SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

PRINCETON COLLEGE OF PHARMACY

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Princeton College of Pharmacy was founded in 2007. The institution was founded with the goal of providing outstanding education to all ambitious students. Our dedication to diversity and inclusivity is reflected in our pursuit of excellence, creativity, and innovation.The campus is surrounded by a quiet atmosphere, with a play field and well-built infrastructure inside the main campus and PCOP at the city campus delivering a pollution-free, scenic lush green setting suitable to great education and research. PCOP is also located on the city campus. PCOP was established in response to the requirements of India's rapidly rising economy. Its purpose is to educate the most effective management skills to future leaders. With cost-effective initiatives, PCOP aspires to deliver the finest worldwide exposure to its future students. Our aim and belief are to reach one million kids with latent talent who have the capacity to thrive but are unable to afford high investment and global exposure education.

The institute's major goal is to provide pharmaceutical education that is of the greatest quality and meets worldwide standards. Similarly, the educational institution offers value-added courses such as professional ethics and human values, pharmacovigilance, clinical data management, industry-oriented faculty training programmes, and other skill development programmes. Institutional Stability This academic institution's labs are well-established for both teaching and research operations, and they are suited to manage both. The labs are also used to educate workers for professional development and consulting purposes. Using a transparent approach, the university boasts a high student enrolment. The college has a student-to-staff ratio of 15:1.

Vision

To nurture world class pharmaceutical professionals and researchers. To be recognized globally for its excellence in pursuit of newer horizons to build self-reliant pharmacist through quality pharmacy education.

Mission

To promulgate high quality technical education and training that enables students to acquire in depth knowledge and expertise in the field of pharma science to cater the needs of pharmacy profession and society at large.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The institution is located in a lovely, lushly green, pollution-free location that provides a bright green ambience and is perfect for high-quality education and research. It is set on 50,000 square feet of land. The laboratories at the university are well-established and equipped for both teaching and research activities. Personnel are also trained in the laboratories for their continuous professional growth and consulting activities. The enrollment process is open to the public, which adds to the huge student population at the university. In the previous five

years, 90.16 percent of students have enrolled in one or more of the institution's programmes, with 88.22 percent belonging to an underrepresented group (SC, ST, or OBC). The student-faculty-staff ratio at the institution is 15 to 1. The faculty of the institution is highly qualified and motivated. On the faculty are Ph.D.s, Professors, Associate Professors, and Assistant Professors. In addition, the institution maintains a research incubator and has published many publications. The institution has taken part in a number of National Memorandums of Understanding, all of which are now active and may be utilised for industry visits, training and research, internships, campus placement, research, and consultancy. The institution, which has total autonomy and a curriculum that has been expanded with new topics, is in charge of arranging value-added courses, skill development programmes, and certificate programmes.

Institutional Weakness

There are fewer national fellowships granted to members of the institution's faculty by the government and other government-recognized organisations. Students and faculty at the school are taking massive open online courses (MOOCs) established by the university and delivered via SWAYAM portals. It is essential for the organisation to create its own MOOCs. International student exchange schemes, as well as memorandums of understanding, must be maintained and expanded. Despite the very low tuition fee, the commFor the last two years, Princeton College of Pharmacy has provided financial aid to the university. A major percentage of the tuition bill is still being processed by the government.

Institutional Opportunity

The introduction of transdisciplinary courses whose syllabi have been evaluated and authorised. The study is being conducted in collaboration with many industry and R&D organisations. Lab accreditation via previously registered bodies such as NABL. Academic partnership programmes between local, national, and international universities. Improve the quality of research papers and online content generation. Increasing involvement with past students in order to build connection.

Institutional Challenge

Increase the institution's commitment to providing students with career guidance and placement. More students should be exposed to vocational and postgraduate diploma courses to stimulate entrepreneurship and boost employability. Government agencies that provide financial assistance for important scientific undertakings

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Since 2007, the College of Pharmacy has followed a university-developed B.Pharmacy programme. The curriculum for the B.Pharmacy courses was created and implemented by the institution. The institute's courses

and activities are all aimed to solve local, national, and global development concerns. The Pharmacy Council of India (PCI) mandated that the institution begin adopting the new Pharmacy curriculum by supplementing it with additional courses in 2007. The curriculum is supplemented by pedagogical initiatives such as supportive theory/practical topics, skill development courses, certificate courses, communication skills, soft skills, entrepreneurial skills, gender equality, environment and sustainability, professional ethics and human values, additional theory/practical topics, demonstrations, practise school and drug profile courses approved by boards of studies and academic council. In addition, the institution creates curriculum for the bridge course, which is intended to bridge the gap between academia and industry. For students of all degrees, the university offers skill-based programmes as well as certificate courses. The institution routinely conducts guest lectures by notable individuals, certificate courses, seminars, and hands-on training to keep students' expertise up to date. Courses leading to increased employability are continually improved by modifying the curriculum in response to corporate needs. All of these measures aided the institution in achieving stakeholder satisfaction and producing a watershed moment in the pharmaceutical profession. Curriculum information is delivered using innovative teaching methods such as power point presentations, video lectures, and student-teacher interactive sessions. Course attainments were determined after the completion of end examinations, and programme outcome attainments were computed following the completion of programme course attainments. The college also contributes to the pandemic by conveniently providing online courses via the use of technology. To anticipate the second phase of the outbreak, all practical classes were held offline, while theoretical classes were performed online.

Teaching-learning and Evaluation

The Institute approaches teaching, learning, and evaluation holistically. Despite traditional teaching and learning methods, the institution implemented a variety of innovative teaching and learning methods, including orientation programmes, flipped classes, video lectures, quality enhancement of teaching through interdisciplinary lectures, skill-oriented programmes, supportive classes, problem-based learning, student assisted teaching, creative thinking, collaborative learning, quizzes, group discussions, and so on. The faculty built a PPT library and a question bank. The institution has launched the following educational initiatives: a. Extensive laboratory experiments b. Video lectures/working models/charts/animations c. Seminars, including student seminars and power point presentations d. Internships/practice school/Industrial Training/Project work e. c. Hands-on training and demonstration programmes g. Training programmes h. Pharmaceutical science exhibits The institution provides industry visits and field trips to students to assist them develop their practical knowledge and explore the skills required in the workplace. Extra inputs were provided to the students by teaching things that were not included in the curriculum. Students are given student assignments, minor projects, bench discussions, and questionnaires to assist them improve their leadership, teamwork, research, and critical thinking skills. Exhibitions are held at the university to raise awareness among the community.Princeton College of Pharmacy offers pharmacy/science instruction to students from different institutions and schools. The institute examines students' learning levels and offers remedial courses, book chapter writing, and encourages students to participate in modest research projects, among other things. All students are encouraged to engage in extracurricular organisations like NSS, and pupils are provided extra preparation for competitive tests in order to pursue further education. Students routinely get high marks in national and state level competitive examinations such as NIPER, GPAT, and PGECET. Evaluation: Throughout the academic year, the Institution has developed new evaluation techniques that include formative and summative assessment of student performance.

Research, Innovations and Extension

Extension, Innovation, and Research The research facilities (equipment/glassware/chemicals/books/journals) of the institution are regularly improved, and the institute's research activities are routinely supervised by the institute's Research Advisory Board. The institution's research policy prioritises research, entrepreneurship, and innovation to benefit mankind. The institution has created an environment for receiving research applications from pharmaceutical laboratories in order to develop and incubate research ideas or concepts in order to manufacture pharmaceutical commodities for societal needs. THE cop has MoUs with 31 national industries/research laboratories/institutions, allowing the institute to do research to the greatest degree possible. The institution has a respected research hub and provides seed funding to staff and students for research. The college established an Authorised Drug Testing Laboratory and a central animal house facility to increase students' research skills and to promote internships. Industrial pharmacy laboratories equipped with industrial-grade equipment assist students and lecturers in the design and manufacture of pharmaceutical dosage forms with beneficial medicinal characteristics. Our university generated the following products in collaboration with Spark Biotech: 1. films peridontal 2. sponges made of thermoplastic 3. Hand wash with silver nanoparticles 4. Chitosan silver nanoparticle wound dressing 5. Films based on type 1 collagen, for example. The university is also supported by Syndy Pharma, Hyderabad, which has provided several herbal products. Over the previous five years, 80 articles in UGC-notified journals have been published, 100 book chapters have been authored, and 40 seminars/workshops on IPR/Research activities have been arranged. We have adopted a nearby hamlet where we frequently hold awareness programmes on child education, blood donation camps, health awareness rallies, public sensitization for drug use and storage, health camps, organ donation awareness, free pharmaceutical supply, and communicate via NSS/IPA/.

Infrastructure and Learning Resources

The Institute has 12 laboratories that are fully equipped with cutting-edge technology to support teaching and learning across all of its programmes, as well as the advancement of fundamental research, process chemistry, the formulation and analysis of conventional and novel pharmaceutical products, preclinical pharmaceutical research, and the development of nutraceuticals. The facility includes a Computerised Universal Translator Language Laboratory as well as an Analytical Drug Testing Laboratory. The institution's animal house is registered with the committee so that animal experiments may be monitored and overseen. When the B.Pharmacy curriculum was originally founded, it included eight lecture halls and two tutorial rooms. Furthermore, a lecture hall, a seminar hall, teaching at besides, clinical training of students is shared with a Lecture capturing system with audio, Video recording, relay devices, software, editing/annotation software, and an interactive panel established in the audiovisual centre to overcome the teaching-learning difficulties caused by the COVID pandemic.

The facility contains a well-established and well-maintained drug museum, which has live human organs, medicines and commercial formulations, numerous plant and animal species, crude drug specimens, and plant specimens. Taking into account the importance of herbs The has established a herb garden with over a hundred rare and commercially useful medicinal plants. This garden is an important tool for teaching and research, and it is part of the.

Student Support and Progression

Almost 90% of the institution's students are enrolled in at least one of its courses, more than half of those students get financial assistance in the form of scholarships, and the remaining students are well equipped to do well on competitive assessments. Mentor-mentee relationship The university has a mentor system in place to encourage and guide students in academics, research, and other extracurricular and social activities. The mentor-mentee system is intended to give students with academic supervision on topics such as research and personality development, as well as to foster the formation of a strong and fruitful professional connection between students and the institution's employees. a method for feedback The Institute collects feedback on the quality of teaching and the institution's facilities on an annual basis for all of its courses using a questionnaire that is made accessible online on the institutional website. The department heads for each course will gather comments on the courses during the semester and at the conclusion of each semester. This input will be examined later. Students are invited to offer suggestions in suggestion boxes positioned across the campus. These boxes may be used to offer comments on any sort of facility, academic, administrative, or otherwise. Students, professors, and alumni should communicate any concerns or requirements to management.

Governance, Leadership and Management

The management, principal, IQAC, employees, and others share responsibilities for the institution's organisational structure and governance. The teaching affirms and flows down from management to the principle, then to IQAC, department heads, and lastly to the employees and pupils. Personnel are welcomed with open minds to IQAC's opinions and proposals, and everyone in the organisation works with commitment and team spirit. Planning and Policy: The Principal, IQAC, and HODs develop action plans in conjunction with faculty members, analyse the results of action plan execution via meetings with functional committees, and make appropriate revisions to action plans as needed. Through meetings with numerous stakeholders and input from IQAC, the principal learns the needs for policy making and planning. Engagement with stakeholders and faculty: The Principal and IQAC are responsible for ensuring that all stakeholders are included in different activities. Faculty members play important roles in numerous committees and cells, contributing to decision making, plan execution, and developing long-term/strategic plans. Academic and administrative institutions: The entities at the top of the administrative organisation are the Governing Body, Academic Council, and Board of Studies. They are composed of distinguished academics, businessmen, and administrators who design academic and administrative norms and regulations in conformity with the institute's vision and purpose statements. Vision, Mission, short-term and long-term objectives, quality policies are kept open to all stakeholders for recommendations, appropriate training is provided to teachers and support staff for their growth, and team building and team work are encouraged to create a healthy work culture. The management's participation role fosters and supports the engagement of institute workers, which is required for the institution's efficient and successful operation.

Institutional Values and Best Practices

Because the institution's goal is "committed to imparting quality pharmacy education and research to meet global standards," we are continually striving to offer education that is both values-based and of high quality. The institute's curriculum has been augmented with a value-added course called Professional ethics and human values from AY 2007. Aside from that, the institution offers courses/sessions to instill values and morals in the minds of staff and students. Furthermore, at the beginning of each semester/year, the institution provides bridging courses/orientation programmes, as well as faculty development and refresher programmes, which include sessions on: 1. Value-based education 2. Professionalism 3. Time Management 4. Personal Development 5. Goal setting and professional mentorship, for example. The university establishes a "Code of

Conduct" for students and asks them to be aware of and follow it at all times. The separate bodies carry out all of the institution's tasks effectively by distributing assignments in advance. Many skill development courses were created by the institution to assist students strengthen their abilities and bridge the gap between industry and academia. In the board of studies and academic council, the curriculum for skill development courses is prepared for 30 hours of pre-approved study time. In addition, the university offers a variety of outreach projects and extension activities that enable students and personnel to assist individuals in need. Many green campus projects are being introduced to improve the teaching-learning process on campus. To check quality, quality audits on the environment and energy are undertaken on a regular basis. The Institute promotes a number of best practises in order to improve educational quality and the teaching-learning process. Because of best practises such as 100% attendance awards, Best library utilisation awards, Industrial training by faculty, industrial visits, Academic excellence awards, Memorial Awards, Pharma Book exhibitions, Pharmacy Science exhibitions, Faculty training programmes, Newsletters, student magazines, Meditation, Journal clubs, book chapters and so on, the institute is one of the better options for students to pursue their graduation.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	PRINCETON COLLEGE OF PHARMACY
Address	Chowdariguda (V), Korremula, Ghatkesar (M), Medchal (D)
City	Hyderabad
State	Telangana
Pin	500088
Website	www.pcop.org.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Kokkula Satyanarayana	08415-200326	9959289089	08415-200326	princeton.pharmacy@gmail.com
IQAC / CIQA coordinator	Harikiran Lingabathula	08415-200327	9000611217	08415-200327	harikiran.pharma@gmail.com

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Telangana	Jawaharlal Nehru Technological University	View Document

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	**Recognition/Approval details Institution/Department programme**	**Day,Month and year(dd-mm-yyyy)**	**Validity in months**	**Remarks**
PCI	View Document	03-02-2023	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	Chowdariguda (V), Korremula, Ghatkesar (M), Medchal (D)	Urban	2	7042

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BPharm,Pharmacy,	48	Intermediate	English	100	100
PG	MPharm,Pharmacy,Pharmaceutical Analysis	24	B.Pharmacy	English	15	15
PG	MPharm,Pharmacy,Pharmaceutical Chemistry	24	B.Pharmacy	English	15	2
PG	MPharm,Pharmacy,Regulatory Affairs	24	B.Pharmacy	English	15	15
PG	MPharm,Pharmacy,Pharmacy Practice	24	B.Pharmacy	English	3	3
PG	MPharm,Pharmacy,Pharmacology	24	B.Pharmacy	English	9	9
PG	MPharm,Pharmacy,Pharmaceutics	24	B.Pharmacy	English	12	12

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				19				21			
Recruited	6	2	0	8	11	8	0	19	8	13	0	21
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				20
Recruited	5	15	0	20
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				10
Recruited	4	6	0	10
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	6	2	0	1	0	0	0	0	0	9
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	10	8	0	8	13	0	39
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/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**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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**	**Others**	**Total**
	1	1	0	2

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	24	9	0	0	33
	Female	67	0	0	0	67
	Others	0	0	0	0	0
PG	Male	21	5	0	0	26
	Female	29	1	0	0	30
	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	4	6	5	6
	Female	22	16	19	18
	Others	0	0	0	0
ST	Male	2	3	3	4
	Female	8	6	6	5
	Others	0	0	0	0
OBC	Male	14	17	17	19
	Female	30	22	24	22
	Others	0	0	0	0
General	Male	32	35	31	35
	Female	44	31	40	36
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		156	136	145	145

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Multidisciplinary research is described as research undertaken when experts from several domains work on a common issue within the limits of their own specialties. However, if they limit their efforts to these limits, they may not be able to get the intended results. It is vital for them to go outside of their own professions in order to develop new ideas and create a whole new, interdisciplinary pitch. In order to transcend academic barriers and adopt a more holistic approach, a multidisciplinary research team must have adequate trust and mutual assurance. Mutual communication is often used to convey data. The outcomes of all various disciplines' research are unquestionably used to the benefit of mankind. Meticulousness is required for communication in all scientific fields with the goal of benefiting mankind. To develop a better understanding among multidisciplinary team members with diverse points of view, the distance must be reduced and mutual communication must be improved. Languages, mathematical tools, and other tools will surely help team members from various backgrounds collaborate on a common platform. For example, biomedical engineering research [1,2] includes areas other than engineering, such as biology, medicine, and pharmacy, and so communication among team members is crucial to producing effective research findings.
2. Academic bank of credits (ABC):	Academic Bank of Credits was built on the same principles as the National Academic Depository (NAD), in that NAD acts as ABC's backbone, keeping students' academic data and academic prizes (i.e. a storehouse of academic honours). Despite the fact that ABC enables students to register or initiate credit transfer, academic institutions control the final outcomes of credit redemption and certificate issuing, as well as the compilation of award records, via the NAD Platform. Academic Institutions, as the owners of academic awards, must register with ABC through NAD.
3. Skill development:	Education is the bedrock of human resource development and a driving force behind a country's economic progress. However, suitable educational value cannot be obtained in the absence of a support skill for job or occupational labour. Due to curricular and time constraints, the Institute offers a variety of

	skill development courses to students in order to help them grow as competent chemists and pharmacy professionals. These capacity-building exercises assist students in developing abilities that will allow them to get the most out of the curriculum. Capacity development is a methodical approach to increasing knowledge and skills. It ensures that a company has the internal capabilities required to implement change and improve performance.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The Indian Education System need a complete revamp. It recognises that India's unique place on the global stage is solely owing to its cultural accomplishments, civilisational values, and vast literature in all fields. As a result, all curriculum and pedagogy must be redesigned, beginning with the foundational stage, to be deeply rooted in the Indian and local context and ethos in terms of culture, traditions, heritage, customs, language, philosophy, geography, ancient and contemporary knowledge, societal and scientific needs, indigenous and traditional ways of learning. This kind of curriculum would ensure that our students' education is relevant, up to date, entertaining, and effective. It will also lead to strong identity building since the next generation would be well-versed in and enjoy India's rich culture and customs.
5. Focus on Outcome based education (OBE):	Outcome Based Education (OBE) is a teaching method that serves as the cornerstone of a strong educational system. There is no one defined manner of teaching or assessment in OBE. All instructional activities at OBE should help students achieve their objectives. Establish goals. Depending on the objectives, the faculty may serve as a teacher, trainer, facilitator, and/or mentor. OBE builds on previous methodologies while concentrating on what the Institute has to offer students. It promotes accomplishment by producing or exhibiting outcomes in favour of pupils, using terms like "able to accomplish." OBE creates defined targets for visible and quantifiable results.
6. Distance education/online education:	During the past two decades, e-learning has developed as a unique approach in pharmacy education. As more students and instructors turn to e-learning for a range of educational and personal reasons, it is vital to evaluate the effectiveness of these programmes. This literature review assesses the

	quality of pharmacy e-learning effectiveness studies, identifies effectiveness metrics, and synthesises the data for each measure. E-learning is a common teaching approach among chemists and pharmacy students since it increases knowledge. However, there is few evidence that e-learning enhances abilities or professional practises. There is also no evidence that e-learning enhances knowledge over time; so, long-term follow-up studies are required. To measure the usefulness of e-learning at the patient and organisational levels, translational research is also necessary.

Institutional Initiatives for Electoral Literacy

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

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
505	489	462	428	407

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: 64

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

2021-22	2020-21	2019-20	2018-19	2017-18
48	41	41	40	36

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
160.39	130.67	91.26	82.21	82.78

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:

Curriculum Planning : The institute has various committees such as the CAC (College Advisory Committee), IQAC, academic monitoring committee, college examination committee, library committee, cultural committee, research advisory committee, training and placement cell, IIC (Innovation and incubation cell), entrepreneurship development cell, students council, scholarship committee, students development cell (SDC), NSS committee, grievance redressal committee, anti-ragging committee, purchasable committee etc at the beginning of academic year. The principal directs all Heads of Department to consult with department employees regarding the distribution of burden for teaching courses/subjects based on staff competence. Following workload distribution, the institute's academic calendar is prepared in accordance with the academic calendar of **Princeton College of Pharmacy**, which includes schedules for examinations (internal assessment, sessional, and end-of-semester), co-curricular and extracurricular activities, and so on.

The academic schedule is created based on the allocation of instructional responsibilities. It is clearly placed on the institute's notice board and is also available on the institute's website. Each teaching staff develops course files based on topic allocation, which comprise a teaching plan, teaching material, University question papers, a question bank, Multiple Choice Questions (MCQs), and so on.

Curriculum Distribution: Different academic delivery modes are used, such as traditional form (lectures, tutorials, laboratory, etc.), ICT enabled teaching (power point presentations, seminars, webinars, use of software programmes, etc.), blended learning (lecture with online videos), team based learning (PBL, model making, chart preparations, etc.). For curriculum delivery, student-centered approaches such as experiential learning, participatory learning, learning via group projects, discussion during practical hour, problem-based learning, learning through case studies, and so on are used. The academic monitoring committee oversees and coordinates curriculum delivery. The Principal conducts periodic evaluations to determine the efficacy of curriculum delivery and, if necessary, remedial steps.

Evaluation: The academic calendar governs the conduct of in-semester assessments such as assignments, open book tests, seminars, and so on, as well as sessional exams. The subject instructors are in charge of evaluating the same. Individual topic teachers get important input on what, how much, and how well their pupils are learning once all tests are graded. Faculty then utilizes this information to prioritise their teaching in order to assist students learn more efficiently and effectively. Student feedback on teaching staff and curriculum input from many stakeholders, including students, instructors, employers, and alumni, is collected semester by semester. The input is analyzed, and preventative and remedial steps are implemented to improve the situation. As a result, curriculum development and delivery are intended to incorporate the delivery of subject-related value-added courses, industry visits,

and field trips to expand students' understanding.

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: 12

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

1.2.2

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

Response: 35.75

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

2021-22	2020-21	2019-20	2018-19	2017-18
170	162	152	154	181

File Description	Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

The institute has been putting up efforts to foster growth in its student body. The numerous programmes are organised in such a way that they are connected to gender equality, sustainability, human values, and ethical standards. The instructors at the institute get the students involved in a wide variety of activities by way of N.S.S. programmes and expert talks. The topic of environmental problems is covered in great depth in the classroom as part of a standard topic that is referred to as "Environmental Science." The aforementioned topics include chapters like "Scope and Nature of Environmental Science," "Natural Resources," "Eco System," "Bio-Diversity," and "Pollution," as well as "Social Problems and Population." Students in their first year of the Bachelor of Pharmacy programme are required to take a topic called Environmental Awareness. The findings of the students will not be made public until they have demonstrated mastery of this topic at the first-year level.

The institution has given much thought and consideration to the pressing problem of environmental awareness. The students are required to have an understanding of human values as well as the professional ethics that apply to their chosen sector. The students of the institute are given the opportunity to attend a variety of lectures on Human Values, with an emphasis on topics such as Gender Equality, Women Empowerment, and Skill Development. In order for the students of the N.S.S. unit to get more aware with the issues that are prevalent in rural India, the N.S.S. unit hosts an unique residential camp that lasts for seven days.

In addition to this, the students take part in value-added programmes that aim to teach them about their obligations and the ethics of the professional world. Ragging and student complaints about being harassed are important problems that may be avoided with the help of an anti-ragging committee, which works to maintain a harmonious and safe atmosphere among the student body. As a result, the institute possesses the functional committees that are responsible for looking after issues concerning gender equality, the environment, and other social concerns that are linked. Students gain a more well-rounded education by participating in activities such as field trips, study tours, industrial visits, and industrial training. Students get an understanding of the practical components through participating in study tours, visits to factories, factory training, and field trips. As part of their educational experience, the students are required to compile a separate project report on the topic of "Industrial Training."

The Students are educated in this manner about the concerns that are relevant in the modern world. The students at the institute are supposed to develop a greater understanding of the world around them via the activities that the institution does.

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

1.3.2

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

Response: 23.96

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

Response: 121

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: 98.18

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

2021-22	2020-21	2019-20	2018-19	2017-18
156	136	145	145	120

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

2021-22	2020-21	2019-20	2018-19	2017-18
169	136	145	145	120

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: 64.03

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

2021-22	2020-21	2019-20	2018-19	2017-18
56	32	52	52	43

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

2021-22	2020-21	2019-20	2018-19	2017-18
88	70	74	74	61

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: 10.52

2.3 Teaching- Learning Process

2.3.1

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

Response:

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences using ICT tools.

Teaching learning process at the institute is practiced and continually updated with the objective of outcome based learning. Student centric methods for enhancing learning experiences have been well adopted to ensure the holistic development of students and facilitate lifelong learning and knowledge management.

Experiential Learning: Except for a few group experiments, all of our laboratories practise individualized hands-on instruction and experimentation. Faculty guides students through the assignment and problems with testing activities. On a daily basis, the students' learning process in the laboratories is monitored. The students' experimental work is documented in their journals and reviewed on a regular basis by the professors. The professor monitors the students' technical skill learning during laboratory hours. The research project is required for M. Pharm. students to complete the programme. Each student is assigned a project guide by the institute. Students choose the topic of their project, which is primarily laboratory oriented, with the approval of the guide. Students then design, execute, and present their results in the form of a project report within the time frame specified. The M. Pharm. students' research work is examined by a University-appointed examiner. One month of industrial training is included as part of the programme. Additional modalities of implementation include NSS activities, healthcare awareness programmes (Pharmacist day/Aids day/NPW, for example), health check-up camps, and so on.

Participatory Learning: The following are the institution's participatory learning activities: Usage of current instructional resources such as PowerPoint with animations, movies, and so on. To elucidate the fundamentals, atomic models and CADD (Computer Aided Drug Design) tools are used. In the Industrial Pharmacy, videos and hands-on demonstrations are used to illustrate unit procedures, machine operation, and so on. Both graduate and undergraduate students are encouraged to use advanced instruments such as UV, HPLC, and IR. During normal courses, group discussions and quizzes are held. All faculty members participate in interactive sessions by asking questions in class and soliciting comments at the end of lectures and throughout practicals. Students are exposed to seminars, workshops, guest lectures, and conferences on a regular basis. Student presentations on diverse themes. Personality Development workshops are part of the training and placement process. Students' use of ICT and e-learning. Visits to blood banks and pharmaceutical companies. Students are working on molecular models, charts, and displays. Encouraging students to engage in a variety of intercollegiate cultural and educational events.

Problem Solving Methodologies: Students' problem solving abilities are addressed through laboratory experiments and the use of applied level problems. Laboratory investigations such as organic compound identification, organic compound production and characterization, chemical kinetics determination, pharmaceutical dosage form stability testing, and so on. Assignments on numerous subject areas such as patch clamp & ELISA study, stem cell research reaction, mechanism involved in drug production, IR interpretation, and so on. PG students' research projects.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
48	41	41	40	36

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: 9.22

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**

2021-22	2020-21	2019-20	2018-19	2017-18
6	3	3	4	3

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 awareded 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:

Princeton College of Pharmacy institutional assessment:

For good final test scores, Princeton College of a pharmacy assessed students in numerous ways. Institute internal assessment is transparent, adaptable, and robust. The institution follows JNTUH's academic schedule, testing, and assessment processes for all programmes. The institute's examination cell handles all exam-related tasks. The Examination cell manager posts messages on the college notice board to inform staff and students of exam-related concerns.

The Examination cell's rules dictate that theory and practical mid-exam question papers follow COs & Bloom's knowledge levels. Each faculty member prepares JNTUH sem-end examination question sheets, avoiding repetitive questions. B. Pharmacy and M. Pharmacy semesters include two theoretical and two practical sessional exams. The exam cell critically moderates faculty sessional question papers. Before the test, the HOD chooses one of four sets of question papers and sends it to the Examination-in-charge. The examination in charge opens the question paper in front of the Principal on exam day, and the exams are strictly invigilated.

Seating configuration is strong. 24 students per invigilator. Students learn the rules before the exam. The Internal Squad Committee prevents exam fraud during midterms. Daily performance, observation, and weekly record work are used to evaluate B. Pharm and M. Pharm lab exams. Exam section members upload midterm marks to JNTUH online. T assignments early. Faculty must provide graded answer scripts within 7 days of the exam. Answer scripts are saved and documented for reference.

Princeton College of Pharmacy's Examination Unit ensures internal exam quality and candidate grades. The Administration assigns the Examining Committee responsibilities and authority for this.

Constitution—Principal, Exam Incharge, HODs, and Faculty representation

Grievance-resolving Duties:

1. To objectively and expertly assess whether a student satisfies Program and Examination Regulations knowledge, insight, and skill criteria for internal marks. student exam complaints. Pre-final exam response script evaluation and university submission of internal marks.
2. Students receive midterm answer scripts to examine and clarify. The examination section notice board displays the internal assessment components mid exam grades after cross-checking the department faculty member's declaration of marks.
3. The exam supervisor handles internal evaluation complaints. Internal and university examination concerns are resolved as follows:

At the Institution level: Department notice boards reveal internal marks. Students verify corrected response scripts from the teacher. The professors can fix any discrepancies. Students may appeal to the HOD if they are unhappy with their grades following instructor modifications.

All representations are favourable and may be reassessed. The procedure is completed before the university uploads internal marks.

The exam cell will also hear student appeals.

1. File grievances with the exam cell head initially.

2. After checking the facts, the Head will attempt to resolve the grievance within a week after the student's application.

3. A student can appeal to the Principal within a week of receiving the test cell's judgement if they are dissatisfied.

4. The Principal, after checking the facts and discussing with the committee head, should either support the exam cell's decision or pass the relevant order in the best possible manner within a reasonable period, preferably within 10 days of receiving the application.

Internal evaluation and final test performance judge students.

University level: Students can request for theoretical subject recounting/revaluation within 15 days after results declaration by paying the University's fee. The University will review all such applications for revaluation/recounting and announce the result

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:

SUBJECT NAME & CODE	CODE	COURSE OUTCOMES
Human Anatomy and Physiology –I BP101 T	C101.1	Identify gross morphology, structure and functions of the various organs of the human body.
	C101.2	Describe various homeostatic mechanisms and their imbalances in the human body.
	C101.3	Identify the different tissues and different systems of the human body.
	C101.4	Demonstrate the different types of bones in the human body.
	C101.5	Illustrate the coordination of working pattern of different organs of each system.
Pharmaceutical Analysis – I BP102 T	C102.1	Explain the theoretical basis of commonly used statistical methods & correctly analyze & interpret the results of statistical data from surveys, experiments & observational studies.
	C102.2	Illustrate sources of errors in analytical techniques, methods to minimize them and calibration of analytical methods.
	C102.3	Describe the various titrimetric and electrochemical methods of analysis and their application in quality control of pharmaceuticals.
	C102.4	Develop and enhance the analytical skills
Pharmaceutics – I BP103 T	C103.1	Describe the history of pharmacy profession and

		its scope.
	C103.2	Identify the prescription in a professional manner.
	C103.3	Describe the basics of Pharmaceutical calculations& calculate the dose for a drug.
	C103.4	Discuss about various dosage forms.
	C103.5	Identify and suggest the correction methods in pharmaceutical incompatibilities in prescription.
Pharmaceutical Inorganic Chemistry BP104 T	C104.1	Acquire Knowledge of sources of impurities and methods to determine the impurities in inorganic drugs and pharmaceuticals.
	C104.2	Demonstrate the principles of limit tests.
	C104.3	Identification of different anions, cations and different inorganic pharmaceuticals.
	C104.4	Describe the basic concepts of acidity /basicity, buffers and tonicity applicable in pharmaceuticals.
	C104.5	Summarize the medicinal and pharmaceutical importance of inorganic compounds.
	C104.6	Describing concepts, principles and applications of radiopharmaceuticals.
Communication Skills BO105 T	C105.1	Explain the key terminologies of process of communication.
	C105.2	Identify the importance of tone, body language and
		active listening as elements of effective communication.
	C105.3	Interpret the factors influencing communication perspectives.
	C105.4	Explain the nuances of audience – centric

		presentation.
	C105.5	Demonstrate effective interview skills.
	C105.6	Apply appropriate communication style in professional context.
Remedial Biology BP106RBT	C106.1	Identify and understand the components of living world, Both Plants and Animals.
	C106.2	Classify and remember the salient features of five kingdoms of life.
	C106.3	Understand the basic components, both anatomy and physiology of plants.
	C106.4	Discuss and assess anatomy physiology of animals, particularly humans.
	C106.5	Identify and understand the various tissue systems and organ systems in plants and animals.
Remedial Mathematics BP106RMT	C106.1	Know the theory and their application in Pharmacy
	C106.2	Solve the different types of problems by applying theory.
	C106.3	Appreciate the important application of mathematics in Pharmacy.
	C106.4	Apply both conventional and creative techniques to the solutions of mathematical problems.
	C106.5	Solve problems of calculus, matrices.
	C106.6	Apply range of techniques effectively to solve problems including theory deduction, approximation and simulation.

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:

Princeton College of Pharmacy has detailed the learning objectives of each Academic programme, as well as the institution's vision and mission. The significance of Program Outcomes (POs) and Program Specific Outcomes (PSOs) in sustaining the level of the graduating programme cannot be emphasised. When establishing the curriculum for each college department, all of the POs were taken into account. PSOs are designed in conjunction with the curriculum.

Course Outcomes (COs) are concise statements that employ exact, quantitative language to convey the learning that will occur across the programme. Then Pos and PSOs are utilised to map these COs.

The efficiency of the CO-PO/PSO mapping will be reviewed by the course lead at the start of the semester. The course is tested throughout the semester using evaluation methodologies to gauge CO achievement.

Because there are more samples available for this category, direct procedures receive a 75% weighting in the computation of PO achievement, whereas indirect methods receive a 25% weighting.

The following assessment strategies are used to assess programme results and program-specific outcomes:

1. **Direct Evaluation (75%).**

- Assignment
- Examination from within
- Semester-ending test

This method is made up of the three aspects described below:

• Each student is given one assignment (5%) that comprises of a number of questions related to the material being studied. The assessment will be based on their performance.

• Internal Exam (20%): This type of performance evaluation is done during the examination sessions, which are held twice a semester. Each internal test focuses on the course results.

• Semester Final Exam (75%): The end-of-semester test includes the whole course topic and acts as a gauge for judging whether or not all COs have been acquired.

2. Indirect Evaluation (25%)

Student feedback Evaluations of the overall teaching effectiveness of each faculty member assigned to a specific class will be done in the middle of the semester. The Internal Quality Assurance Cell (IQAC)

will examine the input and share its results with the faculty via the HOD.

Faculty members will meet with the HOD and Principal in person to discuss their performance difficulties.

Course Evaluation: At the end of the semester, each subject's learning results will be reviewed. Course Goals that are part of the assessment process will be associated with Values that demonstrate the level of success.

Response to an Event: Various Club Activities The department and institute have created clubs to assist students in developing their whole personality as well as their technical talents.

In the beginning of the semester, these groups plan their activity programme.

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: 68.41

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

2021-22	2020-21	2019-20	2018-19	2017-18
70	90	66	83	96

2.6.3.2 **Number of final year students who appeared for the university examination year-wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
128	129	100	96	139

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: 3.83

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: 14.15

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)**

2021-22	2020-21	2019-20	2018-19	2017-18
3.70	2.45	2.00	3.20	2.80

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:

Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge (patents filed, published, incubation center facilities in the HEI.

In the year 2019, the organisation has established the Institution's Innovation Council (IIC) in order to carry out the directives given by the "MoE's Innovation Cell (MIC)". The improvement of technology students' cognitive abilities was one of the primary objectives of the initiative, along with the establishment of a thriving local innovation ecosystem, a start-up supporting mechanism, an ecosystem function ecosystem for scouting ideas and pre-incubating ideas, as well as an ecosystem function ecosystem for establishing. IIC is actively involved in the organisation and implementation of a range of events for its students and faculty. Some examples of these events include, but are not limited to, idea competitions, concept workshops, field trips, project showcases, and entrepreneurship bootcamps.
The establishment of a thriving regional environment that is conducive to technological innovation is the

primary focus of the IIC. The programme that helps innovative firms get off the ground at educational institutions of higher learning. Prepare the organisation to take part in the Atal Ranking of Institutions on the Innovation Achievements Framework competition by making the necessary preparations. Provide a Functioning Environment for the Purposes of Idea Scouting and Pre-incubation. Enhance the mental capacities of the kids so that they may become more proficient in their study of technology.

IICs' Responsibilities and Duties

To carry out, in a way that is constrained by time, the several acts that are associated to innovation and entrepreneurship that have been prescribed by the Central MIC. Find new ways of thinking, recognise and praise those ideas, and then tell others about your achievements. Students that have innovative ideas should have access to a pool of mentors, and frequent workshops, seminars, and meetings with company owners, investors, and other experts should be organised. Develop links not just with other entrepreneurs operating in your industry but also with national associations whose primary emphasis is on the expansion of businesses. Construct a website and give it the name "The Institution's Innovation" in order to highlight the one-of-a-kind projects that have been carried out by the students and the faculty of the institution. It is recommended that events such as hackathons, concept competitions, mini-challenges, and other events of a similar nature be organised with the participation of multiple industries. IIC also created a committee to put the National Innovation and Startup Policy (NISP) into effect and maintain track of it, and on August 28, 2020, a resolution was voted to do so. Members of the Institution's Innovation Council (IIC) were extended an invitation to take part in a series of training sessions that were specifically led by the Innovation Cell of the Ministry of Human Resource Development (MHRD).

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: 21

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**

2021-22	2020-21	2019-20	2018-19	2017-18
5	4	6	3	3

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: 3.44

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

2021-22	2020-21	2019-20	2018-19	2017-18
76	50	31	32	31

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: 4.64

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

2021-22	2020-21	2019-20	2018-19	2017-18
69	65	59	54	50

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:

The institute has started a National Service Scheme (NSS) unit in College which has the motto of “Not Me But You”.

As part of this programme, students will be forced to make contributions to the general benefit of society, and it is hoped that this would encourage greater selflessness and generosity on their behalf. With the help of the NSS unit, the students have been given the opportunity to develop a sense of social and civic responsibility. Students improve in all facets of their personalities, including their leadership, communication, and management skills, as well as their general interpersonal abilities, as they go through their educational experiences.

The NSS Unit has been active during the course of its history, taking part in a wide range of activities, including the winter special camp. Such examples include organising drives for the collection of waste, as well as campaigns to encourage the planting of trees and the teaching of fundamental concepts to children in schools. With the help of the NSS Unit, the establishment puts on activities like blood donation camps, health check-up camps, and public awareness programmes as part of its commitment to fulfilling its social duty. Students are urged to organise initiatives under the "Swachh Bharat Abhiyan" in order to raise awareness about problems such the cleanliness of highways and garbage cans that are overflowing with waste. Signs and posters are being handed out as part of these initiatives. Students and

people of local communities are educated about the significance of maintaining a clean environment via participation in Swachh Bharat programmes that are organised on college campuses and in local communities.

The institution, in partnership with the Indian Pharmaceutical Society, recognises and honours both National Pharmacy Week and World Pharmacist Day on a yearly basis. Both of these events take place in the month of October. As a direct consequence of this, the students will develop into more mature and responsible workers. During National Pharmacy Week, they also participate in a variety of activities and competitions, such as patient counselling, drawing, interviewing, determining the best quote for Whatsapp, writing an essay, taking an aptitude test, delivering an elocution, leading a group discussion, and pharma detailing.

These activities and competitions are held throughout the week. An annual community awareness rally is put on by the organisation, and it takes place on the 25th of September, which is known as World Pharmacist Day. Students in their last year of pharmacy school take an oath to vow that they will fulfil the professional duties, responsibilities, and ethical standards of a pharmacist on the occasion of World Pharmacist Day. A counselling centre known as "Hello Pharmacist" was established by the organisation in order to give individuals the opportunity to receive online counselling for conditions such as COVID-19, dengue, and chikungunya. The name of the centre comes from the combination of the words "hello" and "pharmacist." The organisation recently held a Workshop for Registered Pharmacists in order to bring those professionals up to speed on the most current knowledge and developments in the pharmaceutical sector. This was done in order to better serve the patients who rely on them.

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:

Awards and recognitions earned for extension activities from government/government-recognized agencies to the Institution for Judge for the University NSS Youth Festival, Lake Cleanup for the University NSS Youth Festival, Blood Donation Youth Activities, and Cancer Awareness Program NGC ECO Club World Cancer Day, -23 Huge Green Commitment Asian Record Book Volunteer Blood Centre Jeevan Jyothi NASA Space Apps Competition India Hindustan Scouts and Guides Launch Hindustan Scouts and Guides Membership Blood Donation Camp with Thalassemia & Sickle Cell Society as part of the Indo Asian Education Excellence Award Veda Bharath National Best Service Award - 5k Run Grand Finale Event - ATA Youth for Seva 2.

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: 28

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**

2021-22	2020-21	2019-20	2018-19	2017-18
8	5	5	5	5

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: 20

File Description	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 Princeton College of Pharmacy is equipped with teaching and learning facilities that are acceptable. classrooms, laboratories, etc.

Each division has excellent physical facilities. Books, instructional aids, equipment, furniture, information and communication technology, and other consumables are among the resources available at the school. Infrastructure resources include:

1. The institution features well-ventilated classrooms with a suitable quantity of seats. A chalkboard is available in every classroom. LCDs and WiFi or LAN are accessible in all classrooms.
2. Laboratories: The university's undergraduate and graduate labs are both large and well-equipped. Pharmacology, pharmaceutics, and pharmaceutical chemistry research facilities are found across the world. HPLC, UV, and other instruments are found in central instrumentation. Industrial pharmaceutical laboratory (pilot plant) includes a stability chamber, tablet compression machine, semisolid and liquid sections, and other features.
3. A CPCSEA-approved animal habitat for use in pharmacological and interdisciplinary research. There are rats, mice, rabbits, and other experimental animals kept there.
4. A Computer Laboratory The school has 50 computers in total, 20 of which are situated in the computer lab. The computer lab's Internet connection is 50 megabits per second.
5. Language lab: The university features an audio/video equipped and microphone-equipped language lab with eight PCs. Language learning technology includes language lab software.

6. Library - The institution features a large library with a reading area that can seat 100 students. The library has a large number of books, journals, thesis papers, bulletins, periodicals, and other sorts of publications. DELNET subscribers get both physical CDs and electronic copies of publications. Students are permitted to copy.
Participation in arts and sports activities helps students flourish. Students are encouraged to engage in sports and compete with one another. Academic schedules are not strictly followed by students who represent the college in intercollegiate tournaments.

When it comes to cultural activities, students may take use of a Seminar Hall and an open-air Auditorium. Students are actively encouraged to attend cultural events such as the Fresher's Welcome, the Annual Social Gathering, and the Goodbye. There are 150 chairs in the seminar hall. At an

institution's yearly social gatherings, there are competitions for singing (solo and in groups), fashion displays, plays, drinks, and other activities. There will be mehndi, rangoli, drawing, nail art, photography, essay writing, and elocution competitions, among other things. Students have access to a number of indoor and outdoor sporting facilities. Students compete against one another both inside and across colleges. The Institute has an annual athletic competition. The Institute features a well-kept playground that may be utilised for a variety of outdoor activities such as athletics, volleyball, badminton, throw ball, football, kho-kho, kabaddi, cricket, and tug of war. Table tennis, chess, carom, and other indoor games are available at the university. Gymnasium Facility: The institution built a gymnasium to promote improved health among both instructors and students. A treadmill, exercise cycles, a bench press with weights, and other training equipment are available in the well-lit and air-conditioned fitness centre. The gymnasium is open to both students and instructors before and after College.

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: 25.83

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

2021-22	2020-21	2019-20	2018-19	2017-18
40.86	27.96	26.53	24.14	21.89

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The learning process is supported by a rich and voluminous library with an all-time internet facility for students and staff.

A rich and extensive library with 24/7 internet access for students and faculty supports the learning process. More than 13903 textbooks, reference books, national/international magazines, periodicals, and other reading pieces are available online via the library. The library also has library software to help students with simple book problems and returns. It is built with the assistance of experience and enormous hard effort just for the purpose of providing pupils with current information.
The library can accommodate more than 116 students at one time. For student/faculty usage, there are 20 computer terminals with the most recent software and free internet access. It also has Wi-Fi for personal notebooks/laptops to connect to the internet. The library has printing and photocopying facilities for the students' convenience, and it is well-furnished to increase comfort. Students have access to the internet and may download files for free. Using a library membership, students may access over 3265 online journals, E-books, and other E-resources from the Digital library.
National and international printed periodicals are made accessible for free to students doing literature reviews.
The reference facility benefits from chemical abstract.
In addition, for the seamless operation of the Institute's PG departments, we have supplied a departmental library. The library has a separate issue return section, reading section, reference section, computer online section, and OPAC (Online Public Access Catalogue) system divided across 290 square feet. The library provides a free access system where students may pick the book that they need for the problem. Every student receives a maximum of four books, with a final-year student receiving six books to aid with GPAT preparation.
Students have access to an OPAC computerised system, which allows them to see the number of books available, the number of issued books, and new books added to the list, allowing them to issue the proper book when needed. The pupils are given EZ legal software, which allows them to do their job accurately and quickly.
The library also takes donations of old used books from teachers, students, and alumni for further development of the library, as well as developing a giving mentality among the staff and students. Students accepted to the B.Pharm. / M.Pharm. programmes are given orientation by a faculty member (library in-charge) and library personnel. The orientation covers the library's rules and regulations, the method for issuing and returning books, the various e-resources in the library, and how to access them. For the seamless operation of the library, an Integrated Library Management System is deployed, which covers accessioning, issue return, OPAC, data production, and stock verification.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

The institution's information technology infrastructure undergoes regular improvements, and appropriate bandwidth is made available for internet connections at all times.

In accordance with the AICTE-mandated ratio, which states that there must be one computer for every eight undergraduate students and one computer for every six graduate students, all of the computers must have access to both the LAN and the internet. A language laboratory is available here at the institution, in addition to computer laboratories. Both the usage of a firewall and a subscription to Quick Heal Full Security Pro add to the total degree of network security that is afforded by the combination of the two. Students, non-teaching staff, and faculty members are each given a login id and password for the purpose of ensuring that only appropriate information is browsed on the various software applications that make use of internet facilities.

These applications include ERP, DELNET, and others. This is done to ensure that only appropriate information is browsed. Antivirus software protects, identifies, and removes malicious software from every computer. This programme is installed on every computer. Users are able to gain access to e-journals that have been purchased by the institute, access to e-library subscriptions such as the National Digital Library, and other e-content resources such as SWAYAM, NPTEL, and others by using computers that are connected to the internet and the digital library. Because of the presence of LAN and Wi-Fi connection in lecture halls and seminar rooms, it is now feasible to conduct education that makes use of information and communication technology (ICT).

The institute has classrooms that are adequately prepared for the use of subscribed online platforms such as zoom app and google meet for the purpose of conducting video conferences and hosting guest lecturers for its students and staff. These video conferences and guest lecturers can be accessed by the students and staff of the institute. Since every member of the faculty has access to a computer that is linked to the internet, they are able to keep their skills and knowledge up to date.

The central instrumentation laboratory is equipped with a wide range of cutting-edge instruments, such as high-performance liquid chromatography (HPLC), ultraviolet (UV), and others, in addition to computers that are connected to those instruments via the internet in order to facilitate regular software

upgrades.

The Information Technology department is responsible for the management and maintenance of the network that links all of the computers in the organisation. The institution is continually attempting to expand its information technology infrastructure as well as the facilities that accompany it.

These facilities include internet connection, printers, scanners, and reprographic machines in addition to the essential software. Regular updates are performed on the information technology infrastructure.

The lease line plan for internet access at the academic institution has a speed of 150 megabits per second (mbps), and it is backed up by another network connection with a speed of 30 megabits per second, which is offered as well as through modem (JIO).

The maintenance of the information technology (IT) infrastructure at the institution is delegated to a single full-time technician who has been given this responsibility by the institute.

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: 10.1

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

Response: 50

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: 74.18

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)**

2021-22	2020-21	2019-20	2018-19	2017-18
119.523	102.71	64.73	58.14	60.898

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: 31.69

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**

2021-22	2020-21	2019-20	2018-19	2017-18
166	157	147	138	118

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: 13.62

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**

2021-22	2020-21	2019-20	2018-19	2017-18
72	67	61	58	54

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: 80.99

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

2021-22	2020-21	2019-20	2018-19	2017-18
49	71	57	63	88

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

2021-22	2020-21	2019-20	2018-19	2017-18
70	90	66	83	96

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: 24.68

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.)**

2021-22	2020-21	2019-20	2018-19	2017-18
2	4	5	1	7

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: 12

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***

2021-22	2020-21	2019-20	2018-19	2017-18
3	2	2	3	2

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: 14.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
15	13	15	16	13

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 institution has registered Alumni Association which facilitates close interaction between the institution and alumni. Alumni are special stake holders for an institute as their prime interest would be to see the institute flourish and grow in stature. The Alumni Association is formed with the objective of sharing knowledge, experience, and opportunities among the alumni, faculty and students with the following objectives:

OBJECTIVES:

1. To encourage the alumni to advise the current students on the enhancement of professional skills.
2. Alumni contributes for the development of the students and the Institute by organizing training programs like skill development, entrepreneurship development, expert lectures, workshops,research, placements etc.
3. To provide a platform for them to exchange their ideas on academic, cultural and social activities.
4. To act as bridge between institute and industries for interaction on new developments in different disciplines of pharmacy profession.
5. To enrich the college library by donating books on different subjects.
6. Alumni guide the final year students in their projects as per current technology and industrial scenario.
7. Alumni visits the college and interacts with the students through guest lectures, To provide guidelines to the students for better career and gives the information about the latest industry requirements.
8. To arrange and support in placement activities for the students of Institute.
9. To encourage the students of the Institute and members of the Association for research and development work in various fields like engineering, computer Industrialization etc.
10. To mentor the students of the Institute for higher education, development of character and making good citizens.
11. To encourage and support students of the Institute in sports, cultural and extra-curricular activities. These events are promoted by Alumni students.
12. To conduct blood donation, eye donation and health awareness Camps.
13. To conduct group discussions on various social issues.
14. To help and guide students of the Institute for anti-drug, anti-ragging, and any other anti-social activities. Thus, the alumni connectivity contributes significantly to the development of the institution through their involvement with financial and non-financial means.

The Annual Alumni Association meeting functions as a confluence to meet their friends, peers and teachers and to share their memorable experiences. The recollection of their rejoicing moments spent in the get together will keep them energized till the next meet.

CONTRIBUTION:

1. Prizes to the winners of various competitions conducted annually on the occasions of World Pharmacist's Day & National Pharmacy Week
2. Herbal Garden Plantation
3. Free distribution of medicines to the needy at the institution during Health Camps.
4. Headphones to Computers cum Language Laboratory.
5. Electronic Calling Bell.
6. E-waste and plastic waste bins.
7. Plastic Chairs to laboratories.
8. Digital Wall Clock.

Students of initial batches placed in reputed organizations have been the source of referrals to the next batch students.

Thus, the alumni connectivity contributes significantly to the development of the institution through their involvement with financial and non-financial means.

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:

The Institution is dedicated to providing for the educational requirements of students from rural areas. The parent society's goal is to improve the lives of the poor and downtrodden through education.

- By offering cutting-edge infrastructure and facilities, we will significantly advance academics and research in the field of pharmaceutical sciences.
- is to empower students to become responsible pharmacists and admirable people by providing them with high-quality education and instilling moral principles in them.

The governance of the institute is entirely decentralized, efficient, well-organized, and coordinated in relation to administration and academics. The management's leadership, commitment, and involvement in achieving the institute's project goals and vision have been the cornerstones of the organization's progress towards striking a balance between its mission and vision. The institute creates a five-year perspective development plan in accordance with its vision, mission, and quality policy. In meetings of the Governing Body and College Advisory Committee (CAC), these plans are discussed, reviewed with faculty, and approved. To ensure that this plan is carried out effectively, the institute has established a number of committees. The committee includes the head of the institute, the appropriate coordinators, department heads, and all stakeholders, and their contributions are positively taken into account for the development of the institute. At the conclusion of the academic year, the relevant committees discuss and evaluate the results of all activities. The review process helps to upgrade quality standards, modify objectives, and renew strategies on a regular basis. The provision of excellent infrastructure that is regularly updated fosters the environment for high-caliber teaching, learning, and research. Students and faculty are given the proper resources to enable them to produce their best academic results. By regularly conducting professional activities for the students, educators are preparing the next generation of skilled workers. In addition to this, the students are taught human and ethical values by scheduling guest lecturers and adhering to ethical standards in academics, assessment, and administration.

The institute uses a transparent system to carry out various activities and involves the faculty in planning and decision-making by assigning duties in order to inspire them. The institute employs participative management by actively involving stakeholders at the level of strategic planning and operational execution, including teaching and non-teaching staff, students, parents, business, alumni, and employers. In order to create a productive workplace culture and perform operational tasks, the institute assigns duties to specific teaching and nonteaching staff members under various portfolios based on their participation in extracurricular, curricular, and curricular activities. By encouraging faculty engagement with the outside world and assuming various responsibilities at governing bodies, administrative and editorial boards, among other places, the Institute fosters a culture of participative management at various

levels. Additionally, faculties are given the duties of various administrative, academic, extracurricular, and co-curricular activities committees, such as CDC and the Governing Body, to encourage participation in the administration of institutional activities. Activities like social gatherings, magazines, NSS, alumni gatherings, exam departments, etc. include all faculties as needed. The institute organises a variety of seminars and conferences, and delegation ensures decision-making, planning, and activity execution. Faculty members are encouraged to update their academic knowledge, in part by giving them participation opportunities in academic programmes. The department heads and senior faculty members are given complete freedom to create and use their own teaching, learning, and evaluation methodologies.

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:

Princeton College of Pharmacy Policies, administrative setup, appointment and service norms, processes, institutional strategic/perspective/development plan, etc. show that institutional entities operate efficiently.

Organograms depict the institute's structure.

The institute follows the organogram's organisational hierarchy for effective administration and academics. Policy: Decision-making is delegated to department heads, staff, the vice principal, and the principle. The institute's smooth administrative and academic operations illustrate this decision-making process's efficiency. The institute's principal authorises department heads to handle all academic tasks. Together their departmental colleagues, HODs develop the departmental budget, academic calendar, timetable, exam schedule, seminars, projects, and equipment maintenance schedules. These responsibilities are functionally autonomous for academic departments. The Institute's Principal and Vice Principal oversee department performance according to the HODs' plans to hold them accountable. The institute's IQAC ensures quality. The Principal chairs the Quality Policy-creating IQAC. It considers the institute's mission, vision, and quality initiative, sustainability, and enhancement. company structure: NSS, examinations, cultural, seminar/workshop, and other committees include administrative personnel. They get relevant duties and are invited to suitable meetings. Administrative employees meet regularly to discuss administrative and financial issues. All institute statutory bodies and authorities meet regularly. The College Development Committee and Governing Board meet at least twice a year. The meeting

covers accounts, admittance, scholarships, teachers, purchases, websites, student results, libraries, etc. The institution hires and retains faculty and staff who fulfil education, training, competence, and skill criteria using the following procedure. Service guidelines: The State Government regulates compensation scales, increases, promotions, reservations, and professional progression.
The institute contains perspective/strategic plan and deployment documents. The development strategy follows the institute's goal and vision. The institution develops a five-year plan. Recent perspective plans spanned 2018–23. The institute's 2020–21 prospective development plan is in its second cycle. 1. 2018–2023 Perspective Plan Teaching and learning are about quality education and lifelong learning.

1. Develop new teaching and learning methodologies.
2. Enhance learning and library resources
Research and development Goal: Improve R&D consulting and facilities.

Action Strategy:

1. Encourage academics to research their fields to keep current and share the latest information with students.
2. Request funding from organisations.
3. Improve infrastructure for research.
4. Update computer and internet infrastructure regularly.
5. Employ researchers.
6. Encourage instructors and graduate students to attend professional development seminars, workshops, refresher courses, and orientation programmes.

Community outreach:
1.The NSS unit should improve public health. Your action strategy should promote medication judiciousness.
2. Promote health annually.
3. Employ street dramas, leaflet distribution during rallies, and other means to teach mostly illiterate people about cleanliness and health to prevent disease.
4. Help doctors utilise drugs properly.

HR planning:

Goal: Hire professors according to connected university, AICTE, and PCI norms.

Action Plan:

1. Motivate professors to investigate and update their qualifications for higher jobs.
2. Hire faculty annually.

Improve industry-academic cooperation.

Objectives:

1. Invite industry professionals to talk on current topics to keep instructors and students informed.
2. Annual industrial tours provide students a real-world perspective. 3. Provide graduate students project

and undergrads industry training.

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:

The institution provides effective welfare measures as well as a performance evaluation system for all staff members, including teaching and non-teaching professionals.

When it first opened its doors, the institute has always prioritised the health and safety of its entire workforce, including those in teaching and administrative roles. The following is a list of all of them.

1. As stipulated by the guidelines provided by the AICTE, the recommendations provided by the 6th Pay Commission have been implemented.
2. Members of the staff are entitled to receive benefits from both the EPF and the Gratuity Fund.
3. Authorization has been given for essential personnel to take time off for educational purposes, maternity leave, and medical leave.
4. The payment of registration fees, the provision of a daily sustenance allowance, money for the travel of academic members who attend conferences, and the
5. There are workshops that may be attended.
6. Rewarding the most fruitful contributions to the research effort.
7. If the children of employees achieve the best academic accomplishment, their children are eligible for rewards.
8. The facilities for ESI are made available to staff members who are not involved in teaching.
9. Ensuring that every member of the workforce has access to various modes of transportation and medical facilities.
10. A location that offers complimentary transportation to all of its employees, including those who do not work in the classroom.
11. The institution provides access to a medical facility that is open around the clock and is manned by licenced medical professionals as well as registered nurses.
12. As a method of encouraging the non-teaching staff to participate in their own personal growth, providing them with training in the use of computers as a learning tool.
13. The provision of leaves of absence and the provision of financial incentives to faculty members in order to encourage their participation in programmes for professional development that are conducted by both the institute and by external bodies. This is done in order to encourage the participation of faculty members in programmes for professional development.
14. Faculty members who are actively involved in research-related tasks are entitled for cash incentives as well as time off from their usual responsibilities.
15. Putting together programmes to educate people on different aspects of health and wellness.
16. The planning of recreational and cultural activities for the personnel, in which each individual is encouraged to take part.
17. A programme that provides help with transportation for both teaching and non-teaching staff employees and faculty members.
18. A health care programme that is available to all of the staff members of the organisation.
19. Gifts for the staff members of the organisation to be given on important events such as marriages, housewarmings, and children's weddings.
20. Provide free vacations to the children and grandchildren of the crew members.
21. Provide maternity leave benefits to the female employees who work for you.
22. Providing a variety of options at the company cafeteria for the staff
23. Having Access to a Day Care Center When Necessary
24. Building Access Lift Facility for Building Staff

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: 40.29

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**

2021-22	2020-21	2019-20	2018-19	2017-18
17	14	16	18	18

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

6.3.3

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

Response: 24.51

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**

2021-22	2020-21	2019-20	2018-19	2017-18
14	13	12	12	11

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

2021-22	2020-21	2019-20	2018-19	2017-18
13	9	9	8	8

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The organization's financial records are subjected to regular audits, and the organisation has devised methods for maximising the organization's use of both the resources it has access to and the financing it gets, which comes from a diverse range of sources (including government and nongovernment organisations, for example) (on both the inside and the outside).

For the purpose of ensuring that the Institute's accounting procedures are accurate, the finances of the organisation are subjected to consistent internal and external audits. Both internal auditors and statutory auditors, who are both appointed by the association, are members of the association's employees. This allows the association to carry out regular internal and external audits of the accounts, which are both required by law.

Regular inspections of the interior are performed at intervals of three months each, and these examinations are carried out in a systematic manner. Over the course of the audit, the accounts that correspond to income and expenditure will be examined closely for any discrepancies or errors. This will continue to happen all the way through the procedure. When the review has been completed, the drafted audit report that was created by the internal auditor is then reviewed with the Principal, and any revisions that are judged suitable based on the Principal's viewpoints are made.

Over the course of the audit, the documenting of corrective actions and the preparation of compliance reports will be used to address and resolve any issues or objections that have been raised. After that, the reports are sent to the College Development Committee for their consideration at the succeeding meetings of the committee. External Audit Annually, the statutory auditors are the ones who are assigned with the job of carrying out the tasks that are required to be completed for the external audits. Not only is the balance sheet finished in the month of May, but also the statements of accounts, which contain statements of revenues and expenditures.

In other words, the month of May is when everything is wrapped up. All of the necessary legislative audits, both internal and external, have been completed on time and to the institution's satisfaction from the beginning of the organization's operations. At this point in time, the organisation has both audited statements of accounts as well as balance sheets in its possession. The most current and final audit, which was carried out by an impartial authority, was performed for the financial year 2020-21.

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:

PCOP has evolved and tested and efficient system of maintaining internal quality assurance from within te existing academic and admintrative system. the academic quality of the institution can only be ensured

when policies, procedures, aims, objectives being clearly spelt out, understood by all and implemented, monitoried with appropriate feedback and corrective mechanisms in place. This demands good adminstrative quality. The academic quality of the institution is evaluated on the basis of the performance of the students in their examinations covering both the internal and external exams, and also by placement and performance in co-cirrcular cativities within and oustside the college. the faculty evaluates the studets academic abilities by way of class quizz, assignments, projects and written test.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Institution demonstrates gender sensitivity through the provision of amenities such as:

1.Safety and Security

2.Counselling

3.Common Space

1.Safety and Security: The institute firmly promotes gender equality and is continually trying to provide a suitable atmosphere for students to communicate efficiently and effectively. Men and women must be educated about gender problems. The students and faculty of the institute are continuously updated about the Sexual Harassment of Women at Workplace Act, 2013 and the formation of an Internal Complaints Committee that strives to safeguard women from sexual harassment at the institute.

In the meeting, the Rules Against Sexual Harassment in the Workplace are addressed, and sexual harassment complaints are resolved by the Internal Complaints Committee. To address such concerns, the institute arranges a variety of programmes, including Karate instruction for self-defence and personality development programmes for pupils.

International women's day programme and celebration of gender awareness. The institution places a premium on the security of its students and employees. While a safe campus is a necessary condition for good education, campus security measures guarantee that all the necessary safeguards are taken: In strategic places, well-trained security personnel are stationed around the clock.

2.Counseling: Counselling for students is a specialised counselling service offered by a mentor-mentee association and a professional counsellor who is always present on campus. The counsellor often conducts awareness seminars on a variety of issues, including gender sensitivity, coping with result pressure, positive living, and overcoming various obstacles, among others.

3.Common Space: When students have a break between classes, they go to the Common Room to relax and have fun. Separate Common Rooms are available for female and male students at the institute. In the event of a medical emergency, there is also a sick room available for resting at the institute. Women's and men's restrooms are separate. All students have equal opportunity to participate in extracurricular, co-curricular, and curricular activities.

As students are a part of society and the nation-builders of future, it is important to instil ethics in them through the educational system. It is essential to a student's education and development of a solid cultural identity. The institute's mission is to foster ethics and values among its students and teachers. By honouring national and international commemoration days, events, and festivals on campus, the institute demonstrates its commitment to fundamental components of ethics and values. During the year, the institute takes great efforts to commemorate national and international holidays, events, and festivals. Enthusiastically, the institute celebrates National Holidays and the Birth and Death Anniversaries of renowned Indian Personalities. During the events held on these days, the ideals and contributions of great Indians are imprinted in the minds of the pupils. Employees and students are made aware of the significance of national integrity and their role in preserving it.

The following days are observed by the institute:

1.International Yoga day (21stJune)

2.Independence day (15thAugust)

3.Teacher’s Day (Dr.Sarvpalli RadhaKrishnan Birth Anniversary-5thSeptember)

4.NSS Day (24th September)

5.Mahatma Gandhi Birth Anniversary (2ndOctober)

6.Constitution Day (26thNovember)

7.Death Anniversary of Mahatma Jyotirao Phule (28th November)

8.Death Anniversary of Dr.B.R. Ambedkar (6th December)

9.Birth Anniversary of Savitribai Phule (3rdJanuary)

10.Birth Anniversary of Rajmata Jijabai Bhosale (12th January)

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

7.1.2

The Institution has facilities and initiatives for

1. **Alternate sources of energy and energy conservation measures**

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

Response: B. 3 of the above

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

7.1.3

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

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

Response: C. Any 2 of the above

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

7.1.4

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

Response:

Since the educational institution believes that all cultures and practices should be treated equally, it does not discriminate against pupils from various places, castes, or beliefs. Notwithstanding the institution's rich socio-cultural history and the diverse variety of languages spoken within it, we do not tolerate any sort of disparity, whether cultural, regional, or linguistic.

Differences in community, socioeconomic status, or other features, as well as other factors. During the year, India celebrates national festivals, birth anniversaries, and monuments to important Indian persons such as Mahatma Gandhi, Sardar Vallabhbhai Patel, Pandit Jawaharlal Nehru, Dr. B.R. Ambedkar, Sarvepalli Radhakrishnan, and Lal Bahadur Shastri. Every year on the final day of October, the organization observes Rashtriya Ekta Diwas (a pledge made by staff and students on National Integration Day). As a consequence, people of various ethnic and cultural backgrounds are more likely to engage constructively. There are many grievance redressal cells within the university, including the Student Grievance Redressal Cell and the Women Grievance Redressal Cell. These cells handle complaints without taking the complainant's racial or cultural background into consideration.

Many departments in India are in charge of planning field research and trip plans to various Indian firms. Both students and faculty are exposed to influences from several civilizations. Our institution offers programmes for the National Sociocultural Exchange.

It is advantageous to the Institute that, in addition to creating a solid academic foundation for the student body as a whole, the institution strives relentlessly to instill in them the traits required to become better citizens of the country. In this regard, the school fosters a sense of community among its student

population via a range of practices and programmes, in addition to providing a professional legal education. There have always been events organized by various faculties with the twin goal of introducing and pushing students to engage in a range of activities that promote our country's "Unity in Diversity" slogan. The College expects its students to participate in all of these activities with a good attitude. Throughout the previous five years, the college has made substantial efforts to improve student knowledge and behaviour in the following areas:

National Identity Components: The College has long strived to increase students' awareness of many facets of national identity via a range of activities. The College has selected the transmission of the national message as its primary objective. The Institute celebrates both Independence Day and Republic Day with pomp and grandeur.

The NSS Committee is in charge of organizing and celebrating Constitution Day each year, which is one of the ways it contributes to the spread of constitutional values and ideals.

Fundamental Duties, Directive Principles, and Rights of Indian Citizens: To raise awareness about Indian citizens' Fundamental Duties, Directive Principles, and Rights, faculty members from a variety of departments have collaborated to organize a wide range of academic and extracurricular activities.

Constitutional Obligations: The College has organized student-centered events such as paper, poster, and essay competitions, which have consistently generated significant participation from students and improved students' awareness of a range of constitutional requirements.

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-I

Title of the Practice: Center for Pharmaceutical Professional Advancement (CPPA) Objectives of the Practice

- Sharpen students Employability potential
- To motivate students for leadership qualities and aptitude needed by the profession.
- To shape the personality and attitude of students for better future.

- To augment and sharpen the analytical and comprehension skills of the students.
- Orientation towards the Placement and HR policies of companies

The Context

The Indian Pharmaceutical Industry has become global with operations in India and almostall the Regions of the world, and is growing exponentially. Companies are looking for candidates who are smart and can present themselves well. Students are not able to catch up with the pace of growth opportunity as they lack employability skills or soft skills. Soft Skillstraining has become a must for the students who want to go for job or higher studies. Most employers these days want to hire, retain and promote persons who are dependable, resourceful, ethical, self- directed having effective communication, willing to work and learn and having positive attitude.

With this in mind the PRINCETON College of Pharmacy has commenced a new and a positive initiative based on finishing and polishing concepts for Student centric, Student focused and Student development activities called CPPA- Center for Pharmaceutical Professional Advancement. CPPA lays emphasis on Hard Skills as well as soft skills.

Soft skills or Emotional Intelligence Skills strengthen the students from within. Soft skills are about enabling and empowering. These skills empower them to understand their own SWOT

- Strengths, Weakness, Opportunities, Threats- and how best they can come across as competent individuals in any given situation. At CPPA, coaching is imparted to fine-tune the students' attitudes, values, beliefs, motivation, desires, feelings, eagerness to learn,willingness to share and embrace new ideas, goal orientation, flexibility, persuasion, futuristic thinking, compassion, diplomacy, and various skill sets of communication, manners, and etiquette so that they will be able to deal with different situations diligently and responsibly.

Soft skill is not a visible skill like the domain subject content the student learns in his Academic career, but it helps in improving the personality of the person. It gives finishing touch to the personality. Soft skills will help the students increase their employability potential and face the challenges of the present time

Hard skills are technical skills whereas soft skills are at the surface providing finishing touches for success. The blend of both skills is essential for personal, professional and social

success. The significance and relevance of soft skills equip the students with adequate

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

The concept of "Education Process Reengineering (EPR)" is what distinguishes the PEC institution.

Educational Reengineering The EPR Model is broadly distributed by four critical faces within the organisation in order to create the organisational structure under key success factors and subfunctions.

There are four of them:

1. Academic achievement

2. Seeking Knowledge Through Research

3. Excitement in Innovation and Entrepreneurship

4. Promote the Development of a Well-Rounded Personality with a Global Perspective and a Sense of Social Responsibility academic excellence

Academic Excellence:

• The administration, management, and faculty members strive for and go above and beyond education to redefine academic achievement.

• Cutting-edge classrooms that teach students how to install and maintain emerging technologies.

• Learn how to manage the various operations of professional organisations such as CSI, IETE, ISTE, and others.

Knowledge Exploration via Research:

• The R&D and INCUBATION Centre at the institute is outfitted with cutting-edge research laboratories to support academic and sponsored initiatives.

• The institute's course-based projects, social impact projects, and certificate courses expose students to cutting-edge techniques and prepare them to conduct interdisciplinary research.

Multidisciplinary research: The college introduces and instructs students using an interdisciplinary approach to curriculum development.

Using this type of enquiry, students can learn by connecting ideas and concepts from various fields.

It strives for true interdisciplinary development through educator collaboration.

In accordance with a properly guided introductory curriculum, students are taught about the benefits of interdisciplinary study during their first year.

Innovative Pedagogy in the Classroom: • The Institution has implemented a cutting-edge instructional pedagogy that makes use of smart classrooms.

• To assist instructors in more effectively communicating ideas and creating deeper learning experiences by utilising audio/visual resources from a variety of sources.

• Ongoing and comprehensive evaluation improves teachers' understanding of what students are learning.

• Encourages students to become more involved in their education.

Proponent of the Growth of a Well-rounded Personality with Global Vision and Social Responsibility Academic Excellence:

• Participation in social activities necessitates the development of social awareness and consciousness; and • Educational institutions instill moral values and ethical standards.

• To develop socially desirable behaviours, personalities, and characters that promote equality, creativity, peace, and justification among individuals, in society, and for the country. • The curriculum strives to focus on the changing demands of society through a variety of means.

The Exciting World of Innovation Entrepreneurship: The Institution has a plan in place to assist startups in its academic setting.

It believes that technical education institutions are critical to the establishment of start-up activity in a country.

College students have also advanced their business concepts and launched their own businesses.

We've been completely behind them the entire time, and we've both benefited.

These companies have aided the Institution Start-Up community by acting as mentors, sponsors, and ambassadors for campus startups.

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

5. CONCLUSION

Additional Information :

Student Assistance Programmes: Academic Achievement Grants and Honour Roll Recognition The college has a history of awarding excellent scholarships in the sum of Rs 5000/- to students who have excelled academically. Furthermore, the organisation awards memorial prizes for scientific success that are donated by prominent members of the community. Projects of Minor Importance in Research Students were heavily encouraged to engage in a range of hands-on, problem-solving activities, including small research projects, throughout their schooling. Self-Learning When students participate in self-directed learning, they solve problems based on their own abilities. In this context, the educational institution takes a range of initiatives to develop in its student body a sense of responsibility, self-confidence, and self-discipline. PowerPoint presentations, a question bank, and videos were all released on the institute website, which benefits students by enabling them to comprehend the content ahead of time and return to it as needed. The educational institution often takes students from all of its courses on field excursions to area firms in order to strengthen the students' general industrial orientation. In addition, the students attended career advice sessions and campus recruitment training. The institution features a competitive exam coaching cell that provides information and counselling on selection criteria, methodologies, and details concerning examinations such as GPAT, GRE, and others that are necessary for admission into postgraduate degrees in India and throughout the world. Students have access to information compiled from authoritative sources as well as preparatory material in the form of booklets for the prerequisites in the college library, and departmental noticeboards include periodic postings of opportunities in both academic and professional fields that have recently become available. The college also encourages students to develop their creative ability in areas such as art, entertainment, and other disciplines.

Concluding Remarks :

The campus's provision of cutting-edge facilities, amenities, and several other support services has aided both the growth of its student population and the academic pursuits of its teachers and staff. The institution has been a vital contribution to the students' general growth and development since it has a clearly defined vision that leads to the objectives. The institution's research activities, industry-academia interaction, extension, and outreach initiatives have established a research culture and helped to the creation of strong partnerships with both the community and diverse enterprises. As part of its dedication to excellent performance, the Institute has set its eyes on even higher heights in the coming years.

6.ANNEXURE

1.Metrics Level Deviations

<table>
<tr><td>Metric ID</td><td>Sub Questions and Answers before and after DVV Verification</td></tr>
<tr><td>1.2.1</td><td>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Answer before DVV Verification :
Answer After DVV Verification :12
Remark : as per the documents</td></tr>
<tr><td>1.2.2</td><td>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years
Answer before DVV Verification:
<table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>378</td><td>361</td><td>338</td><td>342</td><td>402</td></tr></table>
Answer After DVV Verification :
<table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>170</td><td>162</td><td>152</td><td>154</td><td>181</td></tr></table>
Remark : as per the documents</td></tr>
<tr><td>1.3.2</td><td>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)

1.3.2.1. Number of students undertaking project work/field work / internships
Answer before DVV Verification : 232
Answer after DVV Verification: 121</td></tr>
<tr><td>2.1.2</td><td>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)
Answer before DVV Verification:
<table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>80</td><td>70</td><td>74</td><td>74</td><td>61</td></tr></table></td></tr>
</table>

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
56	32	52	52	43

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:

2021-22	2020-21	2019-20	2018-19	2017-18
88	70	74	74	61

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
88	70	74	74	61

Remark : as per the documents

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)***

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**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
7	4	4	5	4

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
6	3	3	4	3

Remark : As per document attached

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
8	9	8	8	7

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
5	4	6	3	3

Remark : as per the documents

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
9	8	6	8	9

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
8	5	5	5	5

Remark : as per the documents

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 :20
Remark : Four (4) MoUs are not active

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***

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**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
368	348	326	306	263

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
166	157	147	138	118

Remark : as per the documents

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

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**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
226	210	192	180	170

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
72	67	61	58	54

Remark : as per the documents

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:

2021-22	2020-21	2019-20	2018-19	2017-18
72	104	84	93	129

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
49	71	57	63	88

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
128	129	100	96	139

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18

70	90	66	83	96

Remark : as per the documents

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
6	13	16	2	23

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2	4	5	1	7

Remark : as per the documents

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
8	6	7	8	9

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3	2	2	3	2

Remark : as per the documents

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
31	28	32	33	35

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
15	13	15	16	13

Remark : as per the documents

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
32	31	30	30	25

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
17	14	16	18	18

Remark : as per the documents

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
40	38	35	35	30

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
14	13	12	12	11

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
13	9	9	8	8

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
13	9	9	8	8

Remark : as per the documents

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

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

Answer before DVV Verification : A. Any 4 or more of the above
Answer After DVV Verification: B. Any 3 of the above
Remark : Supporting documents are provided by the HEI only for the three Quality assurance initiatives of the institution

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

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

Answer before DVV Verification : A. 4 or All of the above
Answer After DVV Verification: B. 3 of the above
Remark : as per the documents

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

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

	Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : as per the documents

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 64 Answer after DVV Verification : 64
1.2	**Number of teaching staff / full time teachers year wise during the last five years** Answer before DVV Verification: 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 48 | 41 | 41 | 40 | 36 Answer After DVV Verification: 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 48 | 41 | 41 | 40 | 36