

INSTITUTIONAL DEVELOPMENT PLAN (IDP)

UNDER NEP 2020

**SHREE PM PATEL INSTITUTE OF PG
STUDIES AND RESEARCH IN
SCIENCE**



Affiliated to

Sardar Patel University

Managed by

Anand People's Medicare Society

Opposite Sardarbaug,

Near New Busstand, Anand - 388001

(2025-2030)

Date of submission- 01/06/2025

DEPARTMENT OF HIGHER EDUCATION

GOVERNMENT OF GUJARAT

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3. Executive Summary

3.1 Overview of the Institution's current status

Shree P.M. Patel Institute of Post Graduate Studies and Research in Science is a self-finance affiliated to Sardar Patel University (SPU) was in 2007 and is situated in Anand, close to the Milk City of India (Anand). The college campus is situated in the heart of a rural country side against a lush green pollution-free backdrop. It is recognized by University Grant commission under 2(f) & 12(B) scheme in 2013. Managed by the Anand People's Medicare Society—comprising distinguished academicians and industrialists—the college benefits from visionary leadership and robust governance. The curriculum is regularly updated in alignment with recommendations from Sardar Patel University. Notably, the Choice Based Credit System (CBCS) has been adopted since 2008, enabling a more flexible and student-centric academic framework.

College comprises of 2 Postgraduate departments, namely Biological Sciences and Chemical Sciences. The academic programmes include Master(M.Sc) and Doctoral (PhD). The Maters programme are offered under semester system in CBCS mode. Admission process is transparent, and completely online through Gujarat Common Admission Service-an initiative of Government of Gujarat. Reservation policy is strictly adhered to as directed by the Government of Gujarat, and admission is merit-based. The college pays special attention to integrate crosscutting issues relevant to professional ethics, human values, gender, environment and sustainability in the curriculum. In pursuit of academic excellence, the college maintains strong internal quality mechanisms and continually adapts innovative teaching-learning and evaluation strategies. Field projects, internship and research projects are incorporated into the curriculum to impart experiential and skill-based learning and training to understand real life issues, problems and their solutions. Using student-centric teaching-learning approaches such as group discussions, classroom presentations, conference presentations, quiz competitions, community involvement, educational tours, and group projects that follow the pattern of field visits and internship, we create a dynamic learning environment for the students. A culture of research is actively nurtured through faculty-student collaborations, consultancy services, and inter-institutional partnerships To make the curriculum and its implementation more

inclusive, feedback from the stakeholders is regularly collected and analyzed to address the issues like design and review of curriculum, teaching, learning and evaluation.

Our faculty members have many years of rich experience in teaching and research. Most of the faculty members are doctoral degree holders and hence guide and mentor students effectively in learning and research. The teachers are sensitized and encouraged to submit proposals for research grants to government and non-government funding agencies. The management actively supports faculty development by offering incentives and leave provisions for pursuing higher degrees, attending seminars/conferences, and publishing research work.

Modern infrastructure, including well-equipped laboratories and widespread access to computers and internet facilities, enhances the teaching-learning experience across departments. The institution has well-constructed inhouse two girl's hostel, accommodates up to 100 students in each hostel, strengthening the institution's commitment to inclusivity and safety. College has a large auditorium with audio-visual facilities and comfortable seating. Library is well developed with more than 500 of collections, which includes books, bound volumes of research journals. The faculties access the library resources through N-LIST. The repository of the resources is handled with the help of SOUL 3.0 library management software developed by INFLIBNET. The Institution has a campus wide Local Area Network with 15 wired and 4 Wi-Fi nodes. The entire campus is under CCTV surveillance. Water harvesting facilities contributes towards the ecofriendly campus. The campus is having lush green canopy that can contribute to a refreshing atmosphere, improving air quality, providing shade, and creating a serene environment for everyone on campus.

The college extends support services such as merit-based scholarships, financial aid for economically disadvantaged students, and preparatory coaching for national-level examinations like CSIR-NET and SLET. The student demographic primarily comprises individuals from rural and socio-economically diverse backgrounds, with a significant and growing representation from SC, ST, and OBC categories. During 2020-2025, college facilitated different types of scholarships to 745 students. Different programmes are organized to impart soft skills, language and communication skills, life skills and awareness of trends in technology. Special cells are created to address the issues related to women category students. Students have

representation in the Anti ragging Committee and Women Cell at each department. Gender equality is promoted through education and research through women-centric seminars, workshops, training sessions as well as competitions. The placement cell of the college as well as at department level are active and a good number of students have been placed. Student support activities are overseen by a dedicated coordinator and head counselor to ensure holistic development. Co-curricular activities, including national celebrations, cultural festivals, and social outreach initiatives, foster student engagement and personal development. The institution organizes workshops and seminars on research methodology, IPR and the student start-up and innovation programme (SSIP) and exclusively focuses on encouraging the student entrepreneurship. Apart from educational upliftment we also impart nationalistic spirit in our students by organizing an inspiring sensitization and recruitment program by distinguished officials from the Indian Air Force (IAF), creating a unique opportunity for students to explore various career options within the IAF. The institute has consistently taken a leading role in organizing science conclaves and academic competitions. A noteworthy example is the successful hosting of the 34th UG GiBiON, which witnessed participation from over 45 institutions and more than 1,000 students from across Gujarat. The event served as a dynamic platform for showcasing scientific innovation and was generously supported by the Gujarat State Biotechnology Mission (GSBTM), Department of Science and Technology (DST).

Guided by farsighted leadership and a strong sense of purpose, the college has achieved steady growth and sustained progress. The APMS management plays a pivotal role in upholding the institution's vision and mission through strategic decision-making and inclusive governance.

3.2 Vision, Mission and Strategic Goals

Vision

To cultivate a transformative academic ecosystem that fosters intellectual growth, ethical values, and social responsibility, with a special commitment to serving rural and semi-urban communities. The Institute envisions becoming a beacon of affordable, inclusive, and value-based higher education, empowering students to lead with knowledge, integrity, and purpose in a rapidly evolving global landscape.

Mission

- To deliver high-quality postgraduate education through innovative pedagogies, experiential learning, and robust academic support systems.
- To ensure equitable access to world-class infrastructure, learning resources, and digital tools that foster academic excellence and research aptitude.
- To instill a strong sense of social commitment by promoting community engagement, environmental stewardship, and service-oriented initiatives.
- To celebrate and uphold the principles of national integration, cultural diversity, and mutual respect, thereby nurturing a harmonious and inclusive campus culture.

Strategic Goals

- Academic Excellence
To continuously raise academic standards through curriculum enhancement, faculty development, and integration of interdisciplinary and skill-based learning in line with NEP-2020.
- Student-Centric Environment
To promote a nurturing and stress-free environment that supports holistic student development through mentorship, career guidance, and co-curricular activities.
- Research and Innovation

To strengthen research capabilities and industry linkages by fostering a culture of inquiry, facilitating collaborative projects, and encouraging publication in high-impact journals.

- Inclusive Education

To ensure affordability and accessibility of education for students from diverse socio-economic backgrounds without compromising on quality.

- Community Engagement

To extend institutional knowledge and resources toward rural empowerment, health awareness, digital literacy, and sustainability initiatives.

- Governance and Institutional Sustainability

To adopt transparent, responsive, and participatory governance practices that support efficient decision-making, continuous quality improvement, and stakeholder alignment.

3.3 Summary of key initiatives in the IDP

The Institutional Development Plan (IDP) of Shree P.M. Patel Institute of P.G. Studies and Research in Science outlines a strategic roadmap to strengthen academic quality, enhance research potential, and promote holistic student development while addressing critical challenges and unlocking new opportunities. The plan builds upon the institution's strong foundation of state-of-the-art infrastructure, a dedicated faculty team, and a student-centric ecosystem that emphasizes ethical and affordable education. To capitalize on institutional strengths, the IDP prioritizes upgrading laboratory and ICT-enabled facilities to support modern teaching-learning processes. Focused efforts are being made to deepen student-faculty engagement through interactive pedagogies and mentorship, with specific initiatives to nurture student success in competitive examinations like CSIR-NET and GATE. A robust Internal Quality Assurance Cell (IQAC) continues to play a vital role in monitoring academic quality and institutional reforms with strong support from management and stakeholders.

Recognizing existing gaps, the IDP proposes a multipronged approach to address challenges such as low progression to doctoral studies, faculty development needs, and infrastructural constraints during peak enrolments. Measures include faculty capacity-building workshops in research methodology and grant writing, streamlining administrative structures for timely decision-making, and improving infrastructure utilization. A major thrust area under the IDP is enhancing the institution's research profile. With UGC 2(f) and 12(B) recognition, the institute aims to leverage funding opportunities from central and state agencies (e.g., DST-FIST, DBT, ICSSR) for developing research facilities such as advanced laboratories and collaborative research centers. Simultaneously, emphasis will be placed on improving the quality and visibility of research outputs through publications in reputed indexed journals.

The IDP also emphasizes the implementation of NEP-2020 through curricular diversification, including interdisciplinary, value-added, and skill-based programs to align with industry and societal needs. Strengthening industry-academia linkages in areas such as food chemistry, biotechnology, and dairy microbiology will create pathways for student internships, placements, and collaborative innovation.

Future-facing opportunities include expanding global academic engagement through faculty/student exchanges and dual-degree programs with international institutions. Additionally, the institution plans to launch community outreach programs focused on IT literacy and vocational training for rural youth, promoting inclusive growth. Increased alumni engagement will be pursued to support mentorship, fundraising, and strategic development initiatives. Through sustained efforts, the IDP envisions the institution as a hub of academic excellence, socially responsible education, and impactful research that contributes meaningfully to regional and national development.

4. Institutional Profile

4.1 Year of Establishment and Type of Institution

a.	Name of the Institution	Shree P.M. Patel Institute of Post Graduate Studies and Research in Science, Anand (Gujarat)
b.	Year of Establishment	2007
c.	Type of Institution	Self-Finance

4.2 Accreditation

Accreditation Details			
Cycle	Date on which accreditation was received	Grade	Valid till
1 st Cycle	17-03-2016	B (CGPA 2.08)	16-03-2021
2 nd Cycle	Shall apply for second cycle once NAAC launches Binary Accreditation system		

4.3 Affiliation

No.	Affiliation Details	
1	Year of establishment	2007
2	Name of University to which Affiliated	Sardar Patel University, Anand, Gujarat
3	Year of Permanent Affiliation	2007

4.4 Programs Offered

No.	Stream (Science/Commerce/Arts)	Level (UG, Diploma, PG)	Course name (Hons/passwise)	Duration (Years)	Sanctioned Annual Intake
1	Science	PG	M.Sc (Microbiology)	2 years	140
2	Science	PG	M.Sc (Biotechnology)	2 years	70
3	Science	PG	M.Sc (Biochemistry)	2 years	70
4	Science	PG	M.Sc (Chemistry)	2 years	210
5	Science	Ph.D.	Ph.D. in Applied Chemistry	Synopsis can be submitted after 2.5 years of registration	28
6	Science	Ph.D.	Ph.D. in Biotechnology	Synopsis can be submitted after 2.5 years of registration	6
7	Science	Ph.D.	Ph.D. in Zoology	Synopsis can be submitted after 2.5 years of registration	6

4.5 (a) Faculty Details

Faculty Rank	No. of Sanction and Regular Post	Doctor Degree		Master Degree		No. of Faculty Pursuing Ph.D	No. of Faculty having cleared NET/SLET	Total No. of Regular Faculty
		R	C	R	C			
Professor	02	02	00	00	00	00	00	02
Asso.Prof	03	03	00	00	00	00	00	03
Asst. Prof.	08	04	00	04	00	03	02	08
Adhyapak Sahayak	00	00	00	00	00	00	00	00
Part Time	00	00	00	00	00	00	00	00
Visiting	04	03	00	01	00	01	02	00
Total	17	12	00	05	00	04	04	13

* R=Regular,C=Contractual

4.5 (b) Staff Details

Category	No.
Lab Assistant	02
Clerk	01
Peon	06
Total	09

4.6 Students Demographics

Course	Open		SEBC		SC		ST		EWS		Total		
	M	F	M	F	M	F	M	F	M	F	M	F	Total
M.Sc (Microbiology)	10	10	00	07	00	00	03	05	01	00	14	22	36
M.Sc (Biotechnology)	04	06	01	05	02	00	01	01	01	02	09	14	23
M.Sc (Biochemistry)	02	02	00	00	00	00	00	00	00	00	02	02	04
M.Sc (Chemistry)	33	14	34	01	08	05	07	05	08	01	90	26	116
Total	49	32	35	13	10	05	11	11	10	03	115	64	191

5. SWOC Analysis

5.1. Institutional Strengths:

- State-of-the art infrastructure/facilities for teaching learning.
- **Conducive Academic Ecosystem:** The institute offers a stress-free, student-centric atmosphere with a strong teaching-learning-research environment, supported by well-qualified and experienced faculty members who also contribute to university-level academic bodies.
- **Central Location Advantage:** Located in close proximity to the bus stand and railway station, the institute offers easy accessibility, reducing travel time and increasing student engagement.
- **State-of-the-art Infrastructure:** Equipped laboratories, ICT-enabled classrooms, and a rich library support academic excellence. The green and semi-urban campus enhances the learning environment.
- **Strong Student-Faculty Bond:** A close-knit faculty team fosters a strong sense of community and interactive learning through multimedia-based teaching formats.
- **Ethical and Affordable Education:** The institute has maintained a transparent fee structure with no capitation or hidden charges, and has even reduced tuition fees over the years despite being self-financed.
- **Student Achievements:** Alumni and current students have earned academic laurels and are engaged in research roles across industries and national laboratories (e.g., CSIR).
- **Social Responsibility:** With management advocacy for an addiction-free lifestyle, the campus boasts of a motivated and disciplined student body.
- The IQAC evolves from time to time and is continuously involved in enhancing the quality education and it is well-supported by Management and stakeholders in the formation and implementation of its policy
- Effective implementation of the curriculum prescribed by the affiliating university.

5.2. Institutional Weakness

- **Student Progression:** There is a noticeable gap in the progression of students from postgraduate to doctoral levels, highlighting the need for enhanced mentorship, research exposure, and competitive exam preparedness.
- **Administrative Structure:** The current governance framework offers scope for greater delegation and streamlined communication to support timely decision-making and institutional responsiveness.
- **Visibility of Research Output:** While the quantity of publications is appreciable, there is a need to focus on increasing the quality and visibility of research outputs by targeting reputed indexed journals and collaborative research projects.
- **Faculty Development and Continuity:** There is an opportunity to enhance faculty retention and satisfaction through structured professional development initiatives, training programs, and long-term academic engagement strategies.
- **Competitive Exam Readiness:** Students would benefit from parallel support for national-level entrance exams such as CSIR-NET, in addition to the university curriculum, through orientation sessions, mock tests, and coaching resources.
- **Regional Student Demographics:** The institute currently attracts a predominantly local student population. Broadening outreach efforts may help increase diversity by attracting students from other states and international regions.

- **External Procedural Dependencies:** Certain processes are influenced by affiliating university protocols and government policies, which can occasionally lead to administrative delays and impact the timely implementation of planned academic activities.

5.3. Institutional Opportunities

- **Enhanced Access to Research Funding:** With UGC 12B and 2F recognition, the institution is eligible for research grants from central and state agencies such as UGC-MRP, DST-FIST, DBT, and ICSSR. This opens avenues for significant upgradation of research infrastructure, including the development of specialized laboratories, animal houses, greenhouses, and other advanced facilities.
- **Strengthening Industry-Academia Linkages:** Fields such as dairy microbiology, food chemistry, and biotechnology offer strong potential for collaboration with industries. These partnerships can lead to joint research initiatives, internships, and placement opportunities for students.
- **Curricular Diversification Aligned with NEP-2020:** The institute has the potential to introduce interdisciplinary, vocational, and skill-based courses tailored for emerging industry needs and mid-career professionals. This aligns with NEP-2020 goals of flexible, learner-centric education and lifelong learning.
- **Global Academic Engagement:** The implementation of NEP-2020 facilitates the internationalization of higher education. The institution can explore student and faculty exchange programs, collaborative research, and dual-degree options with foreign universities and institutes.
- **Faculty Capacity Building:** Focused training programs in research methodology, scientific writing, and grant proposal preparation can improve the quality and quantity of peer-reviewed publications and strengthen the overall academic profile of the institution.
- **Community-Oriented Initiatives:** The institution can play a pivotal role in delivering IT literacy and skill development programs for rural and urban youth, thereby contributing to regional development and social upliftment.
- **IQAC-Led Quality Enhancement:** A proactive Internal Quality Assurance Cell (IQAC) creates opportunities to institutionalize best practices, enhance academic and administrative processes, and ensure continuous quality improvement through stakeholder participation.
- **Alumni Engagement:** A well-connected and professionally established alumni network presents opportunities for mentorship programs, career guidance, guest lectures, and support for institutional development.
- **Scope for Interdisciplinary and Value-Added Courses:** There is ample opportunity to expand academic offerings through major, minor, and value-added courses, contributing to holistic education and improved student employability.
- **Research for Societal Impact:** The institute can orient its research toward addressing real-world problems, contributing meaningfully to human welfare and sustainable development.

5.4. Institutional Challenges

- **Increasing Competition with other Self-Financed Institutions:** The rapid growth of private self-financed colleges, often offering attractive infrastructure and flexible academic options, poses a challenge in student retention and enrollment.

- **Overemphasis on Quantitative Metrics:** A growing inclination toward numerical targets (such as pass percentages or publication counts) over genuine qualitative academic outcomes may dilute the core purpose of higher education.
- **Sustainable Infrastructure Management:** Balancing the cost of maintaining and upgrading infrastructure without imposing a financial burden on students remains a significant challenge.
- **Retention of Meritorious Students:** The growing demand for high-quality education means even a slight compromise in academic standards could result in the loss of high-performing students to competing institutions.
- **Competition from Research-Intensive Institutions:** Other regional and national institutes with stronger research ecosystems and funding may attract both faculty and research scholars.
- **Academic Calendar Constraints:** The limited number of effective teaching days under the current CBCS framework restricts deep subject immersion and mastery, particularly at the postgraduate level.
- **Entry of Foreign Universities:** The arrival of international institutions in India under the NEP framework introduces new competition in terms of pedagogy, curriculum design, and global exposure.
- **Decreasing Interest in Basic Sciences:** Both student and parental preferences are shifting away from pure sciences, posing challenges in enrollment and future academic leadership in these disciplines.
- **Limited Placement Opportunities:** Ensuring adequate campus placement and employability pathways, especially in non-professional courses, remains a concern.
- **Faculty Workload vs. Research Productivity:** Balancing heavy academic and administrative responsibilities with quality research output continues to be a demanding issue for faculty.
- **Competitive Exam Preparedness and Retention:** Coaching and retaining students who aim to qualify for national-level examinations (e.g., UGC-NET, GATE) require dedicated academic and mentoring efforts.
- **Resistance to Emerging Disciplines:** Mindset barriers among students and faculty toward pursuing interdisciplinary and evolving subject areas may limit academic innovation and growth.
- **Curriculum Modernization:** Faculty motivation is essential for regularly revising syllabi in alignment with employability, skill development, and value addition, as envisioned in NEP-2020.
- **Alumni Engagement:** The institution is yet to fully leverage the potential of its alumni at national and international levels for academic support, mentoring, and development initiatives.
- **Comprehensive Implementation of NEP-2020:** Translating the broad objectives of NEP-2020 into actionable reforms across teaching, learning, research, and governance requires sustained institutional commitment and adaptability.

6. Vision, Mission and Core values

6.1. Revised vision and mission

Shree P.M. Patel Institute of P.G. Studies & Research in Science envisions becoming a centre of excellence in postgraduate science education, fostering a culture of inquiry, innovation, and inclusivity. The Institute aspires to serve the rural and semi-urban communities by offering accessible, value-based, and multidisciplinary education, empowering learners to become socially responsible, environmentally conscious, and globally competent professionals.

Revised Mission (Aligned with NEP 2020)

- To provide holistic and flexible postgraduate education that integrates science, skill, ethics, and sustainability in alignment with national developmental goals.
- To enhance academic excellence through outcome-based learning, experiential pedagogy, and research-led teaching.
- To enable students to fully utilize institutional infrastructure and resources, fostering inclusive growth and personal development.
- To instill a strong sense of ethics, responsibility, and national pride by promoting unity in diversity and engagement with India's scientific and cultural heritage.
- To encourage lifelong learning and entrepreneurship, equipping students for employment, innovation, and nation-building.

6.2. Core Institutional Values

(As per NEP 2020 Framework)

1. Academic Excellence

Committed to fostering a culture of academic rigor, research innovation, and intellectual curiosity to prepare students for real-world scientific challenges.

2. Equity and Inclusivity

Ensuring access to quality education for all, particularly students from rural and underserved backgrounds, thereby bridging social and educational gaps.

3. Ethics and Integrity

Promoting ethical conduct, transparency, and accountability in teaching, research, and institutional governance.

4. Sustainability and Social Responsibility

Encouraging environmentally responsible practices and community engagement, aligning institutional goals with sustainable development.

5. Innovation and Entrepreneurial Mindset

Nurturing a spirit of innovation, creativity, and problem-solving to contribute meaningfully to the Atmanirbhar Bharat mission through research, skill development, and entrepreneurship.

6. Self-Reliance and National Development

Developing confident, competent, and job-ready postgraduates who can contribute to India's self-reliance in science, technology, and knowledge economy sectors.

7. Global Outlook with Local Relevance

Encouraging a global perspective in learning and collaboration, while staying rooted in local relevance and societal needs—core to building a Viksit Bharat.

8. Collaboration and Partnerships

Promoting academic-industry linkages, interdisciplinary dialogue, and institutional collaborations at national and international levels for inclusive progress.

7. Strategic Goals and Objectives

7.1. Short term goals (1-2 years)

1. Curriculum Enhancement and Academic Excellence

- Integrate value-added, skill-based, and certification courses to complement the existing university syllabus.
- Establish department-level academic clubs to nurture peer learning and academic curiosity beyond classrooms.
- Strengthen remedial teaching and bridge courses to support diverse academic backgrounds.

2. Infrastructure Upgradation

- Modernize laboratory facilities with state-of-the-art instruments to support curriculum and research requirements.
- Ensure 100% ICT-enabled classrooms to facilitate blended and hybrid learning modalities.
- Improve campus-wide high-speed internet access and invest in digital learning platforms.

3. Faculty Development and Training

- Promote regular participation in Faculty Development Programs (FDPs) in collaboration with reputed academic bodies.
- Conduct structured workshops on research methodology, intellectual property rights (IPR), scientific communication, and outcome-based education.

4. Strengthening Internal Quality Assurance

- Refine IQAC operations for evidence-based assessment and continuous quality improvement.
- Initiate benchmarking with comparable institutions to identify and adopt best practices.

5. Enhanced Student Support Services

- Launch structured career counseling and coaching for competitive exams such as CSIR-NET and GATE (preferably integrated with the regular PG curriculum).
- Start an alumni mentorship program to provide career guidance, internships, and academic motivation.

7.2. Medium term goals (3-5 years)

1. Research and Innovation Ecosystem

- Establish domain-specific research centers in Microbiology, Biotechnology, Biochemistry, and Environmental Sciences.
- Encourage faculty and students to pursue competitive research grants from agencies such as UGC, DST, DBT, and GSBTM.
- Build research collaborations with national laboratories, R&D institutions, and industry.

2. Industry and Community Engagement

- Forge partnerships with industries for student internships, collaborative research, and curriculum enrichment.
- Launch outreach initiatives focused on community health, hygiene, sustainability, and rural development.

3. Academic Diversification and NEP-2020 Integration

- Introduce interdisciplinary, skill-oriented, and vocational add-on courses aligned with NEP-2020.
- Implement a flexible Choice-Based Credit System (CBCS) allowing for major-minor course combinations across disciplines.

4. Institutional Branding and Outreach

- Increase institute visibility through academic conclaves, national-level seminars, and active participation in accreditation and ranking frameworks (e.g., NAAC, NIRF).
- Enhance online presence through dynamic website content, research showcases, and social

media engagement.

5. Faculty and Staff Recruitment

- Address current faculty vacancies and improve the student-teacher ratio through need-based and phase-wise recruitment.
- Invite distinguished academicians for Guest Lecture
- Develop an internal incentive system for excellence in teaching, research publications, and academic leadership.

7.3. Long term goals (5+ years)

1. Center of Excellence in Biological and Chemical Sciences

- Establish the institute as a state-level leader in postgraduate teaching and research in life sciences and chemistry.

2. Linkages with National and Global Research Institutes

- Initiate student and faculty exchange programs with reputed institutions across India.
- Join international academic consortia and apply for collaborative research grants to broaden research exposure.

3. Sustainable and Green Campus Development

- Transition to a carbon-neutral campus by adopting solar energy, rainwater harvesting, and green building practices.
- Embed sustainability education across curricula and engage students in environmental stewardship.

4. Competitive and Civil Services Training Center

- Establish an institutional center to provide structured coaching, preparatory materials, and guidance for UPSC, GPSC, SSC, and other public sector examinations.

5. Alumni-Driven Institutional Advancement

- Develop an alumni endowment fund to support scholarships, faculty development, and infrastructure.
- Launch global alumni chapters to foster mentorship, funding opportunities, and international academic ties.

8. Key Focus Areas

Shree P.M. Patel Institute of P.G. Studies & Research in Science, established in 2007 and affiliated to Sardar Patel University, Anand, Gujarat, is a self-financed postgraduate institution accredited by NAAC and recognized under UGC Sections 2(f) & 12(B). The institute comprises two academic schools—School of Biological Sciences (offering M.Sc. programs in Microbiology, Biotechnology, and Biochemistry) and School of Chemical Sciences (offering M.Sc. in Chemistry). As the institute prepares for the implementation of the National Education Policy (NEP) 2020 at the postgraduate level from the academic year 2026–27, the following Key Focus Areas have been identified to drive institutional development and academic transformation:

8.1. Academic Excellence

- Strengthening curriculum delivery through outcome-based education and continuous assessment models.
- Integration of NEP 2020 mandates with a focus on interdisciplinary learning, academic flexibility, and skill-based modules.
- Establishing academic benchmarking practices to achieve excellence in teaching and learning

8.2. Research and Innovation

- Cultivating a research-driven culture through faculty and student research projects, publications, and patent filing.
- Establishing research clusters in thrust areas such as life sciences, green chemistry, and nanotechnology.
- Enhancing participation in government-funded schemes and fostering innovation through incubation support.

8.3. Faculty Development

- Continuous capacity building through Faculty Development Programs (FDPs), workshops, and pedagogical training.
- Encouraging faculty to pursue research grants, advanced certifications, and higher qualifications.
- Recognition and incentivization of academic and research contributions.

8.4. Infrastructure Development

- Upgradation of laboratories with modern scientific instrumentation aligned to curriculum and research needs.
- Expansion of smart classrooms, seminar halls, and digital learning environments.
- Enhancing student amenities and campus facilities to support holistic development.

8.5. Industry Collaboration

- Strengthening academia-industry partnerships through MoUs, internships, consultancy, and collaborative research.
- Curriculum enrichment through industry expert lectures, live case studies, and hands-on training.
- Aligning academic outcomes with industry demands for increased graduate employability.

8.6. Student Support and Employability

- Providing academic mentoring, psychological counseling, and career guidance services.
- Establishing dedicated cells for placement, competitive exam coaching, and entrepreneurship development.
- Offering soft skills, language, and aptitude training to bridge employability gaps.

8.7. Digital Transformation

- Expanding ICT integration in teaching-learning processes and administrative operations.
- Promoting e-content development, Learning Management Systems (LMS), and virtual learning tools.
- Strengthening digital literacy among students and faculty.

8.8. Sustainability and Green Campus Initiatives

- Embedding environmental sustainability in curriculum and institutional practices.
- Implementing eco-friendly initiatives such as solar energy use, rainwater harvesting, and waste segregation.
- Promoting biodiversity and sustainable lifestyles through student-driven environmental programs.

8.9. Internationalization

- Establish partnerships with international universities for student and faculty exchanges.
- Encourage collaborative research projects with global institutions.
- Encourage faculty to contribute to international research publications and projects.
- Build industry partnerships with multinational corporations.
- Facilitate internships and job placements in global markets.

8.10. Promotion of knowledge of India

- Integrating Indian traditional knowledge, science, culture, and philosophy into curriculum and campus life.
- Celebrating national heritage through co-curricular activities and observance of culturally significant days.
- Encouraging research in Indian sciences and indigenous technologies aligned with the spirit of NEP 2020.

9. Action Plan / Implementation Strategy

9.1. Academic Excellence

9.1.1. Activities:

- **Active Participation in Board of Studies (BoS) Committees**
 - Nominate qualified faculty members to represent the institution in BoS of Sardar Patel University.
 - Contribute subject-specific recommendations during syllabus revision cycles.
 - Advocate for the integration of NEP 2020 principles into PG syllabi (e.g., flexibility, employability, and interdisciplinary learning).
- **Internal Implementation of CBCS Framework**
 - Ensure smooth adoption and uniform implementation of the **Choice-Based Credit System (CBCS)** as per university guidelines across all PG programmes.
 - Standardize credit allocation, evaluation schemes, and academic calendars in line with SPU norms.
 - Create awareness and provide orientation to students and faculty regarding CBCS mechanisms.
- **Proposal and Delivery of Skill-Based, Value-Added, and Interdisciplinary Courses (as Institutional Add-ons)**
 - Design and offer **add-on certificate/diploma courses** beyond the university curriculum (e.g., Bioinformatics, Biostatistics, Scientific Writing, Molecular Docking, IPR, Lab Techniques, etc.).
 - Leverage NEP's emphasis on **multi-disciplinary education** by integrating minor courses from other disciplines.
 - Conduct **bridge courses and foundational modules** to support students from diverse academic backgrounds.
- **Curriculum Review Feedback Mechanism**
 - Collect structured feedback from students, alumni, industry experts, and academic peers regarding the relevance and applicability of existing curricula.
 - Compile feedback into formal reports and forward recommendations to SPU's BoS through official channels.
- **Capacity Building for Faculty**
 - Organize faculty development programs (FDPs), workshops, and webinars on curriculum design aligned with NEP 2020, outcome-based education (OBE), and interdisciplinary pedagogy.
 - Promote the use of **Bloom's Taxonomy** and integration of ICT tools for enhanced delivery.

9.1.2. Responsible Person/Department:

- Principal
- Heads of Departments (HoDs)

9.1.3. Timeline:

2025–2027 (aligned with NEP PG roll-out in 2026–27)

9.1.4. Estimated Budget:

Rupees upto 50,000 per annum (curriculum design, workshops, academic consultations)

9.1.5. Key Performance Indicators (KPIs):

- % of revised syllabi implemented
- Number of interdisciplinary/value-added courses launched
- Student satisfaction feedback score

9.1.6. Review Intervals:

Semester-wise review by IQAC

9.2. Research and Innovation

9.2.1. Activities:

- Strengthen the Research and Innovation Cell in alignment with NEP 2020 to promote translational research that addresses real-world challenges and contributes to societal development.
- Encourage faculty and students to publish in peer-reviewed journals.
- Facilitate training in research grant proposal writing and actively pursue funding opportunities from agencies such as UGC, DST, DBT, and GSBTM.

9.2.2. Responsible Person/Department:

- Principal / Research Coordinator
- IQAC
- All PG Department Faculties

9.2.3. Timeline: 2025–2030 (Ongoing)

9.2.4. Estimated Budget:

While there is no fixed budget allocation, the management shall consider and support expenses related to meetings, conference and workshop registrations, open access publication charges, travel, and other overheads on a case-by-case basis.

9.2.5. Key Performance Indicators (KPIs):

- Number of faculties who have attended FDPs, Workshop, Seminars and conferences, Training Programs,
- Number of research projects funded
- Publications in Scopus/UGC Care-listed journals
- Patents filed or technologies developed

9.2.6. Review Intervals:

Annual review and reporting to IQAC

9.3. Faculty Development

9.3.1. Activities:

- Organize FDPs, workshops on pedagogy, NEP, and research.
- Support for attending national/international conferences.
- Conduct annual performance appraisal and training need analysis.

9.3.2. Responsible Person/Department: IQAC & Head / Principal

9.3.3. Timeline: 2025–2030(Continuing)

9.3.4. Estimated Budget: Rs 0.15 Lakhs/year

9.3.5. Key Performance Indicators(KPIs):

- Number of FDPs conducted and attended
- Faculty participation in conferences
- Faculty appraisal and upskilling metrics

9.3.6. Review Intervals: Annual

9.4. Infrastructure Development

9.4.1. Activities:

- Upgrade classrooms to smart classrooms.
- Expand and modernize laboratories and libraries.
- Create spaces for innovation and student startups.

9.4.2. Responsible Person/Department: Infrastructure Committee and APMS Management

9.4.3. Timeline: 2025–2030

9.4.4. Estimated Budget:Rs 7,50,000 Lakhs (phased development)

9.4.5 Key Performance Indicators KPIs:

- Number of classrooms/labs upgraded
- Usage analytics of library and other infrastructure

9.4.6. Review Intervals: Yearly

9.5. Industry collaboration

9.5.1. Activities:

- Sign MoUs with biotech/pharma/chemical industries.
- Arrange industrial visits, internships, and joint projects.
- Establish Industry-Academia Advisory Board.

9.5.2. Responsible Person/Department:

- Placement Cell
- Department Placement Coordinators

9.5.3. Timeline: 2025–2027

9.5.4. Estimated Budget:

Student's contribution and grant from management, decided on case to case basis.

9.5.5. Key Performance Indicators KPIs:

- Number of MoUs signed
- % of students completing internships
- Joint seminars or consultancy projects

9.5.6. Review Intervals: Bi-annual

9.6. Student Support and Employability

9.6.1. Activities:

- Strengthen career guidance, mentoring, and psychological counselling.
- Integrate soft skills training, aptitude development, and competitive exam preparation into the regular teaching-learning process.
- Maintain a centralized placement cell.

9.6.2. Responsible Person/Department:

- Career Guidance Cell / Orientation program
- Department Mentors

9.6.3. Timeline: 2025–2030

9.6.4. Estimated Budget: Rs 2.75 Lacs /year

9.6.5. Key Performance Indicators KPIs:

- % students placed
- NET/GATE exam success rate

- Feedback from alumni and employers

9.6.6. Review Intervals: Annual

9.7. Digital Transformation

9.7.1. Activities:

- Digitize administrative and academic services.
- Promote use of e-content and online learning platforms.

9.7.2. Responsible Person/Department:

- APMS Management in liaison with Principal

9.7.3. Timeline:

- 2025–2030

9.7.4. Estimated Budget: Rs 2.75 Lacs

9.7.5. Key Performance Indicators KPIs:

- Number of digitized services
- Reduction in paper-based processes

9.7.6. Review Intervals: End semester (Half – yearly)

9.8. Sustainability and Green Campus

9.8.1. Activities:

- Install solar panels, sanitary napkin incinerators, and rainwater harvesting.
- Conduct environmental awareness programs.

9.8.2. Responsible Person/Department:

- Green Campus Committee
- Eco Club Coordinators

9.8.3. Timeline: 2025–2030

9.8.4. Estimated Budget: ₹ 10–12 Lakhs

9.8.5. Key Performance Indicators KPIs:

- Carbon footprint reduction
- Energy and water savings
- Participation in green initiatives

9.8.6. Review Intervals: Annual

9.9 Internationalization

9.9.1 Activities:

- Initiate low-cost virtual academic collaborations with foreign universities through webinars, online guest lectures, and knowledge-sharing platforms.
- Facilitate virtual student and faculty exchange programs, focusing on academic enrichment without high financial burden.
- Encourage participation in globally recognized online internships, MOOCs, and collaborative research projects.
- Develop internationally relevant add-on certificate courses in partnership with global subject experts or diaspora academicians.

9.9.2. Responsible Person/Department:

- Principal
- International Cell (to be constituted or strengthened)
- Department Coordinators

9.9.3. Timeline:

2026–2030 (Phase-wise, with realistic short-term targets beginning from 2026)

9.9.4. Estimated Budget:

About Rs 1,00,000/-

9.9.5. Key Performance Indicators (KPIs):

- Number of virtual MoUs/agreements signed with foreign academic institutions
- Number of students/faculty engaged in virtual exchange programs or international certifications
- Number of joint webinars, guest lectures, or collaborative online research outputs
- Increase in visibility of the institute in international academic forums

9.9.6. Review Intervals:

Annual (with mid-term evaluation every 2.5 years to revise strategy and resources)

9.10. Promotion of Knowledge of India

9.10.1. Activities:

- Offer advanced-level seminars and interdisciplinary workshops exploring applications of Indian Knowledge Systems (IKS) in modern science, healthcare, environment, and ethics.

- Integrate research-based projects or case studies highlighting India's contributions in fields like Ayurveda, metallurgy, mathematics, linguistics, and sustainable practices.
- Organize theme-based exhibitions, expert talks, and cultural colloquiums showcasing India's scientific heritage and its relevance to contemporary global challenges.
- Encourage student-led knowledge dissemination activities, including blogs, podcasts, and outreach programs on IKS themes.

9.10.2. Responsible Person/Department: Principal and respective Departmental Heads

9.10.3. Timeline: 2025–2030

9.10.4. Estimated Budget: Rs 10,000 per year

9.10.5. Key Performance Indicators (KPIs):

- Number of IKS-focused seminars, workshops, and student projects
- Quality of student engagement in IKS-related research or dissemination
- Extent of integration into existing curriculum or elective courses
- Feedback from students, faculty, and external experts

9.10.6. Review Intervals: Annual

10.0. Monitoring and Evaluation.

To ensure effective implementation of the Institute Development Plan (IDP) and strategic objectives, a robust Monitoring and Evaluation (M&E) system shall be established. This system will track progress, measure impact, and allow timely mid-course corrections.

10.1. Mechanism for Tracking Progress (Online/Offline)

- **Online Tools:**
 - **Leveraging SPU's ERP Systems (HRMS, UMS, and College Management Module):**
 - Actively utilize the University's ERP framework to streamline institutional data entry, human resource management, student records, examination workflows, and regulatory compliance, ensuring seamless alignment with university mandates.
 - **Optimal Utilization of Institutional ERP – Sweedu:**
 - Deploy Sweedu for comprehensive internal administration including student lifecycle management, attendance monitoring, fee collection, faculty workload, timetable management, and internal examination records, with role-based access for stakeholders.
 - **Principal's and Faculty WhatsApp Groups for Instant Communication:**
 - The Principal's WhatsApp group (with Heads and Coordinators) and faculty-specific WhatsApp groups are actively used as quick-response communication channels to circulate notices, coordinate events, share academic alerts, and monitor real-time task completion across departments.
- **Offline Mechanisms:**
 - Monthly reports submitted by departments to IQAC using standardised templates.
 - Maintenance of physical records such as audit reports, feedback registers, and meeting minutes.
 - Departmental wall displays showcasing achievements, KPIs, and goal charts (updated every six months).

10.2. Mid-Term Review and Feedback Loop

- **Quarterly Review Meetings:**
 - Conducted by the Principal, IQAC, and Strategic Planning Committee to assess goal-wise progress and challenges.
- **SWOT Analysis (bi-annually):**
 - Each department undertakes internal SWOT to evaluate strengths, weaknesses, opportunities, and threats.
- **Annual Performance Reports:**
 - Prepared by departments and reviewed during Academic Council and Governing Body meetings.

- **360° Feedback System:**
Collect feedback from students, faculty, industry partners, and alumni on institutional initiatives and use insights for iterative improvements.
- **Corrective Action Plan (CAP):**
In case of deviation from targets, a CAP is developed and implemented by the concerned department with revised milestones.

10.3. Stakeholder Involvement

- **Faculty:**
 - Involved in curriculum updates, research innovation planning, mentoring, and capacity building programs.
- **Students:**
 - Feedback collected via online surveys, open-house forums, and suggestion portals. Student representatives serve on IQAC and event committees.
- **Parents:**
 - Engaged through periodic meetings, feedback forms, and newsletters about institutional progress and placements.
- **Industry Partners:**
 - Regular industry roundtables to review placement statistics, syllabus relevance, and internship programs.
- **Alumni:**
 - Participates via Alumni Association, providing mentorship, career talks, and feedback on employability skills.
- **Management (APMS):**
 - Provides governance oversight and financial support decisions based on performance outcomes.

10.4. Innovations for Self-Financed Institutions

Recognizing the challenges faced by self-financed colleges—particularly with limited financial autonomy and dependence on affiliating universities for curriculum and examination control—the following practical and scalable innovations are proposed to strengthen institutional effectiveness and promote data-driven decision-making:

- **Simplified Outcome-Based Monitoring Tool:**
 - Develop a basic mobile-friendly digital form or shared Google Sheet system where faculty and department coordinators can log activities such as guest lectures, publications, FDP participation, and student achievements. This serves as a lightweight, low-cost substitute for enterprise-level KPI tracking apps.
- **“You Said, We Did” Transparency Panels:**
 - Display stakeholder feedback (from students, parents, and alumni) and the institutional actions taken in response, using posters, digital noticeboards, or slideshows in lobbies or library spaces. This improves trust, visibility, and participatory governance even in resource-constrained environments.
- **Student Performance Heatmaps (Simplified using Google Forms):**

- Collect subject-wise and semester-wise performance data through structured Google Forms filled by faculty after internal assessments or semester results. The responses feed directly into linked Google Sheets, where automated color-coded heatmaps (using conditional formatting) visualize trends in student performance. This helps in the early identification of low-performing cohorts, enabling timely remedial classes, mentorship, or academic support interventions.
- **WhatsApp-Based Micro Communication:**
 - Institutional use of the Principal's and Departmental WhatsApp groups ensures real-time communication, document sharing, and tracking of task completion—particularly effective in colleges without high-end ERP analytics.
- **Budget-Conscious Digital Integration:**
 - Prioritize the use of freely available digital tools (e.g., Google Workspace, Canva, Google Forms) to create dashboards, infographics, and reports without additional software investment.

11.0 Risk Management

An effective risk management framework is vital for ensuring resilience, sustainability, and quality assurance in self-financed institutions, especially under the dynamic changes introduced by NEP 2020. The framework outlined below helps identify key institutional risks and implement structured mitigation strategies.

11.1 Identification of Key Risks

Category	Identified Risk
Academic Risks	Low enrolment in PG programmes due to NEP 2020's multiple UG exit options and direct PhD pathways
Financial Risks	Limited revenue generation due to dependency on tuition fees and lack of government recurring grants.
Operational Risks	Faculty attrition, administrative bottlenecks, and human resource limitations
Research Risks	Inadequate access to high-quality e-journals hindering literature reviews, publishing, and project formulation
Technological Risks	Gradual digital transformation and risks of data loss or cybersecurity breaches
Regulatory Risks	Delay in syllabus revision, academic approvals, and procedural clearances from affiliating university
Reputational Risks	Poor visibility, lack of placement opportunities, and inconsistent student outcomes
Environmental Risks	Disruptions due to pandemics or natural calamities affecting academic and administrative continuity

11.2. Mitigation Strategies

Risk	Mitigation Strategy
Low Enrolment in PG Programs	Create integrated UG–PG pathways, promote NET/competitive exam prep, and offer specialized PG tracks with research and industry focus.
Limited Financial Resources	Apply for central/state government grants (UGC, DST, DBT, GSBTM); encourage alumni contributions and CSR support.
Faculty Attrition	Provide structured incentives, FDPs, career advancement programs, and collaborative academic exposure.
Lack of E-Journal Access	Leverage “One Nation, One Subscription (ONOS)” scheme launched by the Government of India for access to national-level e-journal databases.
Low Research Visibility	Promote inter-institutional collaborations, target indexed journals, and integrate publication milestones into research culture.

Digital Transformation Delays	Provide in-house training on ERP (Sweedu, SPU UMS/HRMS), promote cloud-based tools, and enhance IT infrastructure.
Regulatory Delays	Designate a liaison officer to maintain active coordination with Sardar Patel University and ensure timely compliance and documentation.
Reputational Challenges	Regularly highlight achievements, improve digital outreach, and actively engage in NAAC/NIRF benchmarking efforts.
Environmental Disruptions	Maintain hybrid academic infrastructure, implement disaster management SOPs, and establish remote working/teaching protocols.

12. Budget and Financial Plan

A robust financial strategy is critical to the successful implementation of the Institute Development Plan (IDP), especially in the context of a self-financed institution. The following outlines the estimated financial requirements, funding sources, and sustainability mechanisms designed to ensure continuity and growth.

12.1. Detailed Financial Requirements (Estimated over a 5-Year Horizon)

Expenditure Head	Approximate Allocation (INR)
Infrastructure augmentation (labs, classrooms, ICT)	Rs 10,25,000/-
Faculty development programs & training	Rs 75,000/-
Research and innovation grants	2,50,000/-
Digital transformation (LMS, ERP, Smart Classrooms)	7,50,000/-
Student support initiatives (scholarships, competitive exam support, placements)	2,75,000/-
Green campus and sustainability initiatives	50,000/-
NEP-aligned academic reforms (curricular changes, value-added courses)	1,00,000/-
Contingency / Emergency Fund	4,00,000/-
Total Estimated Requirement (5 years)	29,25,000/-

12.2. Source of Funds

Source	Remarks
Student Fees (Tuition and other academic fees)	Primary internal source of revenue; maintained affordable and transparent
Government Grants (UGC 2(f), 12B status)	Eligible to apply for UGC-MRP, DST-FIST, DBT, GSBTM, ICSSR funding
Private/Industry Contributions	Through sponsored projects, CSR funding, MoUs with biotech/chemical firms
Alumni Contributions	Mobilized through formal Alumni Association support for scholarships and infrastructure
Consultancy Services and Training Programs	Generating internal revenue through faculty consultancy, skill-based programs
Management Support	Anand People's Medicare Society support for strategic capital expenditures

12.3. Sustainability Plan

Strategy	Purpose
Incremental Fee Revision (with affordability)	Maintain operational expenses while ensuring access and equity
Self-sustained Short-term Courses	Generate revenue through value-added certification and diploma programs
Industry Collaboration and Sponsored Research	Long-term funding through joint ventures and applied research
Grants and Project-Based Funding	Sustain academic innovation without over-dependence on student fees
Energy & Resource Efficiency	Reduce recurring costs through solar panels, water harvesting, digital processes
Digital Resource Sharing	Adopt open-access and shared digital platforms to reduce content costs

The financial strategy aims to **balance growth and quality** while ensuring **fiscal prudence and equitable access**. It enables the institution to remain **financially resilient**, academically progressive, and aligned with the **vision of NEP 2020**.

13. Annexures

- **U.G.C. Recognition Letter**
- **SPU affiliation letter**
- **NAAC First Cycle Certificate**
- **Master Plan of the Institute**
- **Fire safety certificate**

Ph. 23236351, 23232701, 23237721
23234116, 23235733, 23232317
23236735, 23239437, 23239627

Extension No. 413 (CPP-I Colleges)
UGC Website: www.ugc.ac.in



विश्वविद्यालय अनुदान आयोग
बहादुरशाह जफर मार्ग
नई दिल्ली-110 002
UNIVERSITY GRANTS COMMISSION
BAHADURSHAH ZAFAR MARG
NEW DELHI-110 002

F. No. 8-481/2013 (CPP-I/C)

October, 2013

The Registrar,
Sardar Patel University
Vallabh Vidyanagar- 388 120
Gujarat

18 NOV 2013

Sub: Recognition of College under Section 2 (f) & 12 (B) of the UGC Act, 1956.

Sir,

I am directed to refer to the letter no. K-1/3356 dated 08.08.2013 received from the Registrar, **Sardar Patel University, Gujarat** on the above subject and to say that it is noted that the following college is **un-aided/self financed** and **permanently** affiliated to **Sardar Patel University**. I am further to say that the name of the following college has been included in the list of colleges prepared under Section 2 (f) & 12 (B) of the UGC Act, 1956 under the head '**Non-Government, self financed** Colleges teaching upto **Master's Degree**':-

Name of the College	Year of Establishment	Remarks
Shree P.M. Patel Institute of P.G. Studies & Research in Science, Anand - 388 001, Gujarat.	2007	The College is now declared fit to receive Central assistance in terms of Rules framed under Section 12 (B) of the UGC Act, 1956. However, the College, being a self financing & unaided, would be eligible to receive UGC's support only in respect of teachers & students related schemes as per the decision of the Commission dated 8 th July 2011.

The Indemnity Bond and the other supporting documents submitted in respect of the above College have been accepted by the University Grants Commission.

Yours faithfully,

(P.K. Sharma)
Under Secretary



Phone: (02692) 226819
Sardar Patel University
University Road,
Vallabh Vidyanagar (Gujarat)

TO WHOM IT MAY CONCERN

This is to certify that Shree P. M. Patel Institute of P.G. Studies & Research in Science, Anand managed by Anand People's Medicare Society, Near Sardar Baug, Opposite New Bus Stand, Anand-388001 (Gujarat) is affiliated to the Sardar Patel University since 2007-08 and recognized by the University Grants Commission and the following Courses/subjects are taught in the College:

Sr.No.	Name of the Course(s) and affiliated Year	Affiliation		Period of validity for the year(s)
		Permanent	Temporary	
(I)	M.Sc. Biotechnology - 2007	Permanent		-----
(II)	M.Sc. Microbiology - 2007	Permanent		-----
(III)	M.Sc. Biochemistry - 2008	Permanent		-----

NAAC accreditation certificate



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद
 राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद
 NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
 An Autonomous Institution of the University Grants Commission

Quality Profile

Name of the Institution : Shree P. M. Patel Institute of P. G. Studies and Research in Science
 Place : Anand, Gujarat

Criteria	Weightage (W _i)	Criterion-wise Weighted Grade Point (Cr WGP _i)	Criterion-wise Grade Point Averages (Cr WGP _i / W _i)
I. Curricular Aspects	100	180	1.80
II. Teaching-Learning and Evaluation	350	800	2.29
III. Research, Consultancy and Extension	150	250	1.67
IV. Infrastructure and Learning Resources	100	230	2.30
V. Student Support and Progression	100	250	2.50
VI. Governance, Leadership & Management	100	200	2.00
VII. Innovations and Best Practices	100	170	1.70
Total	$\sum_{i=1}^7 W_i = 1000$	$\sum_{i=1}^7 Cr WGP_i = 2080$	

Institutional CGPA = $\frac{\sum_{i=1}^7 Cr WGP_i}{\sum_{i=1}^7 W_i} = \frac{2080}{1000} = 2.08$

Grade = **B** Descriptor = **GOOD**

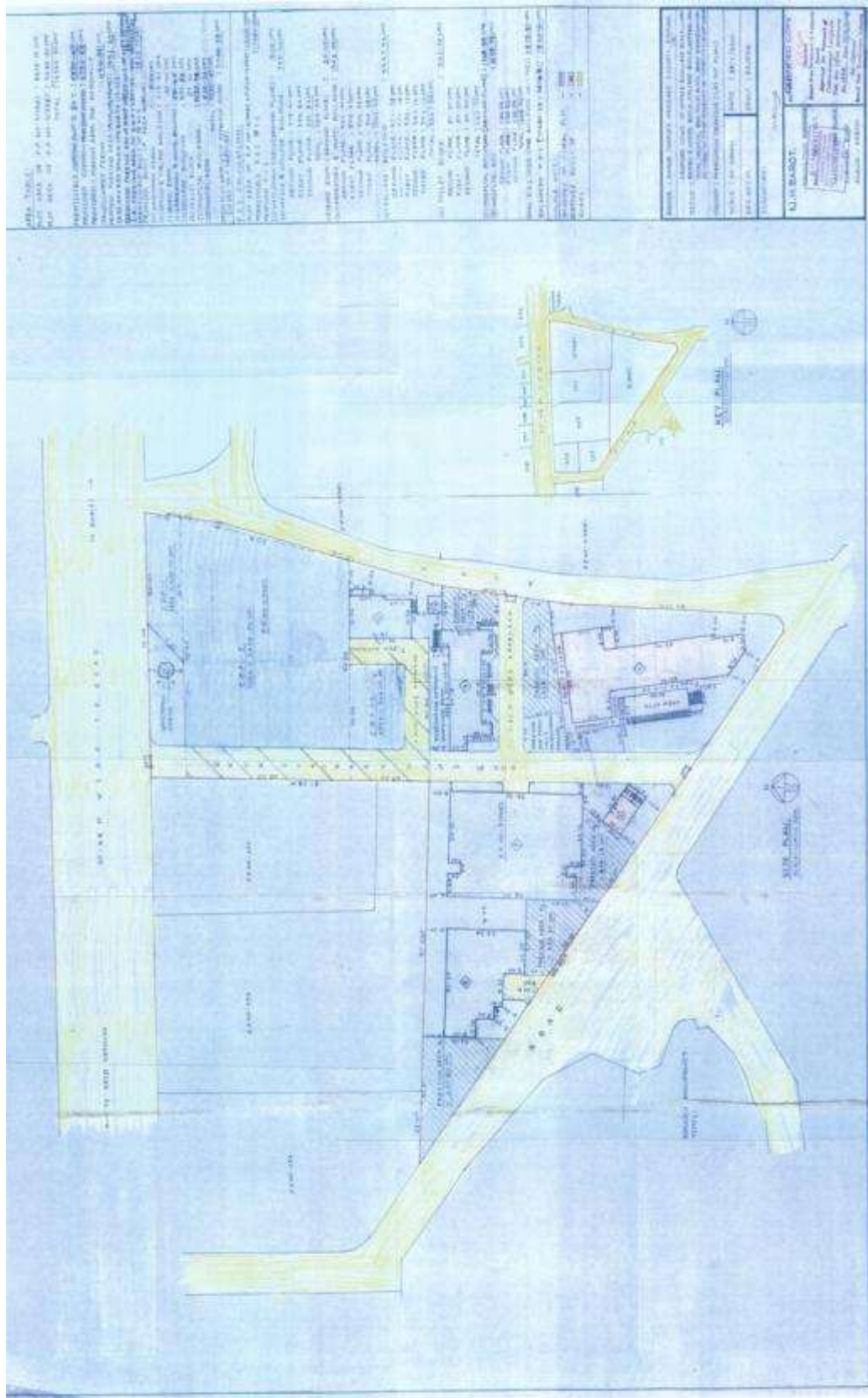
Date : March 17, 2016

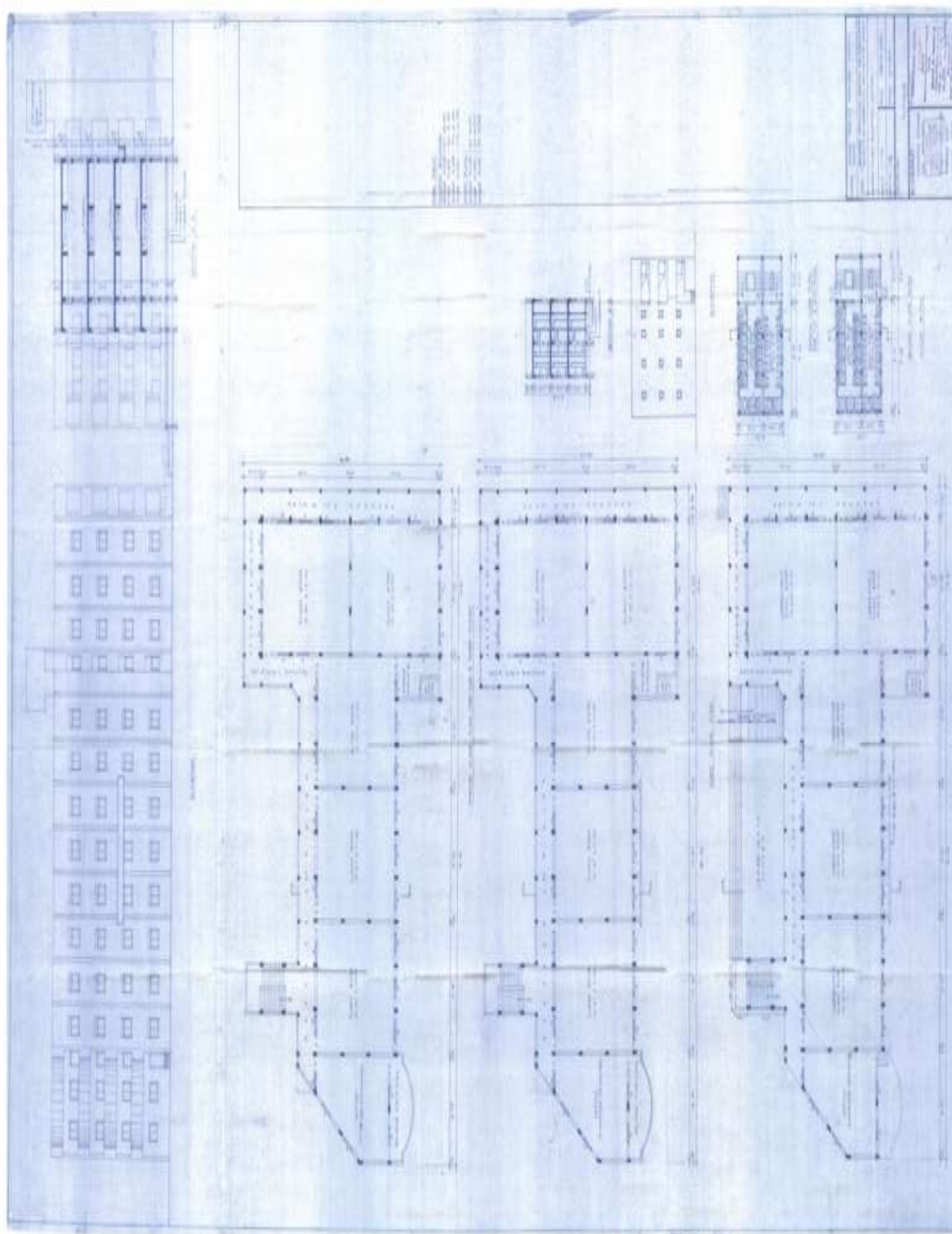


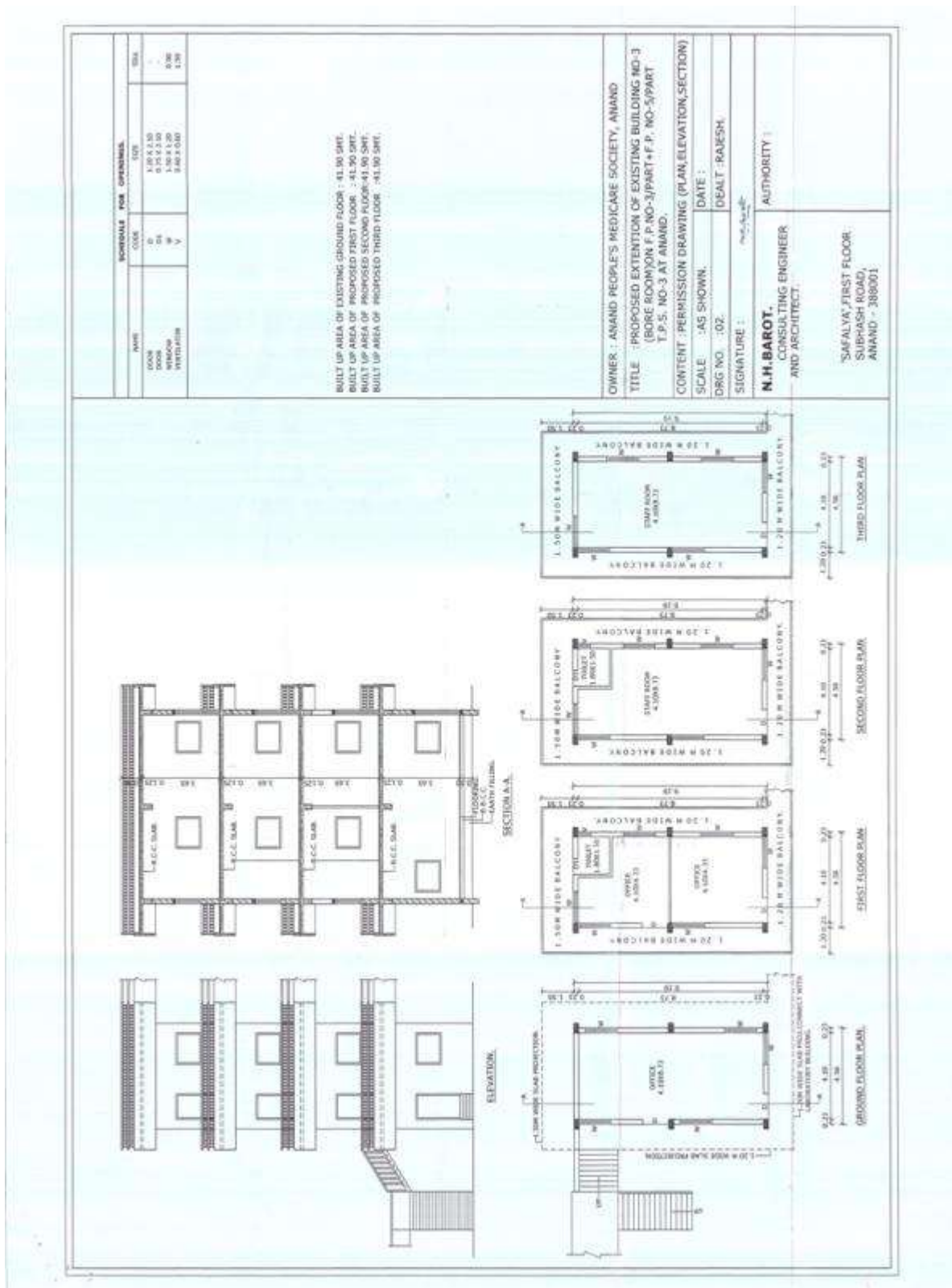

Director

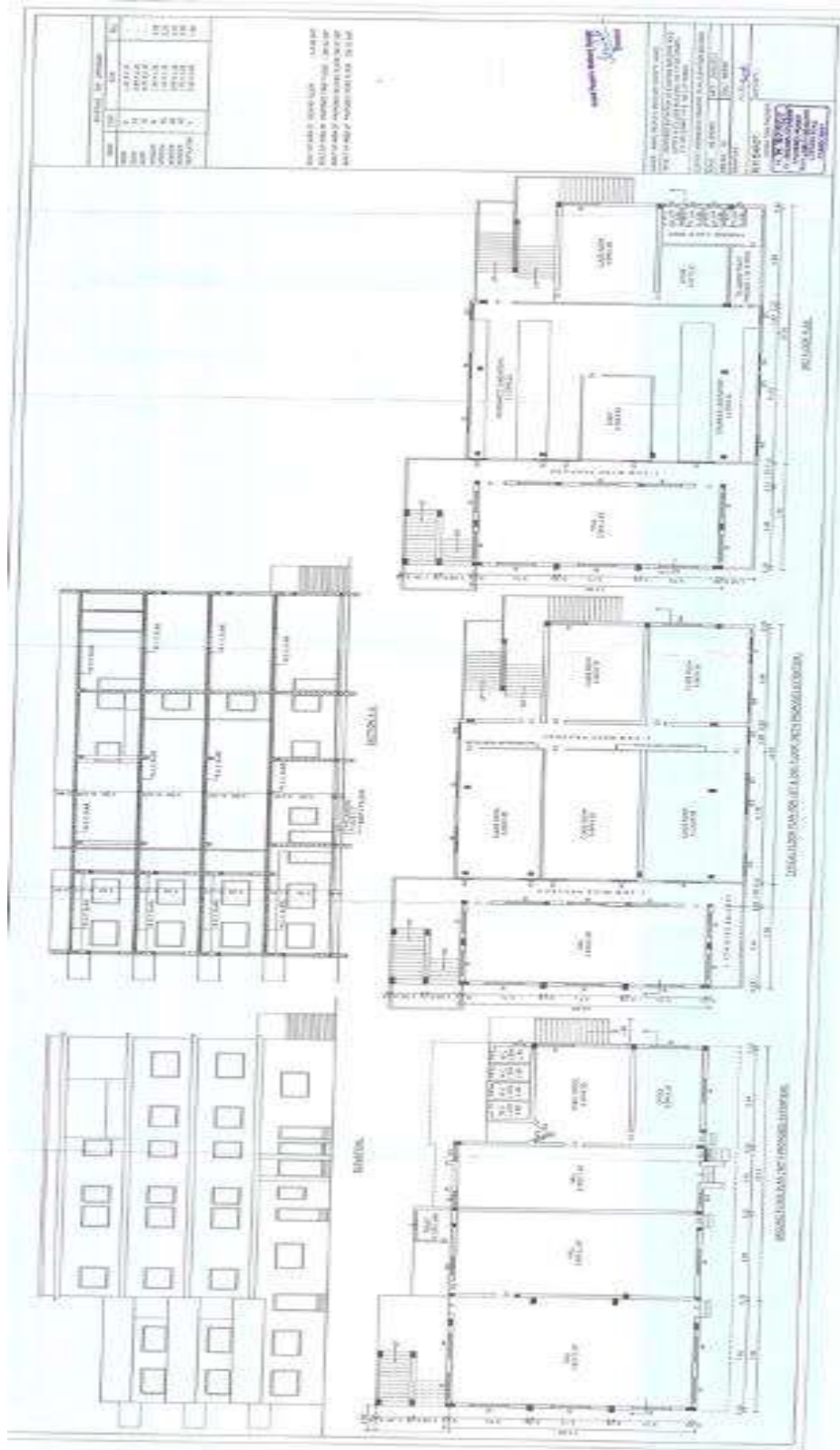
* This certification is valid for a period of Five years with effect from March 17, 2021.
 * An Institutional CGPA on four point scale (in the range of 5.0 - 4.00 denotes A grade (Very Good), 3.00 - 3.50 denotes B grade (Good), 1.00 - 3.00 denotes C grade (Satisfactory).
 * Scores rounded off to the nearest integer.

Master Plan Of the Institute











rfo-sfps-vadodara@gujarat.gov.in

FORM B 13.3

FIRE SAFETY CERTIFICATE RENEWAL (FSCR)

(Form Rule 25)

Fire Safety Certificate Approval (FSCA) No. FSCA/O/RFOVAD/2023/00039098
FSC Safety Certificate Renewal (FSCR) No. FSCA/O/RFOVAD/2023/00039098/R1

Date: 29/10/2024

Building Occupancy/Category: Educational (non-residential)

To,

RIKESH YADAV
NEAR SARDAR BAUG OPP NEW BUS STAND ANAND ANAND Anand 388001
Fire Region: Vadodara RFO
Mobile No: 7043070403 Email ID: info@safetysalliance.in

This has reference to your Application No.2024/00089924 dated 24/10/2024 for Fire Safety Certificate Renewal (FSCR) for the building/premise SHIV SHAKTI SADAN (name of the Building/ Project) as per below mentioned details:

1. TP Number:

2. FP Number:

3. Survey Number:

4. Village Name: ANAND

5. Name of Block(s): 01

The building/premise was inspected on 29/10/2024 and all fire prevention, life safety and fire protection measures provided were found to be in proper and effective working condition. There are no changes in building/premise use or occupancy or in building design or structure.

Further, the following activities (as applicable) have been carried out towards meeting requirements of GFP&LSM Act-2013, GFP&LSM Rules-2014 & GFP&LSM Regulations-2023 as amended, or the then applicable GDCR:

1. Emergency drill was carried out on 29/10/2024

2. Six monthly inspection was done on 29/10/2024

The Fire Safety Certificate is renewed for a period of **two (2)** years upto 29/10/2026 in accordance with GFP&LSM Act-2013, GFP&LSM Rules-2014 & GFP&LSM Regulations-2023 and their amendments.



Digitally Verified
Digitally verified by: Jaymin Kumar Talpoda
Fire Safety Officer - General (FSO-G)
2021A001881
Date: 29/10/2024
Time: 00:59 PM



FSCA/O/RFOVAD/2023/00039098/R1

This is a digitally verified certificate, hence doesn't require physical signature. To validate authenticity of this certificate, scan the QR code or search the certificate details in appropriate section at: www.gujfiresafetycap.in.

Please note that, apart from renewal, the building needs to be inspected every six months and a mock fire and emergency drill also needs to be conducted every six months. If there is a delay in scheduled inspection or mock drill, penalty shall be imposed. The Fire Safety Certificate renewal should be done timely after two years to avoid penalties.

Organizational Structure

