SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SRI SHANMUGHA COLLEGE OF PHARMACY

SANKARI-TIRUCHENGODE MAIN ROAD,PULLIPALAYAM,MORUR
POST,SANKARI TALUK, SALEM DISTRICT,TAMIL NADU -637304
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sri Shanmugha College of Pharmacy(SSCOP), Pullipalayam, Sankari, commenced its academic journey in 2017, driven by the visionary leadership of Honorable Thiru. K. Shanmugham, the Chairman of Sri Shanmugha Educational Charitable Trust (SSECT). His foresight recognized the need for a reputable pharmacy institution in this region and the adjoining Namakkal district to serve the professional educational needs of the region. The college is approved by Government of Tamilnadu, recognized by Pharmacy Council of India, New Delhi and affiliated to The Tamilnadu Dr. MGR Medical University, Chennai. The campus is located at Pullipalayam, Morur, approximately 5 kilometers in the center between Sankari to Tiruchengode state highways.

Sri Shanmugha Educational Charitable Trust was established in the year 2011 with a vision in imparting quality professional education in the rural area. The trust running college of Engineering and Technology, College Nursing for Women and Allied Health Sciences. For over 13 years, the colleges has remained a beacon of quality education for the students hailing from rural background.

The college building is renowned as one of the best-planned pharmacy college buildings in Tamil Nadu. The sprawling campus, state-of-the-art laboratories, a well-equipped and extensive library, and other modern amenities owe their existence to testament of growth of the institution.

SSCOP has always aimed for excellence and from its inception in 2017, it has made impressive strides in many areas. This spirit of excellent progress has been continued exponentially till date. The college was started in 2017 with 40 students and 8 faculty members. Today the college has got D. Pharm, B. Pharm. Pharm. D and two PG programs with 47 teaching faculty, 28 non-teaching faculty, and nearly 450 students are studying. With the motto of high academic standards, SSCOP emphasis an integrated teaching approach, skill based learning, and exposure to industrial and hospital training, also instilling discipline. The college strives to inculcate an employable and job oriented learning approach. SSCOP holds the privilege of employed well qualified teachers to transform students into a committed pharmacist with professional and personality to meet the needs of the real world and also as responsible citizens of India.

Vision

We are resoulte in our commitment to presistently challenge limits and make a significant influence in the field of pharmacy education.The goal is establish a prestigious pharmacy institution known for its exceptional academic standards, groundbreaking research, and impactful contributions to healthcare via advanced technology.

Mission

- Quality Education: Deliver high-quality education and training in pharmaceutical sciences
- Research Innovation: Encourage innovative technology-based research to address healthcare challenges.
- Ethical Standards: Promote ethical values, professionalism and social responsibility among students.
- Collaborative Learning: Collaborate with healthcare institutions and industry for practical learning and

research opportunities.
- Excellence In Teaching: Maintain high educational standards through dedicated professionals, and state-of-the-art-facilities.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Strength

1. One of the best archistructural infrastructure in Tamil Nadu
2. Management scholarship for students
3. Established sports facilities to bring out the talents of students
4. Conduct of 30+ Add on and Value added courses to improve the employability of students.
5. Students outreach programmes to motivate budding pharmacists
6. Air-conditioned ICT enabled seminar hall and capacious Auditorium
7. Participatory Governance and proactive Management
8. Studious and well-disciplined students with 83% pass percentage
9. 400+ publications in indexed journals & ISBN proceedings.
10. Publication of patents by faculty
11. Enrolment of students from across Tamil Nadu and neighboring states

Institutional Weakness

Institutional Weakness

1. Lack of freedom to start new courses, since it is an affiliated college
2. Financial difficulties due to scarcity of research funds to establish research facilities
3. Difficult to attract international collaborations
4. Minimum enrollment of other state students

Institutional Opportunity

Institutional Opportunity

1. Moving into NIRF ranking
2. International collaboration for research
3. Filing for more patents
4. Creating new start-ups and ventures through IIC
5. Tapping strong alumni network and mobilize funds.
6. Increase the usage of ICT enabled Teaching & Learning process
7. Admitting International Students through Study in India programme

Institutional Challenge

Institutional Challenge

1. Poor enrolment in PG programmes due to lack of awareness.
2. Limitations in giving internship training due to the situations of the college in a rural area
3. Publication of quality research articles in Scopus & Web of Science Indexed Journals

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Sri Shanmugha College of Pharmacy (SSCOP) being an affiliated institution it follows the curriculum prescribed by the Tamilnadu Dr.MGR Medical University, Chennai The Bachelor of Pharmacy program's curriculum is meticulously crafted affiliating university on par with global standards. The college is entrusted with the responsibility of imparting this curriculum to its students in a well-planned manner.

At Sri Shanmugha College of Pharmacy, the faculties deliver this curriculum with unwavering dedication and enthusiasm. The faculties adhere to the prepared lesson plan before the starting of classes in each semester. The curriculum is delivered to the students in a well-planned manner that leads to the continuous internal assessment examinations, which ensures compliance with the provided guidelines of affiliating university.

SSCOP's commitment to excellence is evident in the continuous improvements the college have introduced in the conducting of continuous internal examinations. The college is slowly introducing outcome-based education(OBE), which continually enhancing the learning experience.

The college is realizing that the curriculum has its own limitations, the college go by an extra mile to enrich the knowledge-seeking journey for the budding students to the next level. We achieve this through a range of add-on & valued added courses designed with the approval of the curriculum development council to bolster knowledge and skill competencies, ultimately enhancing employability.

The curriculum is designed in such way that it strikes a harmonious balance between theory and practical aspects. Furthermore, the college provide students with invaluable opportunities for internships in hospitals, pharma industries and pharmacy's, as well as engaging in industry oriented projects. Beyond the core curriculum, the college integrate vital knowledge on professional and social issues. The commitment of the college extends to instilling the values of professional ethics, human values, and a sense of responsibility toward their nation and environment. In the spirit of collaborative learning atmosphere, the college place great importance on receiving feedback from all stakeholders. The college have established a robust mechanism for collecting feedback on various aspects, including academics, facilities, and the curriculum itself. These insights are thoroughly analyzed and informed to decision-making bodies, enabling us to continually enhance the learning environment.

Teaching-learning and Evaluation

Our institution offers undergraduate (B.Pharm) with student intake approved by the Pharmacy Council of India and sanctioned by the The Tamilnadu Dr. MGR Medical University, Chennai. Admissions are overseen by the

Directorate of Health Sciences, Government of Tamil Nadu. From introduction, the B. Pharm programme admission have maintained an impressive admission rate of nearly 100% except for the 1st year. The student admission exhibits a healthy gender ratio of 55% males and 45% females. We also prioritize admissions for eligible candidates under reserved seats, with an average of over 90% of students admitted from reserved categories over the last five years. We employ a student-centric approach to enhance employability and problem-solving skills. Our teaching methods include industrial training, industry visits, case studies, community pharmacy counselling sessions, group discussions, group projects, and various co-curricular activities. The faculty members giving minor projects to the students in order to encourage improve their critical thinking and problem solving.

The faculty members are highly committed, dedicated and experienced. The college adhere to the requirements set by the Pharmacy Council of India (PCI) for the recruitment of faculty. Presently, the college have 26 faculty members, ensuring a faculty-student ratio of 1:15. SSCOP follows a comprehensive examination and evaluation process for all courses in accordance with the Tamilnadu Dr. MGR Medical University guidelines. The College. Examination Committee oversees the coordination and smooth conduct of internal and external examinations.

Faculty members develop Program Outcomes (POs) and Course Outcomes (COs). The college evaluate the attainment of PO's and CO's using a direct method with the suggestions of curriculum development council (CDC). The attainment evaluated with Level 3 being highest attainment and level 0 being the lowest attainment. The implementation of skill based teaching and learning processes has yielded outstanding results, with our students achieving excellent grades in university examinations. The remarkable overall pass percentage is a testament to the effectiveness of the student-centric educational approach. The students consistently achieve an average pass percentage of over 80 % in their final year examinations.

Research, Innovations and Extension

Sri Shanmugha College of Pharmacy (SSCOP) has adopting a comprehensive Research Promotion Policy by encouraging the faculty members to apply for research grants with government and non-government agencies. These exemplary efforts by the faculties have fetched research grants worth 5.82 lakhs from its inception from multiple non-government funding agencies SSCOP has a team of experienced researchers currently with good citation values and carrying out research on various thrust pharmacy fields by collaborating with other institutions.

In line with the objectives of NEP 2020, the college have established innovation ecosystem to promote research in frontier areas leading the generation new ideas. SSCOP established the Innovation and Incubation Centre and the Research and Development Cell. These initiatives empower the faculty and students to showcase their innovative competencies. The college supports the promotion of research and innovation in various facets of pharmacy including AYUSH systems with focus on developing new medicines using locally available resources of region. These new initiatives make SSCOP as a beacon of innovation. The college is focussing on entrepreneurship as a new avenue to promote innovations.

The have filed 3 patents and working to file more patents in the near future. This reflects the commitment of college in fostering creative thinking, IPR awareness and making a global impact. In addition, the dedicated faculty along with the students have published around 400 research papers in indexed journals and conference proceedings with ISBN number.

SSCOP is focussing on the societal issues and contributing to the community is its top priority. SSCOP emphasize and motivates students to engage in various extension activities and outreach programs for the betterment of local community in association with the local bodies. The college received many appreciations and awards in recognition of its extension and outreach activities from various government and non-government organizations. The college actively foster collaborative activities, by signing MoU's with industries that leads internships for students. This initiative provides invaluable learning experiences and essential skills for their future endeavours. Faculty members are also engaging collaborative research activities with faculties from leading institutions across the country.

Infrastructure and Learning Resources

Sri Shanmugha College of Pharmacy takes immense pride in its cutting-edge infrastructure praised as one of the best among the Pharmacy colleges in Tamilnadu with extensive learning resources that adhere to high standards. The college is committed exclusively in creating an environment that fosters holistic learning atmosphere and facilitates students' overall growth. The college is dedicated to provide a dynamic learning environment through continuous augmentation of the physical facilities. The college equipped with modern ICT enabled classrooms and advanced well-equipped laboratories for practical learning.

The central library of SSCOP is an enormous knowledge repository with a diverse collection of books, e-journals, and resources, including materials in rare in nature in the ground floor. The college equipped with specialized facilities such as a central instrumentation facility, medicinal plant garden, and language laboratory to enhance conceptual learning of the students. The college organizes a diverse range of co-curricular and extracurricular activities to inspire and encourage the students to actively engaged in inter-collegiate competitions. The college boasts a well-furnished auditorium with 600 seats, a well maintained sport grounds, an open space for conducting of activities, and central lawns for multifaceted activities. A robust CCTV system more than 100 cameras enhances campus security. The college is having 148 desktop systems with latest operating systems and software's for the benefit of the faculty and students. The college has ensured internet bandwidth through leased line with 150 Mbps speed. The college provide Wi-Fi connectivity various locations of campus, which facilitate seamless internet access for students and facilities. The fire extinguishers are strategically fixed on every floor and at crucial points throughout the building. The central library with vast collection of e-resources accessed through National Digital Library (NDL). The central library also has a dedicated digital laboratory for the benefit students and staff to access e-resources. The college is member of DELNET. The central library having reprographic facility for benefit of the students and faculty.

