SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SS INSTITUTE OF PHARMACY

NH-544,KUPPANUR(PO),SANKARI(TK),SALEM(DT).
637301
www.ssip.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

October 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

SS Institute of Pharmacy (SSIP), located in the serene town of Sankari, was established in 2018 by the VS Educational and Charitable Trust. Spread across a vast campus with modern infrastructure, lush greenery, and an unpolluted environment, the institute offers an ideal setting for academic and personal growth. Our faculty, comprising eminent professionals drawn from some of the top pharmacy institutions in the country, are dedicated to delivering high-quality professional education to shape competent pharmacists who can contribute meaningfully to society.

At SSIP, our core mission is to nurture the future leaders and productive citizens of the world. We focus on grooming young minds and hearts, equipping them with the knowledge and skills to become the pillars of national progress and hope for the future. Since its inception, SSIP has rapidly grown into a leading provider of quality education in the field of pharmacy, and over the past five years, the institute has continuously expanded its academic stature. SSIP remains committed to promoting education, culture, and holistic development, ensuring that every individual is empowered to fulfill their potential and achieve the mission we stand for.

Vision

To establish a premier, globally recognized institute excelling in pharmacy education, to nurture highly competent pharmacy professional to the society

Mission

- Our mission is to empower students from rural regions, transforming them into skilled and responsible citizens who will play a key role in advancing our nation.
- To collaborate with leading pharmacy organization to develop their skills and to train students in pharmaceutical science to meet both national and global demands.
- To lead in pharmaceutical education by combining critical thinking, problem-solving, and professional skills.
- To develop and support emerging pharmacy professionals who can excel and lead in the pharmaceutical industry.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

he college is conveniently located near the National Highway and a bus stop, ensuring easy access for the public. We cater to socially and economically disadvantaged students from rural areas who aspire for higher education, promoting social inclusion. To ensure their safety, we provide transport facilities for students, minimizing the risk of crossing the busy national highway, and also offer transportation for day scholars, easing the commute for students from rural regions.

At SSIP, our shared commitment to student success is central to our ethos. The college offers a range of programs on campus, supported by highly qualified and trained faculty and staff. Our state-of-the-art equipment and technology enable students to enhance their knowledge and stay updated with the demands of the modern world. Student support services are one of our key strengths, ensuring a holistic learning experience. Additionally, SSIP's affordability stands out, with tuition fees that offer excellent value for the quality of education provided

Institutional Weakness

- The college's location in a rural area, which can pose certain limitations in terms of research and accessibility.
- The lack of local industries limits opportunities for regular industrial visits and collaborative interactions.
- a lack of awareness about the pharmacy program in the surrounding neighborhood

Institutional Opportunity

There is growing public interest in the educational value and transparent fee structure offered by the institute. With the expansion of pharmaceutical industries in Chennai, Bangalore, Hosur, and Pondicherry, new opportunities are emerging for students in areas such as production, quality control, R&D, and API industries. The college has established MOUs with several hospitals and industries, which will help students secure placements. Additionally, collaborative projects with the industry for UG students provide valuable exposure and learning opportunities for both students and faculty.

Institutional Challenge

The college encounters several challenges, including competition from other institutions and difficulties in securing funding as a private entity, especially when compared to government-run institutions. Furthermore, there is a need to increase and incentivize research publications in indexed journals to strengthen the institution's academic standing.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution follows a carefully planned curriculum to enhance the teaching and learning process, with a focus on delivering high-quality education. The Academic Committee plays a key role in proposing effective teaching strategies, methodologies, and resources for academic planning and implementation. It ensures that the

academic year is well-organized, with schedules for classes, assignments, and labs, and includes public holidays and important dates in the academic calendar. The committee also manages backup plans for lessons during faculty leave and oversees student discipline. It monitors curriculum changes in accordance with PCI and affiliating university regulations. Faculty members actively participate in curriculum development and assessment activities. The B. Pharm program follows a choice-based credit system, with moral and ethical education integrated across all programs. The institution ensures a balanced student-to-faculty ratio, promotes curriculum enrichment through short-term courses, fieldwork, and internships, and provides remedial measures for slow learners. Orientation programs are held for new students, and regular audits ensure the smooth operation of academic activities. Feedback from students, faculty, and alumni is collected to continually improve the curriculum and its implementation.

Teaching-learning and Evaluation

The institution welcomes students from diverse backgrounds, including religious, cultural, linguistic, and geographical variations, while strictly adhering to the regulations set by state and federal governing bodies. The college follows the government-mandated reservation norms for SC/ST/OBC students. Upon admission, the institution has efficient systems in place to assess the varied needs of the student body, using a systematic approach to evaluate learning levels and implement corrective actions as required. The college fosters an inclusive learning environment and employs a variety of teaching methods to cater to different learning styles. With a focus on innovative, practical, and student-centric teaching, the institution encourages creative thinking, analytical skills, and innovation through well-designed learning spaces. Methods such as group discussions, debates, poster presentations, and quizzes are integrated into the teaching process. Additionally, ICT-enabled teaching tools like PowerPoint presentations, smart classrooms, virtual labs, digital libraries, and interactive audio-visuals are utilized. The institution also offers blended learning opportunities through MODULE programs, distance education, flipped classrooms, and other e-learning activities.

Research, Innovations and Extension

SS Institute of Pharmacy (SSIP) has implemented a comprehensive research promotion policy to foster innovation and academic growth. With two PhD-qualified faculty members, SSIP has established a robust innovation ecosystem that supports first-generation learners and researchers. The institute regularly organizes workshops on Research Methodology, Good Clinical/Laboratory Practices, Intellectual Property Rights (IPR), and Research Grant Proposal Writing. Over the past five years, SSIP has hosted staff development programs, training sessions on research ethics, communication skills, and IPR, which have enhanced faculty quality and research capabilities.

In terms of research achievements, SSIP has contributed significantly with 31 research publications in Scopus/UGC-recognized journals in the last five years. The institute also promotes extension activities, with students participating in public awareness campaigns on health issues such as dengue, TB, immunization, breast cancer, and disaster management. Through the YRC and partnerships with MMCH hospitals, SSIP organizes medical camps and awareness programs in rural areas, offering free health screenings and consultations.

Additionally, SSIP has established 26 collaborations at local, state, and national levels, with functional MOUs to support various academic and research initiatives.

Infrastructure and Learning Resources

SSIP is equipped with state-of-the-art infrastructure to support both teaching and research activities. The academic infrastructure includes 12 ICT-enabled classrooms, 1 seminar hall, 13 well-equipped laboratories, and 72 computers to meet the needs of students, ensuring an effective teaching-learning experience. All laboratories are fully functional and provide adequate workspace. The campus also offers excellent sports and cultural facilities, which are actively utilized by students for various indoor and outdoor sports activities, helping them compete in state and regional level events. The newly constructed central library, located on the first floor, is dedicated exclusively to pharmacy-related resources, providing a comfortable and resource-rich environment for students

Student Support and Progression

The institution is committed to fostering student development and progression through a comprehensive support system. Central to this mission is the financial assistance available to students via state and central government programs, as well as non-governmental and institutional scholarships. This financial backing significantly eases the burden of educational expenses, enabling students to focus on their studies and career aspirations.

In addition to financial support, the institution has launched various capability enhancement and skill development programs. These initiatives are designed to equip students with practical knowledge essential for their chosen career paths. Training opportunities in hospital pharmacies and industries provide hands-on experience, while participation in continuous professional education (CPE), workshops, and conferences ensures students remain abreast of current industrial trends and technological innovations.

To bolster employability, the Institute Industry Initiative organizes pre-placement training programs tailored to the skills required in the job market. These programs are critical in preparing students for the competitive employment landscape. Moreover, the institution emphasizes the importance of life skills and human values, integrating moral classes, personality development sessions, and yoga day celebrations into the curriculum.

One notable success of the institution is its GPAT coaching classes, led by senior faculty members. This initiative has significantly increased the number of GPAT qualifiers and facilitated their progression into prestigious higher education institutions. Many students have excelled in state, central, and international competitive examinations, opening doors to further education and employment opportunities.

To ensure a safe and supportive environment, the institution has established an efficient Internal Complaints Committee, alongside anti-ragging and disciplinary committees, to address any grievances students may have. The dedicated placement cell actively facilitates on- and off-campus recruitment, helping students secure meaningful employment.

Governance, Leadership and Management

The institution has a clearly defined governance structure that supports its mission and vision for high-quality education and research. Both the mission and vision are regularly updated to reflect current needs and

objectives, developed in consensus with the governing trust. A key focus is the implementation of e-governance across all departments, promoting transparency and clarity in operations. E-governance systems have been introduced for admissions, fee payments, administration, and inventory management.

The top management and institution leaders prioritize the quality and ongoing improvement of faculty. Comprehensive policies guide the institution's operations, covering recruitment, faculty promotion, financial management, appraisals, procurement, and research activities. A strategic five-year plan facilitates the execution of the institution's objectives, supported by a decentralized structure that enhances efficiency.

The Human Resources department is dedicated to the training and welfare of both teaching and non-teaching staff. Policies regarding welfare schemes are shared during orientation programs to ensure faculty awareness. A robust appraisal system allows faculty to identify their strengths and areas for improvement, with targeted training provided where necessary.

The Internal Quality Assurance Cell (IQAC) addresses quality parameters related to academics, infrastructure, research, faculty performance, governance, and evaluation processes. The IQAC convenes regularly to review progress and produces half-yearly reports to assess outcomes. This ongoing evaluation ensures that quality standards are maintained.

In summary, the institution operates effectively and efficiently, committed to delivering quality education and fostering an environment conducive to both academic and professional development.

Institutional Values and Best Practices

The institution prioritizes values and best practices that nurture students into responsible citizens and professionals. Emphasizing brotherhood and dignity, it fosters an inclusive environment where gender equality is upheld across all activities. The significance of gender equality within social systems is continuously highlighted.

Environmental consciousness is a core tenet of campus life. The institution implements green initiatives, such as annual tree planting and maintaining solar panels for energy generation. It also features rainwater harvesting, wastewater management, and water recycling systems. Solid, e-waste, liquid waste, and biomedical waste are managed by professional external agencies, while a sewage treatment plant processes waste for irrigation. To promote sustainability, automobile use is restricted, the campus is plastic-free, and pedestrian pathways are established. An annual audit ensures adherence to these environmental initiatives.

The institution instills constitutional values among both faculty and students, celebrating important commemorative days to foster a sense of belonging. Discrimination is actively discouraged, supported by a comprehensive code of conduct for students and staff.

Adopting a student-centered approach to teaching, the institution emphasizes outcome-based learning as a unique strength. Recognizing the challenges students face in a gadget-driven world, it focuses on fostering positivity by identifying and nurturing individual talents.

SSIP is distinguished for its research capabilities and state-of-the-art facilities in pharmaceutical sciences, aligning with its commitment to enhancing its standing among pharmacy institutions. Overall, SSIP diligently adheres to its institutional values and best practices, ensuring a holistic and enriching educational experience.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SS INSTITUTE OF PHARMACY
Address	NH-544,KUPPANUR(PO),SANKARI(TK),SALEM (DT).
City	Salem
State	Tamil Nadu
Pin	637301
Website	www.ssip.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	C.JOTHIMA NIVANNAN	04283-241080	6383911863	-	ssip1718@gmail.com
IQAC / CIQA coordinator	M.VANITHA	04283-244080	9443026056	-	iqac@ssip.edu.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Tamil Nadu	The Tamilnadu Dr Mgr Medical University	[View Document](#)

Details of UGC recognition

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

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
PCI	[View Document](#)	30-05-2023	12	

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	NH-544,KUPPANUR(PO),SANKARI(TK),SALEM(DT).	Rural	2.5	6602.89

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,Department Of Pharmacy,	48	PLUS TWO PASS	English	60	56

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	3				8				6			
Recruited	2	1	0	3	3	5	0	8	2	4	0	6
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				9
Recruited	2	7	0	9
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				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	0	0	0	0	0	0	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	1	0	3	5	0	2	4	0	15
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	36	0	0	0	36
	Female	20	0	0	0	20
	Others	0	0	0	0	0
Diploma	Male	20	0	0	0	20
	Female	13	0	0	0	13
	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	5	6	7
	Female	6	6	5	4
	Others	0	0	0	0
ST	Male	1	1	0	1
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	13	16	19	23
	Female	11	14	8	7
	Others	0	0	0	0
General	Male	12	9	7	4
	Female	10	9	11	4
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		58	60	56	50

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The institution's goal is to foster the comprehensive development of human capabilities, including intellectual, social, material, emotional, and moral aspects, in an integrated manner. We believe that this approach to education will enhance the multidimensional skills of both students and the organization. In line with the guidelines of NEP-2020, the management intends to introduce Pharmaceutical Regulatory Affairs as a postgraduate program in upcoming years.
2. Academic bank of credits (ABC):	The college is an affiliated institution that adheres to the guidelines set by THE TAMIL NADU Dr. M.G.R. MEDICAL UNIVERSITY, CHENNAI, and

	the Pharmacy Council of India (PCI). Currently, in line with PCI guidelines, elective subjects are offered as Academic Credits to enhance students' subject-specific skills and bridge the gap between academic institutions and corporate organizations. A virtual platform is also provided to help students enhance their knowledge and skills, both mentally and physically. In compliance with the rules and regulations of UGC, PCI, and the University, the college will continue to update and upgrade its programs as needed.
3. Skill development:	SSIP has already initiated and is actively conducting skill development programs aimed at enhancing soft skills such as communication, collaboration, teamwork, life skills, and leadership. In this regard, our institution is implementing soft skill development programs for B. Pharm students. Additionally, communication and English language subjects are incorporated in the first year of the B. Pharm curriculum by statutory bodies to further improve soft skills. Furthermore, the institution has introduced bridge courses, such as Pharmacovigilance, Medical Writing, and Medical Coding, to further enhance students' skills and better prepare them for roles in corporate organizations.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	In SSIP, we are placing the highest priority on integrating the Indian Knowledge System (IKS) in line with the NEP-2020 guidelines. As a Pharmacy institution, we emphasize the significance of Ayurveda, Herbal Drug Technology, and Natural Products, and actively promote interdisciplinary research across all aspects of IKS. We are committed to preserving and disseminating IKS for further research and societal applications. The college regularly organizes programs focused on innovations, inventions, startups, and intellectual property rights (IPR), encouraging students to engage in research in these areas. In this context, our faculty and students have published works and been granted patents in the field of Herbal Drug Technology.
5. Focus on Outcome based education (OBE):	SSIP follows an Outcome-Based Education (OBE) approach for teaching and learning in the Pharmacy profession. Our faculty deliver lectures in accordance with the norms set by statutory bodies, ensuring that students are prepared to meet the expectations of the industry, hospitals, corporations, and societal needs.

	In addition to acquiring subject knowledge, students are also trained in essential soft skills, enabling them to meet the demands of the healthcare system. As a result, our graduates are well-equipped to pursue opportunities with multinational companies, further education abroad, and other organizations. Moving forward, we are committed to strengthening our focus on Outcome-Based Education in alignment with NEP-2020.
6. Distance education/online education:	he institution has been actively engaged in distance learning through online webinars and virtual programs. During the COVID-19 pandemic, the college organized a range of activities, including lectures, webinars, conferences, faculty development programs, quizzes, drawing competitions, video making, seminars, and workshops, all conducted online via platforms like Google Meet, Zoom, WebEx, and Microsoft Teams. These online platforms enabled us to successfully complete the academic year. As a result, our staff members are now well-versed in using updated technologies and ICT tools for distance and online education. Moving forward, in alignment with NEP-2020 guidelines and the norms set by statutory bodies, we will continue to utilize various technologies to enhance communication between students and teachers, as well as among students.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	In SSIP,ELCs has been established at the college to engage and motivate students through various activities and games that encourage critical thinking and questioning. The club collaborates with the government, and the District Collector, who is also the District Election Officer (DEO), participates by assigning events to raise awareness about the importance of voting. Through the Election Learning Centre (ELC), the Election Commission of India works to foster a culture of electoral participation among young and future voters.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs	In SSIP, students are actively engaged in innovative activities to promote voting awareness and encourage the public to exercise their voting rights. The club

are representative in character?	also organizes seminars as needed to educate students about their rights and motivate them to participate in elections.
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.	In SSIP, students voluntarily contribute to various electoral processes, including participating in voter registration for themselves and their communities, assisting district election authorities during elections, running voter awareness campaigns, promoting ethical voting, and enhancing participation from marginalized groups such as transgender individuals, commercial sex workers, disabled persons, and senior citizens. Each year, the club organizes seminars to educate students about their rights and motivate them to exercise these rights by participating in elections.
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.	ELC raises public awareness through posters and participation in competitions as directed by the District Collector's office. Before each election, a rally is organized by the District Collector at a prominent location, where our students actively participate to promote democratic values.
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 club collaborates with the District Collector's office, which also serves as the District Election Officer (DEO). The office periodically engages with the club, assigning events such as rallies, surveys, and competitions to raise awareness about the importance of voting.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
232	236	202	140	74

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: 22

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

2023-24	2022-23	2021-22	2020-21	2019-20
17	16	16	13	10

3 Institution

3.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
115.03	104.00	43.47	36.83	37.516

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:

he institute employs a strategic approach to develop its academic curricula, focusing on creating program-specific outcomes aligned with prioritized teaching and learning processes. The Head of Department (HOD) consults faculty members before assigning courses for undergraduate (UG), programs within each department. The academic committee formulates lab schedules and the semester timetable based on these course allocations. Each course's plan is drafted by a designated faculty member and submitted for approval. Work allocation, timetables, and attendance records are assigned to each faculty member.

