SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

TRIMURTI SHIKSHAN PRASARAK MANDAL'S TRIMURTI INSTITUTE OF PHARMACY

TRIMURTI INSTITUTE OF PHARMACY, SURVEY NO. 225-226, OPPOSITE HOTEL GOVIND, PALDHI, TALUKA - DHARANGAON DISTRICT - JALGAON, M.S. 425103
452103
https://trimurtipharmacy.com/

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

March 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Trimurti Institute of Pharmacy, founded in 2017 under the visionary leadership of Hon. Mr. Manoj P. Patil, a distinguished scholar with a background in M Tech & MS from the USA, has been steadfast in its commitment to providing value-based education to rural communities. As a government-appointed Board of Governors (BOG) member of a prestigious engineering college in Maharashtra, Mr. Patil brings a wealth of experience to Trimurti Institute of Pharmacy, aiming to elevate the standards of education, particularly in the field of pharmacy.

The institution's primary objective is to imbue students with not just academic knowledge but also holistic development, ensuring they emerge as quality pharmacists equipped to serve society. This ethos is ingrained in every facet of the institute's functioning.

Since its inception, Trimurti Institute of Pharmacy has upheld uncompromising standards, securing affiliations with esteemed institutions like Kaviyitri Bahinabai Chaudhari North Maharashtra University, Jalgaon, and accreditation from the Pharmacy Council of India (PCI), New Delhi. Situated across a sprawling 21-acre campus, the college provides a serene and conducive environment for learning. The meticulously maintained surroundings, adorned with lush lawns and diverse flora, inspire students to engage in focused study, fostering an atmosphere conducive to academic excellence.

Central to the institution's success are its faculty members, a team of learned and highly qualified individuals who bring expertise and dedication to their roles. Their unwavering commitment to imparting knowledge ensures students receive a comprehensive education that prepares them for the demands of the pharmaceutical industry.

In essence, Trimurti Institute of Pharmacy stands as a beacon of quality education in the region, dedicated to nurturing future pharmacists who will contribute meaningfully to society's well-being and the development of life-saving drugs. Through its unwavering pursuit of excellence and commitment to holistic development, the institution continues to create a nurturing educational environment conducive to the spiraling growth of its students.

Vision

To create an ideal pharmacist responsible for excellent patient care and contribute towards healthcare system for well being of society.

Mission

- To setup the institute with academic excellence by imparting education through high quality information and technologies in pharmaceutical education.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Strengths of Trimurti Institute of Pharmacy:

1. **Accreditations and Approvals**:

   - Accredited by AICTE and affiliated with **Kayayitri Bahinabai Chaudhari North Maharashtra University**, ensuring quality education standards.
   - PCI approval adds credibility to the institution's pharmacy programs.
   - ISO 9001 approval reflects commitment to quality management systems.
   - Green Audit, Energy Audit, and Environment audit approvals demonstrate environmental responsibility.

2. **Infrastructure**:

   - Spacious and well-ventilated classrooms provide a conducive learning environment.
   - Well-equipped laboratories with sufficient equipment, glassware, and chemicals for practical learning.
   - Abundance of experienced professors ensures quality education delivery.
   - Excellent library with a wide selection of books and journals, enhanced with digital amenities for modern learning.

3. **Transportation and Accessibility**:

   - Provision of buses for commuting students, facilitating accessibility from various city locations.

4. **Specialized Facilities**:

   - Dedicated animal house specialty approved by CPCSEA for pharmacology subjects, ensuring ethical research practices.

5. **Growth and Reputation**:

   - Fast-growing status in Andhra Pradesh reflects institutional success and popularity.
   - MoUs with hospitals and pharmaceutical industries facilitate placement and internship opportunities, enhancing student prospects.

6. **Social Awareness and Engagement**:

   - Running programs to raise social awareness reflects commitment to community engagement.
   - Advocacy for climate change awareness demonstrates a broader societal responsibility.

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Institutional Weakness

1. **Limited Municipal Support**:

   - The municipality offers minimal assistance, especially concerning essential services like internet and power supply, posing challenges for smooth operations and connectivity.

2. **Financial Strain from Government Fee Reimbursement**:

   - The annual government fee reimbursement system imposes financial strain on the college's spending plans and budgets, complicating financial management and resource allocation.

3. **Remote Location Impacting Faculty Recruitment**:

   - The college's remote location contributes to a dearth of qualified and experienced teaching staff.
   - Inadequate recreational facilities and lack of amenities may deter potential faculty members, making recruitment challenging.

Institutional Opportunity

1. The university may encourage teachers to take part in financed projects and spend more time conducting research.
2. Alumni work together in collaborative settings, and technical practitioners interact with students to model experiential learning.
3. In terms of finances, the Institute can optimise resource use while reducing waste on campus.

Institutional Challenge

1. The organization faces a financial burden as a result of fast technological advances on a national and worldwide scale. 2. A mismatch in terms of competencies between required expectations and students' abilities. 3. Training is given to the students in accordance with the current market needs for the industry. 4. Availability of Ph.D. faculty with specialized areas of expertise, as well as research and development. 5. The volatility of the educational system in terms of curriculum development is a challenge for the institution 6. To initiate need-based and interdisciplinary courses. 7. To strengthen the institution's effort in career counseling and placement of students.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The curriculum is distributed with respect for skill development, employability, entrepreneurship, institutional aims, and resource possibilities. To maintain the standard of instruction and efficiently implement the curriculum, Trimurti Institute of Pharmacy has a robust system in place that includes an Academic Calendar, a Lesson Plan, and the Programme Committee, which is comprised of student representatives. A feedback process is used by students, HODs, and the principal to assess the success of the curriculum. Students receive instruction on social justice and equality in addition to pharmacy technical training. The college features large, well-lit classrooms for efficient class management. Thanks to the audiovisual technology used in classrooms, instruction can be done effectively. Various modes of academic delivery are employed, such as blended learning, which combines online lectures with in-person videos, team-based learning, which involves creating models and charts, etc., and traditional form, which consists of lectures, tutorials, laboratories, etc., as well as ICT enabled teaching, which includes power point presentations, webinars, seminars, and webinars. The curriculum is delivered using student-centered techniques such problem-based learning, group projects, experiential learning, discussion during practical hours, and case studies, among others. A range of value-added courses that include industry trends and requirements are available to students. The next level of activities include internships, industrial visits, seminar projects, live projects, and research projects, which allow students opportunity to learn through doing, understanding, analysing, and applying what they are being taught. When needed, instructors will provide their pupils with inspiration to care for the environment, sustainability, human values, and gender equality. Students will help maintain the campus's greenery and become accustomed to planting a sapling on their birthdays as part of the institute's efforts to instill environmental consciousness. Additionally, students will be encouraged to take part in environmental awareness-related projects like the proper disposal of unused and expired medication. Students will develop a sense of social responsibility if they take part in health and social awareness rallies and are taught topics through real-world examples.

Teaching-learning and Evaluation

Using a variety of teaching platforms, including chalk and talk, video presentations, group discussions, power point presentations, seminars, and more, offers each student an engaging and thorough way to learn in order to promote knowledge across the board. The institute creates an orientation programme for new students following the conclusion of the very clear and transparent admissions process. During this programme, the staff provides an overview of the institute's accomplishments, expertise, regular curriculum design, adopted policies, schematic evaluation, anti-ragging policies, and other key points. The school shapes and feeds the students so they can pursue their objectives in a useful way. The goal of the student-mentorship scheme is to help students at both extremes by providing guidance and counselling so they can pass the other side and obtain a high percentage. A mentor evaluates the student to ensure that they are meeting their learning needs and making better progress. With the COVID Pandemic, e-learning serves as a virtual centre for students, making training and knowledge accessible even in remote regions.The institution created and adhered to a programmed evaluation schedule in accordance with the guidelines established by the PCI and the affiliated university. PCI and the affiliated institution are the only ones with instructions for the entire structured framework for conducting internal exams, regular assignments, attendance, academic activities, and student-teacher interactions. In teaching and learning processes, faculty members are encouraged to provide their best efforts for the benefit of the students.

Research, Innovations and Extension

The institute's equipment, glassware, chemicals, books, and journals are all regularly upgraded, and the advisory board of the institute keeps a close eye on the institute's scientific endeavours. The institute's research

policy encourages innovation, entrepreneurship, and research for the good of humanity. In order to innovate and foster research ideas or concepts to produce pharmaceutical goods for societal needs, the institution has established an ecosystem in which it obtains research projects from pharmaceutical laboratories. TIP has Memorandums of Understanding (MoUs) with national and international enterprises, research laboratories, and institutes where the institute has high access to conduct research to the fullest extent possible. The institute has a recognised research hub and provides seed money to staff and students to support their research. The institution set up labs to help students become more proficient in the area of research and to encourage internships. Students and professors are assisted in the development and production of pharmaceutical dosage forms that have advantageous medicinal values by laboratories equipped with industrial-grade equipment. Over the past five years, research articles have been published in indexed journals, books and book chapters have been written, and seminars and workshops on IPR and research activities have been arranged. Regular awareness campaigns include blood donation camps, health awareness rallies, child education programmes, health camps, organ donation awareness, public sensitization to drug use and storage, and free pharmaceutical distribution.

Infrastructure and Learning Resources

The Trimurti Institute of Pharmacy has the necessary infrastructure in place to run its administrative, extracurricular, and curriculum activities as well as its educational programmes effectively and efficiently. Every year, a portion of the budget is set aside for the upkeep and replacement of physical facilities, guaranteeing their continuous availability. The Institute offers top-notch facilities for training and education in order to uphold the calibre of education that has been taught here since the institution's founding. The Pharmacy College's departmental laboratories, tutorial rooms, and independent classrooms are housed in one of its buildings. The Institute offers distinct workspaces, meeting rooms, a computer centre with internet access and wireless capabilities, a knowledge centre, a library, and many amenities. The campus's ground water supplies and the repurposing of treated wastewater for gardening and other related uses provide all of the water needed for the labs and landscaping. The overhead tanks placed in key locations guarantee the water supply. The Institute's main building has an Open Small Auditorium with a lovely environment, and RAMP and other amenities are available to make it simple for visitors, staff and students, as well as physically challenged individuals, to navigate around the premises. The college has a history of producing excellent basketball players, cricketers, volleyball players, badminton players, football players, kabaddi players, indoor and outdoor game players, and yoga practitioners. It also encourages sports and athletes for team activities. To guarantee safety and security, CCTV surveillance has been deployed across the entire property in key spots. The college is dedicated to providing top-notch IT facilities, guaranteeing network security, allowing ample access to online content, monitoring and managing hardware and software assets, controlling risk, and handling general maintenance by hiring technicians for yearly maintenance contracts and as needed.

Student Support and Progression

The measures made by the Institution to support students academically are reflected in the fundamental qualities described below, which include providing appropriate on-campus learning experiences and encouraging holistic growth and advancement. Based on a number of factors, the State government agencies provide financial aid to students who are socially and economically disadvantaged. The administration additionally offers low track round students financial support through the Equity Action Plan. The anti-ragging committee organises seminars for both junior and senior students and informs senior students on what constitutes ragging in accordance with the most recent UGC standards. An anti-ragging squad has been

established to maintain constant watch over all student activities. Any complaints are taken up by the Grievance & Redressal Cell committee, which also handles discussions and offers solutions. Issues are fixed after suggestions are gathered. The task of settling matters pertaining to sexual harassment is handled by a committee. Capability enhancement and development plans include organised programmes and skill development courses including soft skills, technical abilities, and communication skills. To support a student's entire growth, co-curricular and extracurricular activities are also integrated into the system. Numerous students have won awards for the college in a variety of competitions. coordinated by several universities. The majority of pharmacy graduates choose to pursue post-graduation studies, while the remainder students choose to work in industry or launch their own businesses. Every religious holiday, including Sankranthi and Diwali, is planned and enthusiastically observed by students. The students at Trimurti Institute of Pharmacy receive the assistance they need to plan and coordinate the events. Student volunteers help in competition management, award distribution, and motivating other students to compete. Its top aims are to show intriguing newspaper clips on the bulletin board and to write literary contributions to Trimurti Institute of Pharmacy. Through these exercises, it encourages the students to hone their leadership abilities. Successfully employed alumni members support the present students by offering guest lectures, providing practical experiences, and making both monetary and in-kind donations to the college.

Governance, Leadership and Management

The administration, principal, IQAC, employees, and others are all jointly accountable for the institution's organisational structure and governance. From management to the principal, who in turn reports to IQAC, department heads, staff, and students, the instruction is stated and communicated. Employees at IQAC are open to receiving ideas and suggestions, and the entire organisation operates with commitment and camaraderie. Policy formulation: In consultation with faculty members, the principal, IQAC, and HODs create action plans. They then meet with functional committees to examine the plans' accomplishments and make any required revisions. The principal gathers the requirements for policy formulation by speaking with a variety of stakeholders and getting input from IQAC. Interaction with faculty and stakeholders: All parties involved in various activities are made sure to be involved by the Principal and IQAC. Academic staff play a crucial part in a number of committees, helping to make decisions, carry out strategies, and create strategic plans for upcoming projects. Administrative and academic bodies: The bodies at the top of the administrative hierarchy are the Academic Council and the Governing Body. They include of reputable academicians, businesspeople, and administrators who draft policies and guidelines for administrative and academic operations in line with the institute's goal and vision statements. The management's participatory role fosters and maintains the staff members' contributions, which are necessary for the institute to be successfully and competently administered. Headship: 1. To establish a supportive environment for the pupils. 2. To assemble a group of highly trained instructors 3. To instill in the pupils a love of study and moral principles 4. To get students ready for the workforce 5. To offer top-notch infrastructure. 6. To provide society with high-quality health care. 7. To support creative and multidisciplinary research 8. To create an environment that supports entrepreneurship. 9. To turn the abundance of information into the products of research.

Institutional Values and Best Practices

The school has a strong commitment to excellence. Maintaining its high standards, it aims to be creative in everything it does. We agree with the statement that "we need to make our women stronger for a stronger nation." In light of this, women are given top importance at our university and are included in all committees and activities. Female students' safety and security are prioritised. The Women Empowerment Cell handles all

matters pertaining to sexual harassment, women's safety, self-defense, and women's empowerment via seminars and other events. In order to foster a sense of nationalism and patriotism among students, the institute observes national holidays such as Independence Day and Republic Day each year. On certain days, distinguished people are invited to give lectures that will motivate the faculty and students. The institute additionally observes a number of other national and worldwide days of remembrance that are significant for society, the workplace, and health. The campus is surrounded by a large number of plants and trees, which provide the staff and students a sense of environmental consciousness. Teachers and students are constantly encouraged to use energy resources efficiently and to avoid wasting any water. Involving students in the campus vegetation management programme fosters in them an awareness of the environment. Our dedication to social responsibility and environmental consciousness is demonstrated by the installation of solar lighting, power-saving signboards at all switchboards, and enough ventilation for air and light in all classrooms and labs.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	Trimurti Shikshan Prasarak Mandal's TRIMURTI INSTITUTE OF PHARMACY
Address	Trimurti Institute of Pharmacy, Survey no. 225-226, Opposite Hotel Govind, Paldhi, Taluka - Dharangaon District - Jalgaon, M.S. 425103
City	Paldhi Bk Taluka Dharangaon Dist Jalgaon
State	Maharashtra
Pin	452103
Website	https://trimurtipharmacy.com/

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal(in-charge)	Ankur Jain	02588-55202292	8766915718	-	trimurtipharmacy2016@gmail.com
IQAC / CIQA coordinator	Swapnil Sanjay Bhandarkar	02558-55202292	8308836020	-	jain_ankur5@rediffmail.com

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Maharashtra	Kavayitri Bahinabai Chaudhari North Maharashtra 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](#)	01-02-2023	24	

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	Trimurti Institute of Pharmacy, Survey no. 225-226, Opposite Hotel Govind, Paldhi, Taluka - Dharangaon District - Jalgaon, M.S. 425103	Rural	3	4528

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BPharm,Pharmacy,	48	HSC	English	100	87
PG	MPharm,Pharmacy,Quality Assurance	24	B.PHARM	English	6	6

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	1				5				23			
Recruited	1	0	0	1	2	3	0	5	12	11	0	23
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				6
Recruited	3	3	0	6
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				4
Recruited	2	2	0	4
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	2	3	0	12	11	0	28
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	35	0	0	0	35
	Female	52	0	0	0	52
	Others	0	0	0	0	0
PG	Male	2	0	0	0	2
	Female	4	0	0	0	4
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	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	6	6	6	4
	Female	5	4	5	5
	Others	0	0	0	0
ST	Male	3	2	3	4
	Female	2	3	3	2
	Others	0	0	0	0
OBC	Male	10	9	8	10
	Female	9	8	10	9
	Others	0	0	0	0
General	Male	31	33	32	30
	Female	27	35	33	36
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		93	100	100	100

Institutional preparedness for NEP

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

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	yes
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	yes
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.	yes
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.	yes
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.	yes

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
452	485	442	283	209

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: 29

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
29	26	27	16	11

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
38.42	22.14	40.02	59.89	30.03

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

An action plan is created by the principal of Trimurti Institute of Pharmacy in accordance with Kavayitri Bhahinabai Chaudhari North Maharashtra University's academic calendar. Subsequently, a faculty meeting is called to oversee academic activity and involves many committees, including the Academic Monitoring Committee, Examination Committee, and Library Committee.

The heads of departments and committees get the university's academic calendar at the start of each academic year, along with instructions from the principal to negotiate with their staff how best to divide the teaching effort according to staff preferences. The final academic schedule is then shown up in a conspicuous manner. Lesson plans are created by faculty members and reviewed by the directors of the respective departments for their subjects or courses. Department heads oversee the upkeep of faculty classwork records, and faculty members produce study materials for the specified curricula that are given to students in order to help them prepare academically.

The principal gives class in-charges instructions on how to arrange guest lectures and seminars to improve students' knowledge and abilities, and the library committee puts together lists of required books and study materials for the entire academic year.

The college has large, bright classrooms with audiovisual equipment to support efficient teaching and learning. A range of instructional strategies are used, including as problem-based learning, blended learning, ICT-enabled instruction, traditional lectures, and experiential learning.

Committees that are formed at the start of the school year oversee and manage the curriculum, and the principal conducts frequent assessments to make sure it is effective and makes the necessary modifications.

Transparency is upheld in the examination branch's operations, which include midterm and final tests for theory and practical subjects, as well as periodic evaluations in compliance with university regulations. Assessment-related complaints are managed internally. Students are assessed using a range of techniques, such as assignments, seminars, practicals, and classroom activities. Complaints about assessments are resolved through specific channels.

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](#)

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: 55.16

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
176	246	207	203	200

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

1.3 Curriculum Enrichment

1.3.1

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum

Response:

The mission of the Trimurti Institute of Pharmacy is to support students as they embark on a journey of self-discovery, assist them in discovering their life's purpose, and inspire them to make significant contributions to the environment, society, and other people. Within its context of autonomy, the institution recognises the significance of tackling urgent global concerns like gender conflicts, political instability, environmental degradation, and climate change. In order to address these issues as a group, the institution includes courses that enhance students' learning experiences in a variety of subject areas by fostering a sense of social responsibility.

Where appropriate, faculty members add incentive towards environmental sustainability, professional ethics, human values, and gender equality to the curriculum, which is primarily overseen by the institution and the Pharmacy Council of India. Students actively participate in campus greening programmes, such as planting a sapling on their birthdays, and environmental awareness campaigns, such as teaching correct prescription disposal techniques, as part of their attempts to raise environmental consciousness.

The school places a strong emphasis on co-curricular and extracurricular activities, putting students at the centre and assisting them in gaining self-assurance, accountability, responsibility, teamwork, and leadership abilities.

The curriculum is designed to support students' overall success and development by enhancing professional competences as well as more general skills including gender sensitization, environmental sustainability, and social and ethical values.

Through hands-on learning opportunities such as fieldwork, citizen involvement, and gender sensitization initiatives, students can apply their theoretical knowledge to effectively address real-world challenges. Through initiatives led by the Animal Ethical Committee, the institute also highlights professional ethics and human values while illuminating how animal ethics affect environmental sustainability.

The Women Empowerment Cell, the Anti-Ragging Committee, the NSS, and the Eco Club are just a few of the committees and groups that are essential to the institute's operations and guarantee that things are carried out effectively. Environmental sciences, gender sensitization, professional ethics, and the Indian Constitution are just a few of the topics covered in undergraduate courses. To help students gain a deeper

understanding of environmental issues and related topics, seminars, workshops, guest lectures, and industrial training are also included.

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

1.3.2

Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)

Response: 38.27

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

Response: 173

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

1.4 Feedback System

1.4.1

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

Response: C. Feedback collected and analysed

File Description	Document
Action taken report on the feedback analysis	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 95.06

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	100	89	99

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

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

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
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: 72.22

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
33	30	27	24	29

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
42	39	39	39	39

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: 15.59

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 order to accommodate students from a variety of backgrounds, including those from vernacular language backgrounds, slow learners, advanced learners, and socially or economically disadvantaged sectors, Trimurti Institute of Pharmacy is dedicated to delivering inclusive and personalised education. In order to assess students, match learning objectives, and assist them in enhancing their academic performance, the institution uses a structured academic method. Subject matter experts and department heads carefully draft and review standardised forms for Programme Outcomes, Program-Specific Outcomes, course outcomes, lesson plans, and instructional methodologies before submitting them to the Academic Committee.

The curriculum incorporates experiential learning approaches, like:

Using ICT to create interactive lessons.
- Holding hands-on classes in compliance with the university curriculum to promote experiential learning.
- Offering projects and internships to help students connect their academic learning with real-world experience.
- Arranging visits to factories to provide insights into modern processes.
- Using videos with simulations to show actual situations.
- Using video and PowerPoint-based instructional techniques during hands-on learning sessions.
- Encouraging collaborative learning in groups to foster collective understanding is one of the tactics of participatory learning.
- Promoting interactive learning through conferences, presentations, and ICT-based activities.
-Including case examples to encourage analysis and critical thinking.
- Improving conceptual clarity with models and charts.
- Involving students in debates, programming sessions, guest lectures, paper presentations, and quiz contests.
- In order to improve communication skills and scientific knowledge, seminars, conferences, workshops, and extracurricular activities are encouraged to be attended.
Students are urged to: - Regularly finish assignments that are in line with the academic curriculum in order to strengthen their problem-solving abilities.
- Complete assignments based on the course material to hone your research and analytical skills.
- To improve industry preparedness and research standards, publish study findings in reputable publications.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
29	26	27	16	11

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: 2.75

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
1	1	1	0	0

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 internal examination assessment process within the educational institution encompasses a comprehensive framework aimed at ensuring the effective evaluation of students' academic progress. The process involves various stakeholders and follows structured steps to maintain fairness, transparency, and academic integrity.

At the outset, the responsibility for conducting sessional exams and improvement exams lies with the Exam In charge, who oversees the planning and execution of these assessments. These exams, adhering to the PCI pattern, are crucial components of the academic plan, each carrying a weightage of 30 marks. Additionally, continuous assessment tests tailored for students following the 2017 pattern are conducted by the Exam In charge in collaboration with the faculty, ensuring ongoing evaluation of students' performance.

Preparation for the exams entails meticulous planning, including the development of timetables and seating arrangements by the Exam In charge. The identification of invigilators, entrusted to maintain the integrity of the examination process, is also a crucial aspect.

Subject teachers play a pivotal role in setting question papers and answer keys, aligning them with the curriculum's objectives and standards. The Exam In charge then oversees the development of the requisite number of question paper copies, ensuring parity with the number of students appearing for the tests. Distribution of question papers and the subsequent conduct of exams are supervised by designated personnel to uphold fairness and discipline.

Following the exams, the collection of answer sheets is undertaken by supervisors, who then hand them over to the Exam In charge for evaluation. This evaluation is conducted by the concerned faculty members, who meticulously assess the answers and prepare a comprehensive list of marks obtained by each student.

Subsequently, the results are displayed on the notice board by faculty members, ensuring transparency and accessibility for all stakeholders. The communication of academic performance, including test results and attendance, to parents is facilitated by the Class In charge, subject to prior permission from the Principal.

In parallel, the submission of mark lists for theory and practical exams is undertaken by faculty members, who meticulously calculate the best/average marks based on the performance in two sessionals. This ensures a holistic evaluation of students' academic achievements over the semester or academic year.

Addressing instances of absenteeism and failure is integral to the assessment process, with faculty members marking absentees and providing necessary support, such as assignments and improvement exams, to facilitate academic progress.

Furthermore, faculty members engage in internal examination result analysis to glean insights into students' performance trends, informing future teaching strategies and interventions.

The assessment scheme encompasses both continuous and sessional modes, with criteria for theory and practical subjects delineated to ensure comprehensive evaluation. Guidelines for the allotment of marks for attendance and the provision of sessional exams cater to the diverse needs of students, fostering an inclusive learning environment.

In conclusion, the internal examination assessment process underscores the institution's commitment to academic excellence, accountability, and student-centricity. Through meticulous planning, diligent execution, and continuous evaluation, the process aims to nurture holistic development and academic success among students.

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

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution were stated and displayed on website. These course outcomes were framed based on Blooms Taxonomy. At the starting every academic year students will be informed about respective course outcomes and Programme outcomes.

Sample course outcomes:

COURSE: HUMAN ANATOMY AND PHYSIOLOGY - I (THEORY)

C101.1	To recognize the various homeostatic mechanisms, basic anatomical terms and cellular and tissue level organization.
C101.2	To organize the structure and functions of skin, bones and joints of human body.
C101.3	To summarize the importance, functions and physiology of various body fluids like blood and lymph
C101.4	To relate the physiology of sympathetic, parasympathetic, spinal/cranial nervaes and organization of special senses.
C101.5	To summarize the anatomy and physiology of heart and blood vessels

COURSE: HUMAN ANATOMY AND PHYSIOLOGY - I (PRACTICAL)

C107.1	To recall handling of compound microscope and to memorize various animal tissues
C107.2	To summarize the characteristics of different bones (skeletal system).
C107.3	To identify the bleeding/clotting time and blood group.
C107.4	To determine the quantity of blood cells using heamocytometry and To estimate the hemoglobin concentration of human blood and blood pressure.
C107.5	To predict the erythrocyte sedimentation rate of human blood and heart rate/ pulse rate

COURSE: PHARMACEUTICAL ANALYSIS -I (THEORY)

C102.1	To prepare and standardize various molar and normal solutions, along with standard definitions of analysis like accuracy, precision, significant figure, and error concepts.
C102.2	To gain knowledge of acid-base and Non-Non aqueous titration.
C102.3	To gain knowledge of Precipitation titration, Complexometric titration, Diazotisation titration, and Gravimetry analysis.
C102.4	To understand the Concepts of oxidation-reduction and Redox titration.
C102.5	To gain knowledge of Electrochemical methods of analysis like Conductometry and Polarography.

COURSE: PHARMACEUTICAL ANALYSIS -I (PRACTICAL)

C108.1	To analyze the amount of impurities by performing limit Test methods such as Chloride, Sulphate, Iron, and Arsenic.
C108.2	To prepare and standardize various molar and normal solutions.
C108.3	To experiment with volumetric analysis such as acidimetry and alkalimetry, oxidation, and reduction

	reactions, iodometry, complexometry, precipitation, and non-aqueous titration
C108.4	To analyze gravimetric analytical techniques
C108.5	To analyze pharmaceuticals by electro-analytical methods

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:

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution were stated and displayed on website. These course outcomes were framed based on Blooms Taxonomy. At the starting every academic year students will be informed about respective course outcomes and Programme outcomes. POS and COS are being evaluated every year and target for the next academic year will be set. attainment will be evaluated using direct and indirect methods.

Sample course outcomes:

COURSE: HUMAN ANATOMY AND PHYSIOLOGY - I (THEORY)	
C101.1	To recognize the various homeostatic mechanisms, basic anatomical terms and cellular and tissue level organization.
C101.2	To organize the structure and functions of skin, bones and joints of human body.
C101.3	To summarize the importance, functions and physiology of various body fluids like blood and lymph
C101.4	To relate the physiology of sympathetic, parasympathetic, spinal/cranial nervaes and organization of special senses.
C101.5	To summarize the anatomy and physiology of heart and blood vessels
COURSE: HUMAN ANATOMY AND PHYSIOLOGY - I (PRACTICAL)	
C107.1	To recall handling of compound microscope and to

	memorize various animal tissues
C107.2	To summarize the characteristics of different bones (skeletal system).
C107.3	To identify the bleeding/clotting time and blood group.
C107.4	To determine the quantity of blood cells using heamocytometry and To estimate the hemoglobin concentration of human blood and blood pressure.
C107.5	To predict the erythrocyte sedimentation rate of human blood and heart rate/ pulse rate
COURSE: PHARMACEUTICAL ANALYSIS -I (THEORY)	
C102.1	To prepare and standardize various molar and normal solutions, along with standard definitions of analysis like accuracy, precision, significant figure, and error concepts.
C102.2	To gain knowledge of acid-base and Non-Non aqueous titration.
C102.3	To gain knowledge of Precipitation titration, Complexometric titration, Diazotisation titration, and Gravimetry analysis.
C102.4	To understand the Concepts of oxidation-reduction and Redox titration.
C102.5	To gain knowledge of Electrochemical methods of analysis like Conductometry and Polarography.
COURSE: PHARMACEUTICAL ANALYSIS -I (PRACTICAL)	
C108.1	To analyze the amount of impurities by performing limit Test methods such as Chloride, Sulphate, Iron, and Arsenic.
C108.2	To prepare and standardize various molar and normal solutions.
C108.3	To experiment with volumetric analysis such as acidimetry and alkalimetry, oxidation, and reduction reactions, iodometry, complexometry, precipitation, and non-aqueous titration
C108.4	To analyze gravimetric analytical techniques
C108.5	To analyze pharmaceuticals by electro-analytical methods

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: 93.03

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
97	132	78	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
113	138	79	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: 3.71

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:

As a private pharmacy school, creating an atmosphere that encourages creativity and makes information transfer easy is our main priority. Developing a culture of creativity, critical thinking, and entrepreneurship among all stakeholders—faculty, staff, and students—is something we value highly. Our organisation provides venues for ideation, experimentation, and cooperative problem-solving by actively encouraging participation in a range of events like hackathons, innovation challenges, and multidisciplinary initiatives.

We have made investments in state-of-the-art labs and research facilities to help with these initiatives. These act as focal points for interdisciplinary cooperation and ground-breaking pharmaceutical sciences research. We bridge the gap between academic research and industry needs through technology transfer agreements and strategic relationships with industry companies. This allows new concepts to be

translated into useful applications and solutions.

We also give knowledge dissemination and exchange a lot of weight. It is recommended for faculty members to participate in academic pursuits such research publications, conference presentations, and guest lectures. Furthermore, we provide students chances for experiential learning, including as industry training programmes, clinical rotations, and internships, to supplement their academic education with real-world experiences and practical insights.

Our activities stay relevant and effective in addressing the changing opportunities and problems within the pharmaceutical business thanks to ongoing monitoring and review. All things considered, our organisation is dedicated to creating a vibrant atmosphere that stimulates creativity, encourages teamwork, and propels constructive change within the healthcare industry and beyond.

File Description	Document
Upload Additional information	[View 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: 24

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
1	6	9	6	2

File Description	Document
Upload supporting document	[View 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

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
0	0	0	0	0

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

3.3.2

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

Response: 0

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

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

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

3.4 Extension Activities

3.4.1

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

Response:

The Trimurti Institute of Pharmacy engages in a wide range of outreach initiatives to raise the college's profile in the neighbourhood and teach students about civic involvement. The school values its students' involvement in the classroom, their commitment to volunteer work, and their general growth as responsible citizens. These programmes are coordinated by a number of college departments, including the Women Empowerment Cell, Training & Placement Cell, Anti-Ragging Committee, and NSS Committee.

Many programmes are held annually by these departments and groups with the goal of increasing awareness among students, staff, professors, and the community at large. In order to promote cooperation and involvement, the college administration actively supports and funds these awareness efforts.
The college hosts events on a variety of subjects, such as bike rallies during National Road Safety Week to raise awareness of traffic laws and health awareness rallies in partnership with government hospitals to address diseases including diabetes, AIDS, and tuberculosis. In order to promote gender equality and women's rights, the Women Empowerment Cell also plans activities on National Girl Child Day and International Women's Day.

Every year on 25 September, we mark World Pharmacist Day, a day devoted to raising awareness about the pharmacy profession and encouraging professionalism among students and staff. Additionally, the college's departments recognise a number of health-related holidays, including World Blood Donor Day, World AIDS Day, World Diabetes Day, International Day of Yoga, World Cancer Day, and World Hepatitis Day. These holidays are marked by knowledgeable speakers from related professions.

Students actively take part in blood drives, patriotic festivities, sanitation awareness programmes, and environmental initiatives like World Pollution Day and Swach Bharat during these events. Through their involvement, students grow personally and make constructive contributions to the community. They also become more ethical and responsible individuals who have a broader awareness of social, political, and economic concerns.

File Description	Document
Upload Additional information	[View 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 Trimurti Institute of Pharmacy engages in a wide range of outreach initiatives to raise the college's profile in the neighbourhood and teach students about civic involvement. The school values its students' involvement in the classroom, their commitment to volunteer work, and their general growth as responsible citizens. These programmes are coordinated by a number of college departments, including the Women Empowerment Cell, Training & Placement Cell, Anti-Ragging Committee, and NSS Committee.

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The college hosts events on a variety of subjects, such as bike rallies during National Road Safety Week to raise awareness of traffic laws and health awareness rallies in partnership with government hospitals to address diseases including diabetes, AIDS, and tuberculosis. In order to promote gender equality and women's rights, the Women Empowerment Cell also plans activities on National Girl Child Day and International Women's Day.

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Students actively take part in blood drives, patriotic festivities, sanitation awareness programmes, and environmental initiatives like World Pollution Day and Swach Bharat during these events. Through their involvement, students grow personally and make constructive contributions to the community. They also become more ethical and responsible individuals who have a broader awareness of social, political, and economic concerns.

File Description	Document
Upload Additional information	[View 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: 30

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
9	10	2	5	4

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	[View 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](#)
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: 6

File Description	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](#)

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:

Trimurti Institute of Pharmacy is steadfastly dedicated to providing all stakeholders with top-notch services, with an emphasis on offering exceptional infrastructure support. Since the institute's founding, it has adhered strictly to PCI and university standards to guarantee the availability of sufficient infrastructure for successfully delivering pharmacy courses.

The college has seminar halls and classrooms that are well-lit and kept up, providing ideal conditions for efficient lecture delivery. These areas are outfitted with cutting-edge audiovisual technology in addition to conventional teaching tools, which improves the quality of instruction and learning overall. Furthermore, specialised tutorial rooms provide customised guidance to enhance the academic performance of slow learners.

The institute has a sufficient number of well-designed laboratories that are all kept in top condition to ensure compliance with regulatory standards. Advanced instrumentation and dependable power backup facilities are features of these labs. The Central Instrumentation Room and Machine Room, with central air conditioning, are hubs for encouraging a research culture among academics and students.

The well-equipped computer room and language laboratory, which support a variety of cultural and academic activities, further enhance the learning environment. The institute prioritises the health and well-being of its students, including regular health screenings and counselling to raise awareness of mental and physical health issues.

Trimurti Institute of Pharmacy provides lots of recreational options in order to promote holistic development. These comprise facilities for both indoor and outdoor gaming, as well as a special recreation area for pastimes like chess and table tennis. The institute also hosts social events, seminars, workshops, and cultural events all year long in addition to taking part in a number of interdepartmental, intercollege, and interuniversity competitions.

The institute provides high-speed internet access to stay up to date with technological changes. This allows staff and students to access a plethora of national and international e-journals for up-to-current information. Moreover, the campus's medicinal plant garden enhances research and teaching initiatives by giving students access to a hands-on learning environment.

The institute's library, which has a vast collection of books, journals, magazines, and periodicals, acts as a useful reservoir of information, ensuring access to comprehensive resources. These services are enhanced by an electronic library, which gives users digital access to e-books and e-journals.

Last but not least, having a medical help desk demonstrates the institute's dedication to student wellbeing by offering prompt aid in an emergency. In conclusion, Trimurti Institute of Pharmacy nurtures students' entire development while maintaining the best standards of infrastructure and support services. It achieves this by striking a healthy balance between academic rigour and extracurricular activities.

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: 0

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
0	0	0	0	0

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The library, which has a sizable collection of books, journals, magazines, and periodicals, acts as an essential knowledge centre. Students and teachers can quickly look up books by title or author name using DELL NET software. Faculty members and postgraduate and undergraduate students have their own designated reading areas.The library employs a librarian, an assistant librarian, and a technical assistant to oversee operations and book distribution in accordance with PCI requirements. Thorough documentation is kept on all book issues and returns, guaranteeing efficient operation for faculty and students alike.

Weekday hours of operation are 8:00 a.m. to 7:00 p.m.; Sunday hours are 8:00 a.m. to 1:00 p.m. An e-library can provide continuous internet access to support the learning process in addition to offering subscriptions for e-books and e-journals. With a large selection of titles and volumes available for different pharmacy programmes, the library's collection satisfies PCI standards. Students have access to over 5,000 textbooks, reference materials, and online resources via 15 computer terminals, along with free internet access and the newest software.

There is more than 100 seats available, and for convenience, printing and photocopying services are offered. The learning process is further enhanced by free internet downloads and access to more than 200 online publications and e-resources. There are departmental libraries as well, with distinct areas for reading, issuance, and internet access.

Students can choose which books to check out for free, and those in their final year are allowed to check out up to three books to help them study for the GPAT. All things considered, the library is a vital component of academic assistance since it creates an atmosphere that is favourable to learning and study.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

With 130 computers available on campus, including a Computer Cum Language Laboratory with 60

systems, the school provides specialised computing resources. ICT-enabled teaching and learning activities are supported by the availability of LAN connectivity and internet access. Computer systems are regularly upgraded, replaced, and monitored in compliance with predetermined standards. Additionally, all facilities—including the laboratories, library, and offices—are connected by CAT6 high-speed LAN lines, and lab instruments are interfaced with computers using the necessary software. In addition, fifteen computers are available for use in the Digital Library to access databases, e-books, e-journals, and other electronic resources that the college has subscriptions to.

Regular updates are made to the IT infrastructure, which includes Wi-Fi. Initially, two service providers—Airtel and BSNL—provided internet connectivity with speeds of 100 MBPS and 150 MBPS, respectively. Laptops and mobile devices may access the internet seamlessly around the campus thanks to Wi-Fi nodes that are secured and have system administrator access controls. The organisation upgraded to a leased line to improve internet connectivity. To preserve computer data, specific folders are password-protected, and non-scholarly or uninformative websites are restricted for security reasons. For assistance with any technological problems, a network administrator and IT Help Desk are on hand.

For better learning environments, several classrooms include LCD projectors that can be connected to the internet. To enhance security, the university has set up more than thirty closed-circuit television cameras throughout the campus, which are linked to a central surveillance television system. In addition, the institution broadcasts events and interacts with its audience on social media sites including Facebook and its Institutional YouTube channel.

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: 4.52

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

Response: 100

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](#)
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 3.35

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
0	1.51	4.28	0.33	0.26

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: 70.66

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
339	356	302	178	147

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: B. 3 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: 33.35

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
104	210	98	82	130

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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 0

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
0	0	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
97	132	78	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: 11.88

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
5	7	0	0	0

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

5.3 Student Participation and Activities

5.3.1

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3.2

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

Response: 2.6

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
6	2	2	2	1

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:

Almost hundreds of students have graduated and left the doors of the prestigious Trimurti Institute of Pharmacy since the institution opened its doors for business in 2016. Alumni's memories of the institute are deeply ingrained in their thoughts, as are all of its movements. Every graduate of our Trimurti Institute of Pharmacy immediately becomes an alumni member.

Annual alumni meetings are arranged on a regular basis. The alumni of our institution share their experiences with our incoming students at the alumni meet. Alumni comments are gathered and summarised. The recommendations and ideas from the alumni are presented as ideas for implementation in the meeting of the governing body. The Alumni Association of Trimurti Institute of Pharmacy was founded in 2020. Alumni play a crucial role in fostering and enhancing an institution's reputation through word-of-mouth advertising. It actively participates and offers to mentor juniors in their areas of specialisation. The institution's name spreads far and wide thanks to its upbeat social media posts. Notable alums of the institution have been employed by numerous domestic and international organisations. They have recommended their juniors and peers. Former students of the college are currently enrolled in or have previously attended prestigious universities in India and outside.

PURPOSE AND GOALS

 1. To hold regular alumni association meetings. 2. To plan conferences and seminars at the state, federal, and worldwide levels. 3. To build an association office and guest home on the grounds of the institute. 4. To equip the institute's laboratories with cutting-edge technology. 5. To supply the institution library with books and journals from domestic and international publishers. 6. To carry out pharmacy education awareness campaigns in remote areas. to provide technical education to underprivileged pupils living in slums and rural areas. 7. To solicit donations from former students. 8. To seek or request for financial support for facilities and initiatives intended for the benefit of this Institute's students and the needy, especially those residing in rural and tribal areas, to state and federal government departments, nonprofit voluntary organisations in India, and international funding organisations. 9. To offer counsel to those pursuing higher education overseas

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision: To create an ideal pharmacist responsible for excellent patient care and contribute towards healthcare system for the well-being of society.

Mission: To set up the institute with academic excellence by imparting education through high-quality information and technologies in pharmaceutical education.

Objectives:

To Provide a Dynamic Educational Environment That Promotes Effective Mentoring, Professional Growth, and overall Development Of the Students, Thus Empowering Them To Become Leaders In.

• To provide Quality Education To Pharmacy Students Using Best Teaching Methods And Practical-Based Educational Approach, Enabling The Student To Advance And Progress In Their Profession.

• To Be A Leader In Quality Education And Service To Society.

• To Work In The Field Of Improvement Of Society's Health, Wellness, And Healthcare Facilities.

• To Advance Overall Pharmacy By Establishing Collaborations With Professional Sectors Such As Industries, Research Institutes, And Hospitals.

To create a quality assurance system that would continuously assess and monitor the level of instruction and training provided at the institution, enhance the teaching-learning process, and ultimately transform the institution into a centre for excellence.

TIP's strategies include developing competencies to meet the dynamic needs of society and industry, equipping faculty, staff, and aspiring chemists with the knowledge and skills necessary for pharmacy practice, fostering a collaborative research and consulting environment with industry and other institutions, instilling social and ethical values, implementing green initiatives on campus, and enhancing Placement Activities. Committees for co-curricular activities, finances, purchases, animal ethics, gender sensitization, grievances, NSS Unit, SC and ST committees, sports, women's empowerment, skill development, and training and placement

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

A governing body holds primary responsibilities encompassing the establishment and oversight of the organization's objectives, priorities, and strategies, always within the bounds of the organization's charter and legal requirements. They create plans and policies aimed at achieving the organization's goals and facilitating the delivery of optimal services to stakeholders. Maintaining compliance with all applicable laws and policies while fostering positive relations with key stakeholders, actively involving them in defining and observing the organization's mission is crucial.

Furthermore, the governing body defines key performance indicators and ensures adequate resource allocation, both in terms of finances and personnel, to meet organizational goals. They designate and support the principal, assessing their performance and taking necessary actions such as rewards or substitutions. Additionally, they supervise risk assessment and management, ensuring adherence to organizational policies, legal obligations, and contractual agreements.

Continuously monitoring the organization's services, programming, and operating environment to ensure relevance and feasibility of pursued goals is another vital aspect. The governing body influences financial and decision-making processes, establishes benchmarks, and evaluates its own governance effectiveness, while also maintaining a succession plan.

In terms of financial management, the governing body evaluates yearly budget plans, approves budgets and any proposed changes, and determines fund allocation for the fiscal year. They maintain financial records for auditors and inspectors, promptly addressing any recommendations put forth.

Moreover, the governing body establishes a documented policy for performance management, including employee evaluations post-staff consultations. Employee service records are meticulously maintained, and compliance with regulations regarding personal files and terms of service, including payment, leave, attendance, and staff availability policies, is ensured. Violations of terms may lead to warnings or suspensions.

Additionally, the governing body oversees processes such as event financial account filing, service charge transfers upon termination or relinquishment, and the hiring process, which involves staff requirement collection, management approval, and a detailed selection procedure.

To enhance performance, ineffective methods are eliminated, and educators are provided with insights into their strengths and limitations. A student feedback system, incorporating previous years' outcomes, and redressal mechanisms for grievances, including committees for anti-ragging, internal complaints, and women's grievances, are also established.

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: D. 1 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:

As a group, we have developed a remarkable culture of mutual respect at work, which fosters an environment that is conducive to both academic and personal growth. We believe that as the institution expands, so does its workforce.The school has high expectations for providing excellent instruction, and as a result, qualified teachers with distinguished academic backgrounds serves the students and the school with high calibre standards. Every member of the faculty has expertise teaching all academic courses. For a range of academic activities at all levels, the school has developed a professional advancement allowance. Faculty members are also encouraged to take part in conferences, workshops, training programmes, faculty development initiatives, etc.

The faculty is encouraged by the institute to apply for Ph.D. programmes. To achieve the desired standards, the university has set up computer proficiency update programmes, equipment training, reagent preparation, glassware and equipment cleaning and maintenance, etc. for the non-teaching staff. To manage the equipment in accordance with SOP, the non-teaching staff has been encouraged to participate in demonstration programmes. In addition to this, the organisation offers welfare programmes such as:

1. Pay commissions are applied in accordance with the rules.

2. For academics attending conferences, there are registration fees, dearness allowances, and travel grants.

3. Workshops are available.

4. Rewards for the top research projects.

5. For the necessary staff, study, maternity, and medical leaves are approved.

6. Pay advance and loans to selected staff members, both teaching and non-teaching.

7. Transport services for every employee.

8. Planning campaigns to raise health awareness.

9. Planning recreational and cultural events in which all employees are welcome to take part.

10. Presents to employees on special occasions like marriage, housewarming parties, and child marriages.

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: 0

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
0	0	0	0	0

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: 33.61

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
23	20	21	11	7

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
27	27	27	27	27

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The institute is equipped with a budgetary control system to ensure that funds are used wisely. The institution's financial administration underwent numerous adjustments. Budgetary needs will be obtained from various departments and cells by the finance and procurement committee, which will be led by the principle and comprised of management, teaching staff, and administrative staff representatives. The committee has established upper and lower bounds for total recurring and non-recurring expenses, taking into account the institution's revenue and resources. The committee prepares, reviews, and approves the annual budgets at the start of the academic year.

