



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

JKK MUNIRAJAH INSTITUTE OF HEALTH SCIENCES COLLEGE OF PHARMACY

**JKK MUNIRAJAH INSTITUTE OF HEALTH SCIENCES COLLEGE OF
PHARMACY**

638506

www.jkkmihscp.org

SSR SUBMITTED DATE: 22-12-2023

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

December 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

JKK MUNIRAJAH INSTITUTE OF HEALTH SCIENCES COLLEGE OF PHARMACY, was established in the year 2015 and run by Annai JKK Sampoorani Ammal Charitable Trust, which runs educational services for the past 4 decades. The college is affiliated to The Tamilnadu DR MGR Medical University and approved by Pharmacy Council of India (PCI), Newdelhi. The primary objective of the college is to advance in the field of Professional Pharmacy education and highlight its societal significance by instilling professional and ethical values through a dedicated Centre of Excellence.

Distinguished by its unique structure, innovative methods and ambitious goals, the college is firmly grounded in a philosophy centered on education and research. It places significant emphasis on the harmonious relationship between knowledge and practical application, striving to foster the development of an exemplary society.

Vision

Providing excellence in Pharmacy education to cater healthcare needs in community and pharma industries utilizing our profound wisdom in Pharmaceutical Sciences.

Mission

1. Providing exemplary, professional education and to foster a culture of discipline and professionalism among students.
2. Cultivating research and leadership qualities among the students and pharmacy professionals to enhance the quality of pharmaceutical care in the community.
3. Motivating individuals to strive for excellence in delivering healthcare in the field of health sciences.
4. To encourage innovative projects in drug information and discovery.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Robust, dynamic, and forward-thinking leadership.
2. Choice to students from rural regions for a higher professional Quality.
3. Dedicated faculty and staff, who are well-qualified and trained, play a crucial role in fostering a shared focus on student success. The college provides various on-campus programs, and our commitment to staying updated

with modern educational needs is reflected in the availability of advanced equipment and technology.

4. One of the prominent strengths of this institution is its robust student support services. The college places a high value on affordability, as evidenced by its reasonable tuition fees, making quality education accessible to a diverse range of students.

5. State-of-the-art laboratories equipped with the latest instruments, legal software packages, modern infrastructure that meets the sanctioned strength requirements. The group that takes care of the institute's money is doing very well financially.

6. Transport facilities are provided to students and this service not only reduces the risk associated with commuting but also aids socially and economically disadvantaged students hailing from rural areas, who possess a keen interest in pursuing higher education, thereby promoting social inclusion.

7. The location is nestled near the Western Ghats, offering a serene and picturesque environment. It is characterized by its natural beauty, free from pollution, providing a tranquil and refreshing atmosphere. The proximity to the Western Ghats adds to the allure, creating a scenic backdrop with lush greenery and captivating landscapes. This location is ideal for those seeking a peaceful and close-to-nature experience, away from the hustle and bustle of urban life.

Institutional Weakness

1. Strengthening industrial consultancy services.
2. Exploring foreign collaborations with other institutions.
3. Enhancing research and development (R&D) activities.

Institutional Opportunity

1. Surging public interest in the field of Pharmaceuticals leads for better and effective service with affordable price.
2. Growth of pharmaceutical industries in specialised areas creating avenues for involvement in production, quality control, R&D, and API sectors.
3. Execution of Memorandum of Understanding (MOUs) with hospitals and industries to further streamline student placement processes.
4. Implementation of collaborative projects for postgraduate (PG) students, ensuring comprehensive exposure for both students and faculty.
5. Pursuit of interdisciplinary research initiatives and partnerships with external institutions to develop advanced Pharmaceutical solutions.
6. Leveraging alumni connections for increased industry engagements, focusing on development projects and

consultancy services.

7. Augmentation of faculty strength to intensify research and development activities.

Establishment of an Incubation Center and Center of Excellence to foster innovation and excellence in pharmaceutical pursuits.

Institutional Challenge

1. Rapid changes in technology and the educational landscape require significant resource mobilization for upgrades.

2. Reluctance among students to concentrate on research and development poses a hurdle.

3. Competing institutions and negative perceptions contribute to challenges.

Funding acquisition is more challenging for private institutions compared to central and state government counterparts.

4. Emphasis on increasing and incentivizing research publications in indexed journals to enhance institutional standing.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The JKK Munirajah Institute of Health Sciences College of Pharmacy is affiliated with The Tamil Nadu Dr. MGR Medical University, Chennai, and accredited by the Pharmacy Council of India. The institute offers academic programs including B. Pharmacy, Doctor of Pharmacy, and Master of Pharmacy with specializations in Pharmaceutics and Pharmaceutical Chemistry. Adhering to university-prescribed curricula and council-approved syllabi, the institute employs a well-designed mechanism that combines theoretical coursework and practical training to implement the core curriculum effectively.

Unique features such as the academic calendar, institutional lesson plans, and a developed mechanism for curriculum delivery have been established by the faculty. These plans are designed to achieve learning outcomes in accordance with statutory norms. The institute further enriches the educational experience through programs like industrial visits, expert lectures, and hands-on training to enhance students' employability. Periodic feedback is obtained from students and stakeholders, facilitating continuous improvement through analysis and implementation of developmental measures.

The Academic Committee at JKK Munirajah Institute plays a pivotal role in curriculum planning, ensuring the delivery of quality education. Emphasizing effective teaching-learning strategies, the committee meticulously plans timetables, workloads, and lab schedules, adhering to the academic calendar and monthly day orders. The institution also maintains a favorable student-to-faculty ratio, complying with standards set by affiliating bodies. To cater to diverse learner needs, the institution offers orientation programs, add-on courses, fieldwork, and internship training.

In alignment with Pharmacy Council of India regulations and the affiliating university's standards, the Academic Committee actively implements and monitors curriculum changes. The institution conducts periodic audits to ensure the smooth functioning of academic activities. Remedial measures are provided for both slow and advanced learners, and continuous feedback from students, faculty, and alumni is collected and analyzed. This iterative feedback process, facilitated through the Program Monitoring Committee and class representatives' meetings, contributes to the dynamic and responsive evolution of the educational environment.

Teaching-learning and Evaluation

Admissions and Inclusive Environment:

Annually, this college aligns with Tamil Nadu Dr. MGR Medical University's norms for student admissions, embracing diversity across religious, cultural, linguistic, and geographical backgrounds. Committed to state and federal regulations, the institution prioritizes SC/ST/OBC students in adherence to government-mandated reservation norms. Post-acceptance, the college efficiently addresses diverse student needs, fostering an inclusive and supportive environment. A comprehensive calendar of events, disseminated widely, guides the seamless execution of academic, extra-curricular, and co-curricular activities.

Innovative Teaching-Learning Approaches:

This college employs innovative and practical-oriented teaching methodologies, creating learning environments that nurture creative thought, analytical prowess, and innovative thinking. Faculty utilize student-centric approaches such as group discussions, debates, poster presentations, and quizzes, fostering holistic development and active engagement. These dynamic methods cultivate an environment conducive to critical thinking, collaboration, and intellectual growth.

Dynamic Learning Environment:

This college prioritizes a dynamic learning environment through hands-on experiences in state-of-the-art laboratories and an extensive library resource pool. Faculty development is supported through higher studies and participation in development programs, ensuring continuous learning. Regular conferences and seminars keep both staff and students abreast of the latest advancements in their fields. Emphasizing a learner-centric approach, the institution promotes active participation, critical thinking, and collaborative learning.

Integration of Technology for Enhanced Learning:

This college enhances logical and analytical thinking through ICT-enabled teaching methods, including PowerPoint presentations, smart classrooms, digital libraries, and interactive audio-visuales. These technological tools create engaging and immersive learning experiences, aiding students in grasping complex concepts effectively. The knowledgeable and experienced faculty contribute significantly to students' academic growth, fostering a culture of research and innovation.

Outcome-Focused Education:

Program Outcomes (POs) form a vital framework to ensure students acquire essential skills and knowledge. Meticulous planning, diverse protocols, and methodologies, led by the academic committee, align with academic objectives, guaranteeing a comprehensive educational experience. The college's commitment to leveraging various teaching methodologies and technologies reflects its dedication to providing a dynamic and enriched learning environment. Through this holistic approach, the college aims to nurture well-rounded individuals with critical thinking, problem-solving, and practical skills for future endeavors.

Research, Innovations and Extension

JKKMIHSCP has instituted a comprehensive research promotion policy, establishing an innovative ecosystem as a robust foundation for both first-generation learners and researchers. Regular workshops on Research Methodology, Intellectual Property Rights, and crafting Research Grant Proposals are conducted to enhance the skills of faculty members.

Over the past five years, the institute has organized staff development programs focusing on research methodology, research ethics, and Intellectual Property Rights, contributing significantly to the professional growth and quality improvement of the faculty. This commitment to research is evident in the successful completion of numerous projects, supporting researchers in pursuing novel initiatives.

In terms of scholarly output, faculty members at JKKMIHSCP have made substantial contributions, publishing 14 research articles in Scopus/UGC-recognized journals and one book chapter within the last five years.

Beyond academic pursuits, the institution encourages students to engage in outreach and extension activities. Initiatives include raising awareness about public health issues such as dengue and COVID-19 immunization, tree plantation drives, Child Abuse awareness campaigns, and participation in National Service Scheme (NSS) activities. Collaborations with Adithya Hospital, Shanmuga Hospital, and Maniyan Medical Center Hospital involve community education through medical camps and awareness programs in rural areas. These initiatives aim to screen patients in underserved regions and provide free health-related awareness, focusing on conditions such as Diabetes, Hypertension, and Dengue fever.

The institute's commitment to fostering collaboration is reflected in its 26 Memorandum of Understanding (MOUs) and one collaboration at the local, state, and national levels. These functional MOUs cater to various academic activities, enhancing the institute's reach and impact in the fields of education and research.

Infrastructure and Learning Resources

This institution has consistently worked towards enhancing its infrastructure and physical facilities to augment the teaching and learning capabilities. The aim is to inspire all stakeholders to actively contribute to fostering a culture of modern and innovative teaching techniques. To fulfill its social commitment and engage local communities in the growth process, various activities have been planned over time.

Significant improvements have been made in the quality of laboratories and the methods of conducting and evaluating experiments throughout the years. The institution has incorporated numerous state-of-the-art tools related to the profession of pharmacy, aligning them with the industry's demands. As part of career initiatives for students, there is a well-established infrastructure for conducting a variety of awareness activities. This institution is equipped with research-oriented equipments for an industrial product testing center, fostering a research culture evident in the number of research proposals and published papers.

The institution boasts appropriate infrastructure and physical resources, including classrooms, labs, computers, and laboratory equipment, in compliance with The Tamilnadu Dr. MGR Medical University and PCI standards, supporting teaching and learning activities. Beyond academics, facilities for extracurricular activities such as sports, yoga, cultural events, and a gymnasium are provided, covering a range of outdoor and indoor games.

A digital library within the college houses a sufficient collection of books, journals, and periodicals available to

both faculty and students. Automated using GLibrary software, the library plays a crucial role in managing book entries, issues, and returns. Additionally, it offers the option to download e-books and access e-journals through various e-resources like DELNET, E-CONSORTIUM, HUB etc

All classrooms are well-equipped with LCD projectors and Wifi facilities, meticulously maintained. Laboratories are furnished with sophisticated equipment and ample of glassware, facilitating practical work for students. The entire college is equipped with Wifi, enabling smart classrooms. Virtual demonstrations of animal experiments are conducted, and nutrition and medicinal gardens are meticulously maintained to highlight their therapeutic applications.

The college has created a unique, natural, and scenic environment conducive to educational pursuits, with a dedicated department overseeing building maintenance.

Student Support and Progression

The institution operates with a visionary commitment to guiding and supporting students in their holistic development and progression. Students benefit significantly from diverse sources of financial support, including state and central government initiatives, non-governmental organizations, and institutional scholarships. This institution proactively implements various capability enhancement and skill development programs designed to augment students' prospects for career development. Comprehensive training is provided in diverse settings, including hospital pharmacies and industries, aligning practical knowledge with chosen career paths. Active participation in programs such as Continuing Professional Education (CPE), practice schools, workshops, and conferences is encouraged to keep students abreast of current industrial needs and technological innovations. The institution prioritizes student placements, organizing the Institute Industry Initiative and pre-placement training programs to address specific skills essential for gainful employment.

Recognizing the importance of life skills and human values, this institution integrates moral classes, Personality Development sessions, and celebrations of events like yoga day into students' education. Further supporting academic achievement, GPAT coaching classes, led by a team of senior faculty, have been organized, resulting in a notable increase in GPAT qualifiers progressing to esteemed higher education institutions. Many students have successfully qualified for state, central, and international competitive examinations, showcasing their readiness for higher education pursuits or gainful employment. The institution's commitment to student welfare is evident through the presence of an efficient Internal Complaints Committee, an Anti-ragging Committee, and a Disciplinary Committee, promptly addressing grievances raised by the student body. Facilitating both on and off-campus placements, the placement cell plays a pivotal role in ensuring students' seamless transition into the professional realm. The institution places a premium on holistic development, encouraging students to actively engage in extra-curricular and co-curricular activities, leading to significant achievements in national-level sports and cultural events. The establishment of an alumni association reflects the institution's dedication to fostering a sense of community, where former students actively contribute to developmental activities through financial support, sharing valuable insights, and guiding current students on their respective career paths.

Governance, Leadership and Management

J.K.K. Munirajah Institute of Health Sciences College of Pharmacy, under the stewardship of the Annai J. K. K. Sampoorani Ammal Charitable Trust since 1971, is a beacon in education and healthcare. Rooted in a commitment to providing healthcare and education to the public, the institution upholds the legacy of Dr. JKK

Munirajah. With a robust governance structure, the institution is meticulously designed to realize its mission and vision, focusing on excellence in education and pioneering research.

Committed to continuous improvement, the institution regularly refines its mission and vision, aligning them with the values of the trust. This adaptable approach ensures responsiveness to the evolving landscape of educational and healthcare needs. Notably, the institution demonstrates a firm dedication to e-governance, streamlining admission procedures, ensuring transparent fee transactions, and efficiently managing administration and inventory. These initiatives underscore a commitment to efficiency, transparency, and the embrace of technological advancements in education and healthcare service delivery.

The leadership, represented by management and Principal, demonstrates unwavering dedication to enhancing teaching quality. This commitment is encapsulated in a comprehensive policy framework covering recruitment, faculty promotion, financial support for conferences and workshops, professional development initiatives, administrative training, appraisal mechanisms, purchase procedures, maintenance protocols, and research support. This shows the commitment to creating an environment conducive to the growth and development of both faculty and students, promoting excellence in education and fostering a thriving academic community.

A meticulously crafted five-year strategic plan serves as a guiding compass, steering the institution toward its objectives. The decentralized functioning model facilitates seamless implementation of strategic plans, promoting adaptability and efficiency. The Human Resources department plays a pivotal role, overseeing the training and welfare of teaching and non-teaching faculty. Orientation programs serve as platforms for disseminating welfare scheme policies, ensuring every member is well-informed and supported.

The institution's faculty development is an effective appraisal system, empowering faculty to identify strengths and weaknesses, leading to targeted training interventions. The Internal Quality Assurance Cell (IQAC) upholds quality parameters across academics, infrastructure, research, faculty, governance, and evaluation processes. Regular IQAC meetings analyze outcome reports, and proactive measures are instituted to maintain and enhance quality standards.

Institutional Values and Best Practices

This institution is committed to fostering academic excellence through the implementation of best practices, specifically the regular use of written tests in the context of Indian higher education. Recognizing the effectiveness of this approach, this institution aims to holistically develop students, equipping them with essential skills needed for success in a rapidly evolving world.

A standout model for holistic education, community service, and civic responsibility is embodied in this institution's NSS social outreach program. This program not only addresses immediate challenges but also actively contributes to the formation of socially conscious and responsible individuals. NSS plays a pivotal role in cultivating a compassionate and socially aware generation, aligning seamlessly with broader goals related to sustainable development and social justice.

Creating an inclusive and supportive environment, this institution provides dedicated counseling rooms and separate common rooms for both male and female individuals. Various committees are established to promptly address the grievances of students and staff, ensuring a responsive and supportive institutional framework.

In alignment with green building standards, this institution actively manages solid, liquid, and e-waste,

contributing significantly to environmental sustainability. A robust rainwater harvesting system is in place to preserve groundwater, and the institution adopts eco-friendly practices to minimize pollution. A key focus on accessibility is evident through the provision of facilities such as ramps, specially designed washrooms, and support for differently-abled individuals. This institution strategically undertakes initiatives based on the advantages and disadvantages associated with its location.

Guided by a well-defined code of conduct for both faculty and students, this institution organizes events that promote values such as harmony, truth, love, nonviolence, and peace. These events contribute to fostering a positive campus atmosphere that reflects this institution's commitment to holistic development. Furthermore, this institution maintains transparency in its financial, academic, and administrative functions, reflecting a core principle that enhances trust and accountability within the institutional community.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	JKK MUNIRAJAH INSTITUTE OF HEALTH SCIENCES COLLEGE OF PHARMACY
Address	JKK MUNIRAJAH INSTITUTE OF HEALTH SCIENCES COLLEGE OF PHARMACY
City	Thookanaickenpalayam Gobichettipalayam
State	Tamil Nadu
Pin	638506
Website	www.jkkmihsdp.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	P.PERUMAL	04285-262220	9940939295	04285-26026 3	jkkmihsdp@gmail.com
IQAC / CIQA coordinator	S.KANNAN	04285-262453	8610254625	04285-26026 3	kannan@jkkmihsdp.org

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Tamil Nadu	The Tamilnadu Dr Mgr Medical University	View Document

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
PCI	View Document	30-05-2023	12	

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	JKK MUNIRAJAH INSTITUTE OF HEALTH SCIENCES COLLEGE OF PHARMACY	Rural	7	7666.45

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	99
PG	Pharm D, Pharmacy	72	HSC	English	30	30
PG	MPharm, Pharmacy	24	B.PHARM	English	15	15
PG	MPharm, Pharmacy	24	B.PHARM	English	15	9

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	8				13				19			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	8				13				19			
Sanctioned by the Management/Society or Other Authorized Bodies	8				13				19			
Recruited	6	2	0	8	9	4	0	13	13	6	0	19
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				28
Recruited	9	19	0	28
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				1
Recruited	0	1	0	1
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	4	2	0	1	2	0	0	0	0	9
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	2	0	0	8	2	0	13	6	0	31
UG	0	0	0	0	0	0	0	0	0	0

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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	2	0	2
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
		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	347	0	0	0	347
	Female	140	1	0	0	141
	Others	0	0	0	0	0
PG	Male	28	0	0	0	28
	Female	11	0	0	0	11
	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	11	14	11	16
	Female	10	9	2	2
	Others	0	0	0	0
ST	Male	0	1	0	1
	Female	2	0	1	0
	Others	0	0	0	0
OBC	Male	47	49	46	39
	Female	24	25	19	11
	Others	0	0	0	0
General	Male	22	26	20	21
	Female	5	16	6	9
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		121	140	105	99

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The primary objective of JKK Munirajah Institute of Health Sciences College of Pharmacy revolves around cultivating a culture of learning to attract top talent and preparing students with cross-cultural competencies essential for a successful global career. The curriculum, as prescribed by the affiliated The Tamilnadu Dr.M.G.R University in Chennai, encompasses standard subjects in Pharmaceutical Science. Students are encouraged to pursue projects that align with their interests, aiming to make a positive impact on society. A range of experts from both academic and non-academic domains simplify their knowledge exchange, offering students a comprehensive educational experience. The</p>
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	<p>institution integrates experiential learning methods, incorporating fieldwork, internships, and projects to enrich the educational process. The institution bases its interdisciplinary teaching and research on ancient teachings that established the greatest standards for teaching across disciplines, sustaining rich legacies and holistic growth. The institution enhances its university curriculum by offering additional value-added courses, aiming to equip students with the necessary skills tailored for the pharmaceutical industry. The college has conducted and plans to continue various multidisciplinary and interdisciplinary programs, including Seminars, Tools for drug selection, Biomedical programs etc., Which provide significant benefits for both the Pharma Industry and Healthcare.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Faculty members are driven to develop unique course structures and employ creative teaching approaches that resonate with the academic ethos of the university. Educational strategies utilized by the include group discussions, quizzes, role plays, case studies, assignments, interactive seminars, workshops, guest lectures, conferences, and working models/demonstrations. In adherence to Pharmacy Council of India guidelines, our institution organizes elective subjects as Academic Credits, striving to boost subject-specific skills and narrow the divide between academia and corporate needs. This virtual approach significantly aids students in improving their knowledge and honing their physical and mental abilities. Our ongoing commitment lies in continuously improving and updating our college to meet the dynamic standards laid out by Pharmacy Council of India and The Tamilnadu Dr.MGR Medical University, Chennai.</p>
<p>3. Skill development:</p>	<p>Improving soft skills is accomplished through specialized programs led by field experts, while the institution also takes extra steps beyond the curriculum to offer value-based education. Life Skill Programs are conducted to promote life values. Celebrating important days like Republic Day, Independence Day, Constitutional Day, Voter's Day, Environment Day, National Integration Day, and various other national events plays a crucial role in promoting national integration. Competitions are conducted on such occasions to motivate the students and to inculcate positivity in the young minds. At the</p>

	<p>undergraduate level, it's mandatory for all students admitted to the college to join one of the cells or clubs such as NSS, YRC, RRC, Eco Club, etc., as this enrollment is necessary for graduation. Life skill programs like Yoga, Meditation, Women's Safety, Health, and Hygiene are conducted with skilled experts providing hands-on training. The role of an institute in skill development is to create a generation of skilled students ready to make up challenges and opportunities of the future.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The institution is emphasizing the integration of the Indian Knowledge System (IKS) in accordance with the guidelines outlined in the National Education Policy of 2020 (NEP-2020). The institution actively encourages traditional dance and music performances during its annual cultural celebration to showcase the diverse cultures of India, their unique attire, and to preserve and promote Indian customs and traditions. Additionally, students are motivated to engage in outdoor traditional competitions, and the campus fosters yoga practice by providing workshops and lecture series dedicated to this discipline. As a higher learning institution, the college employs English as the primary medium of instruction. Acknowledging the challenges students face with English in classrooms, the institution promotes a bilingual teaching approach, considering students' socioeconomic, cultural, and linguistic backgrounds. This method has notably improved students' receptive skills and is particularly encouraged in all programs due to the majority of students coming from rural backgrounds, facilitating a better grasp of the subjects taught. The college has consistently highlighted our nation's cultural and heritage values since its inception. The elective courses within the program are dedicated to exploring Indian traditions, culture, philosophy, and knowledge systems. The B.Pharm syllabus included the Pharmacognosy and herbal drug technology to develop new ayurvedic and herbal products to integrate the Indian knowledge system. Faculty members motivate students to reach work. In this specific scenario, our faculty and students have contributed by publishing papers and acquiring patents in the realm of herbs and the development of herbal products.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Skill based courses, Job seeking courses and Project works are a part of our syllabi to make our education</p>

	<p>outcome based. The College implements Outcome-based Education (OBE) in the Pharmacy profession, ensuring that teaching aligns with industry, hospital, corporate, and societal needs. This approach equips students not just with subject knowledge but also emphasizes soft skills, enabling them to meet the demands of the healthcare system. Workshops and faculty development initiatives tailored to the requirements of Outcome-based Education (OBE) will be organized using appropriate educational materials. Despite being accomplished researchers in their respective fields, our faculty members also shine as inspiring educators. They are fully attuned to JKK Munirajah Institute of Health Sciences College of Pharmacy core mission of empowering future generations, reflecting this commitment through their unique teaching style placing emphasis on a student-centered, transformative approach aligned with desired educational outcomes.</p>
<p>6. Distance education/online education:</p>	<p>The college, as an affiliated institution, solely offers traditional in-person programs, without any online or distance learning courses available. Over time, it has experienced multiple shifts in teaching methodologies. Previously, the widely adopted teaching approach was the 'chalk and talk' method. However, advancements in science and technology have entirely transformed the education industry into a digitalized landscape. Our college actively advocates for integrating ICT into the teaching and learning process. The college management consistently enhances our infrastructure and ICT facilities to meet the current demands effectively. The post-COVID era has led to a surge in utilizing various virtual platforms for teaching and learning. Both teachers and students have become proficient in using multiple online tools. Throughout the pandemic, the institution maximized blended learning, incorporating online exams, quizzes, webinars, assignments, alongside traditional physical classes. This approach aimed to combine various methods for a comprehensive learning experience.</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been</p>	<p>JKKMIHSCP has established the Electoral Literacy</p>
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<p>set up in the College?</p>	<p>Club within the college premises. The club serves as a platform for students to engage in activities that promote awareness and understanding of the electoral process. It provides an opportunity for open discussions, awareness campaigns, and interactive sessions that enhance student's experience of the importance of active participation in elections. Electoral literacy has been established in the college with the goal of registering new voters. Through engaging and entertaining activities and providing practical experience, the electoral literacy club will work to advance electoral literacy across all age groups in a nonpartisan, apolitical, and impartial manner.</p>
<p>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?</p>	<p>To ensure the efficient operation of the ELCs, included following members chairman Dr.P.Perumal, faculty co-ordinators Dr.S.Selvaraj, Dr.P.Mohanraj, Mr.S.Kannan, Department staff members Dr.S.Gandhimathi, Dr K.Abhenaya, Ms.M.Revathi, Dr.S.Yogakrishnan, Students coordinators S.RajithKumar, P.Ruvitha, K.Kaviarasan, M.Nishanthi in JKKMIHSCP. Students have the opportunity to voluntarily join the ELC at the start of the academic year. Moreover, the ELC establishes an Executive Committee composed solely of students who are enrolled as voters but not actively involved in politics. These individuals hold a crucial role in organizing activities, coordinating events, and motivating students to engage actively in electoral literacy initiatives. The ELCs are structured to encourage students from various backgrounds to join and offer their distinct perspectives, fostering a diverse and inclusive environment within the club.</p>
<p>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.</p>	<p>The ELCs have undertaken various innovative programs to promote electoral literacy. Student members & teachers actively contribute to electoral processes by engaging in voter registration drives for themselves and the communities they belong to. Moreover, the ELCs organize voter awareness campaigns, promote ethical voting practices, and work towards enhancing the participation of underprivileged sections of society, including transgender individuals, disabled persons, senior citizens, and marginalized communities Every year, the club conducts seminars to help. Students know about their rights and encourage them to exercise those rights by participating in the elections. Students</p>

	<p>involved in various innovative activities to encourage the students to use their voting rights and spread awareness about the importance of voting among the general public.</p>
<p>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.</p>	<p>JKKMIHSCP has initiated several socially relevant projects for electoral literacy. Through awareness drives and content creation, we strive to educate our students and the wider community about the significance of active engagement in electoral processes. JKKMIHSCP has organized an Awareness campaigns on then 'Right to vote' to encourage people from all sectors of the community to vote and to register as electors. These efforts aim to create a positive impact on society by empowering individuals to exercise their right to vote and strengthening democratic principles.</p>
<p>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.</p>	<p>We acknowledge the importance of enrolling eligible students as voters. The ELCs, along with the college administration, have been working to institutionalize mechanisms for voter registration. The ELC conducts elocution, speech, and debate competitions for increasing awareness among the students. Special drives for registration are conducted to register the non-electors.</p>

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
465	410	330	287	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: 35

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
28	26	22	18	17

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
278.02	259.66	252.62	663.88	428.8

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:

JKK Munirajah Institute of Health Sciences College of Pharmacy received approval from Government of Tamil Nadu and the Pharmacy Council of India (PCI), New Delhi. Institution is affiliated to The Tamilnadu DR.M.G.R. Medical University, Chennai. Institution adheres to the academic regulations, program structure and syllabus outlined by the University. The content and evaluation procedures for programs, including B.Pharm, Pharm.D, and M.Pharm with two specializations of Pharmaceutics and Pharmaceutical Chemistry, approved by the regulatory body, PCI and conducted in accordance with the University norms. The curriculum is organized semester-wise for B.Pharmacy and M.Pharmacy programs, while it follows a non-semester format for Pharm.D. The college employs a well-organized Outcome-Based-Education (OBE) process to efficiently implement and deliver the curriculum, aiming to cultivate professionally, socially committed, employable, innovative, and research-oriented students.

Pre-Planning:

1. The institution formulates class-specific timetables based on faculty requirements for each course.
2. Course-specific teaching plans and the allocation of teaching periods are established.
3. Institutional Committees are established to oversee various activities within the institution.

Implementation:

1. The institution displays class timetables for each program in every classroom.
2. Various teaching tools and instructional modes, including ICT-enhanced teaching, are utilized to ensure effective content delivery.
3. The adherence to academic schedule, documented in lesson plans and attendance registers, which are regularly submitted to Principal.
4. Student performance undergoes regular assessment through class tests, assignments, and internal examinations. In order to support students with slower learning progress, teachers offer remedial coaching classes.
5. Practical sessions prioritize hands-on experience, with continuous assessment of lab records and performance.

6. Timely syllabus completion is ensured, allowing ample of time for revision.

7. State government offers various scholarships, such as SC-ST scholarship, BC-MBC scholarship and First Graduate scholarship. Institution also offers institutional scholarships, including alumni scholarship, merit scholarship and single parent scholarship.

8. Distinguished academicians and industry experts are invited for guest lectures, seminars, workshops, conferences and Value-Add-On Course Program.

Continuous Internal Assessment:

The institution's Examination Committee oversees internal exams following the academic calendar, ensuring proper evaluation. Adhering strictly to examination regulations, the college conducts exams under CCTV surveillance.

Each semester entails two internal assessments for both theory and practical components, considering the average. In non-semesters, three internal assessments are conducted for both theory and practical elements, with the average taken into account.

Preservation of exam materials for inspections by The Tamil Nadu DR.M.G.R. Medical University and PCI is ensured. Continuous internal assessment criteria include attendance, academic activities, and student-teacher interaction, alongside written examinations. Continuous internal evaluation ensures standardized and transparent assessment, facilitating students in achieving the necessary credits for promotion to the next semester.

The institution strives for academic excellence and professional competency through effective curriculum planning and implementation, aligning with the guidelines of PCI and The Tamil Nadu DR.M.G.R. Medical University.

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

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 29

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

Other Upload Files

1	View Document
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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: 83.01

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
360	348	288	248	168

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

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

1. Gender Equity:

Numerous programs are organized for female students, including events such as Women's Day celebrations, awareness sessions on menstrual hygiene, and demonstrations on menstrual cup usage, self-defense programs & medical camps. The Woman Anti-harassment Committee and the Internal Complaint Committee arrange initiatives focused on Women Empowerment & Women's Rights. The N.S.S. unit of the college actively engages in extension activities, addressing gender issues through campaigns like "Save the Girl Child," essay & poster exhibitions, and presentations in collaboration with special programs for Men's Day in both the college premises & nearby villages. In the undergraduate program, courses such as Human Anatomy & Physiology, Pathophysiology, Community Pharmacy, Pharmacotherapeutics, Male & Female reproductive systems, Oral contraceptive methods for both genders, prescribing guidelines for Pregnant & Lactating women, Menstrual hygiene, Breast cancer, Endocrine disorders, Sexual disorders, & Physiology. To enhance physical & emotional well-being, classes on yoga & sports are incorporated. The Women's Grievance & Redressal Cell records & addresses any complaints that may arise.

2. Professional ethics and human values:

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

3. Environment and Sustainability:

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

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

1.3.2

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

Response: 52.26

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

Response: 243

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System**1.4.1**

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

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 81.08

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
121	140	105	99	62

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
160	160	130	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](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

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

[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 87.39

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
94	98	79	69	55

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
112	112	90	69	69

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: 16.61

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:

Student-centered learning provides greater flexibility for working-class individuals to engage in academic pursuits, either independently or in small groups, by studying remotely. This method involves personalized learning, focusing on specific skill sets, supported by blended and remote learning techniques along with expanded learning opportunities. This approach encourages students to develop a stronger sense of autonomy and actively collaborate with teachers in steering their own education. The integration of technology is advantageous, allowing teachers to impart instructions, demonstrate learning models, and encourage deeper engagement among students. Simultaneously, students leverage technology to access information, collaborate with peers, and chart their own learning trajectories.

The methodologies and approaches of student-centered learning significantly diverge from the methods and models used in traditional teacher-centered education. Embracing a student-centered approach, where students are entrusted with complete responsibility and accountability for their learning, presents a considerable challenge for teachers. This shift demands teachers to adopt roles as facilitators and evaluators in their teaching methodologies.

In student-centered learning, teachers need to be responsive and evaluative due to the active involvement and accountability of learners in their educational journey. There are distinct differences in instructional dynamics between teacher-centered and student-centered approaches, encompassing key areas such as:

- 1) **Teachers' Role and Responsibility:** Teachers guide, instruct, and support students' development.
- 2) **Learning Outcome:** Focusing on personalized goals and outcomes tailored to individual student needs.
- 3) **Assessment of Result and Performance:** Emphasizing varied assessment methods aligned with individual progress and understanding.
- 4) **Material Environment:** Creating adaptable, diverse, and inclusive learning environments catering to different learning styles and needs.
- 5) **Power Relationship between Teacher and Learner:** Transitioning from hierarchical to collaborative relationships where students have a more active role in their education.

The learning journey can be adjusted to match the abilities of learners. Student-centered learning techniques span from simple implementations to more intricate approaches.

Methods of the student-centered learning approach include:

- **Problem-Based Learning (PBL):** Students engage in solving concise problems within a limited timeframe.
- **Project-Based Learning (PBL):** Students tackle complex real-world issues over an extended period.
- **Inquiry-Based Learning (IPL):** Students address scenarios, fostering a transition from fundamental knowledge to deeper critical thinking and evidence-based reasoning.

- **Cooperative Learning (CL):** Students collaborate in small groups to collectively explore new concepts. These methods also encourage group work, promoting cooperative learning.

Principles of Student-Centered Learning

The principle revolves around learners fostering their learning through communication, critical thinking, creativity, and collaboration. It underscores learners' ability to select topics based on real-life scenarios. Moreover, it involves a shift in teachers' assessment practices from summative evaluations to continuous formative assessments, driven by learners' active involvement in the assessment process.

Characteristics of Student-Centered Learning

1. Augmented student autonomy in the learning process.
2. Transitioning from passive to active learning modes engages students.
3. Reliance of deep learning and understanding
4. Enhanced responsibility and accountability on the part of the learner.
5. Developing a mutual respect between the learner-teacher relationships.
6. Encouraging respect within the educational environment.
7. Including student viewpoints within the teaching approach.

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
28	26	22	18	17

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: 35.14

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
10	9	9	5	6

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 institution examination committee, comprising the Principal, College Examination Officer and in-charge, is responsible for planning, coordinating, and conducting internal exams for B.Pharm, Pharm.D, and M.Pharm. The evaluation process aligns with the course structure set by The Tamilnadu Dr.M.G.R. Medical University in Chennai. The examination committee plays a pivotal role in orchestrating the internal assessment schedules at the onset of every semester. Their primary duty revolves around structuring these assessments in accordance with the planned timeline. The examination in-charge takes up the responsibility of ensuring strict adherence to this predetermined schedule, meticulously aligning each assessment with the course structure's outlined pattern. Their focus lies in maintaining the integrity and consistency of evaluations, thereby contributing significantly to a smooth and organized academic framework. Through meticulous planning and diligent oversight, these individuals ensure that students and faculty alike can rely on a systematic and fair assessment process.

Scheme of Student Assessment:

The Internal and External assessment are stages of students assessments . The Institute rigorously upholds assessment norms outlined by the affiliating university and PCI across its diverse pharmacy programs. In Pharm. D, theory and practical assessments allocate 30 and 70 marks, fostering a balanced grading structure. Meanwhile, M.Pharm (PG) and B. Pharm (UG) allocate 25 and 75 marks to both theory and practical components, tailored to the distinctive academic levels. B. Pharm students typically have two internal exams and a supplementary make-up test, while Pharm. D. students undergo three internal assessments. These systems closely align with industry benchmarks, guaranteeing a comprehensive evaluation of students knowledge and skills, thoroughly preparing them for the dynamic demands of the pharmaceutical landscape

Mechanism for Ensuring Enhanced Transparency in internal assessment:

Students are informed about both continuous and sessional examinations, comprising comprehensive details about weightage distribution, question paper patterns, and assessment frequency.

The exam committee follows the scheduled calendar to prepare and exhibit the sessional/CA examination timetable on the notice board at least 10 days before the assessment.

The examination committee assigns invigilators by blocks to oversee the exams, and classrooms are monitored by CCTV surveillance.

The examination committee and Heads of Departments (HODs) ensure students undergo assessment. Subject teachers conduct assessments for internal exams, showcasing evaluated sheets to students, and communicating their marks afterward.

The examination committee and HODs ensure student assessment, conducted by subject teachers for internal exams. Evaluated sheets are shared with students, and their marks are subsequently communicated to them.

The examination committee conducts internal assessments in accordance with the mode and frequency guidelines outlined by the university for internal assessments.

Sessional examinations for B. Pharm, M. Pharm, and Pharm D. include written exams, seminars for M. Pharm, and continuous assessments involving assignments and seminars throughout the semester.

The institute introduces activity-based continuous assessments involving presentations, model/chart preparation, and herbarium activities.

Consequently, the examination committee adheres to the academic calendar, conducting exams accordingly and promptly communicating internal marks to the university. Students receive transparent information and performance feedback throughout the examination and evaluation processes.

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:

The Tamilnadu DR.M.G.R Medical University, Chennai has implemented Outcome Based Education (OBE). The Board of Studies (in the University) of all departments have framed the syllabus in which every Programme states the Programme Outcomes (POs), Course Outcome (COs) for each course. Mapping between COs and POs. This is displayed in the JKK Munirajah institute health sciences college of pharmacy website. The program outcomes and course outcomes significantly enhance the academic learning across the diverse range of courses and programs offered by the Institute, demonstrating a forward-thinking approach. The Institute has crafted Course Outcomes (COs) and Program Outcomes (POs) to support the specific aims of each program, thereby contributing to the fulfillment of the institution vision, mission, and commitment to quality education. The course outcome defines the required comprehension in acquiring knowledge by students by the end of that course. The different programs offered to the student by the Institute in the interest of the student career prospective were drafted by The Tamilnadu DR.M.G.R Medical University, Chennai. The core goal of COs and POs is to disseminate knowledge within pharmaceutical sciences and bolster essential skills. The institution prioritizes effectively cultivating students' values, ethics, and communication skills. Semester-specific lesson plans enrich educational objectives, fostering holistic development. The Principal's regular collaborative meetings with head of the departments ensure closely aligned curricula and improved teaching methodologies, fostering a quality educational environment conducive to diverse career demands.

The implementation of Outcome Based Education helps to induce the skills of the students. Assignments and Seminars given in each course makes the students develop their Quest for knowledge, Presentation skill, Communication Skill and Technical Skill. It also increases their confidence level. The tool used for

evaluation of a particular course is decided by the Course Teacher in discussion with the HOD. Some of the OBE tools used for evaluation are Quiz, Role Play, Case study, Debate, Group Discussion, Poster Making, Paper Presentation, Brainstorming and Model preparation etc., This is helps to analyse and upgrade the skills of the students. Knowledge and Understanding of the students are evaluated through End Semester Examination to ensure that Course Outcomes and Programme Outcomes are met.

Academic Monitoring Committee will determine and endorse the COs for all courses, followed by approval and prominent display on the notice board. The IQAC meetings regularly address the importance of COs and POs, considering any necessary amendments or changes. The students and staff members have been extensively briefed about the Institute's vision, mission, values, and goals, prominently showcased at the college entrance. Additionally, the college website acts as a centralized hub, encompassing all vital internal details to effectively relay POs and COs to both faculty and students. Newly inducted staff members will be upraised about CO's and PO's. At the beginning of the academic year, students and parents receive detailed information about the courses and potential career paths, including options for higher education. Assessing students based on COs and POs assists faculty members in guiding students to achieve these benchmarks, streamlining the teaching and learning process effectively.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The Program Outcomes (POs) and Course Outcomes (COs) actively sculpt graduates into influential societal change-makers, nurturing a spectrum of skills and fostering an unwavering commitment to societal welfare. The institution's POs and COs serve as foundational indicators of its educational standards. POs emphasize crucial skills for employment, research, problem-solving, social responsibility, ethics, environmental conservation and educational empowerment. Conversely, COs intricately assess students' anticipated achievements by course conclusion, evaluating their proficiency, traits, skills and necessary knowledge. These outcomes collectively represent the envisioned educational excellence, aiming to cultivate graduates who excel not just academically but ethically, socially, and professionally. This holistic preparation equips graduates to thrive in diverse professional arenas, integrating principles, contributing to society and advocating for environmental sustainability throughout their educational journey.

I. Tools for direct Assessment: I and II sessional Examinations, Assignments, Laboratory Internal examination (Skill Test), Seminars, Industrial visit, Projects work, Training and Workshops and Quiz

II. Tool for Indirect Assessment - End semester Examinations, Exit Survey, Course end Survey, Faculty Survey, Alumni Survey and Employer Survey

The most crucial CO property should be observable and quantifiable. While achieving and rating POs and COs, the following factors are taken into account. Direct Assessment and Indirect Assessment are used to evaluate CO and PO accomplishment.

Direct Assessment Method:

Assignments, Internal exam and End semester-exams: Assignments, Internal exam and End semester-exams are used to evaluate COs. The COs are mapped against each question, and faculty members do CO analysis for each course while also documenting their findings. Internal examination results, which represent an average of 75% of University exams and 25% of internal exams, are taken into account when evaluating COs

Seminars: A seminar about the study programme must be presented by the students. The goal of the seminar presentation is to evaluate how well students interact with their lecturers and peers on the topics they have been given. Assessments are made of the topic, preparation, presentation, and communication abilities.

Viva-voce: Throughout the practical lessons, the subject teacher routinely engages with the students, assessing their level of knowledge and capacity for critical thought effectively.

Project work: Under the faculty member's supervision, students begin group research projects in their final semester. Students' capacity to create a plan, carry it through design and execution of experiments, analysis and interpretation of data, and timely delivery of results is evaluated. Attendance and track record in practice.

Indirect Assessment Method: In addition to university exams, surveys and feedback from students, alumni, and employers are used as indirect assessment measures.

Programme-Exit Survey: This survey, which was completed by final-year students at the end of their degree, provides detailed feedback for the PO evaluation.

Alumni Survey: Every year, alumni participate in this survey to provide feedback and suggestions on how to improve PO achievement in the current societal situation.

Employer Survey: To assess the PO's accomplishments, the employer sent this survey. College has established courses on skill development at various levels. The rating is greatly influenced by the number of students who enroll in certification programmes like pharmacovigilance.

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:** 81.31**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
0	56	51	39	15

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
0	57	53	55	33

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:**

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 16.71

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
5.405	4.3	3.75	1.75	1.5

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:

1. An eco-system has been created in the institution to promote innovation, the transfer of knowledge and entrepreneurship.
2. As a part of the development of the institution as well as staff and students, our institution has initiated and developed some vital departments related to entrepreneurship, publication, research and internship programs.
3. It is encouraged for academics and students to pursue innovative concepts and turn them into research initiatives.
4. They are inspired by the Innovation and to use the Entrepreneurial Development Cell to achieve their entrepreneurial goals. A cell dedicated to protecting intellectual property rights has also been developed to understand their importance.
5. According to the demands of the course, laboratories are equipped with advanced equipment like HPLC, UV-Visible Spectrophotometer, Dissolution apparatus, Rotatory tablet punching machine,

Probe sonicator, Laminar air flow chamber, Auto analyser, Autoclave BOD incubator, Soxhlet apparatus & Digital classrooms ,among others. Simulation software like ExPharm Series Software were also subscribed to and improved during the previous academic year.

6. The institute has paid access to online E-Resources for libraries like University E- Consortium, DELNET in our pharmacology lab have Ex-Pharm Series Software.

Atal incubation center:

1. The projects undertaken by incubation centers can vary widely based on the goals and focus areas of the specific center.
2. Involve faculty members and students in the collaboration. Faculty can contribute their expertise, and students can participate in entrepreneurial activities, gaining practical experience.

Research and Development Cell:

1. The institution has specific programs or activities in place to actively generate new knowledge. This could involve research projects, academic programs, partnerships with industry, or other mechanisms for producing original insights and information.
2. Faculty and researchers may be involved in these initiatives, contributing to the creation of knowledge through their work
3. Methods of knowledge transfer could include publications, workshops, conferences, technology transfer offices, or collaborative projects with external entities.
4. Overall, this statement reflects a commitment to a dynamic and interactive approach to knowledge creation and dissemination within the institution.
5. It suggests that the institution recognizes the importance of not only generating new knowledge but also ensuring that it is effectively shared and applied in various contexts.
6. This can contribute to the overall growth and impact of the institution within its academic and broader community.

Intellectual Property Rights Cell:

1. IPR Cell conducts awareness programmes for the students and Faculty Members to educate them on Intellectual Property Rights including Patents, Copy Rights, Trademarks and Trade secrets.

Entrepreneurship Development Cell (EDC):

1. Entrepreneurship Development Cell (EDC) has been framed by our institution for nurturing innovative ideas from students. The students participated in large numbers and showed enthusiasm towards presenting innovative ideas and problem-solving practices.
2. These activities promote their skill and a notable number of students have become entrepreneurs who are running boutiques, coaching classes and small business firms.

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

3.2.2

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

Response: 48

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

2022-23	2021-22	2020-21	2019-20	2018-19
19	15	2	3	9

File Description**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)**3.3 Research Publications and Awards****3.3.1**

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

Response: 0.4

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
5	3	3	1	2

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

3.3.2

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

Response: 0.03

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
1	0	0	0	0

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

3.4 Extension Activities

3.4.1

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

Response:

Introduction

Students are urged to participate in extracurricular activities in order to fulfil the institution's goal and vision statements. Through the NSS unit, students are encouraged to take part in extracurricular activities with the goal of fostering their overall growth as individuals. The institution has an active NSS wing that works on projects like cleaning the villages, Tree plantation camp at Kanakampalayam ,arranging Blood donation camp at T.N.Palayam and an Awareness programme on Lok Sabha election at D.G.Pudur & National Voters Day at Bungalowpudur helping the orphanages.

Covid -19 Care

Caring for individuals during the COVID-19 pandemic involves a combination of preventive measures, support for those affected by the virus, and community-wide efforts to control its spread. Here are some key aspects of COVID-19 care:

During the COVID-19, Promote COVID-19 testing, especially for individuals with symptoms, recent exposure, or those in high-risk settings. Our institutions has extended their support to society by providing to the nearby locality for the better health of society. Our institutions has conducted a COVID 19 awareness camp at Puliampatti .Meanwhile, students coordinated with the Health Inspector to collect RTPCR samples from the nearby villages & Also, Covid 19 vaccination camp at T.N.Palayam.

Health Monitoring: (Symptom Monitoring) Educate individuals on common COVID-19 symptoms (fever, cough, shortness of breath) and encourage them to monitor their health. Anyone experiencing symptoms should seek medical advice promptly.

Activities for holistic development

To promote the holistic development of JKK Munirajah Institute of Health Sciences College of Pharmacy, it's important to focus on a variety of activities that encompass intellectual, Social, Emotional, and Physical aspects. Here are some suggestions for activities that can contribute to the holistic development of the college:

The students are conscious of their need to return to society and the environment that they have taken. Volunteers of our NSS Unit engage in social service projects like organizing special camps to Tree plantation at Vaniputhur .

As a result of such programmes, students gain a feeling of accountability, integrity and human values that will help them fulfil the institution's mission and vision.

Our NSS students actively participated in the camp for the Free general medical camp at Anna nagar, Bungalowpudur. Swachh Bharat clean India 2.0 at Kallipatti Programs were also organized by our NSS unit as a part of cleaning Plastic collection campaign at Kallipatti environment.

On this occasion, our students have been actively participating to make sure that the surrounding places are Kadambur hills & Bannari amman temple checkpost .Our NSS coordinator organized a medical camp for Free Health Check-up Camp at Kongarpalayam Village.

Free Eye check-up camp at Vaniputhur and Blood donation camp at Athani programs were conducted by the NSS unit. Through this program, our students and nearby villages have been benefitted.

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

3.4.2

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

Response:

Introduction

JKK Munirajah Institute of Health Sciences College of Pharmacy takes great pride in its commitment to social responsibility and community engagement. The institution actively encourages students to participate in a myriad of social activities that contribute positively to society. These initiatives include organizing awareness camps, eye camps, temple service camps, and participating in the Swachh Bharat Clean India programs.

The institution's National Service Scheme (NSS) unit plays a pivotal role in executing various programs for the betterment of society. Free health care checkups, outdoor yoga, and meditation sessions have been conducted to promote a healthy environment. These endeavors have not only benefited the local community but have also garnered appreciation from government authorities and recognized bodies.

The institution's dedication to community service has been recognized with several prestigious awards and accolades. Notably, it has received commendation from government organizations and non-government organizations for the outstanding support provided by the National Service Scheme in organizing service programs for the people in and around Erode.

The Nature Science Foundation, Tamil Nadu, India, has bestowed the Best Green Environment Award upon the institution, acknowledging its efforts in energy, waste management, soil and water conservation, air quality, and hygiene. This recognition underscores the institution's commitment to sustainable practices and environmental stewardship.

In the realm of sports, the JKK Munirajah Institute of Health Sciences College of Pharmacy has earned the State Level United Pharma Trophy at the Sports Meet 2022, organized by the United College of Pharmacy, Coimbatore. This achievement reflects the institution's holistic approach to education,

promoting not only academic excellence but also physical well-being through sports.

The accolades continue with the institution receiving the Best Green Campus Award from the Nature Science Foundation. This recognition highlights the institution's efforts in creating an environmentally friendly and sustainable campus.

Individuals within the institution have also been honored for their exemplary contributions. Dr. P. Perumal, Professor cum Principal, Department of Pharmaceutical Chemistry, has been awarded the Best Principal Award for the academic year 2022-2023 by the Nature Science Foundation.

Other faculty members, including Dr. J. Priya, Mr. S. Kannan, Ms. M. Revathi, Mr. K. Gobinath, and Dr. S. Navaneethakrishnan have received awards for their outstanding contributions in various categories. These accolades not only to recognize individual excellence but also reflect the institution's commitment to fostering a conducive and enriching academic environment.

JKK Munirajah Institute of Health Sciences College of Pharmacy stands as a beacon of social responsibility, environmental consciousness, and academic excellence, as evidenced by its numerous awards and recognitions. The institution's unwavering commitment to community service and holistic education continues to make a meaningful impact on both its students and the surrounding community.

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

3.4.3

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

Response: 52

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
20	7	7	9	9

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

3.5 Collaboration

3.5.1

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

Response: 27

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- teaching – learning, viz., classrooms, laboratories, computing equipment etc
- ICT – enabled facilities such as smart class, LMS etc.

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

This institution stands as a testament to a commitment to excellence in education, evident in its robust infrastructure and pedagogical methodologies tailored for an effective teaching-learning process. A key focus lies in meeting the regulatory standards set by the Pharmacy Council of India (PCI) and The Tamilnadu Dr. MGR Medical University (TNMGRMU), with facilities that are not only well-maintained but also regularly upgraded to stay in line with evolving requirements.

The classrooms available in the institution are designed to foster an optimal learning environment. Ventilated and equipped with LCD projectors, they provide a conducive space for interactive and engaging sessions. Laboratories, vital for hands-on learning, boast the necessary instruments and infrastructural facilities, ensuring students can effectively carry out experiments and projects. An exclusive confidential room is dedicated to examinations, ensuring the integrity of the assessment process.

The institution takes pride in its technological advancements, featuring an Information and Communication Technology (ICT) equipped Conference/Seminar Hall, classrooms, a museum, and a medicinal garden along with a nutrition garden. The library, a cornerstone of academic resources, is meticulously curated and managed with Glibrary and KOHA softwares, housing over 4190 books. Subscriptions to e-books, e-journals, printed journals, DELNET, E-Consortium and HUB enhance the students access to a wide array of knowledge. Computers, along with network connectivity, contribute to a technologically advanced learning ecosystem.

Laboratories are not only well-equipped but also adhere to stringent safety standards. Fire safety instruments are strategically placed, ensuring the safety and well-being of students and faculty. The institute places emphasis on practical training, exposing students to sophisticated instruments like Dissolution Test Apparatus, Rotary Tablet Punching Machine, Viscometer, Double beam Spectrophotometer – UV, HPLC etc. Standard Operating Procedures (SOPs) are meticulously maintained for all instruments, with usage monitored through log books.

Beyond academics, the institution has integrated a holistic approach to student development. An established NSS unit fosters a service-oriented attitude among students, encouraging their all-round growth. Recognizing the importance of preparing students for the professional world, a dedicated Placement Cell oversees both on-campus and off-campus drives, along with employability training

sessions.

Ensuring quality education is not just a goal but a systematic process, the institution has implemented an Internal Quality Assurance Cell (IQAC) in addition to adhering to ISO quality frameworks. This underscores a commitment to continuous improvement and maintaining high educational standards.

In terms of facilities, the institution has gone the extra mile to create a campus that prioritizes the well-being of its students. Separate common rooms for girls and boys, a sickroom, and 42 CCTV cameras contribute to a safe and secure environment. The provision of a generator facility with a capacity of 82.5KVA ensures uninterrupted power supply, further enhancing the efficiency of the learning environment.

In summary, the institution's commitment to providing a comprehensive and quality education experience is evident in its infrastructure, technological integration, commitment to safety, and holistic approach to student development.

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: 64.18

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
160.25	129.53	154.07	469.02	295.66

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 JKK Munirajah Institute of Health Sciences College of Pharmacy features a well-furnished and well-equipped library catering to our students. Operating hours are from 08:00 AM to 07:00 PM on all weekdays, except Sundays. For the needs of examination and emergency, the students are usually provided opportunity to access Library.

The Central Library of our college spans approximately 300 sqm and accommodates up to 150 individuals at a time. It serves students with a variety of resources, including textbooks, reference books, e-books, as well as national and international journals, newspapers, magazines, e-journals, and databases. The library offers services such as circulation, reading room facilities, reprography, digital library service, CDs and reference services.

The library is fully automated using GLibrary Management Software (GLMS) and Koha. With a collection exceeding 4190 pharmacy-related books, the library remains up-to-date with the latest national and international journals, reference books, and materials. Electronic resources are managed through subscriptions to DELNET, The Tamilnadu Dr. MGR Medical University's E-Consortium and other free access journal through GLibrary. The institution view subscription to e-Shodhsindhu, providing access to quality electronic resources, including full texts, textbooks, projects, and bibliographies.

JKKMIHSCP provides a well-equipped Digital Library with 20 computers featuring full internet connectivity for surfing and downloading e-resources. Students can access e-resources from anywhere on the campus. The institution has access for various e-resources, including e-journals, e-books, digital media like CDs, virtual library, and databases such as CliniRx, HUB, Ex-Pharm, etc.

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:

The increasing demand for internet access on educational campuses is a direct consequence of the evolving standards of education and the unprecedented flexibility offered by the Internet. Colleges, recognizing the pivotal role technology plays in modern education, are keenly stepping forward to establish secured and stable wired or Wi-Fi networks on campuses, ensuring that students have unhindered access to the vast wealth of information available online.

In response to this demand, colleges are undertaking significant initiatives to enhance their technological infrastructure. New computer laboratories are being developed, equipped with state-of-the-art systems, and the necessary software is procured based on the syllabus requirements. This proactive approach ensures that students have access to the latest tools and technologies, enhancing their learning experience.

Each department within educational institutions now boasts dedicated hardware and software facilities. This tailored approach ensures that the specific needs of each academic discipline are met, fostering a conducive environment for both faculty and students. The commitment to providing comprehensive technological resources is evident in the strategic placement of computers and internet facilities throughout various campus spaces.

Internet access is no longer a luxury; it is a fundamental resource provided to all faculty members and students. This inclusive approach reflects the recognition of the Internet as an indispensable tool for research, collaboration, and learning. Moreover, the integration of LCD projectors in classrooms and seminar halls enhances the teaching and learning experience, allowing for dynamic presentations and interactive sessions.

Faculty members benefit from unlimited access to information available on the web, enabling them to stay updated with the latest developments in their respective fields. The availability of online journals and digital books further enriches their resources, facilitating research and academic growth. This easy access to a plethora of information transforms the educational landscape, making learning a dynamic and evolving process.

Various key areas within the campus, such as laboratories, staff cabins, offices, and the library, are equipped with computers featuring internet connectivity. The commitment to integrating technology into every facet of the educational environment ensures that both faculty and students can seamlessly incorporate digital tools into their daily activities. The aim is to create a holistic and technology-driven ecosystem that aligns with the demands of the contemporary educational landscape.

The college has invested in a robust internet infrastructure. The number of computers with access to the Internet stands at an impressive 105, providing ample resources for the student population. The LAN configuration supports a high-speed internet connection of 100Mbps, ensuring that data transfer is swift and seamless. Currently, the institution utilizes a broadband line with a speed of 100 Mbps, further enhancing the connectivity experience for all users.

In conclusion, the increasing demand for internet access in educational campuses signifies a paradigm shift in the way education is perceived and delivered. Colleges, by actively embracing and enhancing their technological infrastructure, are not only keeping pace with this transformation but are also shaping the future of education by providing students with the tools they need to thrive in an increasingly digital world.

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: 5

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

Response: 93

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: 26.09

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
68.18	94.35	73.91	145.97	108.83

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: 74.02

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	300	249	219	152

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 62.32

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
295	218	206	190	151

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

- 1.Implementation of guidelines of statutory/regulatory bodies**
- 2.Organisation wide awareness and undertakings on policies with zero tolerance**
- 3.Mechanisms for submission of online/offline students' grievances**
- 4.Timely redressal of the grievances through appropriate committees**

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2 Student Progression

5.2.1

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

Response: 77.64

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	50	38	24	13

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
0	56	51	39	15

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: 13.89

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
0	3	0	2	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: 31

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
12	3	0	15	1

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: 32.6

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
45	40	3	38	37

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:

Alumni engagement plays a pivotal role in the growth and success of educational institutions, and JKK Munirajah Institute of Health Sciences College of Pharmacy stands as a testament to the power of a strong alumni network. The institution places a high emphasis on maintaining a robust connection with its graduates, fostering a sense of belonging and a shared commitment to the college's progress.

Registered Alumni Association:

At the heart of alumni engagement is the Registered "JKK Munirajah Institute of Health Sciences College of Pharmacy Alumni Association". This association serves as a dynamic platform for former students to stay connected with each other and the alma mater. Founded on the principles of camaraderie and shared experiences, the association has become a driving force behind the institution's continued development.

Contributions to Institutional Development:

One of the standout features of the Alumni Association is its active involvement in the development of the college. Alumni, many of whom have excelled in their professional careers, contribute significantly through financial support and other services. Their contributions go beyond the traditional roles of mentorship and networking; they actively participate in initiatives that enhance the educational experience for current students.

Financial contributions from alumni provide vital resources for infrastructure development, the establishment of new laboratories, and the enhancement of existing facilities. This philanthropic spirit ensures that the college remains at the forefront of pharmaceutical education, offering cutting-edge resources to its students. The alumni's commitment to giving back to their alma mater reflects a deep appreciation for the education they received and a desire to see future generations of pharmacy professionals flourish.

Mentorship Programs:

The Alumni Association is instrumental in fostering mentorship programs that connect current students with successful graduates. These mentorship initiatives provide students with valuable insights into the professional world, career guidance, and advice on navigating the challenges of the pharmaceutical

industry. The alumni, drawing from their diverse experiences, serve as role models, inspiring the next generation of pharmacists and healthcare professionals.

Networking Opportunities:

The association actively organizes events and gatherings, creating networking opportunities for alumni, students, and faculty. These events serve as platforms for the exchange of ideas, professional collaborations, and the formation of partnerships within the pharmaceutical and healthcare sectors. Alumni, with their varied expertise, contribute to the enrichment of academic discussions and the exploration of innovative practices in the field.

Alumni Success Stories:

Celebrating the achievements of its alumni, the college regularly highlights success stories through various channels. These success stories not only inspire current students but also showcase the impact of the institution on the professional landscape. Alumni who have excelled in research, industry leadership, and entrepreneurial ventures serve as living testimonials to the quality education and training provided by the college.

Our Alumni Association stands as a cornerstone of institutional success. The active engagement of alumni in various capacities contributes to the college's on going development and reinforces the sense of pride and community among its graduates. As the association continues to grow, it ensures that the bonds forged within the college endure beyond graduation, fostering a legacy of excellence in pharmaceutical education.

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:

Dr. J.K.K.Munirajah, a leading Industrialist of Komarapalayam town, Namakkal Dt, Tamil Nadu, India was the Chairman and Managing Trustee of Annai J.K.K.Sampoorani Ammal Charitable Trust and it is well managed by Mrs. Vasanthakumari Munirajah now in his position. He founded Annai J.K.K.Sampoorani Ammal Charitable Trust in memory of his beloved Mother in 1971 for the purpose of providing health care and Education to the public at large. JKK Munirajah Institute of Health Sciences College of Pharmacy was established in 2015 and is one more jewel to stud the crown of the JKKM group of institutions, they are well known for their commitment to high standard education. The College of Pharmacy, which has now completed 8 years of existence and commitment to excellence in Pharmacy Education, located in TN Palayam, Erode District of Tamilnadu, which is blessed with a temperate climate and excellent living conditions. All the courses offered at the JKK Munirajah Institute of Health Sciences College of Pharmacy have received approval from both the Government of Tamilnadu, Pharmacy Council of India, located in New Delhi, and The Tamil Nadu Dr. MGR Medical University, Chennai. This recognition ensures that the educational programs meet the established standards and criteria set by these reputable regulatory bodies, affirming the quality and legitimacy of the courses provided by the institution.

VISION:

Providing excellence in Pharmacy education to cater healthcare needs in community and pharma industries utilizing our profound wisdom in Pharmaceutical Sciences.

MISSION:

1. Providing exemplary, professional education and to foster a culture of discipline and professionalism among students.
2. Cultivating research and leadership qualities among the students and pharmacy professionals to enhance the quality of pharmaceutical care in the community.
3. Motivating individuals to strive for excellence in delivering healthcare in the field of health sciences.
4. To encourage innovative projects in drug information and discovery.

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:

The governing body includes the Chairman, Vice Chairman, Secretary, Principal, Heads of Departments, Senior faculty members, and a Society-nominated Member. Its responsibility is to supervise the implementation of activities outlined in the institutional strategic plan. Decision-making processes, such as introducing or discontinuing courses, constructing new blocks, enhancing physical facilities, and other institutional initiatives, occur at designated levels within the organizational hierarchy.

At the institutional level, multiple committees have been instituted to ensure efficient operations. These encompass the Academic Committee, Examination Committee, Materials & Maintenance Committee, Research Committee, Student Welfare Council, Disciplinary Committee, Internal Complaints Committee, Management Review Committee, and Library Committee. Assigned distinct roles and responsibilities to contribute to the college's objectives. These committees are pivotal in executing administrative decisions and are integral to various institutional functions.

In addition to the aforementioned processes, the decentralized management approach extends to the procurement of chemicals, glassware, instruments, and admissions, with active participation from the management. Specific and well-defined institutional bodies play a crucial role in ensuring the effective and efficient governance of these activities. The librarian takes charge of classifying, organizing, and indexing the library's item database, ensuring the smooth functioning of the library as a whole.

Department Heads shoulder the responsibility of overseeing both administrative and academic facets within their respective departments. They possess the authority to make decisions in urgent situations and subsequently seek approval from the Head of the Institution. The Principal, in collaboration with Department Heads and Team Leads, is allocated an impressive amount for overseeing the execution of various scheduled events. Team leaders, selected based on the experience and expertise of faculty members, proficiently lead different teams within the institution.

The institution strictly adheres to service rules, aligning with University and Pharmacy Council of India norms. Transparent guidelines are accessible on the website and handbook. Staff recruitment is strategically planned at each academic year's end for teaching and non-teaching roles. The staff appraisal system aligns with promotional policies, fostering recognition and professional growth. A comprehensive grievance resolution mechanism actively addresses expectations of staff, students, and parents, promoting a positive working environment. This commitment to governance, recruitment planning,

professional development, and grievance resolution collectively contributes to the institution's transparent and growth-oriented ethos.

The institution has a dedicated Grievance Redressal Committee tasked with addressing concerns from both staff and students. This committee evaluates and resolves grievances, tailoring solutions according to the severity of the complaints. The institution adheres to the promotional policies outlined by the University and maintains high academic standards, periodically revising these policies as needed. In cases involving faculty matrix, appointments, and promotions, approval from a higher authority (Managing Trustee) is sought whenever necessary.

The college has a well-defined HR policy for recruiting faculty and staff members. Faculty members are actively encouraged to create research articles and deliver presentations at both national and international seminars and conferences. The college also offers essential support for undertaking research projects, fostering an environment conducive to scholarly pursuits.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

JKKMIHSCP prioritizes the well-being of both instructional and non-instructional staff, demonstrating a dedicated commitment to their welfare. The institution ensures explicit recognition for the substantial contributions made by its personnel, fostering progress and elevation within the college community.

Performance Appraisal system:

The primary responsibility of the faculty at JKKMIHSCP is teaching, and their performance is evaluated using a variety of methods. Information regarding the quality of their teaching, course delivery, and related aspects is collected through several channels, including semester-end results, student feedback, and assessments by Heads of Departments regarding staff performance in various areas. The appraisal analysis covers various aspects such as work completion, teamwork, departmental contributions, adherence to punctuality and dress code, as well as classroom management.

Welfare measures: The policies for casual and medical leave extend to both teaching and non-teaching staff. Female staff members have access to maternity leave. The management proactively contributes to the provident fund and gratuity for all staff members, irrespective of their role. Emergency medical care, with the assistance of a medical officer, and first-aid services are available. Additionally, complimentary transport services are provided.

Measures for Career Development: Consistently organized faculty development programs. Incentives for published work. Assistance for participation in domestic and international seminars and conferences. Financial support for joining professional organizations. Unrestricted on-duty leave to encourage active involvement in seminars, workshops, and conferences. Specialized training initiatives for administrative

staff.

Feedback Evaluation: Twice a year, students evaluate their teachers using a feedback form to assess various aspects of student-teacher interaction. The assessment focuses on teaching dimensions such as teacher punctuality, coverage of class tests, tutorial and assignment discussions, and adherence to the syllabus. Additionally, the evaluation extends to the overall college environment, facilities, and management responsiveness. This includes considerations like cleanliness, library facilities, canteen services, water supply, sports facilities, transportation, the Head of Department's approach to problem resolution, the principal's response to grievances, and overall support from the management.

To ensure absolute privacy and confidentiality, the identity of individual student assessors is protected. After completing the evaluation process, if any faculty member is identified as needing improvement, they undergo counseling, advice, and training facilitated by an advisory committee comprising professors and the relevant department head. The institutional administration takes necessary measures to recognize and reward teachers, potentially offering excellent increments or promotions.

Student's feedback in semester end: Students are directed to submit feedback Form based on the following criteria: coverage of the syllabus, the ability to explain concepts clearly and simply, generating interest through examples, audibility during lectures, voice modulation and mannerisms, class interaction, overall control of the class, as well as discipline and punctuality.

Effectiveness and follow-up action: In the spirit of continuous improvement, faculty members displaying deficiencies receive personalized support. Counseling, advice, and targeted training are provided through an advisory committee comprising knowledgeable professors and the department head, fostering a collaborative approach to professional development and enhancement.

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

6.3.2

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

Response: 77.48

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
21	20	19	15	11

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: 86.21

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
39	31	29	30	21

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
18	10	10	15	10

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:

JKK Munirajah Institute of Health Sciences College of Pharmacy operates under the supervision of the Annai JKK Sampoorani Ammal Charitable Trust. The college was founded to advance and share knowledge, offering higher education opportunities to a broad segment of the population and fostering the educational well-being of the community.

FUND MOBILIZATION

The predominant source of revenue originates from student fee collections, all of which is meticulously deposited into the College account. Furthermore, research grants from Non-governmental organisations find their place in the College account, subject to diligent oversight by the Research Committee to ensure proper fund utilisation.

OPTIMAL UTILIZATION OF RESOURCES

1. Sufficient funds are assigned to support effective teaching and learning practices, encompassing induction and orientation programs, participation in refresher courses, faculty development programs, conferences, and industry-academia interactions. These initiatives collectively contribute to ensuring the delivery of quality education.
2. Each year, funds are utilized to enhance library facilities, contributing to the augmentation of learning practices.
3. The enhancement of research facilities in the college involves upgrading lab facilities across various departments.

4. Renovation projects encompass classrooms, labs etc and improve overall infrastructure.
5. Initiatives in Information and Communication Technology (ICT) are prioritized for advancement.
6. Adequate funds are employed for the development and maintenance of the college infrastructure. Departmental requirements are submitted to the academic and finance committee for initial approval, leading to final deliberation and approval by the Board of Management.

Resource optimization falls under the purview of the Chairman of the College Committee, who is responsible for decision-making and supervising fund allocation. In the capacity of the authorized signatory for salaries and financial grants, the Chairman approves proposals submitted by the Principal for academic and administrative funding. Following the Principal's verification of proposals, they are forwarded to the College Committee for fund approval. The institution's annual budget, formulated by the Principal, gains approval from the Chairperson. Regular audits are conducted to ensure the budget is effectively utilized for its designated purposes.

BUDGET PREPARATION

The efficient use of resources is under the responsibility of the Chairman of the College Committee, who makes decisions and supervises the allocation of funds. Acting as the authorized signatory for salaries and financial grants, the Chairman approves proposals submitted by the Principal for funding in academic and administrative areas. Following the Principal's verification of proposals, they are submitted to the College Committee for fund approval. The institution's annual budget, formulated by the Principal, receives approval from the Chairperson. Periodic audits are conducted to ensure that the budget is optimally utilized for its intended purposes.

AUDITING

The Institution has implemented an internal and external audit mechanism to ensure financial compliance. Internal audits play a role in evaluating and improving the Institution's financial risk management and governance processes. Meanwhile, external audits, conducted independently, provide observations that are taken into account, leading to the adoption of corrective measures. The combination of internal and external audits ensures the accuracy and maintenance of financial integrity.

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 establishment of the Internal Quality Assurance Cell (IQAC) in the institute took place in 2018. The Internal Quality Assurance Cell at the institute plays a pivotal role in ensuring and improving the quality of education. It is dedicated to fostering a culture of quality consciousness and continuous improvement among both faculty and students. The IQAC, typical in colleges, concentrates on continuous improvement initiatives, accreditation processes, and maintaining high academic standards. By conducting biannual meetings, the IQAC ensures a systematic approach to quality enhancement. This cell serves as a proactive entity, contributing significantly to the overall academic excellence of the institution. Through its efforts, the IQAC aims to uphold the institution's commitment to providing a high-quality and conducive learning environment.

Regular feedback from stakeholders enhances the teaching-learning process and various academic activities. Analysing this feedback prompts appropriate actions to improve the quality, helping to understand the situation and optimize overall educational standards.

The college's IQAC played a crucial role in securing the ISO 9001:2015 Quality Management System certification, showcasing a commitment to quality standards. In parallel, comprehensive green audits were conducted, evaluating and endorsing eco-friendly initiatives across the campus. This proactive approach aligns with the college's dedication to fostering and maintaining a sustainable, environmentally conscious atmosphere. Furthermore, the IQAC's multifaceted efforts extend beyond certification, actively contributing to the promotion of green practices and ensuring the longevity of an eco-friendly environment. The collaborative initiatives, including the ISO certification and green audits, underscore the institution's holistic approach towards excellence in both quality management and environmental sustainability.

The Academic and Administrative Audit (AAA) assesses the efficiency and effectiveness of an academic institution. Conducted periodically, the college reviews programs and academic activities within departments through a peer review process, which includes self-evaluation and on-site visits by peers from both inside and outside the institution.

The value-added course is an integral component of our academic curriculum, designed to impart knowledge and skills. It readies our students to stay abreast of current trends and enhance their technical expertise. This course equips them with essential skills, boosting their employability and preparing them for success in life.

In an ongoing effort to enhance the quality of education, the IQAC at the college takes a proactive approach by organizing a variety of events. This includes coordinating seminars, conferences, Faculty Development Programs (FDPs), workshops, and administrative training programs. These initiatives, conducted in collaboration with esteemed academic institutions, serve as platforms for knowledge exchange and professional development among faculty members. To further enrich the teaching-learning process, the college has strategically entered into Memorandums of Understanding (MoU's) with academic institutions, hospitals, industries, and pharmacies. These partnerships are designed to bring diverse perspectives and experiences, fostering a dynamic educational environment. The collective efforts underscore the college's commitment to continuous improvement and the cultivation of a robust educational ecosystem.

The outcomes of IQAC activities typically include improved academic and administrative processes,

enhanced quality of education, effective feedback mechanisms, and adherence to quality benchmarks.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more 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:

Gender equity is a fundamental concept that revolves around ensuring fair treatment for both women and men based on their respective needs. It encompasses not only equal treatment but also acknowledges the potential need for different treatment that is considered equivalent in terms of rights, benefits, obligations, and opportunities. In the context of education, the promotion of gender equity becomes crucial, as it plays a pivotal role in shaping the habits and perspectives of individuals.

Education, as a formative force in human development, holds the key to fostering gender equity. It necessitates a serious commitment to promoting the equal participation of women and men in decision-making processes, narrowing the enrollment gap between genders, ensuring equality in the learning process and educational outcomes, and providing equal benefits for both sexes. Gender equity in education extends beyond the classroom, aiming to create opportunities that contribute to economic, social, cultural, and political developments with equal representation for males and females.

Achieving gender equity in education is a multifaceted goal that goes beyond numerical parity. It requires addressing societal norms and biases that may perpetuate gender disparities. When gender equity is precisely achieved, it has profound implications for the future of both girls and boys. Approaches that center on women's empowerment and equal participation pave the way for a more inclusive and just society. Girls, in particular, stand to benefit significantly, gaining access to opportunities in both public and domestic spheres at a level comparable to boys.

The commitment to gender equity in educational institutions is exemplified by initiatives such as those undertaken by JKKMIHSCP. This institution demonstrates gender sensitivity through various proactive measures aimed at creating a safe, secure, and healthy atmosphere on campus. Sensitization efforts are evident through special lectures and functions designed to educate students about the importance of gender equity and the role they play in fostering a supportive environment.

In essence, gender equity in education is not just a matter of numerical balance but a holistic approach that seeks to eliminate biases, stereotypes, and barriers that hinder equal opportunities for all. It is a commitment to creating an educational landscape where individuals of all genders can thrive, contribute meaningfully to society, and participate equitably in shaping the future. Through ongoing efforts and awareness-building, institutions like JKKMIHSCP contribute to the larger goal of creating a more inclusive and equitable world for everyone.

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

7.1.2**The Institution has facilities and initiatives for**

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

Response: A. 4 or All of the above

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

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

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

Response: A. All of the above

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

7.1.4

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

Response:

The organization under discussion exemplifies a commitment to fostering an inclusive atmosphere that embraces a rich tapestry of diversities. Whether cultural, regional, linguistic, communal, or socio-economic, the institution prioritizes tolerance among all stakeholders. This commitment is evident in the implementation of various measures aimed at promoting equal opportunities for faculty welfare and extending institutional scholarships to eligible students.

In recognizing the importance of addressing societal inequalities, the organization has introduced add-on courses and NSS Units to promote equal participation. These initiatives strive to mitigate existing graded inequalities and discriminations prevalent in society, providing students with additional avenues for personal and academic growth.

The institution's vibrant calendar of events further reinforces its dedication to inclusivity. From Freshers' Day to Farewell Day, World Pharmacist Day to Onam celebrations, and the annual sports meet, each occasion is orchestrated in a lively setting infused with a myriad of emotions. These events feature a blend of dance, drama, and singing that captivates every onlooker. The Farewell Day, in particular, stands out as a commemoration filled with tear-filled eyes, embodying a mix of joy and sadness. Through these celebrations, the institution actively cultivates an inclusive environment that nurtures and fosters the diverse talents of its students.

Moreover, the institution proudly upholds a patriotic ethos, evident in its observance of national days and the birth and death anniversaries of prominent Indian figures. Staff tours, Independence Day, Republic Day, and Teacher's Day are enthusiastically celebrated, fostering a strong sense of national pride among

students. These activities serve as informative platforms, educating students about the fundamental rights and duties outlined in the Constitution of India and instilling a sense of awareness regarding their responsibilities as Indian citizens.

The commitment to societal welfare extends beyond campus boundaries, as evidenced by the organization's arrangement of Blood Donation Camps. By encouraging students to actively participate in blood donation, the institution promotes the values of peace and harmony through a humanitarian approach.

In alignment with its commitment to health awareness, a TB Awareness Programme was conducted on World Tuberculosis Day. The initiative, inaugurated by Dr. P. Perumal, Principal of the institution, aimed to raise awareness about tuberculosis and educate the community about the disease and its treatment.

Furthermore, the institution actively engages in various environmental initiatives, particularly on Environment Day. This serves as a platform to raise awareness about pressing global issues, including air and plastic pollution, global warming, and rising sea levels. The emphasis is on collective action to address these challenges and promote environmental sustainability.

Safety and security are paramount concerns for the institution, as evident in the installation of CCTV cameras throughout the campus and the strategic placement of fire extinguishers on all floors. These measures ensure a comprehensive view of activities within the campus and contribute to emergency preparedness.

In conclusion, the organization's multifaceted approach, spanning inclusivity, patriotism, health awareness, environmental sustainability, and safety measures, reflects a holistic commitment to the well-being and development of its students and the broader community.

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

7.2 Best Practices

7.2.1

Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual

Response:

BEST PRACTICE 1

Setting the Path to Academic Excellence

This abstract explores the best practice of setting the path to academic excellence, focusing on goal-setting, time management, and active engagement in the context of Indian higher education. The primary objective is to instill a passion for learning, view challenges as growth opportunities, and foster critical thinking, creativity, and resilience. The practice emphasizes personalized learning, recognizing individual strengths and weaknesses, and tailoring education to unique needs. Creating a supportive learning environment values collaboration, diversity, and open communication, balancing rigor with well-being for long-term success. The practice also cultivates a growth mindset, promoting self-reflection, adaptability, and lifelong learning to prepare students for an ever-evolving world.

In the context of Indian higher education, the practice focuses on regular written tests as a cornerstone. These tests serve as a continuous feedback mechanism, fostering consistent learning and improvement while addressing the emphasis on examination-oriented assessment prevalent in the country. The uniqueness lies in the responsiveness to the educational landscape's diversity and dynamism.

While effective, the practice encounters challenges such as large class sizes, diverse learning styles, and resource inequalities. Institutions are adopting technology-driven solutions and inclusive assessment strategies to address these challenges, maintaining the benefits of regular assessments efficiently.

The evidence of success includes improved student outcomes, enhanced engagement, and the development of critical analytical skills. Positive trends in academic achievement, student retention, and progression through academic levels underscore the effectiveness of regular written tests. Despite challenges, the practice demonstrates resilience and adaptability, aligning tradition with innovation to create an inclusive and effective learning environment.

Implementing the practice faces challenges such as balancing frequent assessments with student well-being, providing timely feedback, and addressing resource inequalities. Investments in technology, personnel, and strategies for inclusivity are essential for successful implementation. The practice's outcome extends beyond academic success, fostering skills such as time management, critical thinking, communication, problem-solving, organization, and resilience.

In adopting this best practice, Institutions should consider factors like clear communication, educator training, investment in digital resources, and a culture of continuous improvement. Flexibility in tailoring the approach to specific needs contributes to success in diverse educational environments.

In conclusion, the best practice of setting the path to academic excellence through regular written tests in Indian higher education demonstrates effectiveness in fostering holistic development and essential skills, preparing students for success in an evolving world

BEST PRACTICE 2

Social Outreach through NSS

This abstract delves into the practice of Social Outreach through the National Service Scheme (NSS), presenting a comprehensive overview of its objectives, context, initiatives, evidence of success, and challenges faced. The primary objective of NSS is to foster community development, instill social responsibility, and empower volunteers to contribute positively to society. It operates within the educational framework, emphasizing the importance of holistic development beyond academic pursuits.

NSS addresses prevalent societal issues through diverse initiatives, including cleanliness drives, blood donation camps, voter awareness programs, tree plantation drives, temple service camps, rallies for traffic awareness, and responses to the COVID-19 pandemic. These initiatives aim to bridge gaps between privileged and marginalized communities, promoting inclusivity and equality. NSS endeavors to cultivate leadership skills, teamwork, and civic engagement among participants, creating responsible citizens who actively participate in improving their communities.

The success of NSS programs is evident through tangible outcomes, performance against targets, and benchmarks. Whether in Swachh Bharat initiatives, blood donation camps, tree plantation drives, or COVID-19 response efforts, NSS has shown positive results in terms of community engagement, behavioral changes, and the cultivation of civic responsibility among volunteers. The review and results collectively signify the meaningful contribution of NSS programs to community development, public health, and the empowerment of individuals.

However, the implementation of a comprehensive social outreach program through NSS comes with its share of challenges. These include logistical issues, community engagement hurdles, and the need for sustained participation. Effective implementation requires dedicated resources such as trained volunteers, communication tools, financial support, sanitation resources, medical facilities, educational materials, and partnerships with relevant authorities. Successful implementation hinges on strategic planning and mobilizing a diverse range of resources to address each unique challenge within these multifaceted social outreach programs.

In essence, the NSS social outreach program stands as a model for holistic education, community service, and civic responsibility. It not only addresses immediate challenges but also contributes to the formation of socially conscious and responsible individuals. NSS plays a pivotal role in fostering a compassionate and socially aware generation that actively engages in the betterment of society, aligning with the broader goals of sustainable development and social justice.

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:

INSTITUTIONAL DISTINCTIVENESS

In the ever-changing realm of pharmaceutical education, the distinctive nature of institutions plays a crucial role in molding the capabilities of future professionals. Within this context, our institutional distinctiveness revolves around by tailoring educational programs to provide students with practical experiences, industry-specific skills, and a comprehensive understanding of the industrial landscape during the study period of the students.

Introduction

The pharmaceutical industry is characterized by stringent quality standards, intricate manufacturing processes, and a demanding industrial framework. There is a gap between the Industrial expectations and gained knowledge during the education. To adequately prepare students for success in this field, our institution moved beyond traditional theoretical and practical approaches and embrace their unique characteristics. This distinctiveness involves deliberately integrating industrial pre-training to ensure our students to possess the knowledge and skills demanded by the pharmaceutical manufacturing and quality assurance sectors.

Definition of Uniqueness in Pharmaceutical Education

In pharmaceutical education, institutional activities centres on the unique features that set an institution apart, emphasizing practical, industry-specific training. Hands-on experiences, exposure to cutting-edge manufacturing facilities, and a curriculum in collaboration with industry experts makes our students well prepared for the industrial needs.

Exposure in Pharmaceutical Manufacturing

a. Enhanced Practical Skills: Industrial pre-training in pharmaceutical manufacturing exposes students to real-world processes, equipment, and challenges, thereby enhancing their practical skills and confidence in navigating the complexities of pharmaceutical production.

b. Adherence to GMP Standards: Institutions focusing on distinctiveness in this area ensure that students are well-versed in Good Manufacturing Practices (GMP), equipping them with the knowledge to maintain quality and compliance in a manufacturing setting.

c. Exposure to Advanced Technologies: Students are provided with latest and high technology that are making exposure to the latest developments in the industry, ensuring graduates are familiar with the tools they will encounter in their professional careers.

d. Industry-Relevant Research Opportunities: We foster students a research-oriented environment, encouraging them to engage in projects addressing current challenges in pharmaceutical manufacturing, contributing to the advancement of knowledge and preparing students for real-world issues in the industry.

Expertise in Quality Assurance and Quality Control

- a. In-depth Understanding of Quality Systems: We make a focus on the area to ensure students to acquire a comprehensive understanding of quality systems, including quality control testing, validation processes, and adherence to industrial requirements.
- b. Hands-on Analytical Techniques: The hands-on training in analytical methods, instrumental analysis, and quality control testing, enabling our students to apply these techniques in real-world scenarios.

Strategies for Implementation of Industrial Pre-Training in Pharmaceutical Education

- a. Collaborative Partnerships: We are establishing a collaborative partnership with pharmaceutical companies for the successful industrial pre-training. We work closely with industry experts to offer internships and create joint research opportunities.
- b. Simulated Environments: Creating small scale manufacturing and quality control environments in the institution allows our students to gain hands-on experience without relying entirely on external industry placements. Simulations can replicate real-world scenarios, providing a safe and controlled learning environment.
- c. Continuous Industry Engagement: To stay abreast of industry trends and evolving practices, a continuous engagement with the pharmaceutical industry is practiced. This can involve hosting industry seminars, inviting guest lecturers, and encouraging faculty involvement in industry conferences.

Conclusion

In conclusion, our special effort in the aspects of pharmaceutical education, particularly in the domains of manufacturing and quality assurance, is a strategic imperative for producing industry-ready professionals from our institution. The integration of industrial pre-training ensures that our students not only possess theoretical knowledge but also practical skills and a deep understanding of the complexities of pharmaceutical and Industrial operations. Strategic partnerships, simulated environments and continuous industry engagement serves as key strategies for successful implementation. These steps are shaping our students, the next generation professionals, ready to be absorbed by the industry and contribute to the dynamic and evolving landscape of pharmaceutical manufacturing, quality control, and related aspects.

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

5. CONCLUSION

Additional Information :

Organizing our initiatives, we have engaged in the NIRF ranking, marking the achievement of signing more than 25 Memoranda of Understanding (MOUs). Through our commitment to providing diverse experiences, we offer hands-on exposure through projects and internships. In the final year of the B.Pharm curriculum, students exercise autonomy by selecting electives tailored to their preferences. Our key focus areas encompass the development of effective communication skills, soft skills, and the provision of personality development courses. State-of-the-art labs provide a practical training ground, preparing students for the challenges of industry, clinical practice, and academia. Proactively preparing outgoing students to meet the stringent requirements of various professional arenas, including industry and clinical practice, is integral to our approach. Additionally, we regularly organize seminars and symposiums, creating platforms for academic discourse and insights from industry professionals. In recognition of outstanding contributions, we motivate and acknowledge individuals through rewards, awards, and scholarships. Faculty members are actively encouraged to concentrate on research and engage in patent registration, fostering an environment of innovation and intellectual property development. To offer real-world perspectives, we invite experts from industries and incubators to address students, guiding them on navigating the challenges of the evolving professional landscape. Our commitment extends to motivating and recognizing the efforts of our institute's members through various forms of encouragement and support.

Concluding Remarks :

In just a brief span of 8 years, the ISO certified college has undergone uninterrupted evolution, establishing itself as a rapidly advancing institute on the path to becoming a center of excellence. It has emerged as the preferred choice for students aspiring to pursue a career in Pharmacy. The nurturing management, akin to a guardian, consistently prioritizes the well-being of both faculty and students, resulting in significant benefits for everyone involved.

Employing a pragmatic approach, the college fosters the holistic development of students, offering equal opportunities for academic excellence and the showcasing of unique talents. The management keenly recognizes and acknowledges these talents. The vision and mission of JKK Munirajah Institute of Health Sciences College of Pharmacy revolve around cultivating pharmacists with social responsibility.

The institute has made substantial upgrades to its facilities and infrastructure, aligning them with the societal and industrial needs, consequently leading to promising placement opportunities for students. In its quest to meet comprehensive expectations, the institute is unwavering in its commitment to delivering only the finest education, diligently working towards the realization of its mission and vision.

The alumni association assumes a pivotal role, acting as a bridge to expose the expertise of juniors. It provides valuable exposure to entrepreneurship skills and various platforms that can be harnessed to further enhance their studies. This collaborative ecosystem ensures a continuous cycle of growth and development within the institution.