Before submission, each faculty member's course outline, schedule, and outcomes must receive HOD approval. The academic committee regularly monitors these processes. Faculty members are responsible for preparing course plans and must submit an approved study plan for the academic year or semester to the academic committee. Periodic meetings will be held with committee members to discuss academic issues, and minutes will be recorded.

An academic audit is conducted biannually to ensure curriculum delivery. The academic committee will review all academic documents, including objectives, faculty responsibilities, syllabus copies, academic calendars, course schedules, course plans, attendance records, lab manuals, experiment skills, assignments, class notes, question banks, and mentorship details for each course.

Academic Calendar: Before the academic year starts, the committee requests topic allocations. Each department submits its workload to the academic committee, which, with the principal's and faculty's consent, will create the timetable, workload, and lab schedule.

Teaching Plans: Faculty must develop an annual teaching plan that includes a detailed hourly breakdown of lessons, teaching strategies, and hour distribution per PCI regulations. It is also recommended that lesson plans be tailored to test requirements. The academic committee oversees semester or biannual academic planning and audits.

Laboratory: At the beginning of each semester, faculty will conduct group discussions with students about the approved course plans, lesson plans, and handouts. Instructors will evaluate and grade each experiment for ongoing internal assessments, and students will maintain a lab log. Handouts summarizing content will be provided by unit.

The HOD and Principal will evaluate the effectiveness of lesson plans and logbooks. Faculty members will be informed of any suggested changes to lesson plans and lecture records.

Projects: In their final year, students undertake project work or internships to consolidate their knowledge, produce technical reports, and appreciate the value of collaboration. These experiences, along with co-curricular and extracurricular activities, aim to foster overall personal development. Students are also encouraged to participate in technical competitions and innovation contests as part of their co-curricular activities.

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: 20

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: 84.5

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

2023-24	2022-23	2021-22	2020-21	2019-20
183	174	191	130	69

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:

Recognizing the significance of cross-cutting issues such as gender equality, environmental sustainability, human values, and professional ethics, the college has implemented several initiatives.

Human Values and Professional Ethics:
The curriculum incorporates subjects like pharmaceutical jurisprudence to raise awareness about professional, moral, and social responsibilities. These courses provide foundational knowledge of key legislation affecting the pharmacy profession in India. Students are also taught to adhere to the Pharmacists' Code of Ethics in relation to their duties and professional oath. The curriculum includes guidelines from the CPCSEA to ensure humane treatment in animal experiments, breeding, and care. Additionally, the syllabus covers the Narcotic Drugs Act, focusing on drug abuse prevention and the prohibition of opium cultivation. Each year, the college organizes health camps to promote general health awareness among students and staff, offering healthcare services and basic hygiene counseling. As part of its community service efforts, the college also conducts blood donation drives to encourage participation from students and employees.

The college hosts special lectures aimed at instilling professional ethics in students' daily lives.

Gender Issues:

The management places a strong emphasis on fostering a value system among students to eliminate gender bias on campus through co-education. This approach enhances students' awareness of gender issues in contemporary India and promotes egalitarian interactions between genders. The college conducts interviews with students on key biological aspects of gender and has established a Women's Empowerment Cell to encourage female participation in various activities.

Environmental Sustainability:

An Environmental Sciences course is integrated into the curriculum to highlight the importance of environmental education, resource conservation, and the scientific study of environmental systems. This subject explores the physical, biological, social, and cultural factors affecting the environment, including the impacts of human activity. The college fosters environmental awareness through initiatives like Swachh Bharat, aiming to achieve harmony with nature.

Value Education:

Value education is designed to help students internalize positive values, promoting self-discovery and life wisdom through a systematic and scientific approach to formal education. It influences students' attitudes, decisions, aspirations, and their perspectives on life and the environment.

Pedagogical Studies:

These studies aim to motivate students and enhance their participation in various tasks and activities. They encourage both instructors and students to collaboratively develop innovative curriculum and instructional strategies. This process enables teachers to better understand students' needs and fosters positive relationships within the educational community.

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: 74.57

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

Response: 173

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: C. Feedback collected and analysed

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 93.33

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

2023-24	2022-23	2021-22	2020-21	2019-20
56	58	60	56	50

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

2023-24	2022-23	2021-22	2020-21	2019-20
60	60	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: 95.24

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

2023-24	2022-23	2021-22	2020-21	2019-20
42	36	42	38	42

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

2023-24	2022-23	2021-22	2020-21	2019-20
42	42	42	42	42

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: 13.65

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:

The institution is moving away from the traditional "talk and chalk" method to embrace innovative teaching methodologies that enhance student learning through student-centered approaches such as experiential learning, participative learning, and problem-solving techniques. This shift reflects a broader change from conventional lecture methods to modern pedagogical tools.

Experiential Learning:
The faculty creates a rich learning environment by incorporating hands-on experiences into their teaching through experimentation, demonstrations, visual aids, and periodic industrial visits.

- **Industrial Visits and Field Trips:** The institution encourages students to participate in industrial visits and field trips to gain practical exposure. Visits to herbal gardens and related tours are also organized.

- **Collaborative Learning:** Guest lectures are arranged to enhance students' understanding of concepts, as industry professionals share real-life examples.

Participative Learning:
The college promotes participative learning to actively involve students in their educational journey through methods such as assignments, case studies, and projects.

- **Assignments:** Students receive assignments across all courses to enhance their linguistic skills and enrich their learning experiences.

- **Journal Club:** Faculty and students convene to discuss findings from scientific journals, fostering collaborative academic discussions.

- **Seminars, Workshops, and Conferences:** The institute organizes national and international seminars, workshops, and conferences in which students actively participate to broaden their learning horizons.

Problem-Solving Methodologies:
Problem-solving approaches are used to develop teamwork and transferable skills, serving as a method of assessment as well.

- **Internships:** In their final year, students are required to complete an internship lasting from one month to a year in approved hospitals, industries, research laboratories, drug testing labs, preclinical activities, or industrial pharmacy operations.

- **Clerkship/Hospital Posting:** Each B.Pharm student must complete 50 hours in a hospital during their second, third, and fourth years. In the fifth year, students participate in daily ward rounds for half a day.

- **Project Work:** In their final semester, students must engage in project work for six months to a year, which fosters teamwork and group skills. This experience allows them to synthesize

knowledge from various disciplines and apply it critically and creatively to real-life scenarios.

- **Practice School:** During the seventh semester of the B.Pharm program, students participate in a practice school course for 150 hours, focusing on pharmaceutical formulation development, industrial pharmacy operations, community pharmacy, analytical methods development, quality control and assurance, synthesis of chemical compounds, and pharmacological screening methods.

Learning Through Extended Activities:

Students also engage in extended activities such as tree planting, blood donation drives, the Swachh Bharat Abhiyan, and National Service Scheme (NSS) activities, promoting community involvement and environmental responsibility.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

2023-24	2022-23	2021-22	2020-21	2019-20
17	16	16	13	10

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: 8.33

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

2023-24	2022-23	2021-22	2020-21	2019-20
1	2	1	1	1

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 institute has established an examination committee consisting of the Principal, the College Examination Officer, and an examination in charge. This committee is responsible for planning, coordinating, and conducting internal examinations for the B.Pharm program. The examination evaluation process aligns with the course structure outlined by Dr. M.G.R. Medical University, Chennai, Tamil Nadu. The committee schedules internal assessments at the start of each semester and ensures that these assessments are conducted according to the planned timetable and the prescribed format.

Mechanism for Transparency in Internal Assessment:

Students are informed about continuous and sessional examinations, including their weightage, question paper patterns, and assessment frequency.

- **Exam Circular and Timetable:** In line with the academic calendar, the examination committee prepares and posts the timetable for sessional and continuous assessments on the notice board at least 10 days prior to the exams.

- **Appointment of Invigilators:** The examination committee assigns invigilators for each block to oversee the exams, and classrooms are monitored by CCTV for added security.

