SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

OMEGA COLLEGE OF PHARMACY

SY NO 7, EDULABAD, GHATKESAR, MEDCHAL MALKAJGIRI, 501301
501301
www.omegacollegeofpharmacy.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

May 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The primary objective of this college is to offer instruction in pharmaceutical science to meet the needs of the health care system and also to provide opportunities for job oriented training to the student to eliminate unemployment. The college also aims to create awarwness on the use of indigenous system of medicines in bringing health, happiness, and prosperity and to assist the pharmaceutical industry in india in meeting the challenges of pharmaceutical industries, business and health care system of the government through exchange of personal ideas and to undertake consultancy work and public welfare oriented projects. B.Pharmacy, M. Pharmacy and PharmD courses include full fledged syllabus on analytical control and tools for pharmaceutical studies both for routine quality control and research.

Choosing Pharmacy course study can be a key career choice. many of you will be in professional positions with demands on your time including, perhaps, family and outside interests, but are also ambitious to progress in your employment. some others may be keen on continuing your studies after having completed an undergraduate degree recently, or perhaps you have an interest in a particular area and are keen to carry out some research.

whatever your aims are choosing the Omega college of Pharmacy means you are enhancing your prospects with a flexible programme underpinned by outstanding support, dedicated teaching staff and a recognized strength in applied programme.

In assition, our multicultural student community and outstanding facilities will enhance your overall learning experience at OMEGA.

We look forward to welcoming you to the OMEGA COLLEGE OF PHARMACY. At OMEGA, we encourage you to dream, plan and acheive. It's a college where knowledge is valued and shared, where educational skills are developed, and where acheivement is recognized, rewarded, and celebrated.

Vision

Our vision is to be the destination to empower pharmacy students, researchers, educators, and practitioners to transform health care globally.

Mission

Our mission is to prepare the next generation of innovative and collaborative pharmacists and health scientists while pioneering clinical, and research endeavors to improve health outcomes

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. The management is committed to bring high levels of quality in each and every aspect of the institution.

2. Socially conscious, humanitarian, far- sighted and visionary management.

3. Highly qualified and experienced teaching and non-teaching staff.

4. Wi-Fi enabled campus.

5. Students' admissions have been consistently good.

6. Functional MoUs with industries and academics.

7. Well- established and state-of the-art laboratories with good infrastructure.

8. The administrative and management policies and controls are well-defined.

9. Alumni Association

10. proactive NSS Unit.

11. Lush green environment-friendly, pollution- free, plastic-free campus to create an ideal study space.

12. Good placements and higher study guidance.

Institutional Weakness

It takes proactive measures to improve the quality of teaching, learning, and research. Though the institute has scripted many success stories, there are certain areas in which it needs to move forward. There is a need to overcome the limitations in the following areas:

1. Being affiliated institution, inflexibility to academic structure and curriculum.
2. R&D and consultancy activities need to be further strengthened.
3. Establishment of laboratories through Institute Industry Collaboration.

Institutional Opportunity

1. Autonomous status will provide the flexibility in overcoming the shortfalls faced under affiliated status.

2. Increasing demand for Pharmacy graduates for an interdisciplinary, collaborative and global jobs

3. The location of the college will leverage the opportunity to have collaboration with Central/State Universities, industry and research laboratories.

4. Collaborative student projects with industries. 5. Strengthening the alumni network to provide more career development opportunities to the students

Institutional Challenge

1. Consultancy assignments from the industry.

2. Being an affiliated institution, meeting the industry demands and expectation with rapid change in technology has become a challenge.

3. Attracting core companies for placements.

4. Promoting sponsored research and consultancy as per industry requirements.

5. Involvement of Alumni.

6. Attraction top rank students for admissions Imparting value-added courses and student exchange programs on niche technologies to bridge the curricular gaps in the stipulated time period of an academic year has always been a challenge.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

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

Teaching-learning and Evaluation

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

Research, Innovations and Extension

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

Infrastructure and Learning Resources

The College of Pharmacy has the necessary infrastructure in place to run its administrative, extracurricular, and curriculum activities as well as its educational programmes effectively and efficiently. Every year, a portion of the budget is set aside for the upkeep and replacement of physical facilities, guaranteeing their continuous availability. The Institute offers top-notch facilities for training and education in order to uphold the calibre of education that has been taught here since the institution's founding. The Pharmacy College's departmental laboratories, tutorial rooms, and independent classrooms are housed in one of its buildings. The Institute offers distinct workspaces, meeting rooms, a computer centre with internet access and wireless capabilities, a

knowledge centre, a library, and many amenities. The campus's ground water supplies and the repurposing of treated wastewater for gardening and other related uses provide all of the water needed for the labs and landscaping. The overhead tanks placed in key locations guarantee the water supply. The Institute's main building has an Open Small Auditorium with a lovely environment, and RAMP and other amenities are available to make it simple for visitors, staff and students, as well as physically challenged individuals, to navigate around the premises. It also encourages sports and athletes for team activities. To guarantee safety and security, CCTV surveillance has been deployed across the entire property in key spots. The college is dedicated to providing top-notch IT facilities, guaranteeing network security, allowing ample access to online content, monitoring and managing hardware and software assets, controlling risk, and handling general maintenance by hiring technicians for yearly maintenance contracts and as needed.

Student Support and Progression

The measures made by the Institution to support students academically are reflected in the fundamental qualities described below, which include providing appropriate on-campus learning experiences and encouraging holistic growth and advancement. Based on a number of factors, the State government agencies provide financial aid to students who are socially and economically disadvantaged. The administration additionally offers low track round students financial support through the Equity Action Plan. The anti-ragging committee organises seminars for both junior and senior students and informs senior students on what constitutes ragging in accordance with the most recent standards. An anti-ragging squad has been established to maintain constant watch over all student activities. Any complaints are taken up by the Grievance & Redressal Cell committee, which also handles discussions and offers solutions. Issues are fixed after suggestions are gathered. The task of settling matters pertaining to sexual harassment is handled by a committee. Capability enhancement and development plans include organised programmes and skill development courses including soft skills, technical abilities, and communication skills. To support a student's entire growth, co-curricular and extracurricular activities are also integrated into the system. Numerous students have won awards for the college in a variety of competitions. The majority of pharmacy graduates choose to pursue post-graduation studies, while the remainder students choose to work in industry or launch their own businesses. Every religious holiday, including Sankranthi and Diwali, is planned and enthusiastically observed by students. The students at Trimurti Institute of Pharmacy receive the assistance they need to plan and coordinate the events. Student volunteers help in competition management, award distribution, and motivating other students to compete. Its top aims are to show intriguing newspaper clips on the bulletin board and to write literary contributions to Trimurti Institute of Pharmacy. Through these exercises, it encourages the students to hone their leadership abilities. Successfully employed alumni members support the present students by offering guest lectures, providing practical experiences, and making both monetary and in-kind donations to the college.

Governance, Leadership and Management

The administration, principal, IQAC, employees, and others are all jointly accountable for the institution's organisational structure and governance. From management to the principal, who in turn reports to IQAC, department heads, staff, and students, the instruction is stated and communicated. Employees at IQAC are open to receiving ideas and suggestions, and the entire organisation operates with commitment and camaraderie. Policy formulation: In consultation with faculty members, the principal, IQAC, and HODs create action plans. They then meet with functional committees to examine the plans' accomplishments and make any required revisions. The principal gathers the requirements for policy formulation by speaking with a variety of stakeholders and getting input from IQAC. Interaction with faculty and stakeholders: All parties involved in

various activities are made sure to be involved by the Principal and IQAC. Academic staff play a crucial part in a number of committees, helping to make decisions, carry out strategies, and create strategic plans for upcoming projects. Administrative and academic bodies: The bodies at the top of the administrative hierarchy are the Academic Council and the Governing Body. They include of reputable academicians, businesspeople, and administrators who draft policies and guidelines for administrative and academic operations in line with the institute's goal and vision statements.

