SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SHREEYASH INSTITUTE OF PHARMACEUTICAL EDUCATION AND RESEARCH

SHREEYASH PRATISHTHAN, GUT NO. 258 (P), SATARA PARISAR, NEAR SRPF CAMP. BEED BYPASS ROAD CHH. SAMBHAJI NAGAR (AURANGABAD) MS 431010

https://www.syppharmacy.org.

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Shreeyash Institute of Pharmaceutical Education & Research (SYIPER), a premier institution managed by Shreeyash Pratishthan's, is an educational trust led by Chairman Er. Basavraj Mangrule. A renowned politician and philanthropist, himself as an engineer drives his commitment to advancing technical education. Recognizing the critical need for skilled professionals, he founded Shreeyash College of Engineering and Technology in 2008. This institution marked the beginning of a series of educational ventures under Shreeyash Pratishthan, including Shreeyash Polytechnic and Shreeyash College of Management & Research, all established in the same year. His vision further expanded with the introduction of SYIPER in 2017, offering both degree and diploma in pharmacy programs with an intake of 100 and 60 students respectively. Over the years, Chairman contributions to education have earned him several awards, reflecting his dedication to nurturing young minds and fostering academic excellence.

Nestled in the city of historical origin Aurangabad, a divisional centre of Marathwada region, now known as Chhatrapati Sambhajinagar. Institute boasts a serene campus surrounded by scenic hills. The institution's tranquil environment is conducive to learning, making it an ideal place for academic pursuits. The campus is home to a vibrant community of nearly 300 faculty and non-teaching staff who are committed to educating over 3000 students. These students are enrolled in approximately 20 diverse programs spanning pharmacy, engineering, management, polytechnic, and Ayurveda. SYIPER's commitment to quality education is evident in its well-structured courses and dedicated faculty, ensuring that students receive comprehensive training and are well-prepared for their professional careers.

Shreeyash Pratishthan, established in 2008, administers a range of educational institutions with a shared vision of excellence. These include:

- Shreeyash College of Engineering and Technology (2008)

- Shreeyash Polytechnic (2008)

- Shreeyash College of Management & Research (2008)

- Shreeyash Institute of Pharmacy: Diploma (2016)

- Shreeyash Institute of Pharmaceutical Education and Research (2017)

- Shreeyash Ayurveda College (Proposed 2024-25)

These institutions are dedicated to providing top-notch education and fostering an environment that encourages innovation and academic growth. Through these efforts, Shreeyash Pratishthan aims to significantly contribute to the development of technical and professional education in India, shaping the future of countless young students and professionals.

Vision

The vision statement,

"In pursuit of creating a competitive environment to produce ever-evolving pharmacists,"

encapsulates the mission of Shreeyash Institute of Pharmaceutical Education & Research (SYIPER). This vision is realized through several key elements:

Competitive Environment: Creating a competitive environment involves fostering a culture of excellence and high standards. SYIPER achieves this by Rigorous Academic Programs, Offering a challenging curriculum that incorporates the latest advancements in pharmaceutical education and research. State-of-the-Art Facilities, Providing modern laboratories, research centers, and learning resources to ensure students engage with the latest technology. Extracurricular Activities, Promoting participation in seminars, workshops, competitions, and industry collaborations to develop well-rounded professionals. Quality Faculty, Employing experienced educators who bring both academic rigor and industry experience to the classroom.

Producing Ever-Evolving Pharmacists:

The aim of producing ever-evolving pharmacists is to prepare students for both current and future industry demands. SYIPER focuses on, Lifelong Learning and Innovative Thinking, Instilling a mindset of continuous education and professional development and encouraging creativity and innovation in problem-solving, research, and application of pharmaceutical sciences. Training students to be flexible and responsive to the dynamic nature of the healthcare and pharmaceutical industries. Institute emphasizes ethics and integrity in all professional activities.

Implementation Strategies

To realize this vision, SYIPER employs several strategic initiatives which includes Industry Partnerships, Collaborating with pharmaceutical companies, healthcare institutions, and research organizations for real-world experience and exposure. Offering extensive research opportunities for students and faculty to explore new frontiers in pharmaceutical sciences. Providing robust career services, including internships, placement assistance, and career counseling. Institute engage students with the community through outreach programs, health camps, and awareness campaigns.

The ultimate goal of SYIPER's vision is to cultivate leaders in the pharmaceutical field who can drive innovation and improve healthcare outcomes. Students should contribute to the advancement of pharmaceutical sciences through research and excellence in education. Student graduating from the institute should enhance public health through effective, safe, and innovative pharmaceutical practices. By adhering to this vision, SYIPER aims to be a beacon of excellence in pharmaceutical education, producing graduates who are proficient in their field and visionary in their approach to healthcare and pharmaceuticals.

Mission

Institute encompasses following mission elements

1. To Achieve the Highest Standards of Infrastructure in the Practice of Pharmacy: SYIPER is committed to maintaining and enhancing its infrastructure to provide a conducive environment for learning and research. This includes state-of-the-art laboratories, well-equipped classrooms, advanced research facilities, and modern

technology to support both teaching and practical training.

2. To Nurture Students Through Innovative Outcome-Based Learning: The institute aims to foster a dynamic learning environment by implementing innovative, outcome-based education. This approach ensures that students not only gain theoretical knowledge but also develop practical skills and critical thinking abilities, making them well-prepared for the challenges of the pharmaceutical industry.

3. To Strive for Excellence in Research and Collaboration: SYIPER is dedicated to advancing pharmaceutical sciences through high-quality research. The institute encourages faculty and students to engage in cutting-edge research projects and fosters collaborations with national and international research institutions, pharmaceutical companies, and healthcare organizations. This focus on research aims to contribute to the development of new therapies and innovations in pharmacy.

4. To Pay Back to Society through Meaningful Services: The institute is committed to serving society by undertaking initiatives that address public health needs and enhance community well-being. This includes organizing health camps, awareness programs, and outreach activities that leverage the expertise of faculty and students to provide valuable services to the community.

5. To Provide Lifelong Learning Opportunities in Pharmaceutical Science: Recognizing the importance of continuous education, SYIPER offers lifelong learning opportunities for professionals in the field of pharmaceutical sciences. This includes workshops, seminars, certification courses, and advanced studies designed to help pharmacists stay updated with the latest developments in the industry and continue their professional growth.

Through these mission statements, SYIPER strives to create a holistic educational experience that prepares students to excel in their careers and contribute meaningfully to society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Strong Academic System:

Shreeyash Institute of Pharmaceutical Education and Research (SYIPER) has established a robust academic framework that is demonstrated by the consistent high performance of its students at both undergraduate and postgraduate levels. This achievement is largely attributed to the institute's dedicated and experienced faculty, who are committed to delivering high-quality education. Furthermore, SYIPER provides comprehensive academic facilities, including well-equipped laboratories, modern classrooms, and an extensive library, ensuring that students have all the resources they need for their studies.

Nature-Integrated Learning Environment:

The institute is situated on a sprawling 53-acre green campus, which offers a unique learning environment where education is intertwined with nature. This serene and eco-friendly setting not only enhances the educational experience but also promotes the well-being of students. The campus is equipped with water reservoirs and effective water harvesting mechanisms, ensuring sustainable water management. Additionally, the institute boasts state-of-the-art infrastructure, advanced instruments, and extensive research facilities that

support both academic and extracurricular activities.

Industry-Institute Linkage:

SYIPER has forged strong connections with the pharmaceutical industry through Memorandums of Understanding (MoUs) with reputed pharmaceutical companies and other organizations. These partnerships facilitate industry-institute collaborations, providing students with valuable opportunities for internships, training, and hands-on experience in real-world settings. These linkages also enable joint research initiatives and ensure that the curriculum is aligned with industry needs, enhancing the employability of graduates.

Excellent Placement and Higher Education Opportunities:

The institute has a commendable track record in student placements, with graduates securing positions in well-known pharmaceutical companies. SYIPER also supports students in their pursuit of higher education, with many alumni successfully completing master's and Ph.D. programs in pharmacy or management both in India and abroad. The institute's placement cell actively assists students in their career development through workshops, seminars, and placement drives.

Supportive Management and Leadership:

SYIPER benefits from a supportive and proactive management team that is committed to the institute's mission of providing quality education. The dynamic leadership at the helm fosters an environment conducive to academic excellence and professional growth. This leadership is focused on continuous improvement, encouraging innovation, and ensuring that the institute remains at the forefront of pharmaceutical education.

Institutional Weakness

Limited Curriculum Autonomy:

The institute follows a curriculum mandated by the Pharmacy Council of India (PCI), limiting its ability to independently design or modify the academic syllabus. While this ensures standardization across pharmacy education in India, it restricts the institute's ability to tailor the curriculum to the specific needs and interests of its students or to rapidly incorporate the latest advancements and innovations in the pharmaceutical field.

Straggle Research and Development (R&D):

As a relatively new institution, SYIPER is still in the process of developing its research and innovation infrastructure. Although efforts are underway to create a research-driven environment, the institute currently lacks significant achievements and recognition in the field of R&D compared to more established institutions. This emerging status poses challenges in attracting high-caliber researchers cum faculties, securing substantial research funding, and fostering innovation in pharmacy

Restricted Admission Policies:

The central admission process regulated by the Common Entrance Test (CET) cell of Maharashtra state imposes limitations on the institute's ability to admit students from outside Maharashtra (OMS) candidates. This restriction reduces the diversity of the student body and limits the institute's exposure to a broader range of

perspectives and talents. The institutes located in remote area and being a new institution also contributes for restricted admission diversity.

By addressing these weaknesses, SYIPER can enhance its academic offerings, strengthen its research capabilities, and foster a more diverse and inclusive educational environment.

Institutional Opportunity

Interdisciplinary Research:

The presence of other colleges within the Shreeyash Technical Campus, including engineering, management, and Ayurveda, presents a significant opportunity for interdisciplinary research. This collaboration can lead to innovative solutions and improve the quality of research work, ultimately contributing to commercial advancements. For instance, combining pharmaceutical studies with engineering can enhance drug delivery systems, while collaboration with Ayurveda can lead to the development of novel natural therapies.

Proximity to Pharmaceutical Industry: The institute's proximity to pharmaceutical companies offers ample opportunities for collaborative research projects. Engaging with these industries can lead to faculty exchange programs, consultancy services, and real-world applications of research. This partnership can also facilitate internships and practical training for students, aligning academic learning with industry needs.

Funding Opportunities:

As SYIPER continues to focus on research and innovation, there is a significant opportunity to secure research grants from various funding agencies. These grants can support cutting-edge research projects, purchase advanced equipment, and facilitate collaborations with renowned research institutions. The availability of funding can also attract top-tier researchers and enhance the institute's reputation in the scientific community.

NEP 2020 Initiatives:

The National Education Policy (NEP) 2020 emphasizes the introduction of multidisciplinary education and skill development. SYIPER can leverage this opportunity by introducing new add-on certificate programs. These programs can be designed to provide specialized knowledge and skills that are in high demand, thereby enhancing the employability of graduates and meeting industry requirements.

Entrepreneurship Development:

Establishing incubation centers can foster entrepreneurship among students and faculty. These centers can provide the necessary resources, mentorship, and support to develop and launch start-ups. By nurturing entrepreneurial ventures, SYIPER can contribute to economic development and innovation in the pharmaceutical sector.

By capitalizing on these opportunities, SYIPER can enhance its research capabilities, foster innovation, and contribute significantly to the pharmaceutical industry and society at large.

Institutional Challenge

High Recurring Expenses:

Maintaining advanced equipment, instruments, and laboratory consumables incurs significant recurring costs. These expenses, including maintenance and overheads, make it challenging for the institution to balance financial viability while ensuring a growing and sustainable ecosystem. This often requires meticulous financial planning and the allocation of funds to prioritize essential needs without compromising on quality.

Keeping space with global pharmaceutical human resource requirement:

This challenge necessitates efforts to develop the unique competencies and expertis in students to make them more employable.

Keeping Up with Technological Advancements:

The rapid pace of technological advancement in the pharmaceutical field presents a significant challenge. Staying updated with the latest technologies and integrating them into the curriculum and research activities is crucial. This requires continuous investment in new technologies, training for faculty and students, and potentially reworking existing infrastructures to accommodate new advancements.

Strategies to Address Challenges:

Implementing a strategic budgeting process can help prioritize essential expenses and allocate resources efficiently. Exploring alternative funding sources such as grants, industry partnerships, and alumni donations can also provide additional financial support.

Adopting cost-saving measures, such as energy-efficient equipment and bulk purchasing of consumables, can help reduce overhead costs.

Engaging with employers to educate them about the specific skills and expertise. This can include organizing industry seminars, internships, and collaboration projects that showcase the practical skills of M. Pharm students.

Continuously updating the curriculum to include industry-relevant skills and practical experiences can enhance the employability of graduates. This can be achieved through feedback from industry partners and alumni.

By addressing these challenges with strategic initiatives, SYIPER can enhance its operational efficiency, improve the demand for its programs.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

At Shreeyash Institute of Pharmaceutical Education & Research (SYIPER), the mission of delivering quality education is effectively realized through meticulous curriculum planning and delivery. The institute employs a robust system encompassing various elements to ensure the highest standards in education.

SYIPER ensures the effective delivery of its curriculum through a well-structured approach, comprising, 'Program Committee' a dedicated committee oversees the curriculum to ensure it meets educational standards and industry requirements. Detailed scheduling helps in the systematic execution of academic activities as per Academic calendar received from Dr. Babasaheb Ambedkar Technological University Lonere Raigad.

Accordingly subject allotment and workload is distribution takes place. Each course has a session plan to guide faculty and students through the syllabus.

The institute has been adhering to ISO 9001-2015 internal quality standards for the past six years, ensuring consistent quality in educational delivery. The effectiveness of the curriculum is measured through feedback mechanisms involving students, Heads of Departments, and the Principal. SYIPER ensures 100% implementation of the syllabus across all courses. Faculty members meticulously plan and execute sessions to cover the entire curriculum. Additionally, faculty members participate in university-level activities such as examinations and assessments, further aligning the institute's standards with those of the broader educational framework. The institute takes various initiatives to enhance students' understanding of the curriculum by forming

Partnerships with industry along with value-added programs provide students with a deeper insight into their field. Industrial Visits and Internships bridge the gap between theoretical knowledge and real-world application. Students engage in seminars and projects to develop critical thinking and problem-solving skills. Additionally training on sophisticated instruments is provided within the institute and through MoUs with other institutions that offer advanced facilities. SYIPER places a strong emphasis on the holistic development of its students. The institute has various committees devoted to sensitizing students regarding their social responsibilities. Through the curriculum, students are educated on gender equality and social equality. Exposure to value-based education ensures students understand and meet current industry requirements, fostering a well-rounded educational experience. By integrating these aspects into its curriculum, SYIPER not only equips students with technical knowledge but also prepares them to be socially responsible and industry-ready professionals by providning inplant training and projects.

