, Centralize Statistical Integration Software

On 17-05-2016, MoU was signed between VYWS, Amravati and its affiliated institutions with M/S DotCOM Infotech Pvt. Ltd., Amravati for purchase and installation of ERP for integrating all the processes. To maintain and upgrade the facilities, the Institute pay annual maintenance charges of Rs 17,700.

Internet &Wi-Fi:

The augmentation of IT infrastructure is also to keep pace with the changing dynamics of higher education and the technical world.

- The Campus is provided with 16 Mbps speed in 2016-17, 24 Mbps in 2017-18 & 2018-19, 20 Mbps in 2019-20, 50 Mbps in 2020-21 and 100 Mbps in 2021-22 broadband high-speed internet.
- During the A.Y 2021-22, Wi-Fi facility is provided in the campus for the benefit of the students and the faculty.
- The college has four Wi-Fi hotspots with extenders provided to cover the wireless range throughout the college.
- Ethernet and Wi-Fi facilities are available for access to the internet.
- Institute has installed QR Code for access to wi-fi to Room No. 319, 318, 314, 313, 306, 304, 303 & 302
- Internet Provider: Railtel India Pvt Ltd and BSNL with band width as on date @ 100 Mbps

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: 8.3

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

Response: 46

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: 51.93

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)

2021-22	2020-21	2019-20	2018-19	2017-18
63.32	45.65	95.32	41.20	32.32

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: 70.23

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

2021-22	2020-21	2019-20	2018-19	2017-18
254	237	235	214	228

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

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

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

Response: A. All of the above

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: 48.11

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

2021-22	2020-21	2019-20	2018-19	2017-18
229	133	178	75	185

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

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

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

Response: A. All of the above

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

5.2 Student Progression

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

Response: 61.89

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

2021-22	2020-21	2019-20	2018-19	2017-18
82	68	61	49	42

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

2021-22	2020-21	2019-20	2018-19	2017-18
118	104	95	79	92

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: 42.47

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.)

2021-22	2020-21	2019-20	2018-19	2017-18
17	17	14	18	13

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:** 24**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**

2021-22	2020-21	2019-20	2018-19	2017-18
3	4	6	5	6

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:** 27.8**5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
15	2	45	34	43

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

5.4 Alumni Engagement**5.4.1 There is a registered Alumni Association that contributes significantly to the development of**

the institution through financial and/or other support services

Response:

The alumni association of Institute of Pharmaceutical Education and Research, Wardha came into existence in the year 2000 - 2001 and registered under societies registration act 1860 on 24th February 2008 Registration Number MAH/114/08 (Wardha) with the following objectives-

- To encourage, foster and promote close relationships among the alumni themselves.
- To provide a platform for the alumni to exchange ideas on academic, cultural and social issues.
- To assist the students of the institute in career planning, placement and industrial training.
- To act as a bridge between institute and industries for interaction on new developments in different disciplines of pharmacy profession.
- Extend financial help to economically backward / deserving students in the form of scholarship / prizes.
- Enrich library by donating books of different subjects.

Alumni of the institute can become the registered member of IPER alumni association by filling the registration form and paying the prescribed fees by cash / cheque / DD of Rs. 1000/-for lifetime membership and Rs. 500/- for the membership of 10 Years. The alumni association regularly expand and strengthen itself with new enrolments. Association meets and interacts annually. Generally, the institute organizes Alumni Meet every year on second day of Annual Social Gathering (FEST) where achievements are recognized and successful alumni are appreciated.

The institute invites Alumni every year as guest speaker to interact, share their knowledge, views and ideas with current students, and guide them in their career planning. Institute organizes Alumni lectures on various topics such as scope and requirements in various fields of industry, current technical advancements in the field, personality development etc. In these interactions, alumni members guide students for preparation of interviews, for development of entrepreneurs, soft-skill interventions, which help students during their campus placement. Alumni members share information related to vacancy positions on social media networking groups and provide the assistance in arranging interviews. The Institution has a social networking page where the Alumni can connect to share their ideas. Alumni directory containing contact details of alumni working in various industries is prepared and kept in library for reference purpose of the students. Due to such assistance, the overall institute student placement enhanced.

Alumni also contribute their resources by assisting for placement, industrial training, industrial visits and providing gift samples of active pharmaceutical ingredients (API), polymers etc. for research projects of students as well as faculty members. Institute has signed MOU with the industries run by its alumni that helps to provide industrial training to students. The feedbacks of alumni is also an important contribution for the institute to develop an organized system. Further, alumni donate books related to pharmaceutical sciences and other related subjects that helps to develop library and motivates the students for sharing and concerning to their juniors, which establish a defined culture in the institute.

