



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

GURUGRAM GLOBAL COLLEGE OF PHARMACY

HAILY MANDI ROAD, FARRUKHNAGAR, HARYANA
122506

www.ggcp.co.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Gurugram Global College Of Pharmacy Gurgaon (GGCP) is established to promote excellence in Pharmaceutical Education and Research. The college is Approved by Pharmacy Council of India (PCI), New Delhi, and Approved All India Council for Technical Education (AICTE) New Delhi.

Our main focus is to provide quality education with latest emerging industry trends and hands-on experience to empower students to have an edge over their peers. To achieve this, classroom teaching is supplemented by guest lecturers from various areas of research, production and marketing to interact with students. We have experienced and erudite Faculty from reputed colleges with caring and sharing attitude, commitment to excellence and a passion to transform every student into our brand ambassador.

In the coming time, the GGCP will be the leading College in India to provide quality Pharma education. The Institute is located in the corporate hub of India i.e. Gurgaon, home of the leading companies in Pharma Sector. The Campus is spread over Acres of land with lush green surroundings & with state-of-the-art & environment-friendly Infrastructure to provide best of the facilities to the students studying in the Institute. GGCP has state of the art Computer Lab with 30 MBPS lease line with a Wi-Fi campus/Hostel to provide round the clock connectivity of the Internet to the students.

The library at GGCP has more than 5000 books and National & International journals and E-journals. The College has in-house hostel facility for both boys & girls with choice of A/C & Non-A/C rooms and A/C Transport Facility to All Parts of Delhi NCR.

Gurugram Global College of Pharmacy is an AICTE and PCI approved college affiliated with Pt. B.D.Sharma University of Health Sciences and is located in Gurgaon, Haryana. The college is run by Baljeet Singh educational society which was established in 2006 with a motive to provide quality education meeting with global standards. The college is running B.Pharmacy and D.Pharmacy courses. The B.Pharmacy is four years degree programme and D.Pharmacy is 2 years Diploma programme. The college has a multistoried building with a spacious campus, ventilated classrooms and well-equipped labs. The infrastructure available makes the college a conducive academic learning that provides students with quality education in a clean, comfortable environment.

The college strives not only to provide quality education in pharmaceutical sciences but also to establish itself in research and provide an ideal platform for the overall development of highly competent pharmacy professionals.

GGCP provide a congenial platform for the aspiring Pharmacist to fulfill their biomedical dreams. The college is also actively involved in organizing seminars, industrial visit, cultural and sports events.

Vision

Our vision is to improvise health through innovation and leadership in pharmacy education, research and clinical practice and to transform healthcare to create positive patient outcomes.

Our core values emphasize:

- To provide quality of education to student of pharmaceutical sciences at all academic levels, using best practices and evidence-based educational approaches, which enable our graduates to advance their profession.
- To provide an academic environment that promotes effective mentoring, professional growth and development.
- To be a prestigious college that advances basic, clinical and translational research
- To meet and improve society's health wellness and health care.
- Lead innovative research in pharmaceutical sciences and patient care through embracing the value of interdisciplinary work.

Mission

Our mission is to develop pharmacists, educators and researchers whose leadership dedication and innovation improvise the health of our local and global communities. Our core values emphasize:

- To provide excellent education in a stimulating environment where knowledge of basic subjects is integrated with health concerns for the world community.
- The program teaches professional ethics, social responsibility and commitment of lifelong learning.
- It imparts skill to work in industry, clinical set ups, drug control organization, education and research in pharmaceutical field.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. **Institutional Governance:** GGCP is established and governed by a team of experienced educational professionals. This foundation provides the institute with a clear vision and mission, along with well-defined strategies to achieve program objectives that meet the needs of stakeholders.
2. **Qualified Faculty:** Our institute has engaged and retained experienced and highly qualified faculty members, ensuring high-quality education.
3. **Infrastructure and Facilities:** The institution boasts well-equipped laboratories, modern classrooms, and a comprehensive library, supporting innovative teaching and learning practices.
4. **Library Resources:** The library offers a rich quantity of books national and international journals, and e-learning resources, catering to both students and faculty.
5. **Hostel Accommodation:** Secure and comfortable separate hostels are available for girls and boys, equipped with good amenities.
6. **Technology Access:** Computer and networking facilities are readily accessible to students and staff during college hours.
7. **Industry-Academia Collaboration:** The institute maintains strong relationships with industry, providing valuable exposure to students and faculty.
8. **Medical Collaboration:** The institute collaborates with a medical college, offering students significant exposure to hospital settings.
9. **Student Activities:** The institution actively promotes co-curricular and extracurricular activities, leading to consistently good results in both undergraduate and postgraduate courses.
10. **Additional Training:** Guest lectures, Value Added Courses, Seminars, webinars, , and soft skill development programs are conducted for outgoing students to enhance their employability.
11. **Academic Support:** Extra tutorial classes are provided for academically weaker students to aid their improvement.
12. **Alumni Association:** The institution has a registered Alumni Association which serves as a fundamental pillar of support for the institution.

Institutional Weakness

1. **Diversity of Student Population:** Currently, there are fewer students from other states compared to the home state. There is an opportunity to increase outreach and attract a more diverse student body from across the country.
2. **Research Activities:** Expanding research initiatives and opportunities can enhance the academic environment, offering more projects and funding for innovative studies. Institute needs government research projects.
3. **National & International Internships:** Establishing and promoting national & international internship programs can provide students with global exposure and experience, enriching their academic and professional profiles.
4. **Industry-Sponsored Laboratory:** Developing and maintaining industry-sponsored laboratories can provide students with hands-on experience with the latest technologies and methodologies, as well as strengthen ties with industry partners.
5. The institution, being an associated college, faces certain constraints in terms of its autonomy. One notable limitation is the inability to independently design and structure its curriculum. This restriction means that the college must adhere to the curriculum guidelines and frameworks established by its affiliating university or governing body. Consequently, the institution has limited flexibility in tailoring courses or academic programs to meet specific needs or emerging trends in education and industry.

Institutional Opportunity

1. **Extracurricular and Co-curricular Expansion:** By offering a wide range of extracurricular and co-curricular activities, GGCP can help students develop soft skills, leadership abilities, and a well-rounded personality.
2. **Alumni Network Development:** Building a strong alumni network can create opportunities for mentorship, networking, and support for current students. Alumni can also contribute to the college's development through donations, guest lectures, and partnership opportunities.
3. **Enhanced Use of Technology in Education:** The institution can invest in digital learning platforms, virtual labs, and online resources to complement traditional teaching methods. This can provide flexibility and enhance the learning experience for students.
4. Conduct of International /National Conferences to improve collaboration.
5. To establish a Memorandum of Understanding (MoU) with a medical college, pharmacy research institution, and laboratories.

Institutional Challenge

1. **Curriculum Overload:** The extensive PCI-prescribed syllabi create barriers for students to pursue additional value-added and certificate courses.
2. **Communication Skills:** Enhancing communication skills is a focus area due to many students coming from different medium. A well-experienced trainer have recently been appointed to address this.
3. International collaborations and placements
4. There is a need to enhance the quantity of publications indexed in SCOPUS/SCI and Web of Science journals.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Gurugram Global College of Pharmacy (GGCP), Gurugram is currently offering B.Pharmacy, which is approved by Pharmacy Council of India (PCI). B. Pharmacy programme is affiliated to Pt. B.D. Sharma University of Health Sciences, Rohtak. The prescribed curriculum for UG is designed by PCI and implemented by Pt. B.D. Sharma. The College offers a comprehensive curriculum designed to equip students with the knowledge and skills required in the pharmacy field. The academic framework is meticulously planned and reviewed by the Academic Committee, which oversees the preparation of the academic calendar, course allocation and workload distribution among faculty members after taking their subject preferences. Emphasis is placed on effective course delivery through structured theory and practical sessions, which facilitates access to course materials and assignments. Regular feedback from students is taken which ensures continuous improvement in teaching methods and course content. At GGCP emphasis is given on practical exposure through industrial visits and community outreach programs, allowing students to apply theoretical knowledge in real-world contexts. The college offers value-added courses in every semester. Faculty development is a priority at GGCP, with the initiatives to upgrade their skills through training programs and industry interactions. Student support is a key aspect of GGCP's curricular approach includes counselling support services to assist students with academic and personal challenges. The institution is committed in improving off and on-campus placements by enhancing communication skills among those from rural backgrounds. For

internal evaluation of students, the college conducts 2 sessional exams of 30 marks. The result of the same is declared and shared with the students. The faculty members keep record of teaching related data like lesson plans, assignments, question papers, marks, attendance, student projects etc. in their course files. These files are timely evaluated by the HOD and principal. For holistic learning Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum. For this several seminars, workshops, value added courses are conducted.

Teaching-learning and Evaluation

Criteria 2 is focused upon student teacher ratios, enrollment of students, the appointment of teachers and their qualifications, teaching methodology and evaluation methods. The institute follows the university norms and have reserved seats for various categories the data of last five years is provided. Next the sub-point focuses on Student – Full time Teacher Ratio. The institute ensures that student teacher ratio remains good, timely appointment of teachers is done. The institute pays attention to the quality of teachers as well hence institute has well qualified faculty members. To engage the students in learning process many student centric approaches are adopted to help them learn better. The faculty adopts student-centric methods such as experiential learning; participatory learning; problem-solving methods; Tech Talks; Seminars and Guest lecturers; Bridge courses, Industrial Visits.

The institution also employs a variety of instructional methods, including lectures, practical sessions, seminars, workshops, and project-based learning, to cater to diverse learning styles. Faculty members use modern teaching aids and technology, such as multimedia presentations to enhance the learning experience and facilitate access to course materials and resources. The evaluation process at GGCP is designed to assess student's understanding and application of knowledge continuously. It includes a mix of formative and summative assessments, such as quizzes, assignments, practical exams, mid-term tests, and end-term examinations. Regular assessments in form of assignments, tests, quiz help in identifying student's strengths and areas for improvement, providing timely feedback for academic growth.

Additionally, GGCP follows the Program Outcomes (POs) and Course Outcomes (COs) specified by the university for all courses. The course outcomes are measured through syllabus, completion of syllabus, continuous evaluation (internal evaluation), setting up of question paper, evaluation, and result. Mechanism of internal/ external assessment is transparent in the institute and the grievance redressal system is time-bound and efficient. Due care is given to it. The results of the students of our college have been good. Pass percentage of Students during last five years has been satisfactory.

Research, Innovations and Extension

Gurugram Global College of Pharmacy emphasizes research, innovation, and extension program for robust learning resources to foster academic excellence and professional growth among students and faculty. The Institute strongly believes that research and education are intertwined, and to foster a culture of research and innovation, it has established the Intellectual Property Rights (IPR) Cell. The college is committed to encourage faculty members to engage in scholarly writing and contribute to the academic community through research papers. Innovation is a key focus area at GGCP, where students and faculty are encouraged to think creatively and develop new solutions to existing challenges. The college promote a culture of innovation through

workshops, seminars, and collaborative projects.

At GGCP we are deeply committed to the holistic development of its students and the welfare of the community. The institution organizes a plethora of extension activities that include community pharmacy services, health camps, and various awareness campaigns such as Beti Bachao Beti Padhao, plantation Drive, Dengue awareness and Cancer Awareness sessions. Annual events like Blood Donation Camps, Awareness Camps on Self-Medication, Legal Awareness Camps, Mental Health Empowerment Camps and initiatives under the Swachh Bharat Mission highlight GGCP's dedication to social responsibility. Additionally, GGCP conducts peer teaching activities, neighbourhood community health camps, and programs aimed at skill development and student sensitization to social issues. These activities not only enhance the practical knowledge and skills of pharmacy students but also foster a sense of civic duty and community engagement, reflecting GGCP's commitment to creating socially responsible and well-rounded healthcare professionals.

Infrastructure and Learning Resources

Gurugram Global College of Pharmacy is located on a well-kept, attractively landscaped campus, which guarantees adequate accessibility and efficient use of the physical infrastructure for teaching and learning activities. GGCP boasts around eight well-ventilated and spacious classrooms, 2 classroom are equipped with modern teaching aids like projectors to enhance the learning experience. There are 12 laboratories at GGCP are designed to meet the highest standards of pharmaceutical education. They are well-equipped with the latest instruments and apparatus, allowing students to gain hands-on experience in various disciplines of pharmacy, such as Pharmaceutics, Pharmacology, Pharmaceutical Chemistry, and Pharmacognosy. The college library is a cornerstone of GGCP's academic environment. It is well-stocked with a vast collection of books, journals, and e-resources. The College's library employs an Integrated Library Management System (ILMS), automating functions like question paper generation, online assessment, quizzes, and book management, with a dedicated mobile app. Gurugram Global College of Pharmacy (GGCP) is completely digitized/ computerized with the latest world-renowned KOHA system, offering a robust infrastructure to support its extensive library resources. The library houses 5,500 hard journals, 400 e-journals, and 14 hard journals covering all aspects of pharmaceutical sciences with global access. The library provides access to numerous national and international journals, reference materials, and online databases, ensuring that students and faculty have the latest information at their fingertips. GGCP utilizes a variety of electronic resources, including e-books, e-journals, databases, and online repositories, in addition to traditional print resources. The library also offers comfortable reading spaces and computer terminals for accessing digital resources. GGCP places a strong emphasis on integrating technology into education. The college has a good IT infrastructure with 30 Mbps high-speed internet connectivity available throughout the campus. Students and faculty have access to online learning platforms and digital libraries, facilitating seamless access to educational content. There is a modern seminar hall that accommodate 150 students. GGCP provides various additional facilities such as a Common room, Incubation Centre, Sports room, Hostel facility and a medical room.

Student Support and Progression

Gurugram Global College of Pharmacy is dedicated to fostering student success through comprehensive academic support. The institution offers a well-structured curriculum designed to meet industry standards and equips students with the necessary knowledge and skills. The Institute has a well-established and functional system for student support and mentoring through its Mentor-Mentee Program. It includes an Institutional Grievance Cell, Anti-Ragging Committee, Student Welfare Committee, Sports and Cultural Activities

Committee. These bodies are actively engaged in monitoring and addressing student grievances in a timely manner. The college organizes an Orientation Program and a variety of guest lectures focused on personality development and career counselling. It also provides Communication and Soft Skills Training Programs, Campus Recruitment and Training, Yoga sessions. These initiatives, along with curricular and co-curricular activities, significantly enhance student's employability skills. GGCP places a strong emphasis on career development and employability. Placement support is a key component of student progression at GGCP. The college has a dedicated Placement Cell that works tirelessly to secure internships and job placements for students. The Placement Cell organizes various activities, including workshops, mock interviews, and career counselling sessions. The institution has recently appointed a well-experienced trainer and Placement officer to enhance communication skills and employability, particularly for students from rural backgrounds. Additionally, GGCP maintains strong ties with pharmaceutical companies and healthcare organizations, facilitating campus recruitment drives. Special attention is given to enhancing communication skills and overall personality development to prepare students for successful careers. To ensure holistic development, GGCP encourages students to participate in a variety of extracurricular activities. The college organizes sports events, cultural programs, and technical fests, providing students with ample opportunities to showcase their talents and develop leadership skills. Clubs and societies within the college cater to diverse interests, fostering a sense of community and teamwork among students. The college provides access to professional counsellors who assist students with personal and academic concerns. Gurugram Global College of Pharmacy is committed to the comprehensive support and progression of its students.

Governance, Leadership and Management

Gurugram Global College of Pharmacy operates under a well-defined governance structure that ensures effective administration and smooth functioning of the institution. The leadership at GGCP is characterized by a dynamic and visionary approach aimed at fostering academic excellence and holistic development. The Principal, as the head of the institution, plays a pivotal role in steering the college towards its goals. Supported by an experienced Head of Departments (HOD), and senior faculty members, the Principal ensures that the college adheres to its mission and vision. The leadership team is committed to creating a supportive and inclusive environment that promotes innovation, research, and professional growth. GGCP places a strong emphasis on strategic planning to achieve long-term goals and maintain academic standards. The college regularly conducts SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis to identify areas for improvement and growth. Based on these insights, strategic plans are developed and reviewed periodically. Key focus areas include curriculum enhancement, research and development, infrastructure expansion, and community engagement. The planning process involves input from all stakeholders, including faculty, students, and industry partners, ensuring a comprehensive and collaborative approach. Quality assurance is a cornerstone of GGCP's management practices. The college has established an Internal Quality Assurance Cell (IQAC) that continuously monitors and evaluates academic and administrative processes. Regular audits, feedback mechanisms, and performance reviews are conducted to maintain high standards. The IQAC also facilitates the implementation of best practices and adherence to regulatory requirements set by accrediting bodies. GGCP is committed to the continuous professional development of its faculty members. Regular workshops, seminars, and training programs are organized to enhance teaching skills and keep faculty updated with the latest advancements in pharmacy education and research. The college also encourages faculty to pursue higher education and engage in collaborative research projects. Effective resource management is integral to GGCP's operational efficiency. The college ensures optimal utilization of financial, human, and physical resources. Budgeting and financial planning are carried out meticulously to support academic and extracurricular activities. Additionally, the college invests in upgrading infrastructure and learning resources to provide a conducive learning environment.

Gurugram Global College of Pharmacy exemplifies robust governance, visionary leadership, and efficient management. Through strategic planning, quality assurance, faculty development, and effective resource management, GGCP ensures the delivery of high-quality education and the holistic development of its students.

Institutional Values and Best Practices

At Gurugram Global College of Pharmacy (GGCP), we are committed to fostering an environment that supports both academic excellence and personal well-being through two best practices: cultivating and supporting vitality and providing comprehensive student counseling.

Cultivating and Supporting Vitality:

At GGCP, we believe that a vibrant and dynamic campus life is essential for the holistic development of our students. To this end, we implement a variety of initiatives aimed at promoting physical, mental, and emotional well-being. Regular sports events and physical activities are organized to encourage a healthy lifestyle and foster a spirit of teamwork and sportsmanship. We also offer yoga and wellness sessions that focus on enhancing mental clarity, reducing stress, and promoting overall well-being. Cultural events and artistic expressions are actively encouraged, allowing students to explore their creative talents and build emotional resilience. Additionally, gratitude and positivity campaigns are conducted to instill a positive outlook and a sense of community among students. Through these initiatives, GGCP ensures that students are not only academically prepared but also equipped with the vitality needed to thrive in all aspects of life.

Providing Comprehensive Student Counselling:

Understanding the importance of mental health and personal support, GGCP provides comprehensive student counselling services. These services are designed to help students navigate the challenges of academic life, personal issues, and career planning. Our counselling centre offers one-on-one sessions with their mentee who provide guidance on a wide range of issues, from academic stress and time management to emotional well-being and interpersonal relationships. The institute also conduct workshops and seminars on topics such as mental health awareness, stress management, and career development. At GGCP students can share their experiences and gain peer support in a safe and confidential environment. By providing these resources, we aim to create a supportive and nurturing atmosphere that helps students achieve their full potential both academically and personally.

Through these best practices, GGCP is dedicated to cultivating a supportive and vibrant community that nurtures the growth and success of every student.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|--|--|
| Name | GURUGRAM GLOBAL COLLEGE OF PHARMACY |
| Address | Haily Mandi Road, Farrukhnagar, Haryana |
| City | GURUGRAM |
| State | Haryana |
| Pin | 122506 |
| Website | www.ggcp.co.in |

| Contacts for Communication | | | | | |
|-----------------------------------|---------------|--------------------------------|---------------|------------|-------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | Indira Raheja | 124-2016600 | 9818356925 | - | principalggcp@gmail.com |
| Associate Professor | Richa Bajaj | - | 9911871487 | - | richasaibajaj@gmail.com |

| Status of the Institution | |
|----------------------------------|----------------|
| Institution Status | Self Financing |

| Type of Institution | |
|----------------------------|--------------|
| By Gender | Co-education |
| By Shift | Regular |

| Recognized Minority institution | |
|--|----|
| If it is a recognized minority institution | No |

| Establishment Details | |
|------------------------------|--|
| | |

| State | University name | Document |
|---------|---|-------------------------------|
| Haryana | Pt. Bhagwat Dayal Sharma University of Health Sciences | 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 | 15-05-2023 | 12 | |

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

| Location and Area of Campus | | | | |
|-----------------------------|--|-----------|----------------------|--------------------------|
| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area | Haily Mandi Road, Farrukhnagar, Haryana | Rural | 2 | 5800 |

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,Bachelor Of Pharmacy, | 48 | HSC | English | 100 | 92 |

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 | 2 | | | | 3 | | | | 20 | | | |
| Recruited | 0 | 2 | 0 | 2 | 1 | 2 | 0 | 3 | 8 | 12 | 0 | 20 |
| 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 | | | | 9 |
| Recruited | 7 | 2 | 0 | 9 |
| Yet to Recruit | | | | 0 |

| Technical Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 |
| Recruited | 4 | 1 | 0 | 5 |
| Yet to Recruit | | | | 0 |

Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 2 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 5 |
| 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 |

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

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

| Details of Visting/Guest Faculties | | | | | |
|---|-------------|---|---------------|---|--------------|
| Number of Visiting/Guest Faculty engaged with the college? | Male | | Female | | Total |
| | | 0 | 4 | 0 | |

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|------------------|--------|--|-----------------------------------|---------------------|-------------------------|--------------|
| UG | Male | 169 | 188 | 0 | 0 | 357 |
| | Female | 44 | 55 | 0 | 0 | 99 |
| | 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 | 1 | 6 | 4 | 1 |
| | Female | 0 | 1 | 1 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 6 | 20 | 17 | 14 |
| | Female | 1 | 6 | 2 | 3 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 77 | 58 | 63 | 40 |
| | Female | 19 | 24 | 20 | 13 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 104 | 115 | 107 | 71 |

Institutional preparedness for NEP

| | |
|--|--|
| <p>1. Multidisciplinary/interdisciplinary:</p> | <p>1. Multidisciplinary and Interdisciplinary Approaches Gurugram Global College of Pharmacy is strategically aligning its academic and operational framework with the National Education Policy (NEP) 2020, with a particular focus on fostering multidisciplinary and interdisciplinary education. Our institution is dedicated to creating a holistic educational environment that transcends traditional boundaries and integrates diverse fields of study. Below are the key areas highlighting our preparedness: A. Curriculum and Integration: • Multidisciplinary Curriculum: We have redesigned our curriculum to incorporate elements from various disciplines. For instance, we have included Value</p> |
|--|--|

added courses in the healthcare management, the latest updated topics related to pharmaceutical sciences and environmental sciences, allowing students to gain broad-based knowledge that is relevant to multiple fields. • Interdisciplinary Projects: Students engage in projects that require integrating knowledge from different disciplines. These projects not only enhance their problem-solving skills but also prepare them for complex real-world challenges. B. Student-Centric Multidisciplinary Opportunities: • Interdisciplinary Electives: We offer elective courses that time span multiple disciplines, such as pharmaceutical marketing Quality Control and Computer aided drug design enabling students to explore and apply concepts across fields. • Skill Development Workshops: Workshops and seminars are organized on topics like interdisciplinary research methodologies and collaborative problem-solving, preparing students for multifaceted roles in their future careers. C. Faculty Development and Collaboration: Cross-Disciplinary Training: Faculty members receive training in interdisciplinary teaching methodologies to effectively guide students in integrated learning experiences. Faculty collaborate with peers from different departments and institutions on research projects, fostering a culture of interdisciplinary inquiry and innovation. D. Industrial Partnership and Community engagements Industry Partnerships: We actively seek partnerships with industry leaders from various sectors to provide students with practical insights and experiences that bridge multiple disciplines. Engagement in community-based projects that address complex health and environmental issues, reflecting the interdisciplinary nature of contemporary problem-solving.

2. Academic bank of credits (ABC):

Gurugram Global College of Pharmacy is strategically positioning itself to effectively implement the Academic Bank of Credits (ABC) system as part of our adherence to the National Education Policy (NEP) 2020. Our preparedness in this regard highlights our commitment to providing a flexible, student-centric education that enhances learning opportunities and supports academic mobility. Below are key aspects of our preparedness for the ABC system. Implementation of Academic

Bank of Credits (ABC): As per the guidelines of Pt. BD. University of health sciences, our college students have created academic bank of credit ID on Digilocker which will be a bank for academic purpose with students as an Academic account holder. ABC shall provide a variety of service including credit verification, credit utilization, credit accumulation and credit authentication of academic records. Students can check academic credits by logging in to ABC.gov.in. In coming future examination results will be directly linked and declared on the students ABC Id.

3. Skill development:

Gurugram Global College of Pharmacy is dedicated to aligning its academic and extracurricular programs with an emphasis on skill development. Recognizing the NEP's focus on equipping students with practical skills and competencies, our institution has implemented a comprehensive approach to enhance skill development across various dimensions. Below are key aspects of our preparedness in this area:

- Curriculum Integration with Skill Development:
- Skill-Oriented Courses: Our curriculum has been enriched with skill-oriented courses that complement theoretical knowledge. These include modules on clinical research pharmaceutical manufacturing processes, regulatory affairs and pharmaceutical marketing .
- Project-Based Learning: We incorporate project-based learning opportunities that allow students to apply their knowledge to real-world problems, enhancing both their technical and soft skills.
- B. Industry and Professional Training:
- Internships and Industry Collaborations: We have established strong partnerships with pharmaceutical companies, hospitals and healthcare providers to offer students hands-on internships and training programs. These experiences provide valuable exposure to industry practices and standards.
- Guest Lectures and Workshops: Regular guest lectures, workshops, and seminars led by industry professionals are organized to provide insights into current trends and skills required in the pharmaceutical field.
- C. Soft Skills and Employability Enhancement:
- Soft Skills Training: Comprehensive programs on communication, leadership, teamwork, and problem-solving are integrated into the academic framework. These programs are designed to prepare students for

professional environments and enhance their employability. • Career Counseling and Placement Services: Our career counseling services provide guidance on resume building, interview preparation, and job search strategies. We also facilitate placement opportunities through campus recruitment drives and industry connections. D. Community Engagement and Real-World Application: • Community Health Programs: Participation in community health initiatives and outreach programs allows students to apply their skills in real-world settings, addressing local health challenges and improving public health outcomes. • Service Learning Projects: Service learning projects are integrated into the curriculum, enabling students to work on projects that benefit the community while developing practical skills and gaining valuable experience.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):

Gurugram Global College of Pharmacy is dedicated to embracing and integrating Indian Knowledge Systems (IKS) in alignment with the National Education Policy (NEP) 2020. Our approach focuses on incorporating Indian languages, cultural perspectives, and traditional knowledge through innovative online courses and teaching methodologies. This integration aims to enrich the educational experience and provide students with a deeper understanding of India's rich heritage and knowledge base. Below are key aspects of our preparedness in this area: A. Cultural Integration through Online Courses: A. Indian Knowledge Systems Courses: We offer VAC courses that cover various aspects of Indian Knowledge Systems, including Ayurveda, traditional medicine, and herbal medicinal plant and their uses. These courses are designed to provide students with insights into India's traditional approaches to health and wellness. B. Use of Traditional Knowledge in Modern Education: Project work: Students are hereby encouraged to work on Indian medicinal plants for their current uses in common ailments. C. Online Platforms for Cultural and Knowledge Integration: a. Virtual Workshops and Webinars: We organize virtual workshops and webinars featuring experts in Indian Knowledge Systems, traditional medicine, and cultural studies. These online events offer interactive learning opportunities and exposure to diverse

perspectives. b. Students are encouraged to participate in community projects that focus on applying traditional knowledge to address local health and wellness challenges

5. Focus on Outcome based education (OBE):

Gurugram Global College of Pharmacy is committed to adopting and implementing Outcome-Based Education (OBE) principles in alignment with the National Education Policy (NEP) 2020. Our focus on OBE is designed to enhance the effectiveness of our educational programs by emphasizing measurable learning outcomes and aligning our teaching, learning, and assessment methods with these outcomes. Below are the key aspects of our preparedness in this area:

A. Development and Alignment of Learning Outcomes:

- o Program Educational Objectives (PEOs): Our programs are designed with specific Program Educational Objectives that outline the expected achievements of graduates within a few years of completing their studies. These PEOs guide the curriculum development and instructional strategies.

B. Curriculum Design and Delivery:

- o Outcome-Driven Curriculum: Our curriculum is structured around achieving the defined learning outcomes. Our course is designed to contribute to the overall program outcomes, with clearly articulated course objectives and content that supports these outcomes.
- o Instructional Strategies: We employ diverse instructional strategies, including lectures, hands-on labs, and interactive discussions, to facilitate effective learning and ensure that students achieve the desired outcomes.

C. Assessment and Evaluation:

- o Formative and Summative Assessments: A range of assessment methods, including formative (ongoing) and summative (final) assessments, are used to evaluate student progress towards achieving learning outcomes. These assessments are designed to be fair, reliable, and aligned with the course and program objectives.
- o Continuous Feedback: Regular feedback is provided to students to help them understand their strengths and areas for improvement. This feedback is used to guide their learning and support their development towards meeting the defined outcomes.

D. Monitoring and Quality Assurance:

- o Outcome Mapping: We use outcome mapping tools to track and analyze the extent to which learning outcomes are being achieved. This includes collecting and

| | |
|---|--|
| | <p>analyzing data from assessments, student performance, and feedback.</p> <ul style="list-style-type: none"> o Internal Audits: Regular internal audits are conducted to review the alignment of curriculum, instruction, and assessment with learning outcomes. This process helps identify areas for improvement and ensures continuous enhancement of educational practices. E. Faculty Development and Training: <ul style="list-style-type: none"> o OBE Training Programs: Faculty members participate in training programs focused on Outcome-Based Education principles, including designing outcome-oriented curriculum, assessment techniques, and data analysis. o Best Practices Sharing: We encourage faculty to share best practices and strategies for implementing OBE effectively, fostering a collaborative approach to achieving educational goals. F. Student-Centric Approach: <ul style="list-style-type: none"> o Personalized Learning Paths: We offer opportunities for students to tailor their learning experiences through elective courses, project work, and internships, all of which are designed to contribute to their achievement of learning outcomes. o Career and Academic Counseling: Students receive guidance on how to align their academic and career goals with the learning outcomes of their programs, enhancing their readiness for professional success. |
| 6. Distance education/online education: | As per PCI, Gurugram Global College of Pharmacy is offering their courses through offline classes only. No provision of Distance Education and Online Learning is possible as per PCI. |

Institutional Initiatives for Electoral Literacy

| | |
|--|---|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | An Electoral Literacy Club has been established at the College, beginning its activities in the 2021-2022 academic year. The club aims to: 1. Foster democratic awareness among students. 2. Enhance student participation in the electoral process. 3. Encourage students without Voter ID cards to register on the electoral portal, making them eligible voters and responsible citizens. 4. Provide systematic education to voters. |
| 2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs | Yes, The Institute has appointed the Student and Faculty coordinator for the conduct of various activities at college level. |

| | |
|---|--|
| are representative in character? | |
| <p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p> | <p>The Electoral Literacy Club has organized voter awareness programs both within the college and in the adopted villages. Many students over the age of 18 have not yet registered as voters on the electoral roll, they are being encouraged to register themselves as voter. ELC is conducting many sessions to create the awareness regarding ethical voting and also helps in increasing voter percentage in their own areas.</p> |
| <p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p> | <p>The Institute is conducting awareness drives through Voter awareness rally/road show in the nearby vicinity to highlight the importance of the democratic process and its importance. The rally/ road show are regularly organised specifically before the Lokshaba/Vidhansabha/Panchayat/Zila Parishad Elections.</p> |
| <p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p> | <p>Our institute has a dedicated team of staff members and a committee responsible for coordinating voter registration efforts. Due to their efforts, many students who were not registered on the electoral roll at the time of admission have now been enrolled and have received their voter IDs.</p> |

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 397 | 351 | 267 | 157 | 85 |

| File Description | 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: 33

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

2.2

Number of teaching staff / full time teachers year wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 23 | 20 | 12 | 11 | 7 |

3 Institution

3.1

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 169.85 | 90.10 | 73.22 | 103.41 | 101.59 |

| 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:

Gurugram Global College of Pharmacy (GGCP), Gurugram is currently offering B.Pharmacy which is approved by Pharmacy Council of India (PCI) . and affiliated to Pt. B.D. Sharma University, Rohtak . The prescribed curriculum for UG is designed by PCI and implemented by the University.

GGCP prioritizes the efficacy of its curriculum planning and delivery to foster comprehensive education among its students. This is achieved through a meticulously structured process, including the development of an academic calendar and the implementation of continuous internal assessment mechanisms.

Curriculum Planning: Curriculum planning at GGCP is a comprehensive process that starts with the preparation of an academic calendar, outlining key dates and events for the academic year. This calendar is then reviewed by the Academic Committee to ensure it meets the educational standards and institutional goals. After approval, the institute-wide academic calendar is finalized, which includes the allocation of department-wise courses based on faculty expertise and departmental requirements. The next step involves workload distribution among faculty members, ensuring a balanced distribution of teaching responsibilities. A detailed timetable is created to schedule classes, practical sessions, and other academic activities. Regular department meetings, overseen by the Head of Department (HOD) and the head of the institute, are held to discuss and review the academic plans and address any issues that may arise. Theory and practical planning are meticulously carried out to ensure that the curriculum is delivered effectively. This includes designing course materials, planning laboratory sessions, and integrating various teaching methods to enhance learning outcomes. Adherence to the academic calendar is strictly maintained to ensure that all activities and courses are delivered in a timely and organized manner, contributing to the overall effectiveness of curriculum delivery.

Development of Academic Calendar: Once the curriculum framework is established, the institution develops an academic calendar as well as activity calendar for both semesters every year that outlines the schedule of classes, duration of semester, cultural festival and sports day, period of internal assessments and semester-end examination, and other academic activities for the entire academic year. The academic calendar serves as a roadmap for both students and faculty. It also allows for proper allocation of resources and time management to optimize the learning experience. The academic and activity calendar provides detailed information regarding the date of commencement of the academic session, duration of semester, cultural festival and sports day, period of internal assessments and semester-end examinations in an academic year.

Workload/course Distribution: Distribution of workload and courses for the upcoming semester occurs

with meticulous planning long before the commencement of the session. The course distribution meticulously considers both the expertise available among faculty members and their individual teaching preferences.

Continuous Internal Assessment: GGCP recognizes the importance of continuous assessment in evaluating student progress and enhancing learning outcomes. To facilitate this, the institution conducts regular internal assessments throughout the academic year. These assessments may take various forms, including quizzes, assignments, presentations, and practical exams.

Documentation and Evaluation: The entire process of curriculum planning and delivery is thoroughly documented to ensure transparency and accountability. Detailed records are maintained regarding the development of course materials, assessment strategies, and student performance. These records are periodically reviewed and evaluated to identify areas of strength and areas for improvement.

| File Description | 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: 15

| 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: 65

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 226 | 255 | 153 | 64 | 119 |

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The institution recognizes the pivotal role that cross cutting issues play in shaping not only competent professionals but also responsible global citizens. Gurugram Global College of Pharmacy integrates crosscutting themes such as Professional Ethics, Gender, Human Values, Environment, and Sustainability seamlessly into its curriculum.

Professional Ethics especially in the field of pharmacy where ethical decision-making can directly impact patient care and public health. GGCP ensures that its students are well-versed in ethical principles and are equipped to navigate complex ethical dilemmas they may encounter in their careers. Through case studies, role-playing exercises, and real-world scenarios, students develop a deep understanding of the ethical responsibilities inherent in the pharmaceutical profession. Pharmaceutical Jurisprudence is added as a subject course to instil Professional Ethics. Activities such as the Induction Programme featuring a solemn Pharmacy Oath ceremony, newcomers are promptly introduced to the institution's ethical framework. Celebrating National Pharmacy Week and World Pharmacist Day annually. Furthermore, Voter Awareness workshops promote civic engagement, empowering students with the knowledge of their rights and responsibilities as citizens.

Gender issues in healthcare are gaining increasing attention, and Gurugram Global College of Pharmacy recognizes the importance of addressing gender disparities in pharmaceutical practice. By integrating

discussions on gender equity and inclusivity and Pharmaceutical Jurisprudence as a subject course into its curriculum, the college fosters a culture of sensitivity and awareness among its students. Through coursework and seminars, students learn to recognize and address gender biases in healthcare delivery and research, ultimately contributing to more equitable and accessible healthcare for all. Our college actively organizes diverse extracurricular activities such as street plays, campaigns to save the girl child, personality development sessions, and yoga classes as part of our commitment to promoting effective gender sensitization. Through these initiatives, we aim to raise awareness and foster understanding about gender issues among students and faculty. Celebrating International Men’s and Women’s Day serves as an opportunity for male and female students and teachers alike to recognize their inherent potential and cultivate a sense of responsibility towards humanity.

Human values are at the core of healthcare, guiding interactions between healthcare professionals and patients. GGCP emphasizes the cultivation of empathy, compassion, and integrity among its students. Through experiential learning opportunities, and Social & Preventive Pharmacy as a subject course for students develop interpersonal skills and a deep appreciation for the human aspect of healthcare. Regularly the institution adds human values and ethics as value added courses apart from curriculum. To instil respect, a sense of responsibility, and cultivate human values in students, our institution organizes a variety of events such as Road Safety Rallies, Traffic Safety Awareness campaigns, observance of Martyr’s Day, and Cleanliness drives.

Environment & Sustainability goes beyond environmental concerns and encompasses broader social and economic dimensions. Gurugram Global College of Pharmacy instils in its students a sense of responsibility towards future generations by emphasizing sustainable healthcare practices. Through interdisciplinary coursework and community engagement projects, students explore innovative solutions to healthcare challenges that prioritize long-term sustainability and social equity. Our college enthusiastically celebrates World Environment Day to inspire both staff and students to embrace their role in environmental stewardship and prioritize healthy living practices. Annual Tree Plantation and River Cleaning Drives are organized, reinforcing our commitment to environmental sustainability. EVS is as subject course to instil Environment and Sustainability amongst students.

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

| |
|---|
| <p>1.3.2</p> <p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>Response: 34.01</p> |
| <p>1.3.2.1 Number of students undertaking project work/field work / internships</p> <p>Response: 135</p> |

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

1.4 Feedback System

| <p>1.4.1</p> <p><i>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</i></p> <p>Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website</p> | |
|---|-------------------------------|
| 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 |
| Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 91.52

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 92 | 100 | 100 | 69 | 60 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 100 | 100 | 100 | 100 | 60 |

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: 53.42

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 2 | 24 | 22 | 18 | 12 |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 32 | 32 | 32 | 32 | 18 |

| 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: 17.26

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:

At Gurugram Global College of Pharmacy, fostering an enriching and dynamic learning environment is paramount. The college has prioritized transitioning from "teacher-centric teaching" to "student-centric learning" to empower students as problem solvers. To achieve this, student-centric methods such as experiential learning, participative learning, and problem-solving methodologies are seamlessly integrated into the curriculum, enhanced by the effective use of Information and Communication Technology (ICT) tools.

Experiential learning lies at the heart of the educational philosophy at Gurugram Global College of Pharmacy. Through hands-on experiences, students actively engage with course material, allowing for deeper understanding and retention of concepts. Whether through laboratory experiments, simulated patient interactions, Expert Talks, fieldwork experiences, students have the opportunity to apply theoretical knowledge to real-world scenarios. To provide students with a comprehensive understanding of the pharmaceutical industry, third and final year students participate in industrial training programs, pharmacy fest complemented by organized industrial visits aimed at keeping them abreast of current industry practices and equipping them with the necessary skills demanded by the field. Additionally, to deepen students' insights into hospital operations, the college routinely arranges hospital visits and offers training sessions focused on community pharmacy services and patient counselling. These experiential learning opportunities replace rote memorization with the application of cognitive abilities, thereby enhancing the effectiveness of the curriculum assessment.

Participative learning encourages active involvement and collaboration among students, fostering a sense of ownership over the learning process. Gurugram Global College of Pharmacy incorporates various participative learning techniques such as group discussions, debates, peer teaching activities and curricular activities like oral and poster presentation, organisation of seminars, webinars and workshops . By facilitating meaningful interactions and discussions, students gain diverse perspectives and develop critical thinking and communication skills.

Problem-solving methodologies form an integral part of the curriculum at Gurugram Global College of Pharmacy, reflecting the real-world challenges that students will encounter in their future careers. Through case studies, problem-based learning scenarios, and research projects, students develop analytical thinking and problem-solving skills essential for success in the pharmaceutical profession. Major and Minor projects are offered students to broaden their critical thought processes required for problem-solving.

The effective integration of ICT tools further enhances the learning experiences of students at Gurugram Global College of Pharmacy. The college leverages a variety of technological resources, including e-learning platforms, E- resources, ERP, digital library, virtual reality simulations, and multimedia lectures, to cater to diverse learning styles and preferences. By utilizing ICT tools, students & faculties have the flexibility to access educational content anytime, anywhere, and at their own pace, facilitating personalized and self-directed learning experiences. The faculty develop lesson plans using various modern teaching tools for ICT based classrooms, by use of ppt, YouTube videos, Google meet, Zoom, Google classroom for conduct of lectures and assignment.

Gurugram Global College of Pharmacy is committed to providing innovative and student-centric learning experiences that empower students to excel in the pharmaceutical profession. Through experiential learning, participative learning, and problem-solving methodologies enhanced by ICT tools, students

develop the knowledge, skills, and competencies necessary to thrive in a rapidly evolving healthcare landscape. By embracing technology and fostering active engagement, the college prepares students to become lifelong learners and leaders in the field of pharmacy.

| | |
|---|-------------------------------|
| 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: 82.02

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 25 | 22 | 20 | 14 | 8 |

| | |
|---|-------------------------------|
| 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: 21.92

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 5 | 4 | 3 | 2 | 2 |

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

At Gurugram Global College of Pharmacy, transparency and efficiency are maintained in the assessment mechanisms and grievance redressal system. These vital components ensure fairness, accountability, and student satisfaction within the academic framework.

A) **Internal assessment** is transparent –GGCP follows the formative and summative evaluation approaches to measure student achievement. Formative Approaches: Attendance record, classroom interactions, assignments, project work, field visits, laboratory sessions Summative Approaches: Two Mid-term Exams

The mechanism of internal and external assessment is designed with utmost transparency to provide students with a clear understanding of the evaluation process. Internal assessments, including quizzes, assignments, and mid-term exams, are conducted regularly throughout the semester, allowing students to track their progress and identify areas for improvement. Detailed assessment criteria and grading rubrics are shared with students at the beginning of each course, ensuring clarity regarding expectations and evaluation standards. Additionally, faculty members provide timely feedback on assessments, enabling students to gauge their performance and make necessary adjustments to enhance their learning outcomes.

B) External Assessment:

External assessments, such as final examinations and projects, are administered following established protocols to maintain integrity and fairness. Examination schedules, syllabi, and examination patterns are communicated well in advance, providing students with ample time to prepare effectively. The evaluation process adheres to strict guidelines to prevent bias with assessments being conducted in a secure and proctored environment. Results are released promptly following the completion of assessments, allowing students to access their performance and seek clarification or assistance if needed.

In line with our commitment to transparency and accountability, Gurugram Global College of Pharmacy has implemented a robust grievance redressal system to address concerns or grievances raised by students. The system is designed to be accessible, impartial, and time-bound, ensuring that grievances are resolved in a timely and efficient manner. Students are encouraged to express their concerns through designated channels, such as faculty members, department heads, or the grievance redressal committee.

Upon receiving a grievance, the college initiates a thorough investigation to gather relevant information and assess the validity of the complaint. Students are provided with regular updates on the status of their grievance and are given the opportunity to present their case in a fair and impartial manner. The grievance redressal committee comprises experienced faculty members and administrators who are trained to handle grievances sensitively and professionally.

Once a resolution is reached, the college takes appropriate action to address the grievance and implement any necessary corrective measures. Feedback from resolved grievances is used to identify systemic issues and implement improvements to prevent similar grievances from arising in the future.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The institution's commitment to transparency and accountability is reflected in its practice of stating and displaying POs and COs prominently on its website. The primary objective of Program Outcomes (POs) and Course Outcomes (COs) is to impart knowledge and enhance skills essential for capacity building and personality development. The course objectives of all courses are mentioned in the curriculum prescribed by the University. Upon course allotment from the department, the designated course instructor concerns the course objectives as appropriate CO's for their respective courses aligned with

Bloom's Taxonomy. The Programme Coordinators and Class Coordinators are responsible for making students aware of the Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs). Faculty members, when teaching different subjects, inform students about the specific COs related to their subject and emphasize the importance of achieving these outcomes. Subsequently, the course coordinator reviews the CO statements and ensure alignment with the CO-PO mapping established by the faculty members. Program Outcomes (POs) and Course Outcomes (COs) are defined for each subject, effectively termed a course, and they reflect the overall learning through the course in relation to the program outcomes. COs specify what students are expected to learn upon completing a particular course. They assist faculty in designing appropriate delivery and assessment methods to achieve the intended COs. Course Outcomes (COs) are utilized by the Institute through faculty presentations for course planning, where the course plans are aligned with the topics outlined in the syllabus. The lesson plan for each subject is mapped to the specified CO's. To achieve these CO's, various assignments and class activities are planned and incorporated into the faculty's course plan.

Program Outcomes (POs) define the overarching objectives of a graduation program, specifying the skills and knowledge that graduates are expected to acquire by the end of their studies. They assess the program's effectiveness in preparing students for their future careers and academic endeavors. POs detail the competencies and expertise that graduates should possess, reflecting the program's goals and aspirations. Institutions adhere to these outcomes to ensure that the educational experience aligns with the desired professional and academic achievements, guiding both the curriculum and assessment processes to meet established educational standards.

Vision, Mission, and Program Outcomes (POs) of the B. Pharmacy program are prominently displayed on the college website and are also showcased in faculty rooms, classrooms, laboratories, and the library. This widespread visibility ensures that students and other stakeholders are well-informed about the program's objectives and values. To align assessments with the learning goals, question papers are meticulously designed and mapped to Course Outcomes (COs) and Program Outcomes (POs). This alignment is achieved using Bloom's Taxonomy, which provides a structured framework for evaluating students' comprehension and application of the course material, both in theoretical and practical contexts.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

GGCP, affiliated with Pt. BD Sharma University of Health Sciences, Rohtak, adheres to the university's prescribed syllabus, course content, and examination scheme. These elements are carefully reviewed and finalized during departmental meetings. Sessional exam question papers are crafted based on the weightage of individual Course Outcomes (COs), and the answer sheets are evaluated accordingly. The

attainment of Program Outcomes (POs) is measured through direct assessment, mapping them with the COs, as well as through indirect assessment tools such as surveys and feedback.

Method for evaluation of the course outcomes and program outcome attainment:

The following protocol is followed for evaluation of attainment of CO and PO:

1. The course outcome attainment level for all the courses set by the institute is 60%.

2. Course Outcome attainment: Calculation of COs attainment is based on:

- Internal assessment (30% weightage): This includes mapping the sessional exams and continuous internal examinations such as quiz, open book test conducted as per the guidelines.
- End semester exam (70% weightage): The answer sheets of the students are mapped for the individual COs and the actual percentage of students obtaining the set percentage of marks is meticulously calculated.

3. The attainment level is defined as:

| Attainment Criteria | Attainment Level |
|-----------------------------|-------------------------|
| Less than or equal to 60% | No Correlation |
| Above 60% but less than 75% | 1 – Low Correlation |
| Above 70% but less than 85% | 2 – Medium Correlation |
| Above 85 % | 3 – High Correlation |

4. Program Outcome attainment: Calculation of PO attainment is based on the following components:

Direct tools: Course Outcome attainment (80% weightage).

Indirect tools: The tools used for this study are the course end survey, graduate exit survey and alumni feedback (20% weightage).

Course end survey: On completion of the program, the students are individually provided with a questionnaire to rate each course on a scale of 1-5 where 1= Least satisfactory and 5= most satisfactory.

Employer survey: A questionnaire is provided to the companies who have recruited graduates from the institute. The employer is requested to provide feedback about the student revolving around his/her knowledge, skillsets and expertise required for their field of specialization using the similar scale.

Alumni feedback: Feedback is sought from the alumni via a questionnaire about their level of satisfaction for the achievement of program educational outcomes, faculty proficiency, placement support, grooming etc.

A critical analysis of this activity by the Department academic committee and the Internal Quality Assurance Cell (IQAC) informs the planning of various student engagement initiatives. These include short-term skill development certificate courses, seminars, conferences, and workshops scheduled for the

upcoming academic session, all aimed at ensuring incremental progress in the attainment of Program Outcomes (POs).

| 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: 76.82

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 47 | 46 | 23 | 0 | 0 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 71 | 57 | 23 | 0 | 0 |

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.8

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

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:

Gurugram Global College of Pharmacy is dedicated to cultivating an ecosystem that promotes innovation and facilitates the transfer of knowledge and technology. Through initiatives such as the Indian Knowledge System (IKS), awareness about intellectual property rights (IPR), the establishment of an IPR cell, incubation centre, and other collaborative endeavours, the institution aims to foster a culture of creativity and entrepreneurship among its students and faculty.

Indian Knowledge System (IKS) Awareness: The institution recognizes the rich heritage and traditional knowledge systems of India and endeavours to integrate them into its academic and research activities. Awareness about IKS is promoted through seminars, workshops, and special courses that highlight the contributions of ancient Indian science and medicine to modern pharmaceutical practices. By embracing IKS, students gain a deeper understanding of indigenous knowledge and its relevance to contemporary pharmaceutical research and innovation.

Establishment of IPR Cell: To safeguard intellectual property rights and promote innovation, Gurugram

Global College of Pharmacy has established an IPR cell. This cell is responsible for raising awareness about IPR laws and regulations among students and faculty, providing guidance on the process of patenting inventions, and facilitating the protection of intellectual property generated within the institution. Through the IPR cell, the institution faculty members has published 4 patents.

Incubation Centre: Gurugram Global College of Pharmacy has established an incubation centre to nurture innovation and entrepreneurship. This centre offers resources, mentorship, and infrastructure to help aspiring entrepreneurs develop and commercialize their ideas. Through incubation programs, students and faculty transform research into viable products and services, with five startups launched by B. Pharmacy students.

Knowledge Transfer Initiatives: The college promotes knowledge and technology transfer through industry collaborations, technology transfer agreements, and joint research projects. These initiatives foster partnerships with industry, ensuring that research findings have real-world impact and contribute to advancements in the pharmaceutical sector. The college has 35 MOU's with the colleges and organisation of repute. The collaborative outcome activities are organised from time to time for faculty, students and society benefits.

Evident Outcomes: The outcomes of Gurugram Global College of Pharmacy's efforts in fostering innovation and knowledge transfer are evident in the form of patents, publications, commercialized products, and successful entrepreneurial ventures. Students and faculty have been recognized for their contributions to scientific research and innovation, both nationally and internationally. Through its comprehensive ecosystem for innovation, the institution continues to inspire creativity, drive, and excellence among its academic community, ultimately contributing to the growth and development of the pharmaceutical sector.

Gurugram Global College of Pharmacy is committed to creating an ecosystem that fosters innovation, promotes the Indian Knowledge System, and facilitates the transfer of knowledge and technology. Through initiatives such as IKS awareness, establishment of an IPR cell, incubation centre, and collaborative partnerships, the institution empowers its students and faculty to excel in research, entrepreneurship, and industry engagement. The evident outcomes of these efforts underscore the institution's dedication to advancing pharmaceutical education, research, and innovation.

| 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: 45

3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on

Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 14 | 14 | 4 | 8 | 5 |

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0

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

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

| File Description | Document |
|---|-------------------------------|
| Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website | 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 |

3.3.2

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

Response: 0

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

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

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

3.4 Extension Activities

3.4.1

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

Response:

Over the past five years, Gurugram Global College of Pharmacy has actively engaged in extension activities aimed at benefiting the surrounding neighbourhood community while sensitizing students to pertinent social issues. These endeavours reflect the institution's commitment to holistic student development and its role as a responsible member of the broader community.

Impact on Neighbourhood Community: The extension activities conducted by college have had a significant impact on the neighbouring community. These activities encompass a wide range of initiatives, including health camps, Vaccination drives, awareness campaigns, skill development workshops, and community outreach programs. Through these endeavours, the institution has addressed various socio-economic challenges faced by the community, such as healthcare disparities, lack of education, and unemployment.

Health Camps and Medical Outreach: One of the key initiatives undertaken by the college is the organization of health camps and medical outreach programs in collaboration with local healthcare providers. These camps offer free medical consultations, Health education sessions on common diseases and prevention. diagnostic tests, and health education sessions to underserved communities. By providing access to essential healthcare services, college contributes to improving the overall health and well-being of the neighbourhood population.

Awareness Campaigns: The institution also conducts awareness campaigns on important public health issues such as hygiene, sanitation, nutrition, and disease prevention. Awareness Camp on Self Medication, Road Safety, cancer in women, Mental health Empowerment, Prevent Women from Harassment campaigns involve the distribution of informational pamphlets, interactive sessions, and community workshops aimed at raising awareness and promoting healthy behaviours among community members. By empowering individuals with knowledge, the college strives to create a positive impact on community health outcomes.

Skill Development Workshops: In addition to health-related initiatives, the college regularly organising skill development workshops and vocational training programs to enhance the employability of local youth. These workshops includes skill Development and Awareness Workshop for Adolescent Girls, Career Guidance Programme cover a wide range of topics, including computer literacy, communication skills, entrepreneurship, and vocational trades.

Community Outreach Programs: Furthermore, the college actively engages in community outreach programs that address broader social issues such as environmental conservation, gender equality, and civic participation. These programs involve collaborative efforts with local NGOs, government agencies, and community-based organizations to implement sustainable solutions and foster social cohesion. Cloth Distribution Drive to Poor People, Plantation Drive on Road, Plastic Clean-Up Drive, Donation of Supplies to Underprivileged Students in Slum Areas, Donation Drive for Impoverished People are the community outreach activities and program conducted by GGCP.

Student Sensitization to Social Issues: In tandem with its extension activities, GGCP places a strong emphasis on sensitizing students to social issues for their holistic development. Rally on Voting Rights, Save Girl Child, Nukkad Natak on World Mental Health Day, Street Play and Rally on World AIDS Day and through experiential learning opportunities, community service projects, and reflective discussions, students are exposed to the realities of social inequality, injustice, and marginalization. By fostering empathy, compassion, and a sense of social responsibility, the institution prepares students to become engaged citizens and ethical professionals capable of addressing complex societal challenges.

| File Description | Document |
|---|-------------------------------|
| Provide Link for Additional information | View Document |

3.4.2

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

Response:

Gurugram Global College of Pharmacy takes great pride in its commitment to community engagement and social responsibility through various extension activities. Over the years, these efforts have garnered recognition and accolades from government and government-recognized bodies, highlighting the institution's impactful contributions to society.

One notable recognition received by Gurugram Global College of Pharmacy is the "Best Pharmacy College of the year" awarded by Hon'ble Shri Anurag Thakur & Dr. Kriti Prem Soanki. This prestigious award acknowledges the institution's outstanding efforts in extending its expertise and resources to address healthcare needs and promote public health awareness in the local community. Through initiatives such as health camps, awareness drives, and educational workshops, the college has made significant strides in improving healthcare access and outcomes for underserved populations.

The college prioritizes institutional social responsibility by actively involving faculty and students which regularly organize camps in college & nearby villages. These endeavours cultivate students' awareness of societal needs and inspire them to partake in outreach programs benefiting local communities. Examples of such programs include eradicating child labor, educating on cancer problems, promoting health and hygiene, offering computer literacy initiatives, and advocating for girl child education. Through these efforts, students not only contribute meaningfully to society but also develop essential skills and perspectives essential for their holistic development.

Women empowerment programs have effectively raised awareness among female students, empowering them to assert their rights confidently. Women's Day celebration is done to empower the importance of women. These initiatives contribute to fostering informed, balanced, and responsible citizenship among both faculty and students. Furthermore, the entire academic community actively participated in yoga sessions during Yoga Day celebrations. Additionally, a wide range of activities were organized, including discussions on sensitive topics of social, political, and economic significance. These discussions aim to enhance students' understanding and contribute to the holistic development of their personalities, ensuring a well-rounded educational experience.

Gurugram Global College of Pharmacy's unwavering commitment to extension activities has been duly recognized and appreciated by government and government-recognized bodies. The awards and accolades serve as a testament to the institution's enduring impact on the well-being of society and its steadfast dedication to nurturing socially responsible healthcare professionals. Moving forward, the college remains committed to further expanding its outreach efforts and making a meaningful difference in the communities it serves.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload 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: 33

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 8 | 2 | 3 | 3 | 17 |

| 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

| <p>3.5.1</p> <p><i>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.</i></p> <p>Response: 21</p> | |
|--|-------------------------------|
| File Description | Document |
| Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc. | 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 |

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:

Gurugram Global College of Pharmacy prioritizes maintaining advanced IT facilities, stock register to cater to the academic, research, and administrative needs of its students, faculty, and staff. The institution acknowledges the significant role of technology in enhancing the learning experience, promoting innovation, and facilitating efficient communication and collaboration. The organization regularly updates its IT infrastructure and ensures adequate internet bandwidth to meet the increasing needs of its students, faculty, and staff.

The college boasts advanced IT facilities, including computer labs equipped with 80 computers, which having configuration include ; *Dual core, RAM 2GB,Harddrive storage with 250GB,Wipro-Cabinate,220V power supply,Wipro-KeyBoard,Mouse,Monitor,Lan-cable supply and other IT Facilities including Severs,Router,HUB,Printers,Switiches and other facilities like* multimedia classrooms,technology-enabled learning spaces, enabling academic activities like lectures, presentations, simulations, and online assessments. The college regularly updates its IT equipment and software (Ex-Pharm,Online Wordsworth language Lab) to ensure compatibility, security, and optimal performance. The frequency of updating IT infrastructure at GGCP typically depends on several factors, including budget, technological advancements, and institutional needs. Institutional IT policies and practices are generally reviewed annually to align with the latest technology trends and compliance requirements.

High-Speed Internet Connectivity

GGCP invests in high-speed internet 30MBps connectivity to enhance access to online resources, research databases, and communication tools, meeting growing bandwidth demand through robust networking infrastructure and reputable service providers. And it is updated in terms of number of system added. The internet bandwidth is continuously monitored and upgraded to ensure fast and reliable internet access for students, faculty, and staff.

Wi-Fi Connectivity

Gurugram Global College of Pharmacy offers wireless internet connectivity across the campus, allowing seamless internet access from any location within the college premises. The college's Wi-Fi network is secure with encryption and access controls, allowing students to access online resources, participate in virtual classes, and collaborate with peers.

Remote Access and Virtual Learning:

The College utilizes technology to facilitate remote access and virtual learning (eg. Projector with smart board classroom).The college offers remote learning through virtual platforms, video conferencing, and online collaboration suites, with technical support and training to ensure smooth transition and maximize effectiveness.

To ensure quality teaching, learning, and research, the college offers access to a diverse array of online resources.

Faculty members have computers with a high-speed internet of 30 Mbps connections, and printing facilities for computer-aided teaching materials. Technical experts maintain the computers labs and printers, overseen by computer lab coordinators.

Gurugram Global College of Pharmacy is committed to providing state-of-the-art IT facilities and high-speed internet connectivity to support the academic and technological needs of its learning community. The college is enhancing its learning environment by investing in modern IT infrastructure, upgrading internet bandwidth, and providing comprehensive IT support services.

| File Description | 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: 8.31

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|----------|---------|---------|---------|---------|
| 22.38611 | 1.09682 | 1.10 | 16.61 | 3.53891 |

| 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 |

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:

Gurugram Global College of Pharmacy is dedicated to providing its students and faculty with comprehensive library services and resources to support their academic and research endeavours. The college's library is not just a repository of books and journals but a dynamic learning hub equipped with modern technologies and resources to enhance the overall learning experience.

Koha: An Open-Source Integrated Library System at GGCP

Gurugram Global College of Pharmacy (GGCP) is completely digitized/ computerized with the latest world-renowned KOHA system, offering a robust infrastructure to support its extensive library resources. The library houses 5,500 hard journals, 400 e-journals, and 14 hard journals covering all aspects of pharmaceutical sciences with global access. It also utilizes Turnitin software for plagiarism detection and the DELNET database for extensive research materials. Situated on the third floor, the library features a seating capacity of approx. 90 students and provides Wi-Fi connectivity that ensuring a conducive environment for study and research. GGCP's Koha system is currently running on version 22.11, enhancing the management and accessibility of its diverse collection. The library is open for more than 10 hrs. (8.15a.m. to 7.00 p.m.) On all working days and 12 hours during exams.

Subscription to E-Resources

GGCP utilizes a variety of electronic resources, including e-books, e-journals, databases, and online repositories, in addition to traditional print resources.

E-resources provide students and faculty with access to scholarly information and research materials from renowned publishers, ensuring current, relevant content and enriching learning and research experiences.

Purchase of Books and Journals

GGCP spends a substantial portion of its budget on the acquisition of books, journals, and other library materials like accession register to continuously enhance its collection. The college's library collection covers various pharmaceutical sciences subjects like pharmacology, Pharmaceutical chemistry, pharmaceuticals, Pharmacognosy, and pharmacy practice. The institution's commitment to investing in books and journals demonstrates its commitment to providing students and faculty with up-to-date and authoritative academic resources.

Optimal Utilisation of Library:

The library maintains a daily register which shows regular usage of library by Students and Faculty members which is influenced by academic schedules, examination periods. The library effectively attracts a daily stream of visitors, including students seeking study materials and faculty members. Library offers a collection of question papers from both Sessional and University Examinations over a decade, along with sections for reference books and journals related to B. Pharmacy .GGCP's library staff is crucial in facilitating access to resources, assisting users with information needs, and promoting information literacy among students and faculty. The library at Gurugram Global College of Pharmacy is a crucial academic resource centre that aids in the teaching, learning, and research of the college community. The library significantly contributes to academic excellence and intellectual growth of students and faculty through automated systems, e-resource subscriptions, library investments, and dedicated staff.

| File Description | 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:

Gurugram Global College of Pharmacy prioritizes maintaining advanced IT facilities, stock register to cater to the academic, research, and administrative needs of its students, faculty, and staff. The institution acknowledges the significant role of technology in enhancing the learning experience, promoting innovation, and facilitating efficient communication and collaboration. The organization regularly updates its IT infrastructure and ensures adequate internet bandwidth to meet the increasing needs of its students, faculty, and staff.

Following is an overview of the IT facilities and internet connectivity at Gurugram Global College of Pharmacy:

IT Facilities

The college boasts advanced IT facilities, including computer labs equipped with 80 computers, which having configuration include ; *Dual core, RAM 2GB,Harddrive storage with 250GB,Wipro-Cabinate,220V power supply,Wipro-Keyboard,Mouse,Monitor,Lan-cable supply and other IT Facilities including Severs,Router,HUB,Printers,Switiches and other facilities like multimedia classrooms,technology-enabled learning spaces, enabling academic activities like lectures, presentations, simulations, and online assessments. The college regularly updates its IT equipment and software (Ex-Pharm,Online Wordsworth language Lab) to ensure compatibility, security, and optimal performance. The frequency of updating IT infrastructure at GGCP typically depends on several factors, including budget, technological advancements, and institutional needs. Institutional IT policies and practices are generally reviewed annually to align with the latest technology trends and compliance requirements.*

Internet Connectivity

GGCP invests in high-speed internet 30MBPS connectivity to enhance access to online resources, research databases, and communication tools, meeting growing bandwidth demand through robust networking infrastructure and reputable service providers. And it is updated in terms of number of system added. The internet bandwidth is continuously monitored and upgraded to ensure fast and reliable internet access for students, faculty, and staff.

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To ensure quality teaching, learning, and research, the college offers access to a diverse array of online resources.

Faculty members have computers with a high-speed internet of 30 MBPS connections, and printing facilities for computer-aided teaching materials. Technical experts maintain the computers labs and printers, overseen by computer lab coordinators.

In conclusion, Gurugram Global College of Pharmacy is committed to providing state-of-the-art IT facilities and high-speed internet connectivity to support the academic and technological needs of its learning community. The college is enhancing its learning environment by investing in modern IT infrastructure, upgrading internet bandwidth, and providing comprehensive IT support services.

| File Description | Document |
|---|-------------------------------|
| Provide Link for Additional information | View Document |

4.3.2

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

Response: 8.1

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

Response: 49

| 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: 19.26

4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|----------|----------|----------|----------|---------|
| 53.75007 | 19.30622 | 11.64064 | 17.82133 | 1.14091 |

| 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 |

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 72.95

5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 292 | 263 | 195 | 145 | 22 |

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](#)

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: C. 2 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 |

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: 81.94

5.1.3.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 349 | 307 | 148 | 146 | 80 |

| 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: 43.97

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 33 | 17 | 1 | 0 | 0 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 47 | 46 | 23 | 0 | 0 |

| File Description | Document |
|--|-------------------------------|
| Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website) | View Document |
| List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website) | View Document |
| Institutional data in the prescribed format | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

5.2.2

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

Response: 3.08

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

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

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

5.3 Student Participation and Activities

5.3.1

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

Response: 7

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 2 | 2 | 0 | 2 | 1 |

| File Description | Document |
|--|-------------------------------|
| list and links to e-copies of award letters and certificates | View Document |
| Institutional data in the prescribed format | 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: 30.8

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 28 | 44 | 18 | 32 | 32 |

| 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 presence of a registered Alumni Association plays a vital role in the continued growth and development of Gurugram Global College of Pharmacy. Through their financial contributions, mentorship, networking opportunities, and other support services, alumni actively contribute to the advancement of their alma mater.

Financial Contributions: The Alumni Association serves as a crucial source of financial support for Gurugram Global College of Pharmacy. Alumni generously donate funds to various initiatives, including infrastructure development, research projects, and student welfare programs. These financial contributions play a significant role in enhancing the educational experience and opportunities available to current and future students.

Mentorship and Career Guidance: Alumni members provide valuable mentorship and career guidance to current students, helping them navigate their academic and professional journeys. Through mentorship programs, alumni offer insights, advice, and industry connections to help students make informed decisions about their career paths. Alumni mentors also provide guidance on resume building, interview preparation, and professional development, empowering students to succeed in their chosen fields.

Networking Opportunities: The Alumni Association facilitates networking opportunities for both current students and fellow alumni. Through networking events, alumni reunions, and online platforms, members of the association connect with each other and build meaningful professional relationships. These networking opportunities not only foster a sense of community among alumni but also create valuable connections that can lead to internships, job placements, and collaborative ventures.

Professional Development Initiatives: Gurugram Global College of Pharmacy's Alumni Association organizes various professional development initiatives to support alumni in their career advancement. These initiatives may include workshops, seminars, webinars, and panel discussions on relevant industry topics. By providing access to continuing education and skill-building opportunities, the Alumni Association helps alumni stay updated with the latest developments in their respective fields and enhance their professional competencies.

In conclusion, the registered Alumni Association of Gurugram Global College of Pharmacy plays a crucial role in the institution's development by providing financial support, mentorship, networking opportunities, and other valuable services. Through their continued engagement and contributions, alumni uphold the legacy of their alma mater and empower current students to achieve their academic and professional goals. The Alumni Association serves as a testament to the enduring bond between graduates and their alma mater, driving progress and excellence in pharmaceutical education and beyond.

| File Description | 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:

Gurugram Global College of Pharmacy prides itself on its governance and leadership practices, which are intricately aligned with the institution's vision and mission. This alignment is palpable across various institutional practices, demonstrating a commitment to the implementation of the National Education Policy (NEP), sustained growth, decentralization, and active participation in institutional governance. The quality framework of GGCP likely encompasses a comprehensive approach to ensure excellence in various aspects of its operations

Nature of Governance: The governance structure of the college is framed in accordance with the guidelines and standards set forth by Pd. B.D Sharma University of Health Sciences and PCI (Pharmacy Council of India). The Governing Body, formed as per these regulations, provides strategic direction aligned with the college's vision and ethics. Policies crafted by the Governing Body and the College Academic Committee are executed by the Principal, with further responsibilities distributed among respective Heads of Departments (HODs) and committee members. Teaching staff coordinators/ Mentors play an integral role in decision-making processes, participating in various committees. They convene committee meetings, facilitate discussions, and ensure the implementation of decisions made with the consent of all the faculty members and the Principal.

Alignment with Vision and Mission: At the heart of GGCP, governance and leadership philosophy lies a steadfast commitment to its vision and mission. The institution's leadership ensures that every decision, policy, and initiative is guided by the overarching goal of fostering excellence in pharmaceutical education, research, and service to society. This unwavering commitment to its core values permeates throughout the institution's governance structure, shaping its institutional identity and guiding its strategic direction.

Implementation of NEP: Gurugram Global College of Pharmacy is at the forefront of implementing the National Education Policy (NEP). GGCP is following all the initiatives which are being taken by our affiliating Pt. B.D. Sharma University. As per the guidelines of the university GGCP have created Academic Bank of Credit ID on Digilocker which will be a bank for Academic purpose with students.

Sustained Institutional Growth: Under the guidance of visionary leadership, Gurugram Global College of Pharmacy has experienced sustained growth and development over the years. This growth is evident in various aspects, including infrastructure expansion, academic advancements, research outputs, and collaborations with industry and academia. Through strategic planning and resource allocation, the institution continues to invest in its infrastructure, faculty development, and student support services, thereby enhancing its capacity to deliver high-quality education and research outcomes.

Decentralization and Participatory Governance: The institution embraces a decentralized approach to governance, fostering a culture of participatory decision-making and shared responsibility. Faculty, staff, students, and other stakeholders are actively involved in the governance process, contributing their insights and perspectives to institutional decision-making. This participatory approach not only promotes transparency and accountability but also ensures that diverse voices are heard and valued in shaping the institution's policies and practices.

Institutional Perspective Plan: The institutional perspective plan serves as a comprehensive roadmap for achieving the institution's long-term objectives and aspirations. GGCP effectively deploys this plan by translating its strategic priorities into actionable initiatives and projects.

| File Description | 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:

Gurugram Global College of Pharmacy demonstrates a high level of effectiveness and efficiency in deploying its institutional perspective plan and ensuring the smooth functioning of its institutional bodies. This is evident across various aspects, including policies, administrative setup, appointment procedures, service rules, and overall organizational procedures.

Strategic Deployment of Institutional Perspective Plan: The institutional perspective plan serves as a comprehensive roadmap for achieving the institution's long-term objectives and aspirations. Gurugram Global College of Pharmacy effectively deploys this plan by translating its strategic priorities into actionable initiatives and projects. Each component of the perspective plan is carefully aligned with the institution's vision and mission, ensuring coherence and direction in its implementation, approved in the BOG meeting (2022-23). Regular monitoring and evaluation mechanisms are put in place to track progress against the objectives outlined in the perspective plan, enabling timely adjustments and course corrections as needed.

Effective Functioning of Institutional Bodies: The institutional bodies within Gurugram Global College of Pharmacy operate with a high degree of effectiveness and efficiency, contributing to the overall organizational success. This efficiency is reflected in the clear delineation of roles and responsibilities among various bodies, ensuring accountability and streamlined decision-making processes. Institutional bodies such as the academic committee, governing board, administrative committees, and faculty work collaboratively to address key issues, formulate policies, and drive strategic initiatives. Regular meetings, consultations, and communication channels facilitate effective

coordination and alignment of efforts across different levels of governance.

Robust Policies and Administrative Setup: The institution maintains robust policies and administrative structures that are designed to promote transparency, fairness, and efficiency in its operations. Clear policies and procedures govern areas such as recruitment, promotion, grievance redressal, financial management, academic affairs, and student services. These policies are regularly reviewed and updated to adapt to changing circumstances and evolving regulatory requirements. The administrative setup is characterized by a responsive and service-oriented approach, with dedicated staff members responsible for facilitating smooth day-to-day operations and addressing the needs of various stakeholders.

Appointment and Service Rules: Gurugram Global College of Pharmacy adheres to well-defined appointment and service rules that govern the recruitment, selection, and promotion of faculty and staff members. These rules are based on principles of meritocracy, equity, and inclusivity, ensuring that appointments are made based on qualifications, experience, and suitability for the role. Transparent and standardized procedures are followed throughout the appointment process, from vacancy announcement to final selection. Service rules outline the rights, responsibilities, and entitlements of faculty and staff members, providing a framework for fair and consistent employment practices.

Gurugram Global College of Pharmacy demonstrates a strong commitment to deploying its institutional perspective plan effectively and ensuring the efficient functioning of its institutional bodies. Through robust policies, transparent administrative setup, adherence to appointment and service rules, and streamlined procedures, the institution fosters a conducive environment for academic excellence, innovation, and institutional advancement. By upholding principles of good governance and organizational effectiveness, Gurugram Global College of Pharmacy continues to uphold its reputation as a leading institution in pharmaceutical education and research.

| File Description | Document |
|--|-------------------------------|
| Upload Additional information | View Document |
| Institutional perspective Plan and deployment documents on the website | 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 |

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:

Gurugram Global College of Pharmacy prioritizes the well-being and professional development of its faculty and staff through a comprehensive performance appraisal system, effective welfare measures, and avenues for career development and progression. The institute implements a Performance-Based Appraisal System annually for both teaching and non-teaching staff, aimed at enhancing overall performance. This system provides a structured framework for evaluating employee contributions and identifying areas for improvement. Through constructive feedback and goal-setting, employees are empowered to excel in their roles, contributing to the institution's success. Additionally, the institute encourages staff members to pursue higher qualifications, such as registering for PhD programs or acquiring advanced degrees, where applicable. It extends comprehensive support to employees pursuing further education, including financial assistance, study leave, and access to resources and guidance. The various welfare measures are as mentioned below:

- **Performance Appraisal System:** The institution has implemented a robust performance appraisal system that provides regular feedback and evaluation for faculty and staff members. This system is designed to assess individual performance against predefined criteria, including teaching effectiveness, research productivity, administrative responsibilities, and professional conduct. Performance evaluations are conducted annually or biannually, depending on the position, and involve self-assessment, peer review, and supervisor evaluations.
- **Leaves:** By offering the below mentioned leaves, the institute demonstrates its commitment to supporting employee's well-being, work-life balance, and personal milestones, thereby nurturing a positive and inclusive work culture.

Leave include following categories:

- Casual leave

- Sick leave
 - Academic leave/ Duty leave
 - Maternity leave
 - Study Leave
 - Leave Without Pay
 - Compensatory Casual Leave (CCL)
- **Financial support for skill up gradation:** The institution has established a comprehensive policy aimed at promoting the skill upgrading of all employees through various programs such as workshops, Faculty Development Programs (FDP), Skill Development Programs (SDP), Short Term Training Programs (STTP), symposia, and more. This policy underscores the institution's commitment to continuous learning and professional development. GGCP supports its permanent faculty to attend Conferences/Workshops/Refresher Courses/ Orientation Courses/Faculty Development Programmes, etc by providing them a reimbursement of the registration fees, subject to approval by the Principal.
 - **Avenues for Career Development/Progression:** GGCP offers various avenues for career development and progression to facilitate the professional growth and advancement of its faculty and staff members. These avenues include opportunities for continuing education, professional training, research grants, and participation in conferences and workshops. Additionally, the institution supports faculty and staff members in pursuing advanced degrees, professional certifications, and specialized training to enhance their skills and expertise in their respective fields.
 - **Organization of excursion:** Institution periodically arranges excursion for all its employee which is perfect blend of exposure to motivational sessions and enjoyment. This helps towards team building, capacity building of the employee along with sense of belongingness.
 - The institution's promotion policy operates on a merit-based system, ensuring that employees receive appropriate advancement opportunities upon fulfilling criteria such as higher qualifications or performance benchmarks. This approach motivates staff to continually enhance their skills and fosters a sense of accountability for their professional development.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload 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: 9.59

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 2 | 5 | 0 |

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

6.3.3

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

Response: 30.83

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 7 | 11 | 6 | 8 | 5 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 11 | 12 | 10 | 7 | 7 |

| 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 |

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:

Both the availability and flexibility of funding are crucial for an organization's success. Gurugram college of Pharmacy adheres to a strategy plan for resource mobilization and makes sure that its financial management is transparent. The Baljeet Singh Educational Society and the Principal keep an eye on the strategy to make the best use of the available funds and resources. They were used in projects aimed at improving quality. Tuition fees are the primary source of income and are collected from students in accordance with the rules set forth by the Fee Regulatory Authorities. Seminars, workshops, conferences, and cultural events are carried out with the help of grants and sponsorships obtained from various organizations, including professional bodies. The institution makes the best use of its resources when funding student projects to buy lab supplies.

There are several committees that work under the direction of the principal to ensure the proper operation of the institution. Each committee creates a list of the demands, sends it to the accounts department of Gurugram global college of pharmacy and Baljeet Singh Educational Society, reviews the resource usage, audits the revenue and expenditure, and makes suggestions for better resource management and efficient fund mobilization.

To maintain financial compliance, the Institution has set up a system for yearly internal and external audits of the financial transactions. The institution's internal financial committee conducts internal audit twice a year. Through the principal, the committee presents the institution's management with a compliance report from internal audit that has been properly verified. An outside organization does an external audit once a year. The following procedures are used to monitor the effective and efficient use of financial resources:

- Prior to the start of each fiscal year, the principal provides a proposal on budget allocation to the management after taking the suggestions made by the heads of all the departments into consideration.
- The accounts department will keep track of spending in accordance with the management-allocated budget. Also calculated are the depreciation expenses of various items purchased in previous years. An internal finance committee conducts a half-yearly audit of vouchers as part of an internal audit.
- Verifying the bills and vouchers allows for a detailed examination of the expenses made under various headings. Any disparity discovered is brought to the principal's attention. The last five years have been spent using the same procedure.
- According to government regulations, chartered accountants routinely conduct external audits. After the audit, the auditor makes sure that all payments are sent for review and are properly authorised. All of these procedures show that financial concerns are kept transparent and that there is adherence to financial discipline to prevent the institution's assets or finances from being misappropriated at any level. The management representatives and chartered accountant have properly signed the audited statement

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

The Internal Quality Assurance Cell (IQAC) at Gurugram Global College of Pharmacy plays a pivotal role in institutionalizing quality assurance strategies and processes to enhance the overall educational experience and outcomes. Through its systematic approach and periodic reviews, the IQAC ensures continuous improvement in teaching-learning processes, operational structures, methodologies, and learning outcomes.

Establishment of IQAC: Gurugram Global College of Pharmacy has established an Internal Quality Assurance Cell (IQAC) in the Academic Session 2022-23, to spearhead its quality assurance initiatives. The IQAC comprises faculty members, administrators, and other stakeholders who are committed to promoting a culture of quality and excellence across the institution. Led by a designated coordinator, the IQAC serves as a central coordinating body responsible for planning, implementing, and monitoring quality assurance activities.

Review of Teaching-Learning Process: One of the primary functions of the IQAC is to review the

teaching-learning process to ensure its effectiveness and alignment with institutional goals and objectives. This involves assessing the curriculum design, pedagogical approaches, instructional materials, and assessment methods used in various academic programs. Through periodic evaluations and feedback mechanisms, the IQAC identifies areas for improvement and recommends appropriate interventions to enhance the quality of education delivery.

Evaluation of Structures and Methodologies of Operations: The IQAC conducts regular evaluations of the operational structures and methodologies within Gurugram Global College of Pharmacy to streamline processes and enhance efficiency. This includes reviewing administrative procedures, workflow systems, resource utilization, and support services. By identifying bottlenecks, redundancies, and areas of inefficiency, the IQAC seeks to optimize institutional operations and ensure the effective utilization of resources.

Assessment of Learning Outcomes: Assessing and improving learning outcomes is a key focus area for the IQAC. The cell monitors and evaluates the achievement of intended learning outcomes across different academic programs and courses. This involves analyzing student performance data, examination results, feedback from stakeholders, and external assessments. By tracking learning outcomes over time, the IQAC assesses the effectiveness of educational interventions and identifies areas where additional support or enhancement may be needed.

Recording Incremental Improvement: The IQAC maintains comprehensive records of incremental improvements in various institutional activities, including teaching-learning processes, operational structures, and learning outcomes. These records document the progress made in implementing quality assurance strategies and initiatives over time. By documenting achievements, challenges, and lessons learned, the IQAC facilitates evidence-based decision-making and continuous improvement efforts.

The Internal Quality Assurance Cell (IQAC) at Gurugram Global College of Pharmacy serves as a catalyst for institutionalizing quality assurance strategies and processes. Through its systematic reviews, evaluations, and record-keeping, the IQAC ensures ongoing improvement in teaching-learning processes, operational structures, methodologies, and learning outcomes. By promoting a culture of quality and excellence, the IQAC contributes significantly to enhancing the overall educational experience and outcomes for students, faculty, and other stakeholders within the institution.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

6.5.2

Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Participation in NIRF and other recognized rankings**

5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.

Response: 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 |
| 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:

Gurugram Global College of Pharmacy is committed to promoting gender equity and fostering an inclusive and supportive environment for all members of its community. Over the past five years, the institution has implemented various measures and initiatives to advance gender equality and celebrate national and international commemorative days, events, and festivals. Here's an overview of the efforts undertaken by the college:

Gender Sensitization Workshops & Program for the Promotion of Gender Equity of the Last Five Years: Over the past five years, Gurugram Global College of Pharmacy (GGCP) has actively promoted gender equity through a series of gender sensitization workshops and programs. These initiatives include annual gender sensitization workshops and awareness programs on gender-based violence. The college celebrates Women's Day each year with seminars and cultural programs, integrates gender studies into its curriculum, and organizes campaigns like "Save the Girl Child" and "Beti Bachao Beti Padhao." Legal awareness camps on women empowerment, access to counseling and psychological support services.

Girls Common Room: Gurugram Global College of Pharmacy (GGCP) provides a dedicated Girls' Common Room to ensure a comfortable and safe space for female students. The Girls' Common Room is well-equipped with essential amenities, offering a relaxing environment where students can unwind, socialize, and study.

Equal Opportunity Policies: GGCP is committed to providing equal access to educational and professional opportunities irrespective of gender. The institute has established an Equal Opportunity policy to ensure its implementation.

Safety & Security for Women: Gurugram Global College of Pharmacy (GGCP) prioritizes the safety and security of its female students and staff. The campus is equipped with CCTV surveillance to enhance security. A separate hostel for girls and a dedicated warden is appointed to ensure a secure and nurturing environment that supports the academic and personal growth of its female students.

Counselling for Women: Gurugram Global College of Pharmacy offers dedicated counselling services for women, providing a safe and supportive environment to address their concerns, promote mental well-being, and empower them through personalized guidance and professional support.

Gender Audit: The Institution regularly conducts gender audit to evaluate and ensure gender equality within the organization. This service helps identify gaps, promote fairness, and create an inclusive

environment for all genders. Every year Gender Audit is done to maintain evaluate and enhance gender equity within the institution

Gurugram Global College of Pharmacy is dedicated to promoting gender equity and celebrating diversity through its initiatives and activities. By fostering a culture of inclusion, respect, and empowerment, the institution strives to create a welcoming and supportive environment where all individuals can thrive and succeed. The various programs and policies in place underscore the college's dedication to creating a balanced and equitable environment where every student has the opportunity to reach their full potential.

Through these efforts, Gurugram Global College of Pharmacy not only supports the academic success of its students but also contributes to the broader goal of gender equality in society.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

Gurugram Global College of Pharmacy is dedicated to foster an inclusive environment, where students and staff from various socioeconomic, linguistic, regional, communal, and cultural backgrounds thrive, is evident through its robust initiatives. Through departmental associations college committees and the College Alumni Association, our institution actively promotes values of tolerance and harmony. These platforms not only provide avenues for academic and extracurricular engagement but also cultivate a sense of togetherness among members of the college community. By encouraging participation in activities that celebrate diversity, facilitate collaboration, and promote community service, our college nurtures a culture of inclusiveness where individuals feel respected, valued, and supported.

GGCP, with the full support of its management, actively cultivates emotional and religious sentiments among both students and faculty through the celebration of various commemorative days on campus. These events, which include cultural, regional, and linguistic festivals such as New Year's Day, Republic

Day, Independence Day, and Constitution Day, as well as observances like World Health Day, Cancer Awareness Day and National Pharmacy Week, serve not only as occasions for recreation and enjoyment but also as opportunities to foster a sense of unity and social harmony. Additionally, religious rituals are conducted on campus to promote mutual respect and understanding among individuals of diverse religious backgrounds. These initiatives facilitate positive interactions and relationships among people from different racial and cultural backgrounds, contributing to a vibrant and inclusive campus community. Furthermore, the college has established grievance redressal cells, including the student grievance redressal cell and the ICC, which address grievances impartially, without any consideration of racial or cultural backgrounds, ensuring fairness and equity for all members of the college community.

GGCP maintains a comprehensive code of ethics that applies uniformly to all students, faculty, and employees, irrespective of their cultural, regional, linguistic, communal, socioeconomic, or other diversities. This code emphasizes principles of integrity, respect, and accountability, outlining expectations for ethical conduct in academic, professional, and interpersonal interactions. For students, the code underscores the importance of academic honesty, respectful behaviour towards peers and faculty, and compliance with institutional policies. Similarly, faculty and staff are expected to uphold standards of professional conduct, including integrity in teaching and research, fairness in assessment and evaluation, and equitable treatment of colleagues and students.

The institution is dedicated to sensitizing both students and employees to their constitutional obligations regarding values, rights, duties, and responsibilities, aiming to shape them into conscientious citizens. Through a range of curricular and extra-curricular activities, the institute instills a sense of civic duty and national pride among its members. During national festivals, the flag is ceremoniously hoisted, and distinguished individuals are invited to share insights into the lives of freedom fighters, emphasizing the significance of citizenship responsibilities. Students are actively engaged in these events.

The institution undertakes various initiatives, including awareness campaigns, orientation programs, training sessions, seminars, and workshops, to sensitize future leaders to uphold human values and fulfil their constitutional obligations. Topics such as ethical values, rights, duties, and responsibilities of citizens are incorporated into activities like elocution and debates, fostering critical thinking and civic engagement among students. Efforts are made to enhance awareness and promote appropriate practices regarding fundamental duties and rights, Constitution Day, and the celebration of national events like National Voter's Day, and Human Rights Day.

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

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE 1

1. **Title of the Practice:** Cultivating and Supporting Vitality
2. **Objectives of the Practice:** The primary objective of GGCP is to promote overall well-being by nurturing physical health, mental clarity, emotional balance and spiritual fulfillment. Cultivating vitality aims to strengthen resilience, enabling individuals to adapt effectively to stressors, challenges and changes in life circumstances. Practicing vitality involves adopting strategies to manage stress effectively, promoting relaxation, and reducing the negative impact of stress on physical and mental health.
3. **The Context:** Cultivating and supporting vitality involves a deliberate and holistic approach to enhancing overall well-being and resilience. This practice encompasses nurturing physical, mental, emotional, and spiritual health, aiming to create a harmonious balance in each area. In today's fast-paced and often stressful environment, the importance of cultivating vitality has become more pronounced. By addressing all dimensions of well-being, individuals can better manage stress, maintain energy levels, and foster a more fulfilling and enriched life.
4. **The Practice:** GGCP strives to cultivate and support vitality amongst the students, faculty members and Communities which involves a comprehensive approach to enhance well-being in various dimensions physical, mental, emotional, and spiritual. This holistic development practiced at GGCP is essential to achieve a balanced and fulfilling life, especially in today's high-paced and often demanding world.

To cultivate vitality among its students and community, GGCP engages in the following activities:

Physical Vitality Activities

- **Sports and Fitness Programs:** GGCP organises regular sports events and encourages participation in physical activities every year.
- **Health Camps:** The Institute hosts health check-up camps to promote awareness about physical health and preventive care.
- **Yoga and Wellness Sessions:** The Institute Offers yoga and wellness sessions to improve physical and mental well-being.

Mental Vitality Activities

- **Counselling Services:** GGCP Provides access to counselling and psychological support for students and staff.
- **Skill Development Workshops:** Various programs to enhance cognitive skills, critical thinking, and problem-solving abilities are organised by GGCP.

Emotional Vitality Activities

- **Student Clubs and Cultural Activities:** GGCP encourages to participate in cultural events, and artistic expressions to foster emotional well-being.
- **Gratitude and Positivity Campaigns:** At our institute campus, we promote activities that encourage expressing gratitude and maintaining a positive outlook.

Spiritual Vitality Activities

- **Meditation and Mindfulness Programs:** GGCP offers sessions on meditation, mindfulness and spiritual practices to cultivate inner peace and self-awareness.
- **Community Service and Social Responsibility Projects:** Community service and social responsibility projects like hosting blood donation, Beti Bachao Beti Padhao Initiative, Swachh Bharat Mission, Save Girl Child Campaign, Rallies and Awareness Marches provide students with valuable experiences that help them understand and address real-world social issues.

5. Evidence of Success:

- **Regular Assessment and Feedback:** Vitality programs at GGCP
- Involves regular assessments to monitor progress and effectiveness.
- **Institutional Reputation and Image:** Enhanced reputation of GGCP as a socially responsible and community-focused institution.
- **Strong Tie ups with Hospitals and charitable trust:** GGCP conducts health camps, blood donation camps, eye checkups, awareness camps in college and nearby villages as it has strong tie ups with Health Care Industries.

6. Problems Encountered and Resources Required:

- Financial support for organizing and expanding community service activities, health camps, and awareness campaigns is a problem.
- It is difficult to make the Villagers understand and engage with various educational, health, and social initiatives as they may hold strong traditional beliefs and resistant to new ideas or changes, especially concerning health practices, education, and gender roles.

Communication is hindered as language barrier especially if the villagers speak a local dialect that the organizers are not fluent in becomes a barrier.

BEST PRACTICE 2

1. Title of the Practice: Conduction of student counselling

2. Objectives of the Practice: The primary objective of counselling at GGCP is to facilitate a voluntary transformation in students' lives. It aims to help students overcome immediate challenges and prepare them for future ones. The counselling program focuses on academic development, career growth, and personal or social development, encouraging learners' academic, communal, emotional and personal growth.

3. The Context: Many parents thrive their children would get into pharmacy college, often leveraging influence or financial resources. While some students secure entry with relative ease, many others face significant challenges. Implementing a counselling system for pharmacy students can address these difficulties effectively. Such a system not only supports students in navigating their academic and personal challenges but also helps improve communication and relationships between the college and parents.

4. The Practice of Student Counselling: At our institution, student counselling is systematically organized twice or thrice per semester to ensure regular support for students. Each faculty member is responsible for counselling a designated group of 20 students, allowing for personalized and focused attention. To keep track of each student’s progress and issues, a separate counselling booklet is maintained for every individual.

The counselling process at GGCP is well-structured and begins with a formal circular issued by the principal, announcing the scheduled sessions with specific dates and times. On the designated day, students meet individually with their counsellors to discuss academic, personal, and career-related concerns. These one-on-one sessions allow the counsellor to provide focused attention and tailor advice to each student's needs. Throughout the counselling process, the counsellors documents the issues raised, which is essential for identifying trends, addressing common concerns, and ensuring that students receive appropriate support.

5. Evidence of Success

Monitoring the student counselling process has led to several positive outcomes.

- Student performance has significantly improved.
- The parent-student gap has been effectively reduced.
- There is a noticeable increase in student attendance and academic pass rates.
- Counselling has also addressed personal issues, showing a holistic approach to student well-being.

6. Problems Encountered and Resources Required:

- Time management is challenging due to the overlap of academic and non-academic activities.
- Faculty members struggle to balance extra responsibilities like counselling, adding to their workload.
- Keeping individual counselling booklets is necessary for tracking student progress but increases the administrative burden.

| File Description | Document |
|---|-------------------------------|
| Best practices as hosted on the Institutional website | View Document |

7.3 Institutional Distinctiveness

7.3.1

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

Response:

INSTITUTIONAL DISTINCTIVENESS

Title of the Institution Distinctiveness : Elevating Rural Students in Pharmaceutical Careers

Objective

At GGCP our priority has been to enhance the employability and overall development of our students, with a particular focus on those coming from rural backgrounds. Understanding the unique challenges faced by these students such as financial issues, communication skills and unemployment have driven our efforts to implement targeted strategies aimed at improving their academic and career outcomes.

The Context

GGCP is committed to advancing the educational and professional prospects of its students, particularly those from rural backgrounds who face unique challenges. The institution has identified several key areas where rural students often require additional support, including financial issues, communication skills and unemployability. Addressing these needs has become a central priority to ensure that these students can achieve their full potential and secure successful careers.

The Practice

1. **Scholarship Support Enhancement:**

- **Scholarship:** GGCP's scholarship program is a vital component of the institution's commitment to equitable education. This financial assistance to students based on merit and need, helps to alleviate the financial burden on families, especially those from economically disadvantaged backgrounds. By providing financial support to students, GGCP not only eases the economic burden on families but also empowers students to achieve their academic and career goals.

(b) **Communication Skills Development:**

- **Regular Workshops:** GGCP holds communication workshops focusing on both verbal and written skills to enhance their skills and bridge their gap of communication. The workshops often includes practical exercises, group discussions, and role-playing scenarios to provide hands-on experience.
- **Language Labs:** The institute establish language lab to provide additional support for students needing improvement in English proficiency. These labs offer a range of resources, including interactive software, audio-visual materials, to help students improve their English language skills.

(c) **Expanded Personal Development Programs (PDP):**

- **Curriculum Integration:** Integrated PDP modules into the academic curriculum to cover essential areas like leadership, teamwork, and career skills is conducted by GGCP. These PDP modules cover essential skills such as leadership, teamwork, critical thinking, time management, and career planning. The integration of these modules helps students develop a well-rounded skill set that is highly valued in the professional world.
- **Mentorship Initiatives:** The institute Develop mentorship programs pairing students with

industry professionals and faculty to provide career guidance and personal development support. These mentorship initiatives offer personalized advice on career paths, professional development, and personal growth.

(d) Enhanced Placement Training:

- **Career Counselling Services:** GGCP Offers personalized career counselling to help students explore career options and understand industry requirements. Career counselors assist students in identifying their strengths, interests, and career goals, offering tailored advice and support throughout the job search process.
- **Mock Interviews:** The institute conducts mock interview sessions to prepare students for the job market. Mock interviews are conducted by faculty members, industry professionals, and alumni, offering a realistic and comprehensive preparation experience.

(e) Value-Added Courses (VAC):

- **Course Offerings:** The institute offers a list of expanded range of value-added courses and certifications. VAC offerings include advanced pharmaceutical techniques, digital marketing in the pharmaceutical industry, gender Sensitization, and soft skills development.

Evidence of Success:

- Comprehensive placement training has resulted in higher job placement rates for GGCP graduates.
- Development and enhancement in communication skills among rural students made better performance in interviews.
- Scholarship scheme provided by GGCP has positively impacted students retention rates and pursue their education at ease.
- Students had developed greater self-confidence and improved soft skills which prepared them more competitive and market ready.
- The scholarship schemes have enabled more students from diverse backgrounds, including rural and low-income families, to enroll at GGCP.
- VAC courses have equipped students with specialized skills that are in demand in the job market, and has increased in their employability.

Conclusion:

Through targeted interventions and dedicated support, GGCP has made significant strides in addressing the challenges faced by rural students. The focus on improving scholarship access, communication skills, PDP, placement training, and value-added courses has led to measurable improvements in student outcomes. These efforts reflect our commitment to fostering an inclusive and supportive environment that enables all students to achieve their academic and professional goals. These initiatives have not only supported students in overcoming challenges but also empowered them to achieve academic and professional success. Through these practices, GGCP continues to fulfill its commitment to providing quality education and holistic development for all students.

| File Description | Document |
|--|-------------------------------|
| Appropriate web in the Institutional website | View Document |

5. CONCLUSION

Additional Information :

Gurugram Global College of Pharmacy (GGCP) exemplifies a commitment to delivering a comprehensive and dynamic education in the field of pharmacy. The institution's well-structured curriculum, aligned with regulatory standards and enhanced by continuous feedback, forms the foundation of its educational offerings. GGCP places a strong emphasis on practical learning and industry exposure, ensuring that students are well-prepared for real-world challenges through a blend of theoretical knowledge and hands-on experience.

The college's approach to Teaching-Learning and Evaluation is student-focused, integrating modern pedagogical techniques and diverse instructional methods to cater to different learning styles. GGCP's commitment to continuous assessment and feedback helps students to identify their strengths and areas for improvement, fostering academic growth and excellence. The institution also prioritizes the holistic development of students by incorporating ethical, environmental, and social issues into the curriculum, preparing them to be responsible professionals.

In the areas of Research, Innovations, and Extension, GGCP is dedicated to cultivating a culture of inquiry and creativity among both students and faculty. The college supports research initiatives and encourages participation in innovative projects, while also engaging in community outreach programs that address important social issues. This not only enriches the learning experience but also instills a sense of civic responsibility in students.

GGCP's Infrastructure and Learning Resources provide a conducive environment for learning, with state-of-the-art laboratories, a well-stocked library, and modern IT facilities that enhance the educational experience. The institution's commitment to integrating technology into education ensures that students have access to the latest resources and learning tools, supporting their academic journey.

The college's focus on Student Support and Progression is evident through its comprehensive mentoring programs, career counseling, and strong placement support. GGCP's efforts to enhance students' employability, particularly for those from rural backgrounds, underscore its dedication to their overall success. The vibrant campus life, enriched with cultural, sports, and extracurricular activities, further contributes to the well-rounded development of students.

GGCP's Governance, Leadership, and Management are characterized by a strategic approach that prioritizes quality assurance, faculty development, and resource optimization. The leadership team's commitment to continuous improvement and adherence to best practices ensures that the institution maintains high academic standards and achieves its long-term goals.

Concluding Remarks :

Gurugram Global College of Pharmacy (GGCP) is combining a robust curriculum with innovative teaching methodologies, good infrastructure, and a commitment to holistic student development. The institution's focus on Curricular Aspects is evident through its meticulously designed academic framework that emphasizes practical exposure, student support, and continuous faculty development. GGCP's dedication to Teaching-Learning and Evaluation is reflected in its student-centric approaches and comprehensive assessment methods,

ensuring that students receive a well-rounded education tailored to their needs.

In the realm of Research, Innovations, and Extension, GGCP fosters a culture of inquiry and creativity, encouraging both faculty and students to engage in scholarly activities and contribute to societal welfare through various outreach programs. The college's emphasis on Infrastructure and Learning Resources ensures that students have access to modern facilities, including well-equipped laboratories, library, and a technologically advanced learning environment, all of which are essential for a high-quality educational experience.

GGCP's Student Support and Progression initiatives highlight the institution's commitment to nurturing students' academic and personal growth. Through a well-established mentoring system, career development programs, and extensive placement support, GGCP equips its students with the skills and confidence needed to excel in their professional careers. The college's vibrant campus life, enriched with extracurricular activities, further aids in the holistic development of its students.

Underpinning these academic and co-curricular efforts is GGCP's strong Governance, Leadership, and Management framework. The college's leadership is dedicated to strategic planning, quality assurance, and the continuous professional development of its faculty. This ensures that the institution remains at the forefront of pharmacy education, consistently delivering on its mission to produce competent and socially responsible healthcare professionals.

6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification | | | | | | | | | | | | | | | | | | | | |
|-----------|--|---------|---------|---------|---------|---------|-----|-----|-----|-----|----|---------|---------|---------|---------|---------|-----|-----|-----|----|-----|
| 1.2.1 | <p>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)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :15</p> <p>Remark : input is edited as per clarification document. excluded Communication Skills, Leadership Skills, Stress management & programs conducted under regular university curriculum.(Pharmacovigilance and drug safety,Pharmaceutical marketing,Green Chemistry, Drug Commercialization etc.)</p> | | | | | | | | | | | | | | | | | | | | |
| 1.2.2 | <p>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</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>363</td> <td>289</td> <td>240</td> <td>122</td> <td>79</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>226</td> <td>255</td> <td>153</td> <td>64</td> <td>119</td> </tr> </tbody> </table> <p>Remark : input is edited as per 1.2.1 data.</p> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 363 | 289 | 240 | 122 | 79 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 226 | 255 | 153 | 64 | 119 |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 363 | 289 | 240 | 122 | 79 | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 226 | 255 | 153 | 64 | 119 | | | | | | | | | | | | | | | | | |
| 1.3.2 | <p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships</p> <p>Answer before DVV Verification : 153</p> <p>Answer after DVV Verification: 135</p> <p>Remark : 18 Links ae not working. Input is suggested accordingly.</p> | | | | | | | | | | | | | | | | | | | | |
| 2.4.2 | <p>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)</p> <p>2.4.2.1. Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year</p> | | | | | | | | | | | | | | | | | | | | |

wise during the last five years

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 5 | 4 | 3 | 2 | 1 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 5 | 4 | 3 | 2 | 2 |

Remark : As per supporting documents input is edited.

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 15 | 3 | 0 | 0 | 0 |

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 7 | 0 | 0 | 0 | 0 |

Answer After DVV Verification :

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

Remark : Book's publication year should be in assessment period. Input is edited according to this.

| 3.4.3 | <p><i>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.</i></p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 430 1046 564"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>16</td> <td>4</td> <td>4</td> <td>4</td> <td>17</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 645 1046 779"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>2</td> <td>3</td> <td>3</td> <td>17</td> </tr> </tbody> </table> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 16 | 4 | 4 | 4 | 17 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 8 | 2 | 3 | 3 | 17 |
|----------|---|---------|---------|---------|---------|---------|-------|-------|-------|-------|------|---------|---------|---------|---------|---------|----------|---------|------|-------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 16 | 4 | 4 | 4 | 17 | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 8 | 2 | 3 | 3 | 17 | | | | | | | | | | | | | | | | | |
| 3.5.1 | <p><i>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.</i></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :21</p> <p>Remark : At least one activity should have been conducted under an MoU during the assessment period to qualify as a functional MoU with institutions. Input is edited according to it</p> | | | | | | | | | | | | | | | | | | | | |
| 4.1.2 | <p><i>Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years</i></p> <p>4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1415 1046 1550"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>80.88</td> <td>44.14</td> <td>14.92</td> <td>19.72</td> <td>6.68</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1630 1046 1765"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>22.38611</td> <td>1.09682</td> <td>1.10</td> <td>16.61</td> <td>3.53891</td> </tr> </tbody> </table> <p>Remark : Input is edited as per audited statement</p> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 80.88 | 44.14 | 14.92 | 19.72 | 6.68 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 22.38611 | 1.09682 | 1.10 | 16.61 | 3.53891 |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 80.88 | 44.14 | 14.92 | 19.72 | 6.68 | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 22.38611 | 1.09682 | 1.10 | 16.61 | 3.53891 | | | | | | | | | | | | | | | | | |
| 4.3.2 | <p>Student – Computer ratio (Data for the latest completed academic year)</p> <p>4.3.2.1. Number of computers available for students usage during the latest completed academic year:</p> <p>Answer before DVV Verification : 80</p> | | | | | | | | | | | | | | | | | | | | |

Answer after DVV Verification: 49

Remark : Input is edited as per stock register data.

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 84.80 | 34.62 | 18.49 | 31.92 | 23.42 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|----------|----------|----------|----------|---------|
| 53.75007 | 19.30622 | 11.64064 | 17.82133 | 1.14091 |

Remark : input is edited as per audited statement.

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:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 292 | 263 | 195 | 108 | 59 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 292 | 263 | 195 | 145 | 22 |

Remark : Input is edited as per beneficiary list .

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

1. **Soft skills**
2. **Language and communication skills**
3. **Life skills (Yoga, physical fitness, health and hygiene)**

4. ICT/computing skills

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 46 | 36 | 14 | 0 | 0 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 33 | 17 | 1 | 0 | 0 |

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 47 | 46 | 23 | 0 | 0 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 47 | 46 | 23 | 0 | 0 |

Remark : Input is edited as per proof for higher education & appointment letter of the student.

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:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 2 | 1 | 0 | 0 | 0 |

Answer After DVV Verification :

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

5.3.2

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 31 | 44 | 18 | 32 | 32 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 28 | 44 | 18 | 32 | 32 |

6.3.2

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 20 | 11 | 7 | 8 | 5 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 2 | 5 | 0 |

Remark : As per the given proof (voucher) input is edited.

6.3.3

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 8 | 12 | 6 | 8 | 5 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 7 | 11 | 6 | 8 | 5 |

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

Answer before DVV Verification:

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

6.5.2

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

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: A. All of the above

2.Extended Profile Deviations

| ID | Extended Questions | | | | | | | | | | | | | | | | | | | | |
|---------|--|---------|---------|---------|---------|---------|----|----|----|----|---|---------|---------|---------|---------|---------|--|--|--|--|--|
| 1.1 | <p>Number of teaching staff / full time teachers during the last five years (Without repeat count):</p> <p>Answer before DVV Verification : 41</p> <p>Answer after DVV Verification : 33</p> | | | | | | | | | | | | | | | | | | | | |
| 1.2 | <p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>25</td> <td>22</td> <td>12</td> <td>14</td> <td>8</td> </tr> </table> <p>Answer After DVV Verification:</p> <table border="1"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 25 | 22 | 12 | 14 | 8 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 25 | 22 | 12 | 14 | 8 | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |

| | | | | |
|----|----|----|----|---|
| 23 | 20 | 12 | 11 | 7 |
|----|----|----|----|---|