- **Framing of Question Papers:** The examination committee, along with department heads, ensures that assessments accurately reflect student understanding. Internal exam assessments are conducted by subject teachers, and evaluated papers are shared with students, along with their scores.

- **Verification of Internal Marks:** The examination committee closely monitors the entry of internal marks by respective subject teachers in the marks register and the university portal.

- **Robustness of Assessment Methods and Frequency:** The examination committee follows the internal assessment methods and frequency mandated by the university.

  - **Sessional Examination for B.Pharm:** Written examinations are conducted, and for M.Pharm, seminar presentations are also part of the assessment.

  - **Continuous Assessment:** This includes assignments and seminars, as well as activity-based assessments such as presentations, model/chart preparation, and herbarium projects.

Thus, the examination committee adheres to the assessment calendar and ensures that all internal marks are reported to the university within the required timeframe. The committee also communicates all relevant information and performance feedback to students, maintaining transparency throughout the examination and evaluation process.

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:

Course Outcome Assessment and Attainment

Each subject is defined by specific Course Outcomes (COs) that can be aligned with Program Outcomes (POs) and Program Specific Outcomes (PSOs) based on Intended Learning Outcomes (ILOs). COs are assessed through direct evaluation methods, reflecting students' knowledge and skills as demonstrated in Continuous Assessment Tests, assignments, tutorials, concept tests, and similar activities. This direct assessment is crucial for achieving individual Course Outcomes.

CO-PO Mapping:

- The process begins by establishing clear Course Outcomes for each course.
- These COs are derived from the Intended Learning Outcomes for each unit.
- Each CO is then mapped to corresponding Program Outcomes.
- This creates a CO-PO matrix.

CO Assessment and Attainment Process:

- The finalized CO-PO articulation matrix is utilized.
- An attainment target is established for each course, based on class average marks from previous batches or the nature of the course (Analytical, Theory, or Problematic).
- Targets are typically set at three levels, with the class average normalized to a maximum of 100 serving as the target.
- The responsible faculty member determines the target based on student learning levels and may set a default target of 50% for newly introduced courses.
- Each CO is assessed using tools selected by course coordinators, which provide scores for individual students. The attainment level for each CO is calculated by measuring the percentage of students who score at or above the established target.
- Attainment levels are evaluated based on student performance in Continuous Assessments (CA) and Semester Examinations (SE) in relation to the course's COs.
- The overall CO attainment for the course is determined by averaging the final attainment values of all COs. If the final attainment matches the target, all COs are considered achieved; otherwise, they are deemed not attained.
- If a course fails to meet the target, the faculty responsible will recommend actions for continuous improvement.

PO & PSO Assessment and Attainment:

The assessment of POs and PSOs is conducted using direct methods.

- Once the overall attainment percentage for each CO is calculated, the attainment of POs and PSOs is determined by averaging the CO attainments that contribute to specific Program Outcomes and Program Specific Outcomes.

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:

PO assessment tools are used to calculate PO & PSO Assessment and Attainment by Direct method.

Direct Method:

Once the overall attainment percentage of each COs is calculated, the PO and PSO attainment is calculated by taking the cumulative average of all the course's CO attainment, which contributes to the specific Program Outcomes and Program Specific Outcomes

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

2.6.3

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

Response: 94.03

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

2023-24	2022-23	2021-22	2020-21	2019-20
46	17	0	0	0

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

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

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.97

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 16

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

2023-24	2022-23	2021-22	2020-21	2019-20
4.85	5.88	5.27	0	0

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

Introduction
Our institution has cultivated an ecosystem designed to foster innovation, knowledge transfer, and entrepreneurship. To support the development of both the institution and its staff and students, we have established several key departments focused on entrepreneurship, publications, patents, research, and training programs.

Research and Development Cell (R&D)
The Research and Development Cell was established to enhance the careers of our staff. We actively encourage our faculty to engage in research, publish their findings in reputable journals, and secure patents for their work on a global scale. With the support of the R&D Cell, our staff members are highly involved in publishing their research and review articles. Additionally, the Cell promotes PhD research among both staff and students. Our faculty has successfully obtained patents in India and Germany and

has published in esteemed journals, including the GIS Science Journal, International Journal of Pharmacy & Pharmaceutical Research, Life Science, Biomedicine & Pharmacotherapy, Research Journal of Pharmacy and Technology, International Journal of Pharmaceutical and Phytochemical Research, Advances in Pharmacology and Pharmacy, International Journal of Green Pharmacy, Annals of Phytomedicine, and Prostaglandins & Other Lipid Mediators.

Professional Development Cell (PDC)

The Professional Development Cell was created to enhance the skills of our staff in their respective fields. Faculty members have become lifetime members of the Association of Pharmaceutical Teachers of India and the Indian Association of Colleges of Pharmacy. Our staff actively participates in Faculty Development Programs, as well as national and international seminars, webinars, and conferences.

Industry Institute Interaction Cell (IIIC)

The Industry Institute Interaction Cell was developed to provide students with valuable networking opportunities through industrial visits. These interactions facilitate connections with company HR personnel, increasing internship and placement opportunities. Our students are actively engaged in hospital training and industrial visits as part of their internship activities.

Entrepreneurship Development Cell (EDC)

The Entrepreneurship Development Cell was established to nurture innovative ideas among students. Our students enthusiastically participate, showcasing their creativity and problem-solving skills. The institution also encourages involvement in organic farming and plantation initiatives.

Innovation and Incubation Cell (IIC)

The Innovation and Incubation Cell was created to support student development in technology-based fields. The primary goal of the IIC is to promote innovation, research, and entrepreneurial activities. This Cell fosters a scientific mindset among students and provides a platform for transforming their creative ideas into marketable products. In recognition of our efforts, we received a Certificate of Establishment from the Ministry of Education's Innovation Cell and the Institution Innovation Council, Government of India, for the academic year 2023-2024

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: 45

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

2023-24	2022-23	2021-22	2020-21	2019-20
11	11	10	5	8

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: 0.05

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

2023-24	2022-23	2021-22	2020-21	2019-20
1	0	0	0	0

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

3.3.2

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

Response: 0

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

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

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

3.4 Extension Activities

3.4.1

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

Response:

Introduction

Students are encouraged to engage in extracurricular activities to align with the institution's mission and vision. The NSS unit plays a vital role in promoting overall personal development through various initiatives. This active wing of the NSS undertakes projects such as village clean-up efforts, blood donation camps, awareness campaigns, and support for orphanages.

COVID Care

During the second wave of COVID-19, our college demonstrated its commitment to community welfare by distributing surgical masks, sanitizers, and kabasura kudineer to local residents. The NSS unit mobilized students through a dedicated WhatsApp group, successfully raising funds for this initiative.

Additionally, our students provided counseling to villagers on the importance of hand hygiene and the proper seven-step handwashing technique. They also collaborated with the Health Inspector to collect RTPCR samples from nearby areas.

Activities for Holistic Development

Students recognize the importance of giving back to society and the environment. NSS volunteers actively participate in social service projects, such as organizing special camps for orphanages, tree planting, and flood relief efforts. These initiatives instill a sense of accountability, integrity, and human values in students, supporting the institution's mission and vision.

Programs under the Swachh Bharat Abhiyan have also been organized by our NSS unit to promote environmental cleanliness. On these occasions, students have actively participated in efforts to eliminate plastic from the surrounding areas.

The NSS unit, in collaboration with Government Hospital and the Rotary Club, has organized free eye camps and blood donation drives. These programs have benefitted both our students and the residents of nearby villages.

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:

Introduction

Our students have consistently engaged in various social activities that benefit the community. Our institution encourages participation in initiatives such as organizing First Aid awareness camps in schools, conducting eye camps, serving food at temples, supporting local orphanages, and improving cleanliness in nearby schools. These efforts have garnered appreciation from government authorities and recognized organizations, fostering a culture of service among our students.

Alms Serving in Temples

Donating food is one of the highest forms of selfless service, transcending position, caste, and religion. Our institution motivates students to contribute food at local temples for public benefit. The involvement of our NSS students in the food service at Murugan Temple in Bhavani is invaluable. This charitable act emphasizes helping others without expecting anything in return. Our institution has received recognition

from various governmental bodies for these efforts, reinforcing students' commitment to giving back to society.

Eye Camp Recognition

Eye camps play a crucial role in reaching the blind, underprivileged, and untreated individuals in remote areas. The primary aim of these camps is to raise public awareness, ultimately working towards eliminating preventable blindness. Through this initiative, thousands of rural residents lacking access to quality eye care have been served. Our institution actively encourages students to organize these eye camps regularly.

Recognition for Helping Orphanages

We promote programs that support nearby orphanages, such as Helping Hearts Children's Home, where students donate clothes, medical supplies, stationery, and food.