The organisation regularly uses the external and internal financial auditing system. The auditors at the college are incredibly productive. Every day, the accounts are checked and audited, and the principal approves the documents that have been reviewed. Internal auditors keep an eye on revenue and expenses as well as the acquisition and use of funds from other sources and expenses. The department of institutional management bears the responsibility of creating yearly financial statements that accurately and fairly depict the financial situation. The statutory auditor, conducts the external audits.

Every year, income tax returns are filed and accounts are audited on a regular basis. The company rates to maintain precise records. The management personally guaranteed that the audit was completed on schedule and without incident. Due to the organization's adherence to a sound internal control system, which included getting bids, comparing costs, placing orders, etc., there were no complaints to the audit.

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 National Assessment and Accreditation Council (NAAC), Bangalore suggests that all accredited institutions create an Internal Quality Assurance Cell (IQAC) as a post-accreditation quality sustenance measure in accordance with its Action Plan for performance evaluation, assessment and accreditation and quality upgradation of higher education institutions. Since improving quality is an ongoing activity, the IQAC will integrate into the institution's operations and seek to realise the objectives of maintaining and improving quality. The main responsibility of the IQAC is to create a framework for the deliberate, methodical, and catalytic enhancement of institutions' overall performance. In order to do this, the institution will focus all of its efforts and actions during the post-accreditation period on advancing its overall academic quality.

The Internal Quality Assurance Cell (IQAC) will be established and run by the institution with the help of the guidelines found in the following sections. The initial stage of internalising and institutionalising quality enhancement measures is the work done by the IQAC. Its ability to foster a sense of inclusion and belonging among all of the institution's members determines its success. It won't be the institution's newest hierarchical structure or an endeavour to maintain records. It will function as a voluntary, facilitative system, unit, or organ of the organisation. The Trimurti Institute of Phamacy established the Internal Quality Assurance Cell (IQAC) on December 24, 2022.

All of the Institute's stakeholders, including students, alumni, department heads from all departments—including the library, sports, examination and evaluation, co-curricular and extracurricular activities, members of management and administration, local community members, and industry experts—are represented on the IQAC Committee. Perspective Attaining scholastic distinction by offering technically sound instruction that is embraced around the world and by anticipating technological advancements through innovative R&D. Industry-Institute Collaboration. Enhanced Human Resources.

Mission to deliver technical education in accordance with worldwide standards in order to stimulate better learning levels. Research that is applied. Capacity for Creativity. Value-based education.

IQAC's functions

creation and implementation of quality standards and guidelines for the institution's numerous administrative and academic operations. assisting in the development of a learner-centered environment that is supportive of high-quality instruction and the professional development of faculty members to enable them to acquire the skills and tools needed for interactive teaching and learning. Make plans for student, parent, and stakeholder feedback on institutional processes connected to quality. informational dissemination of the several standards of higher education excellence. arranging seminars on quality-related topics, organising workshops both inside and between institutions, and encouraging quality circles. documentation of the institution's many initiatives and activities, which will enhance quality. serving as the Institution's point of contact for organising initiatives linked to quality, such as the adoption and sharing of best practices. Creation of an Institutional Culture of Quality. creating the institution's Annual Quality Assurance Report (AQAR) in the format required by the relevant quality assurance authority (NAAC) using the quality parameters and assessment criteria.

File Description	Document
Upload 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: D. Any 1 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The institute has introduced several measures for gender equity and sensitization. Priority for girl students was highlighted in the code of conduct of students. The institution has high-quality CCTV cameras installed all over the campus to track the activity of every student thus ensuring their safety inside the campus. Adequate security forces are available in the college 24/7 throughout the campus that makes sure that no untoward incident takes place on the campus. Institute provides reserved seats for women faculty and girl students in college transport. Female faculty accompany all the girl students during Industrial visits, Workshops, Conferences, and Competitions.

The Institution has a special cell called Student Counseling center through which it addresses the student's grievances related to academic and nonacademic matters, such as assessment, victimization, harassment by colleague students or teachers etc. The women protection cell (women Empowerment Cell) addresses the grievances regarding the gender sensitivity issues of students and faculty. A suggestion box is fixed in the college campus for any grievances. Yoga, Meditation, and self-defense Programs ere conducted for the Overall development and safety of girl students. Sanitary napkins were made available in the women empowerment cell and washrooms are provided with sanitary napkin incinerator machines for the safe. The Institution also provides Well Equipped Common Rooms for girls as well as for Boys Separately. National girl child day and international women's day will be conducted every year to make the students aware of the importance of women in society. Seminars and awareness programs had been organized yearly on women's health issues and nutrition, breast and cervical cancer awareness, the Importance of women's education, and the role of women in Indian culture sustenance.

To Instill nationalism and patriotism in students, every year institute will celebrate special days of national importance like Independence Day and republic day, etc. On those days, notable individuals are invited to inspire staff and students with their speeches. The institute also celebrates several other national and international commemorative days of social, professional, and health importance. Health days like TB Day, AIDS day and cancer day were organized every year in order to aware of the significance of those problems. Every year Doctors Day, nurses day and pharmacist day were conducted to aware the students about the importance of fellow healthcare professionals. To Promote cultural sustenance both Telegu and Tamil festivals were celebrated. To dissolve the religious disparities festivals related to all religions were celebrated.

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: B. 3 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: C. Any 2 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:

Since the institute promotes the equality of all cultures and traditions, students from different castes, religions, and geographical areas learn alongside one another without discrimination. Despite the diverse socio-cultural background and linguistic variation of the institution, we do not recognise disparities based on culture, geography, language, community, social status, or any other factor. the birthday celebrations, national holidays, and memorial services for notable Indian figures, such as Sardar Vallabhbhai Patel, Lal Bahadur Shastri, Pandit Jawaharlal Nehru, Dr. B.R. Ambedkar, and others On October 31, the day of Sardar Vallabhbhai Patel's birth, the institution honours Rashtriya Ekta Diwas, a pledge made by staff and students on National Integration Day, annually.

Positive interactions between individuals from diverse ethnic and cultural origins are so encouraged. The institute features several grievance redressal cells, including the Women's Grievance Redressal Cell and the Student Grievance Redressal Cell, that handle complaints without considering the race or cultural background of any individual. Many divisions offer excursions and field trips to different Indian businesses. Both teachers and students are exposed to many cultures. National socio-cultural exchange programmes are available at our university. In addition to giving its students a solid academic foundation, the Institute makes use of its continuous efforts to shape them into better citizens of the country. In this way, in addition to providing professional legal education, the institution fosters a sense of community among the student body through a range of practices and projects. Several academic departments have consistently organised programmes that not only motivate but also inspire students to participate in various actions that uphold the nation's "Unity in Diversity."

The institute ensures that students give these activities their full attention. The institute has continuously

carried out a variety of initiatives to raise awareness of different aspects of national identity. The institute's top goal has always been to disseminate the national message. The institute throws big celebrations for Independence Day and Republic Day. Many departments' teachers have planned a variety of recreational and academic events to support the Fundamental Duties, Directive Principles, and Rights of Indian Citizens. The institution has arranged student-focused events, like essay contests, which have consistently attracted a sizable amount of student involvement and improved their comprehension of various constitutional obligations.

