



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

NEHRU COLLEGE OF PHARMACY

PAMPADY P.O., THIRUVILWAMALA, THRISSUR (DISTRICT)

680588

www.ncp.net.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

March 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Nehru College of Pharmacy (NCP) is situated on the banks of the River Nila in Pampady, Thiruvilwamala, Thrissur, Kerala. It is a prestigious institution that was founded in 2003 by the Nehru College of Educational and Charitable Trust. The Trust was established in 1968 by late P.K. Das, who was a highly respected Chartered Engineer, Academician, Industrialist, and Philanthropist. Originally focused on promoting a College of Aeronautics, which later expanded its scope and established a Group of educational institutions in both Tamilnadu and Kerala and now has 22 professional institutions under its flag.

The Nehru Group of Institutions has expanded its services to include School Education, UG, PG, and Research Programs in various disciplines such as Aeronautics, Arts, Science, Commerce, Management, Computer Science, Engineering, Medical, Nursing, Physiotherapy, Health Sciences, Catering & Hotel Management, Costume Design & Fashion, Biotechnology, Microbiology, Visual Communication, Architecture, and Law. The Group has now grown to become one of the largest and most reputable conglomerations of Educational Institutions.

Nehru College of Pharmacy is affiliated with the prestigious Kerala University of Health Sciences (KUHS) and approved by the Pharmacy Council of India (PCI) New Delhi. The college is conducting all the programs in Pharmacy Discipline namely B.Pharm-100 intake, D.Pharm-60 intake, Pharm D- 30 intake, Pharm D (PB)- 10 seats, M.Pharm (Pharmaceutics, Pharmacognosy and Pharmacy Practice) 15 seats each and 03 (three) Ph.D program in these disciplines. It is worth mentioning that NCP holds UGC 2(f) status. Moreover, our institution has been accredited with an 'A' grade by the University Quality Accreditation System (QAS) and has obtained ISO 9001:2015 certifications. The college is supported with excellent infrastructure and state of the art laboratories with advanced equipment to offer hands on training to the students and to enhance research activities. At NCP, we are dedicated to providing quality higher and our focus lies in shaping disciplined and highly qualified pharmacists who are committed to patient care. We aim to prepare our students for challenging roles in the pharmaceutical industry, community, and hospital pharmacy. Additionally, NCP strives to contribute to the development of molding true citizens of Bharat.

Vision

To Emerge as a Centre of Excellence that moulds students into professionals and researchers who are socially committed, with strong ethics and environmentally conscious

Mission

M:1 Inculcating quality pharmacy education through competent faculty and state of art infrastructure.

M:2 Providing learning environment to impart needed knowledge for pharmacy professionals and provide opportunities to enhance research abilities.

M:3 Developing personalities to recognize values and commitment towards better healthcare of society with

strong ethical principles.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Highly qualified and experienced faculty dedicated to ensure quality outcomes.
- Pro Active Management and responsible Administration.
- Cutting-edge infrastructure featuring modernized laboratories for an exceptional learning experience.
- An eco-friendly, green and vibrant 5.1-acre campus boasting a 20-year history.
- Integration of ICT tools for effective teaching techniques.
- Accreditation with Quality Accreditation System (QAS) by KUHS with an 'A' grade and ISO 9001:2015 certification.
- Implementation of an effective mentor-mentee system with special attention to slow learners through remedial measures.
- Connectivity and empowerment through the Technology Business Incubator (TBI) on Healthcare and the Internet of Things (IOT).
- Affiliation with the parent Medical College and Super Specialty Hospital, P K Das Institute of Medical Sciences, and Pharmaco Vigilance Centre approved by the Pharmacopeia Commission Government of India.
- A sprawling medicinal garden housing over 1000 medicinal plants, supported by the National Medicinal Plant Board (NMBP), Government of India.
- Strong Alumni Association and support, National Service Scheme and Excellent Outreach and extension activities.
- 100% Admission in major programs

Institutional Weakness

- Despite being an authorized research center, the enrollment of Ph.D. aspirants is not promising.
- There is untapped potential for strengthening Institute-Industry linkages.
- The design of the curriculum is constrained being an Affiliated Institute.

Institutional Opportunity

- The supports of multidisciplinary 24 institutions lead to NGI TBI leading to Start Ups –Entrepreneurship.
- Collaborative Research with Industries.
- Strengthening interaction with Alumni to facilitate better connectivity, placement opportunities and support.
- Promote Plant based Research Activity.
- Ph.D Research Centre.

Institutional Challenge

- As an affiliated institution, the organization faces challenges in adapting its curriculum to meet the evolving needs of the industry and keeping pace with global advancements to produce a competitive workforce.
- The challenge lies in establishing a pharmaceutical industry to leverage the considerable potential of the pharmaceutical sector in India, all while concurrently addressing the need for effective industry-institute linkage specifically in the state of Kerala.
- To establish a Pharmaceutical Industry set up to tap the high potential in the Pharm Industry in India and also address the Industry Institute linkage is challenging
- Limited opportunities exist for faculty members to pursue doctoral degrees within State Universities, while attracting students for postgraduate admissions remains a challenge.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Nehru College of Pharmacy, affiliated with Kerala University of Health Sciences, Thrissur and accredited by the Pharmacy Council of India, provides a range of academic programs. These programs include B. Pharmacy, Doctor of Pharmacy, and Master of Pharmacy with specializations in Pharmaceutics, Pharmacognosy, and Pharmacy Practice. The institute follows the prescribed curricula of the university and approved syllabi of the council. To effectively implement the core curriculum, a well-designed mechanism combining theoretical coursework and practical training is employed. The faculty has established unique features such as an academic calendar, institutional lesson plans, and a developed mechanism for curriculum delivery. These plans are designed to achieve learning outcomes in accordance with statutory norms. Additionally, the institute enhances the educational experience through industrial visits, add-on courses, and hands-on training to improve students' employability. Continuous improvement is facilitated through periodic feedback obtained from stakeholders such as teachers, alumni students, and employers. The Internal Quality Assurance Cell plays a crucial role in curriculum planning and ensuring the delivery of quality education. The institution emphasizes effective teaching-learning strategies and meticulously plans timetables, workloads, and lab schedules. It also maintains a favorable student-to-faculty ratio and offers add-on courses, fieldwork, and internship training to cater to diverse learner needs. The Academic Committee actively implements and monitors curriculum changes in alignment with the regulations of the Pharmacy Council of India and the standards of the affiliating university. Periodic audits are conducted to ensure the smooth functioning of academic activities, and remedial measures are provided for both slow and advanced learners. The educational environment undergoes a dynamic and responsive evolution through the iterative feedback process. This process involves collecting and analyzing feedback from students, faculty, and alumni, which is facilitated by the Program Monitoring Committee and class representatives' meetings.

Teaching-learning and Evaluation

Nehru College of Pharmacy (NCP) is established in the year 2003 with the vision to generate efficient pharmacist in the era. Candidates from various parts of our country with diverse background take admission in this college. Admission process is transparent and in compliance with the regulation of Kerala University of Health Sciences (KUHS) and the reservation policy of the state government.

The institution employs the student centric teaching -learning process such as internships & industrial visits, projects, group discussions, value added courses, activity-based learning, workshops, and expert talks, various

ICT enabled teaching methodology are followed such as power point presentations, smart classrooms, virtual labs, digital library, 3D class rooms are included in the teaching methodology. The teachers in the institution use MOODLE for blended learning and other e-learning activities, student progress is carefully monitored from semester to semester through continuous assessment and end semester examinations. Remedial classes are conducted for slow learners, add on courses are conducted for the skill enhancement to the students, the advanced learners are encouraged to participate in seminars and entrepreneurship programs.

The institution has the policy of recruiting well qualified and experienced faculty as per PCI and KUHS norms this contributes the significant improvement in the teaching learning process. The average student teacher ratio 13:1 is well maintained, teachers prepare an elaborate course plan, lesson plan and hand-outs as the part of academic schedule. High quality teachers with excellent credentials in teaching with research publications are hired and regular FDP are conducted for the knowledge enhancement. During pandemic several online seminars has been organized for the teachers to up skill the knowledge. The College Grievance Committee is allowed to take decisions regarding the complaints about evaluation. The students are given free access to meet teachers for their grievance regarding evaluation.

Research, Innovations and Extension

Nehru college of pharmacy has received government funds from various organizations such as National Medicinal Plant Board , New Delhi for establishing Medicinal Plant Garden, DST fund through New gen IEDC and also State level funds from Kerala State Council for Science, Technology and Engineering, Trivandrum. Many students and research scholars have been benefited with these funds.

We arranged various staff development programs with an emphasis on research for the previous five years. Intellectual property rights, research ethics, and methodology, are greatly enhancing the professional growth and quality enrichment of the faculty. This commitment to research is evident in the successful completion of a large number of projects and encouraging researchers to take on new projects. During the past five years.

Many Research papers published in reputed national and international journals of UGC/Web of Science/Scopus during the last final years.

Beyond academic pursuits, the institution encourages students to engage in outreach & extension activities. Various initiatives include raising awareness on several public health issues such as COVID-19 immunization, tree plantations drives, Child health camps, camps for heart related issues, sanitation programs & participation in National Service Scheme (NSS) activities. Collaboration with P K Das Institute of Medical Sciences involved community education & services through medical camps & awareness programs in rural areas. All these initiatives help to identify patients in undeserved regions & provide free health-related awareness & services to its best, focusing on lifestyle conditions such as Diabetes, Kidney Health, Heart health, etc.

Nehru College of Pharmacy has had a total of 18 MOU's in the past 5 years with international and national organizations. Various activities are organized based on MoUs such as Joint research collaborations, Skill development programmes, Faculties and student exchange programmes, Awareness programmes, Organising seminars and training programmes, Career guidance and placement programme along with Installation of 3D virtual class lessons for the pharmacy students. Industrial training, best thesis award, scientific workshops and hands-on training have been organized. The institute has highly eminent Professors who have collaborated with International and National Organizations.