Recognition for School Campus Cleaning Program

The goal of our cleaning initiative is to create a clean and pleasant environment. Regular cleaning is essential to reduce dirt and grime, which can contribute to the spread of germs and illnesses. Our institution supports students in organizing cleaning programs at nearby schools, helping them maintain a tidy environment.

Recognition for Maintaining a Healthy Environment (Campus and Nearby Village)

Our institution has received accolades for students' contributions to activities like maintaining green spaces, planting herbal trees, cleaning nearby villages, providing access to clean drinking water, rainwater harvesting, and effectively managing solid, liquid, and e-waste.

First Aid Awareness

First Aid Awareness involves providing immediate medical assistance to accident victims or those in distress before qualified emergency services arrive. This training equips students to recognize the critical difference between life and death, enabling them to alleviate the suffering of the injured. Our NSS students have conducted this awareness program in nearby schools, earning recognition for this valuable initiative.

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

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums

including NSS/NCC with involvement of community during the last five years.

Response: 42

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

2023-24	2022-23	2021-22	2020-21	2019-20
12	11	10	2	7

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

3.5 Collaboration

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: 25

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:

Introduction

SS Institute of Pharmacy is dedicated to providing high-quality pharmacy education while focusing on developing future pharmacists. We prioritize the safe and effective use of medicines, ensuring the safety of both patients and the public. Nestled within a stunning 2.5-acre campus adorned with lush greenery, our institution offers an ideal environment for the evolving needs of today's generation.

Each year, we conduct campus interviews to assist students in securing suitable job opportunities. Our library boasts **3745** books and our infrastructure meets all council standards. Classrooms, libraries, and seminar halls are equipped with ICT tools to enhance the learning experience. Our campus features 13 well-equipped laboratories, furnished with state-of-the-art equipment and air conditioning, designed to impart essential skills and knowledge to our students.

The management ensures a peaceful and supportive infrastructure for learning, with all labs validated and calibrated in compliance with safety standards. We also provide high-speed internet access at 100 Mbps and modern computing facilities, including 72 computers equipped with specialized software. All teaching and non-teaching staff, as well as students, can access these computers at their convenience. Each departmental lab is also equipped with computers tailored to specific requirements.

Our campus is fully Wi-Fi enabled to enhance academic knowledge and experience. We have installed sufficient LCD projectors, LAN connections, smart boards, audiovisual equipment, CCTV, and webcams for educational purposes. Each floor of our furnished classrooms is equipped with RO water supplies and sanitary kits. Our campus is completely digitized and features a biometric system. The digital library operates six days a week (excluding Sundays) and includes necessary software aligned with the syllabus.

We also provide ample facilities for sports, featuring a 2-acre playground for outdoor activities, as well as facilities for indoor games that cater to state and national-level tournaments.

Cultural Activities

Pharmablaze, our annual college day celebration, showcases various programs organized by the committee, including awards for academic excellence and a Women's Day celebration. Outstanding

student performers are identified and encouraged to participate in inter-college competitions. We also celebrate a hostel day function each year.

Indoor Gym & Yoga Centre

The college provides gymnasium and yoga facilities to promote the health, mental resilience, and physical fitness of both students and faculty.

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: 38.82

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

2023-24	2022-23	2021-22	2020-21	2019-20
39.75	32.08	30.51	13.51	14.91

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Library Overview

Our college boasts a well-equipped and well-furnished library for students. It houses 3745 books of textbooks and 343 reference materials from various publications, along with 15 journals and 3 magazines from national and international sources, and 2 leading newspapers. The library is open from 9:30AM to 4:30 PM on weekdays, except Sundays.

Library Resources

The library maintains a comprehensive collection of books relevant to each field of study, following an open access system to serve both undergraduate and postgraduate students as well as faculty. The central library features several sections, including a Reference Section, Textbook Section, Competitive Examination Section, Back Volume of Books Section, Reprography Section, and a Digital Library.

Reading Hall

The reading hall is equipped with chairs and tables, allowing students and faculty members to bring books and journals from the periodicals section for reference and research purposes.

Reference Section

This section contains 4,016 reference books covering all five pharmacy departments, as well as topics in English, general knowledge, pharmacopoeia, encyclopedias, and more. The library includes both local and international materials.

Non-Book Materials

Our library features an Audiovisual section with 15 CD-ROMs, designed to enhance students' skills and prepare them for competitive exams.

Institutional Membership

The college library holds institutional membership with The Tamil Nadu Dr. M.G.R. Medical University in Chennai, as well as memberships with DELNET, Communication Skills, and Lexicomp.

Reprography Section

The library also includes a reprography section for the convenience of its users.

Digital Library

Equipped with an Online Public Access Catalogue (OPAC), our library allows users to search for the availability of books and CD-ROMs. Additionally, the library offers high-speed internet access for students and faculty, connected via a standalone optical fiber network. There are 20 computer systems available for use.

Responsibilities

Key responsibilities include identifying new books for purchase, compiling and verifying library activities, maintaining and issuing books and journals, subscribing to e-journals and e-books, and managing related tasks.

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:

Infrastructure Development

New computer laboratories have been established, existing systems upgraded, and necessary software acquired in alignment with the syllabus. Each department submits its budget requirements to the Principal ahead of the academic year for the installation of new or additional IT infrastructure, along with other needs. A review meeting is held to assess these requirements, ensuring compliance with the guidelines of TN Dr. M.G.R. Medical Research University while also equipping students with the latest technologies. This process facilitates the timely arrival, installation, and testing of equipment before the academic year begins. Each laboratory is outfitted with comprehensive IT infrastructure and associated facilities.

Wi-Fi Campus

Our campus features full Wi-Fi coverage with high-speed 100 Mbps bandwidth for the computer and networking labs. Every computer on campus is connected to the internet, essential for faculty and student work. Faculty and students are also allowed to use laptops via Ethernet ports for internet access.

Computer Systems

Our institute hosts over 72 systems, all updated and connected through a high-speed network that serves all departments. Each lab consists of groups of computers designed for collaborative work.

24x7 Power Supply

The computer center is equipped with a printer and scanner, ensuring a continuous power supply through generators and UPS connections for all systems. High-quality furniture, smartboards, projectors, webcams, Wi-Fi, and air conditioning enhance the learning environment. Our labs and digital library operate six days a week, with necessary software installed according to the syllabus. Various computer programs are conducted for students.

CCTV Surveillance

The SSIP College campus is equipped with a comprehensive CCTV camera system that monitors student activities, especially during examinations. This enhances security and facilitates the regular oversight of daily activities involving students, staff, and visitors.

IT Facility Upgrades

An annual budget is allocated for upgrading IT laboratory network speeds. The IT lab includes a range of physical and technological facilities, with system numbers updated to accommodate increasing student enrollment. We maintain a student-to-computer ratio of **3.87:1.** Based on evolving needs, necessary software, hardware devices, computer systems, and peripherals are purchased. High-performance systems are provided in laboratories to support project activities.

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: 3.87

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

Response: 60

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: 3.53

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

2023-24	2022-23	2021-22	2020-21	2019-20
1.60	1.30	0.72	7.82	0.46

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 88.24

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

2023-24	2022-23	2021-22	2020-21	2019-20
212	213	173	119	63

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

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 93.89

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

2023-24	2022-23	2021-22	2020-21	2019-20
224	221	193	130	62

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: 93.65

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

2023-24	2022-23	2021-22	2020-21	2019-20
43	16	0	0	0

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

2023-24	2022-23	2021-22	2020-21	2019-20
46	17	0	0	0

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

5.2.2

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

Response: 75

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

2023-24	2022-23	2021-22	2020-21	2019-20
2	1	0	0	0

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

5.3 Student Participation and Activities

5.3.1

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

Response: 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
00	00	00	00	00

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: 5.6

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

2023-24	2022-23	2021-22	2020-21	2019-20
7	7	6	4	4

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:

Pharmacy Almni Students Association" (PHASTA) has been made as per the TamilNadu Societies Registration Act, 1975 (Tamil Nadu Act 27 of 1975).

The concept of an alumni association has evolved to meet the needs of both academics and professionals. Its primary goal is to bridge the gap between college life and career, helping recent graduates become proactive in facing the challenges of today's competitive professional landscape. Objectives

? Reconnect Alumni: Foster connections among alumni and between alumni and the college to strengthen the community.

? Celebrate Achievements: Recognize and celebrate the successes and contributions of alumni in their respective fields.

? Share Experiences: Provide a platform for alumni to share their career journeys, insights, and valuable experiences with current students.

? Industry Insights: Discuss current industry trends and needs to help students understand the professional landscape better.

? Strengthen Alumni Relations: Build a robust alumni association that encourages ongoing engagement and support for the college.

? Enhance Placement Activities: Improve placement initiatives through alumni involvement, ensuring students are well-prepared for their careers.

? Feedback and Improvement: Gather feedback from alumni about their experiences and insights to enhance the college's programs and offerings.

? Promote Lifelong Learning: Encourage a culture of lifelong learning and professional development among alumni and students.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

VISION

To establish a premier, globally recognized institute excelling in pharmacy education, to nurture highly competent pharmacy professional to the society.

MISSION

- Our mission is to empower students from rural regions, transforming them into skilled and responsible citizens who will play a key role in advancing our nation.
- To collaborate with leading pharmacy organization to develop their skills and to train students in pharmaceutical science to meet both national and global demands.
- To lead in pharmaceutical education by combining critical thinking, problem-solving, and professional skills.
- To develop and support emerging pharmacy professionals who can excel and lead in the pharmaceutical industry.

Strategic goals & developments:

The Strategic Plan2021-2026 is determined based on academic, research, product development, and placement. Based on the priorities, following areas are given more importance. In the field of pharmacy, strategic goals and developments are crucial for advancing practice, improving patient outcomes, and adapting to evolving healthcare landscapes. Here are some key strategic goals and developments in pharmacy: Enhanced Patient Care

• Personalized Medicine: Leveraging genetic and molecular information to tailor treatments to individual patients, improving efficacy and minimizing adverse effects. • Medication Therapy Management (MTM): Providing comprehensive medication reviews and managing therapy to optimize therapeutic outcomes and minimize risks. Integration with Healthcare Teams • Collaborative Practice: Increasing collaboration with physicians, nurses, and other healthcare providers to enhance patient care and ensure optimal medication use. • Expanded Roles: Pharmacists taking on more clinical roles, including managing chronic diseases, conducting health screenings, and providing immunizations. Technology and Innovation • Digital Health: Incorporating tele pharmacy, electronic health records (EHRs), and mobile health applications to improve access to care and streamline medication management. • Automation: Using robotics and automated systems to enhance accuracy in dispensing, reduce errors, and improve efficiency in pharmacy operations. Education and Training • Continual Professional Development:

Encouraging ongoing education and training for pharmacists to stay updated with the latest medical knowledge and practices. • Pharmacy Residency and Fellowship Programs: Expanding advanced training opportunities to prepare pharmacists for specialized roles in clinical practice, research,

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

he governing body comprises the Chairman, Vice Chairman, Secretary, Principal, Heads of Departments, senior faculty members, and a member nominated by the society. This body oversees the implementation of the institutional strategic plan and is involved in key decision-making processes such as introducing new courses, discontinuing existing ones, constructing new facilities, and other initiatives aimed at enhancing the institution.

To facilitate effective operations, various committees have been established at the institutional level, including the Academic Committee, Examination Committee, Materials and Maintenance Committee, Research Committee, Student Welfare Council, Disciplinary Committee, Internal Complaints Committee, Management Review Committee, and Library Committee. The Industry-Institute Partnership Cell operates in a decentralized manner to help achieve the institution's goals. These committees assist in executing administrative decisions and play crucial roles in various institutional activities.

Additionally, the procurement of chemicals, glassware, instruments, and admissions is handled in a decentralized fashion, with management actively participating in these processes. Overall, well-defined institutional bodies ensure effective governance. The librarian is responsible for classifying, organizing, and indexing library materials, as well as maintaining smooth library operations.

Heads of Departments are accountable for all administrative and academic activities within their departments. They are empowered to make decisions in urgent situations, which are later ratified by the Head of the Institution. The Principal, Heads of Departments, and team leaders receive a designated impress amount to facilitate the execution of various scheduled events. Team leaders, chosen based on their experience and expertise, effectively lead different teams.

The institution adheres strictly to service rules in line with University norms, which are transparently available on the website and in the handbook. Recruitment for teaching, non-teaching, and administrative staff is planned at the end of each academic year based on the needs of the upcoming year. A staff appraisal system is in place, aligned with promotional policies.

To foster a healthy working environment for staff, students, and parents, the institution has a grievance redressal mechanism that allows for understanding and addressing concerns. The Grievance Redressal Committee reviews and resolves issues based on their severity. The institution also follows promotional policies in accordance with University standards and maintains high academic standards.

These policies are subject to periodic review, and where necessary, approvals from higher authorities, such as the Managing Trustee, are sought for faculty matrix, appointments, and promotions.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The institution under SS Institute of Pharmacy prioritizes the well-being of both teaching and non-teaching staff by fostering a supportive atmosphere and implementing various welfare measures across different categories.

Professional Growth:
Staff members are supported with registration fees, dearness allowances, and travel grants to attend conferences and workshops. Incentives are offered for publications, sponsored research projects, completing PhDs, consultancy work, and securing patents. Faculty are also permitted to deliver guest lectures at other institutions, and industry visits are organized to facilitate knowledge acquisition.

For non-teaching staff, academic leave is provided for exam preparation.

Health Benefits:
All employees are covered under a Group Insurance Policy. In case of medical emergencies, payments to hospitals can be made in monthly installments from salaries. Emergency medical care, including an ambulance and first-aid services, is available on campus, along with a dedicated Nursing Assistant.

Work Benefits:
The institution offers contributory provident funds, medical and maternity leave, in accordance with its policies for both teaching and non-teaching staff. Additionally, subsidized canteens operate on the premises.

Education:
Employees' children are given preferential admission to SSIP colleges for select courses.

Performance Appraisal System:
Given that teaching is the primary function of faculty, performance appraisals are conducted through various methods. Feedback on teaching quality and course delivery is collected via:

- **Class Review Committee (CRC):** This committee gathers semester-end feedback from students in each section to assess faculty performance based on several parameters.

- **Semester-End Feedback:** Students provide offline feedback on their respective subject instructors, evaluating metrics such as syllabus coverage, clarity of explanations, engagement through examples, audibility, eye contact, voice modulation, classroom interaction, overall discipline, punctuality, and the quality of internal tests and assignments.

- ◆ **Faculty Review Committee (FRC):** Faculty members being reviewed are given advance notice to present on a topic of their choice. Subject experts interact with them during the presentation to assess subject knowledge and clarity. An assessment report is generated based on the established evaluation criteria.

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: 77.78

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

2023-24	2022-23	2021-22	2020-21	2019-20
13	13	12	10	08

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

6.3.3

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

Response: 45.58

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

2023-24	2022-23	2021-22	2020-21	2019-20
16	15	15	12	9

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

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

SSIP operates as a self-financed institution, with the primary source of funding coming from student fees. Any discrepancies in funding are managed by the VS Educational and Charitable Trust. Additional financial support is obtained by applying for specific grants from The Tamilnadu Dr. M.G.R. Medical University in Chennai. Tuition fees are set based on the previous year's expenditures and projected inflation over the next three years, which are crucial for the daily management and future development of the college. Mismanagement of funds could hinder the institution's progress and lead to financial deficits. Allocated funds are directed towards academic processes, infrastructure development, the purchase of various equipment and chemicals, as well as organizing seminars, workshops, and conferences. The administration committee, finance committee, and management board regularly review fund utilization, including audits, budgets, and accounts, to recommend better practices for efficient fund mobilization.

Utilization of Funds

An annual budget is created to ensure optimal use of financial resources, based on estimates from various departments and functional units within the Institute. This budget is sanctioned by the Managing Committee/Board of Governors. Monthly income and expenditure statements are generated, and periodic audits are conducted to confirm that the budget is used effectively for its intended purposes. Resources, including facilities and equipment, are maintained to ensure peak performance, supported by annual maintenance contracts for equipment and software.

Fund Mobilization for Various Resources

Funds are sourced from the following channels:

1. VS Educational and Charitable Trust
2. Student Tuition Fees
3. The Tamilnadu Dr. M.G.R. Medical University, Chennai
4. Interest from the Corpus Fund

The institution submits detailed expenditure reports and projections every three years to the Internal Fee Regulatory Committee, which sets tuition fees in accordance with University guidelines and the Governing Council's input. These projections also account for anticipated salary increases, including dearness allowance and increments. The Internal Fee Regulatory Committee allows the Institute to allocate funds for planned capital expenditures over the next three years.

Budget Preparation

A finance committee has been established to oversee the optimal allocation of funds for both recurring and non-recurring expenses. The purchase committee solicits quotations from vendors for items such as equipment, computers, and books, which are then evaluated by the finance and purchase committees.

Auditing

A qualified Chartered Accountant conducts quarterly reviews of the accounts. Any suggestions or

concerns raised by the Chartered Accountant are discussed with management for appropriate action. At the end of each year, the accounts are further examined and finalized by external auditors, resulting in the preparation of audited financial statements. The balance sheet is also verified by external auditors before being submitted to management.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The IQAC Cell was established in 2023 at the institute, with the primary aim of ensuring internal quality across all activities, including academics, administration, finance, and related areas.

Quality Assurance Strategies:

- To ensure timely, efficient, and progressive execution of academic, administrative, and financial tasks.
- To enhance the quality of academic and research programs.
- To optimize and integrate modern teaching and learning methods.
- To meet stakeholder expectations through regular feedback collection.
- To develop the skills of young pharmacists through training and development activities.
- To guarantee the adequacy, maintenance, and proper allocation of support structures and services.
- To align and systematize all institutional efforts towards achieving academic excellence.

The institute employs various processes for quality enhancement, three of which are outlined below:

Feedback Mechanism:

To improve the quality of the teaching-learning process and other academic activities, regular feedback is obtained from stakeholders. This feedback is analyzed, and appropriate actions are taken to enhance quality based on the insights gathered.

MOUs with Industries:

Memorandums of Understanding (MOUs) with industries help bridge the gap between academia and the industrial sector. These partnerships provide students with practical knowledge that complements their curriculum, allowing them to gain insights into technological developments through in-plant training, internships, and projects. This collaboration fosters innovation and equips students for project work. The institution continuously enhances these collaborations, and industry training supports student placements.

Value-Added Courses:

Value-added courses are incorporated into our academic curriculum to help students acquire essential knowledge and skills. These courses keep students updated on the latest trends and improve their technical competencies, enhancing their employability. They bridge skill gaps, making students industry-ready and providing opportunities for interdisciplinary skill development, transforming them into job creators rather than mere job seekers.

Faculty Development Programs:

Faculty Development Programs (FDPs) focus on educating and training faculty members to enhance their work performance, particularly in teaching, grant writing, and research. These programs promote relevant professional practices in technical education and motivate faculty to cultivate a competitive teaching and learning environment. They also offer opportunities to stay informed about current technological advancements in relevant fields. FDPs contribute to improving faculty skills, which are essential for effective teaching and research. The IQAC organizes FDPs aimed at promoting quality teaching and learning enhancement.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

tudents who seek education at our institution, regardless of gender, are provided with equal opportunities to enhance their knowledge across various aspects of life. All pharmacy students are encouraged to participate in technical workshops, seminars, and conferences. Our institution has established a Women's Empowerment Cell to promote gender equality, and both female and male staff are encouraged to contribute to our community.

Moral Values and Ethics:

At SSIP, we believe that education is a vital tool for promoting gender equality, significantly impacting national growth. Every candidate in our institution receives equal opportunities for personal and professional development without discrimination. Our strategies and policies are designed to help both girls and boys enhance their critical thinking skills and navigate challenging situations.

Mentors closely monitor each student's academic progress and recognize their achievements with rewards, fostering further growth. The institution places a strong emphasis on women's health, conducting regular health check-up camps and hemoglobin tests for female students and staff. We aim to promote peace, harmony, love, and compassion among all students, encouraging collaboration over competition.

Safety Measures:

To ensure student safety, every movement on campus is monitored by surveillance cameras. General counseling related to mental health is available for students in need. Our institution prioritizes health by providing gym facilities for both girls and boys.

Social Activities:

Pharmacy students organize various awareness programs throughout the year for the public, including initiatives like "Save the Girl Child," "Gender Champions," and sessions on sexual abuse awareness. We also raise public awareness about significant health issues, such as alcohol cessation, tobacco withdrawal, and mental health support. Eye camps are conducted in neighboring villages, and during the COVID-19 pandemic, pharmacy students actively informed the community about disease prevention through posters and pamphlets. During floods, our students volunteered to collect funds and deliver food and essential supplies to those affected.

Events and Festivals:

Our college celebrates College Day annually, featuring a range of events, programs, and cultural activities. Women's Day is also commemorated each year. We conduct sports events in which all students participate with enthusiasm. Numerous workshops and international conferences have been organized, with active participation from pharmacy students both within our college and from neighboring institutions. Pharmacist Day programs are held annually, and we conduct camps that provide basic health and wellness services, such as blood pressure checks and BMI assessments, while educating the public for better health compliance.

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:

Expanding Care for a Healthy and Quality Life

At SSIP, we are dedicated to cultivating responsible pharmacists. Our primary goal is to raise awareness among the current and prospective population, fostering care that promotes healthy and high-quality living. We encourage students to develop social values and a sense of responsibility while deepening their understanding of societal issues, thereby connecting them with their communities. Through social activities, students learn the importance of human values and how to build trust, collaborate, and work effectively with diverse groups. They also gain the resilience needed to navigate the challenges of their educational and professional journeys through outreach and engagement programs.

Communal Socioeconomic Diversity

Our institute embraces a spirit of inclusivity, giving equal importance to all religions, languages, and cultures. Students come from a variety of socioeconomic and communal backgrounds, and both management and faculty work diligently to foster a sense of belonging among them. We implement

numerous initiatives to help students integrate into the college environment and take full advantage of the opportunities available. Additionally, students are educated about their rights and responsibilities as conscientious citizens of our nation. The college celebrates events such as Annual Day, Sports Day, Pharmacist Day, Cultural Day, and International Women's Day, providing students a platform to showcase their talents. Value-based sessions on topics like Yoga, meditation, Universal Human Values, and Ethical Behavior are integrated into our curriculum through workshops and seminars. Students are also made aware of their basic constitutional rights and their right to access the college campus for educational purposes.

NSS Awareness

Our National Service Scheme (NSS) members actively participate in various social development initiatives, including medical camps, blood donation drives, and awareness programs for AIDS, tuberculosis, and cancer, targeting both the public and local schools. We encourage students to exercise their rights, especially during elections.

Festivals

Pongal, the Festival of Harvest, is celebrated annually on our campus in January, emphasizing the significance of agriculture and environmental conservation. On this day, Pongal—a traditional dish—is prepared and offered to God, allowing students to appreciate cultural traditions.

Responsibilities

Our pharmacy institute is committed to promoting responsible pharmacists. We aim to create awareness within the broader community, expanding care that leads to improved health and quality of life. Social activities are integral to fostering human values in our students, teaching them to build trust and work collaboratively in diverse situations. We encourage students to confront the challenges of their educational and professional lives through outreach and engagement programs. By nurturing their curiosity, we help them acquire essential social values and a strong sense of responsibility toward their communities.

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 PRACTICES 1 :

Innovative Teaching and Training for Rural Students to Develop Employability Skills

Introduction

In response to the growing need for skilled professionals in various sectors, our institute has launched an initiative focused on innovative teaching and training methodologies tailored for rural students. By equipping them with employability skills, we aim to bridge the gap between education and industry requirements, fostering self-reliance and economic growth in rural communities.

Curriculum Enhancement

Our curriculum integrates practical skill development with theoretical knowledge. Subjects such as communication, critical thinking, problem-solving, and digital literacy are emphasized to prepare students for real-world challenges. We employ project-based learning, where students engage in hands-on projects that mimic workplace scenarios, allowing them to apply their learning in practical contexts.

Use of Technology

Leveraging technology is crucial in our approach. We utilize online platforms for interactive learning and remote access to resources. E-learning modules, webinars with industry experts, and virtual internships enhance students' exposure to diverse professional environments. Additionally, we incorporate mobile learning applications that facilitate continuous learning beyond the classroom.

Industry Collaboration

We actively collaborate with local industries to ensure our training programs align with market demands. Guest lectures, workshops, and mentorship programs featuring professionals from various fields provide students with insights into industry trends and expectations. These collaborations also lead to internship opportunities, allowing students to gain valuable work experience.

Skill Development Workshops

Regular skill development workshops are conducted to focus on essential soft skills such as teamwork, leadership, and adaptability. These workshops, led by experienced trainers, include role-playing, simulations, and group discussions that foster a collaborative learning environment.

Community Engagement

To enhance practical learning, students participate in community service projects that address local challenges. This engagement not only helps develop their skills but also instills a sense of social responsibility. By working on real issues, students learn to assess needs, devise solutions, and work collaboratively, further enhancing their employability.

Entrepreneurship Training

Recognizing the potential for entrepreneurship in rural areas, we offer specialized training programs that equip students with business skills. Workshops on business planning, financial literacy, and marketing strategies empower students to pursue entrepreneurial ventures, fostering economic development in their communities.

Conclusion

Our innovative teaching and training initiative aims to empower rural students with the necessary employability skills to thrive in today's job market. By combining technology, industry collaboration, practical workshops, and community engagement, we are committed to enhancing the educational experience of our students. This holistic approach not only prepares them for employment but also inspires them to contribute positively to their communities, driving sustainable growth and development.

BEST PRACTICES 2 :

Social Awareness and Upliftment Campaign Through NSS, YRC, and Rotaract Club

Introduction

Social awareness and community upliftment are crucial for fostering a more equitable society. Our institution actively engages students in impactful initiatives through the National Service Scheme (NSS), Youth Red Cross (YRC), and Rotaract Club. These organizations collectively address social issues, promote volunteerism, and enhance community welfare.

National Service Scheme (NSS)

NSS plays a pivotal role in promoting social consciousness among students. The scheme organizes various outreach programs focused on community service, health awareness, and environmental sustainability. Key initiatives include:

- **Health Camps**: Free health check-ups and awareness programs on nutrition and hygiene are conducted in rural areas, benefiting underprivileged communities.
- **Cleanliness Drives**: NSS volunteers lead cleanliness campaigns in villages and urban areas, promoting environmental responsibility and instilling a sense of civic duty among participants.
- **Educational Support**: Volunteers assist in tutoring children from economically disadvantaged backgrounds, enhancing their academic performance and fostering a culture of learning.

Youth Red Cross (YRC)

The YRC is dedicated to promoting humanitarian values and responding to health-related challenges. Its initiatives include:

- **Health Awareness Programs**: Workshops and seminars on critical health issues, such as mental health, first aid, and the importance of vaccination, educate both students and community members.
- **Disaster Management Training**: YRC trains students in disaster preparedness and response, equipping them with the skills to assist during emergencies, thereby enhancing community resilience.

- ◆ **Blood Donation Drives**: Regular blood donation camps are organized, encouraging students to contribute to life-saving efforts and raise awareness about the importance of blood donation.

Rotaract Club

The Rotaract Club focuses on leadership development and community service. Its activities are designed to engage students in meaningful social change:

- ◆ **Skill Development Workshops**: The club conducts workshops on leadership, communication, and entrepreneurship, empowering students with essential skills for personal and professional growth.
- ◆ **Community Service Projects**: Rotaract members initiate projects that address local needs, such as providing educational materials to schools and organizing food drives for the underprivileged.
- ◆ **Cultural Awareness Programs**: The club organizes events that celebrate cultural diversity, promoting understanding and harmony among students from different backgrounds.

Conclusion

Through the collaborative efforts of NSS, YRC, and the Rotaract Club, our institution actively promotes social awareness and community upliftment. These organizations not only provide students with valuable experiences and skills but also foster a culture of empathy, volunteerism, and civic responsibility. By engaging in these initiatives, students contribute to meaningful social change, creating a positive impact within their communities and beyond. As we continue to advocate for social consciousness, we remain committed to empowering our youth to become proactive agents of change.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Fostering Social Consciousness at the Institute

Introduction

The Institute is dedicated to fostering social awareness, a commitment that underpins its identity and core

values. Our focus on empowering surrounding villages through health education and prevention initiatives exemplifies our distinctiveness in bridging academic knowledge with community needs. Through these outreach efforts, we aim to enhance education, uplift economically disadvantaged groups, and promote social harmony, ultimately creating a holistic environment for student development.

Embracing Diversity and Inclusion

We prioritize raising awareness about the diverse cultural, geographical, linguistic, communal, and socioeconomic backgrounds present in our state and country. This emphasis enriches the learning environment, allowing students to engage with multiple perspectives. Our Gender Equality Policy ensures equal rights and opportunities for all, fostering inclusivity across all college aspects. We also provide support for individuals with disabilities, ensuring they can participate fully in campus life.

Curriculum Integration of Social Values

Our curriculum integrates principles of human rights, tolerance, compassion, and environmental awareness, nurturing not only academic knowledge but also an ethical foundation that guides student behavior in and out of the classroom.

Programs Promoting Social and Health Awareness

The Institute celebrates cultural diversity, fostering harmony among students from various backgrounds. We reject discrimination of any form, instead encouraging collaboration through events that highlight our shared humanity. Our National Service Scheme (NSS) engages in various initiatives, promoting community involvement while celebrating cultural heritage through festivals and national holidays.

Women's Empowerment and Mental Health

International Women's Day celebrations affirm our commitment to gender equality, creating an environment free from discrimination. Our Mental Health Program educates students about the importance of mental well-being, equipping them to address these issues effectively.

Health Initiatives and Awareness Campaigns

The Institute actively promotes public health through vaccination camps, annual blood donation drives, and AIDS awareness initiatives. These efforts not only provide vital health services but also instill a sense of community service and altruism among students.

Celebrating Cultural Diversity

We celebrate regional diversity through events like the annual Pongal festival, fostering community spirit and cultural appreciation. Students engage in traditional games and showcase their culinary skills, strengthening bonds across cultural divides. Intercultural events promote peace and social justice, reinforcing our commitment to human equality.

Addressing Socioeconomic Diversity

Our scholarship program supports students from low-income families and orphans, ensuring financial

barriers do not impede educational pursuits. Additionally, we host motivational talks and foster an active sports culture to support physical and mental well-being.

Conclusion: A Commitment to Positive Change

Through these initiatives, the Institute prepares students academically while instilling values of social responsibility, inclusivity, and community service. Our ongoing commitment to fostering social consciousness positions us as agents of positive change in society. As we move forward, we remain dedicated to creating opportunities for every individual, reinforcing our foundational mission to impact our communities meaningfully.

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

5. CONCLUSION

Additional Information :

For the past five years, the college has actively participated the All India Survey of Higher Education. Students are consistently encouraged to engage in outreach activities with a focus on enhancing their individuality and leadership qualities. Our two batches of alumni, who work Nationwide , play a key role in guiding current students in their career paths and future endeavors.

Concluding Remarks :

At SS Institute of Pharmacy, we focus on shaping students to be well-informed, committed, participative, motivated, and curious individuals. We maintain transparent and effective admission policies in line with government norms and provide reliable information to the public about the quality of education we offer. Our institution fosters an educational environment enriched with research and proven teaching techniques, and we undertake various research and training programs to ensure student success. We actively collaborate with stakeholders for feedback and continuous improvement in our academic processes. Rigorous training programs are implemented to prepare students for placements, and we are exploring linkages with more institutions for collaborative teaching, research, and consultancy opportunities. We also aim to increase research publications in indexed journals and incentivize these efforts. To support economically and socially disadvantaged students, we offer merit-cum-means scholarships. Our students have excelled in inter-college sports competitions, winning championships in cricket, volleyball, and shuttlecock. The college takes pride in its alumni who have made significant contributions in diverse fields such as academics, public service, business, entrepreneurship, corporate sectors.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)** Answer before DVV Verification : Answer After DVV Verification :20 Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.
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* 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 Answer before DVV Verification: <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>228</td><td>229</td><td>194</td><td>130</td><td>73</td></tr></table> Answer After DVV Verification : <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>183</td><td>174</td><td>191</td><td>130</td><td>69</td></tr></table> Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.
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* Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: C. Feedback collected and analysed Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.
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* 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:

2023-24	2022-23	2021-22	2020-21	2019-20
42	42	42	42	42

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
42	36	42	38	42

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:

2023-24	2022-23	2021-22	2020-21	2019-20
42	42	42	42	42

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
42	42	42	42	42

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
1	15	13	2	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
1	0	0	0	0

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
14	12	10	2	7

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
12	11	10	2	7

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

Answer before DVV Verification :
Answer After DVV Verification :25
Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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:

2023-24	2022-23	2021-22	2020-21	2019-20
24.72	35.74	9.32	13.71	6.83

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
1.60	1.30	0.72	7.82	0.46

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
208	216	189	127	61

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
224	221	193	130	62

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

| 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:

2023-24	2022-23	2021-22	2020-21	2019-20
12	15	13	0	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
00	00	00	00	00

Remark : As per the revised data and clarification received from HEI, based on that Intercollege certificates are not considered so DVV input is recommended accordingly. |

| 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:

2023-24	2022-23	2021-22	2020-21	2019-20
42	46	42	10	31

Answer After DVV Verification : |

2023-24	2022-23	2021-22	2020-21	2019-20
7	7	6	4	4

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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:

2023-24	2022-23	2021-22	2020-21	2019-20
16	15	15	12	9

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
16	15	15	12	9

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
9	5	5	4	5

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

6.5.2	**Quality assurance initiatives of the institution include:**

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

Answer before DVV Verification : A. Any 4 or more of the above

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

Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations