



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

VIVA INSTITUTE OF PHARMACY

VIVA INSTITUTE OF PHARMACY, VEER SAWARKAR MARG, SHIRGAON,
VIRAR (EAST), TAH. VASAI. DIST. PALGHAR
401305

www.vivapharmacy.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

December 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Introduction

Vishnu Waman Thakur Charitable Trust, established in 1988 under the leadership of Honourable President Shri Hitendra Thakur (MLA of Vasai) is committed to enhancing the educational, medical, and social well-being of the remote Vasai-Virar area, located 60 km north of Mumbai. The Trust's educational endeavours include approximately 40,000 students in Marathi and English mediums, VIVA Junior College, VIVA Institute of Technology (VIT), VIVA School of MCA, VIVA Institute of Management & Research, VIVA Institute of Applied Art, VIVA School of Architecture and VIVA Institute of Pharmacy (VIP) founded in 2010.

VIVA Institute of Pharmacy (VIP) nestled in the serene Shirgaon campus, is approved by PCI, AICTE, DTE and affiliated with the University of Mumbai. It boasts state-of-the-art infrastructure, proficient faculty, advanced laboratories, a well-stocked library, and an array of extracurricular activities.

Vision

To evolve as a leading learning institute with essential, skilful and value-based education by providing a conducive environment to uplift the full potential of curious minds.

Mission

- To provide high standards of pharmacy education through excellent resources, professional collaborations and ethical values.
- To Foster Academic and research domain amongst students and staff members.
- To encourage students to face the challenges for a Professional career in Pharmacy.
- To create a dynamic Pharmacist to marshal the expanding needs of the pharmaceutical and healthcare industry for the benefit of society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- **Affordable, high-quality education for rural students.**
- Well-experienced doctorate faculties, with the majority of the staff pursuing Ph.D. degrees. Additionally, some staff members bring valuable industrial experience to the institution.

- Optimal student-faculty ratio for improved education quality.
- A well-maintained library with an extensive collection of textbooks, reference materials, journals, and an e-library.
- Active student council that manages events, encourages student-teacher coordination, and fosters participation in curricular and co-curricular activities.
- Engagement in various NSS activities, with active NSS volunteers working in villages, slums, and voluntary agencies for societal betterment.

Institutional Weakness

- Need for more research publications in UGC-care journals.
- Alumni engagement and financial support for the institute.
- Research commercialization and entrepreneurship.

Institutional Opportunity

- Potential for additional Memoranda of Understanding (MOUs) with nearby pharmaceutical industries.
- Possibility of establishing MOUs with hospitals for clinical studies, especially with the presence of M. Pharm Pharmacology.
- Opportunities to create research facilities and incubation centres while fostering an entrepreneurship culture.
- Recently initiated M. Pharm Programme holds the promise of fostering a distinctive and enriching research culture within our Institution.

Institutional Challenge

- Adapting to the National Education Policy (NEP) and its implementation.
- Securing research grants from government agencies.
- Navigating the complexities of research **commercialization**.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

VIVA Institute of Pharmacy is affiliated with the University of Mumbai and approved by Pharmacy Council of India, thus adheres to the Academic Curriculum established by both, the University of Mumbai and the Pharmacy Council of India, New Delhi. Before commencing of each academic year, the institute convenes various committees, with the Institutional Quality Assurance Cell (IQAC) and the Program Committee assuming pivotal roles in academic planning and curriculum delivery. The academic calendar of the program is thoughtfully aligned with that of the University of Mumbai.

The college has impressive infrastructure, including well-equipped laboratories and a digital library. Classrooms are furnished with blackboards and projectors, facilitating the use of information and communication technology (ICT) tools by faculty in their teaching endeavors.

Our institute additionally offers enriching add-on courses in subjects like Pharmacovigilance and Animal Handling, with expert resource persons conducting these programs to empower students with profound knowledge. As part of our commitment to curriculum enrichment and fostering an understanding of professional ethics, the institute actively organizes events such as Pharmacist Day, Women's Day, Blood donation drives, and tree-planting initiatives, all aimed at nurturing a well-rounded student experience.

Societal issues are instilled in students through engaging activities such as "Meri Mati Mera Desh," "Aazadi Ka Amrutmahostav,". The institute is committed to environmental sustainability, exemplified by its integration of solar energy systems.

To bridge the gap between industry and academic preparation, our institution regularly arranges industrial visits and guest lectures. Furthermore, internships, industrial projects, and training opportunities are provided to students, ensuring they gain valuable practical exposure. Practice schools, project work, and industrial training are integral components of the curriculum, with project work serving as a structured and purposeful exploration of specific tasks or problems, either individually or in groups, to enhance and apply classroom and laboratory learning.

Students are actively encouraged to participate in fieldwork activities, which help develop leadership skills, foster teamwork, and cultivate a sense of social responsibility. The institution places a high value on feedback, regularly seeking input on its academic performance and overall ambiance from a diverse range of stakeholders, including students, faculty, employers, and alumni.

Teaching-learning and Evaluation

The institution puts forth great effort in keeping with its institutional strengths to create a teaching and learning ecosystem that is focused on the needs of the students. The college admits students through a centralized admission process (CAP). The establishment has a high enrollment rate of students, which has motivated management to gradually raise the intake.

The college has implemented a number of programme for students' overall development under the leadership of IQAC. Participating in learning and use of ICT technologies are two important elements within this.

Appointing qualified educators to authorized following their third year of study, students participate in industrial training to familiarize themselves with the operations of various pharmaceutical industry departments. This helps them to bridge the gap between academia and industry.

Participation in national and international contests, such as quiz contests, poster presentations, seminars, conferences, workshops, and symposiums, is encouraged for students. There are also planned field trips to hospitals, medical gardens and other facilities.

The internal/external assessment process has a reliable and transparent approach. When conducting internal and external assessments, the institute complies with the guidelines provided by the University of Mumbai and the Pharmacy Council of India, New Delhi. The grievance redressal process is efficient and time-bound. In order to perform an internal examination, the institute has made various reforms. They include framing questions with action verbs in accordance with Bloom's taxonomy, mapping the CO to the question paper. Program Outcomes (POs) are published on the website and in prominent locations throughout the institute.

The organization maintains strict rules of discipline during examinations. Students have the chance to voice any complaints they may have which are thereafter dealt with via the appropriate method.

The college has had successful results because of its continuous improvement of teaching and learning strategies, open assessment procedures, and comprehensive preparation at the passing levels of B Pharm and M Pharm.

Research, Innovations and Extension

In alignment with our vision statement to create competent pharmacy professionals and research, the college has been regularly organizing innovation and extension activities. The infrastructure and highly qualified competent faculty provide a sound ecosystem for excellent teaching-learning, research innovation, and holistic development right from the first year of the undergraduate program. The Central Instrument Lab of the institute houses state-of-the-art facilities and advanced instruments. The college has consistently performed well at inter-collegiate and won the Avishkar Research Convention. Utilization of resources for research is done through research grants which have been received from various Government and Non-Government funding agencies. The institute makes efforts to apprise its faculty and students about new research trends and new career opportunities through an arrangement of national and international guest lectures, workshops, faculty development programs, and conferences that improve their professional competency. We provide all students, from their first year itself, an opportunity to participate in research and mentor projects translating to publications, conferences, and presentations. To promote innovation, the college has established its own Institution Innovation Cell (IIC) from 2021 onwards under the flagship of MHRD of Govt. of India. We also follow the Indian Knowledge System to root into our ancient system. These initiatives will help in cultivating and strengthening the innovation culture throughout the institute. Intending to positively impact the healthcare of society, the college has a National Service Scheme. As the initiatives of these committees, students have been carrying out various social activities like Blood Donation Camps, Awareness Drives, and Health Camps. The students thus contribute to educating the community regarding various diseases and health issues through their campaigns. These community outreach activities have received a lot of appreciation. The institute has functional collaborations and memorandum of understanding with industries which, strengthens research and innovation activities and reduces the industry-academia gap.

Infrastructure and Learning Resources

VIVA Institute of Pharmacy, located within the serene environs of VIVA Technical Campus, was established in 2010. The institute's dedication to providing an exceptional educational experience is evident through its infrastructure and learning resources that meet the regulatory requirements of PCI, AICTE, University of Mumbai, and DTE.

The institute's campus is thoughtfully designed, away from the city's commotion, enveloped in the tranquility of nature. Its facilities encompass a four-story institute building, equipped with 24/7 CCTV surveillance for security. The spacious classrooms are furnished with ICT-enabled features like projectors, projector screens, and Wi-Fi connectivity, ensuring a conducive learning environment.

Laboratories at the Institute house a comprehensive range of sophisticated instruments for conducting pharmacy experiments. These facilities also include dedicated spaces such as an animal house, aseptic room, central instrumentation room, computer lab, language lab, sports areas, NSS activities, boys' and girls' common rooms, and a pilot plant lab with solid dosage form manufacturing machines.

The campus's common auditorium, accommodating up to 1000 students, is utilized for academic seminars and extracurricular activities. The institute's library is a treasure trove, boasting 2039 titles, 5647 volumes, and access to Delnet e-journals and print journals. Internet and Wi-Fi facilities, with excellent bandwidth, are available to both students and faculty.

VIVA Institute of Pharmacy also places significant emphasis on inclusivity, providing facilities such as wheelchair accessibility and elevators for physically challenged students. The institution's commitment to infrastructure development, maintenance, and equipping laboratories with advanced instruments ensures a dynamic and nurturing learning environment. This commitment, supported by a dedicated allocation of funds, underlines the institute's commitment to the progressive development of its students and faculty, making it a hub for quality education and research.

Student Support and Progression

The VIVA Institute of Pharmacy, affiliated with Vishnu Waman Thakur Charitable Trust, provides a range of services to students. The faculty members are dedicated to giving their all to a range of initiatives, including academic advising, career counselling, mentorship programs, and counselling services. To assist incoming students in getting familiar with the academic culture of the institution, orientation events are organized by the institute. The Institute provides tools to ensure inclusivity and physical infrastructure to accommodate students with disabilities.

Our Institute has always prioritized their students, with a focus on serving students from diverse socioeconomic backgrounds. The Institute makes certain that scholarships from government and non-governmental organizations benefit most of the students.

The Competitive Exam Guidance Committee hosts several workshops to help students, prepare for and navigate the GPAT Exam. A variety of seminars are used to inform students about job opportunities. The Training and Placement Committee acts as a bridge between our students and the pharmaceutical industry. Most of the

students are pursuing higher education, while others are working in reputed Industries.

The Internal Complaint Committee, Anti-Ragging Committee, and Students' Grievance Redressal Committee make sure that all complaints are handled and reported.

The institute provides student representation in academic groups such as the Internal Quality Assurance Cell and student councils, which allow students to take part in institutional decision-making processes. The institute makes improvements to its programs and services based on input from students.

The Institute provides an opportunity for students to showcase their talent and compete at the zonal, district, state, and national levels by participating in the cultural and sporting events hosted by the institute and other institutes.

The institute is in the process of Alumni Association registration, which helps to shape students and subsequently advances and develops the institute with the help of alumni talkathons, mock interviews, and in-kind gifts.

The organization provides a variety of support services, encourages extracurricular involvement, resolves complaints, provides career counselling, involves students in decision-making, and advocates for a student-centric approach. Students' academic advancement and overall growth are the primary goals of our organization.

Governance, Leadership and Management

VIVA Institute of Pharmacy, the Institute strives to indulge Governance, Leadership and Management, which are the key essential components of organization success. Faculty are consistently encouraged to engage in various events, including FDPs, social, cultural, and other activities, to enhance their skills. Institute maintains a well-defined organizational structure and functions in a decentralized manner, distributing authority across different tiers to uphold effective governance and important decision-making. The institution is guided by the motto of VIVA Trust, "Education to all" and is committed to extending education to the interested students. The Governing Bodies oversees the institute's strategic direction, ensuring alignment with the Institution's Vision and Mission.

The institution maintains transparent administrative protocols for staff appointments, service rules, and related matters. This includes aspects such as faculty appointments, working hours, leave policies, discipline, and departmental responsibilities.

The institute always stands as a support system for the female staff by providing safety and security, maternity leave, and motivation for women empowerment by the principal. Staff members are provided with welfare facilities such as a green and refreshing work environment, an excellent canteen, safety and security, and well-developed staff rooms with computer and internet connectivity. Casual leave, medical leave, compensatory leave, provident fund facilities, and medical insurance are also provided by the institute to the staff members. Faculty are encouraged by the institute for publication in referred journals, paper presentations, publication of e-journals, textbooks, and other materials referred to apart from textbooks as well as to file patents for their new inventions and ideas.

The institute is self-financing and the main source of the income is tuition fees. The budget estimates and

audited statements are prepared regularly. The internal and external audits are carried out to ensure effective and efficient use of financial resources. The college allocates the available resources based on the projected requirements, keeping the curricular and beyond curricular activities, R & D, library, transport, and maintenance. The principal and head of the department ensures that allotted budget is spent as per their plans.

The college IQAC is functional and has implemented a number of programmes for students' overall development and for institutes Vision and Mission.

Institutional Values and Best Practices

The college conducts a gender audit each year to increase awareness of the need of respecting all genders and to identify areas for improvement in order to provide female students with a more secure on-campus experience. To attain gender equality, girls must have access to a diverse range of programs and activities that meet their needs and life experiences. The college has been assigned the Gender Sensitization Cell for developing awareness of gender equity inside the college. The Women Development Cell has been established to empower women and prevent gender harassment. Institute organizes workshops and training sessions to raise awareness about gender issues.

This institute promotes conservation of energy and use of renewable energy sources and has a solar energy generation system and uses Power-efficient equipment in the campus including LED bulbs. Every year the institute does tree plantation activity and cleaning activity as a part of green campus initiatives. Institute continuously takes efforts for water conservation, cleanliness, greenery in the campus also doing many activities beyond campus also

The institute has taken steps to create facilities that are accessible to individuals with disabilities. This includes installation of lifts and ramp for easy classroom access, the provision of disability-friendly washrooms

The institute has taken several proactive initiatives to build an inclusive atmosphere that encourages harmony, tolerance, and respect for linguistic, cultural, regional, and social diversity.

The Universal Human Values subject that we offer in our curriculum teaches students the ability to make moral decisions, handle stress, respect others, rights, and improve their overall development.

VIP plays a crucial role in Nurturing Tomorrow's Pharmacists by doing best practices through GPAT club and student development programme and other physical activities.

VIP is having second best practice for Social Responsibility and Community Awareness in students through NSS activities for encouraging a culture of social awareness and learning among both faculty and students.

VIP distinguishes itself through its focused area in utilization of Indian knowledge System(IKS) in different activities in the institute which is the thrust of today's scenario which includes yoga , nutraceuticals and herbal formulations etc.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	VIVA INSTITUTE OF PHARMACY
Address	VIVA INSTITUTE OF PHARMACY, Veer Sawarkar marg, Shirgaon, Virar (East), tah. Vasai. Dist. Palghar
City	VIRAR EAST
State	Maharashtra
Pin	401305
Website	www.vivapharmacy.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Dr. Sunita Ogale	0250-7875905000	9167436240	-	pharmacy@vivacollege.org
IQAC / CIQA coordinator	Archana Bele	250-7875905000	9867737757	-	archana.bele@vivapharmacy.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 minority institution	No

Establishment Details	

State	University name	Document
Maharashtra	University of Mumbai	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	05-05-2023	12	Renewal Every Year

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	VIVA INSTITUTE OF PHARMACY, Veer Sawarkar marg, Shirgaon, Virar (East), tah. Vasai. Dist. Palghar	Rural	11.372	6864

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No. of Students Admitted
UG	BPharm, Pharmacy,	48	HSC WITH MHT CET	English	100	100
PG	MPharm, Pharmacy,	24	B. PHARM GPAT	English	15	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	1				1				6			
Recruited	0	1	0	1	0	1	0	1	2	4	0	6
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	3				4				21			
Recruited	0	3	0	3	1	3	0	4	6	15	0	21
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				11
Recruited	6	5	0	11
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				11
Recruited	3	8	0	11
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	3	0	1	1	0	1	0	0	6
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	2	0	5	15	0	22
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
		4	2	0	

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	46	2	0	0	48
	Female	63	0	0	0	63
	Others	0	0	0	0	0
PG	Male	2	0	0	0	2
	Female	6	0	0	0	6
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	5	0	0	3
	Female	5	4	4	0
	Others	0	0	0	0
ST	Male	3	1	1	1
	Female	1	0	0	0
	Others	0	0	0	0
OBC	Male	6	1	2	5
	Female	9	13	6	11
	Others	0	0	0	0
General	Male	39	20	18	17
	Female	33	21	20	16
	Others	0	0	0	0
Others	Male	3	3	4	6
	Female	6	1	3	0
	Others	0	0	0	0
Total		110	64	58	59

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>In the ever-evolving landscape of education, the National Education Policy (NEP) is a milestone that underscores the significance of multidisciplinary and interdisciplinary approaches. This forward-thinking strategy aligns perfectly with our institution's commitment to providing a holistic and dynamic educational experience. Multidisciplinary and interdisciplinary approaches, as outlined in the NEP, play a pivotal role in shaping the contemporary educational setting. Embracing these approaches, students gain a profound understanding of how each discipline contributes to the larger knowledge framework. This holistic perspective not only enriches their subject-specific knowledge but also</p>
-----------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>nurtures a more comprehensive, interconnected way of thinking. With these approaches, students discover the capabilities and characteristics of individual disciplines, fostering an appreciation for subjects they might otherwise dislike. They become adept at synthesizing multiple perspectives; a skill essential in today's complex world. Our institution has taken numerous initiatives to embody these principles: We encourage the collaboration of various departments within Pharmacy, allowing teachers and students to access shared laboratory equipment. Promoting Women's Empowerment: We organize events and activities related to women's empowerment, fostering a diverse and inclusive educational environment. Student Council: The formation of a student council empowers students to engage in decision-making and leadership roles, promoting a sense of ownership in their education. Debates and Discussions: These activities encourage critical thinking and open dialogue, helping students develop a well-rounded perspective on various subjects. Poster Making Competitions: Themes like environmental hazards and the role of pharmacists in healthcare are explored through creative expression. Computer Literacy: We actively promote basic computer skill development and communication skills among our students, essential in today's digital age. Industry Collaboration: Through various Memorandums of Understanding (MoUs) with pharmaceutical industries, we offer students real-world exposure and opportunities.</p>
2. Academic bank of credits (ABC):	<p>The implementation of an Academic Bank of Credits (ABC) aligns with our institution's vision of a globalized educational landscape. We are prepared to participate fully once the University of Mumbai embraces the ABC framework, enhancing our institutional capacity and enabling the conferment of certificates, diplomas, and degrees.</p>
3. Skill development:	<p>The NEP 2020 emphasizes the growth of vocational education. VIVA Institute of Pharmacy is ready to meet this demand by creating a wide array of vocational courses and skill-based programs. Our plans are as follows: Curriculum Formulation: Developing curricula that merge vocational education with pharmacy education, with a strong focus on inclusivity and gender equality. Workplace Skills: Providing students with internship and on-the-job</p>

	<p>training experiences to equip them with workplace-related skills and attitudes. Pedagogical Innovation: Emphasizing exemplary teaching methods and innovative approaches to enhance the learning experience. Industry Collaboration: Collaborating with industries to design courses that are relevant to the job market. Assessment and Evaluation: Implementing a comprehensive assessment and evaluation system, aligned with the outcome-based education model, to measure students' achievements.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The institution, governed by the All India Institute of Technical Education and Pharmacy Council of India, places great importance on the incorporation of Indian knowledge systems into its curriculum. Despite the predominant use of English as the medium of instruction, the faculty is dedicated to assisting students who may face language barriers by explaining concepts in local languages during tutorial sessions or revision periods. The cultural diversity of India is celebrated at the college's annual event, Hiteshi, which features a vibrant array of dance, drama, and musical performances. Additionally, the National Service Scheme (NSS) unit at the institute actively raises awareness and promotes various activities. Special cultural occasions, such as Independence Day, Republic Day, and Maharashtra Day, see students addressed in their local languages. Further reinforcing this commitment, the institute observes events like Teachers' Day and Traditional Day, where students showcase their talents in Hindi, Marathi, and English. Under the guidance of the Internal Quality Assurance Cell (IQAC) and the Institution's Innovation Council (IIC), a program titled "Meri Mati Mera Desh" was organized. This event featured public speaking and skit competitions conducted in English, Hindi, and Marathi. Moreover, students contribute to the propagation of Indian knowledge systems by writing articles in both scientific and non-scientific domains for the college's annual magazine. The institution also encourages students to undertake online courses, for which they receive academic credit. This comprehensive approach ensures the seamless integration and dissemination of the rich Indian knowledge system to all students.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The institution has firmly embraced outcome-based education (OBE) to enhance the quality of learning</p>

and assessment. To achieve this, course outcomes have been meticulously formulated for each subject, and they are closely aligned with the program outcomes. These course outcomes are designed using various cognitive domains, including remembering, understanding, applying, evaluating, and analyzing. The attainment of these outcomes is assessed during sessional and semester exams in accordance with the guidelines established by the National Assessment and Accreditation Council. Assessments are not limited to exams; quizzes and assignments also contribute to the overall attainment of course outcomes. To address any gaps identified in the course attainment process, the institution arranges seminars, webinars, and guest lectures, Industrial visits and hospital visits offering students valuable opportunities for deeper understanding and skill development. Several reforms have been introduced to enhance teaching and assessment, such as crafting question papers that explicitly align with course outcomes and Bloom's six levels of competencies within the cognitive domain. The teaching and assessment methodologies adhere to the requirements outlined in the National Education Policy, ensuring that the institution is fully aligned with the recommendations provided by relevant educational authorities.

6. Distance education/online education:

In response to the ever-evolving landscape of education, the institution has embraced distance education and online learning. Leveraging an array of technological tools, such as Google Quiz and assignments, as well as platforms like Google Meet and Zoom, the college effectively delivers online guest lectures and webinars. Dedicated faculty members have completed numerous ONLINE ATAL Faculty Development Programs to enhance their online teaching skills. This expertise is put to use by delivering content both within and beyond the traditional syllabus, with faculty members uploading notes and presentations on the Google Classroom platform. Recognizing the importance of accessibility, many faculty members have also taken to YouTube, where they have shared lectures and presentations, providing students with an additional platform for accessing essential course materials. Furthermore, the institution actively encourages both teachers and students to explore online courses

available through platforms like SWAYAM, facilitating the seamless integration of distance education into the academic landscape.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes (Started in Academic Year 2023-2024)
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?	Yes The Institute has appointed coordinators, students and faculty members. All the participated students were given hands-on experience about the complete registration flow of voter Id registration through the voter helpline mobile application. ELCs club is functional, and coordinators are actively performing their roles and responsibilities.
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.	Faculty coordinators conducted a session, explaining the students of age 18+ of the Institution about the process flow of official voter id registration through government site. Encapsulating the students with importance of ethical voting. Also, the students' coordinators were motivated for the enhancement of participations and registrations from the under priveleged sections of society. The students and faculty coordinators are actively planning to educate the targeted populations(especially transgender, commercial sex workers, disabled persons, senior citizens, etc.) including about voter registration, the electoral process and related matters through hands-on experience.
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.	The club have plans to conduct online surveys on voter Id card of all the students at VIVA Institute of Pharmacy. The club conducted in-house session in which awareness on voter id registration for students of age 18+ was accomplished.
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 students above 18 years who are to be enrolled as voters are sensitized about democratic rights which include casting votes in elections. We are in the plan of conducting an online quiz on voting to educate the students and provide useful links for the same in order to make an awareness.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
401	326	275	254	249

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

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

Response: 28

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
27	21	18	18	18

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
147	41	29	49	55

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:

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

The curriculum is disseminated with careful consideration given to the available resources, institutional goals, vision & mission, employability factors, entrepreneurship, and skill development. In order to ensure the provision of high-quality education and efficient delivery of the curriculum, VIVA Institute of Pharmacy (VIP) has established a robust system that includes an Academic Calendar, Lesson Plan, timely syllabus completion reports, and oversight by the Program committee, which includes student representation. Academic calendar is prepared according to the calendar provided by the University of Mumbai. We always put our hard efforts and tries to stick to schedule provided by University of Mumbai. The teaching and learning process is continuously monitored by Academic Monitoring Committee (AMC) under the guidance of IQAC. Recently, we have introduced online module called EDDBA which is a platform by which we have made an attempt to digitize daily academic activities like attendance, quizzes, assignments etc. Classroom interactions, presentations were conducted by the faculties to boost the confidence level and Clarification of doubts in students. The effectiveness of the curriculum is evaluated through feedback system which includes direct involvement of students, Head of Department (HOD), and the Principal.

VIP has consistently taken a leading role in discussing and implementing the syllabus effectively across affiliated pharmacy colleges within the University. The faculty members actively participate in university-level activities such as the Board of Studies, examination related activities i.e. conduction of examination, and the assessment process.

The institute demonstrates a strong commitment to identifying any gaps in the curriculum through various mechanisms and endeavors to address these gaps through activities like industrial visits, guest lectures, hospital, botanical garden and medical shops visits or by offering add-on courses. In addition to providing technical knowledge in pharmacy. VIP also emphasizes the importance of sensitizing students to issues of equality and social relevance. Creative, ethical, and divergent competencies are fostered through additional activities organized by various committees. Guest lectures, expert talks by industrial experienced personnel were organized for updated knowledge and to understand current scenario in pharmaceutical industry. These lectures also help in understanding the various problems concurred by the industry.

To align with industry requirements and trends, a wide range of value-added courses are made available

to students. This ensures that they acquire additional skills and knowledge that are relevant and valuable in the professional world. Internships, industrial visits, seminar projects, commercially application based projects, and research projects form the next level of activities where students are provided with hands-on or experiential learning opportunities. This allows them to understand, execute, analyze, and apply what they have learned in a practical setting.

Overall, VIP is committed to facilitating a comprehensive educational experience for its students by ensuring the effective implementation of the syllabus, addressing curriculum gaps, promoting social awareness, and offering diverse learning opportunities that align with industry needs.

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: 06

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

Other Upload Files

1	View Document
---	-------------------------------

1.2.2

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

Response: 52.09

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

2022-23	2021-22	2020-21	2019-20	2018-19
155	00	00	380	249

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:

Response:

Professional Ethics:

Vishnu Waman Thakur Charitable Trust's, VIVA Institute of Pharmacy, Virar (East) is affiliated to University of Mumbai and following the syllabus designed by Pharmacy Council of India (PCI, R-2019) However, in each subject, wherever possible, classroom teaching integrates major social issues like gender, professional ethics, human values, environmental issues etc. in various ways within the parameters of the syllabus. Pharmacist's Oath has been pledged and explained to each student to make them understand their eternal role towards society. Each student has made aware about their role and contributions towards society.

Gender:

At VIVA Institute of Pharmacy all the genders are treated equally. Seminars and discussions are organized to sensitize students to this area. Teachers also counsel the students in the institute campus. Cultural and Extension activities are also set in such a way that the students are required to review the issues on their own. No any kind of discrimination or such kind of issue has ever observed in the Institute

premises.

Human Values:

It is always advised that along with excellent academic education and suitable environment to excel educational abilities we must impose or teach good moral values. This will make students not only pharmacist by training but also a good human being. In curriculum, Universal Human Values (UHV) subject is being taught as per the syllabi of University of Mumbai.

Environment and Sustainability:

At VIVA Institute of Pharmacy, students learn and practice Environmental Science as a part of curriculum. Although students are always encouraged to participate in discussions, magazines articles, wherein students are also encouraged to do research on a given environmental issue (health & hygiene, biodiversity conservation etc.), atmospheric CO₂ reduction and make charts, posters on these topics. Students also participate in some environmental application based projects. They also participate in class activity like to create awareness on environmental issues and crises. In curriculum, some chemistry experiments are designed under the concept “**Green Synthesis**” where students can perform environmental benign chemical reactions/methodologies. Here such reagents/chemicals/catalysts and procedures, techniques are used which are non-hazardous to environment, nature. Environmental Studies subject helps students gain theoretical knowledge on the environment, current scenario and current issues related to it. The National Service Scheme (NSS) Unit of institute organized various activities, events like tree plantation programme on regular basis.

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: 38.65

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

Response: 155

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: 95.44

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

2022-23	2021-22	2020-21	2019-20	2018-19
106	100	59	53	59

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
115	100	60	60	60

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: 83.33

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

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

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

2022-23	2021-22	2020-21	2019-20	2018-19
43	37	23	27	26

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: 14.85

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:**2.3 Teaching- Learning Process**

The institute is committed to fostering an exploratory mindset in its students through a variety of engaging activities. These activities, including debates, discussions, presentations, and seminars on recent trends, are designed to cultivate students' abilities in reasoning and innovation.

To promote student-centered learning, the institute employs several measures, such as:

1. **Experiential Learning:** Lectures are enriched with interactive elements, including chalk and board teaching, PowerPoint presentations, videos, and the use of models and charts. Faculty members also employ innovative techniques like case studies and quizzes to facilitate quick topic revision and emphasize the practical applications of concepts. Quizzes and puzzles are used to enhance students' logical skills and technical knowledge.
2. **E-Learning:** The institution places a strong emphasis on e-learning, utilizing ICT facilities like online quizzes to support students' digital education.
3. **Viva:** During practical sessions, viva examinations are conducted to prepare students for logical and systematic problem-solving and to help them practice answering various types of questions.
4. **Experimental Learning:** Practical knowledge is enhanced through field trips to various industries, hospitals, and botanical gardens, allowing students to gain hands-on experience. Additionally, a language laboratory is available on campus, where faculty from the Communication Skills Department conduct lectures to improve English proficiency.
5. **Participative Learning:** Tutorials provide opportunities for close interaction between teachers and students, allowing for individualized attention. Guest lectures by industry experts and add-on courses expand the curriculum's scope. Students are encouraged to complete online certification courses from platforms.
6. **In-Plant Industrial Training:** B. Pharm. students undertake a four-week in-plant industrial training, gaining practical experience in real-world settings.
7. **Project-Based Learning:** Choice-based curriculum includes projects that enable students to explore new experiments and ideas. M. Pharm. students work independently on dissertation projects under the guidance of mentors. Students can work with the collaborating pharmaceutical businesses on their industry-relevant research projects thanks to the strong industry-institute connections. This helps our research scholars grasp the concept of translatable research.
8. **Magazine:** The annual magazine, Coalesce, fosters writing skills and promotes cooperation, teamwork, and healthy competition among students.
9. **Science Fest:** These events provide opportunities for students to present their projects and posters, further enhancing their learning experiences.
10. **Collaborative Learning:** Group discussions and shared assignments facilitate collaborative learning

among students.

11. Problem-Solving Initiatives: Students are encouraged to participate in various technical events, such as poster competitions and quizzes, both internally and externally. These events also allow students to showcase their prepared models during Science Fest. Expert lectures, seminars, and demonstrations are organized for subjects that are particularly challenging or newly introduced. Additionally, library-subscribed e-resources and e-books are leveraged to make learning more student-centric.

12. Project-Based Learning: Students are given the opportunity to work on practical problems and develop new methods and models as part of their project-based learning experiences.

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: 99.03

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

2022-23	2021-22	2020-21	2019-20	2018-19
28	21	18	18	18

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: 20.59**2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
7	5	3	3	3

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

2.5 Evaluation Process and Reforms**2.5.1**

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

Response:

The academic programs offered by our Institute are closely affiliated with University of Mumbai. To ensure a smooth educational experience, we frame our academic calendar with the university's official calendar. This duly framed calendar is prominently displayed on our college website and is shared with students, faculty members, and various departments. It serves as a reference for class schedules, internal examinations, and external examinations.

Our examination department plays an important role in facilitating a transparent examination process. They keep staff members informed about critical aspects, including question paper preparation, examination timetable, assessment schedule, and the submission of internal marks.

Internal Assessment:

In the event of examination-related concerns, we have established an Examination Grievance Redressal Committee for addressing exam related issues of students. This committee is responsible for handling

matters like reassessment, correction in question paper, etc. Students facing genuine problems in attending sessional examinations due to medical reasons are allowed to reappear for the same.

Our Examination Committee maintains records of student marks in the internal marks register (Mother Register), which is accessible at the end of each session.

This committee also addresses examination-related grievances. Students can raise their concerns by submitting a grievance redressal form, which is then reviewed by the committee. The committee takes appropriate corrective actions and conducts revaluation when necessary. Grievances pertaining to internal assessment may include discrepancies in marks, attendance marks, question paper set up, continuous assessment marks, seminar and project evaluation marks, timetable discrepancies, and adjustments for practical batches.

External (UOM) Assessment:

For grievances related to external examinations conducted by UOM, students have the option to apply to the university portal. Any issues arising from the online examination forms and hall tickets can be efficiently resolved by the Student Section and College Examination Department, in close coordination with the University Examination Section. Students can apply by filling application forms and paying nonrefundable fees, which may include cash, demand drafts (DDs), receipts for photocopies of answer sheets, reassessment, and redressal. The University commits to provide photocopies within thirty days of receiving the application form. Top of Form

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:

2.6.1 Programme and Course Outcomes Presentation and Alignment

The Institute diligently showcases its commitment to quality education by explicitly stating and communicating Program and Course Outcomes on its website. These outcomes serve as a guiding beacon

for both Teachers and students, offering a clear roadmap for academic and professional growth.

The educational objectives of each program align seamlessly with the overarching attributes expected of graduates, as defined by the outcome-based education framework. This alignment ensures that each graduate embodies analytical thinking, creative problem-solving, and the ability to engage in translational research.

In this quest for excellence, the institution adheres to Bloom's Taxonomy to define Course Outcomes, thus providing a structured tool for measuring the depth and rigor of each course. This taxonomy encompasses a range of cognitive levels, from basic "remembrance" to the pinnacle of "creativity."

Mapping and Weightage

Furthermore, the institution employs a systematic approach to connect Course Outcomes with Program and Program Specific Outcomes. This mapping process assigns different levels of emphasis: Low/Slight, Medium/Moderate, or High/Substantial, determined by the weightage assigned to each Course Outcome.

The intention behind this mapping is to ensure that students acquire the skills and knowledge necessary to attain the Program Outcomes (POs) and Program Specific Outcomes (PSOs). By strategically integrating Course Outcomes throughout the curriculum, the institution enhances the probability of achieving these outcomes by the end of the program.

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 institution places paramount importance on evaluating the attainment of Programme and Course Outcomes. The ultimate aim of any program is to realize the specified Program Outcomes, which are designed to foster holistic development and equip learners with the essential professional skills and mind-set for their future success.

To achieve this, the institution employs classroom instruction and experiential learning, enabling students to apply their knowledge effectively in their respective fields. The objectives of Course Outcomes, Program Outcomes, and Program Specific Outcomes are centred around ensuring that students learn, understand, and apply the knowledge and skills needed for their future careers. The strategic alignment of specific sets of courses with individual Program Outcomes significantly increases the likelihood of

achieving these outcomes by the program's conclusion.

Assessment Levels and Targets

The institution uses a multi-tiered assessment approach, categorizing attainment levels as follows:

- **Attainment Level 1:** When 50% of students achieve the predefined target percentage in the End Semester and mid-semester examinations, they are considered to have reached "Attainment Level 1."
- **Attainment Level 2:** When 60% of students surpass the target percentage in these examinations, they achieve "Attainment Level 2."
- **Attainment Level 3:** If 70% or more students exceed the target percentage, they are deemed to have attained "Attainment Level 3."

Measuring Program Outcomes

The fulfilment of Program Outcomes is a progressive journey, with various courses contributing to the realization of each outcome. As students progress through the program, they accumulate the necessary skills and knowledge to ultimately achieve these outcomes. The alignment of Program Outcomes with Course Outcomes, followed by the translation into Program Specific Outcomes after statistical evaluation, ensures a well-rounded education.

Despite offering a diverse array of courses, the institution acknowledges the importance of incorporating additional activities and outcome-based surveys to bridge any potential gaps between the curriculum and the intended Program Outcomes. This holistic approach safeguards the quality and relevance of education provided by the institution.

In summary, the institution's commitment to clearly articulated outcomes, rigorous assessment, and continuous improvement underscores its dedication to fostering competent, skilled, and knowledgeable graduate pharmacists. This framework guides both Teachers and students towards academic and professional success, ensuring the fulfilment of the institution's educational mission.

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: 96.75

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

2022-23	2021-22	2020-21	2019-20	2018-19
74	57	69	56	71

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

2022-23	2021-22	2020-21	2019-20	2018-19
80	59	70	56	73

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

<p>2.7.1</p> <p>Online student satisfaction survey regarding teaching learning process</p> <p>Response: 3.57</p>	
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: 1.88

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	0.3	00	1.575	00

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:

INNOVATION ECOSYSTEM AT VIP

Research Facilities	Research Innovation	&Scientific Events	Factual Learning	Novel Approaches
-Well-equipped laboratories including research laboratories	-Highest qualified staff	-Seminar/ Webinar/ FDP	-Industrial visits -Industrial training	-Institution Innovation Cell (IIC)

-Library support	-Minor research grants by staff	-Competitions & poster	and internship	-Incubation including interactive sessions with Entrepreneurs
-Medicinal garden	-Avishkar research convention	-Library event	-Memorandum of understanding	
-Financial assistance for research and registration to various portals	-Live projects	-Guest lecture		-Indian Knowledge System (IKS)

In order to establish a robust innovation ecosystem, an institution must first gain a comprehensive understanding of the healthcare needs within society with an aerial perspective. Research serves as a bridge between classroom knowledge and the practical application of acquired information, facilitating a deeper and clearer comprehension of various subjects. This, in turn, empowers students, making them more cognizant and self-assured in their approach to research.

Research facilities: It includes well-equipped laboratories with sophisticated instruments, a comprehensive library, a medicinal garden, computational resources with power backup, Wi-Fi access, and an online learning portal tie-up for certification. We also provide extensive support for publications and patents incubating our staffs and students to actively contribute to the expansion of research.

Research and innovation: It is another cornerstone of our educational philosophy. Our faculty members undertake minor research projects sanctioned by universities and also participate in the Aavishkar research convention, which helps in maintaining a scientific outlook. For this, we have highly qualified staff who act as motivators for students. Also, conducting live projects enables us to analyze and solve real-world problems, serving as a creative foundation for innovation.

Scientific events: We host and participate in various events and poster competitions. Also, our seminar committee organizes various seminars, webinars, and FDPs. These events bring together experts from academia and industry to discuss recent developments from a multidisciplinary perspective. Eminent speakers also deliver guest lectures on topics relevant to the semester, focusing on their industrial applications.

Factual Learning: We also maintain strategic partnerships with various industries and academic institutions, facilitating communication and knowledge exchange in our field. This enhances our commitment to research. These collaborative efforts in research create a synergy of knowledge and wisdom among students and faculty, nurturing a positive and dynamic relationship that invigorates their knowledge. This approach to learning is heavily anchored in practical experiences that provide application-based knowledge, stimulating critical thinking and problem-solving skills.

Novel approaches: We've established an Institute Innovation Cell (IIC) in 2021, following the Ministry of Education's Innovation Cell guidelines. The VIP-IIC provides an enabling environment for students and faculty to foster innovation. We have charted a calendar of activities that steer students toward a research mindset. We also follow our Indian Knowledge System which roots us into our culture. To

foster a research-conducive environment, we have established a research advisory committee. These novel approaches, help us evolve into a thriving hub of innovation and learning.

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	08	05	03	05

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: 1.46

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	07	02	07	10

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:** 0.43**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
07	02	00	02	01

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:

VIVA Institute of Pharmacy actively engages in various extension programs, enhancing students' awareness about societal issues and encouraging community involvement. The institution has a strong track record of conducting extension activities that benefit the community covering wide range of areas, including health, education, and social welfare. A pivotal part of these programs is the active involvement of the Institute's NSS Unit.

The institute responsibly instils values like compassion, empathy, and civic responsibility in students. Practical experiences in leadership and teamwork are also fostered among students as they learn to communicate, negotiate, and problem-solve with peers. Students participation in these activities mold's them into responsible citizens and future leaders. Institute encourages students to volunteer for social activities and active participation for societal causes, organizing health awareness campaigns, conducting blood donation camps, and fostering community service through NSS activities.

The NSS Unit of the Institute spearheads several initiatives like **The Blood Donation Camps**, conducted at various locations in collaboration with blood banks at locations such as CSMT, Churchgate, and Andheri Railway Stations, reflect the institute's commitment to saving lives and addressing the critical need for blood donations. **The Health Checkup Camps, Diabetes Detection, and Arthritis Awareness Camps underscore the institute's commitment to public health.** Programmes including the NSS Special Camp contribute to creating a safer environment, with a focus on instilling responsible behavior among students. **NSS Unit of Institute conducts environmental education programs, coordinate beach cleanups, and emphasize the significance of environmental protection.**

Additionally, the institute has championed the cause of environmental consciousness through initiatives such as **tree plantation drives, cleanliness rallies and anti-plastic programs.** Routine blood donation drives, sanitary pad donation drives, and health camps are also organized, seeing active participation from both students and faculty in the welfare of society.

Such community-centered activities bolster students' critical thinking and time management abilities. Interacting with diverse groups outside the campus environment nurtures their confidence, independence, and respect for others. The beach cleaning activities at **Dhana Pani and Bhuigaon beaches**, along with initiatives like **Nirmalya Decomposition**, exemplify the commitment to environmental sustainability.

The institute extends its support to various social causes, including the importance for menstrual health and hygiene, cloth distribution, and cleanliness drives. Educational initiatives, such as the **Library Opening at Navsai Village** and the Mahiti Doot Event, demonstrate a commitment to spreading knowledge and fostering literacy.

Concluding with our most prestigious, **Jivdani Mataji (Temple) Seva Events**, conducted multiple times, demonstrate a consistent dedication to community service at Jivdani temple, further reinforcing

students' social responsibilities. Including future proceedings, VIVA Institute of Pharmacy and the team of NSS is taking a step forward to create committees dedicated for serving nature and the environment as a social responsibility under the GreenPharm initiative.

Concluding, VIVA Institute of Pharmacy excels in meeting NAAC Criteria 3.4.1. through its extensive and diverse range of extension activities. The institute not only focuses on academic excellence but also **actively contributes to societal well-being, instilling a sense of social responsibility and community engagement among its students.**

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:

VIVA Institute of Pharmacy has been recognized and awarded for various achievements. Regularly, the Institute organizes blood donation camps where students, staff, and the local community actively participates. Between A.Y. 2018 to 2023, Institute collaborated with **Jagjivan Ram Hospital Blood Bank (Western Railway)** to conduct several blood donation drives. These efforts have earned them accolades for promoting blood donation and contributing to community welfare. It's commendable to see the Institute's NSS Unit taking the lead in such noble initiatives. The **University of Mumbai** has acknowledged and awarded the VIVA Institute of Pharmacy's NSS Unit for its significant contributions to blood donation through regular drives, honoring them with certificates and trophies. **Lions Club of Millennials (Mumbai) and Nowrosjee Wadia Maternity Hospital** appreciated the Institute's efforts for contribution in blood donation camps.

Students of NSS Unit in collaboration with **Akhil Bhartiya Terapanth Yuvak Parishad**, enthusiastically took part and contributed to the **"Mega Blood Donation Drive"** held at Railway Station and received certification for their participation. Institute's NSS Unit has participated in various State Level Camps. **University of Mumbai under NSS Unit** has appreciated students in a poster competition with the theme of **Service to Mankind**. Outstanding achievement to student of the Institute has been appreciated by the **Central Government under National Cadet Corps - Government of India**. Recently, **Jaslok Hospital** praised the efforts of VIVA Institute of Pharmacy and its team for their active role in blood donation campaigns hosted at the VIVA Campus.

VIVA Institute of Pharmacy has consistently dedicated itself to outreach activities under its NSS Unit, and these endeavors have been appreciated by various esteemed organizations and agencies.

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: 62

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	10	00	21	20

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: 11

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:

Our institution is proud to offer advanced infrastructure that meets the stringent standards of PCI, AICTE, and the University of Mumbai. Our four-storey campus, complemented by a sports ground, provides a wide array of facilities to support effective teaching and learning. The entire institute is safeguarded by 24/7 CCTV surveillance.

Here's an overview of the key features:

Classrooms: We have seven spacious classrooms equipped with modern technology, including ICT-enabled setups, green boards, LCD projectors, projector screens, and Wi-Fi for seamless digital learning.

Laboratories: Our 13 well-ventilated laboratories come equipped with instruments, apparatus, glassware, charts, 3D models, water supply, gas supply, and safety measures. Centralized vacuum and compressor systems facilitate hands-on training.

Central Instrumentation Room: This room houses sophisticated instruments for practical experience in various industrial techniques.

Machine Room: Our fully-equipped machine room supports pilot-scale manufacturing of solid dosage forms, allowing students to engage with tablet manufacturing and in-process quality control (IPQC).

Staff Rooms: Over ten ICT-enabled staff rooms with individual desks cater to our faculty's needs.

Library: The spacious library features Wi-Fi access and a rich collection of 2039 titles, 5647 volumes, Delnet e-journals, B. Pharm projects, and print journals.

Auditorium: Our air-conditioned auditorium with ICT facilities accommodates over 500 students and serves as the venue for national-level seminars, pharmacy week workshops, yoga day celebrations, and inter/intra-college indoor sports competitions.

Exam Department Room: We maintain a dedicated examination department room with 24/7 CCTV to ensure the confidentiality of examination processes.

Aseptic Area: Our specialized aseptic area is designed for industry-oriented learning, featuring a positive air pressure entry door, an air handling unit (AHU), and a laminar air flow table.

Animal House: Monitored 24/7 by CCTV cameras, our CCSEA-approved AC animal house is equipped for the housing and experimentation of small animals such as mice and rats, with separate provisions for washing, feeding, water supply, and soundproofing.

Common Rooms: Separate common rooms for boys and girls come with lockers for student convenience.

Store Rooms: Well-ventilated store rooms with adequate lighting and safety measures are available, with separate storage for chemicals, glassware's, academic stationery, and miscellaneous items.

Computer Lab: Our computer lab features internet-enabled computers and adheres to PCI's prescribed ratios.

First Aid Room: Equipped with rest beds and wheelchairs for emergencies.

NSS Room: A dedicated NSS room facilitates meetings and planning sessions for NSS leaders and volunteers, enabling various activities and events.

Sports Room: We promote sports through the annual cultural event "HITAISHI" and conduct both indoor and outdoor sports activities. Our sports ground is the venue for outdoor activities, with students receiving awards and certificates.

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: 25.23

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

2022-23	2021-22	2020-21	2019-20	2018-19
58	04	00	17	02

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

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:

A well-equipped and well-managed library is the foundation of modern education system. The library provides access to an extensive range of informative resources including books,

e-books, journals, e-journals, newspapers, offering wide array of materials to enhance the knowledge and thought process of the academic fraternity and students. VIVA Institute of Pharmacy Library was established in the year 2009 with the following objectives.

- **To acquire, preserve and disseminate the information for Staff and Students of the Institute.**
- **To assist and facilitate study and learning activities of the students.**
- **To meet teaching and research needs of the faculty members and students.**

The library has 2039 titles and 5647 volumes, and it is well stocked and arranged. The library subscribed well known 16 journals from reputed publishers including the national and international domains of pharmacy and medical science. The library also has a DELNET membership to access e-resources such as e-books and e-journals.

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

Name of the ILMS Software

: - Current Status: VIVA Software Solutions

Nature of Automation (Fully or Partially)

: - Fully Automated

Version

: - Current Status: Web Version

The Library includes a Huge Collection of Books, Journals, E-Journals

Total Number of Books Titles: - 2039

Total Number of Books Volumes: - 5647

University Book Bank Scheme: - 35

Subscribed Journals: - 16

E-resources: - DELNET: Developing Library Network

B. Pharm Project Report: - 29

Average annual expenditure for purchase of books and journals during last five years

Books: Volumes & Expenditure			Print Journal Subscription			E-Journal subscription		
Year	Books	Amount	Year	Journals	Amount	Year	E-journals	Amount
2022-23	1610	1097235	2022-23	16	58050	2022-23	DELNET	19470
2021-22	0	0	2021-22	5	20500	2021-22	NDLI	Free
2020-21	38	63509	2020-21	8	37900	2020-21	NIL	NIL
2019-20	588	333127	2019-20	8	32200	2019-20	NIL	NIL
2018-19	190	142151	2018-19	8	36200	2018-19	NIL	NIL

Percentage of per day usage of Library.

Academic Year	Total No. of students and Faculty visited in the Library (a)	Total No. of Library Working Days (b)	Total No. of Students and Faculty (c)	Per Day usage of Library (d=a/b)	Percentage of per day usage of Library (%= d/c*100)
2018-2019	5082	252	266	20.16	7.57
2019-2020	7998	176	261	45.44	17.40
2020-2021	49	169	293	0.28	0.09

2021-2022	660	247	347	2.67	0.76
2022-2023	10203	250	422	40.81	9.67

Library Service: -

1. Issue / Return of Library Books.
2. Book Reservation.
3. To Issue Back issues of Journals.
4. Library Orientation for 1st year Pharmacy Students.
5. Current Awareness Services.
6. Selective Dissemination of Information on demand.
7. Guiding for Project compilation, presentation.
8. Inter Library Loan throughout VIVA Campus.
9. Plagiarism Detection Service.

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

4.3 IT Infrastructure**4.3.1**

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

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

Response:**Comprehensive IT Infrastructure at Our Institute**

Our institute takes pride in its continuous commitment to providing state-of-the-art IT facilities to support the academic, administrative, and research needs of our students and staff members.

4.3.1 IT Infrastructure Overview

Regular Upgrades: Institute is consistently upgraded IT facilities, focusing on both hardware and software which ensures that we stay at the forefront of technological advancements.

Local Area Network Connectivity and Wi-Fi Access: Institute boasts a structured LAN facility. All end users are seamlessly connected through 10/100/1000 base ports. LAN users enjoy high-speed data networking through our primary ISP, DNA Infotel-fiber broadband plan, delivering a blazing-fast 100 MBPS bandwidth. Institute has installed 10 wireless access points, ensuring that Wi-Fi services are available across all floors of the institute.

Enriched Learning: Institute offer an array of e-resources like e-books and e-journals. Moreover, students have access to interactive demonstration of animal experiments through Expharm software, enhancing their learning experience. To maintain academic integrity, we provide plagiarism detection software to ensure research content free from plagiarism.

Dedicated Facilities: Dedicated PCs or laptops are assigned to staff. Administration office and examination section are equipped with the necessary IT resources for smooth operations. Our classrooms, boardroom, and seminar hall are equipped with ICT facilities, which enable us to conduct teaching, training sessions, meetings, presentations, as well as scientific seminars and symposiums effectively. Institute is equipped with language laboratory and digital library.

Security Measures: To ensure proper functioning, Seqrite Endpoint security, an antivirus, is regularly installed on all computers. Institute adopted the Master soft e-governance system (VIVA Software Solution) to manage finance, accounts, student support, and library services.

Uninterrupted Access: We understand the importance of uninterrupted access to IT resources. Therefore, all computers are connected to a solar battery system as a backup power source. Additionally, the entire institute is under 24/7 surveillance through CCTV cameras to enhance safety and security.

Recent Developments: As part of our ongoing commitment to enhancing the learning experience, we have recently installed Tally Prime software and introduced Google Classroom as an Learning Management System (LMS) platform. This allows for online learning, classroom interactions, and easy access to recorded lectures, facilitating efficient revisions.

Table 1. Upgradation in the Areas of e-governance:

Areas of e-governance	Name of the Vendor with contact details	Year of Implementation
Finance and Accounts	Tally ERP 9	2018
	Tally prime	2023
Student Admission and Support, library	VSS(VIVA Software Solution	2016
	EDBA	2023

Table 2: IT Infrastructure expenditure during last five years

Year	Details	Budget Allocated in (Rs)
2018-19	Purchase of computers, printer, Projectors, router and other accessories	190251/-
2019-20	Purchase of computers, printer,	1,338,738/-

	Projectors, router and other accessories	
2020-21	Purchase of computers, printer, Projectors, router and other accessories	1,59,659/-
2021-22	Purchase of computers, printer, Projectors, router, software and other accessories	1,66,964/-
2022-23	Purchase of computers, printer, Projectors, router and other accessories, CCTV	3,14,50,015/-
Total (Rs)		5,00,06,27/-

Note: Less expenditure in the year **2020-21** and **2021-22**, as institute was working online because of COVID-19, all staffs were working from home

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: 4.89

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

Response: 82

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: 12.81

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

2022-23	2021-22	2020-21	2019-20	2018-19
30.699	3.33	1.18	3.57	2.33

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

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: 39.53

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

2022-23	2021-22	2020-21	2019-20	2018-19
176	126	109	99	85

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](#)

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: C. 2 of the above

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

5.1.3

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

Response: 62.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
334	193	163	132	116

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: 17.43

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

2022-23	2021-22	2020-21	2019-20	2018-19
17	06	11	17	06

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

2022-23	2021-22	2020-21	2019-20	2018-19
74	57	69	56	71

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: 20.74

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	08	13	19	04

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: 15

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	1	0	5	6

File Description**Document**

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.3.2

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

Response: 10.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	17	04	13	7

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:

VIVA PHARMACY Alumni Welfare Association is established in March 2017 with a view to strengthen a bond between the institute and alumni. There are about 400 students registered so far. It caters exclusively for Ex-students and is a unique accessible platform for the advancement of aspiring students passing out from the institution where alumni may interact and express themselves. It pioneers the concept of distance learning as students are the future professionals who excel in their chosen career. An education in allopathic system of medicine has taken strong roots in India and Pharmacy is the integral part of it. It is equally challenging as the pharmacist's role is changing day by day. Institute plays a proactive role in enabling alumni to anchor to their alma matter and in keeping touch with other alumni friends and colleagues. Some of the highlights of Alumni Association are,

- 1. Alumni Get Together (Meets):** These are arranged by the institute for interaction of present students with Ex-students. Alumni share their thoughts and experiences about higher education and their working atmosphere in company.
- 2. Entrepreneur Cell (Success Secret Series):** Ex-students have started their own business are invited to share their thoughts and experiences. Also discuss about new opportunities as Startups.
- 3. Guidance Cell for Competitive Exams such as NIPER, GPAT, BHU, UPSC:** In this various ex-students who are qualified these exams are called to share their strategies and technics of study for these exams to help present students to motivate in their studies.
- 4. Fostering R and D Activities:** Alumni can avail the benefit in using various equipments, instruments, aseptic area, Pilot Plant from the institute for their research work and take guidance from their mentors in the institute.
- 5. Networking Platform:** With a view to link interbatch and inter institute students are connected with WhatsApp groups. Total 400+ alumni are linked via different WhatsApp groups.
- 6. Placement and Career Counselling:** It is the prime responsibility to guide the alumni in industries, research labs, academics, CROs as well as in marketing field. The alumni are well informed about job vacancies through WhatsApp messages in Alumni groups.

With these noble objectives VIVA PHARMACY Alumni Welfare Association will strengthen the bonds with alumni.

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:

VIVA Institute of Pharmacy is situated in village Shirgaon, Tal.Vasai, Dist. Palghar, Maharashtra, India, established in the year 2010, approved by PCI, AICTE, DTE, State Government of Maharashtra and is affiliated to University of Mumbai. The institute offers programs namely B. Pharmacy and M. Pharmacy in Pharmacology. VIVA Institute of Pharmacy has been strategically working to build an unmatched legacy that could be difficult to beat.

VISION

To evolve as a leading learning institute with essential, skillful and value based education by providing a conducive environment to uplift the full potential of curious minds.

MISSION

1. To provide high standards of pharmacy education through excellent resources, professional collaborations and ethical values.
2. To Foster Academic and research domain amongst students and staff members.
3. To encourage students to face the challenges for a Professional career in Pharmacy.
4. To create a dynamic Pharmacist to marshal the expanding needs of the pharmaceutical and healthcare industry for the benefit of society.

The Administration Board of trustees works with and guides for establishing policies and exercising administrative authority as per the mission, vision and plans of the Institute. The College Development Committee (CDC) and Board of Governance (GB) are constituted according to the rules of the University of Mumbai. The Principal is the member secretary of both the CDC and GB. All the decisions regarding the college administration, faculty recruitment, faculty development, budget, purchase of all important assets like equipment's, book's, chemical's, glassware, Infrastructure development are discussed and approved by the Board of Governance. The decision of Board of Governance are executed

by the institute by appointing various committees and bodies. GB entrust strategic direction of the Institute, assuring that its policies are in adherence with the vision and mission and monitors the quality and advancement of the Institute and its stakeholders.

Principal of the Institute acts as a leader to disseminate the policy down the line and encourage extensive development through the monitoring, leadership and visionary duties. Institute has constituted the different academic and administrative committees including staff and students as representatives along with collaborative efforts of the committee in-charges, IQAC, CDC, for smooth functioning of various activities with respect to vision and mission of the Institute.

Principal ensures appropriate implementation and execution of academic calendar and monitor the progress made in syllabus completion, student mentoring, directing and other student related activity. Committee In-charges are given specific duties and responsibilities to ensure the appropriate functioning of that committee.

Management of the Institution inspires the stakeholders to share their opinions or suggestions and ideas through the appropriate channel. The input received from various committees and feedback analysis is considered for the future direction.

File Description	Document
Upload 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:

VIVA Institute of Pharmacy, with moto VIVA to Vitality: Shaping the Future of Pharma has maintained a well-defined organizational structure and functions in a decentralized manner, distributing authority across different tiers to uphold effective governance and important decision-making. The institution is guided by the motto of VIVA Trust, "Education to all" and is committed to extending education to the interested students. The Governing Bodies oversees the institute's strategic direction, ensuring alignment with the Institution's Vision and Mission.

At VIVA Institute of Pharmacy, a harmonious balance is maintained to cultivate institutional growth. Faculty contributions are valued, and their opinions are actively sought and executed, nurturing the institution's advancement. An inclusive and cooperative work culture is promoted across all levels, from the management and governing body to the Principal, Academic Coordinator, teaching, non-teaching staff, and students.

The institution maintains transparent administrative protocols for staff appointments, service rules, and related matters. This includes aspects such as faculty appointments, working hours, leave policies, discipline, and departmental responsibilities.

The institution has established a College Development Committee (CDC), Internal Quality Assurance Cell (IQAC), Anti-ragging Committee, Training & Placement Committee, Research Innovation Cell, Committee for SC/ST, and Women Development Cell (WDC), which all together play crucial roles and promote excellence across curricular, co-curricular, and extra-curricular activities. Notably, there have been no reported incidents of ragging or harassment in the VIP campus.

The Principal leads in distributing the policy throughout the hierarchy and promoting holistic institutional development through visionary guidance, leadership, and monitoring.

The HOD is responsible for overseeing general administrative tasks and ensuring the effective execution of assigned administrative duties. This role involves supervising the maintenance of records and documents by the administrative staff members.

The Examination In-charge, along with examination personnel, diligently oversees and executes all examination-related activities, ensuring the seamless conduction of various types of examinations within the institute.

The college library ensures ample support for students and staff, while the Research and Innovation Cell fosters a culture of research development.

Faculty members meticulously design, schedule, organize, coordinate, and monitor both theoretical and practical classes. They also discharge examination responsibilities and contribute to co-curricular and extracurricular initiatives as assigned. Engaging in research activities, faculty maintain comprehensive records of all academic undertakings, readily providing them when necessary. The Principal, Academic Coordinator, and H.O.D. collaboratively evaluate committee accomplishments and address challenges, fostering an environment of continuous improvement.

VIP maintains a professional equilibrium that fosters the institute's development. The institute consistently gathers input from its faculty, encouraging them to implement their ideas and thus amplify the institute's progress. The Institute's Vision and Mission stand clearly defined, and the faculty plays a highly efficient role in their realization. Faculty members are consistently encouraged to engage in various events, including FDPs, social, cultural, and other activities, to enhance their skills. The institute supports staff participation in Ph.D. programs and boasts members in pharmacy professional organizations such as IPA, APTI, etc.

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:

To provide effective welfare measures and a well-defined environment for the staff members, the institute initiates the following activities:

1. **Performance and skill development program:** To improve the performance, development of skills, and motivation of the staff members, the institute conducts training and organizes workshops and seminars. The institute assists our staff financially for these programs with no registration fees for in-house programs and with the payment of required registration fees for outside programs attended by the staff members.
2. **Higher Education Policy:** The institute encourages all teaching staff to do further studies and take part in academic research for their higher studies, like PhD. The institute provides a 'No Objection Certificate' to the teaching staff to do their higher studies. Almost all faculty are pursuing PhD.
3. **Research:** Faculties are encouraged by the institute for publication in referred journals, paper presentations, publication of e-journals, textbooks, and other materials referred to apart from textbooks as well as to file patents for their new inventions and ideas.
4. **Social Awareness Program:** Faculty are encouraged to be part of social activities through the well-established NSS unit within the institute. The institute organizes various social activities and programs under the NSS unit every academic year. The students as well as the staff members take part in these programs and able to develop their personalities and social awareness.
5. **Safety Program:** The institute always stands as a support system for the female staff by providing safety and security, maternity leave and motivation for women empowerment by the principal.
6. **Work environment:** Staff members are also provided with green and refreshing work environment, an excellent canteen, safety and security, and well-developed staff rooms with computer and internet connectivity.
7. **Leave and other benefits:** Casual leave, medical leave, compensatory leave, provident fund facilities, and medical insurance are also provided by the institute to the staff members.
8. **Appraisal System:** The institute has a well-established annual appraisal system for its employees, based on self-evaluation as well as their performance. The system first provides the staff members with an opportunity to evaluate themselves (self-evaluation) by providing a self-appraisal form. All the employees fill out this form in the month of April to July of each academic year, which is then endorsed by the HOD and Principal.

Mode of Evaluation: Each teaching and non-teaching staff member fills out the self-appraisal form and evaluates themselves based on different criteria of professional duties, personal development, and contribution towards the department and institute. The HOD verifies the filled details and gives his/her remarks. Then the HOD submits the details to the principal. The principal evaluates the overall performance of the staff member and gives his/her final remarks for the necessary recommendation from management. Staff members, on the basis of their self-evaluation and overall performance, are granted increments and promotions. This systematic procedure helps the management to motivate the staff members of the institute for better performance.

The dedicated leadership of the principal, HOD and active participation of the staff members help the institute to improve its performance steadily.

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: 27.45

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	00	00	07	07

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 / workshops 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: 29.41

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

2022-23	2021-22	2020-21	2019-20	2018-19
25	07	03	09	11

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

2022-23	2021-22	2020-21	2019-20	2018-19
22	17	16	15	15

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 Management of VIVA Trust is actively engaged in continuous monitoring of financial aspects of the institute. The major income sources include Students fees and funds given by Trust. The income from the student fees is mainly utilized for the regular salary expenses of all staff and non salary expenses which include administrative as well as academic expenses. The institution ensures effective and efficient use of financial resources through a well-documented system adopted by the entire institute. Requisition for chemicals, glassware, instruments, equipment, library resources and furniture by teaching and non-teaching faculty are forwarded to stores after the approval of Principal. The budget is proposed to meet expenses such as staff salary, regulatory compliances, infrastructure development, purchase of

equipment, expenses towards consumables and contingencies, travel, etc. Allocations are made as per the availability of funds under different heads and as per the annual requirements of the institute. Supplementary allocations are made in special cases. Expenses are carefully monitored so that maximum necessities are met without affecting the smooth working of the institution. Budget for all heads for each financial year is presented and discussed in College Development Committee and finally approved by Governing Body of the Institute. There is a centralized Purchase Policy in place for all institutes under VIVA Trust. As per the policy major works like construction, up-gradation of existing infrastructure, procurement of furniture, procurement and maintenance of common utilities, housekeeping, security, etc. are controlled directly by the Management. Actions for procurement of lab equipment, up-gradation of existing lab facilities, purchase of consumables etc. are initiated from the respective departments and the funds are released by the accounts department. VIVA Institute of Pharmacy undergoes internal and external financial audits regularly. Internal financial audit of the institute is carried out by the authorized Auditors appointed by the Trust. Audited statements for all expenses are available. During the process of extension of approval, the institute also undergoes academic, administrative and financial audits by the external regulatory agencies such as University of Mumbai and Pharmacy Council of India. The Fees Regulating Authority, Government of Maharashtra critically reviews the income expenditure statements prior to fee fixation for each academic year. Further all financial aspects pertaining to the Social Welfare Scholarships are audited by the Social Welfare Office of the Government of Maharashtra.

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:

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

The Internal Quality Assurance Cell (IQAC) assimilated it into and works to achieve the objectives of quality work and excellence in academics for the institution. IQAC has taken steps to improve the teaching learning outcome by conducting guest lectures, preparing students for GPAT exams. By focusing on these parameters, students' results were improved and were able to crack the GPAT exam.

IQAC has taken a stand to conduct webinars and seminars so that students can get good coverage in allied topics which will help them to increase their knowledge and have better understanding and also will help in bridging the gap in syllabus if the topic is not covered.

The institute has an academic monitoring committee that monitors the progress of academic's class wise. All subject teachers submit the academic completion report. Institute have done collaborations with industries that have significant influence on teaching and learning.

3. Conduct of examination and assessment

Exam committee is constituted. Procedure for assessment of answer books is given by the exam department as per University of Mumbai. Exam committee maintains a proper record of all the documents related to sessional and end semester exams.

Quality assurance strategy and processes

Institutes works on standard procedures which include following steps:

1. Process of Admission
2. Process of teaching learning
3. Conduct of examination and assessment

1.Process of Admission:

Process of admission is implemented through the Admission Regulatory Authority. The institutions receive notification from State CET Cell for the admission process. CAP rounds are conducted by State CET cell as per their schedule. At institute level admission committee is created to counsel the students and parents and the process of admission is carried out as per the notification given by CET cell authority.

2. Process of Teaching Learning

Institution is affiliated to University of Mumbai hence syllabus by university is followed. Plan of laboratory and Plan of teaching are prepared by individual subject Teacher in charge. Academic monitoring committee sets Academic calendar on basis of calendar displayed by University of Mumbai and prepares the time table. Theory classes and Practical's are conducted as per the time table and attendance records are maintained.

Faculties are framing the Teaching learning Outcomes (TLO) of the respective subjects and based on it, Course Outcomes (CO) are finalized & reviewed.CO are then mapped with Program Outcome and CO-PO Mapping is done, and then the attainment. Gaps are bridged by conducting Guest lectures, webinars, and seminars. Feedback and course exit are taken to follow and achieve quality education from all the students.

The institute also carries out mentorship which takes care of students' academic achievements and activities. The mentor teachers guide and counsel the students. Each student is assigned a mentor for

counseling. The mentor encourages their mentees to perform best in their exams, and also to participate in various activities held in the institute.

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: C. Any 2 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:

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

Gender equity is a fundamental aspect of our institution's ethos, with a strong commitment to promoting awareness and understanding of the distinctions between sex and gender, the social construction of gender, and the challenging issues surrounding gender prejudices. We firmly believe that fostering an environment of gender sensitivity is essential for our students and faculty, both within the academic sphere and in their broader lives.

To ensure gender equity, our institution has implemented a comprehensive approach:

Promoting Gender Balance: We actively work to establish a balanced representation of genders in decision-making processes. It is our belief that a diverse range of perspectives enhances the quality of our decisions and policies.

Annual Gender Sensitivity Programs: We organize and conduct various annual programs dedicated to promoting gender sensitivity and equality. These initiatives are designed to foster a more inclusive and informed community.

Comprehensive Support Systems: Our institution maintains several committees dedicated to addressing gender-related issues. These include the Anti-Ragging Committee Women Development Cell, Student Grievance Redressal Cell, and Internal Complaint Committee. We also have a special post for Ladies' Representatives for each class, which are actively involved in addressing and resolving issues related to girl students.

Equal Opportunities: We ensure that all students have equal opportunities in both extracurricular and co-curricular activities. Our commitment to safety and support is further demonstrated through our practice of having lady faculty members accompany girl students on educational tours, industrial visits, NSS camps, field trips, and other outings.

Facilities for Comfort and Safety: Our institution provides separate common rooms equipped with bed including a sanitary pad vending machine and sanitary pad incinerator, also providing them resting area

if needed.

In terms of safety and security:

a) Safety and Security Measures: We prioritize the safety and security of all individuals on campus. Our campus security personnel work diligently to ensure the well-being of students and staff. Strategically placed CCTV cameras continuously monitor premises & different locations to ensure a secure environment.

b) Mentor-Mentee Program: The Institute has implemented a mentor-mentee program to provide support for students. Mentors regularly meet with students to address personal and academic concerns, offering guidance and solutions when needed.

c) Common Rooms: Our separate common rooms for boys and girls are designed to provide comfort and relaxation. They are spacious, well-ventilated, and equipped with amenities such as seating arrangements, beds & fans.

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:

The institute has taken several proactive initiatives to build an inclusive atmosphere that encourages harmony, tolerance, and respect for linguistic, cultural, regional, and social diversity. Here are some key aspects of these initiatives:

Awareness and Sensitization: Women Development Cell has been established to empower women and prevent gender harassment. Institute organizes workshops and training sessions to raise awareness about gender issues. An email ID icc@vivapharmacy.org is created to address complaints anonymously.

The SC/ST Cell in our institute plays a vital role in promoting social inclusion, equity, and diversity in higher education. The objective of this cell is to ensure that students belonging to SC and ST communities have equal access to educational opportunities, receive support, and are not subjected to discrimination.

Community engagement: The NSS unit of the institute actively engages with the local community. Various activities are conducted by the NSS Unit like residential camp, blood donation camps, beach cleaning, tree plantation, crowd management at Jivdani temple. Institute has adopted a village named as Bhatane village and every year a one-week residential camp is organized at that village, where students engage in community service activities that promote empathy and a sense of duty in them, such as teaching in village schools, keeping the village clean and green, cooking, and many other activities. The institute arranges medicine collection and donation. Staff and students donate leftover medicines before expiry to help those in need.

Promoting Inclusivity Through Universal Human Values Subject: The Universal Human Values subject that we offer in our curriculum teaches students the ability to make moral decisions, handle stress, respect others' rights, and improve their overall development. Universal Human Values in a pharmacy can help students become not only skilled professionals but also compassionate and ethical who are better prepared to serve the healthcare needs of their communities.

Promoting National Social Conscience: Institute celebrates Independence Day to honor the country's freedom, Republic Day, which honors the nation's constitution's adoption, and Maharashtra Day marked by flag hoisting and cultural events. Institute celebrated "Meri Mati Mera Desh" Abhiyan, Azadi ka Amrit Mahotsav, Har Ghar Tiranga, Veero ka Vandan events and National Unity Day to promote a sense of duty and a sense of unity as citizens.

Professional responsibility: Institute celebrates Pharmacist Day and Pharmacy week, a week set aside to honor the pharmacy field and emphasize the importance of pharmacists to healthcare.

Celebrating Diversity: Cultural events like Guru purnima and Teachers day are celebrated to honor and appreciate the efforts of teachers and mentors in the college. The Institute organizes a week-long cultural and sports event called "**Hitaishi**" that promotes unity in diversity. Students from different regional and cultural backgrounds participate and present folk songs and dances. To encourage linguistic diversity, the Institute hosts cultural competitions during the Hitaishi in a variety of languages.

Overall, the aim of our institute is to create a campus that not only offers high-quality education but also helps students become responsible, compassionate citizens who appreciate and value diversity.

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

1. Title of the practice: “Nurturing Tomorrow’s Pharmacists: A Holistic Approach to Academic, competitive and Personal Growth”

2. Objectives of the Practice-

- To adopt the in-house preparation for academics and competitive examinations.
- To include unique practice and preparation strategies for learning.
- To perform practice sessions to help students manage exam-related stress
- To encourage collaborative sessions to solve complex concepts, boost the student’s soft skills and doubt solving.
- To support students' physical and psychological well-being

3. The Context

VIVA Institute of Pharmacy plays a crucial role in students' academic, competitive exam, psychological, and physical development. Institute offers a platform called Student Development Program that intends to enhance learning through interactive and collaborative activities. Additionally, the institute arranges academic competitions like Pharmasci day, One Minute Show, and Model Making competition to enhance knowledge and build confidence.

The institute has started “GPAT CLUB” to help students prepare for competitive exams, along with weekly online tests and guest lectures by prominent people on the subject.

To support students' mental health, we have introduced counselling sessions by a psychologist. Counselling sessions are scheduled for both teaching and non-teaching staff as well as all students.

To encourage physical wellbeing, our institute forbids students from using the elevator. In addition, the

students are in charge of maintaining the medicinal garden. The institute additionally encourages weekly sports, yoga days, and sports weeks.

4. The Practice

In the Student Development Program, students arrange revision sessions, group discussions, class tests, solve previous year question papers, and revise topics previously taught by their teachers. They prepare a timetable in which these activities are distributed throughout the week. These sessions not only solve the complex concepts but also boost the student's confidence and soft skills. Institute has started GPAT CLUB to help students involve and excel in competitive exams like GPAT and NIPER. The "GPAT Club" WhatsApp group is formed where each student receives a schedule of weekly tests and google quiz question paper link. Each professor contributes by creating a question paper for their assigned subject. Institute invites alumni to guide students for academics and competitive exams. Institute arranges counselling sessions for the overall well-being of students. To maintain students' physical health, the Institute celebrates sports day, has a well-maintained sports ground, students are not permitted to use the elevator, and various seminars are arranged on healthy lifestyle and nutrition. The medicinal garden at our campus is maintained by our students, which promotes physical well-being, provides research opportunities and practical knowledge of pharmacognosy subjects.

5. Evidence of Success

- Our student Ms. Shalini Patwa excelled as University Topper with GPA 9.25
- Total eight students qualified GPAT 2023 and eight students qualified NIPER 2023.
- Number of students qualifying competitive exams and pursuing higher education has increased.
- Link for certificates- <https://vivapharmacy.org/pdf/NAAC/Criteria/5/5.2.2.pdf>
- Students are becoming physically and psychologically strong.

6. Problems Encountered and Resources Required

For SDP, students sometimes find it difficult to manage time for the activities in the classroom due to a fixed academic timetable.

BEST PRACTICES- 2

1. **Title: “United for Good: Institute’s Initiative in Social Responsibility and Community Awareness”**
2. **Objectives: Cultivating Responsible Citizenship and Leadership:** Engaging students in societal initiatives to nurture responsible citizens and future leaders.

Promoting Social Learning: Encouraging a culture of social awareness and learning among both faculty and students.

Developing Leadership, Teamwork, and Sensitivity: Equipping students with leadership, teamwork, and community-building skills while instilling a profound sense of empathy for

societal challenges.

3. **Context:** Our institute collaborates closely with neighboring hospitals to facilitate blood donation drives, primarily mobilized by our National Service Scheme (NSS) volunteers. Circulars from various external organizations reach our institute, inviting participation in programs aimed at broadening students' social perspectives. Furthermore, the NSS unit actively partners with local hospitals to organize medical camps, heightening health awareness and social responsibility. Our students actively engage in organizing awareness rallies, street plays, and poster presentations to contribute to these community initiatives.
4. **Practice:** Our annual blood donation camp exemplifies our unwavering commitment to fulfilling our code of ethics and social responsibility. This event is executed in coordination with a reputable government blood bank or a trusted healthcare institution. Before the camp, our NSS unit educates students and staff about the significance of blood donation, emphasizing its potential to save lives. The donation process is overseen by experienced medical professionals who ensure strict adherence to safety protocols and maintain a sterile environment. After their contribution, donors are provided with refreshments and comfortable spaces to recover, along with certificates of appreciation. In our mission to promote health awareness in society, we conduct various activities, including organ donation seminars, rallies, and poster competitions. To further benefit the community, we engage in initiatives such as NSS camps, donations of clothing, stationery, and sanitary pads. We also support marginalized communities by purchasing handmade rakhi from indigenous artisans. Additionally, the institute donates unused medicine before expiration to minimize waste and maximize its impact. In our commitment to environmental stewardship, we organize activities such as beach cleanups, tree planting drives, and “Nirmalya” (flower offerings) decomposition, contributing to a healthier planet.
5. **Evidence of Success:** Every year the Institute arranges residential NSS Camps where the institute adopts one village & performs different activities useful for villagers. Our students have wholeheartedly volunteered, using these activities as a platform for instilling human values and social responsibility. Our achievements have earned us several awards, Notably, our Blood Donation Camp was conducted within the premises of the VIVA Institute of Pharmacy in collaboration with the National Service Scheme (NSS) unit of our institute. Link for certificate : <https://vivapharmacy.org/pdf/NAAC/Criteria/3/3.4.2.%20Extension%20Activities%20Awards%20Final.pdf>

6. Challenges Encountered:

1) For Blood donation:

- a) Some female students are apprehensive about blood donation.
- b) Students with low hemoglobin levels are unable to participate in blood donation drives.
- c) Encouraging more individuals to donate blood remains a challenge.

2) Convincing Villagers About Awareness: Raising awareness in rural areas and convincing villagers to actively engage in our initiatives remains a formidable challenge.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

VIVA Institute of Pharmacy: Elevating Pharmaceutical Pedagogy for Holistic Healthcare and Professional Development of students"

VIVA Institute of Pharmacy stands as an unparalleled institution at the zenith of pharmaceutical education, embodying a visionary commitment to amalgamate traditional Indian knowledge systems with cutting-edge pharmaceutical science. This scientific discourse elucidates the institute's pioneering efforts in holistic healthcare, embracing nutraceuticals, Aahar Shastra, Yoga, herbal studies, medicinal garden and dedicated GPAT preparation course as integral components of its educational framework

1. Holistic Growth and Development of Students:

Industrial practice

Our Institute effectively bridges the academia-industry through its cutting-edge pilot plant dedicated to tablet manufacturing. Furnished with advanced industry-level equipment offering enhanced hands-on learning in pharmaceutical formulation and drug delivery science. This strong emphasis on practical knowledge ensures that graduates not only possess a solid theoretical foundation but are also prepared to confront the challenges inherent in the pharmaceutical industry. Companies like Ganga Pharmaceuticals Ltd, ACG Associated Capsule Pvt Ltd, Ultra Pure Ltd, Influx healthtech Pvt Ltd, micropure Pvt Ltd., and Korten Pharmaceuticals Ltd etc. have been instrumental in providing our students with enriching internship opportunities and training.

The institute imparts a distinctive dimension to its academic milieu by facilitating interactions with eminent personalities by conducting regular seminars and workshops. These engagements provide students with invaluable insights, motivation, and exposure to diverse perspectives, thereby enriching their overall educational experience.

B. VIVA for the society: VIVA Institute of Pharmacy (VIP) actively fulfills its social responsibility beyond the campus through initiatives such as blood donation drives, health checkup programs, and awareness campaigns. The National Service Scheme (NSS) unit enhances students' sense of social responsibility. VIP's commitment to environmental sustainability is evident in green campus initiatives, including tree plantation drives and anti-plastic days.

C. *VIVA for its students:*

VIVA Institute of Pharmacy's commitment to professional development is exemplified through its dedicated GPAT Club:

Comprehensive emotional and mental counselling available to all students, with full backing from the institute. Serving as inspirational pillars throughout the various journeys of their lives.

Elevated guidance in pursuing higher education.

Sports and cultural events for their personality growth.

The institute proactively involves students in Pharmacy Week celebration, model making competition in pharma sciences, conducts seminars and competitions, and actively participates in esteemed research based events like the Avishkar competition.

2. *"Botanical Alchemy of VIVA: Unveiling the Art and Science of Herbal Formulation" (Harvest, Harmony, Humanly) :*

VIVA's significant emphasis on herbal studies is delineated through its comprehensive approach:

A. *Herbal Plot: The natural classroom*, the dedicated medicinal garden provides a practical and immersive experience, reinforcing theoretical knowledge through first hand observation, cultivation, and study of medicinal plants. The institute's dedication is exemplified through the meticulous upkeep of a medicinal garden and the provision of advanced research facilities, notably a pilot plant. Engaging actively in plantation activities, students cultivate a profound comprehension of pharmacognosy, thereby cultivating a keen interest in the realm of herbal drug research.

B. *Unveiling the Secrets of Herbal Formulation:* VIVA ensures students acquire skills to develop effective and safe herbal products, aligning with contemporary pharmaceutical standards. VIP has successfully obtained patents pertaining to the pharmacological activity of plants, underscoring its dedication to leading innovations in this domain. Furthermore, VIP has introduced a master's program in Pharmacology, with a specialized emphasis on pharmacology of herbal drugs, affording students an elevated platform for profound exploration and comprehensive evaluation.

3. *VIP's Knowledge System (IKS):*

VIVA Institute of Pharmacy undertakes distinctive efforts in acknowledging the holistic nature of healthcare within the Indian context, surpassing traditional pharmaceutical paradigms. This incorporation extends beyond the conventional boundaries, recognizing the profound influence of nutritional science on holistic well-being and emphasizing the interconnectedness of dietary choices with physical, mental, and spiritual dimensions.

Moreover, VIVA Institute of Pharmacy places special emphasis on the timeless practice of Yoga, considering it a cornerstone in fostering a holistic understanding of health. By incorporating ancient wisdom into contemporary education, the institute aligns with practices that harmonize the body, mind, and spirit. This approach reflects VIVA's commitment to a comprehensive and integrated approach to pharmaceutical education that transcends conventional boundaries.

The institute's unwavering commitment to preserving and advancing the Indian knowledge system is manifested through its multifaceted offerings:

A. *Nutraceuticals:* Delving into the rich heritage of traditional Indian knowledge, VIVA Institute of Pharmacy places special emphasis on Nutraceuticals, unraveling the scientific validation of traditional ingredients for preventive and therapeutic health. ***Aahar Shastra (Science of Food):*** A distinctive feature of the Indian Knowledge System, Aahar Shastra at VIVA goes beyond nutrition, encompassing a holistic understanding of food's impact on physical, mental, and spiritual well-being. This form of learning was explored through workshop and project work.

B. *Yoga:* The integration of Yoga into the curriculum reflects VIVA's belief in the profound influence of Yoga on overall health, contributing significantly to mental and physical wellness. This form of learning is explored through seminars, webinars and workshops.

In application to the above system, our students explore boundaries beyond the campus, inviting the locality and society in this form of eco-learning. Students actively participate and acknowledge this milestone of VIVA Institute of Pharmacy.

In conclusion, VIVA Institute of Pharmacy stands as a beacon of excellence, seamlessly blending traditional wisdom with contemporary education. Its holistic approach to healthcare, herbal studies, and dedicated GPAT support mark it as a paragon of pharmaceutical pedagogy, shaping a generation of pharmacists poised to contribute meaningfully to the healthcare landscape.

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

5. CONCLUSION

Additional Information :

Institute's alumni registration is in process.

Faculties are motivated to apply for research grants from various funding agencies including University of Mumbai, ICMR, AICTE, CSIR etc and also develop entrepreneurship culture in students.

Startup of the incubation cell is in process.

Participation in NIRF ranking is also in process

Institute is also one of the quarantine centers during lockdown due to corona in 2020-21.

Concluding Remarks :

Overall institute is well established and maintains education standards by highly qualified staff. Student teacher ratio and other infrastructure and library facility as per the norms of PCI and University of Mumbai

The college IQAC is functional and has implemented a number of programmes for students' overall development and for institutes Vision and Mission

Institute maintains a well-defined organizational structure and functions in a decentralized manner, distributing authority across different tiers to uphold effective governance and important decision-making.

The institution is guided by the motto of VIVA Trust, "Education to all" and is committed to extending education to the students of rural areas. The Governing Bodies oversees the institute's strategic direction, ensuring alignment with the Institution's Vision and Mission

Faculties and students are motivated to participate in various activities and research.

Apart from that institute also having many activities to inculcate human value and ethics.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
2.1.2	<p>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</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>43</td> <td>37</td> <td>23</td> <td>20</td> <td>26</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>40</td> <td>33</td> <td>19</td> <td>19</td> <td>19</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>43</td> <td>37</td> <td>23</td> <td>27</td> <td>26</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>43</td> <td>37</td> <td>23</td> <td>27</td> <td>26</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	43	37	23	20	26	2022-23	2021-22	2020-21	2019-20	2018-19	40	33	19	19	19	2022-23	2021-22	2020-21	2019-20	2018-19	43	37	23	27	26	2022-23	2021-22	2020-21	2019-20	2018-19	43	37	23	27	26
2022-23	2021-22	2020-21	2019-20	2018-19																																					
43	37	23	20	26																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
40	33	19	19	19																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
43	37	23	27	26																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
43	37	23	27	26																																					
3.4.3	<p>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.</p> <p>3.4.3.1. Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>11</td> <td>00</td> <td>21</td> <td>20</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	12	11	00	21	20	2022-23	2021-22	2020-21	2019-20	2018-19																									
2022-23	2021-22	2020-21	2019-20	2018-19																																					
12	11	00	21	20																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					

11	10	00	21	20
----	----	----	----	----

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
53	05	03	15	18

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
30.699	3.33	1.18	3.57	2.33

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

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5	3	20	8	9

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	1	0	5	6

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
47	24	09	39	32

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11	17	04	13	7

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
47	18	15	19	27

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
25	07	03	09	11

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
22	17	16	15	15

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
22	17	16	15	15

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

6.5.2

Quality assurance initiatives of the institution include:

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

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: C. Any 2 of the above

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

2.Extended Profile Deviations

ID	Extended Questions
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 34 Answer after DVV Verification : 28</p>