Student Support and Progression

Sri Shanmugha College of Pharmacy, planning and working with great emphasis on the progress and achievements of its budding future pharmacists. The college plays a pivotal role in shaping the future pharmacists by offering various welfare schemes, including government scholarships, management scholarships, and skill enhancement programs. Over the past seven years, approximately more than 80% of the students have benefited from government and management scholarships, underlining its commitment towards their success. In order make the students proactive and well-prepared for the pharmaceutical sector, career guidance prgrammes are provided from a competitive examination perspective. Experts from various domains interact with students to enhance their soft skills, personality development, communication abilities, and interpersonal skills. The college adopting a training based on each student's interests, preparing them for higher education with the assistance of in-house faculty and external experts. The students of SSCOP secured

positions in well-reputed companies through placement drives organized by the College. The substantial percentage of placements was above 85% in the two passed out batch students and it emphasizes the success of these initiatives. The college adopting a systematic approach that includes grievance submission, anti-ragging, grievance redressal, anti-discrimination, and internal complaint cells, ensuring that the college promptly address the concern of the students. The college recognize that academic development is just one facet of student's progression and it encourage & motivate the students to participate in various extra-curricular activities to show case their inner talents. The participation in these activities not only instil a sense of confidence and also help students to identify and develop their hidden talents. The alumnae are an integral part of the college and Sri Shanmugha College of Pharmacy Alumni Association actively contribute to the development of the college by providing guidance on career & higher education opportunities, books to library, and impart professional ethics to the students. The college conduct an annual alumni meet, providing a platform for current students to interact and gain insights about job opportunities. This bonding between the alumni and current students creates a sense of continuity which takes SSCOP towards future success.

Governance, Leadership and Management

The college has a well-structured organizational framework to ensure effective governance and management in pursuit of its vision and mission. The vision and mission of the college crafted precisely with the inputs from the management, faculty, industry experts and employers. The college had a well-structured organizational hierarchy and decision-making processes to enhance the effective functioning of various committees and cells. The active involvement of members from various statutory committees, such as the Governing Body, College Development Committee, Internal Complaints Committee, and IQAC, underscores the decentralized and participative goverance. Additionally, non-statutory committees support the Principal in ensuring the smooth functioning of the college. The implementation of strategic plans is effectively overseen by the IQAC. In the era of technological advancement, the college adopted e-Governance system across administrative, financial, student admission, and examination sections. The college has implemented various effective staff welfare measures, including provisions for special leaves (e.g., marriage), health insurance. The college organizing skill-upgradation programs like faculty development programme for teaching faculty and skill improvement training programmes for non-teaching faculty staff for upgrading their skills. The college provide financial support and recognition for participating & presenting papers in international & national conferences, participation in workshops & Faculty Development Programs (FDPs), and Short-Term Training Programs (STTPs), with on-duty extended to encourage the faculty to improve knowledge level on par the global standards. The college follows a performance-based appraisal system for faculty and staff, contributing to the development of college. In the realm of finance management, the institution's primary source of revenue is tuition fees, supplemented by scholarships, research grants, non-government research project funding, contributions from alumni, and grants for seminars and workshops from government funding agencies. The conducting of internal and external finance audits ensures financial accountability and adherence to budgetary guidelines set by the college management. The IQAC established on March 2023, oversees the development of the college by laid down quality benchmarks and ensures they are achieved. The college acquired ISO Certification for its sustained quality initiative's.

Institutional Values and Best Practices

SSCOP's steadfast commitment in ensuring gender equity in every aspect of the college functioning is one of its uniqueness. The college undertaken a range of initiatives proactively to foster awareness of equal treatment, rights, benefits, and opportunities for students and faculty alike. In accordance with the activity plan provided

by IQAC, the women empowerment cell organizes programs addressing both professional and social concerns, nurturing a compassionate community. Inspired by the embrace of nature, SSCOP reciprocates by weaving eco-friendly practices into the fabric of its green campus. These practices include waste management, rainwater harvesting, solar energy utilization, minimal usage of paper and measures to eliminate plastic usage, all integral to the institute's dedication to environmental stewardship. Moreover, SSCOP extends this harmonious approach to society at large, sowing the seeds of environmental consciousness. The target of holistic development of students is ensured through ICT enabled learning protocols, cultural events, educational tours, hospital visits and outreach extension activities. This protocol leads to enriching the lives of students and shaping them into well-rounded individuals. To enhance fair competitiveness among students, SSCOP employs best practices such as Communication training & Mentoring System. This best practice ensures the communication levels of rural based students improving and instil confidence towards achieving a good employment, this was achieved with the one to one mentoring system. The other best practice Dengue awareness programme implemented in the surrounding community with great success in reducing the number people affected by dengue fever during the seasonal and off-seasonal rains. This best practice hailed by the local community people for its effective implementation. The college proudly state that its learning beyond the classroom initiative as its one of the distinctive functioning by shaping the mind of the future budding pharmacists in to area of research with publication/presentation of their work at various conferences. The college's commitment to pharmacy research has also led to collaborations with industry partners for cutting-edge research works. The college's dedication to advancing pharmacy research has not only benefited students, but has also solidified its position as a leader in the field.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SRI SHANMUGHA COLLEGE OF PHARMACY
Address	SANKARI-TIRUCHENGODE MAIN ROAD,PULLIPALAYAM,MORUR POST,SANKARI TALUK, SALEM DISTRICT,TAMIL NADU -637304
City	SANKARI
State	Tamil Nadu
Pin	637304
Website	www.shanmughapharmacy.edu.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	P.SURESH KUMAR	04283-359999	7373595999	-	principal.pharmacy @shanmugha.edu.in
IQAC / CIQA coordinator	C.SENTHIL KUMAR	-	8610442166	-	iqac.pharmacy@shanmugha.edu.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
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](#)	17-08-2023	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	SANKARI-TIRUCHENGODE MAIN ROAD,PULLIPALAYAM,MORUR POST,SANKARI TALUK, SALEM DISTRICT,TAMIL NADU -637304	Rural	2.5	8690

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,B Pharmacy,	48	HSC	English	100	100
UG	BPharm,Dpharm,	24	HSC	English	60	39
PG	MPharm,Pharmaceutics,PHARMACEUTICS	24	B.PHARM	English	15	3
PG	MPharm,Pharmaceutical Chemistry,PHARMACEUTICAL CHEMISTRY	24	B.PHARM	English	15	0
PG	Pharm D,Pharm D,	72	HSC	English	30	30

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	9				10				28			
Recruited	8	1	0	9	7	3	0	10	18	10	0	28
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				10
Recruited	4	6	0	10
Yet to Recruit				0

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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				21
Recruited	12	9	0	21
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.	8	1	0	3	1	0	0	0	0	13
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	4	2	0	18	10	0	34
UG	0	0	0	0	0	0	0	0	0	0

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

Part Time Teachers									
Highest 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	323	0	0	0	323
	Female	196	0	0	0	196
	Others	0	0	0	0	0
PG	Male	2	0	0	0	2
	Female	1	0	0	0	1
	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	22	13	7	6
	Female	28	5	11	10
	Others	0	1	0	0
ST	Male	2	0	0	0
	Female	6	0	0	1
	Others	0	0	0	0
OBC	Male	78	40	34	36
	Female	36	10	16	14
	Others	0	0	0	0
General	Male	0	18	19	22
	Female	0	6	13	8
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		172	93	100	97

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Sri Shanmugha College of Pharmacy is one of the colleges belonging to the Sri Shanmugha group, which comprises more than 4 institutions and has accumulated 14 years of expertise in the field of education. Sri Shanmugha College of Pharmacy is situated at Pullipalayam, Sankari, Salem, Tamilnadu. The college provides a range of programs in the area of Pharmacy at both the Undergraduate and postgraduate levels. These programs employ an interdisciplinary approach to education, hence elevating the reputation of the institution. The college implements a Credit Based Semester/year System, wherein academic activities such as theory classes, practical classes, seminars, assignments, etc. are quantified in terms of credits. The pharmacy programs at Sri Shanmugha College of Pharmacy prioritize experiential learning through internships, projects, industry visits, hospital bedside teaching, and medical camps. The undergraduate curriculum incorporates courses such as Environmental Science, which aim to tackle environmental concerns and foster a culture of ecological sustainability. The program is developed to ensure the comprehensive growth of the students, in accordance with the goals of the course. The school adheres to the entry qualification and duration standards established by the connected university for the programs/courses chosen by the students. Nevertheless, the programs have restrictions on the number of times one can enter or depart, as dictated by the regulations set by the associated university. Both undergraduate and postgraduate students must complete significant research projects that seek to address contemporary concerns and challenges in the field of Pharmacy. We promote interdisciplinary collaboration among our students across several disciplines in our consortium of institutions, including Nursing, Allied Health Sciences, Health Inspector, and Engineering, to conduct multidisciplinary research and tackle contemporary concerns and difficulties. To improve the educational environment, our goal is to transform single stream institutions into interdisciplinary Higher Education Institutions (HEIs), such as big universities and autonomous degree-awarding HEIs. This will necessitate enhancing the institutional infrastructure as required.
2. Academic bank of credits (ABC):	The Academic Bank of Credits provides

	undergraduate and postgraduate students with the opportunity to enroll in and withdraw from courses within a predetermined timeframe, offering them flexibility. Being a constituent college of The Tamilnadu DR.M.G.R Medical University, Sri Shanmugha College of Pharmacy adheres to the university's protocols and consequently faces constraints in implementing the ABC system. Nevertheless, we strongly promote and support our instructors in providing valuable input for curriculum creation and development. In addition, we aim to enhance the university's curriculum wherever feasible in order to accurately portray the institution. The ABC system offers students the chance to create a distinctive digital Academic Bank Account, which includes a unique identification number and access to the Standard Operating Procedure (SOP). The primary objective of this system is to facilitate blended learning, enabling students to accumulate credits from multiple accredited Higher Education Institutions (HEIs) as well as from SWAYAM, an online repository of courses. Our teachers are consistently encouraged to utilize learner-centric practices in terms of pedagogy. They are allowed to freely obtain supplementary books or resources that are relevant to the specified syllabi, in addition to the suggested textbooks and reference materials. In addition, our teachers are incentivized to offer additional tools and reading materials. Regarding assessments, whether they are conducted internally or externally, we fully comply with the assessment standards set by the university.
3. Skill development:	Sri Shanmugha College of Pharmacy is committed to improving the students' soft skills through various initiatives that extend beyond the regular curriculum. We have enlisted seasoned trainers and specialists in interpersonal skills to deliver training sessions to our students, empowering them to enhance their proficiency in this domain. In addition, we have implemented life skill programs for both students and staff, with the goal of improving their values and overall quality of life. At our institution, we prioritize the commemoration of significant national occasions such as Republic Day, Independence Day, Constitutional Day, Voter's Day, Environment Day, and National Integration Day. These events are crucial for fostering national integration, and we

	organize a variety of competitions during these occasions to further incentivize this significant principle. Enrollment in groups such as the Eco club and Blood donation club is mandatory for all admitted undergraduate students at our campus. These groups offer students the chance to actively participate in society and create a beneficial influence. In addition, we arrange other activities like as yoga, meditation, women's safety, self-defense, health and hygiene classes, and medical check-ups to improve the living skills and self-assurance of our students.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Sri Shanmugha College of Pharmacy, located in the culturally rich state of Tamilnadu, is a renowned institution that leads in the incorporation of Indian Knowledge Systems (IKS) into modern education. Although English is used as the main language for teaching, the institution places a high importance on preserving and promoting the local language, Tamil. This is because the college recognizes the value of Tamil in spreading knowledge and enhancing cultural understanding. Tamil Day events demonstrate the institution's dedication to honoring the linguistic and cultural variety of the region. They offer students opportunities to display the abundance of Tamil language, literature, and legacy. The college's commitment to IKS extends beyond language to include ancient Indian healing methods, specifically Ayurveda. Acting as a bridge between traditional wisdom and contemporary medicinal expertise. This pragmatic implementation not only conserves customary therapeutic methodologies but also emphasizes the possible harmonies between ancient sagacity and contemporary healthcare. The college is introducing Yoga classes as part of its comprehensive strategy. The inclusion of Yoga is in accordance with the comprehensive principles of Indian wisdom, highlighting the importance of both physical and mental well-being as essential elements of a well-rounded education. The institution's focus on local language, traditional rituals, and cultural festivities demonstrates a holistic educational perspective that goes beyond traditional limits. The dedication to spreading Indian knowledge goes beyond only theory and is seen in the creation of herbal medicines and the smooth incorporation of Ayurvedic concepts into contemporary medicinal techniques. Essentially, the

	college presents itself as an exemplary institution, effortlessly combining traditional and modern elements. The college makes a substantial contribution to the greater national purpose of reviving and promoting Indian Knowledge Systems through strategic programs that involve preserving language, celebrating culture, and combining Ayurveda with modern pharmacological procedures. By doing this, the institution promotes both the advancement of education and research, as well as cultivates a profound cultural comprehension in its students. This prepares them to effectively navigate the modern world with a strong sense of identity and a genuine appreciation for the enduring wisdom found in Indian knowledge.
5. Focus on Outcome based education (OBE):	Our syllabi incorporate skill-based courses, job-seeking courses, and project work to ensure that our education is outcome-oriented. The College employs Outcome Based Education (OBE) in the field of Pharmacy to ensure that instruction is in line with the requirements of the industry, hospitals, corporations, and society. This method not only provides students with topic knowledge but also places emphasis on developing soft skills, enabling them to effectively meet the demands of the healthcare system. Workshops and faculty development programs specifically designed for Outcome-based Education (OBE) will be arranged, utilizing suitable educational resources. Our academic members, who are excellent researchers in their respective professions, also excel as motivating educators. They are completely connected with the main objective of Sri Shanmugha College of Pharmacy, which is to empower future generations. They demonstrate this dedication via their distinctive teaching style, which focuses on putting students at the center and using a transformative strategy that is in line with the desired educational results.
6. Distance education/online education:	The college exclusively provides conventional on-site programs and does not provide any online or remote learning courses. Over the course of its existence, it has undergone several changes in teaching approaches. In the past, the prevalent pedagogical method was the 'chalk and talk' approach. Nevertheless, progress in science and technology has completely revolutionized the education sector, turning it into a digitalized environment. Our college

strongly promotes the integration of ICT into the teaching and learning process. The college administration continually improves its infrastructure and information and communication technology (ICT) facilities to properly meet the present demands. The period following the COVID-19 pandemic has resulted in a significant increase in the use of several virtual platforms for educational purposes. Both educators and learners have acquired expertise in utilizing various digital tools. During the epidemic, the institution optimized blended learning by integrating online tests, quizzes, webinars, assignments, and traditional in-person sessions. The objective of this strategy was to integrate multiple modalities to provide a thorough and all-encompassing learning experience.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The electoral literacy group is currently functioning in our college, with full student engagement. The ELC serves as the collegiate student union, acting as an elected entity that represents the students. The college student union elections are conducted on a yearly basis, in accordance with the regulations established by the institution as outlined in the Lyngdoh committee report. These elections are a small-scale representation of the national elections, demonstrating the democratic process. The group arranges several programs and activities to acquaint students with the political process, encompassing registration and voting.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The college has designated faculty members as coordinators and elected student representatives as members of the college students union, which is referred to as the ELC. 1. Chairman 2. Deputy chairman 3. Apply for the position of secretary 4. Undergraduate University Union Councilor 5. Postgraduate University Union Council 6. Secretary of Fine Arts The college principal will serve as the convener of the committee, while the senior faculty members will act as the nodal officers and returning officers. The primary role of the ELC is to coordinate a diverse range of activities and awareness programs for the pupils.

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.	Annually, the student union organizes a variety of initiatives with the purpose of enlightening students about their rights and motivating them to actively participate in the nation's democratic process. The electoral club organizes a sequence of educational presentations highlighting the importance of our constitutional rights and the worth of democracy. The student union (ELC) has been actively involved in organizing various actions to advocate for the voting rights of both students and the broader public.
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.	Although no projects were initiated within the institution specifically for this purpose, our English Language Center, in collaboration with the student union, organizes awareness campaigns targeting both the public and students.
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 ELC regularly hosts professional lectures to raise awareness about the significance of voting.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
405	353	252	148	37

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: 26

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
26	22	19	12	8

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
417.02	190.64	184.79	138.74	94.54

File Description	Document
Upload Supporting Document	[View Document](#)

19-03-2025 09:40:42

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:

Sri Shanmugha College of Pharmacy received approval from Government of Tamil Nadu and the Pharmacy Council of India (PCI), New Delhi. Institution is affiliated to The Tamil Nadu DR.M.G.R. Medical University, Chennai. The University's syllabus, program structure, and academic rules are followed by the institution. The course material and assessment methods for the B. Pharm have been approved by PCI, the regulatory authority, and are carried out in compliance with university policies. The curriculum is organized semester-wise for B. Pharmacy.

To effectively administer and deliver the curriculum and foster the development of students who are professionally and socially engaged, employable, inventive, and research-oriented, the institution uses an Outcome-Based Education (OBE) process that is well-organized.

Pre-Planning:

1. The faculty requirements for each course are the basis for the institution's creation of class-specific schedules.

2. The distribution of teaching periods and the creation of lesson plans tailored to each course are decided.

3. The institution creates institutional committees to supervise different departments' operations.

Implementation

1. The institution displays class timetables for each program in every classroom
2. A variety of instructional modalities and techniques, such as ICT-enhanced teaching, are used to guarantee efficient content delivery.
3. The punctuality of the academic calendar, as attested to by the lesson plans and attendance records that are routinely sent in to the principal.
4. Regular evaluations of student performance are conducted internally and through assignments, tests, and class discussions. Instructors provide remedial coaching lessons to help students who are learning more slowly.
5. Practical sessions emphasize practical experience and involve ongoing evaluation of lab data and performance.
6. The syllabus is completed on time, guaranteeing a sample of time for revision.
7. Invitations to guest lectures, seminars, workshops, conferences, and Value-Add-On Course

Program are extended to respected academicians and industry professionals.

Continuous Internal Assessment:

The institution's Examination Committee oversees internal exams by following the academic calendar and ensuring proper evaluation. The CCTV camera should be fixed and full session of the examination should be recorded. The recording data of the examination should be sent to the University after completing the full session of the examination, so as to use it by the University as and when it is needed.

Preservation of exam materials for inspections by The Tamil Nadu DR.M.G.R. Medical University and PCI is ensured. Continuous internal assessment criteria include attendance, academic activities, and student-teacher interaction, alongside written examinations.

Continuous internal evaluation ensures standardized and transparent assessment, facilitating students in achieving the necessary credits for promotion to the next semester. The institution strives for academic excellence and professional competency through effective curriculum planning and implementation, aligning with the guidelines of PCI and The Tamil Nadu DR.M.G.R. Medical University.

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: 23

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: 67.53

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

2022-23	2021-22	2020-21	2019-20	2018-19
329	163	211	104	0

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:

With the aim of fostering professional ethics in pharmaceutical science students, the Institute has implemented a course dedicated to professional ethics and human values. This program covers essential topics such as fundamental rights, civic responsibilities, expert knowledge in pharmacy, the roles & services provided by pharmaceutical associations, the constitution of Sri Shanmugha College of Pharmacy.

1. Gender Equity:

Numerous programs are organized for female students, including events such as Women's Day celebrations, awareness sessions on menstrual hygiene, and demonstrations on menstrual cup usage, self-defence programs & medical camps. The Woman Anti-Harassment Committee and the Internal Complaint Committee arrange initiatives focused on Women Empowerment & Women's Rights. The Sri Shanmugha College of Pharmacy actively engages in extension activities, addressing gender issues through events. In the undergraduate program, courses such as Social & Preventive Pharmacy, Regulatory Affairs explains about Oral contraceptive methods for both genders, prescribing guidelines for Pregnant & Lactating women, Menstrual hygiene, Breast cancer, Endocrine disorders, Sexual disorders. To enhance physical & emotional well-being, classes on yoga & sports are incorporated. The Women's Grievance & Redressal Cell records & addresses any complaints that may arise.

2. Professional ethics and human values:

The academic curriculum incorporates subjects such as Pharmaceutical Jurisprudence, Biochemistry, Pathophysiology, Quality Assurance, Social & Preventive Pharmacy, with the goal of clarifying the laws & operational procedures related to human health. Furthermore, courses like Screening Techniques provide insights into regulatory guidelines for conducting experiments involving animals. The Communication Skills Course illuminates the pharmacist's role in society. To nurture a scientific approach & social awareness among students, the college collaborates with non-governmental organizations or government bodies to organize lectures, quizzes, essays, & various activities. The college takes the initiative in conducting diverse social activities including programs focused on Health & Hygiene awareness, medical check-up camps, AIDS awareness, Voter's awareness, Road safety campaigns, Blood donation camps.

3. Environment and Sustainability:

Students are introduced to the richness of plant & animal life through a variety of courses, emphasizing the importance of nature conservation. Within the undergraduate program, courses in the field of Pharmacognosy guide students to recognize nature as a vital source of medicine & instill an understanding of the significance of preserving herbal plants. The SSCOP organizes diverse environmental programs, encompassing activities such as tree plantation, village cleanliness drives, soak pits excavation, plastic-free initiatives. The college has taken proactive measures by participating in the Swachh Bharat & Tree Plantation programs initiated by the Indian Government.

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: 76.79

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

Response: 311

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](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 92.83

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

2022-23	2021-22	2020-21	2019-20	2018-19
93	100	97	100	37

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	100	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: 94.03

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

2022-23	2021-22	2020-21	2019-20	2018-19
69	68	67	68	27

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

2022-23	2021-22	2020-21	2019-20	2018-19
69	69	69	69	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: 15.58

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:

In the contemporary educational landscape, student-centric methods such as experiential learning, participative learning, and problem-solving methodologies play a crucial role in enhancing learning experiences. These methods shift the focus from traditional teacher-centered instruction to a more engaging and interactive approach that places students at the center of the learning process. This criterion emphasizes the importance of these methods and the use of ICT-enabled tools to foster an effective teaching-learning environment.

Experiential Learning

Experiential learning involves learning through direct experience, encouraging students to apply theoretical knowledge in practical scenarios. This approach includes laboratory work. By engaging in these hands-on experiences, students can better understand and retain complex concepts. For example, in a pharmaceutical course, students might conduct experiments in a lab setting, allowing them to witness firsthand the principles they have learned in lectures. This method not only enhances comprehension but also cultivates critical thinking and problem-solving skills, as students must analyze data, draw conclusions, and troubleshoot issues during their experiments.

Participative Learning

Participative learning emphasizes active involvement and collaboration among students. It includes peer teaching and interactive seminars. This approach helps to create a sense of community within the classroom and encourages students to share their perspectives and learn from one another. For instance, in a Pharmacological course, students might work together to analyze a piece of text, each bringing their unique viewpoint in the presentation. This effort not only deepens their understanding of the material but also improves their communication skills. Furthermore, participative learning can be facilitated through technology, such as ICT tools through power-point presentation, making it adaptable new technological learning environments.

Problem-Solving Methodologies

Problem-solving methodologies focus on developing students' ability to address and resolve complex issues. This approach includes case studies, project-based learning, design thinking, and critical incident analysis. By engaging in these activities, students learn to approach problems methodically through group discussion, considering various factors and potential solutions. For example, in a Pharmaceutical and Pharmacy practice course, students might analyze a real-world scenario facing a significant challenge, developing, and presenting strategic solutions. This type of learning not only reinforces theoretical knowledge but also prepares students for real-world applications, enhancing their analytical and decision-making skills.

ICT-Enabled Tools and Online Resources

In addition to these student-centric methods, the integration of ICT-enabled tools and online resources is essential for an effective teaching-learning process. ICT tools, such as Blackboard, educational software, virtual classrooms, and whiteboards, provide diverse ways to engage students and facilitate learning. These tools offer access to a vast array of resources, enable remote learning, and support personalized learning experiences. For example, multimedia presentations, quizzes, and discussion boards, allowing

students to learn at their own pace and style.

Online resources, including e-books, online journals, educational websites, webinars, and Massive Open Online Courses (MOOCs), further enrich the learning experience. These resources offer flexibility, enabling students to access up-to-date information and learn from experts worldwide.

File Description	Document
Upload 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**

2022-23	2021-22	2020-21	2019-20	2018-19
26	22	19	12	8

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: 10.34

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	2	2	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 examination committee of the institution, which consists of the Principal, the College Examination Officer, and the examination in-charge, takes charge of organising, arranging, and carrying out the internal exams for the B.Pharm program. The assessment procedure follows the syllabus that The Tamil Nadu Dr. M.G.R. Medical University in Chennai set forth. At the start of every semester, this committee is essential to the organisation of internal evaluation schedules. Their primary duty is to create these tests in a way that strictly adheres to the course framework and follows the prearranged schedule. Those in charge of exams must ensure that assessments are accurate and consistent in order to support a seamless and well-structured learning environment. The committee ensures that academics and students gain from a systematic approach through careful planning and attentive oversight.

Scheme of Student Assessment:

An essential component of student evaluation is the internal and external assessment phases. The institution strictly abides by the assessment standards established by the Pharmacy Council of India (PCI) and the affiliating university (The Tamil Nadu Dr. M.G.R. Medical University in Chennai). For internal assessment, the theory component of the B.Pharm (UG) program is worth 25 marks, whereas the practical component is worth 15 marks. Students pursuing a B.Pharm often take two internal exams in addition to a supplementary make-up test. The assessment systems are designed to closely follow the highest possible standards, enabling a full evaluation of students' knowledge and abilities, and equipping

them with all the resources necessary to meet the expectations of the pharmaceutical field.

Mechanism for Ensuring Enhanced Transparency in Internal Assessment:

Students receive comprehensive details regarding both sessional and continuous exams, including frequency of assessments, question paper formats, and allocation of marks. At least ten days prior to the assessment, the exam committee generates and displays the sessional/continuous assessment (CA) examination schedule on the notice board. Groups of invigilators are assigned to oversee the tests, and CCTV cameras are used to watch the classrooms.

The Heads of Departments (HODs) and the examination committee make sure that evaluations are carried out in compliance with the policies of the university. Internal exams are handled by subject teachers, and additionally distribute the evaluated answers sheets to the students and notify them of their grades following. The mode and frequency rules established by the university for internal assessments have been adhered to by the examination committee.

Written exams as well as ongoing evaluations like writing assignments and taking seminars are part of the B.Pharm semester examinations. The institute also includes tasks related to herbarium production, model/chart preparation, and presentations in its activity-based ongoing assessments. Because of this, the examination committee follows the academic timetable, schedules exams appropriately, and notifies the university of internal marks on time. Throughout the examination and evaluation procedures, students are provided with clear and concise information as well as performance comments.

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 Outcomes (COs) and Program Outcomes (POs) Overview

Course Outcomes (COs):

The college is committed to ensuring that both educators and students have a clear understanding of the learning objectives for each course through a structured approach to disseminating this information. To facilitate comprehensive awareness, the institution employs a multi-faceted strategy:

1. Syllabus and Learning Outcomes Accessibility:

Hard copies of syllabi and learning outcomes are readily available within each department. These documents outline specific course goals, making them easily accessible for both students and faculty.

2. Visible Displays:

Program and course learning outcomes are prominently displayed on walls outside each department. This visual reference serves as a constant reminder of the learning objectives, aiding in maintaining focus and alignment throughout the academic term.

3. Online Availability:

Soft copies of the program curricula and learning objectives are maintained on the institution's website. This online repository ensures that students and educators can access up-to-date information conveniently, supporting greater transparency and ease of reference.

4. Active Engagement:

The significance of learning outcomes is a recurring topic in Internal Quality Assurance Cell (IQAC) and college committee meetings. These discussions help to integrate COs into the academic culture and keep educators informed about their relevance.

Tutorial sessions play a crucial role in reinforcing COs among students. These sessions are designed to actively engage students with the learning objectives, ensuring they comprehend and internalize the goals set forth for their courses.

Program Outcomes (POs):

The Program Outcomes (POs) delineate the critical competencies and knowledge areas that students are expected to master by the end of their pharmacy program. These outcomes ensure that graduates are well-equipped to meet the demands of the pharmacy profession and contribute effectively to society. Program outcomes are specific goals or competencies that a program aims to achieve by the end of a course or training. They articulate what students should know, be able to do, and value upon completion. These outcomes often include mastering technical skills, applying knowledge in practical scenarios, and demonstrating critical thinking and problem-solving abilities. They ensure that the program delivers on its educational promises and provides a framework for assessment and improvement. Clear program outcomes help align curriculum design with industry standards and student needs, ultimately guiding learners toward successful careers and professional growthThe POs are outlined as follows:

1. Pharmacy Knowledge

2. Planning Abilities

3. Problem Analysis

4. Modern Tool Usage

5. Leadership Skills

6. Professional Identity

7. Pharmaceutical Ethics

8. Communication

9. The Pharmacist and Society

10. Environment and Sustainability

11. **Life-long Learning**

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The college has adopted a comprehensive evaluation strategy at assess in line with the recommendations of Curriculum Development Council (CDC) to effectively evaluate the attainment of Program Outcomes (POs), and Course Outcomes (COs). The strategy involves the results of end semester university results for both Programme outcomes (PO's) and course outcomes (CO's).

The evaluation attainment achieved based on percentage of students become eligible to receive B. Pharm. Degree from the affiliating university as against the number students appeared for the examinations for programme outcomes. It is evaluated and presented in Level 3, 2, 1 and 0 with level 3 being highest.

The evaluation of attainment of course outcomes evaluated based on marks scored by students in each course individually. The evaluation of attainment involves percentage of students scored certain marks in an individual course as given underneath. The evaluation of course outcomes are also evaluated and presented in Level 3, 2, 1 and 0 as like programme outcomes.

 The end semester university marks for a particular course includes both internal mark and external marks. The internal mark accounting for 25 marks through continuous assessment through the entire semester and external mark accounting for 75 marks through end semester examinations.

CIA, accounting for 25% of the total marks, involves a variety of assessment tools like internal examinations, assignments, seminars, discussions and attendance percentage. The end semester external examination, conducted by the affiliating university which constituting 75% of the total marks, assesses students' overall achievement of course offered.

Evaluation of Programme Outcomes:

1. Attainment Level 3: The pass percentage of programme is above 80%
2. Attainment Level 2: The pass percentage of programme is above 75%
3. Attainment Level 1: The pass percentage of programme is above 70%
4. Attainment Level 0: The pass percentage of programme is less than 70%

Evaluation of Course Outcomes:

1. Attainment Level 3: If >50% students scoring 60% and more marks in a course
2. Attainment Level 2: If >45% students scoring 60% and more marks in a course
3. Attainment Level 1: If >40% students scoring 60% and more marks in a course
4. Attainment Level 0: If <40% students scoring 60% and more marks in a course

The attainment levels are discussed and approved by the CDC. Higher attainment levels indicate better performance. SSCOP achieves level 3 in PO's for the 2 passed out batches. The SSCOP achieve above 85% of courses attained level 3 in the evaluation. After each academic year, the college meticulously analyzes student performance data to determine the attainment level of POs and COs.

The attainment levels are discussed in the CDC meeting and recommendations were given to achieve near 100% attainment levels in all courses offered. By implementing these recommendations, the college aims to further solidify its outcomes-based education framework and elevate student learning. This comprehensive assessment strategy ensures that graduates possess the necessary knowledge, skills, and attitudes to excel in their chosen fields and contribute meaningfully to society.

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: 83.78

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

2022-23	2021-22	2020-21	2019-20	2018-19
69	24	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**

2022-23	2021-22	2020-21	2019-20	2018-19
82	29	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: 3.96

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

The Institution has emerged as a beacon of innovation, fostering an ecosystem that thrives on creativity, collaboration, and knowledge transfer. With a steadfast commitment to pushing the boundaries of discovery, it has implemented a series of strategic initiatives aimed at not only generating ground breaking ideas but also ensuring their effective dissemination and application in the real world.

At the heart of this dynamic ecosystem lies a robust framework for innovation, meticulously designed to catalyse the inventive prowess of its faculty, researchers, and students. One of the cornerstones of this framework is its comprehensive support for intellectual property creation, exemplified by a prolific record of patents filed and research findings published. Through strategic partnerships with industry leaders and government agencies, the Institution has cultivated an environment where novel ideas are not just conceptualized but also translated into tangible assets with commercial potential.

Furthermore, the Institution recognizes that the journey from innovation to impact often requires a multidisciplinary approach, leveraging insights from disparate fields to address complex challenges.

Central to the Institution's innovation ecosystem is a relentless focus on knowledge transfer, recognizing that the true value of research lies not just in its creation but also in its application for the betterment of society. Through targeted outreach programs, technology transfer offices, and industry partnerships, the Institution actively facilitates the dissemination of its intellectual assets, ensuring that they reach those who can benefit from them the most. Whether through licensing agreements, collaborative research projects, the Institution remains steadfast in its mission to maximize the societal impact of its innovations, catalyzing positive change on a global scale.

The institution has conducted various innovation & research-related conferences. The institution has a research committee for the promotion of innovation, through the research committee the institution has published patents and research papers. And also our institution has provided various incentives for faculties to promote research. The institution has the Vidwan IDs for the promotion of Research.

In conclusion, the Institution's ecosystem for innovation stands as a testament to its unwavering commitment to pushing the frontiers of knowledge and driving meaningful change in the world. By fostering a culture of creativity, collaboration, and knowledge transfer, it has created a fertile ground for groundbreaking discoveries to flourish, empowering innovators to shape a brighter future for generations to come.

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: 48

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

2022-23	2021-22	2020-21	2019-20	2018-19
22	13	03	09	01

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: 0.69

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	03	01	03	00

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: 0.08

3.3.2.1 **Total number of books and chapters in edited volumes/books published and papers in**

national/ international conference proceedings year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2	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:

Over the past five years, the Institution has been deeply committed to fostering a sense of social responsibility and civic engagement among its students through a myriad of extension activities conducted in the neighboring communities. These initiatives are not merely extracurricular add-ons but integral components of the Institution's holistic approach to education, aimed at nurturing well-rounded individuals who are not only academically proficient but also socially conscious and empathetic citizens.

One of the flagship programs in this regard is the Community Outreach Program, which sees students from various disciplines actively engaging with local communities to address pressing social issues. Through a combination of service-learning projects, volunteerism, and community-based research, students have been sensitized to the myriad challenges facing marginalized populations, from poverty and illiteracy to healthcare disparities and environmental degradation. For example, program such as Plastic and waste collection drive, food donation drive, self-defense training program, Nilavembu kudineer donation – covid 19 ect, has been conducted.

By immersing themselves in the realities of community life, students gain a deeper understanding of the root causes of social inequities and develop a heightened sense of empathy and compassion towards those affected.

In addition to direct community engagement activities, the Institution also organizes a range of awareness campaigns, workshops, and seminars aimed at sensitizing students to a wide range of social issues, from gender equality and human rights to climate change and sustainable development. By providing platforms for dialogue, critical reflection, and action-oriented learning, these initiatives empower students to become agents of change, equipped with the knowledge, skills, and motivation to effect positive societal transformations.

The impact of these extension activities on students' holistic development has been profound and far-reaching. Beyond academic achievement, students involved in community outreach report increased levels of empathy, social awareness, and civic responsibility. They develop a deeper appreciation for diversity, cultural sensitivity, and ethical leadership, qualities that are invaluable in todays interconnected and rapidly changing world. Moreover, many students find these experiences personally transformative, shaping their career aspirations, values, and sense of purpose in profound ways.

In conclusion, the Institution's extension activities in the neighboring communities have played a pivotal role in nurturing students' holistic development and fostering a culture of social responsibility and civic engagement. By sensitizing students to pressing social issues, providing opportunities for meaningful community engagement, and empowering them to become agents of change, the Institution is not only shaping the leaders of tomorrow but also making a meaningful difference in the lives of individuals and communities today.

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

3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

The Institution's dedication to extension activities and community engagement has garnered significant recognition from government-recognized bodies over the years. These awards and accolades serve as testament to the Institution's unwavering commitment to social responsibility and its impactful contributions to community development and welfare.

The Institution has also been honored by regional and local government bodies for its outstanding extension activities. Our recent initiatives, includes blood donation camp, eye check-up program, menstrual hygiene, and nutrition.

Blood donation camp organized in collaboration with regional health organizations, was a tremendous success. We mobilized a dedicated team of volunteers and medical professionals, resulting in the collection of over past 3 years. This contribution is crucial for maintaining an adequate supply in local

hospitals and emergency services, ultimately saving numerous lives.

The eye check-up program was another cornerstone of our health initiatives. By offering free eye examinations and consultations, we provided essential vision care to individuals. Many participants were diagnosed with conditions that required follow-up treatment, and we facilitated their access to appropriate care, thereby improving their quality of life and addressing critical vision issues.

Our workshops on menstrual hygiene and nutrition were designed to educate and empower community members, particularly women and young girls. Through these sessions, we provided vital information on managing menstrual health, understanding the importance of hygiene, and making informed dietary choices. These educational efforts are instrumental in promoting long-term health and preventing avoidable health issues.

The Institution's extension activities have been recognized by statutory bodies responsible for overseeing higher education and social welfare programs. Beyond formal awards and recognitions, the Institution's extension activities have earned praise and support from elected representatives and policymakers at all levels of government. Through advocacy and lobbying efforts, the Institution has successfully raised awareness about key social issues and influenced policy decisions aimed at promoting equity, justice, and human dignity. These endorsements underscore the Institution's credibility as a trusted partner in the pursuit of social justice and inclusive development, positioning it as a key stakeholder in shaping public policy and fostering social change.

In conclusion, the Institution's receipt of awards and recognitions for its extension activities from various non-government organizations underscores its leadership and excellence in community engagement. These accolades validate the Institution's impact and effectiveness in addressing social challenges, while also strengthening its partnerships with key stakeholders and enhancing its reputation as a driver of positive change. Moving forward, the Institution remains committed to upholding its ethos of social responsibility and making meaningful contributions to the well-being of communities across the nation.

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: 60

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

2022-23	2021-22	2020-21	2019-20	2018-19
19	18	08	07	08

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: 5

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:

Sri Shanmugha College of Pharmacy (SSCOP), established in 2017, has become a leading educational institution for pharmacy at Sankari, Salem. SSCOP laid the foundation for the academy and the first batch of students were admitted i.e., B. Pharm, M. Pharm and Pharm.D. SSCOP is approved by the Pharmacy Council of India and is affiliated with the Tamilnadu Dr MGR Medical University. The goal is to establish a prestigious pharmacy institution known for its exceptional academic standards, groundbreaking research, and impactful contributions to healthcare via advanced technology.

Classrooms: SSCOP has 11 spacious, well-ventilated and natural lighting mode classrooms with a measurement of 85 sq.m approximately. Each room can accommodate hundred students. B. Pharm all classrooms are equipped with ceiling-mounted LCD projectors facilitate innovative learning.

Laboratories: SSCOP has 23 laboratories with well-equipped sophisticated instruments like ultrasonic probe sonicator, FTIR, UV, and HPLC, which enable budding pharmacists to practically understand the fundamentals of the theory through numerous experiments.

Seminar Halls: The institute has a well-furnished adequately spacious seminar hall for hosting seminars, workshops, FDPs, and guest lectures with a seating capacity of 200 students. The hall is well-equipped with a projector, audio system and air conditioning system.

Transport Facility: SSCOP has a transport facility for students and faculty members within the vicinity of around seventy kilometres.

Library: SSCOP has a library that plays a vital role in providing resources that enhance the knowledge of the faculty and students. It is with an area of 193 sq.m, and equipped with digital library facilities. It has a seating capacity of 100 persons and specialized collections of more than 4192 books, journals & other resources in e-books, e-Journals, e-Books, Databases, back volumes etc., in addition to magazines, newspapers etc. Central Library is using Autolib software for semi-automation and has implemented with book issue, return and renewal facilities are available at all working days 9am to 5pm.

Sports Facilities: SSCOP has adequate sports facilities for games. SSCOP is well equipped with a gymnasium, chess as part of indoor games. It has an open badminton court and playgrounds to play various sports activities.

Hostel Facilities: Hostels are provided for boys and girls with good facilities. A peaceful atmosphere is maintained in both the hostels. Both the hostel has a big dining hall. RO-treated drinking water dispensers are available at all blocks of the institution and all hostels.

Other Facilities: SSCOP has other facilities Yoga hall, Placement cell, Alumni Council and store rooms are available. The institute has provided transport facility and large parking area that can hold both two and four wheelers. Additionally, CCTV cameras have been placed in all parking areas, classrooms, and labs. Institute has the following medical facilities such as first aid boxes are available at each laboratory, medical centre facility and 24×7 emergency ambulance service is available on SSCOP. The entire campus is connected with a high-speed internet infrastructure, allowing all the employees and students access to the internet.

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: 29.42

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

2022-23	2021-22	2020-21	2019-20	2018-19
129.21	33.09	60.69	41.92	36.90

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The college library is fully automated in the Autolib system initiated in 2018, operating within a Windows environment. Its powerful search engine efficiently locates the status and whereabouts of books within the library, displaying comprehensive information on available titles and borrower statuses. A digital library is a collection of digital resources like e-books and e-journals that are accessible through 10 computers and a printer readily available for students can utilize the library's resources. The library also benefits from a substantial internet bandwidth of 150 Mbps, facilitating swift access to online resources. Furthermore, the institution houses an institutional repository containing student project reports, Tamil Nadu Dr. M.G.R. Medical University's previous year's question banks, and faculty publications, enriching the academic environment. The Institutional Repository serves as a valuable resource for students and faculty alike, providing easy access to a wealth of academic materials. This comprehensive collection enhances research opportunities and supports the academic growth of the institution's community. To enhance e-learning endeavours, the library employs the National Digital Library (NDL) as its content management system. The NDL provides a vast collection of e-resources, ensuring students can access a wide range of materials for their academic pursuits. Technology integration has greatly improved library services' efficiency and effectiveness, ultimately benefiting the entire academic community. The integration of technology has greatly improved the efficiency and effectiveness of library services, ultimately benefiting the entire academic community by expanding access to information and resources.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

The institution regularly upgrades its Wi-Fi and IT infrastructure. Describe the IT facilities, such as the Wi-Fi, along with the type and date of updates.

1. The institution has 150 PCs in total, all of which are connected to a large cable network and LAN technology.

2. Each department now has access to computer resources, along with peripherals like UPSs, printers, and scanners that are all connected to LANs and WiFi networks. There are over ten printers, scanners, and UPS units in the institute.

3. The library has ten computers available for students to use for projects, research projects, co-curricular activities, and other purposes. These computers allow students to access the internet and different subscribed databases.

4. Classrooms, labs, and seminar halls are outfitted with computers, internet connections, routers, LCD projectors, public address systems, UPSs, and other equipment to greatly enhance the effectiveness of the teaching-learning process.

5. There is open Wi-Fi available (Router) across the campus with 150 MBPS can access the internet for the faculty member and student can access internet anywhere on campus.

6. Personal laptops, webcams, and headsets are given to every faculty member. Internet access is available in the principal's office, administrative office, admission cell, and placement department.

7. The campus has a continuous power supply that allows for unhindered internet connection.

8. Regular updates are kept up to date using WSUS (Windows Server Update Service), and cloud portal is used to update firewalls and antivirus software.

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

4.3.2

Student – Computer ratio (Data for the latest completed academic year)

Response: 4.13

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

Response: 98

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: 23.62

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

2022-23	2021-22	2020-21	2019-20	2018-19
86.78	52.51	47.90	30.49	24.62

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: 85.19

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

2022-23	2021-22	2020-21	2019-20	2018-19
357	307	208	116	30

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: C. 2 of the above

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

5.1.3

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

Response: 70.29

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

2022-23	2021-22	2020-21	2019-20	2018-19
405	212	89	103	31

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: C. 2 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](#)

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: 88.17

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

2022-23	2021-22	2020-21	2019-20	2018-19
58	24	0	0	0

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

2022-23	2021-22	2020-21	2019-20	2018-19
69	24	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: 0

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

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

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: 14

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	0	0	0	0

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](#)

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: 5.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	8	0	6	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:

The strength of a robust alumni network is demonstrated by Sri Shanmugha College of Pharmacy, which emphasizes the importance of alumni engagement in the development and success of educational institutions. In order to create a feeling of community and a mutual dedication to the advancement of the college, the institution places a great priority on keeping a strong relationship with its alumni.

Registered Alumni Association:
The Registered "Sri Shanmugha College of Pharmacy Alumni Association" is the focal point of alumni participation. This organization provides a vibrant forum for alums to maintain relationships with both the university and one another. The association, which was established on the tenets of friendship and shared experiences, has grown to be essential to the institution's ongoing growth.

Contributions to Institutional Development:
The Alumni Association's strong participation in the advancement of the college is one of its most notable qualities. With financial assistance and other services, alumni many of whom have achieved great success in their professional careers contribute greatly. They actively participate in programs that improve the

educational experience for current students, going above and beyond the typical duties of networking and mentoring.

Alumni financial donations books for library. This charitable spirit guarantees that the college will always be at the forefront of pharmaceutical education and will provide its students with state-of-the-art resources. The alumni's dedication to give back to their university is a reflection of their gratitude for the education they got and their wish to see the success of upcoming generations of pharmacy professionals.

Mentorship Programs:
The Alumni Association plays a crucial role in promoting mentorship initiatives that establish connections between accomplished alumni and present students. These mentorship programs offer students career coaching, insightful perspectives into the working world, and guidance on overcoming obstacles in the pharmaceutical sector. By utilizing their varied experiences, the former students act as inspiration for the upcoming cohort of pharmacists and healthcare practitioners.

Networking Opportunities:
In order to provide alumni, students, and professors with networking opportunities, the association actively plans events and get-togethers. These gatherings provide forums for professional cooperation, idea sharing, and

partnership building within the pharmaceutical and healthcare industries. Alumni's diverse backgrounds add to the scholarly discourse and the investigation of cutting-edge approaches in the discipline.

Alumni Success Stories:
The college frequently shares success stories via a variety of media in order to celebrate the accomplishments of its former students. These success stories demonstrate the institution's influence on the professional scene in addition to serving as an inspiration for present students. Living references to the high calibre of instruction and preparation the college offers are the numerous achievements of its alumni in the fields of research, business leadership, and entrepreneurship.

An important component of the success of our college is our Alumni Association. The college's ongoing development is aided by the active involvement of alumni in a variety of capacities, which also strengthens the sense of community and pride among its graduates. The association's continued expansion guarantees that the relationships made at the college persist after graduation, establishing a tradition of quality in pharmaceutical education.

File Description	Document
Upload 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:

Perspective Governance

The Governing Council (GC) is an integral part that guides the institution towards academic excellence through a holistic approach. Institutional governance reflects effective leadership consistent with vision and mission statements. The policies established by the institute ensure the integrity and efficiency of management and administration. The institute believes in shared governance and participatory decision making. This reflects the decentralization of its activities and the delegation of necessary powers and responsibilities. Such delegations follow a systematic organizational structure with clearly defined tasks. It monitors the performance of the institute and supports decision-making processes such as

- Propose dynamic plans based on the data of the previous year.

- Identify key indicators to improve overall performance.

- Mechanism to improve faculty skills according to recent trends.

- Exploring internship activities and action plans to improve student employability.

Sri Shanmugha College of Pharmacy (SSCOP) encourages inclusive leadership by involving faculty in decision making. Thus, various verticals have been formulated to ensure efficient functioning of the institute. Each branch has independent managers who take decisions according to institute policy and regulatory requirements in collaboration with the Director/Management. The Committees are as follows.

Governing council,

- IIC Committee,
- Anti-Ragging Committee,
- Research Advisory Board,
- Disciplinary Committee,
- Women Empowerment Committee,
- Library Committee.
- Hostel Committee,
- Extracurricular Committee,
- Placement Committee,
- Alumni Committee,

- Grievance Committee.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Perspective plans

IQAC prepares a 360-degree perspective plan that considers the important factors are structure, mechanisms and stakeholders within the system and their operational capacity, creativity, cooperation between them, trust and continuity of activity with other initiatives. The aim is to ensure quality and adopt a culture of excellence and focus on time-bound goals for academic, administrative, research and development activities. The entire process is based on a participatory approach, where faculty and other stakeholders are involved in the formulation of plans and their effective implementation.

IQAC is preparing a strategic plan that takes into account the important factors. The strategic goals of the department have shaped the strategies, sub-strategies and the path to their implementation. Each strategy was discussed and sub-strategies were decided to the implementation plan. In the implementation plan, all the details, such as the budget, required resources and managers responsible for implementation were prepared according to the schedule. This implementation is managed by a separate institution head.

The strategic development plan emphasizes evaluation measures, monitoring team and potential deviations over a period of time. The evaluation components for each stakeholder are clearly defined and the periodicity of performance evaluation. The final draft of the document was discussed with the governing council and after its detailed review, suggestions were taken into account to promote its effective implementation.

The goal is to ensure quality and adopt a culture of excellence, as well as focus on time-bound goals for academic, administrative, research and development activities. The entire process is based on a participatory approach, where faculty and other stakeholders are involved in the formulation of plans and their effective implementation.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Performance appraisals examine an employee's past achievements and shortcomings, strengths and weaknesses, and appropriateness for advancement or additional development. As a result, mentoring and training are needed as needed. Regarding the evaluation of teacher performance, normal norms are followed. The ecosystem of the institution is data-driven, transparent, and cooperative. Important factors

are the employee's engagement with technical specialists and their API score in connection to the job description. For non-teaching staff, only the matrix outlined in the job description is taken into account. The purpose of this system is to support the professional growth and promotion of personnel. Academic credentials, reviews from colleagues and students, research projects and training, research projects and consulting, participation in conferences, seminars, symposiums, and workshops, quantity of publications, products, and patents, and communication abilities are employed to assess the performance of instructional staff. Evaluation criteria for teaching innovations/contributions include contributions to curriculum design, instructional strategies, lab experiments, assessment techniques, resource material preparation (books and reading materials), lab manuals, remedial instruction, and student counseling. Non-teaching employees are assessed according to their educational background, professional background, designated role, deliverables, and goals.

Leadership attributes, contributions to the university/school/department/function,

extracurricular activities, enrichment of campus life (housing, sports, games, and cultural events), student welfare and discipline, membership in committees/forums on education and national development, and so forth are all valued during the appraisal process. Regular performance reviews are conducted for staff and faculty personnel. Pay raises and other perks are extended or promoted in accordance with the person's performance. A fixed component and a performance component make up an increment, and they are connected together as an incentive depending on performance. Notification of modifications to the employee performance rating system is sent to all staff members, teaching and non-teaching. The performance of the teaching and non-teaching personnel is continuously monitored to make sure it complies with evolving university standards and norms, which may present chances for future growth. For instance, faculty members are required to present a self-evaluation report to a committee led by the principle and management at the end of each academic year. A system of evaluation is developed wherein examination results, research findings, and student feedback are assigned relative weights, and a score is computed accordingly. Some credits are awarded to the faculty based on the appraisal report. Counseling is provided to faculty and instructed for ongoing improvement in light of these reports. To promote faculty participation in fieldwork, research, and consulting, a faculty incentive program is being created. Faculty members are expected to undertake research in their free time in order to produce papers, patents, and new products.

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: 85.06

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

2022-23	2021-22	2020-21	2019-20	2018-19
22	20	15	11	06

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: 92.74

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

2022-23	2021-22	2020-21	2019-20	2018-19
45	39	36	26	20

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

2022-23	2021-22	2020-21	2019-20	2018-19
23	23	20	14	12

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The SSCOP internal audit, financial audit, and external audit are the three wings of the audit system that conduct the annual audit. The internal audit conducts audits of all expenses, including those related to income. Furthermore, both the internal and financial audits audit any such expenses that include the payment of funds from the state government and the UGC/AICTE. Periodically, the External Audit teams of the SSCOP group audit the college's accounts as well. The audit team performs "TEST CHECKING" on a variety of fund-related accounts particularly from the AICTE, the State government, and the University Grants Commission (UGC). Along with conducting audits of the college's library, department labs, and all plan expenditures, the audit team also checks stock registers. An extensive audit of the college's expenses is conducted by the internal audit. The Financial Advisor of the SSCOP Institutions has direct authority over and oversight over the operations of the Audit Department and Audit Team.

The institute's financial resources are handled quite well. There are the following kinds of accounts in use.

• Accounts for payments and receipts

• Accounts for income and expenses

• The balance sheet.

1. Consistent Sources

Fee Receipts: The Tamil Nadu government's higher education policies govern student admission.

50% of students are enrolled through counseling at DR.M.G.R Medical University, and the remaining 50% are accepted into Tamil Nadu's Consortium of Self-Financing Professional, Arts, and Science Colleges. In comparison to students in the Government Quota, a larger quantity of money is collected from Management Quota students. Each student has their fees collected in accordance with the guidelines established by the State Government's Fees Fixation Committee. This sum is used for both ongoing costs such as electricity, vehicle fuel, and maintenance, as well as some aspects of infrastructure development projects.

Interest Revenues

Annually, educational expenses are gathered for from June to October. This sum is put into short term savings accounts at banks to cover regular costs like car gasoline, payroll, and upkeep of the electrical system. When a deposit matures, the banks credit the interest on the account. This extra money is then used to fund the college's growth.

2. Non-Continuous Sources

Loans: Through SRI SHANMUGHA EDUCATIONAL TRUST Trust, the institute is able to secure Hire Purchase and Term Loans from Public Sector Banks at a minimum interest rate. This sum is applied toward the construction of infrastructure.

Government Grants and Sponsorship Receipts: The institute receives grants for the acquisition of updated laboratory equipment, the newest version of software, and other items from a number of government bodies, including the AICTE, IEDC, DST, etc.

3. Ideal Application

The school keeps an eye on the money it makes from student admissions and revenue collection from deposits and other assets. The pay component, the infrastructure needed for the additional students and new courses, the furnishings, books, journals, and other random costs, as well as the laboratory equipment, are all regarded as expenses. Based on spending from the previous year, this analysis is being conducted in collaboration with the management, chartered accountants, and HoDs.

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 improvement and sustainability of the quality of educational services are greatly aided by the IQAC. The primary projects comprise: IQAC's quality effort is bolstering the institution's mentor-mentee program, improving its ICT infrastructure, Using internet resources for continuing education, teaching staff resources, academic activity automation, Supplementary classes for learners and deployment of an online feedback mechanism.

Add on courses and skills enhancement programmes for students

Automation of academic activities

1. Add on courses and skills enhancement programmes for students:

New medications, new technology, and a new approach to clinical pharmacy are all contributing to the pharmaceutical field's rapid advancement. However, these ideas have taken a while to find their way into academic curricula, and connected colleges are required to adhere to university-approved curricula.

2. Automation of academic activities:

For academic activity automation college has installed dedicated software. Principals, HODs staff and students can log in with a different levels of access. The software is used to perform the following functions:

1. **Managing students' attendance** - Managing Examination marks obtained by students. Communication with students regarding programme organized in the college, study materials etc.

2. **Conducting online examination** - Report generation on attendance, examination results, topic coverage etc.

3. **Automation of Library** - The library is partially automated with the KOHA Software.

4. **Syllabus coverage review** - All teaching staff maintains record work done statement detailing the topics covered and the same is reviewed by HODs

5. **Students attendance review** - A monthly review of students' attendance is done by the respective teacher and a report mentioning the Shortfall in attendance of any student is submitted to the course coordinator for corrective action.

6. **Examination results review** - The results of the examination, both sessional and University, are analyzed by the examination committee and the report is submitted to the Principal. Based on the report

slow learners are identified and made to appear for the synopsis test during Lab hours.

Quality Assurance Strategies:

To guarantee the prompt, effective, and progressive completion of financial and administrative duties related to education

1. To transfer the caliber of research and academic programs

2. To maximize and incorporate contemporary teaching and learning technique. 3. To meet the needs of the stakeholders and obtain regular input in order to satisfy them.

4. To enhance young pharmacists' abilities through initiatives such as training and development.

5. To guarantee the appropriate distribution, upkeep, and sufficiency of the support system and services.

6. To organize and focus the institution's resources in a way that promotes academic achievement.

7. The institute uses a number of procedures to improve quality. Of them, the next three techniques are described.

MOU with industries and hospitals:

MOUs narrow the divide between institutions and industries. Students' ability to learn about the industrial side is enhanced by the industries' activities. In addition to curriculum information, industry collaboration is used to learn about technology development through internships, projects, and in-plant training. It encourages creativity and equips pupils to complete the project. Every year, our university strives to improve its collaboration, and industry-sponsored training helps students land jobs.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: C. Any 2 of the above

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

According to Sri Shanmugha College of Pharmacy, education is the most effective tool for advancing gender equality, which will significantly contribute to the country's development. Every applicant at our university is given an equal opportunity to develop and flourish without facing prejudice. These opportunities benefit the applicants personally. Our organization develops a range of tactics and guidelines to assist both boys and girls in improving their capacity for logical thought and handling a variety of strange circumstances. Teachers should be aware of the students' success in their academic work and should give them awards to show their appreciation. This will help the students continue to flourish. The facility prioritizes women's health, holding frequent health screening events for female and male employees. All students should be encouraged by the institution we attend to choose love, compassion, harmony, and peace over. violence and conflict. By promoting positive values, students can contribute to creating a more peaceful and inclusive society. Encouraging students to prioritize love, compassion, harmony, and peace can lead to a more empathetic and understanding community. This emphasis on positive values can also help reduce instances of violence and conflict within the institution and beyond. By fostering a culture of empathy and understanding, students can learn to resolve conflicts peacefully and promote a more harmonious environment. Ultimately, prioritizing love and compassion can have a ripple effect that extends beyond the campus community, creating a more peaceful society as a whole. It is important for educational institutions to instill these values in students from a young age, as they are the future leaders and influencers of society. By promoting love and compassion in college, we can work towards building a more peaceful and inclusive society for generations to come. Educational institutions play a crucial role in shaping the values and beliefs of students, and by emphasizing empathy and understanding; they can contribute to a more compassionate society. Through intentional efforts to promote love and compassion in schools, we can help cultivate a future generation that prioritizes peaceful resolutions and inclusivity.

Gender sensitization

It is evident that in our society, women are still facing humiliation and sexual harassment, and in order to get rid of such social menaces, awareness among students of both genders is essentially warranted. Hence, so as to inculcate a sense of discipline and promote women's empowerment, various programmes on gender equity are conducted in our institution, and eminent personalities are giving worthy lectures on promoting men's empowerment. These initiatives aim to create a safe and inclusive environment for all individuals, fostering respect and understanding among students.

Social activities

- Throughout the year, pharmacy students hold seminars on sexual abuse sensitization and various awareness programmes for the general public. Raising public awareness of important health-related topics including depression counseling, alcoholism programmes, and tobacco withdrawal.
- During the COVID-19 pandemic, eye camps are also organized in nearby communities for all pharmacy students.
- To educate the students and raise public knowledge of illness prevention by distributing brochures and posters.
- All pharmacy students voluntarily participated in gathering money and delivering food and supplies to the impacted individuals after the storm.

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

7.1.2

The Institution has facilities and initiatives for

1. **Alternate sources of energy and energy conservation measures**
2. **Management of the various types of degradable and nondegradable waste**
3. **Water conservation**
4. **Green campus initiatives**
5. **Disabled-friendly, barrier free environment**

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)
Geo-tagged photographs/videos of the facilities.	[View Document](#)
Circulars and report of activities for the implementation of the initiatives document	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

1. **Green audit / Environment audit**
2. **Energy audit**
3. **Clean and green campus initiatives**
4. **Beyond the campus environmental promotion activities**

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	[View Document](#)
Policy document on environment and energy usage Certificate from the auditing agency	[View Document](#)
Green audit/environmental audit report from recognized bodies	[View Document](#)
Certificates of the awards received from recognized agency (if any).	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

The inclusive environment offered by Sri Shanmugha College of Pharmacy allows students from diverse communities, languages, and socioeconomic backgrounds to learn peacefully and harmoniously. All religious holidays, national leaders' birthdays, and other national days are joyfully observed on college grounds in an effort to foster unity and tolerance among the students of different faiths. The goal of these campus celebrations is to foster a sense of social peace and unity among the student body. In terms of linguistic diversity, the college provides students with the option to choose English, Hindi, and Tamil as their second language, taking into account their varied linguistic backgrounds. Tamil is the state's regional language. Students are exposed to the diversity of new languages through these languages, which will help them in their future aspirations. All undergraduate students are required to take Value Education courses, which emphasize tolerance, cultural awareness, and the value of social harmony, in their first and fifth semesters, respectively. The college adheres to reservation policies for student admission, guaranteeing students from diverse socioeconomic backgrounds equal access to education. Apart from the government scholarships available to students from various castes and communities, our alumni also award scholarships to deserving and impoverished students at our college, regardless of their caste or community. Our college places a lot of emphasis on its extension programme,

which involve taking students to villages to expose them to the socioeconomic conditions of the poor and oppressed, regardless of their caste, community, or creed. The institution promotes tolerance and peace towards cultural, regional, linguistic, communal, socioeconomic, and other diversity among the students through events including seminars, conferences, workshops, and awareness campaigns. Students get the opportunity to go to other regions of the country for field trips and industrial visits, which help them gain a broader perspective on different cultures and lifestyles. These experiences not only enhance their academic learning but also foster empathy and understanding towards people from diverse backgrounds. This inclusive approach prepares students to become global citizens who can navigate and appreciate the complexities of our interconnected world. By embracing diversity, the institution equips students with the skills and mindset needed to thrive in a multicultural society.

Furthermore, by encouraging students to interact with individuals from various backgrounds, the institution promotes tolerance and respect for different perspectives. This holistic approach to education not only enriches students' academic experience but also prepares them for success in an increasingly diverse and globalized world. By fostering a culture of inclusivity and understanding, the institution cultivates a sense of empathy and open-mindedness among its students. These qualities are essential for building strong relationships and collaborating effectively in today's diverse workforce. By embracing diversity, students are better equipped to navigate complex social dynamics and contribute positively to society. It also helps students develop critical thinking skills and adaptability, key attributes for success in an ever-changing world.

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-I

1. **Title of the Practice:** Communication training &Mentoring System
2. **Objectives of the Practice:** (a) Communication training & mentoring System is to provide support and guidance. (b) The conventional lecture method must be modified in order to incorporate students in the teaching-learning process. Students should not be passive targets; they should be active participants. Learning modules and lesson plans are arranged in support of this endeavor. (c) The Placement Cell pledges to offer all support imaginable.
3. **Context:** Skilled employees yield higher productivity and have the ability to work effectively and

efficiently. In this context, the institute has taken the effort to offer mentoring programmes and skill training courses, which have given the students the necessary platform.

4. **Practice:** All students participate in brainstorming sessions, panel discussions, and troubleshooting. Students have started using their learning strategies. Industrial visits for field trips and experiential education internships with businesses for pilot studies, surveys, and training projects. There is now a language lab. The telnet facility in the library has been configured to encourage independent learning. Mentorship is given out, and the mentor sheets are made to incorporate the candidate's academic, extracurricular, and personal information. Each student's areas of strength and growth are highlighted by the mentor. In order to help the student do well, she/he also assists them in setting short-term learning targets and long-term career goals. Teachers of slow learners provide tutorials in their areas of weakness. Mentors occasionally even talk to students about their personal and health issues.

5. **Evidence of Success:** Teachers are under pressure to stay current on mergers andacquisitions by accessing websites, as they must serve as mentors and facilitators. More pupils are taught and placed in several reputable firms thanks to the aforementioned approaches. The student's attendance and attitude have significantly changed and improved. High regard for oneself, self-worth, and deference to others. Our school transforms the lives of many ordinary kids into the greatest entrepreneurs in society by providing the finest instruction.

6. **Problems encountered and resources required:** (i) Training of faculty and students (ii) To develop framework for conducting skill development programmes.

7. **Outcome:** The effective completion of the communication training & mentoring system improves the faculty and student participation in learning, soft skills, mentoring, placement, and decision-making leadership.

BEST PRACTICES-II

Title of the Practice: Dengue awareness programme

Objectives of the Practice: The objective of a dengue awareness programme is to educate and inform the public about dengue fever, its symptoms, prevention methods, and the importance of early detection and treatment.