Teaching-learning and Evaluation

Shreeyash Institute of Pharmaceutical Education & Research (SYIPER) prioritizes overall student development through student-centric teaching and learning mechanisms. The institute employs a multifaceted approach to ensure that students receive a holistic education, facilitated by an engaged program committee and dedicated faculty.

SYIPER ensures 100% enrollment of students from various parts of the state, including urban, semi-urban, and remote rural areas, promoting diversity and inclusivity in the learning environment. The institution boasts 53 acres of lush green, hilly terrain, providing a tranquil and inspiring setting for both students and faculty. This environment enhances the learning experience, making it a paradise for education. The institute identifies students' proficiency levels based on their performance in previous examinations and adapts the teaching-learning process accordingly. This personalized approach ensures that each student receives the support they need to succeed. A fully functional teacher-guardian system is in place to oversee the overall development of students. This system ensures that each student has a mentor to guide them through academic and personal challenges. SYIPER maintains a dedicated examination control room to uphold discipline during examinations and ensure transparent, timely assessment of answer papers. It also has a structured grievance redressal mechanism to address students' concerns promptly. The institution clearly displays and distributes Course

Outcomes (COs) and Program Outcomes (POs) through appropriate channels. The attainment of COs and POs is systematically calculated to track and improve educational effectiveness. SYIPER employs full-time experienced faculty members, including three Ph.D. holders. This strong academic team is crucial for delivering high-quality education and mentoring. The Internal Quality Assurance Cell (IQAC) ensures that Information and Communication Technology (ICT) tools are integrated into the teaching-learning process to enhance effectiveness and engagement. The institute emphasizes participative, experiential learning, and problem-solving methodologies to foster critical thinking and practical skills among students. As a result of these comprehensive efforts, SYIPER consistently achieves excellent results at both the B. Pharm and M. Pharm levels. The institute's commitment to quality education and student development is reflected in its outstanding academic performance. By focusing on these key components, SYIPER ensures that students are not only academically proficient but also well-rounded individuals ready to meet the challenges of the pharmaceutical industry and society at large.

Research, Innovations and Extension

In its seventh year, Shreeyash Institute of Pharmaceutical Education & Research (SYIPER) has made significant strides in enhancing its research and innovation capabilities. The institute has established a 'Central Instrument Lab' equipped with state-of-the-art facilities and advanced instruments, supporting both student and faculty research.

Research and Innovation support:

1. Central Instrument Lab:

The lab comprises advanced instruments, providing a sophisticated environment for conducting high-level research. This facility plays a crucial role in the institute's research activities.

2. Participation in Research Competitions: SYIPER has steadily performed in zonal, university, and inter-university level research competitions, notably 'Avishkar,' a reputed research convention. This participation showcases the institute's commitment to fostering research excellence.

3. In-House Research Grants: Despite being a new institution with constraints in applying for external research grants, SYIPER has implemented its own research grant scheme. This initiative sponsors students and faculty for their research projects, and supports conference and seminar registrations and other related expenses.

Collaborations and Publications

1. Industry Collaborations: The institute has functional collaborations and signed MoUs with several healthcare and pharmaceutical industries, including Ajantha Pharma Ltd, Ipca Laboratories Ltd, Savera Pharmaceuticals Ltd., and Shodh Advantech LLP. These partnerships enhance practical learning and research opportunities for students and faculty.

2. Research Publications: Faculty and students have been actively publishing their research in reputed journals, contributing to the scientific community and enhancing the institute's academic reputation.

Innovation and Social Initiatives

1. Institution Innovation Council (IIC): Established in 2022 under the Ministry of Education, Government of India, SYIPER's Institution Innovation Council (IIC) received a '1 STAR' rating in its first year. The IIC stimulates innovation among students and faculty, fostering a culture of creativity and problem-solving.

2. National Service Scheme (NSS): Founded in the 2021-22 academic year, SYIPER's NSS engages students in various social activities, including, Cleanathon-City-wide cleanliness drives, and Organizing blood donation events. Promoting environmental sustainability, educating the community on health issues and the importance of organ donation.

Through these advancements and initiatives, SYIPER has positioned itself as a dynamic institution that not only excels in academic and research endeavors but also contributes significantly to societal development and innovation.

Infrastructure and Learning Resources

This section of the Self-Study Report (SSR) details the comprehensive infrastructure and learning resources at Shreeyash Institute of Pharmaceutical Education & Research (SYIPER), highlighting the facilities, library resources, IT infrastructure, gymkhana, and maintenance practices that support the teaching-learning process and overall student development.

Physical Facilities

1. Teaching-Learning Spaces: Spacious and well-equipped classrooms designed to facilitate interactive and effective teaching. State-of-the-art laboratories with the latest equipment and machinery essential for practical training in various disciplines. Modern computer labs and advanced equipment to support research and practical learning.

2. Seminar and Smart Classrooms: A well-designed seminar hall equipped with audio-visual aids for hosting workshops, seminars, and guest lectures. ICT-Enabled Smart Classrooms, equipped with smart boards and multimedia tools to enhance the learning experience through interactive teaching methods.

3. IT Infrastructure: High-Speed Internet: The campus is equipped with a high bandwidth internet connection of up to 100 MBPS, ensuring seamless access to online resources and research databases.

Student Facilities

1. Gymkhana: The institute provides well-maintained facilities for sports and cultural activities, including courts, playgrounds, and a gymnasium, promoting a balanced development of students' physical and extracurricular interests.

2. Library and Information Resources: The library is equipped with an integrated library management system to streamline operations, manage resources efficiently, and facilitate easy access to books, journals, and digital resources. The library houses a comprehensive collection of textbooks, reference materials, national and international journals, e-books, and e-journals, supporting extensive research and study needs.

Maintenance and Management:

The institute allocates a dedicated budget for the maintenance and upgradation of infrastructure and facilities, ensuring they remain in optimal condition throughout the year. SYIPER has established systematic procedures and processes to ensure the maximum utilization and upkeep of both physical and academic facilities. Regular audits and maintenance schedules are implemented to uphold the quality and functionality of all infrastructure.

Through these meticulous planning and resources, SYIPER ensures that its infrastructure and facilities are not only conducive to academic excellence but also to the overall well-being and development of its students. The institute's commitment to maintaining high standards in its infrastructure and learning resources is evident in its continuous upgrades and the proactive management of its facilities.

Student Support and Progression

Shreeyash Institute of Pharmaceutical Education & Research (SYIPER) is committed to ensuring the holistic development of its students, particularly those from rural areas and diverse socioeconomic backgrounds. The institute provides a range of support mechanisms, extracurricular opportunities, and professional development resources to help students succeed academically and personally.

Support for Socioeconomic Diversity

Scholarships and Freeships: SYIPER ensures that every eligible student benefits from various government and non-government scholarship schemes, freeships, and minority scholarships. This support helps alleviate financial burdens and promotes educational access for students from different socioeconomic backgrounds.

Professional Development and Employability

MoU with Pharmaceutical industry: The institute has a memorandum of understanding (MoU) with pharmaceutical industries, providing students with add-on courses in clinical data management, pharmacovigilance, regulatory affairs, and more. These courses enhance employability skills and prepare students for industry-specific roles. A dedicated portfolio owner for competitive exam preparation and career counseling guides students preparing for exams like GPAT and others. This support is crucial for students aiming to pursue higher education or specialized certifications. The institute's training and placement cell, under the Industry-Institute Partnership Cell (IIPC), bridges the gap between academia and industry. It directs students towards their career goals, with a focus on higher studies and job placements. Notably, a high percentage of students opt for higher studies, indicating strong academic aspirations.

Student Welfare and Extracurricular Activities

SYIPER has functional committees to address student concerns and ensure a safe, supportive environment, Student Grievances Redressal Committee resolves academic and administrative issues. Anti-Ragging Committee, Prevents and addresses incidents of ragging. Vishakha Committee, now known as internal complaint committee, addresses issues related to sexual harassment, ensuring a respectful and secure campus environment. The institute organizes various cultural and sports activities, providing students with platforms to showcase and develop their co-curricular and extracurricular talents. These activities promote a well-rounded student experience and foster teamwork and leadership skills. Students are encouraged to be part of various academic and administrative committees, promoting leadership and active participation in institutional governance. SYIPER has registered an Alumni Association aimed at enhancing the current students' experience and contributing to the institute's development. The association facilitates networking, mentorship, and resource

sharing, benefiting both alumni and current students.

Governance, Leadership and Management

Shreeyash Institute of Pharmaceutical Education & Research (SYIPER) is structured to ensure effective management and smooth operation through a well-defined governance and administrative framework. The institute is committed to fostering a decentralized, participative environment that supports academic and administrative excellence.

Governance Structure

Governing Body, is headed by the president of Shreeyash Pratishthan and acting through Internal Quality Assurance Cell (IQAC) and College Development Committee (CDC). These committees are responsible for key policy decisions related to infrastructure development, expansion, maintenance, recruitment, and procurement. The Principal oversees the smooth conduct of academic and administrative activities. The Principal ensures that the institute adheres to its educational standards and operational policies, facilitating a conducive learning environment.

Decentralization and Faculty Involvement

SYIPER practices decentralization of authority, empowering faculty members and students to participate actively in governance. This approach fosters a collaborative atmosphere where faculty and students can contribute to decision-making processes, enhancing the institute's dynamic and innovative environment.

Strategic Plan Vision 2030: SYIPER has developed a strategic plan with a vision for 2030, outlining long-term goals for growth, innovation, and excellence in pharmaceutical education. This plan includes initiatives for enhancing infrastructure, expanding academic programs, and integrating advanced technologies in teaching and administration.

E-Governance and Financial Management

The institute has implemented e-governance systems in administration, finance, and library management. These systems streamline processes, enhance efficiency, and improve accessibility to information and resources for both staff and students.

As a self-financed, private unaided institute, SYIPER's primary source of income is student fees, supplemented by the trust's financial support when necessary. This model ensures financial sustainability while allowing the institute to invest in quality education and infrastructure.

Support and Welfare for Staff

SYIPER provides various support and welfare benefits to its staff, including: Employee Provident Fund (EPF), Group Insurance, and Festive Advances, offering financial assistance during festivals. Leave Policies, ensuring all types of leaves are available, promoting work-life balance.

Research and Professional Development Support: The institute encourages research and professional growth by providing financial aid for research Projects, Conferences and Seminars, Funding participation in national

and international conferences.

Through these structured frameworks and supportive measures, SYIPER is dedicated to nurturing a thriving academic community that upholds high standards of education, research, and professional development.

Institutional Values and Best Practices

Best Practice 1: Women's Health Hygiene Awareness Programme

Objective:

The Women's Health Hygiene Awareness Programme aims to promote health hygiene among students and staff, address workplace health challenges, educate on common health issues, and ensure early screening and treatment of reproductive cancers.

Context:

Women face health disadvantages due to sociocultural factors, including unequal power relationships, reluctance to discuss health issues, and a focus on reproductive roles.

Practice:

The institute identifies key health topics via surveys and organizes street plays, seminars, and monthly health check-up camps. Topics include menstrual cycles, PCOD/PCOS, breast cancer, hemoglobin issues, and pregnancy diet. Video lectures on these topics are posted on the college's YouTube channel.

Success:

Awareness videos and seminars have addressed key health issues, with expert consultations providing solutions. Health check-ups revealed low hemoglobin levels among hostel residents, leading to dietary interventions like providing peanut jaggery chikki or laddus.

Challenges:

Women often hesitate to use available health services, and hostel residents face dietary inconsistencies impacting their health.

Best Practice 2: Water Conservation Initiatives

Objective of the Practice:

The Marathwada region faces critical water scarcity due to climate change and low rainfall. Adopting water conservation techniques and recharging groundwater is essential. Objectives include maintaining ecosystem balance, reducing water runoff, preventing water scarcity on campus, ensuring water for plants during summer, using stored water for a green campus, raising underground water levels, and using stored rainwater in the botanical garden and labs.

The Practice:

Key initiatives involve rainwater harvesting from rooftops for irrigation and lab use, drought-tolerant landscaping, regular leak detection, educational programs on water conservation, an STP plant for wastewater recycling, reusable water bottle stations, and paperless administrative processes.

Evidence of Success:

Successful practices include meeting water demands using stored groundwater and farm ponds, bore well facilities, and STP for recycling wastewater, RO drinking water on campus, and proper water usage in laboratories. These efforts have developed a green campus and raised awareness about saving water.

Problems Encountered and Resources Required:

Reliance on limited rainfall in the Marathwada region requires planting more trees and maintaining clean roofs and systems for effective water harvesting. Regular maintenance during the rainy season is crucial.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHREEYASH INSTITUTE OF PHARMACEUTICAL EDUCATION AND RESEARCH
Address	Shreeyash Pratishthan, Gut No. 258 (P), Satara Parisar, Near SRPF Camp. Beed Bypass Road Chh. Sambhaji Nagar (Aurangabad) MS
City	Aurangabad
State	Maharashtra
Pin	431010
Website	https://www.syppharmacy.org.