- Alumni Benefits for Students:

- Career Advising
- Placement assistance
- Industry Institute Interaction
- Seminar for students
- Motivation to deserving students in the form of prizes

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:

Vision: Making every student a total quality person and pride of human race.

Mission: To become a centre of excellence where
Innovative techniques and training methodologies are
Instilled for excellence in education, training and
Research in order to build quality pharmacrat.

Institute of Pharmaceutical Education and Research, Wardha was established under the auspices of Vidarbha Youth Welfare Society, Amravati in 1991 to provide accessible and empowering education to rural population of Vidarbha.

In a lush green campus, the Institution promotes academic excellence and holistic growth. In tune with its mission, the institution is committed to provide quality education to transform the students into quality pharmacrats through competence building, training and research and moulding them in to good citizens, who can fit the job profile in national and global context.

For NEP implementation institute registered its students on ABC platform as per the directions of Government of Maharashtra through Circular No. MISC-2022/ C.R. -220 / UE-3 dated 30 November 2022.

The College Management has constituted the College Development Committee (CDC), which fulfils the needs of the College, set direction and provide vision.

The Management provides all the necessary support systems including infrastructure facilities, qualified teachers, learning and e-learning facilities to enable the stakeholders to achieve the mission and the vision. The IQAC prepares the SPP of the College.

The Principal is also the Chairperson of the IQAC, prepares the roadmap for the development of the institution through the SPP. The Principal with his team is free to prepare the plans, get them approved by CDC and deploy them in a transparent manner with systematic empowerment strategies.

Committee system is in place besides the e-governance initiatives. Grievance Redressal systems are in place to ensure stakeholder satisfaction.

The Management, College Development Committee, and IQAC collectively take necessary steps to accomplish the vision and mission of the Institution.

The Institution supports a trend of decentralized governance system with proper and well-defined inter-relationships. The SPP prepared by the IQAC in consultation with all the Departments, committees and Cells and the same are submitted to CDC.

The Principal being member secretary plays a pivotal role in bridging the gap between the Management representatives, IQAC and staff members and other stakeholders. Requirements like ICT enabled Class rooms, Tutorial rooms, Seminar halls, more sophistication in Laboratories, Library infrastructure, Pilot plant, functional furniture and fittings for e-learning, Safety and Security management, Water facility and health care, developing sports (indoor/outdoor) facilities, Canteen, Hostels facility for boys & girls are all taken care of.

The prime responsibility of IQAC is to initiate, plan and supervise various activities to increase the quality of the education imparted in the Institution. IQAC meets periodically to review the progress of the institution and its quality enhancement.

Institute invites Alumni and interacts with them on various issues. The Parent Teacher Meet is highly functional and views of parents are kept in mind while preparing the SPP.

Hence the Management, Principal, Teachers, non-teaching staff, students, parents and the Alumni participate in transparent, effective, efficient and accountable governance of the institution.

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

6.2 Strategy Development and Deployment

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

Response:

The institute has a well-structured administrative setup with highest decision-making Governing body. The Governing Body Chairman is also the President of the Vidarbha Youth Welfare Society, Amravati, Hon'ble Dr. Nitin Dhande. It also consists of eminent persons from the field of administration, academics and nominated members of the AICTE/RTMNU/DTE etc.

The College Development Committee's Chairman is also the President of VYWS, Amravati and is responsible for organized functioning of college. CDC also consists of eminent persons from the field of administration, academics, industry, senior faculty member of IPER and also IQAC coordinator. Principal

is the Member Secretary.

Various Committees in the College work independently to fulfill the SPP and report from time to time to the IQAC.

IQAC prepares SPP by involving all the stakeholder, at the beginning of Year. The Principal being the Chairman of IQAC, takes all the necessary steps to put in action the approved SPP.

Deployment of SPPs by the Departments, Committees/Cells, is monitored through the Action Taken Report and the Annual Report submitted at the end of the academic year. A careful analysis is made of all the reports to decide further course of action.

The institute has a well-structured administrative setup with College Development Committee as the highest decision-making body which is responsible for organized and controlled functions of the college.

The Principal has the executive powers to administer the academic, development, and other functions based on the guidelines prescribed. IQAC Co-ordinator prepares strategic perspective plan by consultation with other members of IQAC cell.

All proposals after approval by the College Development Committee, are deployed and periodically reviewed by the IQAC.

Various Committees/ cells

To provide policy framework and direction for the functioning of the institution, various committees/ cells play a vital role, which evaluate, monitor and recommend in respect of various matters related to institute, education, research, examination and evaluation for sustained effective education. These committees meet many times in an academic year depending on the issues.

Administrative Setup

For Smooth conduction of the administrative procedures IPER has Admission Committee, Exam Section & Accounts Section. Administrative office is headed by Office Superintendent who works under the Principal.

Service rules, Procedure, Recruitment and Promotional policies

Service rules are as per AICTE/PCI/State Government. Service books for the institution are in place and well documented. They are made known to all newly recruited staff members also.

Recruitment Policies

- Roster Approval by the Backward Class (BC) Cell of RTMNU, Nagpur and Assistant Commissioner (Backward Class Cell), Amravati Division, Amravati.
- Invitations of application (Paper advertisement).
- Preliminary assessment of the suitability of the candidates (review of resume received).
- Invitation to applicants for interview
- Assessment by University Selection Committee and also Management.

- Final decision on recruitment by Management.

Promotional Policies

Eligible candidates shall be considered for promotion on the recommendation of the selection committee and management. Number of posts at various levels in each discipline shall be as per AICTE/ PCI.

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:

Performance Appraisal System:

The Institution believes in investing and empowering human resource. Appraisal is an important and critical parameter to empower the staff. In this direction, the Institution has a well laid out Performance Appraisal System in place.

The Appraisal system is initiated with the self-appraisal. The self-appraisal is created with a view to evaluate a teacher with regard to various competencies like teaching, research, participation in Curricular and Co-Curricular and extra-curricular activities.

Similarly, self-appraisal for non-teaching staff, administrative staff and Library staff are taken periodically to improve the quality.

Self-appraisal, once taken, is analyzed and brought to the notice of the principal.

If required Principal advised to attend FDPs/ Refresher programs/ Induction programs outside or organized such programs at the college level to improve performance of faculty. Also, they are advised to interact with senior faculty.

Welfare measures:

Employees are considered the most integral and responsible part of the institution. Efforts are regularly taken to make the working environment conducive and have welfare measures for both professional and personal growth of the employed staff. Existing welfare measure for teaching and non-teaching staff are summarized below:

- Gratuity for the employees of the institution.
- Employee provident fund covering pension and family pension
- Health insurance.
- For the benefit of faculty members, management started Corpus Fund.
- Employee gets fees concession for their ward.
- Casual, Earned, Maternity, paternity leave is as per the directives laid by the state government.
- Duty leaves to promote professional growth and excellence. The institute encourages all the staff members to attend and participate in various scientific deliberations/conferences and training programs by providing sufficient duty leaves and financial assistance.
- Summer and Diwali Vacations
- Financial support for attending national conferences.
- Internet and free Wi-Fi facilities are also available in campus for staff.
- Faculty members are provided with individual cabin.
- Health check-up camps are organized for the employees.
- Skill development programs are organized for nonteaching staff to enhance their skills.
- A free parking facility for all is provided on the college premises.

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: 9.17

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	1	4	3	0

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: 21.14

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	13	06	16	01

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

2021-22	2020-21	2019-20	2018-19	2017-18
27	25	25	25	24

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:

Institute of Pharmaceutical Education and Research is a permanently unaided self-financed institute.

Mobilization of funds is mainly by:

1. Students fees, i.e. Tuition fees & Development fees as per the computation of fees every year by the "Shikshan Shulka Samiti"/ The Fees Regulating Authority (FRA) of Maharashtra Government, it regulates fee to be collected from the students for the institutions.

The tuition and development fees fixed for the institution depends on the infrastructure available, the

faculty strength, and sanctioned students' strength.

2. The tuition fees for Economically Weak Students and Students of backward and SC/ST are financed through scholarships from Maharashtra state government.

The eligible students apply for scholarship through DBT PORTAL and necessary assistance for applying the same is provided by the college.

3. Consultancy fee received, research project fund and interest earned on fixed deposits.

Optimum utilization of funds is ensured through:

1. Funds received in the form of fees are spent on the salaries of staff.

2. Adequate allocation of funds for effective teaching-learning like purchase of LMS, Interactive board, ICT enabled classrooms, InterNet-connectivity, Experimental Pharmacology (ExPharma) software, Language Lab software and also deputing faculty to/ and organizing workshops, training programs, refreshers courses, etc.

3. Allocation of funds to meet day-to-day operational, administrative expenses & maintenance of fixed assets.

4. Adequate financial resources allocation for enhancement of library facilities.

5. Laboratory expenses.

6. Adequate assistance for future development & maintenance of infrastructure.

7. Everyone is instructed to use judiciously all resources like chemicals, glassware, power, water, gas, etc.

The policy of resource mobilization & optimal utilization of resources is for holistic education to the students.

External Audit:

The college carries out only External financial Audit annually. Total five audited statements of financial audit for years from 2017-18 to 2021-22 are attached along.

The college hired registered Chartered Accounting firm M/S. CAP & CO. with Registered no. FRN 144475 W, that audits the statements of accounts. The account section of the college forwards books of accounts and entries in systematic manner to the CA.

This statutory auditor audits the annual account and examines all the relevant documents, on such verification any discrepancies found are discussed and sorted out.

Once all financial transactions are accounted, Income and Expenditure Statement is prepared for the financial year end. Such financial statements are signed and approved by Auditor and Management.

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

6.5 Internal Quality Assurance System

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

Response:

The IQAC was constituted on 01/07/2012 and since then it has put systematic efforts to improve the teaching-learning process through various initiatives. Out of all those initiatives, some of the IQAC formulated strategies and processes for achieving quality objectives are described below:

Enriching teaching-learning with the latest LMS:

During the past THREE years, IQAC has worked systematically to train faculty with the latest VIRTUAL tools and techniques that enriched the teaching-learning experience for both teachers and students. The faculty were taught about the various virtual ICT based participative learning techniques. They were trained on and encouraged to use Virtual classrooms, share e-content.

Before, almost all the faculty were using an LCD projector and PowerPoint presentations, but very few were using Virtual platforms and ICT-based tools.

But now, there is a significant increment in the use of Virtual platforms in teaching-learning. Every faculty uses CiscowebX®-Moodle and VMedulife® for sharing the learning material, conducting the continuous evaluation, etc.

It was due to the IQAC that the institute procured a learning management software that has several modules related to teaching-learning. In its “Academic Planning”, module, the teacher prepares session plans for curriculum delivery and conducts classes accordingly. In its “Result Analysis” module, the teacher prepares the Question Paper mapping with all levels of Bloom’s. For CIE teacher uses “On-Line Examination” Module. Result Analysis is also helpful in achieving the objective of outcome-based education. Due to this software, everyone is always aware of the course outcomes and their attainment as every assignment given and every question asked can be linked to a CO and attainment can be calculated

for the same. Both the continuous internal evaluation and internal examination process have become very transparent due to this.

Add on certificate courses:

As an affiliated to Rashtrasant Tukadoji Maharaj Nagpur University, which implements the curriculum prescribed by the apex regulatory body, Pharmacy Council of India. Not all the requirements of the profession can be filled by the prescribed curriculum or activities/ guest

lectures etc. So, the IQAC suggested institution to start Add on certificate courses and later also recommended budget allocation for the same. The need for these certificate courses was also felt by IQAC to increase employability and to give an edge to our students. As a result, 24 in-house add-on are smoothly running for the students benefit. One certification course affiliated to RTMNU is started in the current academic year.

Analytical techniques, manufacturing techniques, animal handling and experimentation are the backbone of any pharmaceutical research or manufacturing. In the curriculum, students are taught about the theoretical aspects, however, they are not taught all those techniques in the practical courses. It was realized that if a course on “Hands-on training” is designed, it will prepare them for their career as well as for higher education. So, the course was started, and nurtured by IQAC and it got a good response.

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: A. Any 4 or more 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:

The institute carried out gender audit for year 2017-2022. The main objective of gender audit is to promote equality of opportunity and treatment for all men and women working and studying at the college and to ensure equality of access to all services provided by the college. For performing the gender audit, institute makes the gender policy.

- The gender policy is conceived as a strategy and pursued as a systematic and planned process.
- Planning, data collection, draft report and final report preparation are the key steps of gender audit.
- Institute carried out gender audit of students at entry level of course.
- Gender Sensitization Committee reviewed and analyzed the operating environment of IPER. From the analysis, the committee understood that the college operating in an environment where everyone has access to a full range of opportunities.
- Gender audit covers, analysis of gender wise details of, total students in the college, teaching staff in the college, non-teaching staff in the college, NSS unit of the college, and gender wise details of total students appeared in final year exam for last five years (2017-2022).
- Conclusion of gender audit is gender equality and gender sensitivity is encouraged by staff of the college and they do have gender sensitive behavior.
- Year wise enrolment of girls is increasing and there are no gender issues or complaints

Measures taken by institute to promote gender equity:

- IPER is a coeducation institute, providing equal opportunities to both male and female students. Students irrespective of their gender participate in every college event like cultural, sports and cocurricular.
- Institute has provided round the clock highly committed security guards. Further, 24 x 7 CCTV monitoring ensures safe and secured environment for both the sexes.
- Wearing Identity cards is mandatory for all. Without a valid ID card, no one is allowed to enter the campus.
- Institute has a highly functional Anti-Ragging Cell and students are made to fill online UGC Anti-ragging affidavit. Anti-ragging flex are displayed on every floor, through which every stakeholder is made abreast of the ragging as a menace and the punishable offense.
- The Gender Sensitization Cell creates an environment that has zero-tolerance for sexual harassment/ organized various programs to create gender sensitivity and gender equity, expert talks, and various activities.
- The Napkin vending machine and incinerator are installed in the girls hostel and in the college common rooms for ensuring better health and hygiene; besides, environmental concerns are being taken care of.

- Institute has Mentor Mentee Interface to take care of the personal, psychological and academic needs of the students. In this regard, college has appointed one mentor per 20 students.
- Separate boy's and girl's common rooms and hostels are provided with adequate essential facilities.

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:

- Institute strives hard to provide a peaceful, healthy, comfortable, and inclusive campus for all the students by conducting several activities during Ganesh Festival Celebrations:- Every day “ARTI” is performed by students and staff this inculcate cultural harmony and tolerance among students and staff. Activities like bhajan are organized during last day of GFC where staff and students of different religion come together which promotes regional harmony among all. Events like rangoli competition, Mehendi competition during GFC help in development of cultural and regional harmony among the students. At the time of Ganesh Visarjan, students of different culture and background come together, enjoy the event by singing and dancing to drum beats. This inculcates cultural harmony and tolerance among the students.
- Institute celebrates “National Pharmacy Week” as per the schedule of IPA by organizing Rallies, Poster Competition, and Swachata Abhiyan, etc. to make students aware of their professional responsibilities, ethics and this inculcate in them social commitment.
- NSS arranged a voter registration camp to make students aware of the fundamentals of democracy, which helps them to understand their rights and responsibilities as a citizen of India.
- Every year, on 1st January, the Institute organizes a Blood Donation Camp for the faculty members and students to instill a sense of responsibility towards the society.
- From last two years, an induction program on human values and ethics is conducted at the entry-level. Students are made to visit old age home/ orphanage and this helps in making students aware of importance of respecting, caring and maintaining a harmonious existence with self as well as with the society.
- Every year debate competition is organized in the institute. Students from diverse language background participates in the event. They debate enthusiastically in Hindi, English and Marathi language, this helps in development of linguistic potential among the students.
- Annual Social Gathering “FEST” is celebrated every year in the institute. Events like fashion show,

dramas, dance and orchestras help students to learn about the cultural diversity of our great nation. Such activities help students to develop harmony towards cultural, regional, and linguistic diversities. Students from diverse communities, religions, cultures, places, and languages are equally and happily involved and enjoy the event. This help in development of coexistence of culture and linguistic harmony among students.

- Every year IPER celebrate hanuman Jayanti. Staff and students of different faith visit the IPER Hanuman Mandir, which helps to build regional harmony among the students and staff.
- On 26th November, Constitution Day is celebrated in the Institute to make students aware of the Indian constitution and to promote constitutional values among students.
- To teach a sense of patriotism and responsibility toward nation-building amongst students and staff, the Institute celebrates Independence Day, Republic Day, and Maharashtra Day every year. These events begin with the hoisting of the national flag, followed by Pledge and National Anthem.
- Institutes celebrates Ambedkar Jayanti on 14th April, to remember the socioeconomic reformer who uplifted the citizens of India.

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 1:

Title of the practice: Green campus:

Objectives:

1. Eco-campus by planting more trees,
2. Promoting energy conservation and generation
3. Emphasizing on efficient use of available water and proper waste management.
4. Accept clean, green concept of living.

The Context:

There is a great need for conservation. because we are consuming natural recourses at a much quicker pace than they can be replenished. So, it is necessary to make efficient use of available resources and provide clean, healthy and conducive environment for effective learning.

The main objective is to educate and make students aware on the issues such as renewable energy sources,

waste management and recycling.

The Practice:

IAPER foster a culture of self-sustainability by taking measures for energy saving, carbon emission reduction, water sustainability, waste management, tree plantation, rain water harvesting etc. Tree plantation drive has been organized every year. Poster Competition, Swachata Abhiyan etc. are some of the initiatives for encouraging sustainable behavior via education campaigns.

More than 80 % students and 20% staff commute by their own 2-wheeler on sharing basis. More than 25% students reside in hostel within the college campus and some commute by walking. This highlights sustainable behavior of IAPER'ites. Students participate in activities conducted by college on environment and sustainable development.

The major source of energy is electricity followed by a diesel generator as a backup in case of electricity failure. Students and staff are aware of these sources of energy and has reduced energy wastage. The college timings are from 9.30 AM to 5.30 PM. Thus, requirement of daytime electricity is limited. Energy efficient LEDs lighting system and the sensor-based lighting control the night illumination.

The source of water is well and bore well utilized for drinking after purification. The waste is given to the Gram Panchayat for disposal. The urinals are flushed periodically and manually. The rain harvesting unit is installed. The sprinklers are used for gardening. The college has also laid the cement blocks, enabling rain water to flow and get harvested. Paper is not wasted as there is a culture of the two-sided printing. The class room and labs are well ventilated and spacious circulating fresh air.

Institutes is plastic free. The internal correspondence is by emails, SMS etc. E-waste is stored in the scrap bin for disposal. MOU of E-waste handling is executed. The plant waste is composted in house. The liquid laboratories and other sources waste are disposed through sewer line. The chemical waste is neutralized in the labs and dumped into the soak pit. Paper waste is stored for further disposal to the agency. The college has herbal garden and every year plantation programme is conducted in and out of the campus.

Evidence of success:

- 1.Green cover is substantially increased and negative environmental footprints are significantly decreased as per the Green Audit Report
- 2.The use of efficient LED based lighting is increased in the premises
- 3.Clean water is available to staff, students and guests.
- 4.The campus is plastic free
- 5.E-waste, plant waste, sewage waste, chemical waste, paper waste and biomedical waste are disposed according to the set procedures.

Problems encountered and resources required:

- 1.Need to equip students and staff washrooms with the proximity sensors to control the lighting arrangements.
- 2.The 2-star AC need to be replaced by at least 3-star AC for reduction in energy consumption.
- 3.Need to install rain water harvesting system on the auditorium as well as hostel.
- 4.Need to replace existing taps with automatic faucets and dedicated flush at urinals.

Best Practice 2:

Title of the practice: E-Governance:

Objectives:

- 1.To make administration paper free, transparent and faster so that the process becomes more efficient and cost effective.
- 2.To promote the use of ICT for excellence in education and examination
- 3.To promote academic reforms in institutions of higher learning.

The Context:

The main objective for the implementation of e-governance is to increase the transparency and accuracy in administration, decentralization of the work. The technology can provide an opportunity to transform the professional relationship into digital relationship among various stakeholders thus contributing to the achievement of good governance goals on a single click by reducing the time and cost.

The Practice:

The Institution has introduced many of the e-Governance modules in the administration, admissions, examinations, library management, teaching-learning process, grievance redressal, finance and accounts, biometric etc. The administration and Library uses CAMPUSNET ERP legal software. Institute has the facility of internet banking. The stakeholders can also use google pay. Institute is using e mail/WhatsApp facility for communication, so the transfer of information is rapid.

Institute website mirrors forthcoming events. It further informs about college, staff, courses and fees. Alumni portal provides information about passed out students. Notices are circulated among the students through WhatsApp groups. Online feedback mechanism is through Google Forms.

Institute has implemented the biometric attendance for all staff members since last decade. The college is under 24 x 7 CCTV surveillance. Barcode payment facility is available in the canteen. Online Admission of the students are carried out by the state CET cell. During Corona period the internal and external examinations were handled through google form, Vmedulife software and Moodle. The institute has online grievance redressal mechanism.

Evidence of success:

1. Timely communication to the Parents regarding results, attendance and overall performance of their wards.
2. Grievances are resolved online.
3. Online Feedback collection and analysis becomes easy
4. Management and preservation of data becomes easy.
5. Robust and transparent system which helps in quality improvement.

Problems encountered and resources required:

1. Slow internet connection and the cost of infrastructure required particularly in rural area, results in problem in using e-governance
2. One to one interaction is not possible.
3. Personal data, e-governance websites are still liable to attack from cyber hackers.
4. Advanced servers and security system are needed to cope up with vast amount of information
5. Language barrier is a problem as most of the websites used only English languages limiting the usefulness.

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

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

Response:

Title: Stimulate the holistic development of students to make them a cognizant and impeccable citizen.

The Institution believes that, Excellence in Pharmaceutical education cannot be achieved with mere academic accomplishments. Excellence in a student constitutes knowledge, skills, holistic development and accruing the skills of a good Human Being to become a better citizen. The Internal Quality Assurance Cell of the institution, not only promotes academic excellence, but also ensures excellence of students in cultural and extra-curricular activities and sports.

The institute believes in the thoughts of Aristotle that ‘**educating the mind without educating the heart is no education at all**’, and intent to impart inclusive education to its students.

The prime motto of the Institution is, “Making every student a total quality person and pride of human race”, in line with this motto, the institute is striving and promoting its students not only in academics, but also insists participating in various sports, cultural as well as extra-curricular activities so as to enable them to acquire multi skills to elevate their growth. The Institution is highly committed to provide all the necessary support to enable the students to participate in a variety of activities to help them achieve excellence.

The institution constantly strives to include diverse events so that students from all disciplines can participate and make it a grand success. Vidarbha level inter-collegiate debate competition is one such competition, where students from all disciplines can showcase their debating skills.

The most vibrant platform of IPER is its Annual Day, celebrated with myriad events and programs. Aptly

titled - FEST, the Annual Day involves various activities ranging traditional to modern, from Rangoli Competition, flower exhibition, to dance competition, fashion show, orchestra and Techno art exhibition.

In view of the concept “**SPORTS FOR ALL**” the institute organizes sports activities throughout the academic session like during Ganesh Festival (GFC) and Annual Gathering (FEST) various sports are activities organized like cricket, volleyball, chess, carrom, badminton, tug of war, throw ball, etc. Further, students are also motivated to participate at the State, National and International level sports competition like Swimming, Rope Malakhamb and Yogasan. Students of our institute contested in the University level swimming, Malakhamb and Yogasan organized by the Department of Sports and Physical Education, Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur and All India Inter University level organized at Panjab University, Panjab; Rajiv Gandhi University, Nuzvid; Guru Nanak Dev University, Amritsar; Kurukshetra University, Kurukshetra etc.

The institute is proud of its student Ms. Sonali Ashok Bandgar who was selected in the Indian team on basis of All India Pole Sports Championship 2019 at Nagpur on 18 May 2019 for Open International Pole Sports Championship 2019 at Seoul, South Korea from 26-29th July 2019. Our Students Ms. Sonali Ashok Bandgar secured 2 nd rank in Korea Pole Sports Championship 2019, she received award issued by Korea Pole Sports Association to the Athlete for the excellent performance of the Korea Pole Sports Championship 2019.

We guess that the college life is not all about academics, sports and fun but also about inculcating amongst students cognizance to environmental and social issues. In its initiatives to save environment, NSS unit of the Institute under its ‘Swachata Abhiyan’ program organized ‘Bann Plastics’ rally in the nearby village ‘Borgaon Meghe’. Students in large number participated with the slogans and placards to sensitize the villagers about the adverse effect of plastics on environment. To keep students motivated, prize was bestowed to the best slogan. Analogous to the ‘Bann Plastic’ movement, the NSS Unit of the institute strives to sensitize students about global warming. To promote the importance of green environment amongst the students, the institute has organized “Tree Plantation” programme “Mazi Vasundhara Abhiyan” of government of Maharashtra on 2nd September, 2021 and also organized “Swachata Janjaganan Rally”.

To promote the sense of responsibility towards the pressing issues in the society a one week programme on Universal Human Values was organized for all students and induction programme was conducted for the fresh students. Experts were called to guide them on human values. Faculty members have also completed short-term course on Universal Human Values and they regularly organize interactive sessions on human values.

Our institute was not behind even during the CoVid 19 pandemic that ravaged the world and the condition of Wardha was no different. In addition to the deadly effect on health CoVid caused damaging effect to the psychological and social wellbeing of the society. The National Service Scheme (NSS) unit of Institute played huge roles in providing awareness, psychosocial support, and advocating for social inclusion for the most vulnerable population. Through our social media platforms, NSS SVC started multiple campaigns to educate people about the ways to stall the spread of the virus. In the face of economic and resources deprivation, job losses, and lack of access to healthcare, students distributed food, sanitizer, masks and clothes to the needy. They also played proactive role to arrange medicines and healthcare support. One of our students Mr. Sumit Kolte received the certificate of appreciation by the hands of Union Minister Honorable Nitinji Gadkari for his tangible contributions during the pandemic. About 225 students of B. Pharm and M. Pharm participated in Awareness Programme on Covid 19 conducted by the institute. Our

Institute did not stop here, the NSS unit move one step ahead to organize a camp for free Covid-19 RTPCR and Rapid antigen test on 1st April 2021. For the camp a team of Community Health officer, Borgaon(Meghe), Wardha visited to institute. The villagers from Borgaon(Meghe), Inzapur, Sawangi(Meghe), Nalwadi and Warud adopted under Unnat Bharat Abhiyan (UBA) by the institute visited in large number to be tested.

Consequently the above said activities are the testimony for the institute's belief that '**education is a social process. It is not for life, it's a life in itself**' .

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

5. CONCLUSION

Additional Information :

- The crest of the Custodian Society, Vidarbha Youth Welfare Society, Amravati and the institute has the words *'Youth Welfare, Equity, Patriotism and Social Service'* and *'TAMSO MA JYOTIRGAMAYA'* which means 'from darkness to light'.
- The Vision and Mission direct us to stimulate the holistic development of students to make them cognizant and impeccable citizens. For holistic development, Universal Human Values is promoted among students and faculty members. Three faculty members have completed AICTE sponsored FDP on UHV. During induction week lectures are arranged on UHV for freshly admitted students.
- Students from multicultural, financially diversified background are admitted at IPER. Efforts are taken to create safe and supportive environment by Mentoring system. This allows students to gain skills important for career progression.
- The institute is committed towards enlightening students' mind with knowledge through quality education. Keeping this in mind, the college vision and mission aim at the development of the Brand IPER through quality education, nurture in them the spirit of inquiry and innovation, cultivate a scientific temperament, and inculcate a passion for academic excellence. The college aspires to create lifelong learners, model citizens, pharmacy professionals with managerial skills, personal and interpersonal skills like communication & networking, team initiative, self-motivation, self-discipline, creativity, leadership, stress management, problem solving ability etc.
- All activities are in tandem with short-and long-term goals at IPER and are targeted towards achieving Vision and Mission of the institution.

Concluding Remarks :

- Institute of Pharmaceutical Education and Research (IPER), Wardha was established in the year 1991 and offers B.Pharm., M.Pharm (Pharmaceutics), M.Pharm (Pharmaceutical Quality Assurance), M.Pharm (Pharmacology) and Ph.D. in Pharmaceutical Sciences. Institute is recognized under sections 2f and 12B of UGC and is permanently affiliated to Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur. All the courses are recognized by the Pharmacy Council of India (PCI), approved by AICTE, DTE and Government of Maharashtra.
- The institute has been accredited by the NBA twice for 3 years each and once by NAAC with Grade A. The institute has been rewarded with Gold grades in AICTE CII survey.
- The institute adopts PDCA model in its academic planning and execution. It follows RTMNU's Academic calendar and University approved PCI Syllabus. The institute through several feedback mechanisms takes into account the interests of all its stakeholders. Student support include facilitating government scholarships, free-ships, and AICTE GPAT stipend.
- The institute has spacious, airy and ICT enabled classrooms, and smart class room. The institute has participatory and decentralized governance, with active IQAC, and committee system indicating quality and transparency in its working. The strategic plan and its effective deployment, various welfare measures for the benefit of staff indicates positive and progressive development. Gender sensitization and empowerment, environment and sustainability, natural resources conservation and management, waste disposal practices adopted, Divyangjan inclusive practices, indicates commitment and inclusiveness of HEIs.
- The two Best Practices of HEI are:

- Green campus
- E-Governance
- At this juncture, we are happy to present ourselves for evaluation and accreditation, by NAAC for the second time. Accordingly, we are submitting SSR for evaluation.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
3.1.1	<p>Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)</p> <p>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)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>19</td> <td>0</td> <td>17</td> <td>1</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>19.00</td> <td>0</td> <td>17.00</td> <td>1.00</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV has converted the value into lakhs.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	19	0	17	1	0	2021-22	2020-21	2019-20	2018-19	2017-18	19.00	0	17.00	1.00	0
2021-22	2020-21	2019-20	2018-19	2017-18																	
19	0	17	1	0																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
19.00	0	17.00	1.00	0																	
4.1.2	<p>Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years</p> <p>4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>19</td> <td>10</td> <td>20</td> <td>7</td> <td>13</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>19.00</td> <td>10.00</td> <td>20.00</td> <td>7.00</td> <td>13.00</td> </tr> </tbody> </table> <p>Remark : DVV has converted the value into lakhs.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	19	10	20	7	13	2021-22	2020-21	2019-20	2018-19	2017-18	19.00	10.00	20.00	7.00	13.00
2021-22	2020-21	2019-20	2018-19	2017-18																	
19	10	20	7	13																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
19.00	10.00	20.00	7.00	13.00																	
4.4.1	<p>Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)</p> <p>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)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18															
2021-22	2020-21	2019-20	2018-19	2017-18																	

88	79	105	75	61
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Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
63.32	45.65	95.32	41.20	32.32

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

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:

2021-22	2020-21	2019-20	2018-19	2017-18
40	28	11	26	01

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
16	13	06	16	01

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
27	25	25	25	24

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
27	25	25	25	24

Remark : DVV has excluded those FDP's are less than 5 days.

2.Extended Profile Deviations

Extended Profile Deviations

No Deviations