Infrastructure and Learning Resources

Nehru College of Pharmacy was founded in 2003 under the leadership of late chairman Sri. P. K. Das. Offers B.Pharmacy degree courses. It is affiliated with Kerala University of Health and Sciences and approved by Pharmacy Council of India. Over the years, the college has continuously worked on improving its infrastructure and facilities to enhance the teaching and learning experience. With the active involvement of distinguished professors, industry experts, and a research-oriented lab, as well as a fully computerized library, Nehru College of Pharmacy stands out from the rest. The institution also takes its social responsibility seriously and engages with the local community through various planned activities. Notable advancements have been made in the quality of laboratories and the methods of conducting experiments. Additionally, the college has established a well-equipped infrastructure for conducting awareness activities to support students' career initiatives. All classrooms, laboratories, and amenities are well-ventilated, ensuring proper lighting and ventilation. Fire safety measures are in place, including the installation of fire extinguishers throughout the premises. To address power failures, the college has an electrical generator. Transportation facilities are also provided for students and staff. The laboratories are equipped with sophisticated equipment and ample glassware to facilitate practical work. The entire college is Wi-Fi enabled, enabling smart classrooms. Virtual demonstrations of animal experiments are conducted, and the college maintains nutrition and medicinal gardens to showcase their therapeutic applications. The library meets the university's space requirements and can accommodate 150 individuals. It houses a vast collection of books and periodicals, including e-books and e-journals through subscriptions to DELNET and J-GATE. The library utilizes NDL software for its operations. In addition to academic activities, the college offers various extracurricular opportunities

Student Support and Progression

The institution is dedicated to guiding and supporting students in their overall development and progress. Students receive significant financial support from various sources, including government initiatives, NGOs, and scholarships provided by the institution. The institution actively implements programs to enhance students' capabilities and develop their skills, thereby improving their career prospects. Students receive comprehensive training in different settings, such as hospital pharmacies and industries, to align their practical knowledge with their chosen career paths. They are encouraged to actively participate in programs like Continuing Professional Education (CPE), practice schools, workshops, and conferences to stay updated with industrial needs and technological advancements. The institution gives high priority to student placements and organizes the Institute Industry Initiative and pre-placement training programs to equip students with specific skills required for employment. In addition, the institution recognizes the importance of life skills and human values and integrates moral classes, Personality Development sessions, and celebrations of events like Yoga Day into the students' education. To further support academic achievement, GPAT coaching classes are organized by a team of senior faculty, resulting in a significant increase in the number of GPAT qualifiers progressing to prestigious higher education institutions.

Numerous students have achieved success in state, central, and international competitive examinations, demonstrating their preparedness for higher education or lucrative employment opportunities. The institution's commitment to the well-being of its students is evident through the presence of an effective Internal Complaints Committee, an Anti-Ragging Committee, and a Disciplinary Committee, promptly addressing any grievances raised by the students. The placement cell, which facilitates both on and off-campus placements, plays a crucial role in ensuring a smooth transition for students into the professional world. The institution places great importance on holistic development, encouraging students to actively participate in extra-curricular and co-curricular activities, resulting in notable accomplishments in sports and cultural events. The establishment of

the Alumni Association of Nehru College of Pharmacy(AANCP) reflects the institution's dedication to fostering a sense of community, where former students actively contribute through financial support, sharing valuable insights, and guiding current students along their chosen career paths.

Governance, Leadership and Management

Nehru College of Pharmacy has been offering a wide range of pharmaceutical courses since 2003. As an affiliate of Kerala University of Health Sciences, the institution is committed to providing quality education, conducting research, and promoting ethical healthcare. With a decentralized administrative setup, the college ensures the active participation of stakeholders, while equipping pharmacy graduates with technical skills, ethical values, and research capabilities for various roles in the pharmaceutical field. Under the leadership of the Chairman and Managing Trustee, Nehru College of Pharmacy follows a systematic approach in decision-making and execution. Various committees at different levels handle diverse functions, ensuring transparency and alignment with institutional goals. The college adheres to University norms, implementing accessible service rules, strategic staff recruitment, and a fair performance appraisal system. A Grievance Redressal Mechanism, periodic policy revisions, and higher authority approvals contribute to maintaining high academic standards and fostering a positive working environment. The well-being of the college's 49 teaching and 24 non-teaching staff is a top priority for Nehru College of Pharmacy. The institution has comprehensive welfare measures outlined in its "HR Policies and Administrative Practices" to support its staff. These measures include academic leave, fee reimbursement, group insurance, hostel facilities, medical concessions, and financial support. Moreover, the college promotes professional development through internships, industry collaborations, and a Professional Development Policy for non-teaching staff. The Performance Appraisal System evaluates both teaching and non-teaching staff based on specific parameters, encouraging skill enhancement and cultivating a positive work culture. As a self-financing private unaided institution, Nehru College of Pharmacy relies on student fees as its primary source of income. The college prioritizes optimal resource utilization and conducts feasibility studies before introducing new programs to ensure educational quality. Collaboration with various stakeholders is valued, as it enhances the overall learning experience and contributes to the growth of the institution.

Institutional Values and Best Practices

The institution is dedicated to nurturing and shaping the true citizens of the country through the implementation of best practices. The students are taught the importance of brotherhood, individual dignity, and gender equality. To ensure this, the college regularly organizes programs such as pride month celebrations and women's day celebrations. The institution also prioritizes creating an eco-friendly atmosphere on campus. They have adopted green campus initiatives and plant more trees every year. Additionally, they have implemented rainwater harvesting, waste water management, and water recharging systems. The campus also utilizes solar panels and grids to generate electricity from natural sources. The institution has signed MOUs with professional agencies to properly dispose of e-waste, food waste, chemical waste, and solid waste. To reduce carbon emissions, automobiles are restricted on campus and battery-operated vehicles are used instead. Pedestrian-friendly paths are also available throughout the campus. Plastic is banned on campus, and regular audits confirm the effectiveness of these initiatives. The institute also celebrates important commemorative days to emphasize the values and rights enshrined in the constitution. Various festivals like Onam, Christmas, Visue, and Ifthar are celebrated annually to foster good relationships among students. A well-designed code of conduct is in place for both students and employees. The institution implements numerous best practices for the benefit of its students. They have a 2-acers medicinal garden with a variety of herbs and endangered species. This

practice promotes environmental awareness among all stakeholders and has led to the establishment of an Oxygen Park, as well as the collection and cultivation of rare plant species. Students, under the guidance of staff, successfully prepare and exhibit herbal products. One effective approach adopted by NCP is to enhance entrepreneurship through NCI-TBI and NEWGEN IEDC. Our students have successfully created numerous commercially viable products based on their innovative ideas. NEWGEN IEDC serves as a role model for cultivating an entrepreneurial ecosystem on campus and offers students broader objectives in transforming their ideas into viable technology businesses.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	NEHRU COLLEGE OF PHARMACY
Address	PAMPADY P.O., THIRUVILWAMALA, THRISSUR (DISTRICT)
City	Pampady Thiruvilwamala
State	Kerala
Pin	680588
Website	www.ncp.net.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	D VIJAY KUMAR	04884-284003	8606449777	04884-282070	ncp@nehrucolleges.com
Professor	K G PRASANTH	04884-284000	9865352683	04884-282070	ncpvp@nehrucolleges.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Kerala	Kerala University of Health Sciences	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	15-11-2021	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	19-04-2023	12	

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	PAMPADY P.O., THIRUVILWAMALA, THRISSUR (DISTRICT)	Rural	5.15	7847.7

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BPharm, Pharmacy,	48	HSC	English	100	89
PG	MPharm, Pharmacy, Pharmacy Practice	48	B.Pharm	English	15	11
PG	Pharm D, Pharmacy,	72	HSC	English	30	21
PG	MPharm, Pharmacy, Pharmaceutics	48	B.Pharm	English	15	0
PG	MPharm, Pharmacy, Pharmacognosy	48	B.Pharm	English	15	9
Doctoral (Ph.D)	PhD or DPhil, Pharmacy,	48	M.Pharm	English	1	1

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	8				11				25			
Recruited	6	2	0	8	5	6	0	11	1	24	0	25
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				10
Recruited	3	7	0	10
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				17
Recruited	2	15	0	17
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	6	2	0	1	1	0	0	0	0	10
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	4	5	0	1	24	0	34
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	12	0	0	0	12
	Female	98	0	0	0	98
	Others	0	0	0	0	0
PG	Male	3	0	0	0	3
	Female	17	0	0	0	17
	Others	0	0	0	0	0
Doctoral (Ph.D)	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	2	1	1	0
	Female	2	4	2	7
	Others	0	0	0	0
ST	Male	0	1	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	11	6	21	15
	Female	51	61	49	51
	Others	0	0	0	0
General	Male	2	6	6	7
	Female	62	72	66	60
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		130	151	145	140

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Nehru College of Pharmacy is a part of the Nehru group of institutions, which consists of over 20 institutions and has 56 years of experience in the field of education. Located in Pampady, Thrissur, Kerala, Nehru College of Pharmacy offers various programs in the field of Pharmacy at the postgraduate level. These programs provide a multidisciplinary approach to education, enhancing the status of the institution. The college follows a Credit Based Semester/year System, where academic work such as theory classes, practical classes, seminars, assignments, etc. are measured in terms of credits. The pharmacy programs at Nehru College of Pharmacy focus on practical learning through internships, projects, industrial</p>
--	---

	<p>visits, hospital bedside teaching, and medical camps. The curriculum for undergraduate students includes courses like Environmental Science to address environmental issues and promote eco-friendliness. The program is designed to ensure the holistic development of the students, aligning with the objectives of the course. The institution follows the entry qualification and duration requirements set by the affiliated university for the programs/courses selected by the students. However, there are limitations on multiple entries and exits in the programs due to the norms set by the affiliated university. Both undergraduate and postgraduate students are required to undertake major research projects, which aim to find solutions to current issues and challenges in the field of Pharmacy. We encourage our students to collaborate with other disciplines within our group of institutions, such as medical, nursing, and engineering, to carry out multidisciplinary research and address the current issues and challenges. In order to further enhance the educational landscape, we aim to convert single-stream institutions into multidisciplinary Higher Education Institutions (HEIs), such as large universities and autonomous degree-awarding HEIs. This will require strengthening the institutional infrastructure as necessary.</p>
2. Academic bank of credits (ABC):	<p>The Academic Bank of Credits offers flexibility to undergraduate and postgraduate students, allowing them to enter and exit courses within a specified timeframe. As an affiliated college of Kerala University of Health Science (KUHS), Nehru College of Pharmacy follows the university's procedures and therefore has limitations in implementing the ABC system. However, we actively encourage our teachers to contribute valuable suggestions in curriculum design and development. Additionally, we strive to represent the university by enriching the curriculum whenever possible. The ABC system provides students with the opportunity to open a unique digital Academic Bank Account, complete with a unique ID and access to the Standard Operating Procedure (SOP). This system aims to promote blended learning, allowing students to earn credits from various registered Higher Education Institutions (HEIs) and through SWAYAM, an online repository of courses. In terms of pedagogy, our teachers are</p>

	<p>always encouraged to explore learner-centric strategies. They have the freedom to access additional books or materials related to the prescribed syllabi, in addition to the recommended textbooks and reference materials. Furthermore, our teachers are encouraged to provide supplementary resources and reading materials. When it comes to assessments, both internal and external, we strictly adhere to the assessment criteria prescribed by the university.</p>
<p>3. Skill development:</p>	<p>Nehru College of Pharmacy is dedicated to enhancing the soft skill development of its students through a range of programs that go beyond the curriculum. We have invited experienced trainers and experts in soft skills to provide training to our students, enabling them to improve their abilities in this area.</p> <p>Additionally, we have organized life skill programs for both students and staff, aimed at enhancing their values and overall quality of life. At our institution, we believe in celebrating important national days such as Republic Day, Independence Day, Constitutional Day, Voter's Day, Environment Day, and National Integration Day. These events play a vital role in promoting national integration, and we conduct various competitions on these occasions to further encourage this important value. All undergraduate students admitted to our college are required to enroll in organizations such as NSS, Eco club, and Blood donor club. These clubs provide opportunities for students to actively contribute to society and make a positive impact. Furthermore, we organize activities such as yoga, meditation, women's safety, self-defense, health and hygiene sessions, and medical check-ups to enhance the life skills and confidence of our students.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Nehru College of Pharmacy, nestled in the culturally vibrant state of Kerala, stands as a distinguished institution at the forefront of integrating Indian Knowledge Systems (IKS) into contemporary education. Despite English being the medium of instruction, the college prioritizes the preservation and promotion of the local language, Malayalam, recognizing its significance in disseminating knowledge and fostering cultural understanding. Events like Kerala Day and Malayalam Day underscore the institution's commitment to celebrating the linguistic and cultural diversity of the region, providing students with platforms to</p>

	<p>showcase the richness of Malayalam language, literature, and heritage. The college's dedication to IKS goes beyond language to encompass traditional Indian medicinal practices, particularly Ayurveda. Serving as a conduit between ancient wisdom and modern pharmaceutical knowledge, the institution takes pride in developing products from Aloe Vera and indigenous plants, showcasing a harmonious blend of Ayurvedic principles with contemporary pharmaceutical advancements. This practical application not only preserves traditional medicinal practices but also highlights the potential synergies between age-old wisdom and modern healthcare. Expanding its holistic approach, the college introduces Yoga sessions. The incorporation of Yoga aligns with the holistic ethos of Indian knowledge, emphasizing physical and mental well-being as integral components of a balanced education. The institution's emphasis on local language, traditional practices, and cultural celebrations reflects a comprehensive educational philosophy that transcends conventional boundaries. The commitment to disseminating Indian knowledge extends beyond theory, finding tangible expression in the development of herbal products and the seamless integration of Ayurvedic principles into modern pharmaceutical practices. In essence, the college emerges as a model institution, seamlessly integrating tradition and modernity. Through strategic initiatives encompassing language preservation, cultural celebrations, and the fusion of Ayurveda with modern pharmaceutical practices, the college significantly contributes to the broader national goal of reviving and promoting Indian Knowledge Systems. In doing so, the institution not only fosters the overall development of education and research but also instils in its students a deep cultural understanding, preparing them to navigate the contemporary world with a rooted sense of identity and an appreciation for the timeless wisdom embedded in Indian knowledge</p>
5. Focus on Outcome based education (OBE):	<p>The Academic Bank of Credits offers flexibility to undergraduate and postgraduate students, allowing them to enter and exit courses within a specified timeframe. As an affiliated college of Kerala University of Health Science (KUHS), Nehru College of Pharmacy follows the university's procedures and therefore has limitations in implementing the ABC</p>

	<p>system. However, we actively encourage our teachers to contribute valuable suggestions in curriculum design and development. Additionally, we strive to represent the university by enriching the curriculum whenever possible. The ABC system provides students with the opportunity to open a unique digital Academic Bank Account, complete with a unique ID and access to the Standard Operating Procedure (SOP). This system aims to promote blended learning, allowing students to earn credits from various registered Higher Education Institutions (HEIs) and through SWAYAM, an online repository of courses. In terms of pedagogy, our teachers are always encouraged to explore learner-centric strategies. They have the freedom to access additional books or materials related to the prescribed syllabi, in addition to the recommended textbooks and reference materials. Furthermore, our teachers are encouraged to provide supplementary resources and reading materials. When it comes to assessments, both internal and external, we strictly adhere to the assessment criteria prescribed by the university.</p>
6. Distance education/online education:	<p>Nehru College of pharmacy is an affiliated institution to Kerala University Health Science (KUHS) so the college offers only regular programmes. No programme is offered through online or distance education mode.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	<p>The electoral literacy club is actively operating in our college, with the complete participation of students. The ELC functions as the college student union, which is an elected body representing the students. The college student union elections are held annually, following the guidelines set by the university (Lyngdoh committee report). These elections serve as a microcosm of the national elections, reflecting the democratic process. The club organizes various programs and activities to familiarize students with the electoral process, including registration and voting.</p>
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and	<p>The college has appointed faculty members as coordinators and elected student representatives as</p>

<p>whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>members of the college students union, known as the ELC. 1. Chair person 2. Vice chair person 3. Joint secretary 4. University union councilor-UG 5. University union councilor-PG 6. Secretary fine arts The principal of the college will be the convener of the committee and senior faculty will be the nodal officer, and returning officers. The function of the ELC is to organise various activity and awareness program among the students.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Every year, the student union arranges a multitude of programs aimed at raising awareness among students about their rights and inspiring them to actively engage in the electoral process of the nation. The electoral club orchestrates a series of informative talks emphasizing the significance of our constitutional rights and the value of democracy. Our student union (ELC) has been actively engaged in organizing diverse activities to promote the voting rights of both students and the general public.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>No projects were instated in the college regarding this, but our ELC through students union create awareness programs among the public and students.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The ELC periodically organize expert talks to create awareness on the important of voting.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
598	612	608	604	583

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: 93

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
44	38	40	39	39

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
361.52	224.64	118.57	257.41	235.87

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:

The college follows the curriculum prescribed by the Kerala University of Health Sciences through its Boards of Studies. The college ensures effective curriculum delivery through systematic and strategic transparent mechanism. The institute has a standard procedure for academic curriculum planning which includes preparation of course outcome and program outcomes, based upon teaching learning process which has been given prime importance.

Academic calendar:

- The college follows the Academic calendar issued by the KUHS
- The HOD conducts the meetings to distribute workload, allot subjects, plan the activities of the department and to review the completed syllabus.
- The Principal monitors the effective implementation of the Calendar through formal meetings with Heads of Departments and if necessary informal discussions with faculty. Based on the KUHS Academic Schedule (Semester wise), The Principal with all Heads of Various Departments formulate the Academic Calendar which includes tentative exam schedules, internal assessments, and public holidays. Academic Calendar is circulated to the Faculty and the Students by the HODs' of all Departments. It helps the faculty to plan their academic activities meticulously.

Laboratories:

The College is having excellent labs with latest equipments to meet the needs of the students.

The students maintain the Lab Manuals and Record books of each practical included subjects and the results are certified by the faculty along with HOD.

Teaching Aids:

The faculty uses Smart boards, charts, models and specimens for effective delivery of curriculum.

Methods like seminar, group discussion are assigned

Study materials, notes and previous year question papers are provided in the class by concern subject incharge

Educational field visits, industrial visits, tours are organized.

Group projects are assigned to teach them team spirit, sharing and develop presentation, research skills.

Internet, Computer, LCD projectors and other Audio- visual aids are utilized on regular basis.

Teacher support:

Orientation and Refresher courses are actively encouraged by the college to ensure faculty members can update their subject knowledge.

Workshops are strongly recommended for all faculty members to attend.

Orientation sessions are provided to newly recruited faculty members to familiarize them with effective teaching methodologies.

Feedback from faculty, students, alumni, and parents is systematically collected and analyzed using various parameters to assess the performance of the institution, faculty, and students.

Any identified discrepancies are carefully considered for corrective measures, and suggestions for improvement are welcomed.

Formative assessments are conducted to identify gaps in students' knowledge, enabling the identification of both slow and advanced learners.

Remedial Coaching is offered to slow learners after the completion of each semester.

Advanced learners are actively encouraged to further progress in their careers through their participation in various co-curricular activities and career-oriented programs organized both within and outside the college.

Internal Assessments:

Internal Assessments and a Model Exam for each program are properly scheduled and the same is circulated in advance by The Principal and the respective HODs. The Schedule is devised based on the Academic Calendar. The Faculty members will evaluate the papers and the consolidated mark sheet will be reviewed by HODs and Principal.

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: 28

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

Other Upload Files	
1	View Document

1.2.2

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

Response: 80.77

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
566	566	397	442	456

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:

Nehru College of Pharmacy curriculum effectively integrates cross-cutting issues relevant to gender, environment and sustainability, human values and professional ethics and leads to a strong value-based holistic development of students. Various activities are organized throughout the year as part of the curriculum that helps in this endeavour.

1. Gender Sensitivity:

Gender related courses are an integral component of various programmes. Students are sensitized and encouraged to work towards gender equity from a cross-cultural perspective. Free counselling services are provided through a Counselling Cell. Gender sensitizations camps are organized in that include, women's rights, human rights, child rights, gender justice and gender equality. Compulsory core courses along with the wide range of community outreach programmes that include health and hygiene camps, hole-in-the-wall and village adoption, enable exposure to real life situations. Our college has organised programme called "Pride-Feista" to educate the students about gender equality and human rights . Seminar on woman empowerment was organised by women cell of our college to empower woman and to bring out the concept of gender equality in educational institutions as well as at working places.

2. Environment and Sustainability:

Nehru College of Pharmacy strong community orientated work culture is based on the Sigma-Six Q sustainable way of life, that involves integration of water quality, air quality, education and healthcare, agriculture and dairy practices, innovation and human values. Nehru College of Pharmacy has pioneered vocational and skill development education by introducing UG/PG programmes in Water, Sanitation and Waste Management, Renewable Energy, and Environmental and Green Technology. A compulsory core course on Environment studies is included in all UG programmes. Environment awareness camps, seminars, guest lectures, industry visits and field excursions are organized. Environment Day, Earth Day and Water Day are annually celebrated. Nehru College of Pharmacy accords great importance to research in inter-disciplinary areas focused on renewable energy, environmental pollution, agriculture, education and healthcare. As a part of world environmental day celebration one plant from each class was planted inside the campus and poster making competition were organised. Quiz competition were organised on by our college based on Environmental day theme and winners were awarded with plant saplings.

3. Human Values and Professional Ethics

The curriculum has the following compulsory core courses in all UG programmes specially focused on the development of human values and professional ethics:

1. Cultural Education (to take pride in national ethos so that one may not lose one's moorings).

2. Scientific Methodology, General Knowledge and Current Affairs: (to nurture a scientific temper and be aware of contemporary developments, we regularly conduct tech fest to bring up innovative scientific ideas from young minds).

3. Co-curricular Activities (for all-round development of personality and to reduce stress in students , in order to make them more productive)

4. Environment Studies (for environment consciousness and its impact on everyday life)

5. National pharmacist's day celebrations were organised in the college (To make the students aware about professional ethics and responsibilities)

File Description	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: 50.5

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

Response: 302

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 81.03

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
130	151	145	140	143

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
175	175	175	175	175

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: 74.79

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
53	60	50	56	54

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
73	73	73	73	73

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.2 Student Teacher Ratio

2.2.1

Student – Full time Teacher Ratio
(Data for the latest completed academic year)

Response: 13.59

2.3 Teaching- Learning Process

2.3.1

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

Response:

Nehru College of Pharmacy adopts various student-centric learning activities such as group discussions, debates, poster presentations and quiz. Active learning of advanced topics improves the students' thinking capacity.

Experiential Learning: Experiential learning is provided to students through laboratory experiments, Industrial visits, internship, and field trips. Hands-on training by the industrial experts is conducted regularly. Students learn about medicinal plants used in the synthesis of pharmaceutically active molecules by visiting the medicinal garden and forestry department. Students are given 3D visual classes to help them understand the molecular models used in pharmaceutical chemistry.

Participatory Learning: As a part of continuous assessment, seminars and assignments are included. Quiz competitions were conducted through online mode. Students are actively participating in scientific workshops, seminars and make poster presentations and enhance their presenting skills.

Problem Solving Methodologies: Students are involved in addressing problems related to industry, clinical conditions and the students will derive the answers to the problems using their knowledge gained through theoretical classes. Case studies are given to the students on different topics such as infectious diseases and community health issues etc.

Project based learning: Both UG and PG students do their project work in the final year, which provides them an opportunity to apply the theoretical knowledge in to their projects. The outcome of the project was presented in the various seminars and conferences.

Role Play: Role-play learning is introduced in the classroom, including mock practicing of prescription handling and patient counseling. A Model Pharmacy is established at the institution to train the students on proper storage and handling of drugs and pharmaceuticals.

Patient centered and evidence-based learning: Patient centered clinical practice is introduced to Pharm D and M. Pharm (Pharmacy Practice) students. They perform medication reconciliation, counseling, ADR monitoring, assessment of drug interactions, answering drug queries through the Drug Information Centre which is established at our parent teaching hospital PK Das Institute of Medical Sciences (PKDIMS).

Teachers using ICT tools for effective teaching-learning process

ICT tools along with other modes of teaching to enhance the effectiveness of learning. ICT-enabled tools are helpful in providing the best education for students, which improves their ability to think critically and also to improve their understanding, which will help the student to deal with the advanced challenges during their career. To facilitate easy teaching and learning, all the classrooms are furnished with smart boards. The basic concepts of anatomy, physiology, and functions of instruments used in the formulation of dosage forms are visualized using animated Youtube videos, so that the students can correlate the theoretical and practical aspects. The assessment of the teaching learning process is done by conducting quiz, assignments and Google forms. Teachers were trained and guided to use the 3D Info plus software, one of the biggest open-source learning platforms in the teaching and learning process. Modular Object-Oriented Dynamic Learning Environment (MOODLE), also used by some of the faculty members. So-ICT-enabled tools are used for comprehensive learning.

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: 94.34

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
44	42	42	42	42

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: 23.5

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
12	9	8	8	10

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms

2.5.1

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

The Internal/external assessment has been designed for a better educational outcome. The examination committee will prepare tentative dates for the conduct of internal exams and submit to the academic committee for approval. The continuous is awarded on the basis of three sub criteria such as attendance, academic activities(quiz, class test, presentation, group discussion, seminar) and student- teacher interaction. The theory and practical internal assessment mark split up are specified in the exam manuals for uniformity and transparency.

1.The Pharm D internal assessment are calculated each theory and practical three internal assessment marks, only average of best two internal assessment examination marks was only considered for uploading in the web portal.

2. As per B.Pharm., and M.Pharm., Semester regulations two sessional exams shall be each theory and practical courses per schedule fixed by the college. The average marks of two sessional exams shall be computed for Internal Assessment guidelines for the allotment of marks for internal and continuous are specified in the the Kerala University of Health Sciences 2017 regulations. University exams are conducted as per instruction from the Controller of Examination, Kerala University of Health Sciences.

3. Examination Grievances an Examination Committee is constituted with Principal as the head, chief coordinator and two other faculty members. They are responsible for dealing with various types of grievances from students for both internal/external examinations. The college has a drop box in the front of the examination cell students can submit their applications . The examination in charge verifie the grievances and takes necessary action to solve with in time.

4. Internal assessment will be conducted as per the schedule given in the academic calendar. At the end

of sessional examination, the marks are informed to students as hard copies and discussed with them during parent teachers meeting at sessional examination.

5. The final IA mark along with the attendance entered in Kerala University of Health Sciences web portal has to be verified and countersigned by the student, consolidated hard copies before submission to the university.

6. As there is double evaluation, no revaluation of theory answer book shall be permitted.

MECHANISM FOR ENSURING ENHANCED TRANSPARENCY IN INTERNAL ASSESSMENT

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

The examination committee follows the scheduled calendar to prepare and exhibit the sessional and continuous assessment examination time table on the notice board at least 10-15 days before the assessment.

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

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 Kerala University of Health Sciences (KUHS) has implemented Outcome Based Education (OBE). KUHS has developed syllabus adopted from PCI standards, wherein each program articulates its Program Outcomes (POs) and Course Outcomes (COs) for individual courses. The alignment between COs and POs is showcased on the Nehru College of Pharmacy website. These POs and COs significantly elevate academic learning across the Institute's diverse range of courses and programs, presenting a progressive approach. The Institute has meticulously designed COs and POs tailored to the specific objectives of each program, thereby contributing to the realization of the institution's vision, mission, and commitment to excellence in education.

COs outline the necessary comprehension that students should acquire by the end of each course. The

array of programs offered by the Institute caters to students' career aspirations. The primary aim of COs and POs is to distribute the knowledge within the field of pharmaceutical sciences while reinforcing crucial skills. The institution places importance on instilling values, ethics, and communication skills in students. Semester/year-specific lesson plans enrich educational goals, nurturing comprehensive development. Frequent joint meetings between the HOI and Heads of all departments ensure a curriculum which is closely aligned with industry expectations and improved methods of teaching, producing an outstanding educational setting that supports a variety of career possibilities.

The adoption of Outcome Based Education promotes the development of students' skills. Assignments and seminars assigned in each course encourage students to enhance their thirst for knowledge, presentation skills, communication skills, and technical abilities, thereby boosting their confidence levels. The assessment tools for evaluating a specific course are determined through discussions between the Subject teacher and the Head of the Department (HOD). Some of the OBE tools used for assessment include quizzes, role-plays, case studies, debates, group discussions, poster making, paper presentations, brainstorming sessions, and model preparations. These tools facilitate the analysis and improvement of students' skills. The knowledge and understanding of students are assessed through end-of-semester or yearly examinations to ensure that Course Outcomes and Programme Outcomes are achieved.

The Academic Monitoring Committee will assess and approve the Course Outcomes (COs) for all courses, which will then be prominently displayed on the notice board after endorsement. Regular IQAC meetings address the significance of COs and (POs), considering any necessary revisions. Both students and staff members have received extensive briefings on the Institute's vision, mission, values and objectives, prominently featured at the college entrance. Furthermore, the college website serves as a centralized platform, providing crucial internal details to effectively communicate POs and COs to faculty and students alike. Newly recruited staff members will be informed about COs and POs. At the start of the academic year, students and parents receive comprehensive information about the courses and potential career paths, including options for further education. Assessing students based on COs and POs aid faculty members in guiding students to reach these benchmarks, thus optimizing the teaching and learning process.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The Program Outcomes and Course Outcomes actively shape graduates into influential contributors to societal change, fostering a broad spectrum of skills and nurturing a steadfast commitment to societal

welfare. These POs and COs serve as foundational benchmarks of the institution's educational standards. POs highlight essential skills for employment, research, problem-solving, social responsibility, ethics, environmental conservation, and educational empowerment. In contrast, COs intricately evaluate students' expected accomplishments by the end of each course, assessing their proficiency, traits, skills, and necessary knowledge. Together, these outcomes symbolize the envisioned educational excellence, aiming to develop graduates who excel not only academically but also ethically, socially, and professionally. This comprehensive preparation equips graduates to succeed in various professional domains, integrating principles, contributing to society, and advocating for environmental sustainability throughout their educational journey.

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

Tools for Indirect Assessment: End Semester Examinations, Exit Surveys, Course-End Surveys, Faculty Surveys, Alumni Surveys, and Employer Surveys. The key characteristic of COs should be observable and quantifiable. When assessing and rating POs and COs, the following factors are considered: Direct Assessment and Indirect Assessment are employed to assess the achievement of COs and POs.

Direct Assessment Method:

Assignments, Internal exam and End semester-exams:

Assignments, internal examinations, and end-of-semester exams are utilized to assess COs. COs are aligned with each question, and faculty members conduct CO analysis for each course, documenting their findings accordingly. Comprising university exams and internal exams results are considered during the evaluation process.

Students are required to present a seminar on the respective topics. The objective of the seminar presentation is to assess students' ability to engage with their lecturers and peers on assigned topics. Evaluation criteria include the topic coverage, preparation, presentation skills, and communication abilities.

During practical lessons, the subject teacher consistently interacts with students to evaluate their depth of knowledge and their ability to think critically.

Project work:

In final semester / year, students initiate group /individual research projects under the guidance of faculty members. Their ability to develop a plan, conduct experiments, analyze, interpret data, and deliver results in a timely manner is assessed. Attendance and practical performance are also considered.

Indirect Assessment Method: Apart from university exams, surveys and feedback from students, alumni, and employers serve as indirect assessment measures.

Programme-Exit Survey:

Conducted by final-year students upon completion of their degree, this survey offers comprehensive feedback for the evaluation of Program Outcomes (POs).

Alumni Survey:

Alumni meet were conducted thereby receiving their feedback and suggestions on enhancing PO for achieving the life goals.

Employer Survey:

This survey, sent by employers, evaluates the achievements of Program Outcomes (POs). The college has implemented skill development courses at different levels. The rating is significantly impacted by the enrollment of students in certification programs such as pharmacovigilance and other value added courses

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: 82.23

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
22	120	121	73	62

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
22	120	121	119	102

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: 3.81

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: 15.9

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
10.40	5.50	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:

Nehru College of Pharmacy has established the Institution Innovation Cell (IIC), IPR Cell, TBI (Technology Business Incubator) Cell and the Research Cell.

TBI is a type of business incubator, focused on organizations that help startup companies and individual entrepreneurs which use modern technologies as the primary means of innovation.

Nehru College of Pharmacy recognizes that qualitative improvements and knowledge creation are pivotal to imparting future-ready pharmacy education. We aim to highlight the initiatives taken to promote critical thinking, innovation and generation of intellectual property across all spheres of pharmacy education.

Nehru College of Pharmacy has established the Institution Innovation Cell to promote innovation and

Start-Up culture among faculty and students through workshops on intellectual property rights and assistance in filing patents and technology transfer. We also house dedicated IPR and Research Cells to protect the intellectual assets generated as well as facilitate advanced research.

Over the past three years, our faculty members have filed 9 patents and published many research papers in national and international peer-reviewed journals. We organize guest lectures from pharmaceutical industry experts on safety innovations in drug manufacturing, instrument advances in analytical labs or novel drug delivery mechanisms to expose students and faculty to recent advances.

Our undergraduate, postgraduate and doctoral projects focus on formulation innovations, spectroscopic profiling of herbal compounds, analytical method development using sophisticated instruments like FT-IR, HPLC, HPTLC, LC-MS and GC-MS among others to build strong fundamentals as well as expose students and researchers to sophisticated instrumentation for new drug discoveries. Annual academic and research workshops on niche research domains expose participants to deep knowledge required for innovations in pharmaceutical sciences.

Alongside qualitative development of infrastructure and faculty skills through refresher courses, our co-created innovations, research publications and intellectual creations foster a culture of critical thinking beyond classroom learning. Over the next 5 years, through the TBI (Technology Business Incubator Cell), we aim to translate promising laboratory scale formulations and analytical models into market-ready products and tech innovations to create real-world impact. The IIC cell of Nehru College of Pharmacy focuses on creating an encouragement to foster the culture of Innovation amongst all students and faculties. New ideas, startups, innovations are mobilised and knowledge oriented sessions are undertaken to work closely with all departments. Steps are taken to encourage the creative minds of the students to work on new ideas and innovation and promote them to enroll in start-ups and entrepreneurial ventures. Critical thinking on recent advances, new formulations, deep knowledge on instrumentations and drug development, scientific workshops, patents and publications are few highlights of activities.

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: 38

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
9	12	09	4	4

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: 0.76

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
17	21	11	08	14

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

3.3.2

Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**Response:** 0.05**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
4	1	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:**

In Nehru College of Pharmacy qualitative improvements involve academic excellence, social consciousness and community service. We aim to demonstrate our commitment to driving social awareness and sustainable community development.

Our National Service Scheme (NSS) unit and Eco Club spearhead various social initiatives such as adoption of three rural backward villages under the “Swachh Bharat Abhiyan” scheme for education on sanitation, cleanliness and waste management. We organize vaccination camps, blood donation camps and general health check-up camps across these adopted villages to increase health awareness and accessibility. Students are trained to serve people and communicate with them. The common people are benefited with knowledge on how to use antibiotic medicines, how to avoid untoward risks; avoid self-medication and other matters.

Understanding the power of education, our students visit nearby government schools to educate children on health, food safety, avoiding food wastage, importance of vaccination, proper sanitation and disease prevention like dengue and tuberculosis. Beyond health, we have sessions on women empowerment, gender equality and children's rights to sensitize young minds to social issues.

Every year, our college actively participates in the 'Republic Day' parade, 'Independence Day' celebrations and organizes rallies, speeches to raise awareness on 'World Environment Day', 'International Women's Day', 'World Pharmacist Day' and 'Earth Day' about environmental sustainability, rainwater harvesting, responsibility towards nature/animals and societal issues among the youth.

During the recent 'Nipah virus' and 'Covid-19' outbreaks, our students educated rural residents on outbreak prevention through pamphlets and demonstrations in vernacular languages. We also conducted informative seminars during natural calamities like floods or fires on rescue protocols and increasing disaster readiness.

Nehru College of Pharmacy has signed various MOUs with renowned hospitals and organizations wherein we conduct training programs and Mega placement drives for the benefit of our out-going students also students from nearby colleges are invited to attend these placement drives.

Moving forward, Nehru College of Pharmacy aims to continue driving social consciousness alongside academic excellence by further deepening our community engagement through rural pharmacy services, adoption of more villages, awareness drives on health, sanitation, social issues as part of our efforts to create well-rounded, socially responsible pharmacists equipped to serve humanity. We have a very huge medicinal garden and students are encouraged to plant medicinal plants and educate the masses. Programs such as NSITE Science Expo, Research Works, Safe formulations are prepared and exhibited through various mega programs. We call students from various schools and colleges during these functions.

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:

Our institution, Nehru College of Pharmacy, takes pride in the awards and recognitions bestowed upon for spear-heading impactful social outreach and awareness initiatives. Many of our social activities are recognised and appreciated for the help and outreach activities organised through the National Service Scheme (NSS) Unit.

Our NSS unit has been instrumental in not just adopting neighboring three villages to implement cleanliness drives but also driving health and social awareness campaigns. Our efforts to educate village residents on preventive care through medical camps for diabetes, vaccination, vision screening, distributing sanitary napkins along with awareness sessions and providing study materials for village schools have been recognized through appreciation letters from village panchayats.

Our no-plastic initiatives under the Green Campus drive ensured the college campus and adopted villages are plastic-free. The Rotary Club of the region honored us with the Green Campus award for maintaining a plastic-free, environmentally sustainable campus. We also received accolades from local NGOs and municipalities for tree plantation drives and environment conservation awareness activities on occasions like World Environment Day and Earth Day.

Our faculty, staff and students visited orphanages to distribute basic amenities, organize fun learning activities and spread cheer. We have also received appreciation letters from school authorities where our students educate young children from rural and municipal schools on health, sanitation, balanced diet and more as knowledge sharing initiatives.

Our college has received appreciation certificates from Rotary Clubs, village panchayats and community centers for organizing free medical camps for preventive health check-ups, vaccination drives, diabetes detection camps, blood donation camps, anti diabetese camps, distributing sanitary napkins to promote menstrual hygiene and driving plastic-free initiatives across villages.

As we continue our efforts to drive social progress, we hope to continue creating avenues for our faculty and students to work on issues like education inequality, lack of sanitation or health awareness as part of community projects and keep expanding our social impact. We take pride in being recognized as socially responsible pharmacists equipping to serve the world and to fulfil the vision and mission of our organization.

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: 71

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
18	21	11	11	10

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: 18

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 Nehru College of Pharmacy is a branch of the Nehru Group of institutions which is one among prestigious institutions in Kerala. It is centrally located in Pampady, Thiruvilwamala, Thrissur district in a 40-acre vibrant lush green educational complex. The Nehru College of Pharmacy creating and enhancing the infrastructure facilities for effective teaching and learning.

All class rooms, laborotaries and amenities are well ventilated, provided with sufficient lights and fans to ensure proper light and aeration. Adequate fire extinguishers are installed at all places. There is an electrical generator of 82.5 KVA capacity is provided in college to support power failure. Few lights and fans are supported by solar energy. Sufficient transport facility is made available for students and staffs.

There are well-furnished 13 class rooms for pharmacy students. All classrooms are provided with audiovisual aids like Smart boards, LAN facilities to ensure a comfortable learning atmosphere. College having spacious canteen with 200 seating capacity. The college provides common room separately for boys and girls with sufficient furniture and wash room facility.

Library space is sufficient as per university norms and has 150 seating capacity. A separate reference area, a reading room, and a digital library are also provided for the benefit of students as well as staff. Library has a huge collection of books and periodicals. Library is fully automated with KOHA software with version 21.05.03.001 which has barcoding system and multiuser library management. Sufficient e-books and e-journals through DELNET, J-GATE subscriptions are provide. NDL software is also used in our library.

Spacious faculty rooms, HOD cabins, office rooms, principal chamber etc are provided in the college. A spacious examination hall, seminar hall, confidential room are provided for smooth conduction of exams and seminars repectively. Adequate CCTV are installed at all places in the college. Herbal garden spread over an area of two acre is well maintained.

SPORTS & CULTURAL ACTIVITIES

Beyond the academic activities, the college provides various recreation facilities like sports, games, refresh corners and retreat arrangements for employees and students. For physical education, we have indoor and outdoor facilities (Football ground, Badminton court, Volleyball court, Gym facility). The

college provides the best training to students with a well-qualified and experienced trainer to conduct intercollege sports and games annually in a good manner.

College indoor auditorium is spacious with a stage, audiovisual facilities, green room facilities and a seating capacity of 600. It is well-ventilated and equipped with a good lighting and sound system. Outdoor Auditorium which is centrally located is also available to conduct mega events of the academy such as the annual graduation ceremony, and co-curricular and extracurricular activities, with nearly 1500 capacities. Every year institution organizes cultural events called “Bloom” to explore and nourish the hidden talents of the students. Finally, bloom was conducted in 2023 November.

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: 13.73

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
81.02	15.84	46.12	18.88	2.59

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:

As library open up windows to the world and inspire us to explore and achieve since it is necessary for supporting the curriculum and research our library is located in the first floor of old block. Our library is fully automated with KOHA software with version 21.05.03.001 which has barcoding system and multiuser library management. The main objective of our library automation is to provide a quality service to readers and to establish an efficient book storage system. The library can be accessed from 8:50 A.M to 5:00 P.M. The institute strives to provide the best and latest's collection of books, journals and other online resources to the student and the faculties.

LIBRARY AUTOMATION SOFTWARE DETAILS:

Name of the software: KOHA

Nature of the Automation: Fully automated

Version: 21.05.03.001

Year of Automation: 2022

LIBRARY SOFTWARE MODULES:

The library software has many modules and every module serves for different purposes, they are listed as

Acquisition

Circulation: Issue/Return, Renewal, Reserve

Catalogue: Stock verification/ Loss/ Recovery Search: Book search

Member: Member registration (staff/student) E-gate: Check in/Check out

Report: Report generation

The acquisition and cataloguing module of the library management system enables the librarian to select buy books, journals and other resources and create a database of the same for easy book Search. The entry and exit of library users are recorded.

FACILITIES:

The library functions under open access system for issuing, searching and returning books.

All the books are bar coded and bar code scanners are used in the circulation counter for book transaction.

The searching, renewal and arrangement of books and journals frame made easier to circulate with the help of bar code scanner.

The library has the internet connection with the speed of BSNL 5G- 150mbps and KERALA VISION 5G- 150mbps

CIRCULATION:

Student's entry is made with the library software through login software and issued to staff and students. As per the regulation, the text books and reference books are made available in the library.

DIGITAL LIBRARY:

We have 45 computers in digital library, 5 computers in PG Library. Students are allowed to access e-resources for their academic purpose. Wi-Fi facility to access library resources, question bank and printing are also provided.

SUBSCRIPTION TO E-RESOURCES:

The college library has various memberships for e-resources and e-journals. The institute has the membership of National Digital Library (NDL), DELNET, J-GATE, E-shodhsindu, E- shodhganga, swayam and also has remote access of e resources digital library with online paid and unpaid journals and e-books. The publications of the faculty and students are accessible in the library.

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:

SYSTEM RESOURCES:

Nehru College of Pharmacy provides excellent IT facilities to the students and faculty. A total of 127 computers are available with latest configuration and LAN connectivity.

The college has employed a full time IT Professional for maintenance and support of the ICT infrastructure. LAN and Network connection are effectively monitored. The institution provides access to desktop system to both the faculty and students which allows them to make use of computer aid for academic project, practical sessions and learning

Wi-Fi AND INTERNET:

Internet facility is provided through BSNL, JIO & KERALA VISION with bandwidth of BSNL 250mbps, JIO 65mbps, BSNL 5G- 150mbps and KERALA VISION 5G- 150mbps. The computers from different blocks are interconnected with LAN through switches. The entire campus including hostel block has various Wi-Fi access points to gain the educational resources through internet and intranet services. The internet service from various networks is available to the students in the campus.

e-SERVICES:

INFOPLUS is effectively used as learning management system by the faculty and the students. Attendance is properly maintained in i-CAMPUZ on day to day basis. For all the faculty members and students, a unique mail id is created in college domain. Google classroom is used for teaching learning process. In ad hoc situations class notes and assignments are uploaded in Google classroom

SOFTWARE TOOLS:

The desktop run on the windows 8 and 10 operating systems. Office automation packages like MS office and antivirus have been purchased by the college and updated regularly. The college provides all standard econometrics, statistical, computational and scientific type setting packages such as lab view, lab solution, EX-PHARM Series software, INFOPLUS, CliniRex, and FTIR and in library provided with KOHA software and in office provided with HRMS, i-CAMPUZ and TALLY. College is completely equipped with surveillance cameras for effective monitoring and security purpose

UPDATING IT FACILITIES:

Based on the gradual increase in the intake of the students the number of system in all the laboratories are updated. As per the PCI norms the student computer ratio is maintained as 4.7:1. Configuration such as RAM is updated from 2 GB to 4GB and 8 GB, HDD is updated from 500GB to 1TB, 512 GB SSD. Bandwidth of internet facility is also updated to 5G connection.

THE INFRASTRUCTURE INCLUDES:

All the systems are provided with the following configurations GIGABYTE J1800-D3P Motherboard, i5, i3 and Dual Core Processor, Memory 8GB, 4GB and 2GB, Hard Disc 1TB TOSHIBA and 256GB SSD-SAMSUNG, Monitor 21.5", 18.5" and 14.4" LED , Keyboard and Mouse- DELL USB, iball CABINET, Finger SMPS and CANON Digital Multifunction Printer.

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: 127

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: 36.41**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
150.60	88.86	35.53	79.83	81.36

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: 72.85

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
423	440	444	448	434

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 50.65

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
359	268	185	402	308

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 87.58

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
15	70	91	55	30

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
22	96	91	55	34

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: 12

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	4	7	3	1

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: 7

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
5	1	1	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: 34.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
41	42	8	40	40

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

5.4 Alumni Engagement

5.4.1

There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

The Nehru College of Pharmacy recognizes the significant role that alumni play in its success and has fostered a positive relationship with both industry and alumni since its inception. The institute's primary objective is to encourage all graduates to become members of the Alumni Association Nehru College of Pharmacy (AANCP) and actively participate in the institute's activities, events, projects and placement. The AANCP aims to connect alumni with the institution, develop collaborative plans to support the institute's vision, and add value for all stakeholders. To maintain a strong connection with its alumni, the institute established an alumni cell in 2021, which organizes regular gatherings and facilitates interaction through webinars, seminars, and guest lectures. The alumni association also promotes the formation of alumni networks and maintains contact with the business world. The annual alumni meet, hosted by the alumni association and supported by the management, invites alumni to share their thoughts and suggestions on the scope of the course and promote professional awareness. This provides alumni with an opportunity to connect with other alumni and reflect on their past experiences. The Alumni Association also provides a platform for alumni to share their intellectual, career, and professional experiences with both teachers and current students.

The assistance of Alumni was instrumental in carrying out the following initiatives:

Curriculum Enrichment: Alumni actively participate in identifying gaps in the curriculum and developing value-added course modules. Additionally, they regularly engage in webinars/guest lectures on technical topics to enhance their knowledge.

Mentorship: Alumni actively engage in volunteer activities, particularly mentoring students in their respective fields of expertise. Leveraging their extensive experiences, they contribute to the institution's growth and aid students in finding suitable employment.

Institute-Industry Connects: Alumni play a crucial role in establishing Memorandums of Understanding (MOUs) with industries. Furthermore, entrepreneurial alumni arrange industrial tours for students and provide guidance on establishing businesses, transforming them into job creators. Additionally, alumni extend their support in facilitating student internships.

Placements / References: The college's alumni network serves as a significant source of placement opportunities for students. Alumni provide valuable assistance by referring students to companies and facilitating placements within their own enterprises.

Research and Consultancy Services: To foster research and consultancy work in sectors such as drug discovery, Formulation development, Analytical services and clinical research, alumni encourage college students and association members to engage in these activities. They also assist in connecting entrepreneurs with various technical disciplines for consulting work.

Administration: Alumni actively contribute to the Internal Quality Assurance Cell (IQAC) by providing feedback to ensure a quality system that aligns with current drug industry and hospital trends.

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:

Nehru College of Pharmacy (NCP) as established in the year of 2003 by late Shri. P.K. Das founder chairman. NCP is one of the best colleges in the state of Kerala, accredited by NBA for B. Pharm program. The energetic involvement of experts from academics and pharmaceutical industry supported by research-oriented laboratories, makes it a cut above the rest.

The college is affiliated to Kerala University of Health Sciences (KUHS) and is approved by the Pharmacy Council of India. The College is accredited with QAS by KUHS with an "A" Grade. The college has a Pharmacovigilance Centre, approved by the Pharmacopeial Commission Government of India, and this Institution is fully equipped with ICT tools with effective teaching and learning techniques. Our institution has a medicinal garden on one acre with more than a thousand medicinal plants.

VISION

To emerge as a centre of excellence that moulds students into professionals and researchers who are socially committed, with strong ethics and environmentally conscious.

MISSION OF THE INSTITUTION

- Inculcating quality pharmacy education through competent faculty and state of art infrastructure.
- Providing learning environment to impart needed knowledge for pharmacy professionals and provide opportunities to enhance research abilities.
- Developing personalities to recognize values and commitment towards better health care of society with strong ethical principles

Application of Vision and Mission

The Vision and Mission gives a clear and precise roadmap for the institution. This privilege of assimilating such knowledge and training is aimed at developing the society and the country.

The leadership of the institution is spear headed by the Chairman and Managing trustee who is the highest authority in making administration decisions. The system created by the Head of the Institution under the guidance of the Chairman and managing trustee in-order to attain the Vision is as follows:

The holistic and transparent system

The college Principal provides a platform for faculty members to interact in the form of meetings faculty members. The faculties prepare an academic calendar. they serving as members of various committees formed at department play crucial role in decision making. In addition to this team effort to create a transparent system the institution also conducts internal audit. The institution also has an internal quality assurance cell (IQAC) which monitors and guides all the academic and extra-curricular activities.

The guidelines put forward by different accreditation bodies like NBA, NAAC, ISO are given prime importance while running all the academic and non-academic activities

Complete decentralized administrative set up has been established. All the committees work in full coordination and help in making protocol and plan of action so that the curricular, co-curricular, extracurricular and extension activities go on seamlessly.

OUR PHARMACY GRADUATES:

- Shall have the technical skills and knowledge in pharmaceutical sciences that makes them competent to fulfil the needs of pharmaceutical industries, regulatory bodies and health care services.

Shall have an ability to carry out research, deliberate in scientific discussions and ability to provide solution to health and medication related problems.

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 institution's governing body comprises the Chairman and Managing Trustee, CEO and secretary, Principal, Heads of Departments, Senior Faculty Members, and a Society-nominated Member. It oversees the execution of activities outlined in the institutional strategic plan. Decision-making processes, such as introducing new courses, discontinuing existing ones, constructing new blocks,

improving physical facilities, and other initiatives for institutional enhancement, are meticulously conducted at appropriate organizational hierarchy levels. This structured approach ensures transparency, accountability, and strategic alignment with the institution's overarching goals.

The institution has established several committees at the institutional level to enhance operational efficiency. These committees encompass diverse functions such as Academic, Exam, Materials and maintenance, Research, Student Welfare Council, Disciplinary, Internal Complaints, Management Review, and Library. The collective efforts of these committees contribute significantly to the implementation of administrative decisions and play pivotal roles across various institutional tasks.

The institution adheres diligently to the University norms by strictly following transparent service rules, which are readily accessible on the website and handbook. The recruitment process for teaching, non-teaching, and office administration staff is strategically planned after each academic year, aligning with the anticipated needs for the subsequent academic session. The institution has a well-established staff appraisal system that aligns with promotional policies, ensuring a fair and systematic approach to performance evaluation.

The Grievance Redressal Mechanism enhances service quality by comprehending expectations and fostering a positive working atmosphere among staff, students, and parents. The institution has a dedicated Grievance Redressal Committee for both staff and students, tasked with reviewing and resolving received grievances. The resolution process is tailored to the severity of the complaints. In adherence to university norms, the institution follows a promotional policy and maintains high academic standards. Periodic revisions of these policies ensure their relevance. In instances requiring it, approvals from higher authorities, specifically the Managing Trustee, are sought for matters such as faculty matrix, appointments, and promotions

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Institution has a perfect blend of teaching faculty 44 and non-teaching 24 for the institution's effective functioning. Staff welfare measures are included in the Statute Book "HR Policies and Administrative Practices" of the institution. The institution trusts to provide such facilities which make their work life better and leads to good standard of living. All the welfare measures by the Government, University and the management are provided to faculty members.

Welfare measures provided exclusively by the institution to faculty and administrative staff:

Aids in terms of giving academic leave to attend training programs, faculty development programs, seminars, symposium, conferences and workshops and for acquiring higher qualification. Reimburses the membership fee for professional bodies to faculty members.

Other Welfare measures:

- Affords Group Insurance for faculties
- Provides hostel facility for male and female teaching staff Provides
- Gives fee concession to the wards of needy staff members.
- Concessional medical treatment facilities for lady employees.
- Medical discount policies
- Free distribution of medical provision kit.
- Duty leaves for faculty development and welfare.
- Maternity leave and medical leave.
- Financial assistance for relieved employees.

- Financial support is provided to the faculty members for submitting research papers, publishing books, FDPs

MoUs:

Increase in the number of internships, industrial visits and training for teaching and non-teaching staff. Increased MoUs for industry connect and multidisciplinary research.

Professional Development Policy for Non - Teaching Faculty:

Our management encourages -

- Staff to improve their qualification.
- Non-teaching faculty to attend hands on training program.

Institutions Performance Appraisal System for teaching and non-teaching staff:**Performance Appraisal System for Teaching Staff:**

Institution follows self-appraisal system for teaching staff. The assessment of Academic Performance Index (API) involves the following parameters:

- Teaching-Learning and Evaluation.
- Research Contribution. Co-Curricular.
- Extension and Professional Development activities.

Performance Appraisal System for Non -Teaching Staff:

Appraisal of non-teaching staff falls on the parameters such as,

- Upgrading their skills and knowledge.
- Communication skills.
- Ready to work extra time to complete the assigned work.
- Positive response to any guidelines received on spot.
- Willing to attend training programs.

Office of the Principal looks after appraisal for the non – teaching staff. Staff who receive positive feedback will be rewarded and the contrary people will be guided and motivated work effectively.

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: 51.5

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
28	23	13	22	17

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 / workshops 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: 67.46

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
50	51	55	28	42

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

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

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

6.4 Financial Management and Resource Mobilization**6.4.1**

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

Response:

Nehru College of Pharmacy operates as a self-financing, private unaided minority institution, primarily relying on student fees as its main source of income. The institution has established an effective mechanism to ensure the optimal utilization of existing resources and assets, including land, buildings, equipment, vehicles, and furniture. This approach encompasses both current facilities and those planned for the future. Prior to launching new programs, the institution conducts feasibility studies to assess viability. Emphasizing a commitment to educational quality, Nehru College of Pharmacy prioritizes ensuring excellence before embarking on the introduction of new academic initiatives.

The collaborative effort of the Principal, Heads of Departments, and senior faculty members culminates in the finalization of the budget, which is then submitted to the Management. The Management High Power Committee engages in thorough discussions and subsequently approves the budget. Following approval, the Principal is authorized to allocate funds across various heads of account, overseeing their effective utilization. The institution has implemented an efficient internal auditing mechanism, complemented by audits conducted by registered chartered accountants appointed by the management.

This dual auditing approach ensures meticulous scrutiny of financial resources, aligning their deployment with the approved budgetary allocations for optimal use.

Further for enhancing additional revenue generation, the college has strategies to attract Govt./Private Grants and funds to the maximum extent possible, conduct new programs/courses/training schemes, coordination with industry and means to foster alumni to generously donate to the college. Moreover, effective administration of the above that nurtures quality and promotes a competitive environment results in additional revenue generation.

Optimum utilization of assets i.e. land, buildings, equipment, vehicles, furniture etc. which are already in place and to be created in future

Feasibility studies are done before start of new programs and institutions lay emphasis on the quality of Education, before venturing into new programs/institutions.

Effective administration that nurtures quality and promotes a competitive environment that results in additional revenue generation.

- Attracting Govt. / Private Grants and CSR funds to the maximum extent possible
- Additional revenue generation by way of conducting new programmes/courses/training schemes and in coordination with the industry.
- Cultivation of the Alumni and philanthropists to generously donate to the college.
- Carrying out a financial resource mobilization strategy includes the following steps:
 - Identifying potential sources of funds.
 - Actively soliciting pledges.
 - Follow up on pledges to obtain funds.
 - Depositing these funds.
 - Recording the transactions and any restrictions on their use.

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) was started in 2017 to monitor the standard of services being provided by the establishment to its stakeholders. Internal Quality Assurance Cell has contributed significantly for institutionalizing the quality assurance strategies and processes.

Since its inception the internal quality assurance cell (IQAC) of college has been working on developing quality and monitoring performance indicators for the institution and its constituent colleges.

The IQAC has been instrumental for the revision of the Vision, Mission, Goals and the strategic plans of the institution.

The IQAC regularly conducts annual department audits and analyses the strengths and weaknesses of the individual departments and provides suggestions on areas of improvement for the individual departments. These audit reports are placed in the meetings and areas for improvement are discussed and documented.

The HOD holds a meeting with the faculty members of the department to prepare the action plan to follow the suggestions and measures to be taken and will guide the faculty for their successful implementation.

Based on the recommendations of the Academic Audit, the following measures have been taken by the institution to improve its academic and administrative performance:

- Various innovative and easy teaching methodologies are accepted.
- Programme monitoring - checking the design, content and delivery of subject through subject evaluation sheet and plan of teaching
- Increase in numbers of guest lectures, seminars, industrial visits etc.
- Deputing the faculty to attend seminars, conferences, guest lecture to increase their knowledge.

Teaching and learning support: Including focusing on the teachers (on the teaching side) students (on the learning side) or both (on the work environment) examples being- continuing education for faculty, introduction of pedagogy tools and student support(e.g. mentoring and career advice).

Introduction of New methodologies in Teaching and learning like

1. Interactive Lesions in Theory and Viva-voce in Practical class
2. Field classes, trips and excursions for industrial visits.
3. Hospital visits for Clinical pharmacy subject.
4. Student are inspired to present Scientific Posters at National and International Conference/Workshop/Symposium so that they get exposed to recent trends in R & D field Pharmaceutical Sciences.
5. The faculty is being motivated to apply financial assistance from DST, State Govt etc. for Research projects.
6. The faculty is being motivated to increase the numbers of research publications

The Academic and Administrative Audit (AAA) assesses the efficiency and effectiveness of an academic institution. Conducted periodically, the college reviews programs and academic activities within departments from both inside and outside the institution.

IQAC at the college takes a proactive approach includes coordinating seminars, conferences, Faculty Development Programs (FDPs), workshops, and administrative training programs. These initiatives, conducted in collaboration with esteemed academic institutions, serve as platforms for knowledge exchange and professional development among faculty members. The college has strategically entered into Memorandums of Understanding (MoU's) with academic institutions, hospitals, industries, and pharmacies.

The outcomes of IQAC activities typically include improved academic and administrative processes, enhanced quality of education, effective feedback mechanisms, and adherence to quality benchmarks.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The core idea behind gender equity is to ensuring equal treatment for men and women according to their individual needs. It includes not just treating everyone equally but also acknowledging that there may be situations in which receiving different treatment that is deemed equivalent in terms of rights, benefits, obligations, and opportunities. Promotion of gender parity becomes imperative in the context of education because it is a major factor in forming people's habits and perspectives.

Education is the key to promoting gender parity since it is a formative force in human development. It demands a sincere dedication to encouraging women and men to participate equally in decision-making processes, minimizing the gender enrollment gap, assuring equality in the educational process and results, and offering advantages to both sexes equally. The goal of gender equality is to provide equal chances for both males and females to participate in social, cultural, political, and economic advancements.

Achieving gender equity in education is a complex endeavor. To prevent disparities in gender, it is necessary to address societal norms and biases. When gender parity is precisely attained, it has significant effects on both boys and girls in future. The commitment to gender equity in educational institutions is illustrated by initiatives such various programmes and facilities taken by the Nehru College of Pharmacy. The institution illustrates sensitivity to gender through implementing a number of measures to make the campus environment safe, secure, and healthy. Gender equity in education is a comprehensive approach that aims to remove prejudices, preconceptions, and constraints.

It is a pledge to establish an educational environment in which people of all genders can flourish, make significant contributions to society, and fairly engage equitably in shaping the future. Nehru College of Pharmacy support the overarching objective of establishing a more inclusive and equitable world for all people through raising awareness & continuous efforts.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

The college accepts the students from all backgrounds and fosters an inclusive environment that transcends limitations based on caste, community, color, religion, and language. Every student in the college has an equal chance to take part in all college-events without facing any form of discrimination. Acknowledgement of the diverse culture and harmony towards the regional, communal, socio economic and other diversities, which is a facet of our campus culture, are showcased by participation of the students during the cultural festivals and other programme.

These programs aim to alleviate discrimination and graded inequality that are now pervasive in society while giving students more opportunities for both academic and personal development.

Extensive schedule of events organized by various clubs constituted in of our institution further demonstrates its dedication to multiculturalism. Our college actively works to create an inclusive environment that supports and encourages the variety of skills exhibited by its students through these initiatives. A sense of social responsibility is instilled in students through outreach programs organized by the NSS team such as sapling donation, earth day, environmental day, heritage day etc. This creates an environment that nurtures and foster the diverse talents of its students. The dedication to the betterment of the society extends beyond campus boundaries, was noticed by the organization arrangement of blood donation camp. This creates a humanitarian stance in promoting the ideas of peace and harmony by encouraging students to actively donate blood. By keeping commitments to health awareness, a national webinar on: Recent Advances in Antiviral drug design and development against covid-2019/SARS-2” & an awareness programme on world kidney day were also conducted in the institution. These created awareness& educate the community about the disease and its treatment, Furthermore, the institution

actively engaged in scientific club. This serves a platform for learning technically related topics & to develop new skills through various hands-on training workshop both in-person and online.

Students and faculties from different communities celebrate national festivals are celebrated avidly in the campus. Onam, Vishu, Christmas are celebrated every year in the campus. Our institution also celebrates Republic day, Independence Day by hoisting the Tricolor National Flag followed by patriotic speech by the students, Indian constitution day to provide awareness on constitutional laws & gender sensitization programme etc

In summary, the organization's diverse strategy, which encompasses safety precautions, environmental sustainability, diversity, patriotism, and health awareness, shows a comprehensive dedication to the growth and well-being of the community.

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

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE: 1

Establishment of medicinal plant garden for fostering research, product development and creating awareness among students, faculties & general public

This abstract explores the best practice of Establishment of medicinal plant garden for fostering research, product development and creating awareness among students, faculties & general public. Its objectives include Identifying herbal plants of medicinal value, its extraction /isolation of active constituents for developing medicinal products, encourage & promote awareness of medicinal plants in students, faculties and public, inculcating familiarity with biodiversity and conservation of medicinal plants, collaboration with other research centres to promote research activities and providing Online information about the herbal gardens and facilitate the exchange of medicinal species among the member herbal gardens etc. The practise emphasizes the medicinal plants, parts, its components and their importance in therapeutic efficiency, cosmetics, healthcare and other beneficial uses. This ensures proper consistent delivery to the laboratory and its educative handling. this tool is used to foster an awareness of ecological diversity and environmental preservation, to advocate for and motivate universities to set up medicinal gardens, and to collaborate with national medical study educational facilities. Web-based information regarding the plant-based gardens and making it a simpler task for the easy facilitation of exchange of importance of herbal

gardens and its therapeutic benefits. The practice got succeeded by the establishment of a medicinal plant garden promotes an environmental awareness among all stakeholders. It also helps in the establishment of oxygen park, collection and cultivation of rare plant species, Successful preparation and exhibition of herbal products by students under the guidance of staffs and distribution of Herbal plant saplings among the inside and outside students.

BEST PRACTICE: 2

Foundations of Start-ups through Innovation and Entrepreneurship:

"Innovation, a transformative force, plays a pivotal role not only in reshaping the educational landscape but also in addressing the unique needs and challenges faced by students in India. This dynamic force fosters a responsive learning environment, empowering students and mentors alike to identify, develop, and commercialize innovative ideas. Our relentless commitment is to cultivate a vibrant entrepreneurial culture among students, with mentors acting as facilitators to help students develop the essential skills required to target a multitude of innovative projects each year for new product development.

This transformative initiative receives robust support from the Nehru Group of Institutions Technology Business Incubator (NGI TBI), New Gen Innovation and Entrepreneurship Development Centre (IEDC), and the Kerala Start-up Mission. The primary objective is to channel the boundless knowledge and energy of the youth towards becoming active partners in the economic development process. This forward-looking practice catalyses and promotes the development of knowledge-based and innovation-driven enterprises, creating valuable employment opportunities for the youth, particularly students. It serves as a motivating force, providing support and mentorship to students in the identification, development, and commercialization of their innovative ideas, thereby instilling an entrepreneurial mindset within educational institutions.

This practice encounters knowledge-based and technology-driven start-ups by harmonizing the creative potential of young minds within the college environment. The resulting development among students during their higher education not only fosters personal improvement but also contributes to individual growth. Importantly, this approach serves as a transformative pathway, turning job seekers into job generators as they choose the entrepreneurial route.

The activities implemented in this program play a pivotal role in grooming students, enhancing their potential for innovation in the academic environment, and consequently, proving vital for success in any career. However, the implementation of this innovative practice has not been without its share of challenges, including critical thinking, teamwork, time management, and multidisciplinary project skills.

The evidence of success is reflected in the moulding of students as co-creators in the process of generating various innovative ideas. Through participation, students gain insights and knowledge in brainstorming, identifying, and screening ideas. In essence, the collaborative efforts of NEWGEN IEDC, NGI TBI, and Kerala Start-up Mission stand as a model for fostering an entrepreneurial ecosystem on campus. These initiatives not only provide a conducive environment for innovative thinking but also offer broader goals for students, enabling them to translate their ideas into fundable technology businesses that contribute significantly to economic development and societal progress."

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

INSTITUTIONAL DISTINCTIVENESS

Nehru College of Pharmacy, established in 2003, has emerged as a distinguished institution within the Nehru Group of Institutions due to its unique collaboration with its parent institute, P K Das Institute of Medical Sciences (PKDIMS) which is a Super speciality hospital named in fond memory of Late P K Das the founder Chairman of Nehru Group of Institutions. This partnership has fundamentally shaped the distinctiveness of Nehru College of Pharmacy, fostering a holistic and industry-aligned approach to pharmaceutical education and research. The integration of pharmacy education with comprehensive medical practices at PKDIMS creates a multifaceted learning environment where doctors actively contribute to the academic pursuits of pharmacy students, enriching their educational experience with practical insights derived from real-world clinical settings.

The academic synergy between Nehru College of Pharmacy and P K Das Institute of Medical Sciences extends beyond traditional pharmaceutical education, encompassing collaborative research initiatives that form the bedrock of a vibrant and research-rich environment. This collaboration transcends disciplinary boundaries, enabling students to engage in projects that address real-world healthcare challenges. The involvement of doctors from PKDIMS in mentoring pharmacy students adds an additional layer of distinction, providing valuable guidance in career development, research pursuits, and overall professional growth. This mentorship extends beyond clinical settings, fostering a sense of community and shared purpose within the larger healthcare domain.

A pivotal aspect of the distinctiveness of Nehru College of Pharmacy is the invaluable training opportunities facilitated by PKDIMS. PKDIMS, with its 1000+ bed capacity, is at the forefront of healthcare innovation and medical education, equipped with state-of-the-art facilities, cutting-edge technology, and specialized departments spanning various medical and surgical disciplines. This comprehensive setup not only enhances the clinical exposure for pharmacy students but also provides a unique backdrop for interdisciplinary collaboration.

Pharmacy students actively participate in clinical rotations, gaining exposure to various medical specialties under the seasoned guidance of experienced doctors. This hands-on experience surpasses traditional classroom settings, meticulously preparing students for the interdisciplinary demands of their future careers. Internship programs, intricately designed to align with a hospital setting, ensure that students garner practical experience in pharmacy practices, instilling a sense of responsibility and

professionalism essential for the healthcare sector.

The collaboration between Nehru College of Pharmacy and PKDIMS significantly contributes to the establishment of an Adverse Drug Reactions (ADRs) reporting centre at PKDIMS. This initiative reflects the commitment of both institutions to bridge the gap between academic learning and practical, industry-relevant experiences. The ADRs reporting centre provides students at NCP with valuable exposure to the intricacies of reporting adverse reactions within a hospital setting. Through this collaboration, pharmacy students gain hands-on training on how to identify, document, and report ADRs, a crucial aspect of ensuring patient safety and effective healthcare.

Pharmacy interns and doctors at PKDIMS review the reported ADRs, facilitating a comprehensive understanding of the entire process, from identification to assessment and intervention. This exposure not only enhances the students' understanding of pharmaceutical care but also reinforces the importance of collaboration between healthcare professionals in optimizing therapeutic outcomes.

Furthermore, the collaboration extends to the Pharmacy & Therapeutic Committee (P&T Committee) at PKDIMS, which includes members from both the medical faculty of PKDIMS and faculty from NCP. This committee plays a crucial role in formulating the Hospital Drug Formulary. Students at NCP have the unique opportunity to actively participate in this process, gaining practical insights into how a P&T Committee operates and how a drug formulary is developed within a hospital setting.

Involvement in the P&T Committee exposes pharmacy students to the decision-making processes involved in selecting and approving medications for use in the hospital. They learn about the considerations taken into account, such as efficacy, safety, and cost-effectiveness, in building a formulary that aligns with the specific healthcare needs of the institution. This hands-on experience contributes significantly to the students' understanding of the complexities involved in healthcare decision-making and fosters a sense of responsibility in shaping pharmaceutical care practices.

This unique exposure has a tangible impact on student placements, with graduates from Nehru College of Pharmacy consistently recognized for their well-rounded education and high placement rates in pharmaceutical and healthcare industries.

The distinctive nature of Nehru College of Pharmacy is further underscored by the active participation of doctors from PKDIMS in various aspects of education, research, and mentorship. The hospital providing students with exposure to the latest advancements in medical science and technology.

Furthermore, Nehru College of Pharmacy's affiliation with PKDIMS and medical college plays a crucial role in the institution's overarching commitment to research initiatives. The hospital's state-of-the-art facilities, advanced research labs, and diverse patient cases create a conducive environment for groundbreaking research projects. Pharmacy students actively engage in interdisciplinary research, with doctors from PKDIMS contributing their expertise to these endeavours. This not only provides students with hands-on research experience but also contributes to the broader scientific community.

The collaborative research initiatives between Nehru College of Pharmacy and PKDIMS span a wide spectrum, from drug development to clinical trials, addressing critical healthcare challenges. This research-oriented approach not only enhances the academic profile of the institution but also ensures that students are exposed to the latest advancements in pharmaceutical sciences. The mentorship provided by doctors becomes a catalyst for research pursuits, inspiring students to explore innovative solutions to healthcare problems.

CONCLUSION

Nehru College of Pharmacy is deeply rooted in its collaborative affiliation with PKDIMS, an emerging super-specialty hospital and medical college. This integration creates a singular learning environment where academic pursuits seamlessly intertwine with real-world experiences, cutting-edge research endeavours, and industry-aligned training. The active participation of doctors from PKDIMS in education, research, training, and mentorship solidifies Nehru College of Pharmacy as a beacon of excellence within the pharmaceutical education landscape. The institution's cohesive approach, coupled with the unique backdrop of PKDIMS as an emerging super-specialty hospital and medical college, positions it as a model for aspiring pharmacists seeking a comprehensive and industry-relevant learning experience in an environment that mirrors the challenges and advancements of the contemporary healthcare sector.

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

5. CONCLUSION

Additional Information :

The Nehru College of Pharmacy is closely associated with its parent institution, the P K Das Institute of Medical Sciences (PKDIMS), a Super Specialty Hospital and Medical College. This affiliation allows the college to conduct various community-focused initiatives, including Medical camps, Blood donation drives, Health awareness programs, and Education on Adverse Drug Reactions (ADR), Medication errors, General health, and Disease prevention. Additionally, the college collaborates with PKDIMS hospital for needy patients addressing societal health needs effectively.

Actively associated with Nehru Group of Institution Technology Business Incubator (NGI TBI) for start-ups and for developing applications in health care by using Internet of Things (IoT).

Demonstration of Medicinal Plant Garden funded and supported by National Medicinal Plant Board, Dept. of AYUSH, Govt of India, New Delhi.

Establishment of Advance Scientific Research Lab for promoting research activities and consultancy services in the field of novel drug delivery system and drug analysis.

CCSEA, Govt of India, New Delhi approved Animal House for conducting experiments and pre-clinical studies on laboratory animals.

Concluding Remarks :

Nehru College of Pharmacy (NCP) has become a sought after institution for pharmaceutical education and ethical healthcare since its establishment in 2003. With a distinguished faculty, proactive management, modern infrastructure, and an eco-friendly campus, NCP excels in pharmaceutical education. Using innovative teaching methods and a strong mentor-mentee system, the institution stands at the forefront. Actively engaging in collaborations, industry-oriented research, and alumni interactions, NCP reflects a forward-thinking approach. The curriculum, aligned with norms, emphasizes practical training, showcasing the institution's commitment to personalized learning. Evolving infrastructure, enriched resources, and unwavering support for student progression contribute significantly to success. Governance prioritizes transparency, and NCP's values, including eco-friendly initiatives and cultural celebrations, highlight its dedication to responsible citizenship. Notably, NCP consistently upgrades infrastructure and equipments to meet evolving needs, aligning with dynamic research and industry requirements. With proactive management, the institution anticipates sustained growth, impactful contributions, and leadership in pharmaceutical education. Supported by students, faculty, parents, and stakeholders, Nehru College of Pharmacy is well-positioned to uphold its motto of "Moulding True Citizens of Bharat," setting a benchmark for excellence in the field.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																														
2.1.2	<p>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</p> <p>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:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>66</td> <td>73</td> <td>73</td> <td>73</td> <td>73</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>53</td> <td>60</td> <td>50</td> <td>56</td> <td>54</td> </tr> </tbody> </table> <p>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:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	66	73	73	73	73	2022-23	2021-22	2020-21	2019-20	2018-19	53	60	50	56	54	2022-23	2021-22	2020-21	2019-20	2018-19					
2022-23	2021-22	2020-21	2019-20	2018-19																											
66	73	73	73	73																											
2022-23	2021-22	2020-21	2019-20	2018-19																											
53	60	50	56	54																											
2022-23	2021-22	2020-21	2019-20	2018-19																											
3.2.2	<p>Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years</p> <p>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:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>14</td> <td>12</td> <td>6</td> <td>5</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>12</td> <td>09</td> <td>4</td> <td>4</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	9	14	12	6	5	2022-23	2021-22	2020-21	2019-20	2018-19	9	12	09	4	4										
2022-23	2021-22	2020-21	2019-20	2018-19																											
9	14	12	6	5																											
2022-23	2021-22	2020-21	2019-20	2018-19																											
9	12	09	4	4																											
3.3.1	<p>Number of research papers published per teacher in the Journals notified on UGC care list during the last five years</p> <p>3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19																									
2022-23	2021-22	2020-21	2019-20	2018-19																											

2022-23	2021-22	2020-21	2019-20	2018-19
42	21	11	08	14

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
17	21	11	08	14

Remark : Calendar year publications considered here.

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
10	1	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	1	0	0	0

Remark : Calendar year published books considered here.

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 :18

Remark : Input edited as asked MoU/Linkages copies has been not provided by HEI.

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
82.85	16.36	46.12	19.30	3.32

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
81.02	15.84	46.12	18.88	2.59

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
183.61	111.18	50.35	103.81	105.28

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
150.60	88.86	35.53	79.83	81.36

Remark : Input edited by considering Repair and maintenance and AMC for academic expenses.

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: A. All of the above

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15	70	91	67	30

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15	70	91	55	30

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
22	120	121	73	62

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
22	96	91	55	34

Remark : Input edited from the supporting documents.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>444.37</td> <td>241.08</td> <td>164.70</td> <td>276.71</td> <td>239.17</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>361.52</td> <td>224.64</td> <td>118.57</td> <td>257.41</td> <td>235.87</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	444.37	241.08	164.70	276.71	239.17	2022-23	2021-22	2020-21	2019-20	2018-19	361.52	224.64	118.57	257.41	235.87
2022-23	2021-22	2020-21	2019-20	2018-19																	
444.37	241.08	164.70	276.71	239.17																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
361.52	224.64	118.57	257.41	235.87																	