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:

Title: 1. Enhancing the Teaching-Learning Process

1. Goal: The objective is to accommodate varying learning styles and preferences by utilizing a variety of teaching techniques, including multimedia presentations, interactive activities, lectures, and demonstrations. To deliver a thorough learning experience, a variety of resources such as online materials, videos, textbooks, and guest lecturers will be used. Ensuring that students understand the learning objectives and outcomes of every course is crucial, providing them with a blueprint for their educational career and clarifying expectations.

Context:

Establishing an inclusive and diverse learning environment in the classroom, promoting candid conversations, honoring dissenting viewpoints, and ensuring every student is at ease enough to participate.

Encouraging students to actively participate in class by using various strategies, including debates, group discussions, case studies, problem-solving exercises, and practical experiments.

Connecting theoretical ideas to actual circumstances aids in students' comprehension of the usefulness of what they are learning and increases motivation and interest in the subject.

3. The Practice:

Before the academic year starts, students can find the planner and academic calendar on the college website.

Heads of programs continuously monitor the percentage of each course's syllabus being covered.

Encouraging questions, conversations, and active participation from students during lectures and other educational activities.

Employing numerous evaluation techniques, including quizzes, class exams, projects, group discussions, tutorials, and presentations, to gauge students' learning progress.

Providing constructive feedback on tests, projects, and assignments through a student mentorship program.

Holding informal sessions with students to gather input on the subjects taught by different professors.

4. Evidence of Success:

Faculty provided clear demonstrations of various directions, equipment handling, and equipment use, published on the college's YouTube page.

The library provides students with access hours to search books, journals, e-books, and e-sources for material.

Completion of the syllabus on time.

Increase in the percentage of students attending classes and their proficiency using equipment.

Enhancement in final test outcomes and competitive examinations.

5. Problems Encountered and Resources Required:

Lack of in-house technological competence hindering the growth of animation-based PowerPoint presentations in education, especially in science fields.

Lack of funding has been a major obstacle to teachers' excitement for technology use, despite the growing need for ICT resources.

Title 2. Speakers Forum

Objectives of the practice: The Students Speakers Forum (SSF) was established to teach students how to talk effectively using the ABC method - A: accuracy, B: brevity, and C: clarity.

The Practice: English language and communication skills course in their curriculum that helps them improve their communication skills Allowing them to talk in English without the effect of their mother tongue. Students in the Interactive Communication Skills actively participate in group discussions, public speaking, debates, and presentations. Improves Listening, Speaking, Reading and Writing abilities. Group assignments and activities, which promotes active learning.

Obstacles faced if any and strategies adopted to overcome them: Student's fear of the English language. The prior educational medium, which does not enable them to engage consciously. Student's hesitation due to inferiority complex. Fluent in English but struggles with presenting.

Outcomes: This assists students in preparation for the recruiting process. Admission tests for further education and other competitive assessments. These programs covers communication and aptitude skills training. Knowledge improvement in technical and other skills. Placements have been improved drastically.

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:

Education Process Reengineering (EPR) Philosophy: Redefining Educational Paradigms

1. Scholastic Distinction:

- Our institution is committed to fostering scholastic excellence through innovative teaching methodologies and curriculum design. By implementing the Education Process Reengineering (EPR) Model, we establish an organizational structure that prioritizes academic success criteria and subfunctions.
- We believe in nurturing well-rounded personalities with a global perspective and social responsibilities, achieved through a blend of academic rigor and research components.
- Through continuous knowledge exploration and engagement in research endeavors, students are empowered to delve deeper into their areas of interest and contribute meaningfully to academia and society.

2. Joy of Innovation and Business Ownership:

- At Trimurti Institute of Pharmacy, we instill a culture of innovation and entrepreneurship among our students. We go beyond conventional classroom teachings to foster a spirit of creativity and enterprise.

- Our aim is to develop students' abilities to oversee diverse organizational operations, preparing them for professional roles in esteemed associations such as IPA, ISPOR, and others.
- Excitement for innovation is palpable within our academic environment, with our institute providing support to student startups. Several former students have successfully translated their academic knowledge into real-world ventures, launching their own businesses.

3. Highest Academic Standing:

- Striving for excellence is ingrained in the ethos of our institution. We aim to surpass conventional benchmarks of academic achievement by nurturing not only intellectual prowess but also ethical values and social responsibility.
- Through certificate programs, course-based projects, and social impact initiatives, we expose students to cutting-edge techniques and interdisciplinary research opportunities.
- Our curriculum is designed to encourage social responsibility and address societal challenges impacting the field of pharmacy. Students are encouraged to engage in initiatives that promote positive social change and contribute to the betterment of society.

4. Growth of a Complete Person with a Global View and Social Responsibilities:

- We recognize the importance of holistic development in nurturing individuals with a global outlook and a strong sense of social responsibility.
- Our institution imparts moral principles and ethical behavior, fostering traits of personality, character, and conduct that uphold principles of justice, equality, creativity, and peace.
- With specialized courses like Gender Sensitization, Pharmacy Exploration, and Social Innovation, our curriculum is tailored to meet the evolving needs of society, equipping students with the skills and knowledge to navigate complex global challenges and make meaningful contributions to their communities.

In essence, the Education Process Reengineering (EPR) philosophy serves as the cornerstone of our institution, guiding us in our mission to redefine educational paradigms and nurture future leaders who are not only academically adept but also socially conscious and globally aware.

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

5. CONCLUSION

Additional Information :

NIL

Concluding Remarks :

In conclusion, Trimurti Institute of Pharmacy stands as a beacon of excellence in pharmaceutical education and research, overcoming challenges with resilience and innovation. From addressing financial burdens to adapting to technological advancements and ensuring competency alignment with market needs, the institute prioritizes holistic student development. With state-of-the-art infrastructure, dedicated faculty, and strategic partnerships, Trimurti Institute of Pharmacy fosters a dynamic learning environment. Through its commitment to research, community engagement, and student well-being, the institute continues to excel, shaping future leaders in the pharmaceutical industry while contributing positively to society.

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 : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
1.4.1	*Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website* Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: C. Feedback collected and analysed Remark : As per clarification received from HEI, thus DVV input is recommended.
2.1.2	*Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years* 2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)** Answer before DVV Verification:

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
35	32	35	34	36

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
33	30	27	24	29

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
42	39	39	39	39

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
42	39	39	39	39

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

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
5.5	4.5	5.5	0	0

Answer After DVV Verification :

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

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

3.2.2	*Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years*

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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	9	10	7	7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	6	9	6	2

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

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
45	55	0	0	0

Answer After DVV Verification :

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

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10	16	4	5	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	10	2	5	4

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

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
15.37	8.86	16.01	23.96	12.01

Answer After DVV Verification :

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

	Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
4.3.2	**Student – Computer ratio (Data for the latest completed academic year)** 4.3.2.1. **Number of computers available for students usage during the latest completed academic year:** Answer before DVV Verification : 102 Answer after DVV Verification: 100 Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
4.4.1	*Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)* 4.4.1.1. **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>21.13</td><td>12.17</td><td>22.01</td><td>32.93</td><td>16.51</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>0</td><td>1.51</td><td>4.28</td><td>0.33</td><td>0.26</td></tr></table> Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
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: B. 3 of the above Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
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 : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
68	86	52	0	0

Answer After DVV Verification :

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
97	132	78	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
97	132	78	0	0

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9	3	4	6	8

Answer After DVV Verification :

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

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

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
32	29	28	29	32

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	2	2	2	1

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

6.2.2	*Institution implements e-governance in its operations*

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: D. 1 of the above

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

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
20	16	16	11	7

Answer After DVV Verification :

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

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

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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
6	7	6	5	6

Answer After DVV Verification :

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

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

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

	1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented** 2. **Academic and Administrative Audit (AAA) and follow-up action taken** 3. **Collaborative quality initiatives with other institution(s)** 4. **Participation in NIRF and other recognized rankings** 5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.** Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: D. Any 1 of the above Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
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: B. 3 of the above Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.
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** Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.

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 : 16 Answer after DVV Verification : 29