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Ganesh G Tapadiya	0240-6608778	9637082865	-	shreeyashiper@syppharmacy.org
IQAC / CIQA coordinator	Milind D Kamble	0240-2654806	9637082865	-	milind.kamble@syppharmacy.org

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Maharashtra	Dr. Babasaheb Ambedkar Technological University	[View Document](#)

Details of UGC recognition

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

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
PCI	[View Document](#)	16-05-2017	12	Subject to annual approval

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	Shreeyash Pratishthan, Gut No. 258 (P), Satara Parisar, Near SRPF Camp. Beed Bypass Road Chh. Sambhaji Nagar (Aurangabad) MS	Urban	27.25	55929.33

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,Undergraduate,	48	HSC	English	100	91
PG	MPharm,Postgraduate,Quality Assurance	24	B PHARM	English	9	9
PG	MPharm,Postgraduate,Pharmaceutical Chemistry	24	B PHARM	English	9	9
PG	MPharm,Postgraduate,Pharmaceutics	24	B PHARM	English	9	9

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	4				13				17			
Recruited	4	0	0	4	7	6	0	13	9	8	0	17
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				14
Recruited	13	1	0	14
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				9
Recruited	6	3	0	9
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	4	0	0	0	0	0	0	0	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	7	6	0	9	8	0	30
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	0	1	0	1

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	41	0	0	0	41
	Female	50	0	0	0	50
	Others	0	0	0	0	0
PG	Male	13	0	0	0	13
	Female	16	0	0	0	16
	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	9	10	7	9
	Female	12	9	11	8
	Others	0	0	0	0
ST	Male	2	3	2	1
	Female	0	1	2	3
	Others	0	0	0	0
OBC	Male	13	9	9	4
	Female	8	19	11	14
	Others	0	0	0	0
General	Male	20	22	22	23
	Female	31	30	30	33
	Others	0	0	0	0
Others	Male	10	15	7	11
	Female	15	20	10	8
	Others	0	0	0	0
Total		120	138	111	114

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The Shreeyash Pratishthan's Shreeyash Technical Campus (STC), established in 2008, offers a comprehensive range of programs in Pharmacy, Engineering, Management, and Ayurveda. This multidisciplinary approach reflects the campus's commitment to provide diverse educational opportunities. In alignment with the National Education Policy's (NEP) recommendations for graded autonomy, the Shreeyash Institute of Pharmaceutical Education and Research (SYIPER) is actively seeking accreditation from the National Assessment and Accreditation Council (NAAC). Achieving graded autonomy will empower SYIPER to independently design and implement its

	curriculum, thereby promoting a more integrated and multidisciplinary education. To enhance the quality of education, SYIPER has already initiated several value-based educational programs. Notably, the institute conducted a three-day Universal Human Values (UHV I) certification workshop for its faculty, emphasizing the importance of ethics and holistic education. Building on this, SYIPER plans to introduce a Universal Human Values course for third-year B. Pharm students, aiming to instill a strong ethical foundation in future professionals. Additionally, the institute offers life skill programs such as "Diamond in Me," which helps students develop essential skills like effective communication and positive attitude building. The STC's structure includes sister institutions in Engineering, Polytechnic, and Management, facilitating extensive interdisciplinary collaboration. This interconnectedness allows for the exchange of students and resources across various programs, enriching the educational experience and fostering a collaborative learning environment. Such a setup not only broadens academic perspectives but also encourages innovation and cross-disciplinary research amongst sister institutions of shreeyash technical campus. The institute's vision is to become an independent, self-governing entity that excels in innovation and academic excellence. To achieve this, the institute has developed a strategic institutional development plan that aligns with the NEP's vision, focusing on autonomy and accreditation as key drivers of growth. Through these initiatives, Institute aims to enhance its academic offerings, foster a holistic educational environment, and make significant contributions to the community and industry. The pursuit of NAAC accreditation and graded autonomy underscores the institute's commitment to providing high-quality education and promoting sustainable development through interdisciplinary collaboration and innovation in research projects like Formulation, Optimization and Characterization of Transdermal Patches of Curcumin, Green synthesis of gold nanoparticle by using extract of Moringa Oleifera.
2. Academic bank of credits (ABC):	The institute has embraced the Academic Bank of Credits (ABC) initiative by registering with the National Academic Depository (NAD) under the

	Government of India. This registration is officially validated on the NAD website (www.abc.gov.in), marking a significant step towards modernizing the institution's academic processes. The integration of Digilocker with the registered college facilitates the online preparation and secure distribution of certificates, ensuring students have seamless access to their academic credentials. To ensure smooth implementation, SYIPER provides comprehensive support to students in creating their digital lockers. The administrative office plays a pivotal role in guiding students through this process. Additionally, the Examination Planning and Monitoring Committee (EPMC) has been designated as the point of contact (POC) for all ABC-related queries and support. This committee ensures that all processes related to the Academic Bank of Credits are efficiently managed and communicated. In an effort to enhance accessibility and awareness, the institute has prominently featured the ABC link on its official website (www.syppharmacy.org). This ensures that students, faculty, and other stakeholders can easily find and utilize the ABC resources. Furthermore, the college has taken proactive steps to raise awareness about the ABC initiative. Awareness displays and informational materials have been strategically placed across the campus to ensure that all students and staff are informed about the benefits and processes of the Academic Bank of Credits. The registration with NAD and the subsequent implementation of the ABC initiative align with SYIPER's commitment to leveraging digital tools for educational enhancement. These steps not only modernize the administrative processes but also empower students by providing them with secure and easy access to their academic records.
3. Skill development:	The Shreeyash Institute of Pharmaceutical Education and Research (SYIPER) places a strong emphasis on the holistic development of its students, ensuring they acquire both employability skills and social values. The Co-curricular Committee plays a pivotal role by organizing seminars, conferences, workshops, and faculty development programs (FDPs) aimed at enhancing employability skills. These activities help students develop essential skills needed for their future careers. The National Service Scheme (NSS) unit at SYIPER is instrumental in instilling social

values and a sense of community responsibility among students. By engaging in various social service activities, students develop empathy, leadership, and a sense of duty towards society. The holistic development of students is further supported through activities that address their mental, physical, emotional, and social well-being. The Institutional Innovation Council (IIC) at SYIPER ensures that students continuously upgrade their employability skills by organizing workshops, seminars, and interaction sessions with entrepreneurs and professionals. These events provide students with insights into the industry and help them stay updated with the latest trends and skills required in the job market. The Industry Institute Partnership Cell (IIPC) is dedicated to bridge the gap between academic knowledge and practical industry experience. It provides students with internship and apprenticeship opportunities, conducts industry visits to enhance their understanding of manufacturing processes, and offers guidance on career development, application procedures for abroad education, and other opportunities. The IIPC also assists students in interview preparation, from resume writing to mock interviews, and organizes placement drives and job fairs through the placement cells. The Research and Intellectual Property Rights (IPR) Committee fosters a research-oriented environment by establishing a Journal Club and offering hands-on training sessions on advanced instruments. This encourages both students and faculty to engage in research and innovation. Participation in National Programme on Technology Enhanced Learning (NPTEL) and Study Webs of Active Learning for Young Aspiring Minds (SWAYAM) courses is encouraged to provide knowledge across diverse disciplines. Recognizing the importance of human values, SYIPER has conducted a three-day face-to-face introductory workshop on Universal Human Values (UHV) for all faculty members, including those from other pharmacy colleges. These initiatives collectively contribute to the comprehensive development of students, preparing them for successful careers and responsible citizenship.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The Shreeyash Institute of Pharmaceutical Education and Research (SYIPER) integrates the Indian Knowledge System into its curriculum and campus

culture despite the primary medium of instruction being English, due to the professional nature of pharmacy education. Here's how the institute fosters cultural appreciation and embraces the Indian Knowledge System: Celebration of Regional Language Days: The institute actively celebrates regional language days such as Marathi Language Fortnight (Marathi Bhasha Pandharwada). These celebrations involve various activities that promote the use of regional languages and cultural heritage, encouraging students and staff to appreciate and embrace the linguistic diversity of India. Cultural Activities and Events: SYIPER organizes events and activities that highlight Indian culture, traditions, and languages. These events provide students with a deeper understanding of their cultural roots and foster a sense of pride in their heritage. Integration of Cultural Elements in Curriculum: While the primary language of instruction is English, elements of Indian culture, traditions, and knowledge are incorporated into the curriculum where possible. This helps students to connect their professional education with their cultural background. SYIPER leverages online courses and resources that focus on the Indian Knowledge System. This includes courses available on platforms like SWAYAM, which offer content in various Indian languages and cover topics related to Indian culture, history, and traditional knowledge systems. Incorporating Indian Music: Music, being a significant part of the Indian Knowledge System, is celebrated and integrated into campus activities. The institute organizes musical events and workshops that showcase traditional Indian music, providing students with an appreciation for India's rich musical heritage. This includes classical music performances, folk music, and discussions on the historical and cultural significance of various musical forms. Faculty and Student Engagement: Faculty and students are encouraged to engage with the Indian Knowledge System through research projects, presentations, and seminars that explore traditional Indian medicine, pharmacognosy, and other relevant fields. Institute not only enhances the cultural awareness and appreciation among its students but also contributes to the preservation and promotion of India's rich linguistic and cultural heritage. This holistic approach ensures that students receive a well-rounded education that respects and values Indian

	traditions and knowledge systems.
5. Focus on Outcome based education (OBE):	Outcome-Based Education (OBE) is a transformative approach that shifts the educational paradigm to focus on achieving specific learning outcomes. This model, embedded in the principles of the National Education Policy (NEP), emphasizes the development of competencies, standards, and benchmarks, aiming to equip students with the necessary skills and knowledge for their professional and personal success. At our institute, we have implemented OBE through a comprehensive and multifaceted strategy. Transparency is a cornerstone of our approach; we prominently display Course Outcomes (COs), Program Outcomes (POs), and Program Specific Outcomes (PSOs) on our college website. This open communication ensures that all stakeholders, including students, faculty, and parents, are informed and engaged in the educational process. Our pedagogical methods emphasize activity-based education, meticulously designed to align with COs, POs, and PSOs. By integrating practical activities into the curriculum, we ensure that students not only acquire theoretical knowledge but also develop the practical skills necessary for real-world applications. This immersive approach fosters a deeper understanding of the subject matter and enhances student engagement. Assessment is another critical aspect of our OBE framework. We prepare our question papers in strict adherence to Bloom's taxonomy, ensuring they integrate application-based problem-solving. This alignment guarantees that assessments are meaningful and accurately measure students' comprehension and ability to apply their knowledge. Additionally, we rigorously determine attainment levels and maintain high standards of educational quality. Our Institutional Innovation Council (IIC) plays a vital role in fostering critical thinking and innovation. Through workshops, seminars, and interactive sessions with entrepreneurs and professionals, students are encouraged to address real-time problems and develop innovative solutions. These activities not only stimulate intellectual growth but also enhance employability skills. Practical skills are rigorously assessed through on-field activities such as health check-up camps in rural areas, prescription reading counseling, and vaccination drives. These initiatives instill a sense of social

	responsibility and community engagement in students. Environmental consciousness is promoted through activities like plantation drives and recycling competitions, fostering sustainable living practices. Safety management training is another essential component of our curriculum. Students participate in mock drills to learn how to operate fire extinguishers and use eye washers, ensuring they are prepared for emergencies. Collaborative research projects further develop students' abilities in proposal drafting, plan execution, equipment handling, troubleshooting, data management, and critical analysis. Participation in students council, magazine committee, cultural and sports events hones students' communication and managerial skills. Involvement in the student council and magazine committees enhances their editorial and writing abilities, fostering effective time management. Through these initiatives, OBE becomes a dynamic force in our college, ensuring that students graduate with a comprehensive skill set and the knowledge necessary for their future careers. This holistic approach to education not only prepares students for professional success but also contributes to their overall personal development.
6. Distance education/online education:	Distance education and online learning aim to facilitate communication between students and teachers, as well as among students, despite physical separation. Various technologies are employed to support online learning, and the NEP-2020 places a special emphasis on this mode of education. The COVID-19 pandemic and the subsequent nationwide lockdown has facilitated learning via online mode the 'new normal.' This allowed students to participate from any location, enabling colleges to reach a wider network of students. They could seek clarification on doubts through live chats or forums, ensuring a comfortable and secure learning environment at home. As a best practice, our college has implemented a robust strategy called "Networking for Management and Outreach" at the institutional level. A dedicated unit, consisting of experts in education, educational technology, administration, and e governance, focuses on enhancing online learning experiences. The college has a well-defined ICT policy and established an ICT committee to effectively monitor and implement initiatives. This committee supports faculty in utilizing ICT tools and

organizing online educational activities. Several initiatives were introduced during the COVID pandemic period, many of which have been continued under a blended mode. The institution subscribed to Zoom Pro and Microsoft Teams systems to facilitate online viva-voce sessions for Master's and Ph.D. scholars, as well as for the seamless conduct of theory and practical classes, along with hosting webinars. Distribution of lecture notes, practical demonstrations, and presentations through WhatsApp groups and faculty YouTube channels, Instagram, organization of webinars featuring experts from industry and academia on pharmaceutical topics. Use of Google Forms for class tests based on multiple-choice questions (MCQ). Offering online courses through ODL SWAYAM/NPTEL platforms. Integration of both online and offline (blended) modes for teaching and examinations post-COVID. CCTV surveillance for monitoring exams. Promotion of online education through the organization of national and international webinars and workshops. Equipping classrooms with Smart boards, LCD screens, and internet connections for both online and offline learning delivery. Faculty sharing expertise through online and offline (blended) education with other colleges and vice versa. Faculty ICT platform on the college website for remote student access and further enhancing academic benefits to them.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The establishment of the Electoral Literacy Club (ELC) at the institution on January 2023, in partnership with the National Service Scheme (NSS), reflects a dedicated effort to foster democratic awareness among students. The primary objective of the ELC is to educate students about their democratic rights, with a particular focus on the significance of participating in elections through voting.
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?	The Electoral Literacy Club (ELC) at the Institute was established in compliance with the Election Commission of India's guidelines. It is headed by an Executive Committee that includes Principal Dr. G.G. Tapadiya and Nodal Officers Dr. Mangesh

Ghodke and Ms. Arundhati Deokar along with the support of class representatives. The club's primary mission is to promote awareness, educate students, and encourage the ethical exercise of voting rights within the college community. The ELC focuses on: Voter Registration Education: The club educates students on the importance of registering as voters and the procedures involved. This ensures that eligible students are well-informed about how to participate in the electoral process. Emphasizing the Importance and Reliability of the Electoral Process: The ELC works to instill a sense of responsibility and trust in the electoral process. Through various activities, discussions, and campaigns, the club highlights the importance of voting as a civic duty and the reliability of the electoral system. By integrating these objectives, the ELC at the Institute plays a crucial role in fostering informed and active participation in democratic processes among students.

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.	The Election Literacy Club (ELC) at the Institute has been actively engaged in a series of impactful initiatives aimed at enhancing electoral awareness and fostering civic engagement among students and the broader community. These activities are designed to educate, empower, and inspire individuals to participate more actively in the democratic process. Key events organized by the ELC include the Election Awareness Campaign, which serves as an educational platform to promote democratic values and increase awareness of electoral processes. The outcomes of this competition are significant, leading to heightened civic participation and a deeper understanding of the importance of voting rights. The Rangoli Competition, focused on electoral awareness, this initiative is particularly effective in making electoral information accessible and engaging for diverse cultural backgrounds, thereby fostering greater public interest in the voting process. Voter Registration Camps are another strategic effort by the ELC, aimed at increasing voter participation, particularly among underrepresented groups. These camps have successfully elevated voter registration rates, empowered communities, and raised awareness about the importance of being an active participant in elections. The ELC also organizes an Election Awareness Rally and a New Voter Registration

	Camp at campus. These activities are crucial in making the voter registration process more accessible and encouraging citizens, especially first-time voters, to register and exercise their voting rights. The increase in registered voters as a result of these initiatives highlights their effectiveness. On National Voters Day, the ELC conducts activities such as the Voters' Pledge, reinforcing commitments to democracy and promoting civic responsibility. These events are instrumental in combating voter apathy, raising voter awareness, and contributing to community building and political accountability. Through these diverse initiatives, the ELC underscores its commitment to fostering an informed, engaged, and responsible citizenry, ensuring that the democratic process is accessible, transparent, and valued by all members of the community.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	In collaboration with the District Election Branch, Chhatrapati Sambhajinagar, the institution has undertaken a significant initiative that aligns with the national program for voter awareness and voter registration. This aims to cultivate a profound sense of civic responsibility among students and the broader community. The initiative emphasizes the importance of transparent and accountable electoral processes as a cornerstone of democracy. The institution, in collaboration with the District Election Branch, ensures secure and accurate voting methods, minimizing errors and enhancing the overall integrity of elections. Expanding its impact beyond the campus, the institution organized a New Voter Registration Camp at the campus this outreach initiative is particularly significant as its focuses on making voter registration accessible in rural areas, where eligible citizens may face challenges in participating in the democratic process. By bringing voter registration services directly to these communities, the institution encourages more citizens to exercise their right to vote, thereby strengthening the democratic fabric of the nation. Through these efforts, the institution plays an active role in promoting democratic values and establishing trustworthy electoral practices. By fostering an environment of informed and responsible citizenship, the institution contributes to the cultivation of a more engaged and democratically aware community, both within its own campus and in the surrounding areas.

