# SELF STUDY REPORT

### FOR

## 1$^{st}$ CYCLE OF ACCREDITATION

## NIMRA COLLEGE OF PHARMACY

### NIMRA NAGAR , JUPUDI, IBRAHIMPATNAM
### 521456
### www.nimracp.in

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**May  2023**

# 1. EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

Nimra College of Pharmacy was established in the year 2006, by Nimra Educational Society in a backward educational area dominated by under privileged sections of the society. The college has completed 16 years of its existence with pomp and glory. The college is located in heart of the city with good connectivity of road and rail. The great strength of the college is visionary management. Availability of strategic planning, documentation, record keeping, E-management and innovative teaching practices; quality and access are the core values in curriculum and teaching and evaluation methodologies in alignment with global trends. The alumni's from this college are working in the different parts of the globe, and has contributed in various different fields of Health Sciences and Pharmaceutical Technology. The college was granted affiliation by the JNTUK Kakinada University in the year 2010 and since then enjoying the continuation of affiliation. The Government of India has conferred minority status to this college in the year 2014. and it has certification of ISO 9001-2015 from KVQA Certification Services PVT. LTD. The college was started with humble beginning presently it has grown into a full-fledged tree. The college is Co-education institution with diversity of students in various programmes from various states including north-eastern states. In the year 2022 there were more than 580 students in the college and about 56 faculty members catering to the needs and aspirations of the society. The College is multi-faculty college offering several programmes, there are about 03 programmes at UG and PG level in Pharmacy streams in the college. College is situated on 2.5 acres of land with multi storey building. College also has Full fledge 50% smart class rooms, qualified and experienced faculty, laboratories with new age equipments, library with e-resources, conference halls, seminar hall participative management and decentralization of powers.

**Vision**

"To provide skill-based quality higher education by striving continuously for excellence in educational service to all sections of the society especially the minority students who are socially, economically and academically under privileged with the focus on empowerment of youth to contribute constructively towards the national goals by upholding the values of secularism, national integration and social commitment".

**Mission**

To provide higher education for empowerment of youth of Andhra Pradesh State especially the marginalized people has been the main thrust of this college. The Institution is committed to the under-privileged of the society and students with high potential facing difficult socio-economic circumstances, so as to bring them at par with mainstream. Our mission is to impart quality education and exposure for the holistic development of students and equip them to cope with the latest requirements, through innovative techniques and practices.

# 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

**Institutional Strength**

1. First Minority College in Coastal Region of Andhra Pradesh since 2006
2. Horizontal and Vertical Mobility
3. Experienced and highly qualified teaching faculty
4. Team work with supportive and participative management
5. Engagement with alumni and their involvement in all activities
6. Integrated Stake-holders management
7. Continuous upgrading of infra-structure and support services
8. Diversity attracting international students
9. Inclusive quality policy
10. Strategic location and goodwill among the community and recognized brand value
11. Well developed sports facility with modern amenities and organized cultural activities
12. Remedial coaching for slow learners
13. Outcome based education
14. Clarity of vision and mission of the college among stake-holders
15. Self-performance appraisals and participation of stake-holders in various communities
16. Promoting leadership skills through clubs
17. Regular administrative and academic audit
18. Establishment of IQAC to monitor and implement the quality aspects in teaching learning and evaluation
19. Visionary Management
20. Strategical and perspective plans for the development of college
21. Community and outreach extension activities of the college
22. Designing and approval of new employable courses
23. Prompt Grievance Redressal Mechanism
24. Outcome based education
25. Following of Pharmacy Council Of India syllabus in all programmes
26. Meeting social responsibilities through outreach programs
27. Wifi enabled Campus with High Speed Internet

**Institutional Weakness**

1. Most students belong to the category of first generation learners
2. Most students are from vernacular medium
3. Timely payment of fee by the students is a major concern
4. Quality level of students at entry level
5. Students are from low economic status of the society with limited exposure to technology
6. Declining enrolment of students in conventional streams

**Institutional Opportunity**

1. National educational  policy 2020 has opened up new avenues of growth and development
2. Growing demand for quality education from stake holders
3. Networking and harnessing of alumni spread all over the globe
4. Flourishing economy and influx of foreign investment in the economy of the city of Vijayawada has increased job opportunities.
5. Development of incubation centers and startups
6. Benefiting from the location advantage of being in the midst of industries, IT hub, National and International organizations and MNCs.
7. Visionary management with guidance and support

**Institutional Challenge**

1. Inculcating the traditional college culture among the young lecturers with modern outlook
2. Coping up with the modern methods of management
3. Keeping up with demands of National Educational Policy 2020
4. Imparting soft skills to first generation learners
5. Framing of balanced curriculum to suit industry and business needs
6. Enhancing on-campus and off-campus placements
7. Need for high quality inter-disciplinary research in all the departments
8. Improvement research facilities and labs in synchrony with new and emerging areas
9. Improvement of centre for entrepreneurship and innovation
10. Induction of latest technology in teaching, learning, evaluation, administration and accounts

# 1.3 CRITERIA WISE SUMMARY

**Curricular Aspects**

Nimra College of Pharmacy (NCP)'s aims and objectives were clearly stated in its vision and mission, which aimed to provided education to everyone, especially students in rural areas.  Teachers fulfill their role by creating a new learned environment and engaging in activities that not only seek knowledge but also encouraged useful processes. It provides education for all and met their educational and professional interests**.** NCP is a self-financed private institute approved by Pharmacy Council of India, New Delhi, India and Jawaharlal Nehru Technological University Kakinada. NCP strictly follows the academic calendar provided for each course by Affiliated University JNTUK and has formed several committees that include all HoDs to oversee academic activities and meet students' needs. The college initiates for global trends in teaching-learning, addresses employability, innovation and provides additional skill-oriented programs, and took initiatives in behavioral & social modifications, human values, environmental concerns, etc. From 2017 to 2022, 42 Certification Programs were conducted for students of various branches of Pharmacy. 92.11% of students enrolled in Certificate/ Value added courses and also completed online courses against the total number of students. Regular committee meetings guaranteed that the curriculum was covered, internal exams were administered, attendance was tracked, and actions were taken to improved student outcomes.  All programmes adhere to the choice-based credit system, which gave students the freedom to select the elective courses and extracurricular activities of their choosing.  In the year 2021-22, 511 students undertaken project work/field work/internships, which helped them get exposed to the outer world. Parents, Teachers, and Students

all provided Feedback on the curriculum, which was then given to the university. In addition to this, the institute also took the lead in the development of the whole person, addressing the student's physical, mental, emotional, and spiritual welfare by hosting yoga and yearly cultural and sporting events. The institution had the chance to occasionally been proactive and filled in the gaps as a result of the feedback it received from the stakeholders.

## Teaching-learning and Evaluation

Admission of students is based upon merit and the Fee Reimbursement Scheme of the Government of Andhra Pradesh. EAPCET, AP PGCET, GPAT are the qualifying entrance examination through which students from the creamy layer are admitted and the institution also has learners from diverse stratas. The Institute maintains an enrolment percentage of 84.88 and a reserved category percentage of 84.23. NCP provides an important for teaching-learning process, which the ability of its teachers to create good environment, enthusiasm, supportive and motivating members to motivate in all aspects. The Student-Faculty ratio is maintained as per norms. The Institute keeps the Student-Full-time ratio of 9.13. After the admission, student identification is done according to their progress in academics and learning capabilities, as slow learners and advanced learners. Slow learners are given support in the tutorial classes, additional tutorial classes and remedial classes, whereas advanced learners are encouraged to present Scientific Posters and Papers, publish Research Articles in Journals. They are also guided to appear for competitive exams like NIPER, GRE, and TOEFL etc. The institution always believed in the adoption of student-centric methods to enhance student involvement as a part of lifelong learning skills and focuses on the spirit of excellence and commitment to high quality education. The teachers are deputed off and on to participate in conferences, seminars, and symposia, orientation and refresher courses to boost their teaching skills and make their teaching more innovative and effective. Percentage of full-time teachers with NET/SET/SLET/ Ph. D. during the assessment period is 8.87. The college has clearly stated all POs, PSOs and COs for all programs. The outcomes are prepared based on the expected graduate attributes, skill sets that the students have to acquire values that they must imbibe to become good citizens. An apparent system is used for conducting examinations and evaluation processes. 80.77% pass percentage has been maintained for the last five years. IQAC of the College supported by the senior faculty members monitors all the curricular, co-curricular, and extra-curricular activities in the college and ensures to provide all the necessary support to teachers and students for better teaching and learning processes.

## Research, Innovations and Extension

The institute holds that education and research are intertwined. There are a number of groups, including the Research Committee, the Intellectual Property Rights (IPR) Cell, and the Training and Placement Cell, that support research and innovation. The research committee looks into every issue relating to incentives, resources, and supervision for research. The R&D Cell, which oversees the research initiatives carried out at the university, promotes research activity. The institute has a good ecosystem for providing innovation in the Teaching & Learning process by conducting various active learning methods, model-based learning etc, which helps in the quick transfer of knowledge. In support of this, 48 National Seminars/Conferences/Workshops on Research methodology, IPR and Entrepreneurship have been conducted during the last five years. All the departments are actively involved in activities of various wings of the institute which undertake extension & outreach activities throughout the year as per systematic plans. The college sensitizes the faculty and the students on institutional social responsibilities. They are encouraged to participate in community health awareness and safety and community services like blood donation camp, AIDS awareness rally and awareness on corona virus, awareness on road safety and menstrual hygiene for woman and motivation of students on

health, hygiene and environment, awareness about safe disposal of expired medicines and yoga asanas. Health Camps were organised in the local, rural and adopted areas in and around Vijayawada with the objective of the enhancement of healthiness and hygienic conditions of the people. The activities move students to gain not only professional skillfulness but also nurture the vital life skills. The Institute ensures social justice and empowerment of students from under-privileged and vulnerable sections of society by providing value-based courses exposes students to issues of gender equity, eco-consciousness and self-esteem. 51 extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years. The institute has several collaborations with organisations and institutes of National & International repute for its holistic growth. In total institute has 60 functional MoUs with pharmaceutical laboratories, industries, hospitals and universities help students to conduct research projects in various pharmaceutical industries and hospitals.

## Infrastructure and Learning Resources

The infrastructure facilities are as per the norms of the regulatory bodies PCI and JNTUK, such as seminar halls, drugs museum, medicinal plants garden which are excellently maintained. Seminar Hall with more than 100 capacity of occupancy. Campus is connected with LAN and internet facility. The laboratories are furnished with sophisticated equipment and instruments. Instruments like HPLCs, UV - Spectrophotometers, Dissolution and Disintegration apparatus, Tablet Punching Machine, Bulk Density apparatus, Flame Photometer, BOD Incubator, Inoculation Chamber, Fuming Chamber, Deionizers, Autoclaves, Auto analyzer, Spirometer, Crude drugs, Biological and human specimens present in the museum and many more aid in enhancing the practical knowledge of students. More than 25% of expenditure excluding the salary component is utilized for infrastructure during the assessment period. NCP has a Central Library that plays a vital role in providing resources which enhance the knowledge of the faculty and students. Library is housed in an area of **184 Sq.mts.** with a seating capacity of 120  users. The digital library is equipped with computers connected to internet for use of e-journals subscribed by the institution. Nimra College of Pharmacy is having the subscriptions like Knimbusm library portal, Micromedex and Experimental Pharmacology Series Software. This institution has the internet facility with 300 MBPS speed. All the IT facilities are regularly updated including the Wi-Fi facility. The entire college is under the CC camera surveillance with 32 cameras for security aspects. Computers are available for the students at a reasonable ratio in computer Laboratories. The Student-Computer ratio has been 4.56. At present, a total of 112 computers were available for students. Over 40% of expenditure is utilized to maintain academic and physical facilities and academic support facilities excluding salary component, during the last five years.

## Student Support and Progression

Nimra College of Pharmacy shows the utmost concern for the overall development and progression of the students. Every year Induction Program is organized as per JNTUK guidelines for 1st-year students before the commencement of the semester, which includes different modules like awareness of university regulations, attendance, credits, campus rules and regulations, best practices, Anti-ragging, Anti-drug, Grievance Redressal Committee, ICC, Health, Yoga, career opportunities, and certification programs to make the students acquainted with the institution and its surroundings. Services like guidance on government and nongovernment scholarships, bridge courses, life skills, soft skills, ICT programs, tutorials, makeup classes, and basic foundational skill programmes for slow learners and advanced skill-based certification programmes for fast learners are provided on the campus. 92.42% of students benefited from scholarships and freeships provided by the Government and Non-Government agencies during the last five years. Institute provides information about

competitive examinations and offers career counselling, soft skills training, and entrepreneurial skills through eminent resource persons to enhance the employability and career opportunity for the students. 58.12% of students benefitted from guidance for competitive examinations and career counselling offered by the Institution during the last five years. A timely resolution of student issues was available through the institutional Grievance Cell, Anti-ragging Committee, Sports and Cultural Activities Committee, all of which were closely watched. 46.15% of students placed and progressed to higher education during the last five years. 32.56% of students qualified in state/national/ international level examinations during the last five years. Around 90 students received awards in sports and cultural competitions. Students of the Institution participated in more than 100 sports and cultural programs organised by the Institution and other Institutions during the last five years. Alumni play a crucial role in raising awareness of the latest industry trends and how additional training programmes can be tuned to meet the industry's needs through the Alumni association.

## Governance, Leadership and Management

NCP had a cleared vision and mission to ensure a culture of quality education, industry-applicable Practical skills, Clinical orientation, and Medical research. This vision of the college emphasizes ethics and a value-based healthcare system to serve society. The college's strategic planned were based on its vision and mission. The board had been constituted as per the PCI guidelines, and JNTUK would select its nominee as a member of the board. The institution operates through Participatory management and follows a policy of decentralization in decision-making. Stakeholders played an effective role in promoting academic and administrative activities. Faculty members participate in the Board, IQAC, Admission units, Women's unit, Academic monitoring committee, Research and development unit, Grievance redressal, NSS, Sports and Education cell, Alumni and parents met in the committee. The planning and implementation of institutional events were decided by the committees, which were approved by the Principal. Finances and accounting were managed by the manager and members of the management team. 66.13% of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years. During the last five years, the Institute has 86.11% of the teaching and non-teaching staff who attended FDPs, workshops, management development programs, administrative training programs and different professional memberships. Allocating resources to improved facilities was done with a cleared vision and precise decision-making. Welfare measures were implemented for the benefit of the teacher and other staff. Part of the welfare measures was the organization and main coordination of researchers and their participation in researched conferences and seminars. Faculty staff evaluation was based on performance and commitment to duties. The policy of the code of conduct was implemented in such a way that lecturers and students followed the rules of the educational institution. The perspective planned covers the learned process, infrastructure development, personality, and employability of students. To achieve timely quality improvement goals, IQAC was created to added comprehensive valued to the institution.

## Institutional Values and Best Practices

"Nature is the mother of all, as it helps to sustain our life" were important considerations for NCP. The institution had made a pointed of addressing social, environmental, and gender concerns as part of its ongoing effort to educate stakeholders. These include reducing energy used, collecting rainwater, managing biohazardous waste, planting trees, installing lawns, managing e-waste, etc. The institute had also developed advances in governance, leadership, and management, as well as internal examination patterns and teaching, learned, and assessment procedures. NCP offers trash cans with color-coded lids. The disposed solid And e-waste were collected. In ordered to conserve energy, NCP used sustainable energy sources, including Solar

power and LED lamps.  In view of probable water shortage in summer, NCP has covered the ground with paving so that the rain water can percolate in the soil and enrich the ground water level. The college campus maintains a healthy environment and is headed towards a plastic free zone. NCP favors gender equality in curricular and co-curricular activities. The students carry out mini research projects and get an opportunity to handle sophisticated instruments and equipments. The Institution identified two best practices viz., "Mentoring System for Students" and "Improvement in Slow Learners" which would benefit students in different areas. Mentoring System for Students is promoted to minimize dropouts, improve performance and reduce the stress of the students through personal counselling. "Improvement in Slow Learners" provides the students to enhance visual aids and to teach the concepts for better understanding and help students to retain the information for longer periods of time. By incorporating this as a best practice, Results are improved for the slow learners and they became active in the oral communications, seminars and presentations. The institution follows systematic policies to make its mark in the field of Pharmacy Education, as a premier institution of excellence.

# 2. PROFILE

## 2.1 BASIC INFORMATION

| Name and Address of the College | |
| --- | --- |
| Name | NIMRA COLLEGE OF PHARMACY |
| Address | NIMRA NAGAR , JUPUDI, IBRAHIMPATNAM |
| City | VIJAYAWADA |
| State | Andhra Pradesh |
| Pin | 521456 |
| Website | www.nimracp.in |

| Contacts for Communication | | | | | |
| --- | --- | --- | --- | --- | --- |
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | M Janarthan | 0866-2881854 | 9989040302 | - | nimrapharmacycollege@gmail.com |
| IQAC / CIQA coordinator | Shabana Parveen | - | 8121223339 | - | shabana107@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 minroity institution | Yes<br>MINORITY CERTIFICTAE.pdf |
| If Yes, Specify minority status | |
| Religious | Muslim |
| Linguistic | |
| Any Other | |

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

| State | University name | Document |
|---|---|---|
| Andhra Pradesh | Jawaharlal Nehru Technological University,Kakinada | 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 | 28-03-2023 | 24 | |

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

| Location and Area of Campus | | | | |
| --- | --- | --- | --- | --- |
| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area | NIMRA NAGAR , JUPUDI, IBRAHIMPATNAM | Rural | 2 | 3469 |

## 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,Bpharmacy | 48 | Intermediate | English,Hindi | 100 | 100 |
| PG | Pharm D,Pharm D | 36 | B.Pharmacy | English | 10 | 6 |
| PG | Pharm D,Pharm D | 72 | Intermediate | English | 30 | 29 |
| PG | MPharm,Mpharmacy | 24 | B.Pharmacy | English | 15 | 4 |
| PG | MPharm,Mpharmacy | 24 | B.Pharmacy | English | 15 | 4 |

**Position Details of Faculty & Staff in the College**

| Teaching Faculty | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 0 | | | | 0 | | | | 0 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 8 | | | | 7 | | | | 31 | | | |
| Recruited | 6 | 2 | 0 | 8 | 2 | 5 | 0 | 7 | 15 | 16 | 0 | 31 |
| 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 | | | | 16 |
| Recruited | 6 | 10 | 0 | 16 |
| 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 | | | | 6 |
| Recruited | 4 | 2 | 0 | 6 |
| Yet to Recruit | | | | 0 |

**Qualification Details of the Teaching Staff**

| Permanent Teachers | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 6 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 2 | 5 | 0 | 15 | 16 | 0 | 38 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

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

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|---|---|---|---|---|---|---|
| UG | Male | 46 | 28 | 0 | 0 | 74 |
| | Female | 55 | 0 | 0 | 0 | 55 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 0 | 6 | 0 | 0 | 6 |
| | Female | 5 | 0 | 0 | 0 | 5 |
| | 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 | 6 | 4 | 13 | 14 |
| | Female | 14 | 21 | 31 | 11 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 2 | 0 | 1 | 1 |
| | Female | 1 | 1 | 3 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 10 | 10 | 11 | 8 |
| | Female | 8 | 12 | 14 | 7 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 10 | 47 | 45 | 47 |
| | Female | 13 | 10 | 10 | 15 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 16 | 18 | 8 | 6 |
| | Female | 40 | 16 | 19 | 8 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 120 | 139 | 155 | 117 |

**Institutional preparedness for NEP**

| 1. Multidisciplinary/interdisciplinary: | The Vision of National Education Policy, to provide high quality education to develop human resources in our nation as global citizens, is well taken by NCP. A discussion among the faculty members were initiated on the key principles of NEP such as diversity for all curriculum and pedagogy with technological innovations in teaching and learning, encouraging logical decision making and innovation, critical thinking and creativity. In view of the NEP, NCP has initiated new interdisciplinary clubs integrating different specializations in addition to the existing MSME Host Institute Business Incubator (HI/BI) centre. Academic programmes are redesigned time to time by affiliating university JNTUK to include Multidisciplinary /Interdisciplinary courses as electives. All programmes are designed in such a way that students get maximum flexibility to choose elective courses offered in other specializations. It is clearly understood that the affiliating University is proactively working towards implementation of the suggestions given in the NEP. The motto of the National Educational Policy (NEP-2020) for higher education is to stop higher education fragmentation by transforming these institutions into massive interdisciplinary universities, colleges, and higher education institutions as Knowledge Hubs. The purpose of NCP, according to NEP standards, is to be accredited by the National Assessment Accreditation Board (NAAC) with a satisfactory grade and to strive for excellence in pharmacy education. In addition, the college's curriculum can contain multidisciplinary programmes. Our Institution, as part of its commitment to holistic and multidisciplinary education, has conducted a course on Human values and Professional ethics and yoga sessions for all students on campus. Additionally, our students participate in community outreach initiatives such as organizing health awareness programs, on various diseases like AIDS, BreastCancer, Rational use of medicines etc. were conducted in neighborhood villages. Leadership and effective governance and Leadership for Higher Education Institution: A) NCP is a self-finance private HEI affiliated to JNTUK, Kakinada and it aims to become independent self-governing Institution pursuing innovation and excellence through accreditations and recognitions. B) NCP has a strategic Institutional development plan which is in alignment with the vision of NEP. |
|---|---|

| | |
|---|---|
| 2. Academic bank of credits (ABC): | Academic bank credits are a key component of the NEP-2020 that academic institutions must implement. Integrating Higher Educational Institutions in a globalised space is critical and urgent as we move forward. We have been implementing online courses through National schemes like SWAYAM, NPTEL, Coursera, etc, for our students and considering for credits earned against elective courses. |
| 3. Skill development: | The extension of add-on programs along with the curriculum is critical for hastening skill development. NCP provided personality development, interview skills, and life skills to B. Pharm, PharmD, and M. Pharm students. NCP formed the National Entrepreneurship Network (NEN) community conducting various activities dedicated to foster entrepreneurship in students. NCP would walk on with an aim to ensure young students empowerment and cater to the pharmaceutical company and hospital demands in health care,GCPK has a specific plan to follow: To develop workplace-related skills and attitudes through internship through "Internshala"and on-the job training To focus on inclusion of good practices and innovations in teaching-learning Facilitating horizontal mobility of vocational students To collaborate with industries for imparting practical skills and hands-on experience and design industry-relevant courses. To introduce new learning methods with ICT Tools and digital tools, like Massive Open Online Courses (MOOC) and flipped classroom for trainingand empowering teachers Developing and implementing a holistic assessment and evaluation system. To measure the achievements of learning outcomes by outcome -based education system for 360-degree assessment and evaluation of students. NCP believes in giving equal dignity for people pursuing addon courses and contribute in developing the work force of a country. |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | The promotion of Indian arts and culture is beneficial not only to the country but also to individuals. Because pharmacy is a professional course, using English as a medium of communication and conducting course work in all pharmacy programs is required. The institution, on the other hand, commemorates significant dates and hosts activities in regional languages to instil a sense of regional |

| | |
|---|---|
| | pride. Republic Day and Independence Day are two examples of celebrations where students are addressed in their native languages. World Pharmacist Day and Teacher's Day are two of the most important days of the year. Women's Day is prominent day that are commemorated with cultural events. Sankranti Traditional Day - Rangoli competition, Ramzaan festival, Pre-Christmas, are the noted festivals that promote the national integrity and awareness of Indian National and Regional languages, as well as the culture associated with them. In NCP all religious festivals and observations are given equal importance. National commemorative days, such as Constitution Day and Yoga Day, are also observed. |
| 5. Focus on Outcome based education (OBE): | Nimra College of Pharmacy has adopted outcome-based education in accordance with the standards of the Pharmacy Council of India. with clearly stated Programme Outcomes, and course outcomes. All courses are designed with outcomes centred on cognitive abilities namely Remembering, Understanding, Applying, Analysing, Evaluating and Creating. Apart from the domain-specific skills, learning outcomes at all levels ensure social responsiveness and ethics, as well as entrepreneurial skills so that student contribute proactively to economic, environmental and social well-being of the nation. The Course Outcomes (COs) are also aligned to the PO philosophy. All course syllabus has been designed by affiliating JNTUK university with due consideration to macro-economic and social needs at large so as to apply the spirit of NEP. Community participation and service, environmental education, and value-based education are all part of an innovative curriculum that includes credit-based courses and projects. Lab experiments and mini projects with a focus on community health awareness &promotion are included in the curriculum. Professional Ethics & Human Values, Gender Sensitization are value-based education courses that are introduced in the B.Pharm program. Environmental Sciences is a course that looks at all areas of environmental sustainability. Thus, NCP has various community outreach initiatives such as Student welfare Committee, National Service Scheme (NSS) which cater extension activity to community. |

| 6. Distance education/online education: | Due to Covid -19 pandemic, educational institutions in the country have increasingly involved in using the digital platforms for engaging classes, conducting conferences and meetings. Online education has broken the geographical barriers creating interaction of experts and students from far off places. Opening up of the economy, including that of educational institutions has paved the way of adopting hybrid mode of education combining online and offline resources. This can be considered as the new normal, which is envisaged in New Education Policy as well. Due to the experience gained during lockdown period of COVID-19, access by educators and students to online resources will not be a constraint anymore. Students are encouraged to do MOOC courses at NCP.NCP has successfully imparted all its course content in online mode during the COVID-19 pandemic with tools such as Zoom, and Google Meet, WebEx. Teaching faculty are encouraged to do NITTT modules to improve the quality of education. |
|---|---|

**Institutional Initiatives for Electoral Literacy**

| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | Electoral Literacy Club is set up in Nimra College of Pharmacy with the primary objective of sensitizing the student community about democratic rights which includes casting votes in elections. We conduct mock polling activities to give the experience-based learning of the democratic setup. We also conduct poster presentations, debates, mock parliaments, elocution, essay writing and other programs which create awareness regarding electoral procedures. |
|---|---|
| 2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character? | The Institution has the ELC functional with the following office bearers. 1.Dr A Ravi Kumar - Professor- ELC Coordinator 2.Ms M Pallavi - Asst. Professor - ELC AdditionalCoordinator 3.Mubashir Ahmed- Pharm-D V Year Student- Student Representative 4.M Bharath Chandra - B.Pharm III Year Student - Student Representative 5.Shaik Aasik - B.Pharm II Year Student - Student Representative |
| 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 | Activities done by the ELC of Nimra College of Pharmacy 1. Our students participate in Voter Awareness Campaigns aimed in educating the public in the nearby villages. 2. To create awareness and |

| | |
|---|---|
| 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. | interest among faculties and students through workshops. 3. To educate the targeted populations about voter registration, electoral process and related matters through hands on experience |
| 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. | The ELC takes initiatives that are socially relevant to electorally related issues, especially awareness drives, creating content, and publishing materials highlighting their contribution to advancing democratic values and participation in electoral processes. 1. To help the target audience understand the value of their vote to ensure that they exercise their suffrage right in a confident, comfortable and ethical manner 2. To develop a culture of electoral participation and maximize the informed and ethical voting and follow the principle 'Every vote counts' and 'No Voter to be Left Behind' |
| 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. | The students above the age of 18 who are to be enrolled as voters are sensitized about democratic rights, which include casting votes in elections. We conduct mock polling activity to provide experience-based learning of the democratic setup. We also conduct poster presentation, debates, mock parliaments, elocution, essay writing and other programmes which create an awareness regarding electoral procedures. |

# Extended Profile

## 1 Students

### 1.1

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| --- | --- | --- | --- | --- |
| 511 | 483 | 386 | 313 | 272 |

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

## 2 Teachers

### 2.1

**Number of teaching staff / full time teachers during the last five years (Without repeat count):**

**Response: 65**

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

### 2.2

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| --- | --- | --- | --- | --- |
| 46 | 46 | 41 | 33 | 27 |

## 3 Institution

### 3.1

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| --- | --- | --- | --- | --- |
| 7.12 | 14.2 | 14.45 | 10.23 | 19.8 |

# 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:**

Nimra College of Pharmacy, which is affiliated with Jawaharlal Nehru Technological University Kakinada, follows the Pharmacy Council of India's (PCI) curriculum. The University Board of Studies updates this curriculum on a regular basis. The institution publishes the academic calendar for each semester. The university academic calendar focuses on the start date of classes and the number of instructional weeks per mid-term syllabus, as well as the mid-term test schedule and semester-end examination schedule.

The Internal Quality Assurance Cell (IQAC) supervises the effective delivery of the curriculum through a well-planned and documented approach. It makes recommendations to the College Academic Committee, chaired by the head of the institution and comprised of all HoDs and Section Heads.

The Timetable Committee, led by the Principal and a Senior Faculty Member from each Department, develops a detailed timetable that efficiently deploys units of time for academic and co-curricular purposes such as theory, practical, tutorial, sports, value education, and add-on classes, ensuring a balance between the various types of engagement expected of a student.

According to the academic calendar, faculty members prepare and write a complete teaching plan and notes based on the courses assigned. They carefully record their day-to-day teaching in the attendance book, which is verified once every two weeks by the respective HoD. IQAC also periodically monitors the teaching-learning process. It helps instructors to more effectively employ educational technology tools for innovative teaching.

A strict mentoring system is in place to improve the academic performance of students. The student's complete and integrated performance is constantly monitored and directed. Principals' and parents' meetings are two more forums where the progress of curriculum delivery is constantly monitored and necessary changes are implemented.

The midterm exam schedule is available in advance. Internal examination-related tasks such as answer script evaluation, mark posting on the website and mark display on the notice board for students are carried out in a systematic and time-bound manner.

The institution has smart classrooms, spacious and cutting-edge computer labs, as well as audio-visual and other ICT facilities, which are extensively utilised by staff in day-to-day teaching to make curriculum delivery more engaging and easier for students. A well-stocked library full of modern materials enhances the learning environment. Participation of students in group discussions, assessments,

and seminars fosters interactive teaching. Special lectures on curriculum-related topics offered by distinguished resource persons enrich students' learning experiences.

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

## 1.2 Academic Flexibility

**1.2.1**

**Number of Add on /Certificate/Value added programs offered during the last five years**

**Response:** 42

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

**1.2.2**

**Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years**

**Response:** 92.11

1.2.2.1 **Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 396 | 412 | 396 | 318 | 288 |

| 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 into the Curriculum**

**Response:**

Being an affiliated college of JNTUK, our curriculum should be bound by the University rules and Regulations. However, many steps and measures are taken by the College to integrate cross-cutting issues relevant to gender, Environment and Sustainability, Human Values and Professional Ethics by organizing various programmes under the control of different cells and clubs.

**Diversity and Inclusion::** Gender equality requires equal enjoyment by women and men of socially-valued goods, opportunities, resources and rewards. A Women Grievance Cell functions in the college and is headed by a Lady faculty Coordinator with lady faculty committee members and a student coordinator who look into the problems faced by the girl students. The cell also leads to empowering, enriching and making them proficient in their decision makers.

The various activities of the Women's Grievance Cell include

1. Organizes various kinds of workshops, and seminars to improve the self-confidence, self-defence and physical fitness of the girl students.

2. The institution celebrates women's day to create and promote awareness about women's rights and gender inequality in all ways of life.

3. Various skill development programmes like an industrial training programme, entrepreneurship programmes etc. are organized which are used to improve and attain their well and good livelihood.

4. The college also organizes several extension lectures and various awareness programmes about health, hygiene and better livelihood among the girl students.

5. Various kinds of programmes are observed by the college among the girl student community to create awareness about the right to education and the impact of early marriages.

**Human Values and Professional Ethics**

The curriculum for Undergraduate Programme planned by PCI includes various aspects of Professional Ethics and human values. It motivates the student's ethical values such as respect for others, honesty, self-discipline, hard work, love of learning, appreciation of diversity, and community to participate in and learn more about the values and to practice them in their day-to-day life. Professional ethics in research projects of students and teachers are guaranteed by plagiarism checks.

**Environment and Sustainability**

To trigger the students on environmental issues, the institution organizes various programmes like Haritha haram. These will increase the overall health of students, reduce absenteeism due to the positive ambience, and result in better engagement due to hands-on activity-oriented learning. Multidisciplinary

courses on Environmental Sciences are included in all undergraduate Programmes. Our institution initiates and takes all necessary steps to amalgamate sustainability in all corners of its programs, processes and student experiences.

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**1.3.2**

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

**Response:** 54.01

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

Response: 276

| File Description | Document |
|---|---|
| Institutional data in the prescribed format | [View Document](#) |

## 1.4 Feedback System

**1.4.1**

**Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website (Yes or No)**

**Response:** Yes

| File Description | Document |
|---|---|
| Upload supporting document | [View Document](#) |

# Criterion 2 - Teaching-learning and Evaluation

## 2.1 Student Enrollment and Profile

**2.1.1**

**Enrolment percentage**

**Response:** 84.88

2.1.1.1 **Number of students admitted year wise during last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| --- | --- | --- | --- | --- |
| 151 | 139 | 155 | 117 | 134 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| --- | --- | --- | --- | --- |
| 170 | 170 | 160 | 160 | 160 |

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| Institutional data in the prescribed format | [View Document](#) |

**2.1.2**

**Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)**

**Response:** 68.62

2.1.2.1 *Number of actual students admitted from the reserved categories year - wise during the last five years*

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| --- | --- | --- | --- | --- |
| 89 | 92 | 90 | 81 | 92 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 133 | 133 | 127 | 127 | 127 |

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

## 2.2 Student Teacher Ratio

**2.2.1**

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

**Response:** 11.11

## 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 using ICT tools**

**Response:**

The institution always believed in the adoption of student-centric methods to enhance student involvement as a part of lifelong learning skills and focuses on the spirit of excellence and commitment to high quality education.

The contemporary teaching-learning process in the institution enables graduating students.

- Focus on educating pharmacists for the future
- Prepare them to face the challenges of the twenty-first century
- Serve as competent and confident pharmacists.
- Function effectively in the myriad professional roles.

Self-learning provision for individual students is provided in the institution through Journals related to other than Pharmaceutical Sciences, competitive examinations guidance. Teachers create more interest to learn things by doing. Laboratory experimentation method is used to develop scientific knowledge among students through direct exposure individually. All students are practiced hands-on training and

experimentation individually in laboratories and some experiments practiced are group experiments. Teachers help students by giving challenging tasks with testing activities. Students are trained in problem solving abilities through practical exposure in laboratories. Viva-voce is conducted for all experiments to assess subjective and objective knowledge of students individually. It is very useful for mentors to assess and categorize students.

**Experiential Learning:**

- Laboratory experimentation sessions are conducted to develop scientific knowledge among students through direct exposure individually.
- **Hands-on training**: Summer Internship-Students get hands-on training while working in the Pharma companies and Biotech industries.
- Industrial visits to engage students in experiential learning while visiting the organization.

**Project based learning:**

- Project work is mandatory and included as an integral part of course.
- The students have gained knowledge in critical thinking and new ideas, new methods.

**Participatory Learning:**

- Students participate in various activities such as group discussion, seminars, skill based add on courses
- Students are encouraged to participate in national level seminar
- Annual cultural program is organized every year for the students to vent their creativity and skills.

**Problem solving methods:**

- Conducting class test and giving assignments and quizzes after completion of each unit
- Group discussions
- Conducting debates
- Class presentations
- Participation in Inter-college events

**ICT**

One of the essential life skills in current times is digital literacy. It is imperative for teachers to adopt the latest ICT technologies for teaching. NCP has adopted ICT-enabled teaching methods in addition to conventional classroom teaching. The faculty use ICT-enabled learning tools such as PPT, Video clippings, Audio systems, online sources, to impart advanced technologies and practical knowledge.

The faculty use electronic resources from platforms like DELNET, JGATE and Digital Library for updating themselves with the state of art technologies. In the recent pandemic situation, the education sector is one of the affected fields. But ICT tools, enabled teachers to continue the academic activities. The faculty use presentation and video making tools like Google slides, Slide share etc. which can be shared with students.

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## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 77.82

2.4.1.1 **Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 56 | 63 | 49 | 43 | 37 |

| File Description | Document |
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| Upload supporting document | [View Document](#) |

### 2.4.2

**Percentage of full time teachers with NET/SET/SLET/ Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)**

**Response:** 11.4

2.4.2.1 **Number of full time teachers with NET/SET/SLET/Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 08 | 04 | 04 | 04 | 02 |

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

## 2.5 Evaluation Process and Reforms

**2.5.1**

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

**Response:**

The Examination Cell in NCP guarantees the quality of the internal examination and the marks allotted to the candidate. For this purpose, the Administration gives certain tasks and powers to the Examination Committee.

**Constitution -** Principal, Exam Incharge, HoDs and Faculty representative

**Responsibilities related to grievances resolving:**

To determine in an objective and expert manner whether a student meets the requirements with regard to knowledge, insight and skills, which are laid down in the Program and Examination Regulations, for obtaining internal marks. Mid exam answer scripts are distributed to the students as regard to total checking and for clarifications if any. The marks awarded for the mid exams which constitute the internal assessment component are displayed on the examination section notice board by cross checking the statement of marks as submitted by the respective faculty member of the department.

The exam incharge takes care of grievances related to internal evaluation. The redressal of grievances regarding evaluation in both internal and university examinations are through the following process:

**At Institution level**: The internal marks are displayed on department notice boards. The faculty gives the corrected answer scripts to the students for verification. If any discrepancy is noticed, the faculty concerned may rectify and necessary corrections may be made. If a student is not satisfied with the marks awarded even after modification by the teacher, the student may present the same to the HoD concerned. All such representations are taken positively and reassessment may be made if necessary. Whole process is done well before the internal marks are uploaded to university.In addition, the exam cell will also entertain the appeal filed by the students.

1. For filing any grievance or any program related grievance shall make an application first to exam cell head.
2. The Head, after verifying the facts, will try to redress the grievance within a reasonable time, preferably within a week of the receipt of application of the student.
3. If the student is not satisfied with the decision of the exam cell, he/she can submit an appeal to the Principal within a week from the date of the receipt of the reply from the exam cell.
4. The Principal, after verifying the facts after discussion with the head of the committee, shall either endorse the decision of the exam cell or shall pass appropriate order in the best possible manner within a reasonable time, preferably within 10 days of receipt of application.

Students are evaluated overall on the basis of internal assessment and performance in the final examination.

**At University level**: The student is entitled to apply for recounting/revaluation in theory subjects within

15 days of declaration of results by paying the prescribed fee to the University. The University will process all such applications, consider for revaluation/recounting and declare the result.

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## 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 and attainment of POs and COs are evaluated**

**Response:**

B.Pharmacy, M.Pharmacy, Pharm-D& Pharm-D(PB) Programmes are offered in the institution. The institution has clear vision about learning outcomes. The programmes offered by college cater to multiple interests of the student community and also at building the human capital needed by the society and Nation.

The Institution is effectively implementing the Outcome-Based Education (OBE) system by actively involving all the stakeholders. The learning outcomes are defined in terms of Programme Outcomes(POs), Programme Educational Objectives (PEOs) and Course Outcomes (COs). The POs are the graduate attributes defined by the National Board of Accreditation, that a student is expected to possess after the completion of the programme. The PEOs describe the skill set possessed by the students at the end of the programme and are defined keeping vision and mission of the institute. The COs are statements that describe the type and level of new learning students will have achieved after completion of the course.

**CO Attainment:** The methods of assessment are identified to measure the progress of each Course Outcome. Assessment methods include direct methods and indirect methods. The process of course outcome assessment is based on mid-term examinations and semester end examination. Each question in the mid-term is tagged to the corresponding CO. The overall attainment of that CO is based on the average obtained by all the students.

**Direct Assessment Methods**:

- **Seminars:** The students are required to present a seminar on the course of study. The objective of the seminar presentation is assessing student's interaction with peers and teachers on assigned topics. The content, preparation, presentation, and communication skills are assessed.
- **Viva-voce:** The subject teacher regularly interacts with the student during the practical classes to evaluate the extent of knowledge and ability for critical thinking.
- **Project work:** The final semester students take up group research project under the guidance of the faculty member. The ability of the students to plan and then execute the plan by designing and conducting experiments; analyse & interpret data and deliver the outcomes within a time frame

are assessed.
  - Attendance and Practical Record

**Indirect Assessment Method**:

Besides the University examinations the indirect assessment tools such as surveys and feedback by students, graduating students, alumni, employers and placement record are also carried out such as

  - **Programme-Exit Survey:** This survey taken from the final year students at the completion of their programme, stands as the comprehensive feedback for the PO assessment
  - **Alumni Survey:** This survey is conducted annually with the Alumni to obtain the inputs and suggestions on PO attainment in the real time societal environment
  - **Employer Survey:** This survey is taken from the employer to measure the PO attainments.

**PO Attainment:** PO attainment is assessed through the evaluation of average course attainment. This assessment is carried out by using assessment tools indirect(External+ Internal Examinations) and indirect(Course End Feedback or survey) way. The assessment results are then compared with the expected and pre-defined set goals in this regard. If the expected attainment level is meeting the set target, the PO is considered to be successfully satisfying, failing which would include a review of concerned faculty in association with DAC. IQAC then strictly monitors and directs the DAC to strive for the identification of causes of failure and the solutions that reaches the expected POs.

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**2.6.2**

**Pass percentage of Students during last five years**

**Response:** 75.64

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 78 | 70 | 49 | 50 | 48 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 95 | 83 | 59 | 78 | 75 |

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

## 2.7 Student Satisfaction Survey

**2.7.1**

**Online student satisfaction survey regarding teaching learning process**

**Response:** 3.92

| File Description | Document |
|------------------|----------|
| Upload database of all students on roll | [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, Chairs in the institution during the last five years (INR in Lakhs)**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| --- | --- | --- | --- | --- |
| 00 | 00 | 00 | 00 | 00 |

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## 3.2 Innovation Ecosystem

**3.2.1**

**Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge**

**Response:**

Nimra College of Pharmacy believes that research and education go hand in hand. Therefore, we built an innovation ecosystem by involving the staff and students in research-related activities and initiatives for the creation & transfer of knowledge. All the doctorate and senior faculties have a free hand to encourage the student to think novel and utilize their skills for research activities. The institute also encourages faculty to improve their skills, and knowledge and pursue doctoral degrees in different universities. The management is continuously cooperative in terms of offering financial support and encouraging the achievement of research. We are encouraging the students by

- Build a research community
- Encourage a diverse group of students to participate
- Building literacy skills for research
- Conducting seminars, workshops and conferences regularly on campus.
- Classes conducted for Intellectual property rights.
- To improve the Entrepreneurship skills of students.
- Focus on women's Entrepreneurship and its importance.

The institution has set up a research and development cell and encourages students to develop a thirst for innovation. The institute promotes the faculty to visit and work in various national and international research organisations on duty. Encourage students to involve in different co-curricular activities like attending seminars and conferences at the state and national levels. The whole campus is provided with Wi-Fi enabled to execute the research activity without the disrupt. The labs are well equipped with sophisticated laboratory with instruments like High-Performance Liquid Chromatography (HPLC), UV-Visible Spectrophotometer, Rotary evaporator, tablet compression machine, dissolution apparatus, Flame photometer, Stability chamber, etc and hands-ontraining has been provided.

**Committee to implement and monitor R & D Activity:** It is established on the campus for providing a platform for the students and faculties to share their ideas and seek clarifications from experts.

The main objectives of the committee are

- To provide knowledge about various external funding agencies for faculty and students projects by facilitating regular interaction among students, startup promoters, officials, executives, and other stakeholders.
- The college has signed a memorandum of understanding (MoU) with various institutions and industries.
- To encourage faculty and students for filing patents.
- To encourage the student to participate in the seminar, conferences and workshops conducted by other colleges/ universities and industries.
- The committee insists the facultyand students publish their research work in reputed journals with high impact factors.
- The guest lectures are arranged for the benefit of the students and faculties.

| File Description | Document |
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**3.2.2**

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

**Response:** 48

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 32 | 0 | 04 | 06 | 06 |

| File Description | 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:** 0.14

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 00 | 00 | 00 | 00 | 9 |

| File Description | 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:** 0.02

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 01 | 00 | 00 | 00 | 00 |

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

## 3.4 Extension Activities

### 3.4.1

**Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.**

**Response:**

Nimra College of Pharmacy has an NSS unit constituted of 100 volunteers to perform social activities and ethical values among the students. The NSS programme officer and faculty have participated in many NSS extension activities conducted in the adopted village and as well as the surrounding places of the college. Some of the social activities are women's rights, social justice, Jal shakti Abhiyan, Poshanabhiyaan, Medical camp, Eye camp, Blood donation camp, Swatch Bharat, etc.,  The list of extension activities organized by Nimra College of Pharmacy and their impact in the society are

**Swachh Bharat:** NSS volunteers organized Swachh Bharat in the adopted village and in & around the college.

- It gives cleanliness in the adopted village through every house using a dust bin and toilets facility.
- People changing their mindset of using biodegradable cloth bags in their daily use.

**Jal Sakti Abhiyan**

- It reduces the wastage of water in the house as well as public taps.
- They gained knowledge by storing the rainwater near the house. So that they raise the level of groundwater.
- People started to drink hot water so that the level of seasonal disease was reduced in society.

**Poshan Abhiyan**

- There is a substantial reduction in the mortality rate of pregnant women at the time of delivery in the villages.
- Students of government schools started to eat healthy food in their homes.
- Breastfeeding mothers gain knowledge of their food during feeding time.

**Health Camps:** NIMRA conducted various health camps such as medical, eye, dental, blood donation, stemcell donation etc in and around the college.

- Poor people are getting treatment from authorised persons.
- It reduces the severity of the diseases in the adopted villagers as well as in the surrounding places in the college.
- People and students came to know the value of blood donation.

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**3.4.2**

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

**Response:**

Extension activities are the voluntary efforts of educational institutions, inspired by ethical excellence toward social development through various activities like enhancement of the educational standard of underprivileged groups, adult education programs, environmental awareness, ecological conservation, health awareness, healthcare and sanitation, adoption of the village for holistic development in addition to the academic commitment of the institution.

The institution imparts Professional Ethics and Human Values as part of the academics, besides that awareness is spread through Social responsibility is passed on through the National Service Scheme (NSS) and its activities.

The college sensitizes the faculty and the students on institutional social responsibilities. NSS units of the institute regularly conduct camps in the nearby villages to create an insight into the societal needs in the minds of the students. This motivates the students to participate in social outreach programmes which would benefit students in nearby villages. A sample of such programmes conducted includes

- Eradication of Child Labour
- Health and Hygiene
- Computer Literacy Programmes
- Girl Child Education

The students participated in programmes like energy conservation, environmental awareness etc. in the nearby villages. Awareness about the Anti-ragging programme was conducted in association with Police Department. Blood donation camp strengthens the sense of empathy and compassion among donors and also instils in them a sense of commitment and ethical responsibility. A blood donation camp was organized as part of the NSS activity. Many faculty and students came forward to donate blood. Apart from the above, the significance of clean surroundings, hygiene, sanitation in the neighbourhood, and garbage disposal also sensitized the community at large. All these initiatives created a holistic environment.

Women empowerment programmes created awareness among the girl students to exercise their rights. All this leads to informed, balanced and responsible citizenship. All the faculty members and students practised yoga on the occasion of Yoga Day celebrations. Various activities were conducted and multiple sensitive topics of social, political & economic significance were discussed to create a better understanding among students & contribute to the balanced development of their personalities. The NSS unit functions under the guidance of a Faculty NSS Programme Officer. The NSS wing of the college focuses on providing access and opportunities to underprivileged children in health and education.

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**3.4.3**

**Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) during the last five years**

**Response:** 51

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 12 | 04 | 17 | 11 | 07 |

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| Upload supporting document | [View Document](#) |
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## 3.5 Collaboration

**3.5.1**

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

**Response:** 12

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# Criterion 4 - Infrastructure and Learning Resources

## 4.1 Physical Facilities

**4.1.1**

**Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution**

**Response:**

Nimra College of Pharmacy is a premier institution that encourages and promotes students by providing them with a great platform for developing their competence and ability to contribute efficiently and positively. It is located in Ibrahimpatnam, NTR District of Andhra Pradesh state. This institution has extraordinary infrastructure facilities and excellent teaching methodologies which are maintained properly and updated as per the needs of higher education and the Pharmacy Council of India. IQAC cell has been developed to implement, maintain and sustain the quality education in this institute. For effective teaching-learning, classrooms are well equipped with equipment like LCD projectors. A drug museum and medicinal plants garden is maintained in this institution.

The college has provided all facilities like furnished office room, spacious classrooms, laboratories, seminar hall, conference hall and separate restrooms for boys & girls. This institution is provided with fire extinguishers in all the labs and corridors of the building. The whole campus has network connectivity with internet access through Wi-Fi connectivity. For security and safety, the campus is monitored by CCTV cameras.

**Classrooms:** This institution has 12 spacious and well-furnished classrooms with ventilation. The e-class rooms are equipped with ceiling-mounted LCD projectors to facilitate innovative learning with ICT tools.

**Laboratories:** The college is well-equipped with sophisticated, excellent and ultra-modern laboratories in all branches with state-of-the-art apparatus to enhance the practical-related skills of the students. The Campus is equipped with Wi-Fi Internet connectivity with fibre optic networking.

**Seminar Halls:** The institute has well-furnished adequately spacious seminar halls with a seating capacity of 100 students. The gallery is well-equipped with a projector and audio system. The seminar halls serve as a venue for various activities throughout the year.

**Library**: NCP has a Central Library that plays a vital role in providing resources which enhance the knowledge of the faculty and students. It is housed in an area of 184 Sq.mts. with a seating capacity of 120 students. It also offers digital resources, and reference books with huge volumes of textbooks which are useful for seeking knowledge. The timings are from 9:00 AM to 5:00 PM on all working days.

**Sports:** To participate in all indoor and outdoor sports activities, this institution provides ample opportunities for students. A spacious playground for outdoor sports/games like cricket, volleyball, kho-kho, throwball, and kabaddi is available. This institution is provided with indoor games like caroms and chess.

**Cultural and other events**: To explore and nourish the hidden talents of the students, cultural activities are also encouraged. Various sports activities are conducted in order to maintain the students' physical and mental health. This institution also encourages and motivates the students to participate in quizzes, essay writing and elocution competitions. The Institute maintains the records of all the events attended by the students and their achievements at the college level or regional level or state level or national level.

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**4.1.2**

**Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)**

**Response:** 38.63

4.1.2.1 **Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 3.1 | 5.9 | 3.9 | 4.12 | 8.4 |

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## 4.2 Library as a Learning Resource

**4.2.1**

**Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library**

**Response:**

NCP has a Central Library that plays a vital role in providing resources which enhance the knowledge of the faculty and students. Library is housed in an area of **184 Sq.mts.** with a seating capacity of 120 users. The timings are from **9:00**AM to **5:00**PM on all working dayswith supporting staff of two members.

Name of the ILMS software: SOUL 3.0 (**ECAP**)

Nature of Automation: Fully Automated

Version: 3.0

Year of automation: 2023

**Readers are Leaders:** Library is the asset of any educational institution. To improve the academic standards the college library maintains more than 50,000 books with more than 100 national and International journals in all the disciplines for both UG and PG. Keeping in view the fast changes in technology, the knowledge base of the library is updated regularly by way of adding new literature in the form of text books, reference books, reports, proceedings, abstracts & indexes, encyclopaedias, data books, standards (National & International) Journals & database on CD-ROM. Library has good collections of Indian and foreign journals on various subjects of science & technology and is equipped with hi-speed internet connected e library for the staff and the students.

**Details of Laboratories department wise (UG)**

| No. of Volumes | 5098 |
|---|---|
| No. of Titles | 2042 |
| No. of Reference Volumes | 2176 |
| **SC/ST Book Bank** | |
| No. of Volumes | 143 |
| No. of Titles | 12 |
| No. of Journals | 30 |
| National Journals | 23 |
| International Journals | 7 |
| No. of E-Journals | 377 |
| No. of Dailies | 4 |
| No. of Multimedia PCs | 10 |
| Total Cost of Volumes | 49,56,594 |
| Total Cost of Journals | 1,40,470 |

DELNET was started at the India International Centre Library in January 1988 and was registered as a society in 2009. It was initially supported by the National Information System for Science and Technology (NISSAT), Department of Scientific and Industrial Research, Government of India. It was subsequently supported by the National Informatics Centre, Department of Information Technology, Ministry of Communications and Information Technology, Government of India.

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## 4.3 IT Infrastructure

**4.3.1**

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

**Response:**

Nimra College of Pharmacy provides futuristic facilities to the students in the best possible manner to make them utilize the resources. The digital library is equipped with computers connected to internet for use of e-journals subscribed by the institution. Nimra College of Pharmacy is having the subscriptions like Knimbusm library portal, Micromedex and Experimental Pharmacology Series Software.

Apart from the computers in the library, Nimra College of Pharmacy has a separate computer lab and individual computers are provided for the departmental HoDs & administration staff. All the computers are installed with various latest software that are required for academic support. In order to prevent, detect and remove the malware, antivirus is installed in all the computers.

From time to time, the institution appraises the IT requirements and does the needful. For the use of ICT enabled teaching, the classrooms and seminar hall are having the Wi-Fi facility. This institution has the internet facility with 300 MBPS speed. All the IT facilities are regularly updated including the Wi-Fi facility. All the college systems are provided with optical fiber cabling. The internet facility will be upgraded to higher configuration and speed every year. Staff can take the classes by using LCD projectors which can be connected by means of laptops. All the departments are having Wi-Fi connections with individual and isolated band width facility. The students and faculty members are encouraged to make use of the e-learning resources as the campus itself is completely Wi-Fi enabled. This institution has laboratory assistants, electricians and system administrator to maintain the computers. Central office manages the institute official website with regular updates of various events and activities of the institute. The entire college is under the CC camera surveillance with 32 cameras for security aspects.

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**4.3.2**

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

**Response:** 4.56

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

Response: 112

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## 4.4 Maintenance of Campus Infrastructure

**4.4.1**

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

**Response:** 53.78

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 4.02    | 3.3     | 10.55   | 6.118   | 11.4    |

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# Criterion 5 - Student Support and Progression

## 5.1 Student Support

### 5.1.1

**Percentage of students benefited by scholarships and freeships provided by the Government and Non-Government agencies during last five years**

**Response:** 95.27

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government and Non-Government agencies year wise during last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 385 | 493 | 485 | 277 | 232 |

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| Institutional data in the prescribed format | [View Document](#) |

### 5.1.2

*Capacity building and skills enhancement initiatives taken by the institution include the following*

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

**Response:** A. All of the above

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### 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:** 58.12

5.1.3.1 **Number of students benefitted by guidance for competitive examinations and career**

**counselling offered by the institution  year wise during last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 367     | 247     | 239     | 116     | 173     |

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| Institutional data in the prescribed format | View Document |

**5.1.4**

**The Institution has a transparent mechanism for timely 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

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## 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:** 56.27

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 26      | 54      | 22      | 50      | 14      |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 78      | 70      | 49      | 50      | 48      |

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**5.2.2**

**Percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)**

**Response:** 44.19

5.2.2.1 *Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year wise during last five years*

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 06      | 01      | 05      | 07      | 0       |

5.2.2.2 **Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year wise during last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 09      | 06      | 05      | 07      | 16      |

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## 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:** 25

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 9       | 4       | 4       | 3       | 5       |

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**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:** 12

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 11      | 06      | 15      | 14      | 14      |

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## 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:**

Nimra College of Pharmacy has a registered Alumni Association under the Societies Registration Act. The Alumni Association provides an interface for establishing a link between the alumni, staff, and students of the institute. NCP alumni are currently working in various positions all over the globe and proving their mettle in all spheres of Pharma Fields. The institution is extremely proud of every member of its alumni. Most of them are successful in their careers such as jobs, higher education and in the field of entrepreneurship. The old students interact with the current batch of students and mentor them through networking forums to the best of their abilities. They share their experiences, knowledge and advise the students. Through these alumni meets, a strong bond is created between the passed-out students and the current batch of students.

- These alumni serve as brand ambassadors in the market, spreading the institution's good name.
- The alumni committee ensures that alumni are contacted on a regular basis to monitor their progress in their personal and professional lives.
- The alumni association maintains healthy and informal relationships with alumni in order to solicit their assistance, support, and cooperation.
- The inputs of former students provided during alumni meetings are always welcome in order to improve academic performance.

The Alumni Association of our college was officially formed in the year 2023 with the goal of having a say in certain matters concerning our outgoing students in order to improve the institution's quality enhancement process. The alumni, who have successfully deployed their services in various sectors, formed the executive committee and continued to contribute to the improvement of the quality culture. Our institute's Alumni Association is large and diverse, with members from a wide range of professions.

In this way, the alumni association reflects the institute's positive efforts to improve quality on both an external and internal level. It plays a critical role in shaping and sustaining long-term relationships between former and current students on the one hand, and the institute and society on the other. Alumni also share the social commitment of the Institute by participating in various programmes. Alumni interest is appreciated and we hope their participation will make it more useful and meaningful.

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# Criterion 6 - Governance, Leadership and Management

## 6.1 Institutional Vision and Leadership

**6.1.1**

**The governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance**

**Response:**

Nimra College of Pharmacy a self-finance institution established by Nimra Educational Society in the year 2006 with a view of providing Pharmacy education within a modern educational environment and strong academic planning, Nimra is strongly identified with most trusted name of Pharmacy education in Costal Andhra, since its inception and foundation. NCP has constantly leaded the way in reform movements, reconstruction, modernization, and administration of the society.

The college provides students with an exceptional education because of the quality of its faculty, staff, student services, curriculum, experiential programs, and the quality of the students themselves.Over the past years, we have made great strides in quality pharmacy education, providing unique learning opportunities for students and meeting the challenge of industry demands.

NCP is determined of preparing outstanding pharmacists and pharmaceutical scientists to meet the health care needs of the diverse populations of the state and society and enhancing the delivery of essential pharmacy services for all citizens.Reflecting the values of education , the vision of the Nimra College of Pharmacy is to contribute to the building of a better society for all through improved health status of individuals and the community. We will accomplish this vision through devotion to our mission of increased educational opportunities to society as a whole.The College will strive to prepare students to be competent, attentive, and ethical professionals dedicated to providing care to patients and supporting the health care team.

**Participative Management:**

Participative management is promoted consistently by the institution. Committees are framed for the implementation of all its decisions and resolutions, comprising faculty members and students. The HoDs also make decisions and faculty coordinate in the implementation of the strategies of the department. Therefore, at all levels participative management is followed.

**Decentralization**

Institution maintains a trend of decentralized governance system whichis contributed at various levels in the institute. Managementplays an important role in the administration of the college running smoothly. The Principal conducts meetings with HoDs and takes proper suggestions and final decisions will be implemented. HoDs involve in different departmental activities and encourages staff by self-appraisal which helps them to improve their performance. Faculty are encouraged to develop their leadership qualities by allocating them as incharges of various academics, co-curricular, and extracurricular activities. Students with best academic performance are selected as class representatives and are

encouraged actively to participate in different types of activities.The committees includeAnti-ragging Committee, Grievance and Redressal cell,NSS Committee etc.

**Institutional Strategic Plan**

NCP has adopted a contemporary strategic plan that takes its idea from SWOC Analysis. This analysis is Stakeholders used to identify strengths, weaknesses opportunities, and challenges that may encounter during the implementation process. The effective utilization of available resources, timely upgrading existing resources, grabbing all the available opportunities in terms of innovative learning solutions and a pre-defined mechanism to forecast the cross Stakeholders cutting issues and implementing its remedy are a few of the metrics that are being followed as a regular practice.

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## 6.2 Strategy Development and Deployment

**6.2.1**

**The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc**

**Response:**

**Institutional Strategic Plan**

Nimra College of Pharmacy aims at transforming students into intellectual leaders through holistic education, making them socially responsive members in a changing technology driven world.

Strategic plan critically examines the grooming of students and face the challenges to have a rewarding future. The major emphasis of the strategic plan is to develop the quality of education and to achieve calibrated improvement in the quality of education as the institute imparts in line with the Vision and Mission of the institute. The strategy is developed, by laying emphasis on building core strengths i.e., excellent infrastructure, talented students and faculty and a deeply committed management to meet the challenges thrown by the emerging opportunities. NCP has identified the following goals:

- Take timely decisions in providing financial, academic and Physical facilities.
- Transparency and accountability in decision-making
- To ensure effective utilization and maintenance of infrastructure.
- To revise, add and make changes to the academic programme of the Institute whenever and wherever needed.
- Improving standards and attain accreditation status.
- Introducing modern teaching aids and implementing innovative methodologies
- Encourage faculty to register for Ph.D. degrees and take up minor research projects.

**For attaining the above Strategic Plans/Perspective Plan, the following actions have been initiated**

1. Innovative teaching-learning methodology
2. Research focus
3. Library Automation.
4. Empowered and responsive ecosystem
5. Enriched training programs to meet Industry requirements.
6. Increased the speed of Internet, providing hostel facility to girls, and sports facility.
7. Faculties were encouraged to register for guideships and Ph.Ds.

**Governing Body:** Governing Body is the highest authority which comprise Society members, Principal, senior faculty members of the institution, and a representative from the University.

**Governing Body Functions**

- Review the academic performance of institution.
- To consider the important communications, policy decisions received from University, APSCHE, UGC etc., from time-to-time.
- To direct the college towards the achievement of pre-determined goals.
- To frame, amend and approve principles and policies.
- Approves the annual budget of college
- To approve the increase/reduction of intake, courses- new and closure.

Governing body comprises of the following:

- Chairman/Correspondent advise Principal on academic, administrative and developmental activities by keeping space with the latest trends in education.
- Secretary& Correspondent is the functional head of the college. They mainly focusses on the academics, development of education, and growth of the institutions and can cause any action to be initiated.
- The Principal is the chief academic administrator and a liaison between the Management, Staff and Students.
- Vice-Principal officiates the Principal's responsibilities in the latter's absence and carries out specific duties.
- HoD is responsible for the functioning of the department as per the laid down policies of the college.
- The in-charges of various sections will be guided by the policies of the college in the matters that come under their purview.

**6.2.2**

**Implementation of e-governance in areas of operation**

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

**4.Examination**

**Response:** A. All of the above

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## 6.3 Faculty Empowerment Strategies

**6.3.1**

**The institution has effective welfare measures and Performance Appraisal System for teaching and non-teaching staff**

**Response:**

**Welfare Measures**

**Nimra College of Pharmacy**, accepts Employee Welfare as a mandatory part of the organization. Welfare measures of an organization will keep up the confidence of the employees and help the organization to retain the employees for long time. It also improves the quality of their performance, as they feel comfortable, committed and wholeheartedly work for the organization. The Institution provides effective welfare measures to both teaching and non-teaching staff. All statutory welfare measures are implemented. Various monetary, non-monetary measures towards personal and professional growth are being followed to the satisfaction of the employees, given the fact that it is a not-for-profit of institution.

**Statutory Welfare measures as per Government norms:**

- EPF and ESI facility to the Teaching Faculty and Non-teaching staff.
- Medical and Maternity leave and benefits are sanctioned for the required Staff (Teaching &Non-teaching).

**Monetary or Non-monetary welfare support measures/initiatives:**

- Marriage leaves & Maternity leaves sanctioned with salary for the faculty/staff.
- Adjustable timings benefits extended to Faculty /Staff who are nursing mothers.
- Financial help extended wherever necessary like hospital expenditure, wedding expenses or for shelter with money collected or from special funds.
- Hand Loans provided to Staff free of interest on repayable basis in part or full as per the convenience of the individuals.
- Moral and emotional support to Faculty and Staff who are going through personal or professional crisis in life.
- Research support (M.Phil. or Ph.D.) through time allowances and usage of library facilities and infrastructure.
- Funding Registration fees and Travel expenses for Faculty attending Conferences and Workshops.
- Reinstating Staff who went on Study leave.

- Advance amounts disbursed by the College in case of emergency for Faculty.
- 50% Fees reduction/concession for faculty's ward are given, if admitted in our institution.
- Provision of canteen in the campus

**Performance Appraisal system**

The performance appraisal system of the faculty is evaluated and cared at their commendations of departmental HoDs & Principal after getting information through the following step.

**Step-1:** The IQAC prepares self-appraisal form based on UGC norms with various parameters which enlighten the efficiency of the faculty to be considered, conducts regularly. It includes Examination results, Students Feedback, Interactive teaching approach, Research papers and Journals Publication of articles and books, Participation along with presentation in Conferences/Seminars/Workshops/Faculty development programmes etc. Examination duties assigned and performed, Co-Curricular/Extra Curricular duties, assigned by the college. Every teacher has to submit a self-appraisal form at end of the academic year.

**Step-2:**The students of all groups give feedback of the courses and teachers during the year. The same is analyzed and assessed by the HoD and the Principal as in the peer evaluation.

**Step-3:**HoD recommendations.

**Performance Appraisal system for Teaching Faculty**

The appraisal of non-teaching staff is done under the supervision of the office. An annual performance report is prepared based on the daily activities performed. In case of non-compliance. The staff is advised to make possible changes and improve performance accordingly. The feedback given by the Officer In-charge is analyzed by the management and decisions are taken accordingly.

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| Provide Link for Additional information | [View Document](#) |

**6.3.2**

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

**Response:** 63.21

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 25 | 15 | 27 | 32 | 23 |

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

**6.3.3**

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

**Response:** 78.71

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 48 | 51 | 39 | 35 | 34 |

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

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

| File Description | Document |
|---|---|
| Institutional data in the prescribed format | [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:**

**Mobilization and Optimal Utilization of Resources:**

The availability of funds is essential for any organization but the mobility of funds is even more important. If the mobility of the fund is in right direction, then the level of progress will be as expected for the development of the organization.The institution has clear and systematic strategies to ensure the ideal utilization of resources. It holds a well-coordinated approach to optimal utilization of resources. The Principal and various committees of the college monitor the use of resources.

1. **Mobilization of Funds:**The major financial resources of institution are the fee collected from students and finances generated through university services. In addition to these regular sources, efforts are made to mobilize additional finances to meet the demands of institutionalneeds and requirements. Merit scholarships, medals are instituted for honoring outstanding students out of donations collected from individuals or institutions and Alumniwhile maintaining good relations with them.
2. **Optimal utilization of resources:**Financial Planning is exercised well in advance for the organization with efficient Budgeting, after involving all the Academic Departments and Administrative Sections of Institute. Every year institute prepares a budget, which involves projected revenue and expenditure and capital expenditure to manage and plan the funds effectively. After reviewing budget by Principal, final consolidated budget is forwarded to Management for approval. Management supports financially in case of need and in times of financial inadequacies. The management will review the financials through budgets Vs actual on every quarter, which will ensure to monitor the effective and efficient use of financial resources.

**Financial Audits**

A well-defined mechanism is in forced for financial audits to have discipline and transparency in financial management. The accounts of the institution are in compliance with internal and external audits.

**(i) Internal audit:** The college has a dedicated in-house internal audit person and they conduct periodic audits in various aspects, which include revenue audit, payroll audit and review of day-to-day transactions etc. Internal audit is ongoing and continuous processes which focus on ensuring that the systems and processes of the organization are working well.

**(ii) External audit:** Apart from internal audit, all accounts of the Institution are audited regularly by Certified Statutory Auditors on annual basis. External auditors review the internal control mechanism, accounting policies, accounting standards, financial analysis and prepare financial statements. It involves effective management of internal controls and strengthens the operations in an effective manner.

The final Annual Audited Accounts are kept before the Board of Management/General Body for discussion and approval.

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

## 6.5 Internal Quality Assurance System

**6.5.1**

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

**Response:**

NCP has constituted the Internal Quality Assurance Cell (IQAC) in 2021 for the continual enhancement in terms of quality of the Institute in all aspects. The College Academic Committee (CAC) used to play the same role before the establishment of IQAC. IQAC was established as per rules and guidelines prescribed by NAAC.

**Objectives:**

- Ensuring continuous improvement in all the operations of the institute.
- Ensuring quality and integrity to stake holders.
- Developing a strategic action plan to improve the academic and administrative performance of the institute.

**Functions:**

- Collecting feedback from stakeholders of the institute on quality initiatives.
- Documenting the various programs/activities that lead to quality improvement.
- Organizing workshops and seminars on quality development for the faculty and students.

**Teaching-learning Process:**

1. IQAC monitors the teaching learning process at regular intervals through our organizing committee members. IQAC conduct an annual meeting every **two** months to review the learning process, structures &methodologies of operations and learning outcomes. Based on that review the committee will give the necessary directions to improve the quality of teaching methodologies.
2. These meetings are intended to review the overall result analysis and to check the planned goals and achievements of IQAC.
3. The IQAC decisions & its modifications are planned to be held in every tri-quarterly meeting this is going to be happen in regular process.
4. Every department will conduct workshops, training programs and guest lecturers periodically addressed by the eminent persons from Industry, Academic and Research Institutions. Eminent experts of National reputed people will be invited from academia/organization/industries for seminars and conferences related to the subjects in course curriculum, basic practical, hands-on experience fundamental and advance topics as planned in the IQAC.
5. As part of the closure of teaching learning process the content delivered for the respective subjects along with evaluation outputs will be summed up as course files and made available in the Departments.
6. Class Teachers, Class Representatives, HoDs and Staff meetings will be conducted periodically to

review teaching and learning process.

7. The teaching-learning process will be reviewed by senior and expert members every month.
8. A detailed report will be prepared and assessed with necessary actions for the annual meeting.
9. In the annual meeting all the HoDs will present a detail presentation report about the planned agendas & achieved goals for the year.
10. Principal and the Management plans for what else can be added for the improvement and suggests the modifications to it.

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

**6.5.2**

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

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality initiatives with other institution(s)/ membership of international networks**
3. **Participation in NIRF**
4. **any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA, ISO Certification etc**

**Response:** B. Any 3 of the above

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

# Criterion 7 - Institutional Values and Best Practices

## 7.1 Institutional Values and Social Responsibilities

**7.1.1**

**Measures initiated by the Institution for the promotion of gender equity and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years**

**Response:**

Nimra college of Pharmacy is committed to promote Gender equality and provides a safe and secured environment for all the students, which is free from oppression and abuse or ragging. This is achieved by conducting various sensitization campaigns, training centers, and seminars, programs. This Institution is free from ragging, sexual abuse and thus ensuring fundamental rights for all its stakeholders.

One of the biggest problems our society is currently experiencing is gender equality. The institute often runs campaigns to promote gender equity. The following facilities show that gender sensitivity is an intrinsic value in the cultural ethos of the institute and its surrounding community:

Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Hi-Tech Surveillance system
3. Medical Facilities
4. Girls rest Room
5. Counselling

The girl's students enthusiastically participate involved in service activities such as

- Social Awareness Rallies
- Inviting doctors for health camps-Free medical camps were conducted.
- Afforestation (plantation done on college and near places)

In order to inculcate the sporting spirit between the student's community of various departments, our college conduct intramural sports events for Boys and Girls separately. The various events such as Basketball, Volleyball, Ball badminton, Kabaddi, Chess etc are conducted and winners are awarded with memento and certificates on annual day celebration.

Women Grievance Cell has been taking special care of girl students and attempting to support them in terms of instilling confidence in them when they face any type of issue on campus. Our Principal and concerned Cell heads even take their parents into account when dealing with any issues that the girls may encounter. This prompted a large number of females to apply for admission to our college. We conduct orientation programmes for fresher students for a variety of courses, and gender sensitization was one of the objectives to be included in the programme to educate students on these issues when they arrive on campus to pursue degrees in various fields. The aim of the institution is to make them aware of gender equality and empowerment in a broader sense. Another major objective of such activities is to expose the

students to interpersonal relationship, equality and fraternity among the students.

In addition to this our NSS unit has been engaging the students in various activities to imbibe qualities of leadership, social service, responsible and awakened citizenship to cherish the values of equality, social justice and tolerance. Internal Compliance Committee has been established with an objective to sensitize and equip students with issues related to gender sensitization, and women empowerment. The institution provided its girl students with opportunities to participate in programs such as "Rights of Women in Domestic Laws" and "Self-defense training," both spearheaded by the local police department. Periodically, we run awareness programs for cyber security geared explicitly toward protecting female employees and students. In addition, the college strongly emphasizes the empowerment of young women by providing them with health care as well as the physical, moral, cultural, and skill development of its students.

| File Description | Document |
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| 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 |
|---|---|
| Upload supporting document | [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 |
|---|---|
| Upload supporting document | 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 diversity and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)**

**Response:**

We have students and staff from different socioeconomic, linguistic, regional, communal, and cultural backgrounds in our college. The college has always promoted values of tolerance and harmony amongst them and encourages activities that help to cultivate the feeling of togetherness. We conduct various activities under the auspicious departmental associations, various clubs, college committees, College Alumni Association, NSS etc. to nurture the culture of inclusiveness.

To develop the emotional and religious feelings among the students and the faculty, commemorative days are celebrated on the campus with the initiative and support of the management for not only recreation and amusement but also to generate the feeling of oneness and social harmony. All the staff ad students in the college jointly celebrate the cultural and regional, linguistic festivals, like New-year's day, Republic Day, World Health Day, Independence Day, Constitution Day, Hindi Diwas, National Pharmacy Week celebrations, Dravyaka, Fresher Party, Colours day, Annual day, Orientation and farewell program, Induction program, rally, oath, plantation, Yoga Day, festivals like Sankranti, Ramzan, Christmas celebrations etc. Religious ritual activities are performed on the campus to promote harmony towards each other. This establishes positive interaction among people of different racial and cultural backgrounds. There are different grievance redressal cells in the institute like the student grievance redressal cell, and the Women grievance redressal cell which deal with grievances without considering anyone's racial or cultural backgrounds.

Institute has code of ethics for students and a separate code of ethics for teachers and other employees which have to be followed by each one of them irrespective of their cultural, regional, linguistic, communal socioeconomic and other diversities.

The institution sensitizes the students and the employees to the constitutional obligations about values, rights, duties and responsibilities and constantly works to nurture them as better citizens of the country through various curricular and extra-curricular activities. The institute hoists the flag during national festivals and invites eminent personalities to inspire students and staff by informing the qualities of freedom fighters and emphasizing the duties and responsibilities of citizens. Students participate enthusiastically in such events and imbibe the thoughts of great Indian leaders. The valuable messages given by the guests on the special occasions orient them towards national integrity and their role in nation-building.

The institution takes many initiatives like conducting awareness campaigns, organizing orientation programmes, training programmes, seminars and workshops to sensitize the future leaders to inherit

human values and cope with the constitutional obligations. Ethical Values, rights, duties and responsibilities of citizens are some of the topics that are enlisted in Elocution/ Debates activities. The institution has strived forward with great effort to increase the level of awareness and appropriate practices amongst the students in the areas like Fundamental Duties and Rights of Indian Citizens, Constitution Day, Celebration of National Days, Ekta diwas, National voter's day, Human Rights Day etc.

Apart from these, to inculcate values and inspire their personal and professional development, National Youth Day, and World Yoga Day, are celebrated which create awareness among the students about their role and contribution to society.

| File Description | Document |
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| 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: MENTORING SYSTEM FOR STUDENTS**

**1. Objectives of the Practice:** To minimize dropouts, improve performance and reduce the stress of the students through personal counselling.

**2. The Context:** Students undergo various problems of stress- personal, academic, physical, and mental. Students are new to professional college life. Students from educationally weak backgrounds feel complex and hesitations in class and are unable to perform well due to inhibitions. Statistics reveal an increasing number of suicides and dropouts. Considering the student-teacher ratio in classrooms, it is difficult at times to give personal attention to students in class. One solution, therefore, is a 'Mentor' who can form a bond with students in the true sense. Mentoring is required for students to achieve emotional stability and to promote clarity in thinking and decision-making for overall progress.

**3. The Practice**

- Each teacher is assigned around 15-20 students for the complete duration of their study.
- They meet at least once a month to discuss, clarify and share various problems which may be personal or academic, etc.
- The mentors encourage the students to participate in co-curricular and extracurricular activities and sports.
- Their academic performance and other activities are all recorded.
- The mentors also keep in touch with the parents on their attendance, test performance, fee

payment, examinations etc., on a weekly basis

- The mentors also counsel the students in need of emotional problems.
- When the students have any problem in any department either with the staff or with work completion the mentors speak with the respective staff and sort out the problem.
- Mentors take special care of weak students, who are given advice on how to study, prepare a timetable for study and clarify the doubts and also give notes to study.
- The Head of the department takes the progress of counselling of students by mentors.
- Students' problems are discussed with the departmental heads, and other faculties and necessary actions are taken to solve them.

**4. Evidence of Success:** Evidence of the success of the practice includes better results in the examinations, improved attendance, fewer dropouts, increased participation in co-curricular and extracurricular activities, better discipline on campus and respectful relationships between teachers and students. The students are more relaxed and have a healthy relationship with the staff.

**5. Problems Encountered and Resources Required:** This practice requires committed teaching staff that has the desire to help students beyond teaching hours. There are no limitations or constraints faced during the implementation of the program.

**Best Practice - 2: IMPROVEMENT IN SLOW LEARNERS.**

**Title of practices:Improvement in slow learners.**

**Objectives:**

- To enhance visual aids and to teach the concepts for better understanding and help students to retain the information for longer periods of time.
- Allowing the Mentor program to look after every student for their improvement in studies and immediate clarifications for their doubts in different subjects.
- Conducting weekly tests on weekly topics and study hours.
- In order to develop self-confidence in certain students, we allot certain simple topics to give seminars.
- Organizing competitions and extracurricular activities like quizzes, group discussions, etc., to improve their knowledge and encourage them to participate in intercollege events.
- Oral activities are encouraged to express the ideas of students.

**The Practice:**

In a class, different types of students are there with different learning competencies and interests. Some students may grasp easily, and some may lag in academic performance more than others. Some students are poor in specific subjects, and some may be poor in practical. Those are considered as slow learners. NCP identifies and encourages slow learners to become active and compete with normal students. The college encourages all faculty to employ visual teaching aids, including graphs, charts, and diagrams, to aid slow learners. Additionally, a specific mentor is assigned to a group of students in order to help them understand the material. From their first year until the conclusion of their program, mentors care for them. A certain topic is assigned for a test each week, which is evaluated and used to help students perform better on final exams. Selective students should be given topics that are not difficult, and encouraging them to give oral or PowerPoint presentations to boost their confidence should also allow

every student to freely consult with faculty members to get clarification on the concepts. Faculty are monitoring students who have fallen short on internal exams and have backlogs from previous semesters. They are constantly giving them advice on how to raise their grades and finish them earlier. Organizing various contests and encouraging everyone to participate in a discussion of the concepts in a group setting. Live examples are provided during instruction to engage students and encourage enthusiastic learning of the concepts.

**Evidence of Success:**Results are improved for the slow learners and they became active in the oral communications, seminars and presentations.

**Problem encountered:** Consistent attendance and an enthusiasm in participating in concept related group discussions are absent from students. Response from parents' side is lacking to make the student to attend the class regularly. The encouragement from parents is needed for the students to take their regular class tests without fail.

| 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:**

Nimra College of Pharmacy is a self-finance institution established by Nimra Educational Society in the year 2006 with a view of providing Pharmacy education within a modern educational environment and strong academic planning, Nimra is strongly identified with most trusted name of Pharmacy education in Costal Andhra, since its inception and foundation. NCP has constantly leaded the way in reform movements, reconstruction, modernization, and administration of the society.The college provides students with an exceptional education because of the quality of its faculty, staff, student services, curriculum, experiential programs, and the quality of the students themselves.

Over the past years, we have made great strides in quality pharmacy education, providing unique learning opportunities for students and meeting the challenge of industry demands.We are proud of our significant progress in meeting the goals and objectives of the college's mission to promote the health and welfare of the citizens of the nation.There is a deep and abiding resolve on the part of all who comprise the College family to actively contribute to the full professional realization of each and every student. We believe that a true grounding as a professional requires a sense of belonging, a sense of caring, and a sense of commitment. In that regard, we are driving by a "spirit of community."

NCP is determined of preparing outstanding pharmacists and pharmaceutical scientists to meet the health

care needs of the diverse populations of the state and society and enhancing the delivery of essential pharmacy services for all citizens.Reflecting the values of education, the vision of the Nimra College of Pharmacy is to contribute to the building of a better society for all through improved health status of individuals and the community. We will accomplish this vision through devotion to our mission of increased educational opportunities to society as a whole.The College will strive to prepare students to be competent, attentive, and ethical professionals dedicated to providing care to patients and supporting the health care team.

The mission of Nimra College of Pharmacy is to provide excellent education in a stimulating environment where delivery of superb pharmaceutical care is integrated with nationally and internationally recognized research.In order to achieve our mission, we apply innovative and proven educational methods to produce pharmacists who possess the skills and knowledge they need to serve their patients in an ethical and professional manner. Our mission is also served through faculty who conduct competitive basic, clinical, and social and administrative sciences research that translates into improved patient care and public policy.The College is comprised of an outstanding group of faculty and staff dedicated to our mission, "to educate future health care professionals to meet the diverse pharmaceutical care needs of the world.

| File Description | Document |
|---|---|
| Appropriate web in the Institutional website | [View Document](#) |

# 5. CONCLUSION

## Additional Information :

Nimra College of Pharmacy (NCP) is established in the academic year 2006 by Nimra Educational Society, Hyderabad with the motto of providing quality pharmacy education to the students.The Institute is dedicated to nurturing students through knowledge, innovation and the social and scientific perspective of academic excellence.

The Institute offers B.Pharm, M. Pharm in Pharmaceutics, Pharmaceutical Analysis and Pharm-D& Pharm-D (PB) affiliated to JNTUK, Kakinada. All the programmes are approved by Pharmacy Council of India (PCI). The Institute has ISO 9001:2015 certification by KVQA Certification Services PVT. LTD.

The programmes offered take special care of the regional and worldwide requirements to give excellent and comprehensive education in a environment conducive for learning and cutting edge research. Collaborations with various Institutes and Industries helped our faculty and students to share and gain knowledge in professional areas and neighbourhood community. The Institutional National Service Scheme (NSS) Unit function actively to promote student's sense of community service, social and civic responsibility. At NCP, focus is given to impart life skills, soft skills and motivate the students and faculty to participate in various extracurricular events, community programmes and health awareness programmes at large.

The teaching learning processes are integrated with innovative practices and are student centric which ensure excellent learning outcomes and provide best opportunities to students.The College has adequate infrastructure, facilitating learning including ICT equipped class rooms, multimedia facilities, laboratories, libraries and e-learning resources.The student support systems include mentoring system, career guidance and placement services.College strives to provide best services to all its stakeholders through its human resource development, research and extension activities.

The Institution has dedicated faculty, state of art infrastructure, well-equipped laboratories, resourceful library, transportation facility, a green and environment friendly campus

## Concluding Remarks :

The Institution with a motto of holistic development of young minds , relentlessly endeavors to provide qualitative and value added education.

The Institutions recognizes the importance of value accreditations from various bodies. The Institution aspires to become an autonomous body in the distant future. The Institution has set a predefined road map in order to meet its aspirations. All the statutory committees such as Governing Body, Academic Council, Boards of Studies, Finance committee and other non-statutory committees plays very important and crucial rule in reaching the set target. The Institution has established IQAC. It has been contributing significantly to sustain and enhance the quality in all respects of the Institutional functioning.

The Training and Placement cell has successfully transformed the young minds and supplied their talent as finished goods to the industry with a proven record of placing thousands of students during last five years. These students are found to be an asset to the respective employer and there by serving the nation.

Preparation of SSR as per the format of NAAC has given us the opportunity to compile and understand the various aspects of quality education. To the best of our knowledge and understanding the report has been prepared and hopes to meet the expectations of NAAC committee for accreditation process. Since it is the combined effort of all the staff members of this Institution, I, as the Principal Head of the Institution, congratulate all the members of NAAC Steering Committee, IQAC cell, as well as all the staff members who helped directly or indirectly for the preparation of this SSR.

# 6.ANNEXURE

## 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification |
|---|---|
| 1.2.2 | **Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years**<br><br>　　1.2.2.1. **Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years**<br>　　　Answer before DVV Verification:<br><br>　　　<table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>396</td><td>412</td><td>396</td><td>318</td><td>288</td></tr></table><br>　　　Answer After DVV Verification :<br><br>　　　<table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>396</td><td>412</td><td>396</td><td>318</td><td>288</td></tr></table> |
| 1.3.2 | **Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)**<br><br>　　1.3.2.1. **Number of students undertaking project work/field work / internships**<br>　　Answer before DVV Verification :  511<br>　　Answer after DVV Verification: 276 |
| 2.1.2 | **Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)**<br><br>　　2.1.2.1. *Number of actual students admitted from the reserved categories year - wise during the last five years*<br>　　　Answer before DVV Verification:<br><br>　　　<table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>128</td><td>82</td><td>130</td><td>104</td><td>101</td></tr></table><br>　　　Answer After DVV Verification :<br><br>　　　<table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>89</td><td>92</td><td>90</td><td>81</td><td>92</td></tr></table>　　2.1.2.2. **Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years**<br>　　　Answer before DVV Verification:<br><br>　　　<table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table> |

| 133 | 133 | 127 | 127 | 127 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 133 | 133 | 127 | 127 | 127 |

Remark : as per the documents

| 2.6.2 | **Pass percentage of Students during last five years**<br><br>2.6.2.1. **Number of final year students who passed the university examination year wise during the last five years**<br>Answer before DVV Verification: |
|---|---|

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 78 | 70 | 49 | 60 | 58 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 78 | 70 | 49 | 50 | 48 |

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 95 | 83 | 59 | 78 | 75 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 95 | 83 | 59 | 78 | 75 |

Remark : as per the documents

| 3.3.1 | *Number of research papers published per teacher in the Journals notified on UGC care list during the last five years*<br><br>3.3.1.1. **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**<br>Answer before DVV Verification: |
|---|---|

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 00 | 00 | 25 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 00 | 00 | 9 |

Remark : as per the documents

| 3.5.1 | **Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.** <br><br> Answer before DVV Verification : <br> Answer After DVV Verification :12 <br> Remark : 12 MoUs are active only |
|---|---|
| 5.1.1 | **Percentage of students benefited by scholarships and freeships provided by the Government and Non-Government agencies during last five years** <br><br> 5.1.1.1. Number of students benefited by scholarships and freeships provided by the Government and Non-Government agencies year wise during last five years <br> Answer before DVV Verification: <br><br> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>385</td><td>493</td><td>429</td><td>277</td><td>232</td></tr></table> <br> Answer After DVV Verification : <br><br> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>385</td><td>493</td><td>485</td><td>277</td><td>232</td></tr></table> |
| 5.1.3 | **Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years** <br><br> 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** <br> Answer before DVV Verification: <br><br> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>367</td><td>247</td><td>239</td><td>116</td><td>173</td></tr></table> <br> Answer After DVV Verification : <br><br> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>367</td><td>247</td><td>239</td><td>116</td><td>173</td></tr></table> |
| 5.2.1 | **Percentage of placement of outgoing students and students progressing to higher education** |

**during the last five years**

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 26 | 54 | 21 | 65 | 14 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 26 | 54 | 22 | 50 | 14 |

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 95 | 83 | 59 | 78 | 75 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 78 | 70 | 49 | 50 | 48 |

Remark : as per the documents

| 5.2.2 | **Percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)**

5.2.2.1. *Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year wise during last five years*

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 00 | 01 | 13 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 06 | 01 | 05 | 07 | 0 |

5.2.2.2. **Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year wise during last five years** |

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 09 | 06 | 05 | 07 | 16 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 09 | 06 | 05 | 07 | 16 |

Remark : Data edited as per the supporting documents provided by the HEI

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 26 | 12 | 19 | 16 | 17 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 9 | 4 | 4 | 3 | 5 |

Remark : as per the documents

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 26 | 13 | 21 | 21 | 22 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 11 | 06 | 15 | 14 | 14 |

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 38 | 24 | 34 | 38 | 30 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 25 | 15 | 27 | 32 | 23 |

Remark : as per the documents

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 56 | 63 | 49 | 43 | 37 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 48 | 51 | 39 | 35 | 34 |

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 10 | 00 | 10 | 10 | 10 |

Answer After DVV Verification :

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

Remark : as per the documents

| 6.5.2 | **Quality assurance initiatives of the institution include:**<br><br>1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**<br>2. **Collaborative quality initiatives with other institution(s)/ membership of international networks**<br>3. **Participation in NIRF**<br>4. **any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA, ISO Certification etc**<br><br>Answer before DVV Verification : A. All of the above<br>Answer After DVV Verification: B. Any 3 of the above<br>Remark : as per the documents |
|---|---|

## 2. Extended Profile Deviations

| ID | Extended Questions |
|---|---|
| 1.1 | **Number of teaching staff / full time teachers during the last five years (Without repeat count):**<br>Answer before DVV Verification :  85<br>Answer after DVV Verification : 65 |
| 1.2 | **Number of teaching staff / full time teachers year wise during the last five years**<br><br>Answer before DVV Verification: |

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 56 | 63 | 49 | 43 | 37 |

Answer After DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 46 | 46 | 41 | 33 | 27 |

| 2.1 | **Expenditure excluding salary component year wise during the last five years (INR in lakhs)**<br><br>Answer before DVV Verification: |
|---|---|

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 11.2 | 19.03 | 14.84 | 13.3 | 30 |

Answer After DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 7.12 | 14.2 | 14.45 | 10.23 | 19.8 |