Context: Sri Shanmugha College of Pharmacy (SSCOP), situated in a rural area of Salem district in TamilNadu, India, is known for its picturesque campus surrounded by lush greenery. The college is implementing for this reason, a dengue awareness program for its students and local community members. The college aims to promote a healthy and safe environment by spreading knowledge about the prevention and treatment of dengue fever. Through this initiative, students and community members will be equipped with the necessary information to protect themselves and their loved ones from this potentially life-threatening disease. By actively engaging in such awareness programmes, SSCOP contributes to the well-being of its immediate community and fosters a culture of health consciousness. This proactive approach to public health education showcases the college commitment to social responsibility and community welfare. By empowering individuals with the tools to prevent and manage dengue fever, SSCOP is significantly impacting the fight against this infectious disease.

Tamil Nadu has recorded 6,565 dengue cases from January 1 to July 24 this year. Cases have started to rise in places including Chennai, Coimbatore, Krishnagiri, Tirupattur, Theni, Madurai,Tirunelveli, Namakkal and Thanjavur districts, due to seasonal and unseasonal rain.

Practice: Overall, the team's approach focused on education and community involvement to promote sustainable practices in dengue prevention. By fostering a sense of responsibility and ownership among residents, they aimed to create a culture of proactive prevention rather than reactive response to dengue outbreaks. Their strategy included distributing informational materials, conducting workshops, and engaging with local leaders to ensure widespread dissemination of prevention methods. By instilling a sense of collective responsibility, the team aimed to create a community that actively works together to combat the spread of dengue. Through these efforts, they hoped to not only reduce the incidence of dengue but also create a lasting impact on the community's approach to public health. By empowering residents with knowledge and resources, the team aimed to build a sustainable framework for dengue prevention that would continue to benefit the community in the long term.

Evidence: Photos

Problems encountered and resources required: Dengue awareness programmes can encounter several challenges and require specific resources to effectively address them. Here are some common problems encountered and the resources needed to overcome them:

- **Low Awareness Levels**: Many communities may have limited knowledge about dengue fever, its symptoms, and prevention methods.
- **Misconceptions and Myths**: Cultural beliefs or misinformation about the causes and treatments of dengue can hinder prevention efforts.
- **Lack of Community Engagement**: Difficulty in engaging and mobilizing community participation in preventive actions and awareness activities.
- **Limited Healthcare Access**: Some areas may lack access to healthcare facilities equipped to diagnose and treat dengue cases promptly.
- **Resource Constraints**: Insufficient funding, manpower, or logistical support to sustain long-term awareness and prevention efforts.
- **Environmental Factors**: Challenges in controlling mosquito populations due to environmental conditions or inadequate sanitation and waste management.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

The vision of Sri Shanmugha College of Pharmacy is to be a centre of higher learning that can provide the best learning experience, the most productive learning community, and the most creative learning environment in pharmacy education and to be recognized as the best pharmacy colleges in Salem, Sankari. To accomplish the vision and translate it into reality, the institution has been using the best teaching learning methodologies over the years and gives almost importance to quality teaching. The motto of the institution is "Learning beyond the classroom" and has been conducting various activities such as Guest Lectures, Seminars, Workshops, project work, Conferences, internship, MOU in hospital etc. apart from classroom teaching to make learning more interesting. These activities not only enhance the knowledge and skills of students but also provide them with practical exposure to the real-world scenarios in the field of pharmacy. By focusing on holistic development, the institution aims to produce competent and well-rounded pharmacists who can excel in their profession. The institution also encourages students to participate in extracurricular activities and community service to develop their leadership and teamwork skills. This well-rounded approach ensures that graduates are not only academically successful but also socially responsible individuals ready to make a positive impact in the pharmaceutical industry. Students are also given opportunities to engage in research projects and internships to further enhance their knowledge and skills. By combining theoretical learning with hands-on experience, the institution prepares students for the challenges and demands of the pharmacy profession. Furthermore, the institution partners with industry leaders to provide students with real-world insights and networking opportunities. This holistic approach equips graduates with the necessary tools to excel in a competitive and dynamic field like pharmacy. Overall, the institution's commitment to practical learning and industry collaboration ensures that students are well-equipped to make a meaningful contribution to the pharmaceutical industry upon graduation. Through these initiatives, students are able to develop a comprehensive understanding of the field and establish valuable connections that can support their future career endeavors. By bridging the gap between academia and industry, students are able to apply their knowledge in real-world settings and gain valuable experience. This hands-on approach ultimately prepares graduates to thrive in the fast-paced and ever-evolving pharmaceutical landscape. Overall, this collaboration between academia and industry provides students with a unique opportunity to enhance their skills and knowledge in a practical and relevant way. By immersing themselves in real-world projects and networking with industry professionals, students can truly prepare themselves for success in the pharmaceutical field.

Research emphasis at UG level:

The completion of a mini project at the end of a program has been emphasized in research programs at the B. Pharm and Pharm. D levels. Strict periodic assessments have been carried out, and a distinct faculty team is working in one direction to introduce distinctiveness. Additionally encouraged are those who would like to work on other projects. In few instances, students were given ample opportunities to explore different areas of research and develop their skills in various aspects of pharmaceutical sciences. This approach not only enhances their learning experience but also prepares them for future endeavors in the field of pharmacy. By providing a well-rounded education that includes hands-on research experience, students are better equipped to pursue advanced degrees or careers in pharmaceutical research. This comprehensive approach ensures that graduates are prepared to make significant contributions to the field of pharmacy.

Research project:

The institution encourages and motivates the faculties and students to bring out their knowledge and ideas in research field by applying for various research grants as well as journal publications in indexed

journals. The institute has many faculties who have registered for the PG programme. The R&D Cell is in place and is creating the awareness about the pharmacy research. There has been an increase in the number of conferences attended, papers presented and published by the faculty and students. The college as well as faculty has earned several awards and distinctions. They are recognized in their areas and are invited as experts and resource persons in every part of the country. To many students were done research project from institutional ethics committee erode cancer center, the title of project "**Clinical investigation of cisplatin induced adverse drug reaction**" etc. The college's commitment to pharmacy research has also led to collaborations with industry partners for cutting-edge projects. This has further enhanced the reputation of the institution as a hub for innovative research in the field of pharmacy. The college's dedication to advancing pharmacy research has not only benefited students, but has also solidified its position as a leader in the field. These collaborations have allowed for the development of groundbreaking projects that push the boundaries of pharmaceutical knowledge and practice.

Outcome:

The college keeps emphasizing research since it adds uniqueness and motivates UG students to enrol in PG courses. The biannual research journal Elsevier is updated with the most recent trends in research conducted by teachers and students. A high-caliber study paper serves as further proof of the results. Our college students attended national conference and got certificates.

Evidence:

Paper Publication

Conference certificates

File Description	Document
Appropriate web in the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

5. CONCLUSION

Additional Information :

Sri Shanmugha College of Pharmacy, an institution of repute in pharmacy education of this western region of Tamil Nadu with one of the state-of-the-art infrastructure with proactive management running various professional courses in an integrated campus. The college boasts dedicated and highly qualified faculty who are actively engaged in both teaching and research. The college's advanced facilities support academic and co-curricular activities. The well-structured and robust governance structure and efficient administrative processes facilitate smooth functioning of the college. SSCOP lay a strong foundation and emphasis on research and innovation, benefiting both faculty and students, contributing significantly to their intellectual growth. Moreover, the college is actively engaged with the local community, tie-up hospitals and industry, fostering meaningful collaborations that lead to substantial social impact on the minds of the future budding pharmacists of SSCOP.

Concluding Remarks :

Sri Shanmugha College of Pharmacy, Pullipalayam, Sankari, Salem District is a shining example of academic excellence, driven by dedicated faculty, state of the art infrastructure, and a strong focus on research and innovation. It has been providing socially conscious employable professionals making a significant contribution to the pharmacy profession and the society. The institution's active engagement with the community and industry underscores its commitment to making a positive impact in national development. The college is nurturing towards achieving greater national and global heights in the upcoming years and produce international standard future pharmacists for the betterment of the nation and world.

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 :23
	  Remark : Changed as recommended by the reviewer.

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:

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
329	278	211	104	34

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
329	163	211	104	0

    Remark : Values are revised as per the reviewer's recommendation because some courses don't come under the above criteria.

Metric ID	Sub Questions and Answers before and after DVV Verification

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 : There is no sufficient evidence to support the action taken based on the feedback.

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)*
	
	    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)**
	        Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	2.84	0	2.88	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

Remark : Values are changed as the reviewer recommends because grant amounts are not from the reputed government or non-governmental agencies.

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**

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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
212	198	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	0	0	0

Remark : All the publications are from the same proceedings. So, it is considered only a single publication.

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 :5
Remark : Only five legal documents demonstrate the purpose of collaboration between HEI and others. The other documents are research papers and self-declaration documents, which cannot be considered MoUs.

4.1.2	*Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years*

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
142.89	37.93	70.16	46.76	38.97

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
129.21	33.09	60.69	41.92	36.90

Remark : Values are revised as suggested by the reviewers because certain expenditures are not considered as infrastructure development.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
106.13	64.71	57.15	45.65	36.23

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
86.78	52.51	47.90	30.49	24.62

Remark : Values are revised as the reviewer recommends because certain expenditures will not come under the mentioned criteria.

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

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: C. 2 of the above
Remark : Many of the events are single-day events. More prolonged engagement is necessary. Hence, option "2 of the above" is awarded to HEI. |

| 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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : Involvement of external members of repute or important office holders is necessary to ensure transparency in sexual harassment or ragging cases.

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

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.)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
03	00	00	00	00

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
41	0	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	0	0	0	0

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

5.3.2.1. **Number of sports and cultural programs in which students of the Institution**

participated year wise during last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
24	29	0	23	7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	8	0	6	4

Remark : Multiple activities on closer days are considered as a single event, and they are part of a single group of cultural or sports events. So, values are modified accordingly.

| 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**

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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
26	21	17	12	06

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
22	20	15	11	06

Remark : Values are reduced because individual sanction orders are not produced, and we don't find evidence for the faculty's affiliations with the professional bodies.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
49	45	39	26	20

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
45	39	36	26	20

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
23	23	20	14	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
23	23	20	14	12

Remark : 5-day FDPs should have 40 hours of sessions. Most in-house FDPs are conducted by one resource person for 1 hour and 30 minutes for 8 days. The total hours of sessions accounted for are 12 to 14 hours. Because of the above mentioned reason. Some sessions are clubbed as single FDP events.

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: C. Any 2 of the above

Remark : The institution has demonstrated previous participation in NIRF rankings and NAAC accreditations. We don't see sufficient evidence for IQAC, AAA and quality academic collaboration with other academic institutions. So, the HEI is awarded the "Any 2 of the above".

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**

Answer before DVV Verification : A. 4 or All of the above
Answer After DVV Verification: A. 4 or All of the above

Remark : Sufficient evidence and bills are produced to state that the institution has fulfilled all the above-mentioned criteria. So HEI is given four or all of the above in this metric.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 26 Answer after DVV Verification : 26