	This initiative highlights the institution's dedication to nurturing civic participation and ensuring that the electoral process is accessible, transparent, and accountable for all.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The Election Literacy Club (ELC) at the Institute has implemented an effective strategy to encourage voter registration among students who are 18 years or older. The process begins with college notices that identify eligible students, ensuring that those who meet the age requirement are informed about their right and responsibility to vote. To further support this initiative, mentors are appointed to play a crucial role in motivating these students to enroll as voters, providing personalized guidance and encouragement. The ELC club also organizes periodic voter registration camps, which serve as accessible platforms where students can easily register to vote. These camps are strategically timed and located to maximize participation, making the registration process convenient and straightforward for all eligible students. To enhance the effectiveness of these efforts, integrating digital outreach methods such as social media campaigns and collaborations with electoral authorities is suggested. By utilizing these modern tools, the ELC club can reach a broader audience and ensure that the message of voter registration resonates with more students. This comprehensive approach not only facilitates the registration process but also fosters a culture of civic engagement and responsibility among the student body.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
494	509	486	457	299

File Description	Document
Institutional data in prescribed format	[View Document]

2 Teachers

2.1

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

Response: 31

File Description	Document
Institutional data in prescribed format	[View Document]

2.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
31	31	25	25	19

3 Institution

3.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
61.65745	157.36629	187.66145	79.68717	71.8285

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:

Institute is dedicated to fostering professional transformation among its students through effective curriculum delivery and meticulous planning, aimed at building competency in every student. The institute's approach to curriculum planning and delivery is structured and systematic, ensuring a robust educational experience.

Curriculum Planning: The foundation of curriculum planning begins with the preparation of the IQAC academic calendar. This process starts with the distribution of the odd semester workload and continues with the even semester, ensuring a seamless academic progression. The academic calendar is communicated to course coordinators at the start of each semester, who then develop detailed lesson plans. These plans are meticulously structured to align with the academic objectives and are shared with students through class-specific WhatsApp groups, providing real-time access to the timetable and lesson schedules.

Curriculum Delivery and Continuous Assessment: Curriculum delivery, continuous assessment, and documentation at SYIPER are aligned with ISO quality standards (2009-2015) and the PDCA (Plan-Do-Check-Act) approach. This continuous improvement framework is instrumental in enhancing academic processes and outcomes. Here's how the PDCA model is applied in the academic context:

Planning: Identify Objectives: Define academic goals, such as achieving specific grades, mastering skills, or completing research projects. Prepare a Session Plan, including study schedules, assignment deadlines, and resource identification

Doing: Implement the Plan: Execute the study plan by conducting classes, completing syllabus timely, and engaging actively in learning activities. Preparing Notes and validating it before class delivery, documenting key processes such as teaching methods, SOPs and ICT facilities. and insights to aid reflection and identify areas needing further attention.

Checking: Regularly assess academic progress of student through continuous evaluation, result analysis and academic feedback. Continuous Internal Assessment and Feedback Mechanisms: The academic calendar guides the continuous internal assessment process, aligning with SYIPER's commitment to innovative teaching and enhancing student learning experiences through technology-driven pedagogies.

Act : After result and feedback analsyis, necessary and appropriate action are taken to imporve system.

Assessment Tools and Methods:

Course Feedback and CAPA: Collect and analyze course feedback using online Google Forms. Develop improvement plans based on feedback through the Corrective and Preventive Action (CAPA) system.

Internal Audits: Conducted by HODs, Principal, and ISO coordinators on a weekly, fortnightly, monthly, and semester-end basis to ensure compliance with quality standards.

Feedback and Improvement:

Student Feedback: Students provide feedback on their satisfaction levels through online Google Forms and interact with their respective teacher-guardian faculty during TG meeting sessions. Dedicated one-hour sessions are included in the timetable for these meetings across all classes. Feedback also collected from faculty, employer and alumni and duly analysed and action were taken from all stake holders time to time.

Academic Calendar and Structured Assessment Flow: The academic calendar is designed to facilitate smooth execution of the curriculum with built-in continuous assessment checkpoints, ensuring that academic standards are consistently met and improved upon.

This structured approach ensures that SYIPER's teaching-learning process is continuously refined, promoting a dynamic and effective educational environment that supports the holistic development of students.

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: 31

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](#)

Other Upload Files	
1	[View Document](#)

1.2.2

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

Response: 66.19

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

2023-24	2022-23	2021-22	2020-21	2019-20
398	448	468	49	123

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:

The institute integrates the cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability. Followings points are included to inculcate a positive approach among the students and their understanding

Professional Ethics:

The institution is committed to impart the professional ethics into students and faculty members. Student should professionally strong while leaving the institute after his/her degree course. So for that professional ethics like speaking, writing, observing skills can be developed. Student can develop and show their talents through various co-curricular and extra-curricular activities by their participation. Various courses in the curriculum have set their professional ethics such as Communication Skills, Computer Applications in Pharmacy, Pharmaceutical Jurisprudence, Quality Assurance and Research Methodology. In additional Pharmaceutical Product Development and Regulatory Affairs also follows the regulatory requirement and guidelines that impart to emphasize the social values through the professional ethics. Institute conducts national anthem, e-pledges, preamble reading and also uses plagiarism software for research projects

Gender:

Shreeyash Institute of Pharmaceutical Education and Research has a gender policy that treats every woman and man equal in terms of dignity and rights. Various facilities are being provided for the girls and women faculties in this institute such as Free Health Check-up, Transportation Facility (Bus) for those girls (who are residing in various parts of Chh.Sambhajinagar), Automatic Sanitary Vending Machine, Girls Hostel, 24x7 Guard facility available for the Safety of Girls. The college has CCTV installed in all parts of the institute so as to keep an eye on any kind of misconduct in the college. Apart from this facilities many curricular and co-curricular activities are conducted for gender equity such as Medical Camp at Girl's hostel, Martial Art for Women's Safety, Legal Rights of Women and Childrens, Tyche Health Awareness Program, International Women's Day Celebration, Youth Day Celebration. Institutes encourage gender equity and gender audits.

Human values:

The human values are introduced into the faculties and students for Empathy and Compassion, the Human Values that a Pharmacist must possess in order to be valuable to the society. To inculcate these values in students our institute has conducted various programs such as International Yoga day, National Youth day, Teachers day, Marathon race etc., that imbibe these values and thoughts into the students. During Education we organize the guest lecture and seminar for the students. Thus, the students can get the organization benefit. Institute celebrates Vachan Prerna Diwas, National Unity Day, Marathi Bhasha Gaurav Din, and International Women's Day to inculcate the values and thoughts given by them. Blood donation and food donation drives are conducted to develop human values.

Environment and Sustainability: The curriculum inlcude environment sicnece which cover all the aspect of environment in adtion to this the institute continuously encourage the student to aware about environment and their sustainability by conducting green audits and energy audit. We organize the various programs such as, Plastic Free Campus Environment, Pledge Program create an awareness of Environment and its need to protect amongst the Youth. In our curriculum, we teach subjects related to environment that are useful forsociety. In our campus we conserve the water throughout the year and encourage the tree plantation for greenery in the campus and fresh air. Everyone encouraged to know

about utilization of solar lamps as ecofriendly energy sources.

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: 41.5

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

Response: 205

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 97.29

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

2023-24	2022-23	2021-22	2020-21	2019-20
120	127	100	100	92

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

2023-24	2022-23	2021-22	2020-21	2019-20
127	127	100	100	100

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

2.1.2

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

Response: 98.53

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

2023-24	2022-23	2021-22	2020-21	2019-20
73	73	58	56	74

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

2023-24	2022-23	2021-22	2020-21	2019-20
73	73	58	58	77

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: 15.94

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:

Institute provides conducive environment for students to develop knowledge, skill and to further enhance the learning experience, the institute has implemented several student-centric methods aimed at improving overall performance in the teaching and learning process. These methods include

Experiential learning: The institute emphasizes hands-on learning through practical sessions, laboratory work, internships, industry visits and projects. This approach bridges the gap between theoretical knowledge and real-world application, enabling students to gain valuable experience and insights into their field of study.

Sr. No.	Experiential learning practice	Activity outcome
1.	Add on courses / Certification courses	It allows students for latest knowledge to field
2.	Curriculum Practical's	
3.	Survey based activities	Exposure & awareness to environmental issues
4.	Practice School Project	
5.	Project Based Learning	
6.	Industrial visits – to engage them experiential learning while visiting pharma companies	Exposure latest manufacturing technology and process.
7.	Industrial Training – students get hands on training while working in company	Motor skill development with respect to pharmacy field
8.	Conferences/ Hands on training	Deeper understanding of various educational topics
9.	Experimental Simulation	

Participative learning: Group projects and research study groups are integral parts of the curriculum. These collaborative activities promote teamwork, communication skills, and the ability to work effectively in diverse groups, which are essential in today's professional environment.

Sr. No.	Participative learning practice	Activity outcome
1.	Avishkar	
2.	JCA activity for PG students	
3.	Seminar Presentation	
4.	IIC activities	
5.	Alumini Community Outreach	
6.	Alumini Interactions	
7.	GPAT and Competitive Exam	

8.	Seminars / Workshops
9.	Wall Magzine

Problem solving methods: This method involves presenting students with real-life problems to solve, fostering critical thinking, analytical skills, and creativity. Students to take an active role in their learning process, enhancing their ability to apply knowledge in practical situations.

Sr. No.	Problem solving practice	Activity outcome
1.	Problem based Research topic selection	It can find real life applications of theoretical concept
2.	Scientific Paper writing	It helps in acquiring technical excellence by promoting critical thinking skills.
3.	Critical Thinking Ideation	
4.	Assignments based on problems	It provides opportunities for working in groups, finding research topics and analyzing / interpretation of research outcomes
5.	Tutorial Classes	

Remote learning: Remote learning, also known as distance education or online learning, has become an integral part of modern education. This mode of education allows students to learn from any location using digital platforms and tools, thereby offering flexibility and accessibility that traditional classroom settings may not provide.

Sr. No.	Problem solving practice	Activity outcome
1.	You tube lectures	Learning always doesn't need presence of four wall physical classroom. This can be carried out by using mobile, laptops and desktops as per student convenience
2.	Twitter and Instagram college channel	
3.	ICT enable learning	

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: 100

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

2023-24	2022-23	2021-22	2020-21	2019-20
31	31	25	25	19

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: 12.21

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**

2023-24	2022-23	2021-22	2020-21	2019-20
4	6	4	1	1

21-08-2024 10:22:14

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The institute adheres to the prescribed syllabus by Dr. Babasaheb Ambedkar Technological University, Lonere Raigad. The institute ensures a comprehensive and transparent internal assessment system to enhance learning outcomes. The continuous Assessment, regular monitoring of student attendance, participation in seminars, workshops, other academic activities and regular interactions between students and teachers to discuss progress and clarify doubts are the aspects of continuous assessment marks which is 25% of total marks. Each laboratory experiment is assessed based on predefined rubrics, ensuring a consistent evaluation standard.

Initiatives for Transparent Internal Assessment

All first-year UG and PG students are oriented about the exam patterns for both internal and external examinations during their induction program. The academic calendar, which clearly outlines the schedule for internal exams and assessments, is made available to students through notices on the student notice board and WhatsApp groups.

The syllabus is divided to ensure even distribution of content and is communicated to students well in advance. This helps in better preparation and understanding.

The evaluation of sessional examination answer paper and continuous assessment activities were carried by subject teachers and model answers are discussed. Documentation is maintained with the signatures of students to ensure transparency. The progress of students is communicated to their parents by the respective class teachers (teacher guardian), keeping them informed about their wards' academic performance.

Grievance Redressal and Examination Reforms

The **Examination Grievance Redressal comm** (EGRC) handles grievances related to examinations, including complaints about unfair evaluation, errors in question papers, technical issues during online exams, and other concerns affecting student performance. Each complaint is thoroughly and impartially investigated, involving document reviews, discussions with involved parties, and collection of additional information. Based on investigations, the EGRC makes recommendations for re-evaluation, error rectification, or other necessary measures and the same is communicated to students who made complaints. The EGRC maintains records of grievances, recommendations, ensuring transparency. Regular reviews of processes and feedback incorporation aim to enhance the grievance redressal mechanism.

Examination Reforms:

Marks Scaling (Conversion) Policy: The institute introduced the 'Marks Conversion' system for PG courses, where the internal examination is initially conducted for 30 marks and then scaled down to 15 marks as required by university, addressing concerns about syllabus coverage and assessment scope.

Internal Moderation Policy: Recognizing student concerns over paper assessment, SYIPER has developed a policy for internal moderation, allowing reassessment if requested by students.

These initiatives collectively ensure that SYIPER maintains a fair, transparent, and effective assessment system, enhancing the educational experience and academic integrity of its students.

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:

The Institute has well defined Program outcomes and Course outcomes. The Program outcomes are in alignment with graduate attributes as defined by the Outcome Based Education system. The defined program outcomes are displayed on faculty and students notice board.

Course Outcomes are defined as per Bloom's taxonomy. Bloom's Taxonomy is a tool that helps to assess the level of rigor and challenge in a course, providing multiple levels of assessment ranging from 'remembrance' to 'creativity.

Levels of cognitive BL taxonomy	Levels achieved for Industrial Pharmacy I as representative example
Remembering	Student acquire the knowledge of Drug and excipients
Understanding	Understands the compatibility factors which leads to incompatibility
Applying	Perform, analyze, and apply the data results for compatibility between these components
Analyzing	
Evaluating	Evaluate the results and leads to formulation of tablets
Creating	Manufacture the tablet as dosage form

Table: 2.6.1 Different levels of Bloom's taxonomy (Industrial Pharmacy I as representative subject)

The Program Outcome and Course Outcomes are disseminated by the institute to the students, teachers and all stakeholders through various means which includes institute website, communicating to students during students Induction/ Orientation programs, Parent Teachers meeting, displaying on Notice Boards, instructional areas, in laboratories, faculty rooms, presentation during lecture sessions and also at important sites in the college premises where it can reach the students.

The course outcomes of each course are mentioned in the syllabus even institute has the practice of redefining the course outcomes for each course by concerned faculty as and when needed. The syllabus is available on the college website and also in printed format for the students in the institute library. The lesson plan for each course is prepared by the faculty members.

Mapping of Course Outcomes with program outcomes

To ensure that the Program outcomes are attained by students, it is necessary that it should be known to faculties and students accordingly they have been displayed.

Course outcomes: After the completion of the course learner will able to		PO Mapped
CO1	The students should be able to explain the properties and selection of excipients used in different dosage forms.	1,7,9,10 & 11
CO2	Know the various pharmaceutical dosage forms and their manufacturing techniques.	1,2,4,8 &11
CO3	Explain the quality control and quality analysis of dosage forms.	1,4,9
CO4	Formulate solid, liquid, and semisolid dosage forms and evaluate them for their quality	1,6,11
CO5	Explain the formulation and manufacturing of cosmetics.	1,4,6,7,11

CO to	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P0 10	PO 11

PO											
CO1	3	-	-	-	-	-	2	-	2	2	3
CO2	3	3	-	2	-	-	-	2	-	-	3
CO3	3	-	-	2	-	-	-	-	2	-	-
CO4	3	-	-	-	-	2	-	-	-	-	3
CO5	3	-	-	2	-	2	2	-	-	-	3
2.33 (Required)	3	3	-	2	-	2	2	2	2	2	3

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The institute has in placed syllabus prescribed by Pharmacy Council of India. The examination pattern provided as the theory subject has allotted for 75 marks for end semester university exams and 25 marks for internal sessional exams of total 100 marks. The practical of total 50 marks is divided as 35 marks for university exam (end semester exam) and 15 marks for sessional exam (internal exam). There are two sessional exams prescribed in new PCI syllabus for each semester.

Marks Distribution as per PCI Syllabus Pattern			
Theory	End Term Exam	Internal Sessional Exam	Total
Marks	75	25	100
Percent Marks	75%	25%	100 %
Practical	End Term Exam	Internal Sessional Exam	Total
Marks	35	15	50
Percent Marks	70%	30%	100%

Attainment of program outcomes and course outcomes are evaluated by the institution

SYIPER ensures that the course outcomes are attained through dissemination of knowledge by way of classroom teaching, experiential learning to know its application in the subject area. The Course outcomes & Program Outcomes are defined and disseminate to ensure that the students are acquiring, understanding and subsequently applying the knowledge and skills during completion of the program and thereafter in their profession.

Measuring Course Outcomes

Target is set in terms of their marks acquired for all courses in all semesters of a program.

Attainment Level 1: Students scoring less than 60% in the each course of semester is

Considered to be attainment of "1"

Attainment Level 2: Students scoring more than 60% and less than 70%, in the each course of semester is considered to be attainment of "2"

Attainment Level 3: Students scoring more than 70%, in the each course of semester is considered to be attainment of "3"

Measuring Program Outcomes

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

Subject code	Subject name	University		Internal		Attainment level		Percent Attainment	Attainment in scale 3
		100%	75%	100%	25%	Achieved	Required		
BP101 T	Human Anatomy and Physiology I-Theory	2.12	1.59	2.23	0.56	2.15	2.23	96.41	2.89
BP107P	Human Anatomy and Physiology I-Practical	2.88	2.01	2.8	0.7	2.71	2.26	100.0	3.00

Similar calculations are made for all courses for all academic years 2019-20, 2020-21, 2021-22, 2022-23 and 2023-24. POs are directly assessed through the courses i.e. course-based assessment (Internal & External) with the weightage of 80 % and indirectly through a set of well-designed surveys from alumni with similar calculations for 20%

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: 91.87

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

2023-24	2022-23	2021-22	2020-21	2019-20
99	106	112	90	0

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

2023-24	2022-23	2021-22	2020-21	2019-20
113	118	122	90	0

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:

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: 0

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)**

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	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:

Under the IQAC, Institute has established following three cells aimed at fostering a research culture and promoting innovation among students and faculty:

1. Research & Development Cell (R&D Cell):

The cell encourages the creation and transfer of knowledge through various initiatives as mentioned below

a. Assisting the teaching staff for innovation, research, and grants.

b. Monitoring, designing and planning of research work at UG and PG levels

c. Promoting studnts and staff for participation in national and international innovative research project competitions like 'Avishakar'

2. Institutional Innovation Cell (IIC):

Established in October 2022 to motivate and encourage innovations and start ups and aims to foster innovative ideas.

3. Intellectual Property Right (IPR) Cell. The was constituted to create awareness about patents and copyrights among faculty and students and to promote the patent application filing.

Promotion of Research Culture:

The institute take the efforts to inculatate the research cultute and provide research ecosystem through folliwng initiatevs

a) Expert Talks and Workshops: Organized to increase awareness and knowledge about Intellectual Property Rights (IPR) and research methodologies. Five patent applications have been published at the Indian Patent Office to date.

b) Encouraging Participation: Students are motivated to participate in national and international seminars/workshops to build confidence and develop research interests and technical skills. Faculty members are encouraged to attend seminars/workshops and publish patents, with financial aid provided by the institute.

c) Interdisciplinary Research:Faculty members are encouraged to present their research at conferences and publish in reputed indexed journals. The institute supports interdisciplinary research activities.

d) Institute-Level Avishkar Competition: Organized annually as part of the curriculum by Dr. Babasaheb Ambedkar Technological University. Provides a platform for students and faculty to showcase their research.

e) Divisional-Level Avishkar Competition 2023: Pharmacy UG Students from Aurangabad, Jalna, and Ahmednagar regions participated, with our students & winning prizes and promoted to university level rounds.

f) Practice School and Project Work: Final year students participate in various research activities and projects as part of their curriculum. they encouraged to conduct research on herbal or pharmacognosy topics, preparing models and herbaria as part of innovative culture and the Indian knowledge system.

SYIPER's initiatives through the R&D Cell and IIC have significantly enhanced the research culture at the institute. By providing platforms for knowledge transfer, encouraging participation in seminars and workshops, and supporting patent publications, Institiute ensures that both students and faculty members are actively engaged in research and innovation. The establishment of the IPR Cell and the success in various competitions further exemplify the institute's commitment to fostering a robust research environment.

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: 34

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**

2023-24	2022-23	2021-22	2020-21	2019-20
10	13	8	3	0

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

3.3 Research Publications and Awards

3.3.1

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

Response: 1.97

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

2023-24	2022-23	2021-22	2020-21	2019-20
12	19	26	4	0

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

3.3.2

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

Response: 0.42

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**

2023-24	2022-23	2021-22	2020-21	2019-20
5	4	4	0	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:

The college organizes a number of extension activities to promote institute neighborhood community to sensitize the students towards community needs. Extension activities involve individuals working for the advancement of society, aiming to promote social change and development. Shreeyash institute of Pharmaceutical Education and Research is devoted to the all-inclusive development of the student's social responsibility, learning by doing and leadership quality.

Extension and outreach programs impart the drive for volunteer service and benevolence in the students. It inculcates the habit of helping the needy poor people, neighborhood. The students under the NSS program learn to practically follow the motto of "Not Me but You".

The spirit of voluntary work through sustained community interaction and link between campus and community is captivated amongst students, which reflects on the personality development of students through community service. Students and faculty volunteers have contributed in the field of mass literacy, environment preservation, health education, food for the homeless, communal and social harmony etc. in past years which prepare for their career and be a good citizen of India.

Shreeyash Institute of Pharmaceutical Education and Research (SYIPER) organizes a variety of extension activities to promote community engagement and sensitize students to societal needs. These activities aim to instill a sense of social responsibility, practical skills, and leadership qualities in students. The institute emphasizes volunteer service and fostering the habit of aiding the underprivileged, reflecting the NSS motto "Not Me but You."

Name of Activity	No. of Students	Date	Impact
1. **Swachhata Abhiyan:**			Cleanliness and hygenic Development
1. Cleanathon at Gandheli Camp	60	4/3/2024	
2. Cleanathon at Sindon-Bhindon Camp	50	11/03/2023	
3. Kham Eco Park Cleanathon	15	01/10/2023	
4. Cleanathon	164	26/02/2022	
2. Water Conservation			
1. Water conservation Rally and street play at Gandheli	60	6/03/2024	Students are motivated for the water conservation
2. Water conservation Rally NSS Camp	50	09/03/2023	
3. Vanarai Bandhara at Bhindon NSS Camp	50	10/03/2023	

4. Participated in "Celebration of Constitution Day of India"	128	26/11/2022	Importance of parliamentary democracy
4. Election Awareness Campaign			
1. Voter awareness oath on National Voters Day	118	25/01/2024	Students were made aware about their rights about to vote for right person for the development of society.
2. Voters Day (Essay Competition) on National Voters Day	21	25/01/2023	
5. Blood donation camp			
1. Blood Donation Camp Shreeyash Campus	118	07/09/2023	**Emotional Development** Ethical values developed during various donation camps help students become emotionally involved in very important social issues
2. Blood Donation Camp Shreeyash Campus	134	16/06/2022	
6. Tree plantation:			
1. Tree plantation at ZP School Gandheli	60	26/2/2022	**Environment Development** : Students are educated to aware of environment for creating eco-friendly society.
2. Tree Plantation ZP School Satara Parisar	164	26/03/2023	
6. Orphanage Visit			
1. Medical Camp at Bhagwan Baba Balika Aashram	118	21/09/2022	**Humanity and helping tendency:** Imparting practical life and cultivating humanity and helping tendency among young minds for developing good human being in the society
2. Malnutrition Day at Bhagwan Baba Balika Aashram	173	14/11/2022	

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:

Extension activities involve individuals working for the betterment of society, aiming to promote social change and development. Shreeyash Institute of Pharmaceutical Education and Research believes that today's generation/students are tomorrow's citizens. The college emphasizes the importance of students sincere commitment to society, as it can bring about positive change in their life. Therefore, institute always promote students for participating in different activities individually or in collaboration with different government and non-government organizations. In line with different government initiatives, institute through its NSS unit actively participate in different activities such as cleanliness drives, Electoral Literacy, tree plantation, and organizing blood donation camp etc. these endeavors have fostered a sense of inclusivity and social responsibility among students while making tangible differences in the lives of those in need.

A village, 'Gandheli and Sindon-Bhindon', located in the district of Chh. Sambhajinagar, has been adopted by the NSS unit of the institute, showcasing its commitment to community development. All these initiatives align with the guidelines set forth by the university and central and state government programs such as Swachh Bharat Abhiyan, Swasth Bharat Abhiyan, Sarva Shiksha Abhiyan, Community Pharmacy etc. carried out by the NSS unit.

Under the Swachh Bharat Abhiyan, the institute consistently conducts and hosts cleaning programs in nearby areas. These programs encompass cleaning roads, school premises. Swasth Bharat Abhiyan involves health-focused initiatives such as health check-up camps, blood donation camps etc. During the health check-up camp, a team of doctors, nurses, and over 50 student volunteers participated in addressing the medical needs and attention of over more than 100 patients.

The blood donation camp was conducted in association with Jeevan Dattaji Bhale and Lions Club, Chh. Ssambhajinagar and has witnessed the active contribution of over 100 units of blood over the past two years.

Cleanathon drive, Vermicompost and Tree Plantation drive was carried out by the NSS unit at Z. P. School, Satara Parisar, Dist. Chh. Sambhajinagar and the work was appreciated by the school also.

The letters of appreciation/awards/recognitions received the institution from various

government and other recognized bodies are given here below table:

Sr. No.	Particulars (Recognition Letter)
01	Grampanchayat, Gandheli Dist. Chh. Sambhajinagar
02	Grampanchayat, Gandheli, Dist. Chh. Sambhajinagar
03	Lions Blood Center, Osmanpura, Dist. Chh. Sambhajinagar
04	Grampanchayat, Bhindon, Dist. Chh. Sambhajinagar
05	Grampanchayat, Bhindon, Dist. Chh. Sambhajinagar
06	Bhagwan Baba Balikashram, Satara Parisar, Dist. Chh. Sambhajinagar
07	Dattaji Bhale Blood Center, Dist. Chh. Sambhajinagar
08	Z. P. High School, Satara Parisar, Dist. Chh. Sambhajinagar

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: 42

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**

2023-24	2022-23	2021-22	2020-21	2019-20
15	19	8	0	0

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

3.5 Collaboration

3.5.1

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

Response: 20

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:

Shreeyash Institute of Pharmaceutical Education and Research, nestled within a sprawling 53-acre campus surrounded by picturesque mountains, is a testament to the institution's commitment to fostering an environment conducive to high-quality education. The institute prioritizes providing a robust infrastructure that supports innovative teaching and dynamic learning, ensuring that students are well-equipped to meet the challenges of the pharmaceutical industry.

1. **Institute Building:** The institute's building, strategically located on a multi-institutional site, with six well-designed levels having various academic and administrative units. The institute's strategic location within a larger educational complex ensures that students benefit from a holistic educational ecosystem.
2. **Classrooms and Tutorial Rooms:** The institute has eight spacious, IT-enabled classrooms, each designed to create a conducive learning environment. These classrooms are equipped with modern teaching aids, including whiteboards and LCD projectors, ensuring that both faculty and students have access to the latest technological tools. The provision of Wi-Fi in all classrooms enhances connectivity.
3. **Laboratories:** Laboratories at Shreeyash Institute are designed to meet and exceed the norms set by the Pharmacy Council of India (PCI). Each lab is spacious and comes with preparation rooms, ensuring that practical sessions are conducted efficiently. The labs are stocked with the latest instruments, apparatus, glassware, and chemicals, and are maintained meticulously with standard operating procedures (SOPs), logbooks, and job cards. These facilities are not only used for regular practicals but also enables hands-on learning and research.
4. **Computer Lab:** The institute's computer lab stands out as a state-of-the-art facility. Spanning 75.93 square meters, the lab is equipped with 30 desktops featuring the latest configurations and supported by a high-end server. The lab is Wi-Fi enabled, providing 24/7 Internet access to students and staff, thus fostering a continuous learning environment where students can engage with the latest software and online resources.
5. **Auditorium, Sports, and Recreational Facilities:** The institute has well-equipped auditorium, designed to host a variety of extracurricular and co-curricular activities. The auditorium provides a professional setting for seminars, guest lectures, and cultural events. Additionally, the campus offers comprehensive sports facilities, including both indoor and outdoor sports areas, a yoga center, a music center, and a recreation center. These facilities play a crucial role in promoting holistic development among students.

6. **Library:** The library at Shreeyash Institute, featuring an extensive collection of books, journals, and e-resources. The library provides online access to various academic databases, enabling students to stay updated with the latest research and developments in the pharmaceutical field.

7. **Special Facilities and Campus Amenities:** Beyond academics. a medicinal garden, a drug museum, and a model pharmacy are part of the institution's efforts to provide hands-on learning experiences. The exam department is well-organized, with a confidential control room for smooth examination processes. Additionally, a machine room and a central instrumental room equipped with sophisticated instruments are available for practical training. For students requiring special assistance, the institute is fully accessible, with ramps, elevators, wheelchairs, and separate toilets designed to meet their needs. The campus also features well-furnished hostels for both girls and boys, staff quarters, ample parking, and a canteen that serves students, staff, and visitors, making the campus a self-sufficient educational community.

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: 27.96

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

2023-24	2022-23	2021-22	2020-21	2019-20
11.53798	56.20018	28.67513	39.89290	19.75005

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The Library stands as a cornerstone of academic resources, fostering an environment conducive to learning and research. The library operates with the aid of the Delplus Software System, which facilitates barcode generation and provides Online Public Access Catalog (OPAC) services using a static IP. The availability of broadband internet further enhances the accessibility and usability of the library for both staff members and students. The library is enriched with a diverse collection of e-resources, including subscriptions to Delnet, J-Gate, ShodhGanga, and the National Digital Library (NDL).

One of the best practices of the library is the Open Users System (OUS), which allows students to freely access library resources. The library is equipped with CCTV cameras to monitor activities and ensure security. Daily newspapers in three languages, along with 16 research journals and periodicals, cater to the diverse needs of the academic community. The library also extends additional support to financially weak students by providing them with extra books, demonstrating a commitment to inclusivity and academic support. Student feedback is actively sought for book selection, ensuring that the library's collection remains relevant and useful. The library prides itself on maintaining a clean and peaceful atmosphere, conducive to study and research.

The library has seen a significant increase in user strength over the years. The Library Advisory Committee for the year 2023-2024 is chaired by Principal, faculty members and students. This committee plays a crucial role in upgrading book titles and volumes in accordance with PCI and university norms and provides valuable input for the overall development of the library.

The library's functional units include the librarian's desk, property counter, circulation counter, and reading rooms for both faculty and students, along with a printing section. Library use transactions have increased significantly post-2020, highlighting the growing reliance on library resources.

The library infrastructure includes computers, a Xerox machine, CCTV cameras, fire extinguishers, chairs, tables, a Wi-Fi device with 100 MBPs internet bandwidth., a Delplus server, a printer, a scanner, book card boxes, and book racks. Facilities include a reading room, periodical services, user orientation and awareness programs, assistance in database searches, and a reference section with a seating capacity of 100 students.

In terms of green initiatives, the library has replaced the card catalogue with Delplus and promotes scanning over photocopying to reduce paper usage. Energy conservation practices are diligently followed by the library staff and maintaining cleanliness is a top priority.

Additional initiatives such as vocabulary enrichment programs, user orientation and awareness sessions, a book bank facility for needy and meritorious students, and the provision of question papers and syllabi further enrich the library's offerings.

File Description	Document
Upload 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:

1. Institute IT Facilities

Our institution is committed to maintaining state-of-the-art IT facilities, ensuring that students, faculty, and All staff have access to the latest technology and resources. The IT facilities are regularly updated to meet the evolving needs of our academic community.

IT Facility Enhancements:

Computer Laboratory: The institute has a computer lab available for student use. The computer lab is equipped with a good configuration of desktop computers. The computer lab also has a variety of software applications, including Microsoft Office, Adobe Reader, and Chem-Draw and Chem-Sketch. Computers are connected to LAN for high-speed Internet.

Classrooms: All classrooms are fitted with LCD projectors, ensuring high-quality visual presentations for students.

Library: The institute provides advanced learning resources in the library, providing access to NPTEL courses and various software subscriptions. Language laboratory tools like ENGLISH CLOUD Language are employed, while Chem-Draw is utilized for drug design. Additionally, the library offers a wide array of digital resources, such as online databases, e-books, and e-journals. Students benefit from subscriptions to resources like DELNET, the National Digital Library of India (NDLI), and Shodhganga.

E-Governance Initiative: The Institute's E-Governance initiative enhances efficiency, communication, and security by implementing key technological solutions. An ERP system streamlines administrative processes, while institutional email accounts and WhatsApp groups facilitate secure and real-time communication. CCTV surveillance ensures campus safety, and Tally accounting software precisely manages financial operations.

Cybersecurity: The Institute offers robust cybersecurity facilities to protect digital systems and data. Key components include an advanced firewall system that monitors and controls network traffic to prevent unauthorized access and cyber threats. Additionally, we utilize Quick Heal Total Security software, which provides real-time threat detection, antivirus protection, web security, and data privacy features. These measures ensure a secure computing environment, safeguarding sensitive information and preventing cyberattacks.

Seminar Hall: Seminar Hall has a Sound System and Projectors for conducting Cultural events, Seminars, Workshops etc. The projectors can also display images and videos on a large screen.

Staff cabins with IT facilities: Each Staff has equipped staff cabins with state-of-the-art IT facilities to enhance productivity and communication. Each cabin includes a high-performance computer connected to high-speed internet, ensuring our staff has the tools they need for efficient and effective work.

Smart Board: Smart boards are interactive digital boards that revolutionize traditional teaching methods by incorporating digital technology into the classroom. These boards allow educators to display and manipulate multimedia content from computers and other digital devices onto a large screen.

2. Bandwidth for Internet Connection

Networking and Connectivity: The network infrastructure is meticulously designed with a structured LAN, offering well-organized connectivity through high-speed ports. TATA's 500MBPS fiber optics broadband plan guarantees rapid and reliable internet access. Internet connectivity is extensive, covering key areas such as classrooms, faculty rooms, the library, and computer and language labs. The Institute Wi-Fi network includes the latest Wi-Fi access points throughout the Institute, ensuring faster and more reliable internet connections. This upgrade enhances the overall user experience, supporting more simultaneous connections and providing better coverage in all Institute locations.

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: 4.49

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

Response: 110

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: 70.76

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)**

2023-24	2022-23	2021-22	2020-21	2019-20
40.9296	101.46084	160.70348	39.79426	52.0707

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: 92.52

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**

2023-24	2022-23	2021-22	2020-21	2019-20
492	480	435	404	266

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](#)

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: 63.88

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**

2023-24	2022-23	2021-22	2020-21	2019-20
423	442	400	64	105

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: 66.88

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	81	65	60	0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	106	112	90	0

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: 93.14

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.)**

2023-24	2022-23	2021-22	2020-21	2019-20
48	19	14	14	0

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

5.3 Student Participation and Activities

5.3.1

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

Response: 35

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*

2023-24	2022-23	2021-22	2020-21	2019-20
9	9	11	0	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: 30.6

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

2023-24	2022-23	2021-22	2020-21	2019-20
45	41	35	00	32

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:

Shreeyash Institute of Pharmaceutical education and research has registered alumni association. This Alumni association contributing significantly to the development of institution through guest lectures. Our eminent alumni members such as Shafik Sheikh, Vivek Basalge, Radha Wattamwar shared their expertise, experiences to our current B. Pharmacy student.

These members delivered Guest lecutres as mentioned below

No.	Date	Alumni member	Topic	Class
1	13/04/2024	Mr. Shafik sheikh	Career opportunities in IT Sector in Pharma and associated streams	4th Year
2	22/04/2024	Mr. Vivek Basalge	Data Analyst role in Pharmacovigilance	1st Year
3	29/04/2024	Ms. Radha Wattamwar	Alumni interaction for career orientation	1st Year

Mr. Shafik Sheikh delivered lecture on Career opportunities in IT Sector in Pharma and associated streams, dedicated to final year students. To understand where career bright opportunities are available in this and how to capture, the best person can guide was our alumni members. **Mr. Shafik shaikh** (alumni member from batch 2020-21) has done his early work in Gebbs healthcare, now working as HIM executive in Corro health infotech. After listening to Mr. Shafik Shaikh, as alumni member, as working professional our final year student understood requirement of skills, knowledge to secure good placement in IT sector.

Mr. Vivek Basalge delivered lecture on Data Analyst role in Pharmacovigilance, dedicated to first year students.

To understand its importance, working departments in it, and role of data analyst, a routinely pronounced term we had invited **Mr. Vivek Basalge** (alumni member from batch 2021-22) working as data analyst in multi-national company Cognizant infotech. Understanding of the process that the pharmacovigilance professionals collect adverse data on the companies' products, analyze the data, recommend the changes

and warnings in labeling or clinical trial protocols. In this process data analyst role is central. With understanding of above part students shown keen interest for listening to other alumni members who are working in different pharmacovigilance companies

Ms. Radha Wattamwar delivered lecture on Alumni interaction for career orientation, dedicated to first year students.

For career orientation of students we had invited **Ms. Radha Wattamwar** (Alumni member 2020-21). Our alumni member Ms. Radha after completed her degree in **SYIPER 2020-21 batch** went to ICT bhuwaneshwar for higher education. Understanding the need of career orientation, career development, higher education and required entrance exams are well explained by Ms. Radha Wattamwar during her interaction session.

Students understood effort required behind development of good career. Progressing to higher education securing good position is time consuming and quality demanding process.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The institute's vision and mission statements reflect a commitment to proactive governance and effective leadership, creating a dynamic environment for the development of future pharmacists.

Vision

In pursuit of creating a competitive environment to produce ever-evolving pharmacists.

Mission

- To achieve the highest standards of infrastructure in the practice of pharmacy.
- To nurture students through innovative outcome-based learning.
- To strive for excellence in research and collaboration.
- To contribute to society through meaningful services.
- To provide lifelong learning opportunities in pharmaceutical sciences.

Governance and Leadership

The institution's governance and leadership are intricately aligned with its vision and mission, emphasizing sustained growth, decentralization, and stakeholder participation in governance. This alignment is evident in the college's continuous efforts to enhance infrastructure, foster an enriching learning atmosphere, and implement student-centric activities. The administrative team is dedicated to maintaining a competitive environment that nurtures the development of pharmacists equipped to meet evolving industry standards.

Policy Framework

The institution's governance structure involves all stakeholders in the decision-making process, ensuring comprehensive development, implementation, and continuous improvement of various policies. These policies encompass a wide range of areas critical to the institution's functioning as given below

1. **Academic Integrity and Examination Policy:** Ensures fair and transparent academic and examination processes.
2. **Recruitment Policy:** Focuses on recruitment of qualified staff.

3. **Purchase Policy:** Provide guidelines for the procurement of necessary resources in a cost-effective manner.
4. **Research & Development Policy**: Promotes research activities and collaborations.
5. **Student Mentoring Policy:** Provides guidance and support to students for their academic and personal development.
6. **Training and Placement Policy**: Facilitates students' transition from academia to professional life.
7. **Grievance Redressal Policy:** Addresses and resolves complaints and issues of students and staff promptly.
8. **Recognition and Award Policy:** Acknowledges and rewards outstanding contributions and achievements.
9. **Environmental Policy**: Promotes sustainability and environmental initiatives
10. **Disabled-Friendly Barrier-Free Environment Policy**: Ensures accessibility and inclusivity for disabled students and staff.
11. **E-Governance Policy:** Enhances operational efficiency through digital solutions.
12. **Gender Sensitization Policy**: Promotes gender equity and awareness.

NEP 2020 Implementation

The institution has initiated several measures to implement the National Education Policy (NEP) 2020. These measures underscore the college's commitment to fostering proactive governance and effective leadership, contribution involves Academic bank of credits (ABC), electoral literacy club (ELC) and skill development programs.

Participative management and committees

The college demonstrates participative management through the involvement of various committees and stakeholders. This inclusive approach ensures that decisions are made collaboratively, benefiting from diverse perspectives. Key participants include:

Management, Principal, Head of Department, faculty members, nonteaching staff students, parents, alumni and employers. The institution has established several committees to manage different aspects of its operations, ensuring effective governance and fostering an environment conducive to academic excellence

Which includes Governing Body, College Development Committee (CDC), IQAC Cell, Anti-Ragging Committee, Internal Complaint Committee (Vishakha Cell) and many more including students' redressal cell.

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 college has developed a comprehensive Institutional Development/Strategic Plan, "Vision 2032," This plan encompasses several key areas aimed at fostering growth and excellence in education and community engagement.

Vision 2032: Key Focus Areas

1. NEP 2020 implementation

Updating and aligning the curriculum to meet the standards and recommendations set forth by the National Education Policy (NEP) 2020, ensuring that the educational offerings are contemporary, relevant, and of high quality which includes

1. Multidisciplinary/interdisciplinary approach
2. Academic bank of credits (ABC)
3. Skill development
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)
5. Focus on Outcome based education (OBE)
6. Distance education/online education

2. Research and Development

Shreeyash Institute of Pharmaceutical Education and Research has initiated the establishment of two significant cells, namely the 'Research & Development Cell' and the 'Institutional Innovation Cell' under the IQAC. Accordingly research culture is initiated and promoted through initiatives, creation and transfer of knowledge. This strategic move is aimed at fostering a culture of research and development amongst students and faculty members.

3. Social Responsibility and Outreach Activities

The college organizes a number of social activities to promote institute neighbourhood community to sensitize the students towards community needs. Extension activities involve individuals working for the advancement of society, aiming to promote social change and development strengthening the institute's commitment to social responsibility through various outreach programs.

4. Expansion of Institute

Strategically expanding the institute's facilities, infrastructure, and academic programs to accommodate

increasing student enrolment and to enhance the learning environment. This includes the development of new departments, laboratories, and state-of-the-art facilities.

5. Governance and Administrative Structure

The institute facilitate the effective development of students through various committees

Sr. No.	Name of Committee	Functions
1	Governing body	Policy framework,
2	College development committee (CDC)	Policy making body. appointment of staff
3	IQAC committee	Plan and action to improve performance.
4	Academic Monitoring committee	Functioning of academics
5	Mentoring committee	Mentoring of students
6	Library committee	Library facilities
7	Training and Placement committee	Placement drives
8	NSS Committee	NSS activities
9	Anti-ragging committee	Prohibit ragging
10	Internal complaint committee (Vishakha cell)	Address female grievance
11	Examination and assessment committee	Exam and assessment
12	Purchase committee	Purchase
13	Alumni Association cell	Networking opportunities for students
14	Co-Curricular committee	Improvement of learner abilities
15	Extra-curricular Committee	Improvement of extra activities
16	Research and Development committee	Research promotion
17	Institute Industry committee	Industry interactions
18	Anti-discrimination committee	prohibit discrimination and harassment
19	Feedback committee	Feedback of teachers
20	Gender sensitizing committee	Address grievances
21	Grievance redressal committee	Address grievances
22	Competitive exam committee	ICT facilities
23	Electoral literacy club	mainstreaming of electoral literacy in College
24	Health aid committee	Address health
25	Institute Innovation council	Industry Interaction
26	Intellectual property and Patent cell	Promote the research and patent
27	Maintenance and housekeeping committee	Maintenance of infrastructure
28	Information and communication technology (ICT) cell	ICT facilities
29	Parent-teacher Association	supportive network, promote

	committee	institute spirit, and strengthen the institute culture

These committees are crucial for appointments, service rule, and procedures are followed as per statutory regulatory authority from time to time.

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:

1. **Performance Appraisal System for Teaching and Non-Teaching Staff**

The college's performance appraisal system for Teaching and Non-Teaching staff is designed in accordance with the Academic Performance Index (API) guidelines set by the UGC. This system evaluates various facets of staff activities, including academic, administrative, co-curricular, extracurricular, research, extension, and professional development.

- **Evaluation Process:** Self-Assessment: Each staff member fills out an appraisal form, detailing their activities and assigns a score to their achievements.
- **Verification**: The Heads of Departments review the submitted forms, verify the details, and assign a score based on the provided information.
- **Final Assessment by Principal**: The Principal assesses the scores and ratings, considers the overall performance, and provides final remarks regarding increments and promotions.

2. **Avenues for career development/progression**

- **Professional Development of Teaching Staff**

1. promote staff for seminars, workshops and conferences; To foster the professional growth of teaching staff, the institute promotes various activities and opportunities: Participation in Seminars, Workshops, and Conferences.
2. Research and Publications: Staff are supported in publishing and presenting research papers. The IQAC and Research Committee aid teachers in submitting research papers and book publications.
3. Orientation and Refresher Courses: Faculty members are encouraged to attend orientation refresher courses and FDPs to stay updated with the latest developments in their fields.
4. Higher Qualification Promotion: The institute supports and facilitates staff to achieve higher qualifications, promoting them to apply for Ph.D. registrations and assisting them in their research activities.

- **Non-Teaching Staff Development**

Specialized Training Programs for Non-teaching staff are encouraged to attend laboratory and library training programs as needed. Enhancement of Computer Literacy: The institute promotes computer literacy among staff, enhancing their technical skills and efficiency.

The institute is committed to the welfare of both Teaching and Non-Teaching staff, offering several benefits:

1. Group Insurance: All staff members are covered under a Group Insurance scheme, providing financial security.
2. Additional Facilities: The institute offers facilities such as a Consumer Store, Gymkhana, and canteen to ensure staff well-being.
3. Provident Fund Scheme: The Employee Provident Fund scheme is available to all staff members as per the Government of India EPF and Miscellaneous Act, 1952.
4. Festival Advance: Class-III and IV staff are provided with festival advances to celebrate festivals joyfully.

5. Salary Advances: Advances against salary are available to needy employees, providing financial assistance when required.
6. Leave Benefits: All staff members are entitled to leave benefits as per Government norms and Dr. Babasaheb Ambedkar Technological University regulations, ensuring they have adequate time for rest and personal matters.
7. Residential Facilities: Faculty members of Shreeyash Pratishthan are provided with residential accommodations.
8. Transport Policies: The institute offers transport policies for faculty members, allowing them to commute safely and conveniently via college buses at minimal charges. This policy enhances the commuting experience, ensuring safety, reliability, and efficiency.

Through these comprehensive measures, the institute aims to create a supportive and enriching environment for both its teaching and non-teaching staff, fostering a culture of continuous growth and well-being.

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: 62.6

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**

2023-24	2022-23	2021-22	2020-21	2019-20
21	27	25	0	9

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: 54.27

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**

2023-24	2022-23	2021-22	2020-21	2019-20
38	23	29	22	15

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

2023-24	2022-23	2021-22	2020-21	2019-20
32	27	15	15	14

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The Institute has structured mechanism for mobilization and utilization of funds and resources. The primary source of funding is the fees, including scholarships that are collected from B.Pharm and M.Pharm students. The annual tuition fees for students are determined and approved by the Fee Regulatory Authority (FRA) for B. Pharm and M. Pharm programs. The Institute plan annual budgets for income and expenditure and allocates funds for a range of costs, including:

1. **Salary:** For teaching and non-teaching employees.
2. **Developmental activities:** Infrastructure development, Laboratories upkeep and repairs, sports supplies, computers, lift, machines, equipment, teaching learning equipment, and infrastructure.
3. **Expenses related to administration:**Printing, stationery, advertising, costs of operations,etc.
4. **Academic expenses**: Books, journals, supplies, glassware, industrial visits, placement, co- and extracurricular activity expenses, student training costs, prerequisites for competitive exams, etc.

Optimal Utilization of Resources:

The institute ensures that funds are efficiently used to enhance academic infrastructure and processes through a structured oversight system as mentioned below

1. At the beginning of each academic year, the principal notifies various departments: administrative office, store, library, examination, and computer departments, to compile their yearly requirements. Each department collaborates with academics to outline their needs, which are then reviewed by the principal.

2. To ensure availability of resources, the principal sends requirements to the store in charge, who obtains quotes from vendors. Similarly, the librarian and computer department verify their needs with vendor quotes. The Academic Monitoring Committee prepares recruitment materials for faculty and staff, consulting with the administrative department.
3. Once requirements are finalized, the principal along with department heads reviews and approves them. The College Development Committee gave final approval.
4. Annual stock verification is conducted to audit inventory, including chemicals, equipment, library books, and journals. The accounts department oversees income and expenses, with both internal and external audits conducted annually.
5. This structured approach ensures transparency and efficiency in budget management, supporting the institute's academic goals effectively.

Heads of Resource Mobilization	Received amount in Rs.				
	2019-20	**2020-21**	**2021-22**	**2022-23**	**2023-24**
Scholarship from Government agency to students	Rs. 1,17,91,574/-	Rs. 2,14,21,804/-	Rs. 2,28,22,981/-	Rs. 2,80,51,189/-	Rs. 3,38,38,436/-
Amount Received as Fees from students	1,64,18,425/-	2,39,81,042/-	2,60,79,566/-	3,13,86,808/-	2,39,75,121/-

Mechanism of Internal & External Audit

Regular internal and external financial audits are carried out by the College. The Trust-appointed committee conducts bi-annually internal financial audit of the college and its administrative divisions. The college prepares a trial balance sheet and an income-expenditure report, and then the statutory auditor conducts an annual audit.

Regular external audits are carried out in the areas of finance, administration, and academia. Verification is done during inspections by Dr. Babasaheb Ambedkar Technological University, Lonare & Pharmacy Council of India.

Financial Year	Internal Auditor	Objection if Any	External Auditor	Objection if Any
2023-24	Mr. Deepak Shelke	NIL	V. D. Abhyankar & Associates	Awaited
2022-23	Mr. Deepak Shelke	NIL	V. D. Abhyankar & Associates	NIL

2021-22	Mr. Deepak Shelke	NIL	V. D. Abhyankar & Associates	NIL
2020-21	Mr. Deepak Shelke	NIL	Ashok Patil & Associates	NIL
2019-20	Mr. Deepak Shelke	NIL	Ashok Patil & Associates	NIL

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:

Since 2021, the IQAC is functioning in accordance with established norms. A structure has been built to facilitate the best possible review of the teaching and learning process. Its implementation and monitoring method for the teaching and learning process is unique. The establishment of assessment procedures and feedback mechanisms has made it possible for the IQAC to periodically evaluate learning outcomes. At least three meetings of the IQAC held annually, Examines the processes, structures, and operational methods of teaching and learning: The deployment of the course module is another effort of IQAC.

Institute IQAC has established a robust framework for the teaching-learning process, ensuring continuous improvement and optimal learning outcomes. Through systematic planning, monitoring, and feedback mechanisms, the IQAC enhances the educational experience and supports the academic goals of the institute.

Particulars of teaching learning process	Description
Course Specifications	Provide the information about the title of course-code, and program year.
Course objectives	Enumerates objectives of course
Course outcomes	Expected outcome form the learner.
CO-PO matrix	Mapping of course outcome with program outcome
Teaching and assessment methods	Method of teaching and assessment are outlined

Course contents (Theory/Practical)	Enumerates the teaching content to be delivered as per syllabus.
Assignment & tutorials	Schedule and number of assignment &tutorials
Learning resources	References book and other learning tools
Student support	Teacher-gurdian activity
Schedule of assessment	Dates of summative and formative examination
Facilities required	Classroom, laboratories, equipment, instrument and other prerequisites
Course improvement process	Feedback mechanism for improvement of course content and delivery
Information of Faculty Member Responsible for the Course	Location, office hours and contact details of faculty

Learning outcomes and incremental improvement in various activities:

Some of the Teaching Learning methodologies implemented in the College through IQAC initiatives and their outcomes are given below:

Learning Methodologies	Outcome
Macro-planning: After analysis of previous years feedback and assessment and consideration Dr. BATU academic calendar the IQAC along with inputs develops the College annual calendar/planner	Ensures systematic academic implementation by design.
Micro-planning: Allotment of Courses to subject teachers, development/updating of course module and preparation of daily academic time table and laboratory occupancy timetable	Better curriculum delivery
Monitoring, Record Keeping and Communication: Attendance record, Teachers diary and use of attendance software, electronic digital systems	Better students attendance is ensured and e-communication assured
Transparency: Communication of internal marks after evaluation to students and parents	Update parents/guardian about their child/wards performance
Result Analysis and Review	Assessment of academic delivery of the faculty member Performance of the students
Add on programs and courses	Development of interpersonal, leadership, communication skills.
Feedback from stake holders	Suggest improvement in course delivery for better learning outcomes

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 is committed to foster an environment of gender sensitivity, respect, and equal opportunity. Our initiatives ensure that all individuals, regardless of gender, have access to the same opportunities and are protected by code of conduct. Here's an overview of the practices and measures to promote gender sensitivity and ensure the safety and well-being of all members of our community:

1. Campus Safety and Awareness

CCTV Surveillance: To enhance security, the campus, canteen, and parking areas are equipped with CCTV cameras. This ensures that all areas are monitored, promoting a safe environment for everyone.

Security Personnel: Our security staff is trained to report any misconduct, ensuring prompt action is taken if needed. Additionally, the campus is well-lit at night to enhance visibility and safety.

2. Counseling and Support Systems

Internal Complaint Committee: This committee regularly meets with female students to discuss and address issues they might face, adhering to UGC and Mahila Ayog guidelines.

Support Networks: We leverage various communication channels, including social media platforms like WhatsApp, along with teacher-guardian interactions and student council involvement, to build a supportive environment for girl students.

3. Facilities and Amenities:

Dedicated Spaces: Boys and girls have separate common areas and restrooms, ensuring privacy and comfort.

Well-Equipped Sick Room: The girls' common room and sick room are equipped with a first aid kit, sanitary napkin dispensers, and incinerator machines, providing essential care and hygiene facilities.

4. Health care initiatives

Healthcare Partnerships: We have established MoUs with ASG Eye Hospital, ensuring that medical emergencies are promptly and efficiently managed.

5. Hostel Facilities

Institute has separate girls hostel facility equipped with

Emergency Support: The hostel has 24X7 vehicle support for medical emergencies and provides transportation once a week for shopping purposes.

Mess Facility: A well-maintained mess facility ensures that hostel residents have access to nutritious and healthy meals.

Through these comprehensive measures, institute strives to create a nurturing and secure environment, empowering all students to excel and thrive in their academic and personal lives. Our commitment to gender sensitivity is integral to our vision of building a diverse, inclusive, and supportive educational community.

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:

At Shreeyash Institute of Pharmaceutical Education And Research, we welcome students from diverse cultural, geographical, and socioeconomic backgrounds, ensuring an inclusive and harmonious environment. Our institute promotes unity and respect and constitutional obligations in students through various events and activities mentioned below

1. Universal Human Value: Institute ensures equal opportunities for all students, regardless of their caste, creed, religion, or location, to participate in various activities throughout the academic year. This is introduced to students through faculty as institute have conducted Universal Human Value (UHV) workshop for faculties and planning to introduce UHV course for UG students.

2. Tolerance and harmony towards culture:Cultural Events: Celebrations like Dahihandi, Ashadi ekadashi, Eid Milad, Ganesha Festival, Lord krishna janmashtami, Diwali festival, Chtrapati Shivaji Maharaj Jaynti, Dhulivandan, Shri Ram Navmi, and Garbha Night are organized to provide spiritual and cultural value, bringing students from different backgrounds together. Annual Social Gatherings are celebrated, where students perform various culture related performances reflecting the institute's commitment to cultural diversity.

3. Tolearance and harmony towards region: Marathawada mukti sangram din, maharashtra day, and other regional activities are performed by the institute.

4. Tolearance and harmony towards language: Activities like Marathi rajbhasha din, and marathi bhasha pandharwada celebrated for linguistic harmony.

5. Tolearance and harmony towards communal socioeconomic: NSS Camps organized in rural areas, these camps promote community service and social responsibility among students. Cleaning campaigns, bird feeder making competititon, meri mati mear desh, blood donation camps, national youth day and other activities are promoted for socioeconomic harmony.

6. Constitutional obligations: The institution emphasizes the importance of fundamental duties and moral responsibilities. Activities and initiatives aimed at promoting these values include:

- National Holidays and Celebrations: The institute recognizes significant national holidays such as Republic Day, Independence Day, Unity Day, and Constitution Day. Institute also participated in campaign named as Har ghar Tiranga under Azadi ka amrut mahostasav. The birth and death anniversaries of prominent Indian historical figures like Dr. B. R. Ambedkar and Dr. A. P. J. Abdul Kalam are also celebrated.

- Fostering Patriotism: Institute instills a sense of patriotism in its students by teaching them to Obey the Constitution and Respect its Ideals: Students are educated about the importance of the Constitution and the need to uphold its principles. Honor the National Flag and Sing the National Anthem.

All these activities are promoted and executed through committees and Clubs where Students participate in various committees, such as cultural, magazine, sports, NSS, and library committees, ensuring that their diverse needs are met and their viewpoints respected.

Counseling and Support:

The institute prioritizes the safety and well-being of its students through various measures which includes

- Security Personnel: Trained security staff members are vigilant in reporting any misconduct, maintaining a secure environment.

- Health and Wellness Initiatives: The institute organizes Yoga sessions, medical check-up camps, and special programs like Women's Day to promote health and well-being.

To address and support gender sensitivity and other concerns, the institute has established:

- Internal Complaint Committee: Regular meetings are held with female students to discuss and address their issues, adhering to UGC and Mahila Ayog guidelines.

- Support Networks: Various communication channels, including social media and teacher-guardian interactions, are used to build a supportive environment.

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: Women's Health Hygiene Awareness Programme

Objective:

Women's Health and Hygiene awareness programme was initiated by the institute for the healthy life of women and girl students. We have identified the following objectives which are in tune with the practice

1. To promote Women's Health Hygiene Awareness among the students, staff, and society.
2. Identify and address the unique health challenges and requirements of women in the workplace
3. Educating women on frequent health issues.
4. To ensure prevention, early screening and treatment of cancer of the reproductive organs

The Context:

The health of women and girls is of particular concern because,

1. Unequal power relationships between men and women;
2. Most of the women shy to discuss their problems
3. An exclusive focus on health and hygine

It is necessary to follow the practices which focuses on educating women about health and hygiene.

The Practice

- To identify the healthcare need of girl students and female staff members, through google form.
- Based on the findings awareness campaigns on the following common healthcare issues are selected.

1. Menstrual hygiene
2. PCOD/PCOS
3. Breast Cancer
4. Hemoglobin and other nutritional related issue
5. Diet in Pregnancy

The institute on second Thursday of every month organize Women's free health check up camps, screening and consultations in association with Shreeyash Ayurvedic College & Research Centre.

Evidence of Success

The students of the institute along with doctors team of Shreeyash Ayurvedic college & Research Centre takes the initiative to prepare some awareness video lecture series on the selected topics which is posted on college you tube channel.

1. Menstrual Cycle:https://youtu.be/evSgiavBOww
2. PCOD/PCOS:https://youtu.be/4OBryyqObyo
3. Breast Cancer:https://youtu.be/q-FvadeMRGY
4. Hemoglobin and related issue:https://youtu.be/kgMRC8MALpo
5. Diet in Pregnancy:https://youtu.be/ogWb1j0YJqI

Seminar on "Tyche Health Awareness Programme" conducted where majority of the issues were discussed and some of the problems were solved by the discussion with expert person. During health check-up, girls residing in hostel had low heamoglobin. So food like peanut jaggarychikki or laddu were provided weekly so that their Hb level increases which results in weight gain and good health.

This practice leads to increased awareness, improved health and hygiene, better community engagement and overall empowerment of women.

Problems Encountered and Resources required

Although the college provided all the facilities in the campus for women and girl hesitates to use them. The girl resides in hostel face more problems related with their health because of inconsistency to take proper diet as suggested by the doctors of medical health check-up camp.

Best Practice 2

Title: Water Conservation Initiatives

Objective:

As the Marathwada region looks an increasingly critical need to address water criasis, the institute understands the impact that water conservation has on this issue and come up with water conservation as second best practice. Therefore, adopting water conservation techniques and recharging groundwater is one of the simplest and best measures in conserving water in college campus area.

The main objectives are listed below:

1. To reduce the run-off of water from the college campus.
2. To avoid water scarcity on college campuses.
3. To avoid water shortage to the plants in the summer season on the college campus.
4. To raise underground water in the college campus for further use.
5. To use the stored rainwater in the botanical garden and for use in a laboratory

The Context

Water conservation is indeed a practical solution to address water scarcity problems at our area due to low rainfall. Implementing water conservation systems on college campuses can significantly contribute to the maintenance of campus ground water level and maintaing our green campus. Water conservation involves collecting and storing rainwater for future use.

The Practice

Water conservation and recycling efforts in our college campus are essential for environmental sustainability.

Steps and initiatives taken

1. **Rainwater Harvesting:** Collect rainwater from college rooftops and use it for landscape irrigation and laboratory. Recharging the well with rain water improves under ground water level, contributing to the overall water conservation efforts of the college.
2. **Drought-Tolerant Landscaping:** To replace water-intensive landscaping with drought-resistant plants and use mulch to reduce water evaporation.
3. **Leak Detection**: Regularly inspect and repair plumbing to prevent water leaks incampus facilities.
4. **Water Monitoring**: by developing procedures for water conservation and its optimum use.
5. **Education and Training:** Raise awareness about water conservation through educational programs or by display of boards.
6. **STP Plant (Sewage treatment plant)**: STP is very useful to treating wastewater and making it safe for the non-potable uses like watering the plants in the campus.
7. **Reusable Water Bottles**: Encourage the use of reusable water bottles by providing water refill stations which is having 'Save water Save Energy" display board for the awareness.
8. **Paperless Initiatives:** Reduce paper usage in administrative processes by implementing ERP System, which conserves water used in paper production and also save trees.

By adopting these measures, Institute can significantly reduce their water footprint and promote a culture of environmental responsibility among the students.

Evidence of Success

These best practices have been successfully run within the college and helps to maintain green intiatives of the campus. This practice highlight the importance of water and spread the awareness about saving water. It has helped in improving the quality and quantity of water.

1. An efficient Rain Water Harvesting system is established within the institute. Entire surface and rooftop rainwater is collected through the system and then directed for bore-well recharge.

2. The farm pond buildup in the campus, which is very useful to meet the demand of water in the campus. The water is used for various purposes as washing, cleaning and gardening by well laid pipe network.
3. The bore wells are recharged by rain water harvesting.
4. The College has established STP (Sewage Treatment Plant) as per standard norms for the purpose of waste water recycling.
5. Reverse Osmosis (RO) drinking water provided in campus.
6. Our students and staff members are trained for minimum usage of water.

Problems Encountered and Resources required

Marathwada lies in the rain-shadow region, receiving significantly less rainfall (600-800 mm) compared to Western Ghats (2,000-4,000 mm). This directs us towards water conservation which was expensive and highly laboarious work like digging of farm ponds, percolation pitholes and planting more and more trees. Problems like the roof should not be painted, it should be clean making it less feasible. Although institute has inplaced robust system for effective water conservation

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

ECOFRIENDLY GREEN CAMPUS INITIATIVE WITH SOCIAL COMMITMENTS

A Green Campus is a place where environmentally friendly practices and education combine to promote sustainable and eco-friendly practices. The green campus concept offers an institution the opportunity to take the lead in redefining its environmental culture and developing new paradigms by creating sustainable solutions to environmental, social and economic needs of the mankind. The faculty, staff and students have to contribute collectively to develop an eco-friendly sustainable campus and disseminate the concept of eco-friendly culture to the nearby community and wherever possible. Following are some activities we strictly followed in our campus

1. **Trees plantation**

2. **Restricted entry of automobiles**
3. **Plastic Free Campus**
4. **Water conservation and recycling**

As a part of Green Campus initiative we regularly focus on

1. Green audit reports
2. Vermicomposting unit
3. Boar well recharges
4. Maintenance of Flora and Fauna of the college
5. Flex and sign boards

Objectives of the Practice:

We have identified the following objectives which are in tune with the practice

1. To promote awareness of environmental issues among the students, staff, and society.
2. To achieve better sustainability on the campus and improve the quality of life of all the Stakeholders.
3. To plant a rare and medicinal/herbal plants on the college campus
4. To support and implement **"Swachh Bharat Abhiyan"** for healthy India.
5. To organize tree plantation drive in nearby communities.
6. To combat climate change thereby improving the quality of the natural environment.

Green landscaping with trees and plants

Now a day clean hygienic environment is a basic necessity of human beings for a healthy life. The main aim of the practice is to impart knowledge, create awareness, and develop an attitude of concern, and nurture the necessary skills to handle environmental issues.

- Shreeyash Institute of Pharmaceutical Education and Research is known for its beautiful landscaping with trees and plants. The Institute has a lush green campus of 53 acres where beautiful trees planted all over the campus area. The college campus includes green spaces embellished with several native and non-native tree species, fruit trees, flowering and decorative plants and trees and plants having medicinal values. Most of the corridors of the college are also lined up with potted plants.
- College also has separate Medicinal Herbal Garden in the campus besides the college building which is helpful for learning of traditional medicine according to Indian Knowledge system.
- Tree plantation is done every year in the college premises and nearby villages under NSS activity to promote green practices. Every year on the occasion of induction programme of First year students, tree plantation was organized to promote and inculcate the social values.
- We felicitate of any guest visiting campus by giving plant pond. We welcome newly appointed teaching or supporting staff by giving him/her a tree sapling and also plant one tree at his/her hands in the college campus with a responsibility to take care of that plant.
- Every year on 5th June i.e. World Environment Day, tree plantation drive was organized by the NSS unit of the college.
- To ensure the growth and protection the tree guards were provided to the plants. The campus has two herbal gardens i.e. Medicinal Garden and another Ayurvedic Herbal Garden where the plants

with medicinal values are available. .

- As a part of **"Ek Ped Maa Ke Naam"**campaign addressed by the PM Narendraji Modi recently we planted more than 500 plant of Bodhi tree, Peepal tree, Pipala tree in the campus area .

Paper Recycling and reuse:

Recycling and reuse are the effective ways to conserve natural resources, save energy, minimize pollution, and reduce the ever growing load on land fill spaces. The paper recycling is a regular exercise in the college. Students actively participated in the reuse of papers. A drive was also carried out to collect waste paper and recycle it for various uses in the college. Further, beautiful posters, paintings, Flower bouquet were also made using recycled sheets for various "Best out of Waste" activities conducted in the college.

Restricted entry of Automobiles

The college operates 08 buses covering each corner of city to facilitate the students and staff. The institute encourages the staff and students to use the college transport instead of their own vehicles for safety, security, fuel conservation and to reduce environmental pollution. The college buses are checked for pollution by the authorized agency. All are informed to maintain the speed of all vehicles below 20 km/h in college campus area to reduce noise and air pollution.

Flora and Fauna of the college:

Medicinal & Herbal Garden is a collection of living plants designed chiefly to illustrate relationships within plant groups. The main objectives of this to collect and conserve plants and to protect endangered species. Institute observes 98 plant species of economic importance.

The campus flora observes10 families:-

Anacardiaceae, Meliaceae, Annonaceae, Bignoniaceae, Caesalpiniaceae, Moraceae, Fabaceae, Apocynaceae, Lamiaceae, Malvaceae

Two gymnosperm sp (*Cycas revolute, Dypsislutescens*) was also recorded from the campus and also exotic species are recorded Lantana camara.

The Campus Flora includes

- Total numbers of plant species. =98 species

- Total numbers of flowering plant species. = 17 species
- Total of dicot plants Species=82 species

- Total number of monocot plants Species= 19 and Gymnosperm species= 02

The gardenflora was divided in to Foliage and flowering trees and shrubs Orchard, nursery etc.

Social commitment

The green campus initiatives not only enhance environmental sustainability but also foster a sense of civic duty and social responsibility in students. The tree plantation drives beyond the campus, for instance, are designed to involve students in the tree farming of local areas, benefiting the environment and the community by improving air quality and providing green spaces. Similarly, the water conservation rallies raise awareness about the importance of preserving water resources, a critical issue in many communities. Through these efforts, students help educate the public on practical methods of water conservation, such as rainwater harvesting and reducing water waste.

The emphasis on social commitments within the Green Campus Initiative ensures that students learn the value of contributing to their communities, understanding that their actions have a direct impact on the well-being of society. By actively engaging in these initiatives, students develop a sense of empathy and responsibility, which are essential qualities for future leaders and professionals. The Green Campus Initiative's focus on social commitments not only contributes to environmental sustainability but also plays a vital role in shaping socially responsible and community-oriented individuals.

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

5. CONCLUSION

Additional Information :

Shreeyash Institute of Pharmaceutical Education & Research (SYIPER) is a premier institution dedicated to providing high-quality education and fostering a holistic environment for student growth in pharmaceutical sciences. Since its inception, SYIPER has achieved remarkable milestones in academic excellence, research innovation, and community engagement.

Academic Excellence and Research

SYIPER boasts a robust academic framework supported by state-of-the-art infrastructure, including the Central Instrument Lab. The institute's participation and consistent performance in research competitions like 'Avishkar' highlight its commitment to fostering a research-oriented culture. To support research initiatives, SYIPER has implemented its own research grant scheme, aiding students and faculty in their scholarly pursuits despite external funding constraints.

Holistic Student Development

SYIPER is dedicated to the holistic development of its students, ensuring access to scholarships and financial aid for those from diverse socioeconomic backgrounds. The institute's collaboration with Shodh Advantech offers courses in clinical data management, pharmacovigilance, and regulatory affairs, enhancing students' employability. Additionally, the institute provides comprehensive support for competitive exam preparation and maintains an active training and placement cell, guiding students towards higher education and successful careers.

Governance and Administration

SYIPER's governance structure promotes transparency and efficiency. The Governing Body, led by the president of Shreeyash Pratishthan, oversees key policy decisions, while the Principal ensures the smooth conduct of academic and administrative activities. The institute's decentralized authority framework empowers faculty participation in governance, fostering a collaborative environment.

Technological Integration and Strategic Planning

The institute has embraced e-governance to streamline administrative, financial, and library management processes. The integration of ICT tools in teaching and learning enhances the educational experience. SYIPER's Vision 2030 strategic plan outlines long-term goals for infrastructure development and academic excellence, ensuring sustained growth and innovation.

Community Engagement

SYIPER actively engages in community service through its National Service Scheme (NSS), organizing initiatives like cleanliness drives and health awareness campaigns. These activities benefit the community and instill a sense of social responsibility in students.

Staff Welfare and Development

SYIPER prioritizes staff welfare, offering benefits such as EPF, group insurance, festive advances, and financial support for research and training. This supportive environment ensures a motivated and equipped workforce.

SYIPER's commitment to academic excellence, research innovation, holistic student development, efficient governance, technological integration, and community engagement positions it as a leading institution in pharmaceutical education. Through its proactive initiatives and strategic vision, SYIPER continues to adapt, grow, and excel, shaping competent pharmacists ready to meet industry challenges and contribute positively to society.

Concluding Remarks :

Shreeyash Institute of Pharmaceutical Education & Research (SYIPER) has established itself as a distinguished institution dedicated to academic excellence, research innovation, and holistic student development in pharmaceutical sciences. Since its inception, SYIPER has made significant strides in creating a nurturing and dynamic environment for both students and faculty.

Academic Excellence and Research Innovation

SYIPER's robust academic framework, supported by state-of-the-art infrastructure such as the Central Instrument Lab, facilitates intellectual growth and practical skill development. The institute's consistent performance in prestigious research competitions like 'Avishkar' reflects its commitment to fostering a culture of inquiry and discovery. Despite being a relatively new institution, SYIPER has instituted its own research grant scheme, enabling students and faculty to pursue scholarly endeavors without external funding constraints.

Holistic Student Development

SYIPER is dedicated to the holistic development of its students, particularly those from diverse socioeconomic backgrounds. The institute ensures that all eligible students benefit from scholarships and financial aid, making quality education accessible to all. Collaborations with pharmaceutical industry provide students with additional courses in clinical data management and regulatory affairs, enhancing their employability. The institute's dedicated support for competitive exam preparation and a proactive training and placement cell further bridge the gap between academia and industry.

Governance and Administrative Efficiency

SYIPER's governance structure promotes transparency and efficiency. The Governing Body, led by the president of Shreeyash Pratishthan, oversees key policy decisions. The Principal ensures the smooth conduct of academic and administrative activities, supported by a decentralized authority framework that encourages faculty participation in governance.

Technological Integration and E-Governance:

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Embracing e-governance, SYIPER has streamlined administrative, financial, and library management processes. ICT tools enhance the educational experience, making learning more interactive and effective. The institute's Vision 2030 strategic plan underscores its commitment to leveraging technology and innovation for long-term growth.

Community Engagement and Social Responsibility

SYIPER actively engages in community service through the National Service Scheme (NSS), organizing initiatives like cleanliness drives and health awareness campaigns. These activities benefit the community and instill a sense of social responsibility in students.

Staff Welfare and Professional Development

SYIPER prioritizes staff welfare and professional development, providing benefits like EPF, group insurance, and financial aid for research and training. This supportive environment ensures motivated and equipped faculty and staff.

SYIPER's dedication to academic excellence, research innovation, holistic student development, efficient governance, technological integration, community engagement, and staff welfare positions it as a leading institution in pharmaceutical education. The institute's proactive initiatives and strategic vision ensure it continues to adapt, grow, and excel, shaping competent, ever-evolving pharmacists ready to meet industry challenges and contribute positively to society.