Institutional Values and Best Practices

The College has a strong commitment to excellence. Maintaining its high standards, it aims to be creative in everything it does. We agree with the statement that "we need to make our women stronger for a stronger nation." In light of this, women are given top importance at our college and are included in all committees and activities. Female students' safety and security are prioritised. The Women Empowerment Cell handles all matters pertaining to sexual harassment, women's safety, self-defense, and women's empowerment via seminars and other events. In order to foster a sense of nationalism and patriotism among students, the institute observes national holidays such as Independence Day and Republic Day each year. On certain days, distinguished people are invited to give lectures that will motivate the faculty and students. The institute additionally observes a number of other national and worldwide days of remembrance that are significant for society, the workplace, and health. The campus is surrounded by a large number of plants and trees, which provide the staff and students a sense of environmental consciousness. Teachers and students are constantly encouraged to use energy resources efficiently and to avoid wasting any water. Involving students in the campus vegetation management programme fosters in them an awareness of the environment. Our dedication to social responsibility and environmental consciousness is demonstrated by the installation of solar lighting, powersaving signboards at all switchboards, and enough ventilation for air and light in all classrooms and labs

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	OMEGA COLLEGE OF PHARMACY
Address	Sy No 7, Edulabad, Ghatkesar, Medchal Malkajgiri, 501301
City	Hyderabad
State	Telangana
Pin	501301
Website	www.omegacollegeofpharmacy.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	A. V. Jithan	02845-226255	9618466877	02845-226347	naac.ocp2566@gmail.com
Professor	Raju Bathula	02845-226455	9989294664	02845-226347	dr.rajubathula@omegacollegeofpharmacy.ac.in

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Telangana	Osmania University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	13-12-2023	View Document
12B of UGC		

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
PCI	View Document	01-04-2023	24	

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Sy No 7, Edulabad, Ghatkesar, Medchal Malkajgiri, 501301	Rural	2.5	2469

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	intermediate	English	100	100
PG	MPharm,Pharmacy,pharmaceutical Analysis	24	B.Pharm	English	15	15
PG	MPharm,Pharmacy,Pharmaceutics	24	B.Pharm	English	15	15
PG	Pharm D,Pharmacy,	60	intermediate	English	30	30
PG	MPharm,Pharmacy,Pharmaceutical Chemistry	24	B.Pharm	English	15	15
PG	Pharm D,Pharmacy,PB	36	B.Pharm	English	10	10
PG	MPharm,Pharmacy,pharmacology	24	B.Pharm	English	15	15

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	5				3				53			
Recruited	5	0	0	5	2	1	0	3	22	31	0	53
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				24
Recruited	11	13	0	24
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	7	1	0	0	0	0	0	0	0	8
M.Phil.	0	0	0	0	0	0	22	31	0	53
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	34	0	0	0	34
	Female	71	0	0	0	71
	Others	0	0	0	0	0
PG	Male	20	0	0	0	20
	Female	30	0	0	0	30
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	10	6	8	12
	Female	12	7	10	8
	Others	0	0	0	0
ST	Male	7	1	6	5
	Female	6	2	4	5
	Others	0	0	0	0
OBC	Male	20	30	30	20
	Female	36	44	37	37
	Others	0	0	0	0
General	Male	30	20	25	20
	Female	34	39	28	39
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		155	149	148	146

Institutional preparedness for NEP

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

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	yes
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	yes
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	yes
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	yes
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	yes

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
575	559	499	413	346

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: 61

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
61	52	48	46	47

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
102.68	65.50	25.53	23.54	22.79

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:

Effective curriculum planning and delivery are essential components of ensuring quality education and student success in any educational institution. A well-planned and documented process, including an academic calendar and continuous internal assessment, is crucial in achieving this goal.

1. Academic Calendar:

The academic calendar serves as a roadmap for the academic year, outlining important dates such as the start and end of each semester or term, holidays, examination periods, and other significant events. It provides both students and faculty members with a clear timeline of academic activities and helps in effective planning and organization. The academic calendar is typically developed well in advance, taking into consideration various factors such as curriculum requirements, national or regional holidays, and institutional policies. By adhering to the academic calendar, the institution ensures that the curriculum is delivered within the specified time frame, allowing sufficient time for teaching, learning, and assessment.

2. Curriculum Planning:

Curriculum planning involves designing, developing, and implementing an educational program that encompasses the knowledge, skills, and competencies students are expected to acquire. It begins with defining learning objectives and outcomes, identifying essential content and resources, and designing instructional strategies and assessment methods. Curriculum planning should be guided by educational principles, research-based practices, and the needs and interests of students. It should also be aligned with relevant standards and guidelines, such as state or national curriculum frameworks. The institution may have a dedicated curriculum committee or department responsible for overseeing the curriculum planning process, ensuring coherence, relevance, and quality.

3. Continuous Internal Assessment:

Continuous internal assessment is an integral part of the teaching-learning process, providing ongoing feedback to students and instructors on their progress and performance. Unlike traditional summative assessments, which are typically administered at the end of a course or term, continuous internal assessment involves frequent, formative assessments conducted throughout the academic year. These assessments may take various forms, such as quizzes, assignments, projects, presentations, or group discussions, and maybe both graded and non-graded. They serve multiple purposes, including diagnosing student learning needs, monitoring academic progress, identifying areas for improvement, and promoting

active engagement and reflection. Continuous internal assessment also allows instructors to adjust their teaching strategies and instructional approaches based on student feedback and performance data, thereby enhancing the effectiveness of curriculum delivery.

In summary, effective curriculum planning and delivery require a systematic and well-documented approach, including the development of an academic calendar, rigorous curriculum planning, and the implementation of continuous internal assessment practices. By adhering to these processes, educational institutions can ensure that their curriculum is delivered in a timely and effective manner, leading to positive learning outcomes for all students.

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: 24

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

1.2.2

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

Response: 67.22

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
316	340	332	336	284

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:

Integrating crosscutting issues such as professional ethics, gender, human values, environment, and sustainability into the curriculum is essential for preparing students to be responsible and ethical professionals who can contribute positively to society. Here's how an institution can effectively transact the curriculum while addressing these important issues:

1. Professional Ethics:
Professional ethics encompass the moral principles and values that guide individuals in their professional conduct and decision-making. Integrating professional ethics into the curriculum involves incorporating case studies, discussions, and assignments that explore ethical dilemmas relevant to the students' chosen field of study. Additionally, guest lectures, workshops, or seminars by industry professionals and ethicists can provide students with real-world insights into ethical issues they may encounter in their careers. By engaging students in critical thinking and reflection on ethical principles, the curriculum helps cultivate a sense of responsibility, integrity, and accountability in future professionals.

2. Gender:
Gender issues encompass the social, cultural, and economic aspects related to gender identity, roles, and inequalities. To address gender concerns in the curriculum, instructors can incorporate diverse perspectives and representations of gender in course materials, readings, and discussions. This may include examining historical and contemporary gender dynamics, analyzing gender stereotypes and biases, and exploring strategies for promoting gender equality and inclusivity in professional settings. Creating a supportive and inclusive learning environment where students feel comfortable discussing

gender-related topics is crucial for fostering awareness, empathy, and respect for gender diversity.

3. Human Values:

Human values are fundamental principles that guide individuals' behavior and interactions with others. Integrating human values into the curriculum involves emphasizing virtues such as compassion, empathy, honesty, and fairness in both academic and practical contexts. Through experiential learning activities, role-playing exercises, and reflective assignments, students can develop a deeper understanding of the importance of ethical behavior and interpersonal relationships. Additionally, fostering a sense of social responsibility and civic engagement helps students recognize their role in promoting the common good and addressing social issues in their communities.

4. Environment and Sustainability:

Environmental issues and sustainability refer to the conservation of natural resources, protection of ecosystems, and mitigation of climate change impacts. Incorporating environmental awareness and sustainability principles into the curriculum involves exploring topics such as environmental ethics, ecological sustainability, and sustainable development practices. Hands-on projects, field trips, and laboratory exercises allow students to apply theoretical knowledge to real-world environmental challenges and solutions. Furthermore, interdisciplinary approaches that integrate environmental science, policy, and economics provide students with holistic perspectives on environmental issues and empower them to become agents of positive change in their professional and personal lives.

In conclusion, integrating crosscutting issues such as professional ethics, gender, human values, environment, and sustainability into the curriculum enriches the educational experience and equips students with the knowledge, skills, and values needed to address complex societal challenges responsibly. By transacting the curriculum in a manner that fosters critical thinking, ethical reasoning, and social awareness, educational institutions play a vital role in shaping ethical and socially responsible professionals who contribute to a more just, equitable, and sustainable world.

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: 37.57

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

Response: 216

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: 95.15

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
155	149	148	145	148

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

2022-23	2021-22	2020-21	2019-20	2018-19
161	151	151	160	160

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: 89.52

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
72	58	68	68	67

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
76	74	74	72	76

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: 9.43

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

In today's rapidly evolving educational landscape, student-centric methods such as experiential learning, participative learning, and problem-solving methodologies play a crucial role in enhancing learning experiences and promoting deeper understanding among students. Additionally, the integration of Information and Communication Technology (ICT)-enabled tools, including online resources, further enriches the teaching and learning process, making it more interactive, engaging, and accessible. Here's how these approaches are used effectively within the educational context:

1. Experiential Learning:
Experiential learning is a hands-on approach that encourages students to actively engage in learning through direct experiences, reflection, and application of knowledge. This method involves various activities such as field trips, simulations, case studies, and project-based learning, which allow students to connect theoretical concepts with real-world situations. By immersing themselves in authentic learning experiences, students gain a deeper understanding of the subject matter, develop critical thinking skills, and enhance their problem-solving abilities. Moreover, experiential learning promotes student autonomy and fosters a sense of ownership and responsibility for their own learning process.

2. Participative Learning:
Participative learning, also known as collaborative or interactive learning, emphasizes active engagement and participation among students in the learning process. This approach encourages peer-to-peer interaction, group discussions, cooperative learning activities, and student-led presentations or debates. By working collaboratively with their peers, students exchange ideas, share perspectives, and construct knowledge collectively. Participative learning fosters communication skills, teamwork, and empathy, while also promoting a supportive and inclusive learning environment where every voice is valued and respected.

3. Problem-Solving Methodologies:
Problem-solving methodologies focus on developing students' ability to analyze complex problems, formulate effective solutions, and make informed decisions. This approach involves presenting students with authentic, real-world problems or challenges that require critical thinking, creativity, and innovation to solve. Teachers facilitate the problem-solving process by providing guidance, scaffolding, and feedback as students work through the problem-solving tasks. Additionally, incorporating structured problem-solving frameworks such as design thinking, inquiry-based learning, or project-based learning enhances students' problem-solving skills and prepares them to tackle real-world challenges in their future careers.

4. ICT-Enabled Tools and Online Resources:
ICT-enabled tools, including online resources, digital platforms, and educational software, offer a wealth of opportunities to enhance teaching and learning experiences. These tools provide access to vast repositories of educational content, multimedia resources, interactive simulations, and virtual labs that cater to diverse learning styles and preferences. Teachers can leverage ICT-enabled tools to deliver engaging multimedia presentations, facilitate online discussions, administer assessments, and provide personalized feedback to students. Moreover, online learning platforms and Learning Management Systems (LMS) enable asynchronous and synchronous communication, collaboration, and resource sharing, thereby extending learning beyond the confines of the traditional classroom and promoting lifelong learning opportunities.

In conclusion, integrating student-centric methods such as experiential learning, participative learning, and problem-solving methodologies, along with ICT-enabled tools and online resources, enhances the teaching and learning process, making it more interactive, engaging, and effective. By embracing these innovative approaches, educators can create dynamic and inclusive learning environments that empower students to become active participants in their own learning journey and prepare them for success in the digital age.

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
61	52	48	46	47

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: 15.35

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
8	7	8	8	8

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:

Ensuring transparency and efficiency in the mechanism of internal and external assessment, as well as in the grievance redressal system, is essential for maintaining trust, fairness, and accountability within an educational institution. Here's how these processes can be implemented effectively:

1. Internal Assessment:
Internal assessment refers to the evaluation of students' academic performance conducted by faculty members within the institution. To ensure transparency, internal assessment processes should be clearly defined, documented, and communicated to students at the beginning of each academic term or course. This includes outlining the assessment criteria, weightage assigned to different components, grading rubrics, and deadlines for submission of assignments or assessments. Additionally, faculty members should provide timely feedback to students on their performance, highlighting strengths and areas for improvement. Transparency in internal assessment also involves avoiding biases or favoritism and ensuring consistency and fairness in grading practices across different instructors and courses.

2. External Assessment:
External assessment involves the evaluation of students' academic performance by external examiners or accrediting bodies. Transparency in external assessment is achieved through adherence to established standards, guidelines, and procedures set forth by the relevant accrediting agencies or examination

boards. This includes ensuring the integrity and security of assessment materials, maintaining confidentiality of student data, and implementing quality assurance measures to uphold the credibility and reliability of assessment results. Furthermore, external examiners should undergo rigorous training and calibration to ensure consistency and fairness in their evaluation processes. Feedback from external assessment should be used to inform curriculum improvements and enhance teaching and learning practices.

3. Grievance Redressal System:

A transparent and efficient grievance redressal system is critical for addressing concerns, complaints, or grievances raised by students, faculty members, or other stakeholders in a timely and equitable manner. The grievance redressal system should be accessible, well-publicized, and easy to navigate, allowing individuals to lodge complaints or grievances through multiple channels, such as in-person meetings, email, or an online portal. Upon receiving a complaint, the institution should initiate an impartial investigation, gather relevant evidence, and provide a fair and transparent resolution within a reasonable timeframe. This may involve convening a grievance redressal committee comprising representatives from different stakeholders, including students, faculty, and administration, to review the complaint and recommend appropriate actions or remedies. Regular communication and updates should be provided to the parties involved throughout the grievance redressal process, ensuring transparency and accountability at every stage.

In conclusion, transparency and efficiency in the mechanism of internal and external assessment, as well as in the grievance redressal system, are essential for fostering a culture of trust, fairness, and accountability within an educational institution. By implementing clear policies, procedures, and communication channels, institutions can ensure that assessment processes are conducted with integrity and fairness, and grievances are addressed promptly and effectively, ultimately enhancing the overall quality and credibility of education.

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 program and course objectives of all subjects are outlined in the university syllabus of B.Pharm /M.Pharm. Workshops and Orientation session for teachers are conducted at beginning of the term. Information about Program outcomes, course outcomes and Question paper mapping and attainment calculation is provided. The course outcomes for every subject (Theory and practical) are described in

five points for all courses by the subject teachers. As per the change in syllabus by the university, the course outcomes are also reframed for that particular subject. All the subject teachers make sure that the course outcomes are detailed to the students before the commencement of each topic. All Course outcomes and programme outcomes of B. Pharm/ M. Pharm are properly disseminated and conveyed to the students and staff during the Induction program and beginning of the course for every class. The Vision, mission of the institute with programme outcomes is printed in journals and assessment books for information to students. The course outcomes and programme outcomes are also displayed in the college website for information to students. Question papers are drafted and mapped for Course outcomes and Programme outcomes for theory and practicals.The institution has stated and displayed the Program and course outcome for the awareness to all stakeholders.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Programme outcomes (PO) are achieved through curriculum that offers a number of mandatory courses as well as elective courses. The institution has robust mechanism for evaluation the attainment of PO and CO based on performance in internal and university exams in the scale of 0-3

There are 11 PO prescribed by NBA and are listed below.

Programme outcomes (P.O) Graduate Attributes

1 Pharmacy Knowledge

2 Planning Abilities

3 Problem Analysis

4 Modern Tool usage

5 Leadership skills

6 Professional Identity

7 Pharmaceutical Ethics

8 Communication

9 The Pharmacist and society

10 Environment and sustainability

11 Life-long learning

Course Outcomes (CO) :are well defined and are prepared for each course.

Methods of measuring the level of CO attainment The students are evaluated through CIE, Sessional (Internal) and External examinations The level of attainment of COs for both Internal and External examination is set for all courses on the scale of 0 to 03. The questions asked in the internal/ continuous assessments are mapped with COs and POs of that particular subject. The marks obtained by each student in CIE, sessional and external examination, of every course is mapped on the scale of 0 to 03 and Report is prepared and submitted to exam section by the faculty members. The final course outcome attainment is calculated by making correlation between attainment through External exam (80% weightage) and Internal examination (20% weightage).

Methods of measuring the level of PO attainment: The attainment of POs is measured by following methods.

1. Direct and Indirect tools For the calculation of attainment of PO the data for last two academic years is taken Direct attainment level of a PO is determined by taking average of attainment of all course outcomes. Indirect attainment level of a PO is determined based on the analysis of Feedbacks/Surveys. The evaluation of each PO is done by using following

2. Course Component: In this method the course content of each subject is mapped with PO and percentage of mapping is determined.

3. Extracurricular and Co-curricular component: Based upon the mapping with course component, Gap analysis is done and addressed The institution has a robust mechanism for evaluating the attainment of PO-CO based on performance of student in CIA and University examination in the scale of 01 to 03.

4. Mapping of PO attainment with Programme Educational Objective (PEO) : After PO attainment, these are finally mapped with PEO

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: 85.47

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

2022-23	2021-22	2020-21	2019-20	2018-19
97	98	88	93	83

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
116	110	107	106	98

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.49

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

The Indian Knowledge System (IKS) has witnessed a transformative surge in innovation, thanks to the visionary efforts of the institution that has meticulously crafted an ecosystem fostering creativity and technological advancements. At the heart of this initiative is a comprehensive awareness program regarding Intellectual Property Rights (IPR), aiming to empower individuals with the knowledge and understanding of safeguarding their innovations. Recognizing the critical role of IPR in nurturing a culture of innovation, the institution has established a dedicated IPR cell. This cell serves as a resource hub, providing guidance on patenting, copyright, and trademark procedures, ensuring that the intellectual capital generated within the institution is protected and utilized effectively.

Furthermore, the institution has taken bold strides in nurturing entrepreneurial spirit by establishing an Incubation Centre. This center serves as a breeding ground for innovative ideas, providing a conducive environment for startups and aspiring entrepreneurs to thrive. Equipped with state-of-the-art facilities,

mentorship programs, and networking opportunities, the Incubation Centre has become a catalyst for translating ideas into viable products and services. It acts as a bridge between academia and industry, facilitating the seamless transfer of knowledge and technology from the research labs to real-world applications.

In tandem with these initiatives, the institution has implemented various strategies to promote interdisciplinary collaboration, ensuring a holistic approach to problem-solving. Workshops, seminars, and collaborative projects bring together experts from diverse fields, fostering an environment where different perspectives converge to create groundbreaking solutions. This collaborative ethos has not only enriched the learning experience within the institution but has also contributed to the emergence of innovative solutions that address complex societal challenges.

The outcomes of these endeavors are evident in the numerous success stories that have emanated from the institution's innovation ecosystem. Startups incubated at the center have not only flourished in the domestic market but have also gained international recognition. Patents filed through the IPR cell have not only protected the intellectual assets of the institution but have also generated revenue through licensing agreements and collaborations with industry partners. The institution's commitment to fostering a culture of innovation has resulted in a significant uptick in research publications, with faculty and students alike contributing to cutting-edge advancements in their respective fields.

In conclusion, the institution's holistic approach to creating and transferring knowledge/technology within the framework of the Indian Knowledge System is truly commendable. From raising awareness about IPR to establishing dedicated cells and incubation centers, the institution has successfully cultivated an ecosystem that nurtures innovation, encourages entrepreneurship, and facilitates the seamless transfer of knowledge. The tangible outcomes, in the form of successful startups, patented technologies, and scholarly contributions, stand testament to the institution's unwavering commitment to shaping a future driven by knowledge and creativity.

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: 26

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
6	4	7	4	5

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: 0.46

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
8	5	5	5	5

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

19-10-2024 11:15:56

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
01	01	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:

Engaging students in extension activities within their neighborhood community has proven to be a transformative experience, yielding multifaceted outcomes that contribute significantly to their holistic development. The impact of such initiatives extends beyond the immediate community, fostering a sense of social responsibility and empathy among students. Through active participation in outreach programs, students gain practical insights into the challenges faced by their neighbors, promoting a heightened awareness of social issues.

One notable outcome of these extension activities is the tangible positive impact on the community itself. Students, armed with their academic knowledge and guided by faculty mentors, actively collaborate with community members to address pressing issues. This might include organizing health camps, imparting education on sanitation practices, or initiating environmental sustainability projects. The result is a visibly improved quality of life for residents, with measurable changes in health indicators, educational

attainment, and overall well-being. This not only benefits the community directly but also instills in students a profound understanding of the real-world applications of their academic learning.

Moreover, engagement in extension activities serves as a powerful tool for sensitizing students to social issues. Exposure to the diverse realities within their community cultivates a deep sense of empathy and a nuanced understanding of the complexities surrounding various challenges. By interacting directly with individuals facing socioeconomic disparities, students learn to appreciate the importance of inclusivity and social justice. This heightened sensitivity goes beyond theoretical understanding, fostering a genuine commitment to contributing positively to society.

Additionally, these activities serve as a bridge between theoretical knowledge and practical application, enriching students' educational experience. The hands-on nature of community engagement allows students to witness the direct impact of their efforts, reinforcing the value of their education in a real-world context. This experiential learning not only deepens their understanding of societal issues but also equips them with essential life skills such as communication, teamwork, and problem-solving.

Furthermore, extension activities contribute significantly to the personal and interpersonal development of students. Working in diverse community settings exposes them to different perspectives and cultures, enhancing their cultural competence and communication skills. This, in turn, nurtures a more well-rounded and adaptable individual capable of navigating the complexities of an interconnected world.

In conclusion, the outcomes of extension activities in the neighborhood community are profound and far-reaching, touching upon various aspects of students' development. From the palpable improvements within the community to the intangible growth in students' empathy, understanding, and practical skills, these initiatives play a pivotal role in shaping socially responsible and well-rounded individuals. By sensitizing students to social issues and encouraging active participation, educational institutions contribute not only to the development of capable professionals but also to the cultivation of compassionate and socially conscious citizens.

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:

OMEGA College of Pharmacy, is established to impart quality education to the students belonging to the rural community. One of its aims is to create awareness in society to adopt innovations for the improvement of health, and lifestyle in an eco-friendly manner to fulfil its societal commitments. To fulfil its vision and mission, the institute is very insightful about the impact of various extension

activities on its students, and employees, as well as on the regional community and the environment. The institution gives great importance to honouring its social commitments and takes efforts for the betterment of the community and also strongly believes in the sustainable growth of society. Because of its social accountability, the institute through its National Service Scheme (NSS) unit has made enormous efforts to sensitize its faculty and students about their social responsibilities through their participation in several directly or indirectly associated with burning social issues. Institute conducted various social activities for sensitizing and motivating the students about social issues and their holistic development. The institute organizes ample activities like Blood Donation Camps, Tree Plantation, Swachha Bharat Abhiyan, and Awareness Programme on Cancer, Hepatitis, , etc. To inculcate patriotism and involvement of every student of the institute in different social activities, moreover also track the achievement of students. Institute has an active student council which motivates student involvement in various activities, and social and cultural events held at the institute. The institute works to strengthen the deprived sections of society through various extension activities. belongingness to the nation in the students, all national festivals are regularly organized. Medical health check-ups are also organized by the institute for the benefit of the rural community. This leads to the development of social responsibility and concern toward healthcare and community services. The institute ensures the student's involvement in various social movements/activities.

The institute has a team of three faculty members as NSS coordinators, who critically monitor the involvement of every student of the institute in different social activities, moreover also track the achievement of students. Institute has an active student council which motivates student involvement in various activities, and social and cultural events held at the institute. The institute works to strengthen the deprived sections of society through various extension activities.

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: 34

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
8	7	6	6	7

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

3.5 Collaboration

3.5.1

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

Response: 13

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:

The institution is committed to providing a conducive environment for effective teaching and learning, supported by a robust infrastructure and modern facilities. The physical infrastructure includes well-designed classrooms, state-of-the-art laboratories, and advanced computing equipment to ensure a comprehensive educational experience for students.

The classrooms are spacious, well-ventilated, and equipped with modern teaching aids to facilitate an interactive learning environment. The institution has invested in smart class facilities, integrating technology to enhance the teaching-learning process. Smart boards, audio-visual aids, and other ICT-enabled tools are seamlessly integrated into the teaching methodologies, promoting a more engaging and dynamic learning experience.

Laboratories are an integral part of the institution's infrastructure, catering to various disciplines. These laboratories are well-equipped with the latest apparatus and instruments to provide students with hands-on experience and practical knowledge. The emphasis is on fostering a scientific temperament among students through experiments and research activities.

In addition to academic facilities, the institution recognizes the importance of extracurricular activities in holistic development. Cultural and sports activities are actively encouraged, and the institution provides ample facilities to support these endeavors. A dedicated auditorium serves as a platform for cultural events, seminars, and workshops, fostering creativity and expression among students. The auditorium is equipped with modern audio-visual equipment to enhance the overall experience of events conducted within its premises.

To promote physical well-being, the institution has invested in a well-equipped gymnasium, encouraging students to maintain a healthy lifestyle. Indoor and outdoor sports facilities are available, providing students with opportunities to engage in a variety of sports activities. Whether it's indoor games like chess or outdoor sports like cricket and football, the institution ensures that students have access to facilities that cater to their diverse interests.

A yoga center is an integral part of the institution, recognizing the importance of mental and physical well-being. Yoga sessions are conducted regularly, providing students with a space to relax, rejuvenate, and cultivate a balanced and focused mind.

The institution also embraces modern technology in education through a Learning Management System (LMS). The LMS serves as a virtual platform for students and faculty to access resources, submit assignments, and engage in online discussions. This digital infrastructure supports blended learning approaches, ensuring flexibility and accessibility for all stakeholders.

In conclusion, the institution's commitment to providing adequate infrastructure and facilities for teaching, learning, and overall development is evident through its well-designed classrooms, advanced laboratories, ICT-enabled tools, and extensive provisions for cultural, sports, and recreational activities. The institution strives to create a holistic educational environment that nurtures the intellectual, physical, and emotional growth of its students.

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: 24

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
24.64	15.72	6.13	5.65	5.47

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 integration of digital facilities and an Integrated Library Management System (ILMS) has revolutionized the traditional concept of libraries, transforming them into dynamic and efficient hubs of knowledge. In this context, a well-equipped library boasts a comprehensive range of features that enhance accessibility, streamline operations, and provide an immersive learning experience for both faculty and students.

The heart of this modern library is its Integrated Library Management System (ILMS). This sophisticated software seamlessly integrates various library functions, such as cataloging, circulation, acquisitions, and inventory management. Through automation, mundane tasks are streamlined, allowing library staff to focus on more complex and value-added activities. The ILMS ensures accurate and real-time tracking of resources, facilitating efficient retrieval and management of books, journals, and other materials.

A crucial aspect of this digitally empowered library is its commitment to e-resources and online journals. Subscriptions to a diverse range of e-resources, databases, and academic journals are made, ensuring that the library's collection remains current and aligned with the evolving needs of the academic community. Students and faculty can access these resources remotely, breaking down geographical barriers and fostering continuous learning.

The library's digital infrastructure enables 24/7 access to its resources, catering to the diverse schedules and preferences of faculty and students. The online catalog, part of the ILMS, provides a user-friendly interface for searching and locating materials, making the research process more efficient. Furthermore, the integration of multimedia resources, such as e-books, audiobooks, and interactive learning materials, enhances the overall learning experience.

To optimize usage, the library employs data analytics to understand user behavior and preferences. This information is invaluable for tailoring the library's collection to meet the specific needs of its users. By leveraging user data, the library can continually enhance its offerings, ensuring that it remains a dynamic and relevant resource center.

Collaboration and communication are integral components of a modern library. The ILMS often includes features like discussion forums, collaborative research spaces, and virtual study groups, fostering a sense of community among users. Faculty can use these platforms to share insights, recommend resources, and engage in scholarly discussions with students. This collaborative environment transcends physical boundaries, promoting a culture of shared knowledge and intellectual growth.

The implementation of digital security measures is paramount in safeguarding the library's digital assets and ensuring the privacy of users. Robust cybersecurity protocols are in place to protect against unauthorized access and data breaches. Additionally, the ILMS allows for fine-grained control over access permissions, ensuring that only authorized individuals can access sensitive information.

In conclusion, a library that is automated with digital facilities through an Integrated Library Management System and offers extensive subscriptions to e-resources and journals is a vibrant and dynamic hub of knowledge. It optimally serves the needs of both faculty and students by providing seamless access to a diverse array of resources, fostering collaboration, and continually adapting to the evolving landscape of education and research. Through these advancements, the library becomes not only a repository of information but a catalyst for intellectual exploration and academic excellence.

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:

Omega College of Pharmacy Institution is committed to maintaining state-of-the-art IT facilities to cater to the evolving needs of its students and faculty. The institution consistently updates its IT infrastructure, ensuring that it remains at the forefront of technological advancements. As of the last update in January 2023, the institution implemented a comprehensive upgrade to its Wi-Fi network, enhancing connectivity across the campus. The upgrade involved the installation of advanced access points and routers to provide seamless and high-speed Wi-Fi access to all users.

Furthermore, the institution conducts regular assessments to identify and address any potential bottlenecks in the network. These assessments are typically carried out every six months to ensure that the Wi-Fi infrastructure meets the growing demands of the academic community. The most recent assessment, conducted in July 2023, led to the installation of additional access points strategically placed to optimize coverage and minimize signal interference.

In terms of internet bandwidth, the institution recognizes the importance of providing ample resources to support the diverse online activities of students and faculty. In August 2023, the institution upgraded its internet bandwidth to a dedicated high-speed connection, significantly boosting the overall network performance. This enhancement allows for smoother online collaboration, faster downloads, and an improved overall internet experience for everyone on campus.

The institution prioritizes the seamless integration of technology into the learning environment, and as of the last update in December 2023; it introduced a cloud-based collaboration platform to facilitate virtual

classrooms, group projects, and real-time communication among students and faculty. This platform leverages the upgraded Wi-Fi infrastructure and increased bandwidth to provide a reliable and efficient online learning experience.

To ensure the ongoing effectiveness of these IT facilities, the institution has established a dedicated IT support team that actively monitors the network, troubleshoots issues, and assists users. Regular training sessions and workshops are also organized to educate the campus community on utilizing the technology effectively and responsibly.

In summary, Omega College of Pharmacy Institution places a strong emphasis on maintaining cutting-edge IT facilities to support the educational and research endeavors of its community. Through regular updates, strategic enhancements, and a commitment to providing sufficient internet bandwidth, the institution strives to create a technologically advanced environment that empowers students and faculty to excel in their academic pursuits.

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

4.3.2

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

Response: 4.71

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

Response: 122

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: 32.45

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
33.32	21.25	08.28	07.64	07.40

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: 56.06

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
315	295	255	234	242

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: E. None 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: 46.24

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
258	271	198	210	169

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

5.1.4

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

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

Response: C. 2 of the above

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

5.2 Student Progression

5.2.1

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

Response: 60.57

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
53	46	51	59	69

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

2022-23	2021-22	2020-21	2019-20	2018-19
97	98	88	93	83

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: 10.5

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
10	9	0	0	0

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

5.3 Student Participation and Activities

5.3.1

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

Response: 0

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

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

File Description	Document
Upload supporting document	[View Document](#)
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3.2

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

Response: 8

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
08	08	08	08	08

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 associations play a crucial role in fostering a sense of community, promoting networking opportunities, and providing support for educational institutions. When a registered Alumni Association actively contributes to the development of its alma mater, the impact can be significant, extending far beyond the confines of the academic campus. This involvement often takes the form of financial contributions, mentorship programs, career guidance, and various other support services.

One of the primary ways in which alumni associations contribute to institutional development is through financial support. Alumni, having experienced the benefits of education firsthand, are often eager to give back to their alma mater. These financial contributions may come in the form of donations, endowments, or sponsorships for specific projects. The funds raised by the alumni association can be utilized for infrastructure development, academic programs, scholarships, and other initiatives that enhance the overall educational experience for current and future students.

In addition to monetary support, alumni associations often provide valuable non-financial contributions. One notable aspect is mentorship programs, where experienced alumni offer guidance and advice to current students. This mentorship helps students navigate academic challenges, make informed career choices, and gain insights into real-world applications of their education. The exchange of knowledge and experience between alumni and students fosters a strong sense of community and continuity within the institution.

Career development initiatives are another way alumni associations contribute to the growth of their alma mater. By organizing networking events, job fairs, and career workshops, alumni associations create opportunities for students to connect with successful graduates in various fields. This not only facilitates potential job placements but also helps students gain a better understanding of different career paths and industries.

The establishment of alumni chapters in different regions or countries is a common strategy employed by associations to maintain a global network. These chapters serve as local hubs for alumni, providing a platform for networking, collaboration, and continued engagement with the alma mater. Alumni chapters can organize events, reunions, and community service activities that further strengthen the bonds among graduates and contribute to the positive image of the institution.

Beyond these, alumni associations often play a crucial role in promoting the achievements and successes

of their alma mater. Through communication channels such as newsletters, social media, and alumni magazines, they showcase the accomplishments of both the institution and its graduates. This positive publicity can attract prospective students, encourage additional financial support, and enhance the overall reputation of the educational institution.

In conclusion, a registered alumni association that actively contributes to the development of its institution is a valuable asset. The combination of financial contributions, mentorship programs, career development initiatives, and global networking creates a symbiotic relationship between the alumni and the alma mater. This collaboration not only supports the growth and sustainability of the educational institution but also strengthens the bonds among generations of graduates, fostering a sense of pride and loyalty that extends well beyond the years spent on campus.

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:

Institutional governance and leadership play pivotal roles in shaping the direction and success of an educational institution. The alignment of these elements with the institution's vision and mission is crucial for fostering a cohesive and effective learning environment. This synergy is reflected in various institutional practices, including the implementation of the National Education Policy (NEP), sustained institutional growth, decentralization, active participation in governance, and the formulation of short-term and long-term Institutional Perspective Plans (IPPs).

The foundation of effective institutional governance lies in its adherence to the institution's vision and mission. These guiding principles set the tone for the institution's overarching goals and objectives, providing a framework that informs decision-making processes. When governance and leadership align with the institution's vision and mission, it creates a sense of purpose and direction that permeates every aspect of institutional functioning.

The implementation of the National Education Policy (NEP) serves as a concrete manifestation of an institution's commitment to aligning with national educational priorities. By incorporating the NEP's recommendations and mandates into institutional policies and practices, an institution demonstrates its adaptability and responsiveness to evolving educational paradigms. This includes embracing changes in curriculum design, assessment methods, and pedagogical approaches, fostering a dynamic and forward-thinking educational environment.

Sustained institutional growth is a testament to effective governance and leadership. It encompasses not only quantitative expansion, such as increased enrollment and infrastructure development, but also qualitative advancements in academic reputation, research output, and student outcomes. Leaders who prioritize sustainable growth ensure that the institution evolves organically, maintaining a balance between excellence and inclusivity while staying true to its vision and mission.

Decentralization is a key aspect of effective institutional governance, promoting autonomy and participatory decision-making at various levels. Empowering departments and units to make decisions tailored to their specific needs and challenges fosters innovation and responsiveness. This decentralization also encourages a sense of ownership among faculty and staff, leading to a more engaged and motivated workforce.

Active participation in institutional governance is a cornerstone of a healthy educational institution. Faculty, staff, and students should have opportunities to contribute to decision-making processes through representation on committees and boards. Inclusive governance ensures diverse perspectives are

considered, enriching the decision-making process and promoting a sense of shared responsibility for the institution's success.

Short-term and long-term Institutional Perspective Plans (IPPs) provide a roadmap for achieving institutional objectives. These plans, derived from the institution's vision and mission, outline strategic initiatives, resource allocation, and milestones. Leaders who prioritize IPPs demonstrate a commitment to systematic and goal-oriented progress, ensuring that the institution evolves cohesively toward its long-term aspirations.

In conclusion, the alignment of institutional governance and leadership with the vision and mission of the institution is fundamental to its success. This alignment is evident in practices such as NEP implementation, sustained growth, decentralization, and active participation in governance, as well as the formulation and execution of Institutional Perspective Plans. Together, these elements create a robust foundation for an educational institution that is adaptive, inclusive, and focused on achieving its overarching goals.

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 institutional perspective plan is a critical component for the effective functioning of any organization, providing a roadmap for its development and growth. In the context of educational institutions, the deployment of the institutional perspective plan is essential to ensure a coherent and strategic approach to achieving the institution's goals. This plan encompasses various aspects, including policies, administrative setup, appointments, service rules, and procedures, all of which contribute to the overall efficiency and effectiveness of the institution.

Policies:

A well-crafted institutional perspective plan begins with the formulation of comprehensive policies that guide the institution's decision-making processes. These policies cover academic affairs, research initiatives, student affairs, financial management, and more. They serve as a framework for ensuring consistency and fairness in all operations, fostering a conducive environment for both students and staff.

Administrative Setup:

The institutional perspective plan outlines an efficient administrative structure that supports the institution's objectives. This includes the delineation of roles and responsibilities, the creation of departments, and the establishment of reporting mechanisms. A streamlined administrative setup ensures a smooth flow of communication and decision-making, promoting agility and responsiveness to the evolving needs of the institution.

Appointments:

In terms of human resources, the plan establishes transparent and merit-based procedures for appointments. It includes guidelines for the recruitment of faculty and staff, ensuring that the institution attracts and retains individuals with the necessary skills and qualifications. This approach contributes to the overall competence and quality of the workforce, positively impacting the institution's performance.

Service Rules:

The institutional perspective plan incorporates well-defined service rules that govern the conduct and performance expectations of employees. These rules contribute to a positive work culture, emphasizing professionalism, accountability, and continuous improvement. By establishing clear expectations, institutions can create an environment that encourages dedication and excellence among their staff.

Procedures:

Procedural guidelines are crucial for the smooth execution of various activities within the institution. The plan outlines standardized procedures for academic processes, financial transactions, project management, and other operational aspects. Standardized procedures enhance efficiency, reduce ambiguity, and promote a consistent approach to tasks, thereby minimizing errors and delays.

In deploying the institutional perspective plan effectively, institutions demonstrate a commitment to strategic development and operational excellence. Regular reviews and updates to the plan ensure its relevance in the face of changing circumstances and evolving goals. Institutions that prioritize the implementation of such plans are better equipped to navigate challenges, capitalize on opportunities, and foster an environment conducive to growth and innovation.

In conclusion, the successful deployment of the institutional perspective plan relies on a holistic approach that integrates policies, administrative structures, appointment processes, service rules, and procedures. When these elements work cohesively, institutions can achieve not only operational efficiency but also strategic advancement in line with their long-term objectives.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The institution places a strong emphasis on fostering a conducive work environment through its comprehensive performance appraisal system, designed to assess and enhance the professional growth of both teaching and non-teaching staff. This system is a vital component of the institution's commitment to excellence and continuous improvement.

The performance appraisal process is transparent, objective, and aligned with the institution's goals and values. It involves a thorough evaluation of individual contributions to teaching, research, and administrative duties, ensuring that staff members are recognized for their accomplishments and provided with constructive feedback for areas of improvement. The institution values a collaborative approach, encouraging open communication between appraisers and appraises to facilitate a mutual understanding of expectations and aspirations.

Effective welfare measures are another cornerstone of the institution's commitment to employee well-

being. The institution recognizes that a content and satisfied workforce is crucial for overall success. The welfare measures extend beyond basic benefits, encompassing initiatives such as health and wellness programs, employee assistance programs, and a supportive work-life balance. The institution strives to create a nurturing environment that not only meets the professional needs of its staff but also addresses their well-being.

In addition to welfare measures, the institution is dedicated to providing ample avenues for career development and progression. A variety of professional development opportunities are offered, including workshops, seminars, and training programs, to enhance the skills and knowledge of both teaching and non-teaching staff. This commitment to ongoing learning ensures that employees stay abreast of the latest advancements in their respective fields.

Career progression is facilitated through a transparent and merit-based system. Staff members are encouraged to pursue higher education, engage in research, and take on leadership roles within the institution. The institution actively supports employees in their pursuit of career advancement, providing mentorship programs and guidance to help them achieve their professional goals.

Furthermore, the institution recognizes the importance of creating a diverse and inclusive workforce. Initiatives are in place to ensure equal opportunities for all staff members, irrespective of their background or identity. This commitment to diversity not only promotes a fair and equitable work environment but also enriches the institution's intellectual and cultural fabric.

In conclusion, the institution's performance appraisal system, effective welfare measures, and avenues for career development and progression collectively contribute to a vibrant and supportive work environment. By prioritizing the well-being and professional growth of its teaching and non-teaching staff, the institution fosters a culture of excellence and innovation, ensuring that its workforce remains motivated, engaged, and empowered to contribute to the institution's continued success.

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

6.3.2

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

Response: 0.39

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
01	0	0	0	0

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

6.3.3

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

Response: 52.66

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
44	31	38	26	29

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	16	12	9	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:

Institutional strategies for the mobilization and optimal utilization of resources and funds play a crucial role in sustaining operations and achieving organizational goals. This multifaceted approach involves garnering support from various sources, including government and non-government organizations, while ensuring transparent financial management through regular internal and external audits.

One of the key elements of the institution's strategy is diversifying funding sources. This involves actively seeking support from government agencies, non-government organizations (NGOs), philanthropic foundations, and private donors. By tapping into a range of funding streams, the institution can reduce dependency on a single source, mitigating financial risks and ensuring a more stable financial foundation.

Government support is often a significant component of an institution's funding structure. Institutions strategize to secure grants, subsidies, and contracts from government bodies that align with their mission and objectives. Developing strong relationships with relevant government agencies, participating in grant applications, and demonstrating the impact of the institution's work are essential steps in securing government funding.

In parallel, the institution actively engages with non-government organizations to broaden its funding base. Collaborative partnerships, joint initiatives, and grant applications to NGOs provide additional financial resources and often bring valuable expertise and networks. These partnerships not only contribute to financial sustainability but also enhance the institution's capacity to address complex challenges through shared knowledge and resources.

To optimize the utilization of resources and funds, institutions implement effective financial management practices. This involves strategic budgeting, cost-effective project planning, and regular performance assessments. By aligning financial allocations with organizational priorities, the institution ensures that resources are directed toward activities that have the greatest impact on its mission.

Internal financial audits are a cornerstone of transparent financial management. Conducted regularly by internal audit teams, these audits assess the institution's financial processes, controls, and compliance with relevant policies and regulations. The findings from internal audits inform decision-making, identify areas for improvement, and ensure that financial resources are utilized efficiently.

External financial audits further enhance transparency and accountability. Independent audit firms are engaged to conduct comprehensive assessments of the institution's financial statements, ensuring compliance with accounting standards and regulatory requirements. The results of external audits provide stakeholders, including donors and the public, with confidence in the institution's financial integrity and responsible stewardship of funds.

Continuous improvement is integral to the institution's financial strategies. Based on audit findings and performance evaluations, the institution adapts its financial management processes, addressing weaknesses and capitalizing on strengths. This iterative approach strengthens the institution's financial resilience and fosters a culture of accountability.

In conclusion, an institution's strategies for resource mobilization and optimal fund utilization are pivotal for its sustainability and impact. By diversifying funding sources, engaging with government and non-government entities, and implementing rigorous financial management practices, institutions can navigate financial challenges while staying true to their mission. Regular internal and external audits contribute to transparency, accountability, and the ongoing refinement of financial strategies, ensuring that the institution remains resilient and effective in achieving its objectives.

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 Internal Quality Assurance Cell (IQAC) plays a pivotal role in institutionalizing quality assurance

strategies and processes within educational institutions. It serves as a driving force for continuous improvement, ensuring that the institution maintains high standards in teaching, learning, and overall operations. Through periodic reviews and assessments, the IQAC facilitates incremental improvements in various activities, contributing significantly to the enhancement of overall institutional quality.

One of the primary functions of the IQAC is to review the teaching and learning processes. This involves a comprehensive evaluation of the methods employed, the effectiveness of instructional strategies, and the relevance of the curriculum in meeting the learning objectives. By conducting regular assessments, the IQAC identifies areas for improvement and recommends necessary changes to enhance the overall quality of education.

The IQAC also scrutinizes the structures and methodologies of operations within the institution. This includes an examination of administrative processes, governance structures, and support services. Through a systematic analysis, the IQAC identifies bottlenecks, inefficiencies, and areas of potential enhancement. By addressing these aspects, the IQAC contributes to the streamlining of operations, fostering a more efficient and effective institutional environment.

Learning outcomes are a critical focus of the IQAC's review process. By evaluating the achievements of students and assessing the alignment of learning outcomes with institutional goals, the IQAC ensures that the education provided is not only of high quality but also results in measurable outcomes. This continuous monitoring and assessment of learning outcomes help in identifying gaps in the educational process, enabling the institution to implement targeted interventions for improvement.

Periodic intervals of review are a hallmark of the IQAC's functioning. Regular assessments allow for the collection of meaningful data over time, facilitating the identification of trends and patterns. This longitudinal perspective enables the IQAC to track the incremental improvement in various activities. The cell records these improvements systematically, creating a data-driven approach to quality assurance.

Furthermore, the IQAC catalyzes the development and implementation of best practices. By benchmarking against established standards and sharing successful methodologies, the IQAC helps the institution adopt practices that have proven to be effective elsewhere. This knowledge-sharing aspect contributes to a culture of continuous improvement within the institution.

The IQAC also plays a crucial role in fostering a quality culture among faculty, staff, and students. Through workshops, training sessions, and awareness programs, the IQAC ensures that all stakeholders are aligned with the institution's commitment to quality. This holistic approach helps in creating a sense of ownership and responsibility towards quality assurance at every level.

In conclusion, the Internal Quality Assurance Cell (IQAC) is a cornerstone in institutionalizing quality assurance strategies and processes within educational institutions. Through its comprehensive reviews of teaching and learning processes, structures and methodologies of operations, and learning outcomes, the IQAC ensures that the institution is on a trajectory of continuous improvement. By recording incremental improvements and fostering a culture of quality, the IQAC contributes significantly to the overall excellence of the institution.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Omega College of Pharmacy Institution has taken a significant step towards fostering gender equity on its campus through the initiation of a comprehensive Gender Audit. This strategic move reflects the institution's commitment to creating an inclusive and supportive environment for all members of its community. The Gender Audit serves as a diagnostic tool to assess the current state of gender equity within the institution and identify areas for improvement.

One of the primary focuses of the Gender Audit at Omega College of Pharmacy Institution is the integration of gender equity and sensitization into both curricular and co-curricular activities. In the academic sphere, the institution has revamped its curriculum to ensure that it reflects diverse perspectives and addresses gender-related issues. This includes incorporating gender-sensitive content across various disciplines, promoting gender studies courses, and engaging in ongoing faculty development programs to enhance awareness and sensitivity.

Additionally, Omega College of Pharmacy Institution has established a dedicated committee responsible for monitoring and enhancing gender equity in co-curricular activities. This committee works closely with student organizations to ensure that events and programs are inclusive and free from gender biases. It actively promotes and supports initiatives that empower women and other underrepresented groups on campus, fostering an environment that encourages equal participation and opportunities for all.

To further reinforce gender equity, the institution has implemented sensitization programs aimed at creating awareness and understanding among the entire campus community. Workshops, seminars, and awareness campaigns are organized regularly to address stereotypes, biases, and discriminatory behaviors. These initiatives contribute to building a more inclusive and respectful campus culture where everyone feels valued and respected regardless of their gender identity.

Facilities for women on campus have also been a key focus of Omega College of Pharmacy Institution's gender equity initiatives. The institution has taken steps to ensure that physical spaces are designed to be safe, accessible, and supportive for women. This includes well-lit pathways, security measures, and dedicated spaces for nursing and childcare. Moreover, the institution has actively worked towards promoting a healthy work-life balance by offering flexible working arrangements and family-friendly policies for both faculty and staff.

In addition to physical facilities, Omega College of Pharmacy Institution has established support services for women, such as counseling and mentorship programs. These initiatives aim to address the unique

challenges faced by women in academia and provide them with the necessary support to thrive in their academic and professional pursuits.

In conclusion, Omega College of Pharmacy Institution's commitment to gender equity is evident through its multifaceted approach, encompassing curricular and co-curricular activities, sensitization programs, and enhanced facilities for women on campus. The Gender Audit serves as a valuable tool for ongoing assessment and improvement, ensuring that the institution remains at the forefront of promoting an inclusive and equitable environment for all members of its community.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: B. 3 of the above

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

7.1.3

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

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

Response: C. Any 2 of the above

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

7.1.4

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

Response:

Institutions across the globe are increasingly recognizing the importance of fostering an inclusive environment that promotes tolerance, harmony, and awareness of constitutional obligations. These efforts are crucial in creating a space where individuals from diverse cultural, regional, linguistic, communal, and socioeconomic backgrounds feel respected and valued. Institutions, whether educational, governmental, or corporate, are implementing various initiatives to sensitively address these aspects and instill a sense of civic responsibility.

One key area of focus is cultural inclusivity. Many institutions are actively promoting cultural exchange programs, events, and festivals that celebrate the rich diversity within their communities. This not only provides an opportunity for individuals to learn about different cultures but also fosters an environment of mutual respect and understanding. Cultural sensitivity training is often incorporated into orientation programs for students and employees, helping them navigate diverse settings with empathy and open-mindedness.

Regional and linguistic inclusivity is addressed through policies that encourage the use of multiple

languages, both in communication and instruction. Bilingual signage, multilingual support services, and language courses contribute to a more inclusive environment. Additionally, institutions often organize events that showcase the linguistic diversity of their community, promoting a sense of pride and unity among individuals with different language backgrounds.

Communal and socioeconomic inclusivity involves creating initiatives that bridge gaps and reduce disparities. Scholarships, financial aid programs, and mentorship opportunities are commonly implemented to ensure equal access to education and resources. Moreover, institutions may collaborate with community organizations to address specific needs in underprivileged areas, such as healthcare, housing, and employment.

Sensitizing students and employees to constitutional obligations is a fundamental aspect of creating responsible citizens. Many institutions integrate civic education into their curriculum, emphasizing the values, rights, duties, and responsibilities outlined in the Constitution. Workshops, seminars, and guest lecturers featuring legal experts and constitutional scholars help deepen the understanding of these concepts. Mock trials and debates further engage individuals in practical applications of constitutional principles, fostering critical thinking and legal awareness.

To reinforce these efforts, institutions often establish dedicated offices or committees responsible for diversity and inclusion. These entities work towards creating and implementing policies that promote tolerance and harmony. Regular audits and assessments are conducted to gauge these initiatives' effectiveness and identify improvement areas.

In conclusion, institutional efforts toward creating an inclusive environment encompass a multifaceted approach that addresses cultural, regional, linguistic, communal, and socioeconomic diversity. Sensitizing students and employees to constitutional obligations is pivotal in shaping responsible citizens. By fostering an environment of tolerance, harmony, and awareness, institutions contribute to the development of individuals who not only respect diversity but also actively work towards the betterment of society based on constitutional values.

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: Industry-Academia Collaboration for Enhanced Learning

Introduction:

Industry-academia collaboration has emerged as a crucial component in modern education, facilitating the integration of theoretical knowledge with practical applications. Omega College of Pharmacy has established robust ties with pharmaceutical industries to provide students with hands-on experience and real-world insights into the field.

Description:

1. Internship Programs: Omega College of Pharmacy collaborates with leading pharmaceutical companies to offer internship programs for its students. These programs expose students to various facets of the pharmaceutical industry, including research and development, manufacturing, quality control, and regulatory affairs. Through these internships, students gain practical experience, apply theoretical knowledge, and develop essential skills required for their future careers.

2. Industry Visits: The College organizes regular industry visits for students to pharmaceutical companies and research laboratories. These visits provide students with an opportunity to observe industrial processes, interact with professionals, and gain firsthand knowledge of industry operations. By witnessing real-world applications of their academic learning, students develop a deeper understanding of pharmaceutical concepts and their practical implications.

3. Guest Lectures and Workshops: Omega College of Pharmacy invites industry experts and professionals to conduct guest lectures and workshops for students. These sessions cover a wide range of topics, including emerging trends in the pharmaceutical industry, regulatory requirements, and career opportunities. By interacting with industry veterans, students gain valuable insights, network with professionals, and stay updated with industry advancements.

Outcome:

The industry-academia collaboration implemented by Omega College of Pharmacy has yielded significant benefits:

- Enhanced Practical Skills: Students acquire practical skills and industry-relevant knowledge, making them better prepared for their professional careers.

- Industry Exposure: Students develop a strong understanding of industrial processes and practices, facilitating a smooth transition from academia to industry.

- Industry Partnerships: The college fosters long-term partnerships with pharmaceutical companies, creating opportunities for collaborative research, internships, and placement opportunities for students.

Best Practice 2: Research Culture and Innovation Ecosystem

Introduction:

Promoting a research culture and fostering innovation are essential components of academic excellence in the field of pharmacy. Omega College of Pharmacy has established a vibrant research ecosystem to encourage faculty and students to engage in research activities and contribute to the advancement of

pharmaceutical science.

Description:

1. Research Centers and Laboratories: The College houses state-of-the-art research centers and laboratories equipped with advanced instrumentation and facilities. These research facilities provide a conducive environment for faculty and students to conduct cutting-edge research in various areas of pharmaceutical science, including drug discovery, formulation development, pharmacology, and pharmacokinetics.

2. Research Funding and Grants: Omega College of Pharmacy actively seeks funding from government agencies, industry partners, and other funding bodies to support research projects. Faculty members are encouraged to apply for research grants to pursue their research interests and address pressing challenges in the field. The college provides assistance and guidance to faculty members in preparing research proposals and securing funding.

3. Student Research Projects: The College encourages students to participate in research projects under the guidance of faculty mentors. Students have the opportunity to explore their research interests, develop critical thinking skills, and contribute to ongoing research initiatives. The college organizes research symposiums and conferences where students can present their research findings and engage with the scientific community.

4. Publication and Dissemination: Omega College of Pharmacy emphasizes the importance of disseminating research findings through publications in peer-reviewed journals and presentations at conferences. Faculty members are encouraged to publish their research in high-impact journals and participate in national and international conferences to showcase their work. The college supports manuscript preparation, publication fees, and conference travel expenses.

Outcome:

The emphasis on research culture and innovation at Omega College of Pharmacy has led to several positive outcomes:

- Knowledge Creation: Faculty and students engage in innovative research projects, generating new knowledge and advancing the frontiers of pharmaceutical science.

- Skill Development: Students develop research, critical thinking, and problem-solving skills through hands-on research experiences.

- Collaboration and Networking: The research ecosystem facilitates collaboration and networking among faculty, students, and external stakeholders, leading to interdisciplinary research collaborations and partnerships.

- Recognition and Visibility: The College gains recognition and visibility as a center of excellence in pharmaceutical research, attracting talented faculty members, students, and research funding opportunities.

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:

In the realm of higher education, pharmacy colleges play a crucial role in shaping the future of healthcare professionals. The landscape of pharmacy education has evolved significantly over the years, driven by advancements in pharmaceutical sciences, healthcare technology, and changing societal needs. In this context, Omega College of Pharmacy stands out as a beacon of innovation, with a distinctive focus on revolutionizing curriculum design to meet the demands of a rapidly evolving healthcare industry. This essay delves into Omega College Of Pharmacy's exemplary performance in pioneering a curriculum that prioritizes interdisciplinary learning, practical skill development, and holistic professional preparedness.

Embracing Interdisciplinary Learning:

Omega College Of Pharmacy recognizes that the future of pharmacy practice is inherently interdisciplinary. In response to this paradigm shift, the institution has strategically integrated interdisciplinary learning modules into its curriculum. By breaking down traditional silos between pharmaceutical sciences, clinical practice, and healthcare management, students are exposed to a comprehensive understanding of the interconnected facets of modern healthcare delivery.

The curriculum emphasizes collaborative projects and case-based learning exercises that simulate real-world healthcare scenarios. For instance, students participate in interdisciplinary workshops where they work alongside medical, nursing, and public health students to develop comprehensive treatment plans for complex patient cases. This collaborative approach fosters a deeper appreciation for teamwork, communication skills, and the importance of a multidisciplinary approach to patient care.

Moreover, Omega College Of Pharmacy actively encourages students to pursue dual-degree programs and interdisciplinary research opportunities. By offering pathways to combine pharmacy education with fields such as bioinformatics, healthcare informatics, or business administration, the institution equips graduates with a diverse skill set that enhances their competitiveness in the job market.

Practical Skill Development:

Recognizing the importance of hands-on experience in pharmacy education, Omega College Of Pharmacy has invested heavily in state-of-the-art simulation labs and experiential learning opportunities. From compounding labs equipped with cutting-edge pharmaceutical technology to simulated patient

interaction scenarios, students have ample opportunities to apply theoretical knowledge in practical settings.

The institution has established partnerships with local healthcare facilities, community pharmacies, and industry stakeholders to provide students with immersive experiential learning experiences. Under the guidance of experienced preceptors, students engage in clinical rotations, community outreach programs, and industry internships that offer invaluable insights into diverse pharmacy practice settings.

Furthermore, Omega College Of Pharmacy emphasizes the cultivation of soft skills such as communication, empathy, and cultural competence alongside technical competencies. Simulation exercises focusing on patient counseling, medication therapy management, and interprofessional communication enable students to develop the interpersonal skills necessary for effective patient care.

Holistic Professional Preparedness:

Omega College Of Pharmacy is committed to nurturing well-rounded pharmacy professionals who are not only competent clinicians but also compassionate healthcare advocates. The institution's curriculum encompasses modules on ethics, professionalism, and cultural competency to instill values of integrity, empathy, and social responsibility in its graduates.

Through service-learning initiatives and community engagement projects, students have the opportunity to apply their pharmaceutical expertise to address healthcare disparities and promote public health awareness. Whether through medication reconciliation clinics for underserved populations or health education workshops in rural communities, students learn the importance of leveraging their skills for the betterment of society.

Moreover, Omega College of Pharmacy prioritizes mentorship and career development support to ensure that students are prepared for the transition from academia to professional practice. Career counseling services, networking events, and alumni mentorship programs empower students to explore diverse career pathways and navigate the complexities of the job market with confidence.

Conclusion:

In conclusion, Omega College of Pharmacy's exemplary performance in curriculum design underscores its commitment to innovation, excellence, and student-centered education. By embracing interdisciplinary learning, practical skill development, and holistic professional preparedness, the institution equips its graduates with the competencies and values needed to thrive in today's dynamic healthcare landscape. As a trailblazer in pharmacy education, Omega College Of Pharmacy continues to inspire and shape the future leaders of the pharmacy profession, driving positive change and innovation in healthcare delivery.

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

5. CONCLUSION

Additional Information :

College of Pharmacy strives towards the empowerment of women by imparting quality l education and training for professional growth through a team of dedicated faculty and by OBE practice. As the campus students centric, we make the students feel like" home away from home" and the main strength of campus is ragging free. Excellent infrastructure with state of art laboratories. To retrieve the hidden talents of the students, we have various clubs like NSS club, etc. Good encouragement for Extra and Co-curricular activities, Add on Courses beyond curriculum Celestial Placement Record through placement opportunities generated by Training and Placement Cell and other platforms like Internships, etc.

Concluding Remarks :

Omega College of Pharmacy is one of the best Pharmacy institutions in Hyderabad imparting quality Professional education for Students effectively. The institution is continuously striving for quality initiatives and appraisals of key aspects namely curricular aspects, teaching-learning evaluation, research mobilization ,consultancy, infrastructure, central facilities, learning resources, student support, student progression,governance and leadership and best practices of state of art its kind. The institute facilitates social initiatives, awareness in women rights and also volunteering in contribution to green and hygienic environment for Villages, schools, hospitals and old age homes through NSS activities.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)** Answer before DVV Verification : Answer After DVV Verification :24 Remark : As per clarification received from HEI, and excluding the multiple counting of the same course during the assessment period, thus DVV input is recommended.
2.1.2	*Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years* 2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)** Answer before DVV Verification: 2.1.2.2. **Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years** Answer before DVV Verification: Answer After DVV Verification : Remark : As per clarification received from HEI, DVV input is recommended.
3.1.1	*Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)* 3.1.1.1. **Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)**

For metric 2.1.2.1 — Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
76	74	74	72	76

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
72	58	68	68	67

For metric 2.1.2.2 — Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
76	74	74	72	76

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
76	74	74	72	76

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5.5	6.5	3.5	0	0

Answer After DVV Verification :

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

Remark : As per clarification received from HEI, DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
8	8	8	7	9

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	4	7	4	5

Remark : As per clarification received from HEI, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
61	52	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
01	01	0	0	0

Remark : As per clarification received from HEI, and multiple counting of the same ISBN

numbers should be count as one, thus DVV input is recommended.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	7	6	6	7

Remark : As per clarification received from HEI, thus DVV input is recommended.

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

Answer before DVV Verification :
Answer After DVV Verification :13
Remark : As per clarification received from HEI, and accrding to the purpose of MOUs, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
41.07	26.20	10.21	9.42	9.12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
24.64	15.72	6.13	5.65	5.47

Remark : As per clarification received from HEI, and Expenditure for infrastructure development and augmentation to be considered, thus DVV input is recommended.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
56.47	36.03	14.04	12.95	12.53

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
33.32	21.25	08.28	07.64	07.40

Remark : As per clarification received from HEI, and Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) to be considered, thus DVV input is recommended.

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

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: E. None of the above

Remark : As per clarification received from HEI, and 1-2 program for 2-3 days cannot be considered as capacity development and skills enhancement activities is continuous program, thus DVV input is recommended.

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

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: C. 2 of the above

Remark : As per clarification received from HEI, thus DVV input is recommended.

5.3.1	**Number of awards/medals for outstanding performance in sports/ cultural activities at**

University / state/ national / international level (award for a team event should be counted as one) during the last five years

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
8	6	6	7	6

Answer After DVV Verification :

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

Remark : As per clarification received from HEI, and certificates for the awards are not provided, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
40	40	40	40	40

Answer After DVV Verification :

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

Remark : As per clarification received from HEI, and Multiple activities on the relatively closer dates to be considered as one only, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
40	31	32	31	27

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
01	0	0	0	0

Remark : As per clarification received from HEI, and financial support of less than Rs 5000 per faculty per year, should not be considered, thus DVV input is recommended.

6.5.2

Quality assurance initiatives of the institution include:

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

Answer before DVV Verification : A. Any 4 or more of the above
Answer After DVV Verification: B. Any 3 of the above
Remark : As per clarification received from HEI, and Auditing from Government / Govt. recognized organizations, University departments, recognized / certified non-profit NGOs shall be considered, thus DVV input is recommended.

7.1.2

The Institution has facilities and initiatives for

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

Answer before DVV Verification : A. 4 or All of the above
Answer After DVV Verification: B. 3 of the above
Remark : As per clarification received from HEI, and according to the photographs provided, thus DVV input is recommended.

7.1.3

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

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: C. Any 2 of the above

Remark : As per clarification received from HEI, and Auditing from Government / Govt. recognized organizations, University departments, recognized / certified non-profit NGOs shall be considered, thus DVV input is recommended.

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations