

**SELF STUDY REPORT (SSR)  
(PART-I & PART-II)**

For

**Academic Audit**

By

**Affiliating Colleges/Institutions**

**Govt. College of Pharmacy Rohru  
Distt. Shimla Himachal Pradesh 171207  
<http://gcprohru.ac.in>**

**2024-25**

Submitted to:

**Himachal Pradesh Technical University,  
Hamirpur -177 001, H. P.**

**HP Technical University, Hamirpur (HP)**  
**Academic Audit**  
**SSR Proforma to be submitted by Affiliated Institutions**  
**GENERAL**

**Profile of College/Institution**

**1. General information**

<b>Name and full Address of the College/Institution with PIN</b>	
<b>Govt. College of Pharmacy, Rohru</b> <b>Tehsil Rohru, Distt. Shimla</b> <b>Himachal Pradesh-171207</b>	
Website	<a href="http://gcprohru.ac.in">http://gcprohru.ac.in</a>

**2. Contacts for Communication**

Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director/Principal (incharge)	Dr. Vivek Kumar Sharma	01781-241306	9816532662	01781- 241306	gcprohru@gmail. com
IQAC coordinator	Harish Kumar	01781-241306	9805647281	-	harish.verma1611 @gmail.com

**3. Establishment Details**

Establishment Date of the College/Institution	<b>14/06/2005</b>
Status prior to Establishment, if applicable	

**4. Accreditation Details**

AICTE/PCI approval date & reference With Name of Course(s) (Non-AICTE/Non-PCI courses: write 'Not Applicable')	First: AICTE Approval Date: 26/07/2005 Ref. No. 06/04/HP/PHAR/2005/002-15562/8/6 (B. Pharm) PCI Approval date: 08/09/2006 (PCI) Ref. No. 32-339/2006-PCI-7315-16 Latest: PCI 27 May, 2024
HPTU approval date & reference With Name of Course(s)	First: Latest: HPTU: 111/09/2024 & Ref. No. HimTU-3(Acad)B- 6/2016-Vol-III-6126
NAAC rank/grade	<b>B++</b>

NBA rank/grade	<b>Not Applied</b>
NIRF rank/grade	<b>Applied</b>

### 5. Location, Area and Activity of Campus

Campus Type	Address	Location	Campus Area in Acres	Built up Area in sq.mts.	Programmes offered
Main campus area	GOVT COLLEGE OF PHARMACY ROHRU	Rural	3.6	5297	B. Pharmacy

### 6. Built-up Area Details (Sq. Meters)

#### i) Administrative and Amenities/Circulation Area in Sq. Meters

Faculty/Stream	Intake of students	<sup>1</sup> Administrative Area			<sup>2</sup> Amenities/Circulation Area		
		Required	Available	Deficiency	Required	Available	Deficiency
Engineering		250 sqm for intake of 300			750 sqm for intake of 300		
Pharmacy	60	100 sqm for intake of 100	1010	Nil	100 sqm for intake of 100	1680	
Management		100 sqm for intake of 100			100 sqm for intake of 100		
Total			1010	Nil			

<sup>1</sup>Administrative area includes: Principal's office, main office, faculty seating area, store, reception area, conference room, strong room, etc.

<sup>2</sup>Amenities/Circulation area includes: Common rooms for boys and girls, medical facility room, canteen, Post Office, Bank, Cooperative Store, Phone facility etc.

#### ii) Instructional Area:

Instructional Area	Minimum No. of Rooms		Carpet Area in sqm per Room	
	Required	Deficiency	Required	Deficiency
Classrooms/Engg/Pharmacy/Management	Total Number of Divisions per Year x Total Duration of Course in years x 0.5 <b>5 classrooms available</b>	Nil	66 (For a division of 60) 33 (For a division of 33) <b>(Available area 575 Sq. Meters)</b>	Nil
Tutorial Rooms Engg/Pharmacy/Management	25% of Total Class Room <b>2</b>	Nil	33 <b>(Available Area 70 Sq. Meters)</b>	Nil
*Laboratory for First Year	4 (which includes 2 laboratories for	Nil	66	Nil

	Basic sciences)		(Available Area 460 Sq. Meters	
Laboratory other than first year	2 per course per year up to intake of 180 per course	Nil	66 (Available Area 920 Sq. Meters	Nil
Laboratory for Post Graduate Courses	1 per Course		66	
Additional Laboratory/Workshop for “X” Category Courses	1		200 (For UG)	
Drawing Hall (Engg)	1 (Up to an intake of 600)		132	
Computer Centre	1(up to an intake of 600)		150 (Available Area 150 Sq. Meters	Nil
Seminar Hall	1	Nil	132 (Available Area 140 Sq. Meters	Nil
Library	1		400 (Available Area 150 Sq. Meters	
Language Laboratory	1		33 (Available Area 35 Sq. Meters	

- “X” Category Courses such as Mechanical, Production, Civil, Electrical, Chemical, Textile, Marine, Aeronautical and Allie/Relevant Courses shall require an Additional Laboratory/Workshop.

- Additional 5 labs per Course, if number of Branch is more than 2 per Course

\*For First year Engg. Class work, the following labs are required: **Pl. tick if available:**

- 1) English Language Communication Skills Lab [ ];
- 2) Computer Programming Lab [ ]
- 3) Physics Lab [ ];
- 4) Chemistry Lab [ ];
- 5) IT Workshop [ ];
- 6) Engineering Workshop [ ].

\*For first year class work, the following Pharmacy labs are required: **Pl. tick if available:**

- 1) Remedial Biology Lab [Yes];
- 2) Dispensary & Hospital Pharmacy Lab - I [Yes];
- 3) Pharm. Inorganic Chemistry lab [Yes];
- 4) Pharmaceutical Organic Chemistry lab-I [Yes];
- 5) Anatomy and Physiology lab [Yes];
- 6) English Language Communication Skills Lab [Yes].

## **Executive Summary**

### **Introduction:**

The Government College of Pharmacy (GCP), Rohru was established in the year 2005 at Rohru, District Shimla, Himachal Pradesh. This college offers a four-year B. Pharmacy program since its inception. GCP, Rohru is currently affiliated with Himachal Pradesh Technical University, Hamirpur, Himachal Pradesh. The ongoing B. Pharmacy program at the institute is approved by the Pharmacy Council of India (PCI), New Delhi with a sanctioned intake of 60 students. This is the first Pharmacy College in the state of Himachal Pradesh that was established to impart Technical Education in the area of Pharmacy to aspirants, especially those who belong to remote rural areas, keeping in view the immense employment opportunities in various sectors like academics, administration, corporate and Pharmaceutical Industries.

The success of the college is amply reflected by the academic results and excellent placement record. Every year nearly 25-40% of students in the final year qualify GPAT exam. GCP, Rohru is having vast infrastructure, which includes modern buildings, labs, a library, an auditorium, and lush landscaping around the campus. It is focused on the all-around development of its students, which includes intellectual, physical, and mental health, along with personality development and improving communication skills. The college has well functional NSS unit and the students have been participating and representing the institute at the state and national levels.

About the Programme: Govt. College of Pharmacy, Rohru is committed to making our graduates competent professional pharmacists to excel in the field of academics, research, industry, pharmacovigilance, drug discovery, and entrepreneurship. Pharmacy is recognized as an integral part of the healthcare system and this discipline combines a wide range of scientific concepts from various disciplines along with core pharmacy, which includes biochemistry, microbiology, communication skills, mathematics, biology, etc., which are critical for the development and discovery of new drugs, drug designing, and therapeutics. Govt. College of Pharmacy, Rohru GCP, Rohru is the oldest and one of the best pharmacy institutes in the state of Himachal Pradesh.

**Vision:**

“To emerge as a center of excellence in the field of pharmaceutical sciences by providing globally acceptable theoretical, practical and moral learning to develop excellent health care professionals, entrepreneurs, and researchers”

Our aim here at the Govt. College of Pharmacy, Rohru is to emerge as a center of excellence in the field of pharmaceutical sciences in India and to achieve recognition at the national level for excellence in quality Pharmacy Education and Research by 2025. The institute is committed to delivering high-quality pharmacy education, experimental training, research exposure, and opportunities for physical, mental, and overall personality development to its students and faculty. Govt. College of Pharmacy, Rohru is devoted to creating a human resource of exceptional leadership quality, moral intellect, and professional thinking to serve national needs.

**Mission:**

**M1:** To sincerely adopt the curriculum of the Himachal Pradesh technical University, Hamirpur (PCI, CBCS, and NS) while incorporating necessary amendments as per the dynamic changes and requirements of industry, academics, and research.

**M2:** To provide a constructive environment to students for research and development in different disciplines of Pharmaceutical Sciences and technology.

**M3:** To empower students with the necessary skills for becoming skilled and trained professionals in the pharmacy discipline.

**M4:** To enable students for intellectual achievements in terms of academics, research, innovation, and product development.

**M5:** To instil moral, personal, and professional ethics in our students.

**Action Plan:**

The institution has devised a comprehensive plan for the academic year 2024–2025, focusing on academic excellence, holistic student development, environmental consciousness, and community engagement. The new session will commence on 15th July 2024, with faculty preparing updated teaching materials for a seamless start. A detailed induction program and a Freshers’ Party will welcome and orient new students, introducing them to college life. Academic initiatives include a workshop on pharmaceutical advancements and an educational-industrial tour to Goa and Mumbai, bridging theory and practice.

The institution will promote sustainability through Eco and Energy Club activities like tree plantations, energy audits, and awareness campaigns. Gender sensitization programs will foster inclusivity and respect, while workshops on life skills and personality development will prepare students for personal and professional success.

Adherence to institutional values will be reinforced through regular orientations on the Code of Ethics. Social responsibility will be advanced through NSS, NCC, and Red Ribbon Club initiatives, including Swachhta campaigns, blood donation camps, and health awareness programs. Alumni engagement will be enhanced with the registration of the Alumni Association and the Alumni Meet 2025. The academic year will feature celebrations like the Annual Day and conclude with a Farewell Party, reflecting the institution's dedication to excellence and inclusivity.

## **COWS Analysis**

[Challenges, Opportunities, Weaknesses & Strengths]

### **Institutional Challenges:**

1. Location is the major challenge in all the way.
2. Submission of major proposal for obtaining funds from various agencies.
3. Need to maintain the research laboratories and research work.
4. Retention of good faculty and researcher who are regularly contributing to college as various colleges are opening in various corners of the state
5. continual of best work as there are high expectations from the institute being oldest institute of the state.

### **Institutional Opportunities:**

1. Potential to gain Autonomous status
2. Potential to initiate post-graduate course
3. To develop collaborative programs with industry and R& D organizations.
4. To establish consultancy for pharmaceutical industries
5. To get funding projects from AICTE, UGC, DST etc.

### **Institutional Weaknesses:**

1. Remote location of the institute compared to other institutes of Himachal.
2. Rigidity of academic structure & curriculum (as curriculum must be followed as per PCI regulations only).
3. Lack of consultancy services due to geographical location.
4. Distance of industries and R&D organizations (Baddi and Paonta Sahib).
5. Delay in process of appointments of teachers by Hiamchal Pradesh Public service commission.

### **Institutional Strengths:**

1. Highly qualified and experienced Govt. appointed faculty
2. ISO certified institute.
3. State-of-the- art laboratories and IT Infrastructure approved by AICTE
4. Teamwork of the faculty and staff
5. Industry oriented skill-based curriculum as per standards of PCI
6. Curriculum enrichment through value added courses, contents beyond the Syllabus
7. Overall development of students through their participation in co-curricular & extra-curricular activities
8. Good sports and Games facilities (vast campus and ample space)



9. Structured service and financial rules as per Govt. of Himachal Pradesh
10. Effective feedback system from stake holders
11. Highest no. of GPAT qualifiers
12. Most preferred institute of the state for B. Pharm. course
13. Well placed alumni of the institute (Asst. professor, Drug inspectors etc.)
14. Excellent publications of faculty

## **Criteria wise Summary**

### **1. Curricular Aspects:**

The Govt. College of Pharmacy Rohru follows a HPTU prescribed curriculum which is as per the standards of pharmacy council of India. The institution precisely creates action plan to ensure precise implementation of curriculum to yield the desired benefits. The mandatory Orientation and induction programs as per the guidelines of AICTE and university are conducted with utmost seriousness by the institute which not only familiarise the new students with the academic atmosphere of the institute but also creates as sense of awareness among them regarding their careers.

To make every stakeholder aware of the intentions and vision of the institute the vision and mission statements, PEOs, POs, PSOs, and COs are displayed at all prominent places of the college. The institution is looking ahead and considering how to best execute the curriculum, with a focus on academic delivery with latest technology but keeping alive the traditional methods of teaching. For the proper execution of the academic activities, thorough academic planning is completed prior to the start of the semester.

Every faculty member participates in the course planning, which includes identifying curriculum gaps based on established POs and COs and bearing in mind the institute's vision and mission. The faculty are encouraged to take part in Faculty Development Programs, Workshops, and Seminars held by numerous reputable institutions to successfully reform the curriculum and update their knowledge. For the benefit of both students and teachers, the institution invites specialists from well-known organizations to conduct seminars/webinars whenever feasible. Internal meetings are held by the faculty, and they create academic plans to be implemented throughout the academic year while keeping the university curriculum in mind.

The institute also encourages the faculty to participate in the many academic activities that the University occasionally hosts that include paper evaluation process, paper setting and youth festival etc. The institution also organizes guest lectures by inviting subject experts from various fields to share their knowledge with the students and faculty.

## **2. Teaching-learning and Evaluation:**

The most notable aspect of the teaching-learning strategy used by the institution is the systematic creation, implementation, and evaluation of an academic plan. At the beginning of each academic year, the institution provides orientation and induction programmes for students. Parents are often contacted regarding academic performance of their wards. The institute always tries to provide the best of knowledge to the weaker students personally so that no one is left behind. This creates an atmosphere of equality and an improvement in academic ambiance has been observed.

Although teachers employ duster chalk method of traditional teaching yet the novel technology like google classroom, smart classroom teaching is also implemented. Teachers are well aware of new approaches including flipped classrooms, blended learning, learning through research, and project-based learning, to meet their learning objectives which have been learnt through various faculty development programs.

The students are encouraged to take part in project exhibitions, group discussions, and paper presentations, among other activities. The institution adheres to the standards for teaching-learning processes and evaluation set forth by the affiliated university and PCI. The Institute offers e-learning tools to support autonomous study, allowing students to supplement advanced learning and have access to technical resources like NPTEL, SWAYAM, etc. Students can access course materials using online facilities to close the gap from classroom learning. All the programs offered by the institution use outcome-based education effectively, with clearly defined Program Educational Objectives (PEOs), Program Specific Outcomes (PSOs), and Common Program Outcomes (POs) that are provided.

According to the schedule, the Continuous Internal Evaluation System (CIE) is carried out. A flawless system is created by IQAC to ensure that all academic activities at the institution are delivered in a timely manner and are of a high standard.

At both the institution and university levels reforms are taken regarding evaluation of internal and external exams respectively. The online software purchased by the institute have been of substantial use especially during covid period to conduct and ensure transparent evaluation system. Apart from this the prompt grievance redressal mechanism has shown a fearless and transparent atmosphere regarding conduct and evaluation of exams. To ensure that all academic activities are delivered in a timely manner and to a high standard, IQAC creates a flawless system.

### **3. Research, Innovations and Extension:**

The institute believes that without academic no research is possible and vice versa. Thus, besides academics the students are always sensitised towards research activities in early stages (4-5th sem. onwards) by encouraging them for participation in conferences and poster presentation etc. The institute fully refund all the expenses incurred for these all types of activities. Every year the novel instruments and machinery are added which help the students to design and think out of the box and out of the curriculum to execute their novel research-based ideas.

All the research-based activities or any other activities of students are showcased through institutional newsletter published twice a year. Apart from this the faculty of the institute is member of several professional bodies like APTI, IPGA etc. which keep them updated in their area of research. The institution encourages teachers to undertake workshops, seminars, conferences, and other technical knowledge-updating activities in addition to publishing research articles and conference papers and it is worth mentioning here that consistently the faculty has been publishing good number of papers in publication houses of repute that include Elsevier, Bentham, and Springer. Two faculty members have also filed two patents recently which has further encouraged the research ambience of the institute. The institute has just concluded a workshop/hands on raining in which various institute of north India participated.

The institution supports faculty members who want to better their careers by pursuing a PhD. The institution encourages the faculty to conduct and participate in workshops and seminars to spread knowledge about the most recent trends and technologies and to raise awareness of their own research. In terms of research laboratories and library resources, the institute is well-equipped and there are more than 7712 books in library which are as per the criteria of AICTE.

### **4. Infrastructure and Learning Resources:**

The institution is spread out over more than 2.5 acres of area which houses academic block, administrative block, guest rooms and girls hostel etc. The academic block houses computer lab, library, smart classrooms, separate washrooms for boys and girls, computer labs, common rooms for boys and girls and other facilities as per university/AICTE/ PCI. There is ample space for library, laboratories as per the standards of AICTE. It also has an exclusive Training & Placement Cell, NCC office, NSS office, examination Branch, plenty of space for both indoor and outdoor activities. Overall, the institution offers modern laboratories with well-equipped instruments.

The library, a real sanctuary of knowledge, contains 1311 titles and more than 7500 volumes of books. Apart from this latest journals, magazines compliment the library facilities. A 100 Mbps internet connection is available in the institute and internet networking is also done with the wi-fi connections up to maximum area of the college. Information about a collection that includes books for competitive exams like, GPAT, competitive exams, and Pharmacopeia.

Additionally, the librarian orders all needed books in accordance with the requirements of the curriculum. The institution is equipped with a very robust IT infrastructure, including hardware, software, and frequent updates as needed. To meet the demands of teaching and research activities, the institution has a vast network of more than 50 computer systems of (maximum of latest configuration). The Institution has established a number of committees that are responsible for overseeing the ongoing general civil maintenance and upkeep of the campus's infrastructure, garden, security, and environments. There are emergency exits and a firefighting system available to deal with hazards like fire and natural disasters. There are adequate facilities for both indoor and outdoor games, as well as a separate space for yoga and meditation. All the faculty members and students are served by five purified RO water plants.

#### **5. Student Support and Progression:**

The institution has created resources to help students develop their personalities and their academic abilities. The institution also offers tuition fee concessions and scholarships to economically weaker section students and whole academic fee of girl students is exempted as per govt. guidelines. Students who excel in academic, cocurricular, and extracurricular pursuits and who actively participate in a variety of academic and administrative committees are recognized by the institution with appreciation certificates. It promotes programs that help students develop their skills, such as career counselling, higher education, preparation for competitive exams, the development of soft skills, individual counselling and mentoring, yoga, and meditation. To help with career counselling and job placements for students, the training and placement cell maintains strong relationships with industries. To entrepreneurship growth and career guidance, several training sessions and mock interviews are planned. Several students have benefited from government scholarships. Numerous Awards have been received for exceptional accomplishment in athletic and cultural endeavours at the university levels. When delivering expert lectures, industrial visits, and training sessions for students.

As a result of this effort more than 50 percent of students continue their higher studies (M.Pharm./MBA etc) and good number qualify other govt jobs as well (drug inspectors/pharmacists etc.) and few students successfully are placed for the industry. The institution sponsors a variety of co-curricular and extracurricular activities in sporting and cultural competitions that ultimately enable the students to demonstrate their talent.

To keep an eye on and assist the students, committees including the Sexual Harassment Eradication Cell, the Anti-Ragging Cell, and the Student Grievances & Redressal Cell have been established.

## **6. Governance, Leadership and Management:**

The institution's governance, leadership, and management work together to reach an agreement on the administrative and academic responsibilities of the institution to bring its vision and mission statements to life. The institution has an action plan with a SWOC analysis, vision, mission, and quality policy that is well documented in its strategic plan. The concerned parties take on the actionable items for implementation. Through the participation of stakeholders, the institute maintains its high standards of education, vision, mission, and values. The academic and administrative structure is led by the Director who is assisted by all the staff members.

The Director forms several committees that are managed by senior faculty members. These committees support decentralisation of work and ensure collective responsibility of faculty to execute the directions and decisions. The annual budget allocated by the Govt. is properly utilised for benefit of students and upliftment of academic standards. The expenses are well planned in consultation with all stake holders (students, lab staff and teachers) to meet the demands of all. Staff recruitment follows the guidelines outlined in the administrative manual in a transparent manner. The minutes of various committee meetings are properly disseminated and put into action.

Faculty development programs are attended by the faculty members to improve the skills on emerging technologies. Staff members are encouraged to attend training programs in higher institutions with financial assistance whenever claimed/possible as per govt. guidelines. Almost every faculty member has attended the professional and development programs like Orientation Programs, FDPs, short term courses etc. as per the quality initiatives by IQAC Cell.

The annual performance appraisal system (ACR/ work and conduct performance) is implemented for all employees to have accountability and appreciation to improve the inputs in the institutional work.

## **7. Institutional Values and Best Practices:**

Environment friendly measures have been embraced by the institute, including plastic-free campuses, paperless offices, and trash management. Solar and rainwater harvesting systems are used to increase the efficiency with which natural resources are used. Due to the institution's advantageous location, the local community has benefited in terms of technological and social developments. The institution has always prioritized outreach initiatives including gender equity, environmental awareness, sustainability, morality, and ethics as part of its social responsibility. The college often observes national holidays to instil universal principles in its students. The campus is constructed with trees, plants, and lovely green spaces especially medicinal garden which harbours the medicinal plants.

The college adopts environmentally friendly initiatives to maintain a clean campus. Utilizing outside agencies or incinerators, solid, liquid, and waste are meticulously controlled, sorted, and disposed of in accordance with green building requirements. On campus, rainwater gathering pits are created to replenish groundwater. The institution commemorates the anniversaries of the births and deaths of notable individuals. To provide better results in teaching, learning, and general growth, the institute adheres to some best practises. Buildings are constructed to maximise natural illumination and ventilation to lessen electricity use.

The goal of rainwater gathering is water conservation. The university has a clearly defined system for career counselling and student placements that offers the necessary training and direction for research and higher education. The institution has carried out several programmes to promote gender equity and other actions to advance universal principles.

The institution combines best practises like quality and excellence with a variety of social obligations and universal values, such as integrity, accountability, punctuality, and humanity, to realise its vision of the total development of the students and employees. For the benefit of its employees and students, the institute provides facilities to understand the significance of gender equality thanks to gender-sensitive programming.

HP Technical University, Hamirpur (HP)

Academic Audit

SSR Proforma to be submitted by Affiliated Institutions

**PART I**

**Criterion 1 – Curricular Aspects**

**Key Indicator-1.1: Curricular Planning and Implementation**

<b>Item No.</b>	<b>Particulars</b>
1.1.1	<p><b>The institution ensures effective curriculum delivery through a well planned and documented process.</b></p> <p>The institute adheres to the curriculum and academic schedule of the Himachal Pradesh Technical University (HPTU), Hamirpur. The rigorous and punctual adherence to the academic calendar has led to the intended outcomes in the students learning development. The institute provides a highly supportive environment for both professors and students to maximize the quality of education and aims to be recognized as a unique institution.</p> <ol style="list-style-type: none"><li>1. The institute adheres to the B. Pharm syllabus outlined by Himachal Pradesh Technical University Hamirpur (HPTU) and the Pharmacy Council of India (PCI).</li><li>2. The timetable design and workload distribution are structured to prevent exhaustion for both students and teachers while ensuring timely completion of the syllabus.</li><li>3. Internal exams are scheduled according to the academic calendar of HPTU, allowing students sufficient time to prepare for each course.</li><li>4. Smart classrooms utilize ICT to facilitate advanced and student-centered learning using audio-visuals, internet-based methods, PowerPoint presentations, and live demonstrations.</li><li>5. Creating knowledge databases and promoting student engagement via online platforms such as YouTube, Google Classroom, and WhatsApp groups for each class to share information and thoughts.</li><li>6. B.Pharm. final year students are given project assignments and grooming classes to improve job-specific abilities.</li><li>7. Provide on-the-job training to students by promoting apprenticeship and training in several industries, including hospitals.</li><li>8. The institution also arranges workshops, webinars, and guest lectures to address the latest</li></ol>



	<p>and active advances in areas beyond the curriculum. This might be beneficial for students to develop new concepts.</p> <p>9. The institute actively solicits feedback from students through a structured feedback system and endeavors to address issues and implement ideas promptly.</p> <p>Write description of initiatives in 100-150 words.</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>Any additional information:</li> <li><b>All additional information is already uploaded to the Institute website,</b></li> </ul> <p><b>Please check &amp; click on the website link <a href="http://gcprohru.ac.in">http://gcprohru.ac.in</a></b></p> <p><a href="https://gcprohru.ac.in/wp-content/uploads/2024/12/1.1.1-The-Institution-ensures-effective-curriculum-delivery-through-a-well-planned-and-documented-process.pdf">https://gcprohru.ac.in/wp-content/uploads/2024/12/1.1.1-The-Institution-ensures-effective-curriculum-delivery-through-a-well-planned-and-documented-process.pdf</a></p>
1.1.2	<p><b>The institution adheres to the academic calendar including conduct of CIE</b></p> <p>The institution creates and executes action plans to effectively implement the curriculum through the IQAC and the academic in charge of the institute now.</p> <p>The institute adheres to the academic calendar decided by Himachal Pradesh Technical University, Hamirpur, and provides quality education based on the institution's available resources. The institution adheres to the academic calendar of the Himachal Pradesh Technical University for ongoing internal assessments and final university exams through a well-defined procedure. Approval from the examination committee is necessary for any modifications to the academic calendar, which must be accompanied by valid reasons and suitable evidence.</p> <p>Write description in 100-150 words</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>Any additional information</li> <li><a href="https://gcprohru.ac.in/wp-content/uploads/2024/12/1.1.2.-The-institution-adheres-to-the-academic-calendar-including-for-the-conduct-of-Continuous-Internal-Evaluation-CIE.pdf">https://gcprohru.ac.in/wp-content/uploads/2024/12/1.1.2.-The-institution-adheres-to-the-academic-calendar-including-for-the-conduct-of-Continuous-Internal-Evaluation-CIE.pdf</a></li> </ul>

1.1.3	<p><b>Teachers of the institution participate in following activities related to curriculum development and assessment of the University and/are represented on the following academic bodies during the last five years</b></p> <ul style="list-style-type: none"> <li>(a) Academic Council/BoS of Affiliating University</li> <li>(b) Setting of question papers for UG/PG programs</li> <li>(c) Design and Development of Curriculum for Add on/certificate/diploma courses</li> <li>(d) Assessment/evaluation process of the affiliating University</li> </ul> <p><b>Options:-</b></p> <ul style="list-style-type: none"> <li>1. All of the above.</li> <li><b>2. Any 3 of the above.</b></li> <li>3. Any 2 of the above.</li> <li>4. Any 1 of the above.</li> <li>5. None of the above</li> </ul> <p>Data requirement:</p> <ul style="list-style-type: none"> <li>• No. of teachers participated</li> <li>• Name of the body in which full time teacher participated</li> <li>• Total No. of teachers</li> </ul> <p><b>Attach as Annexure(s)</b></p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><a href="https://assessmentonline.naac.gov.in/public/index.php/admin/get_file?file_path=eyJpdil6lm5Ubk15QVVubllLdWJEbVplRkVjclE9PSIsInZhbnVlIjojWXZQaXpnRnUxOXFzMmcwTUVNY1JMZW5QOGN6V0hrVmt5Q0xYWUVZWGpkQzBHTTFVMIhDNER4QUgrNmNDci80diIsIm1hYyI6IjIzBiNDQ4OTlkYzM1NWFiOTUyNTE3NGQ1NzNiNDVIOWViOGM3MTRmNDJmNzM3YTcwNTFjYTI5NDYxNDBhOTAiLCJOYWciOiIifQ==">https://assessmentonline.naac.gov.in/public/index.php/admin/get_file?file_path=eyJpdil6lm5Ubk15QVVubllLdWJEbVplRkVjclE9PSIsInZhbnVlIjojWXZQaXpnRnUxOXFzMmcwTUVNY1JMZW5QOGN6V0hrVmt5Q0xYWUVZWGpkQzBHTTFVMIhDNER4QUgrNmNDci80diIsIm1hYyI6IjIzBiNDQ4OTlkYzM1NWFiOTUyNTE3NGQ1NzNiNDVIOWViOGM3MTRmNDJmNzM3YTcwNTFjYTI5NDYxNDBhOTAiLCJOYWciOiIifQ==</a></p> </div> <ul style="list-style-type: none"> <li>• Detail of participation of teachers in various bodies/activities provided as a response to above (Scanned copies of the letters issued by the University/Institutions w.r.t. the activity in which the teachers are involved).</li> <li>• Any additional information</li> </ul>
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## Key Indicator-1.2 Curriculum Enrichment

Item No.	Particulars
1.2.1	<p><b>Institution integrates cross cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.</b></p> <p>The institution, as an affiliated college, is dedicated to delivering the curriculum specified and imposed by the University. The curriculum covers a number of courses that aim to cultivate understanding and sensitivity towards gender, human values, environment and sustainability, and professional ethics. There are a variety of elective courses that are geared toward cultivating students' interest in entrepreneurship. Some examples of these courses include Cosmetic Science, Pharma Marketing Management, and others. For the purpose of fostering inter-disciplinary thinking and collaborative learning among students, a number of activities that address topics that run across multiple disciplines have been planned. In order to instill the fundamental principles of life, various activities, such as induction sessions, expert talks on human values, yoga sessions, motivational speeches, spiritual discourse, blood donation camps, personality development programs, and so on, are arranged on a regular basis. Additionally, assistance is provided to students in the process of enrolling in the numerous certificate programs that have been initiated by the educational establishment as a component of the enrichment of the curriculum. Courses such as scientific writing, quality control of dosage forms, spectroscopic study of small organic compounds, and other related topics are included in these classes. In general, the institution works hard to instill in each and every student a feeling of duty toward society as well as respect for the environment, human life, and values.</p> <p style="text-align: right;">Write description in maximum of 100-150 words</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>Any additional information</li> <li>Attach the list and description of courses and/or initiatives taken which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <a href="https://assessmentonline.naac.gov.in/public/index.php/admin/get_file?file_path=eyJpdil6ljV0MU4wMWJQb3BOa0FSSmdVRFNNdEE9PSIsInZhbHVlIjoisS3NUMjlxemxiV3o1V1cvYzJ5Q3NHdy9mSWNLROJOeUpMVHJQYXVLSWRZY1VFMG1sOFoRuzMwaTRiUnd5ZFNsbCIsIm1hYyI6ImQ3Mjc1MmE0MzY4MDEyYjU1ZDgzZmY0YjlmZmE0YTBJYTFkZWJmYWUzYjdjMWYyNjZkYzQyYjliYjIhOWJlNzkiLCJ0YWciOilifQ==">https://assessmentonline.naac.gov.in/public/index.php/admin/get_file?file_path=eyJpdil6ljV0MU4wMWJQb3BOa0FSSmdVRFNNdEE9PSIsInZhbHVlIjoisS3NUMjlxemxiV3o1V1cvYzJ5Q3NHdy9mSWNLROJOeUpMVHJQYXVLSWRZY1VFMG1sOFoRuzMwaTRiUnd5ZFNsbCIsIm1hYyI6ImQ3Mjc1MmE0MzY4MDEyYjU1ZDgzZmY0YjlmZmE0YTBJYTFkZWJmYWUzYjdjMWYyNjZkYzQyYjliYjIhOWJlNzkiLCJ0YWciOilifQ==</a> </div>

1.2.2	<b>Average percentage of courses that include experiential learning through project work/field work/internship during the last five years</b>	
1.2.2.1	No. of courses that include experiential learning through project work/field work/internship year wise during the last five year.	
<div>1/1x 100 = 100%</div> <div>Data requirement for last five years:</div> <div><ul style="list-style-type: none"><li>Name of the Course</li><li>Details of experiential learning through project work/field work/internship</li><li>Name of the programme</li></ul></div> <div>Formula:</div> <div>Percentage per year = <math display="block">\frac{\text{No. of courses that include experiential learning through project work/field work/internship}}{\text{Total No. of courses in all programmes}} \times 100</math></div> <div><math display="block">\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}</math></div> <div>Attach as Annexure(s)</div> <div><ul style="list-style-type: none"><li>Any additional information.</li></ul></div> <div><div><a href="https://assessmentonline.naac.gov.in/public/index.php/admin/get_file?file_path=eyJpdil6ljRaOW5pVky1bHFoaHkxRWpNSDILMnc9PSIsInZhbnVlIjoine1MRWZYSDFXM2oweW9xYkdwOEdDSTBxRi9UK2h0VksQzhTbFc3bXJxZlphK2hOSUJEYWF1OFJGWk8ybmxqQilslm1hYyI6IjQ2MWE3MjI0MzM3YTM0MTM4ZTU3NGJiMmU4ZDQ0MTIhZDA4MTcyMWJiInZRM2EyOGRhMTUzMjE0YmE4YmNmOWUiLCJ0YWciOiliifQ==">https://assessmentonline.naac.gov.in/public/index.php/admin/get_file?file_path=eyJpdil6ljRaOW5pVky1bHFoaHkxRWpNSDILMnc9PSIsInZhbnVlIjoine1MRWZYSDFXM2oweW9xYkdwOEdDSTBxRi9UK2h0VksQzhTbFc3bXJxZlphK2hOSUJEYWF1OFJGWk8ybmxqQilslm1hYyI6IjQ2MWE3MjI0MzM3YTM0MTM4ZTU3NGJiMmU4ZDQ0MTIhZDA4MTcyMWJiInZRM2EyOGRhMTUzMjE0YmE4YmNmOWUiLCJ0YWciOiliifQ==</a></div><div><ul style="list-style-type: none"><li>Programme/curriculum/syllabus of the courses.</li><li>Minutes of the Board of Studies/Academic Council meetings with approvals for these courses.</li><li>MoU's with relevant organizations for these courses, if any.</li><li>Average percentage of courses that include experiential learning through project work/field work/internship</li></ul></div></div>		
1.2.3	<b>Percentage of students undertaking project work/field work/internships (data for the latest completed academic year)</b>	
1.2.3.1	No. of students undertaking project work/field work/internships	
49/49 = 100%		

	<p>Data requirement:</p> <ul style="list-style-type: none"> <li>• Name of the programme</li> <li>• No. of students undertaking project work/field work/internships</li> </ul> <p>Formula:</p> $\frac{\text{No. of students undertaking project work/field work/internships}}{\text{Total No. of students}} \times 100$ <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Any additional information.</li> <li>• <a href="https://gcprohru.ac.in/wp-content/uploads/2024/12/Project-Group-and-Guide-Allocation-Record-2023-24.pdf">https://gcprohru.ac.in/wp-content/uploads/2024/12/Project-Group-and-Guide-Allocation-Record-2023-24.pdf</a></li> <li>• List of programmes and number of students undertaking project work/field work/internships</li> </ul>
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### Key Indicator 1.3 (Feedback System)

Item No.	Particulars
1.3.1	<p><b>Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders</b></p> <p>(1) Students                      (2) Teachers                      (3) Employees                      (4) Alumni</p> <p><b>Options:-</b></p> <p>(A) All of the above.</p> <p>(B) Any 3 of the above</p> <p>(C) Any 2 of the above</p> <p>(D) Any 1 of the above</p> <p>(E) None of the above</p> <p><b>Data Requirement:</b></p> <p>Report of analysis of feedback received from different stakeholders year wise</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• URL for stakeholder feedback report, if any  <a href="https://portal.vmedulife.com/public/feedback/#/gcp-shimla/OA==/MTM2/c3R1ZGVudA==">https://portal.vmedulife.com/public/feedback/#/gcp-shimla/OA==/MTM2/c3R1ZGVudA==</a></li> <li>• Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management</li> <li>• Any additional information</li> </ul>
1.3.2	<p><b>Feedback process of the Institution may be classified as follows</b></p> <p><b>Options:</b></p> <p>(A) Feedback collected, analysed, action taken and feedback available on website</p> <p>(B) Feedback collected, analysed and action has been taken.</p> <p>(C) Feedback collected and analysed.</p> <p>(D) Feedback collected.</p> <p>(E) Feedback not collected.</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Stakeholders' feedback report, action taken report of the institute.</li> <li>• Any additional information. <a href="https://gcprohru.ac.in/feedback-grievance/">https://gcprohru.ac.in/feedback-grievance/</a></li> </ul> <p>URL for feedback report, if any. <a href="https://portal.vmedulife.com/public/feedback/#/gcp-shimla/OA==/MTM2/c3R1ZGVudA==">https://portal.vmedulife.com/public/feedback/#/gcp-shimla/OA==/MTM2/c3R1ZGVudA==</a></p>

## Criterion 2 – Teaching-Learning and Evaluation

### Key Indicator-2.1 Student Enrolment and Profile

Item No.	Particulars						
2.1.1	Average Enrolment percentage (Average of last five years) = 97 %						
	2.1.1.1	No. of students admitted year wise during the last five years					
		Year	2023-24	2022-23	2021-22	2020-21	2019-20
		No. of students admitted	69 + 06 = 75	71 + 08 = 79	48 + 09 = 57	44 + 06 = 50	40 + 07 = 47
		% per Year	100 %	100 %	100 %	94.33 %	97 %
2.1.1.2	No. of sanctioned seats year wise during the last five year						
	Year	2023-24	2022-23	2021-22	2020-21	2019-20	
	No. of students admitted	60 + 3 TFW + 6 EWS  = 69  6 (10 % Seat over & above the intake of B. Pharm 1 <sup>st</sup> Year + Vacant Seat of B. Pharma 1 <sup>st</sup> year)	60 + 3 TFW + 6 EWS + 2 PMSSS  = 71  6 + 2 = 8 (10 % Seat over & above the intake of B. Pharm 1 <sup>st</sup> Year + Vacant Seat of B. Pharma 1 <sup>st</sup> year)	40 + 2 TFW + 4 EWS + 2 PMSSS  = 48  4 + 5 = 9 (10 % Seat over & above the intake of B. Pharm 1 <sup>st</sup> Year + Vacant Seat of B. Pharma 1 <sup>st</sup> year)	40 + 2 TFW + 4 EWS + 1 PMSSS  = 47  4 + 2 = 6 (10% Seat over & above the intake of B. Pharm 1 <sup>st</sup> Year + Vacant Seat of B. Pharma 1 <sup>st</sup> year)	40 + 1 PMSSS  = 41  4 + 3 = 7 (10% Seat over & above the intake of B. Pharm 1 <sup>st</sup> Year + Vacant Seat of B. Pharma 1 <sup>st</sup> year)	
		75	79	57	53	48	
	Data requirement for last five years						
<ul style="list-style-type: none"><li>Total No. of students admitted. 308</li><li>Total No. of sanctioned seats. 312</li></ul>							
Percentage per year= $\frac{\text{Total No. of students admitted}}{\text{Total No. of sanctioned seats}} \times 100$							
Average percentage = $\sum \text{Percentage per year}$							

**Attach as Annexure(s)**

- Any additional information.

[https://assessmentonline.naac.gov.in/public/index.php/admin/get\\_file?file\\_path=eyJpdil6lkQ0ZlE9KdGhLYzg5VWppZUxsQXJGbFE9PSIsInZhbHVlIjoiaEJudlFOM3ZGdEhsV2JWak5hSElnZHIldjRraSt5UnFQR1Qxc2RnMG51MDNRR29MRnFUD2tCaHR2Zkp5Z1N6TCIsIm1hYyI6ImVmNjkyNjJhOGI1ZjU5NjU1ZDkxZjg0ZWJkNDEyMTc1ZTUzYmU5ODJkNjBhNzJkMzlxOTlkZm11OGU4ZTgzMDYiLCJ0YWciOiJlifQ==](https://assessmentonline.naac.gov.in/public/index.php/admin/get_file?file_path=eyJpdil6lkQ0ZlE9KdGhLYzg5VWppZUxsQXJGbFE9PSIsInZhbHVlIjoiaEJudlFOM3ZGdEhsV2JWak5hSElnZHIldjRraSt5UnFQR1Qxc2RnMG51MDNRR29MRnFUD2tCaHR2Zkp5Z1N6TCIsIm1hYyI6ImVmNjkyNjJhOGI1ZjU5NjU1ZDkxZjg0ZWJkNDEyMTc1ZTUzYmU5ODJkNjBhNzJkMzlxOTlkZm11OGU4ZTgzMDYiLCJ0YWciOiJlifQ==)

[https://assessmentonline.naac.gov.in/public/index.php/admin/get\\_file?file\\_path=eyJpdil6lmR2ZWtuWUNQVjJQQjJlJWVWJ4YlAwdm9PSIsInZhbHVlIjoiaEJudlFOM3ZGdEhsV2JWak5hSElnZHIldjRraSt5UnFQR1Qxc2RnMG51MDNRR29MRnFUD2tCaHR2Zkp5Z1N6TCIsIm1hYyI6ImVmNjkyNjJhOGI1ZjU5NjU1ZDkxZjg0ZWJkNDEyMTc1ZTUzYmU5ODJkNjBhNzJkMzlxOTlkZm11OGU4ZTgzMDYiLCJ0YWciOiJlifQ==](https://assessmentonline.naac.gov.in/public/index.php/admin/get_file?file_path=eyJpdil6lmR2ZWtuWUNQVjJQQjJlJWVWJ4YlAwdm9PSIsInZhbHVlIjoiaEJudlFOM3ZGdEhsV2JWak5hSElnZHIldjRraSt5UnFQR1Qxc2RnMG51MDNRR29MRnFUD2tCaHR2Zkp5Z1N6TCIsIm1hYyI6ImVmNjkyNjJhOGI1ZjU5NjU1ZDkxZjg0ZWJkNDEyMTc1ZTUzYmU5ODJkNjBhNzJkMzlxOTlkZm11OGU4ZTgzMDYiLCJ0YWciOiJlifQ==)

- <https://gcprohru.ac.in/wp-content/uploads/2022/11/2.1.1.1.-DVV-Clarification-1.pdf>
- <https://gcprohru.ac.in/wp-content/uploads/2022/11/2.1-Number-of-students-year-wise-during-the-last-five-years-1.pdf>
- Institutional data in prescribed format.

**2.1.2 Average 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))**

2.1.2.1	No. of actual students admitted from the reserved categories year wise during the last five years					
	<b>Year</b>	<b>2023-24</b>	<b>2022-23</b>	<b>2021-22</b>	<b>2020-21</b>	<b>2019-20</b>
	<b>Number</b>	<b>19</b>	<b>23</b>	<b>12</b>	<b>9</b>	<b>11</b>
<b>% Per Year</b>		<b>76 %</b>	<b>92 %</b>	<b>67 %</b>	<b>50 %</b>	<b>61 %</b>

Data requirement for last five years:

- No. of students admitted from the reserved category.
- Total No. of seats earmarked for reserved category as per State Government/Himachal Pradesh Technical University rules.

Percentage per year=  $\frac{\text{Actual No. of students admitted from the reserved categories}}{\text{No. of seats earmarked for reserved category as per GOI or State Government rule}} \times 100$

$$19/25 \times 100 = 76 \%$$

$$23/25 \times 100 = 92 \%$$



	<p><b>12/18 x 100 = 67 %</b></p> <p><b>9/18 x 100 = 50%</b></p> <p><b>11/18 x 100 = 61 %</b></p> <p>Average percentage = <math>\frac{\sum \text{Percentage per year}}{5}</math></p> <p>Average percentage = <math>\frac{76 + 92 + 67 + 50 + 61}{5} = 69 \%</math></p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>Any additional information.</li> </ul> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <a href="https://assessmentonline.naac.gov.in/public/index.php/admin/get_file?file_path=eyJpdil6ImR2ZWtuWUNQVjJQQjJlJWVj4YlAwDmc9PSIsInZhbHVlIjoiaEJudlFOM3ZGdEhsV2JWak5hSElnZHlldjRraSt5UnFQR1Qxc2RnMG51MDNRR29MRnFud2tCaHR2Zkp5Z1N6TCIsIm1hYyI6ImFkYmUyOGIzYTc3M2FhNTA4ZDQxMjJhZTRjOTdjMGRkZjQ1N2ZjODRmOWQ5YWE5NmJjZGE0NzAyZmU0MGUzYTEiLCJOYWciOiIlifQ==">https://assessmentonline.naac.gov.in/public/index.php/admin/get_file?file_path=eyJpdil6ImR2ZWtuWUNQVjJQQjJlJWVj4YlAwDmc9PSIsInZhbHVlIjoiaEJudlFOM3ZGdEhsV2JWak5hSElnZHlldjRraSt5UnFQR1Qxc2RnMG51MDNRR29MRnFud2tCaHR2Zkp5Z1N6TCIsIm1hYyI6ImFkYmUyOGIzYTc3M2FhNTA4ZDQxMjJhZTRjOTdjMGRkZjQ1N2ZjODRmOWQ5YWE5NmJjZGE0NzAyZmU0MGUzYTEiLCJOYWciOiIlifQ==</a> </div> <p style="text-align: center;"><a href="https://gcprohru.ac.in/wp-content/uploads/2022/11/2.1.2-DVV-Clarification-1.pdf">https://gcprohru.ac.in/wp-content/uploads/2022/11/2.1.2-DVV-Clarification-1.pdf</a></p> <ul style="list-style-type: none"> <li>Average percentage of seats filled against seats reserved</li> </ul>
2.1.3	<p><b>Principal/Director Name: Prof. (Dr) Vivek Kumar Sharma</b></p> <p><b>Date of Birth: 04/09/1981      Age: 43 yrs.    5 months (age &lt;65 yrs)</b></p> <p><b>Qualifications: Ph. D. in Engg / Ph. D. in Sciences / Ph. D. in Mgmt. / Ph. D. in Pharmacy / Ph. D. in Maths /Non-Ph.D / No Principal (Pl. tick)</b></p> <p>Date of appointment in the present institution:</p> <p>Principal recruited/appointment ratified through H.P. Technical University: Yes [   ], No [   ]</p> <p>If no, Reason thereof:</p>

**2.1.4: Teaching Faculty Position:- Department wise (Enclose copies of all degrees & Aadhar Card):**

S. No.	Course	Branch/Deptt.	No. of Faculty members present in the Dept. on the day of Inspection/Visit of Team			Faculty on leave (With proof)	Remarks, if any
			Prof.	Assoc. Prof.	Asstt. Prof.		
1.	B. Tech.	Civil					
2.		Mechanical					
3.		Electrical					
4.		Computer					
5.		Electronics					
6.		IT					
7.							

8.	M. Tech.							
9.	B. Pharmacy			01	00	8 + 1 (SWF)	Nil	
10.	M Pharmacy							
11.								
12.								
13.	MBA							
		Total						

### 2.1.5 Faculty: Students' ratio:-

Norms	Required	Actual	Deficiency
Engg (UG) =1:20			
Engg (PG) =1:15			
BBA/BCA = 1:25			
Management =1:20			
Pharmacy: for intake of 60: Professor-4, Associate Professor-4, Assistant Professor-7	<b>15</b>	<b>9</b>	<b>6</b>

The cadre ratio should be 1: 2: 6 (Professor / Associate Professor / Assistant Professor)

\* Faculty to be considered as full time are those who are qualified as per AICTE/PCI requirements

\*\* Faculty/ student ratio of a dept. shall not be less than 1: 20 for 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> years of B.Tech. programmes and overall ratio should also be 1:20.

### For PG Courses:

One professor with Ph. D. in concerned discipline and two Associate Professors/Assistant Professors with minimum M. Tech. Qualifications are necessary, exclusive of UG load.

### 2.1.6 Total Staff Position of the College/Institution

Total No. of Teaching Faculty (Actual)	Total No. Labs & Supporting Staff* (Actual)
<b>10</b>	<b>20</b>

\* Faculty to supporting staff (Programmers/Lab Assistants/Technicians) ratio should be 1: 0.5

### iv) Appointment/Ratification of Faculty through H.P. Technical University Selection Committee (Private College):

No. of faculty recruited/ratified through University: \_\_\_\_\_ out of total \_\_\_\_\_ = \_\_\_\_\_ %

## Key Indicator-2.2 Catering to Student Diversity

Item No.	Particulars
2.2.1	<p><b>The institution assesses the learning levels of the students and organizes special programmes for advanced learners and slow learners</b></p> <p>The identification of students who are slow, average, and quick learners is of utmost importance in order to assure the overall improvement of students on an individual level. This is done to ensure that every student is able to acquire as much valuable information as possible to the best of their abilities.</p> <p><b>There are two ways to gain access: Assessment that is both subjective and objective.</b></p> <p><b>Methods for evaluating learners who are slow, rapid, and average:</b></p> <p>Teachers can identify slow learners by interacting with them in class, groups, or one-on-one. The sessional scores are 0–5, 6–10, and 11–15.</p> <p>Students who can think creatively, assess problems, and solve problems using their own ideas and recommendations are remarkable, as are those with scores of 25 or higher.</p> <p>Students who are not slow or rapid learners will be placed in the average learners group and score 16–24.</p> <p><b>Slow learners:</b></p> <p>Assignments that are specific to the abilities of slow learners are provided as support. Facilitate more interaction among students who are quick learners in order to assist them in gaining a deeper comprehension of the topics.</p> <p>The Counseling of Students.</p> <p><b>Fast learners:</b></p> <p>Make arrangements for group discussions, quizzes, and class tests, as well as lectures. Providing assistance to Fast Learners by assigning tasks based on their level of proficiency Produced Confidence and skills can be improved by participation in groups with slow learners.</p> <p>Make arrangements for group discussions, quizzes, and class tests, as well as lectures. Encouragement to conduct research.</p> <p>Write description in 100-150 words</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Paste link for additional information, if any.</li> <li>• Any additional information <a href="https://gcprohru.ac.in/wp-content/uploads/2024/12/2.2.1-The-institution-assesses-the-learning-levels-of-the-students-and-organizes-special-">https://gcprohru.ac.in/wp-content/uploads/2024/12/2.2.1-The-institution-assesses-the-learning-levels-of-the-students-and-organizes-special-</a></li> </ul>

	<p><a href="#">Programmes-for-advanced-learners-and-slow-learners.pdf</a></p> <ul style="list-style-type: none"> <li>•</li> </ul>
2.2.2	<p><b>Students : Full time teacher ratio (Data for the latest completed academic year)</b></p> <p>Students : teachers : <b>1: 24.5</b></p> <p><b>Data requirement:</b></p> <ul style="list-style-type: none"> <li>• Total No. of students enrolled in the institution.</li> <li>• Total No. of full time teachers in the institution.</li> </ul> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Any additional information.</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><a href="https://assessmentonline.naac.gov.in/public/index.php/admin/get_file?file_path=eyJpdil6lkdOMFk2aGE1ZERCWFJ2WVFNMiswVGc9PSIsInZhbHVlIjoVTQwdHFzTlZvSHkvamlnTUpUZ2NLdmppaTBRQlFHc2l0VDFQcDlodGpaOHBQWFRLNWx0Mmg2N21WUUFLdHJyWilsIm1hYyI6ImJkYWNjYzBjYjQ3NmI5OTI1OWU2MmVjZTRIZGUwMDNkZDY3NWQ3YjYwNjhNDgwM2Q3ZjI3NzE4NGY5MDk2NjUiLCJ0YWciOilifQ==">https://assessmentonline.naac.gov.in/public/index.php/admin/get_file?file_path=eyJpdil6lkdOMFk2aGE1ZERCWFJ2WVFNMiswVGc9PSIsInZhbHVlIjoVTQwdHFzTlZvSHkvamlnTUpUZ2NLdmppaTBRQlFHc2l0VDFQcDlodGpaOHBQWFRLNWx0Mmg2N21WUUFLdHJyWilsIm1hYyI6ImJkYWNjYzBjYjQ3NmI5OTI1OWU2MmVjZTRIZGUwMDNkZDY3NWQ3YjYwNjhNDgwM2Q3ZjI3NzE4NGY5MDk2NjUiLCJ0YWciOilifQ==</a></p> </div>

### Key Indicator-2.3 Teaching-Learning Process

Item No.	Particulars
2.3.1	<p><b>Student centric methods, such as experiential learning, participative learning and problem solving methodologies used for enhancing learning experiences</b></p> <p>The institution has well-maintained learning monitoring systems. Students should always feel free to ask questions and provide feedback. Teachers address student concerns politely. Students receive extra aid through special classes and tutorials for weaker students.</p> <p>Experiential learning to create a positive environment and inspire students to solve real-world challenges. Teachers allow students to explore, self-study, and learn from mentors to develop practical and lasting skills.</p> <p>In addition to end-of-semester projects, class assignments (charts, models, etc.) encourage innovation through practice.</p> <p>In addition, final-year students learn the latest software-based approaches like docking and work on research projects under teacher supervision. The faculty supports and evaluates B. Pharm students' practical training. Students receive live demonstrations and hands-on experience with UV-Visible Spectrophotometer, HPLC, Dissolution apparatus, tablet machine, capsule filling machine, Diffusion Cell, GEL Electrophoresis, Soxhlet, Compound Microscope, Microbial Zone Reader, BOD Incubator, Auto Analyzer, Autoclave, FTIR, etc. to improve their theoretical knowledge.</p> <p>Participative learning methods at the institute include requiring students to provide curriculum-related technical seminars and foster competitive and team spirit through debates and panel discussions. Student association activities, e-learning, locating internet resources for self-learning, quizzes, debates, etc. are used to improve the learning environment.</p> <p>Problem-solving methodologies teachers give students personalized attention from 1st year onwards in addition to the above methods.</p> <p>Class In-charges address student issues and provide need-based counseling. Every student receives unique feedback on the internal evaluation exams. Teachers advise students on MOOC course selection. Students do various research projects under teacher supervision to publish their findings in renowned journals.</p> <p>Write description in 100-150 words</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>Any additional information.</li> </ul>

	<ul style="list-style-type: none"> <li>• Link of additional information, if any</li> <li>• <a href="https://gcprohru.ac.in/wp-content/uploads/2024/12/2.3.-TEACHING-LEARNING-PROCESS.pdf">https://gcprohru.ac.in/wp-content/uploads/2024/12/2.3.-TEACHING-LEARNING-PROCESS.pdf</a></li> </ul>	
2.3.2	<p><b>Teachers use ICT enabled tools for effective teaching-learning process.</b></p> <p>The college keeps up with new technology to give students a dynamic learning environment. The entire faculty uses ICT to encourage instructional creativity and innovation. Using Google Classroom, Microsoft Teams, Webex, Zoom, and Loom, the faculty adapted to online instruction. The college also uses an LMS to seamlessly administer online exams, sessionals, and objective-based evaluations. Faculty post notes, PowerPoints, and lecture recordings to Google Classroom, YouTube, and Loom. A faculty member has lifetime Loom access for educational reasons, making instructional video creation and distribution straightforward. Google Classroom assigns and grades assignments to meet engagement and assessment standards. The college provides pharmacology and physiology software for study and experimentation, teaching students animal handling and other skills. Students learn SPSS and DOE for correlation and optimization.</p> <p>The college has a smart classroom and a seminar/conference room with cutting-edge technology for immersive learning. Students use college computer lab software to learn molecular docking and other sophisticated concepts. The college also offers communication and language lab software to help students develop their personality and English language abilities for professional growth. The college provides a well-rounded education that prepares students for future challenges and possibilities through technological integration.</p> <p>Write description in 100-150 words</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Any additional information.</li> <li>• Provide link for webpage describing the ICT enabled tools for effective teaching-learning process, if any <a href="https://gcprohru.ac.in/wp-content/uploads/2024/12/2.3.-TEACHING-LEARNING-PROCESS.pdf">https://gcprohru.ac.in/wp-content/uploads/2024/12/2.3.-TEACHING-LEARNING-PROCESS.pdf</a></li> </ul>	
2.3.3	<p><b>Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year)</b></p>	
	2.3.3.1	No. of mentors : <b>10</b>
		No. of students assigned to each Mentor: <b>25</b>
	Mentor: Mentee : <b>1:25</b>	

	<p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Year wise number of students enrolled and full time teachers on roll.</li> <li>• Circulars pertaining to assigning mentors to mentees</li> <li>• Mentor/mentee ratio</li> </ul> <div> <a href="https://assessmentonline.naac.gov.in/public/index.php/admin/get_file?file_path=eyJpdil6lll2cDY0dmNJWwFPNUR0K3Y3QTFCcXc9PSIsInZhbHVlIjojUW9BYi9jNUlrZ0I5MmVkaWJlRRTFudlpWM2dYaVZvNmE0VkhzNVNxUG15ZVdZdm5OcEhRdXNNbC9xZzQ0VGRGdilsIm1hYyl6ImNiYmIwNjRIY2NjNjRkNGQ5MmlzMzVzMjUwZTlkOGZjZjZlOGQxZjQ3N2VkZWQ0ZWJhOTI3MzczODQ5MDYxNjkiLCJ0YWciOiIlifQ==">https://assessmentonline.naac.gov.in/public/index.php/admin/get_file?file_path=eyJpdil6lll2cDY0dmNJWwFPNUR0K3Y3QTFCcXc9PSIsInZhbHVlIjojUW9BYi9jNUlrZ0I5MmVkaWJlRRTFudlpWM2dYaVZvNmE0VkhzNVNxUG15ZVdZdm5OcEhRdXNNbC9xZzQ0VGRGdilsIm1hYyl6ImNiYmIwNjRIY2NjNjRkNGQ5MmlzMzVzMjUwZTlkOGZjZjZlOGQxZjQ3N2VkZWQ0ZWJhOTI3MzczODQ5MDYxNjkiLCJ0YWciOiIlifQ==</a> </div>
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## Key Indicator-2.4 Teacher Profile and Quality

Item No.	Particulars
2.4.1	<p><b>Average percentage of full time teachers against sanctioned posts during last five years</b></p> <p>Data requirement for last five years:</p> <ul style="list-style-type: none"> <li>No. of full time teachers. 10</li> <li>No. of sanctioned posts. 16</li> </ul> <p>Formula:</p> $\text{Percentage per year} = \frac{\text{No. of full time teachers}}{\text{No. of sanctioned posts}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>Year wise full-time teachers and sanctioned posts for five years.</li> <li>Any additional information.</li> </ul> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <a href="https://assessmentonline.naac.gov.in/public/index.php/admin/get_file?file_path=eyJpdil6InQ1dHF6UEZTV1dPRThmbkQwRStQaVE9PSIsInZhbHVlIjoieRlRuK2E0YXJUCXNYbmtURXBIVWwwc2xibnUwQ0VSRHVVRHd2cGhoazZBUTFZSG05dm9WWkhMbU5xamMxL2ZUTyIsIm1hYyI6IjI3ODI4MjU2ZmZmMTNkZmU2NWE0NjM2ZmU3ZDFhOTgzYWZkZmJiNjM5MmY2ZTk2MzZjMDYzM2E5OGYxZjZlZDciLCJOYWciOiIlifQ==">https://assessmentonline.naac.gov.in/public/index.php/admin/get_file?file_path=eyJpdil6InQ1dHF6UEZTV1dPRThmbkQwRStQaVE9PSIsInZhbHVlIjoieRlRuK2E0YXJUCXNYbmtURXBIVWwwc2xibnUwQ0VSRHVVRHd2cGhoazZBUTFZSG05dm9WWkhMbU5xamMxL2ZUTyIsIm1hYyI6IjI3ODI4MjU2ZmZmMTNkZmU2NWE0NjM2ZmU3ZDFhOTgzYWZkZmJiNjM5MmY2ZTk2MzZjMDYzM2E5OGYxZjZlZDciLCJOYWciOiIlifQ==</a> </div> <p><a href="https://gcprohru.ac.in/wp-content/uploads/2022/11/3.2-Number-of-teaching-staff-full-time-teachers-year-wise-during-the-last-five-years.1.pdf">https://gcprohru.ac.in/wp-content/uploads/2022/11/3.2-Number-of-teaching-staff-full-time-teachers-year-wise-during-the-last-five-years.1.pdf</a></p> <p><a href="https://gcprohru.ac.in/wp-content/uploads/2022/11/3.1-Number-of-teaching-staff-full-time-teachers-during-the-last-five-years-Without-repeat-count-2.pdf">https://gcprohru.ac.in/wp-content/uploads/2022/11/3.1-Number-of-teaching-staff-full-time-teachers-during-the-last-five-years-Without-repeat-count-2.pdf</a></p> <p>Please check the institute website <a href="https://gcprohru.ac.in/">https://gcprohru.ac.in/</a> under the NAAC Section Verify additional information &amp; supporting documents</p> <ul style="list-style-type: none"> <li>List of the faculty members authenticated by the Head of HEI.</li> </ul>
2.4.2	<p><b>Average percentage of full-time teachers with Ph.D./D.Sc./D.Lit. during the last five years (consider only the highest degree for count)</b></p>
2.4.2.1	No. of full time teaches with Ph.D./D.sc./D.Lit. during the last five years



		<b>Year</b>	<b>2023-24</b>	<b>2022-23</b>	<b>2021-22</b>	<b>2020-21</b>	<b>2019-20</b>
		<b>Number</b>	<b>5</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>3</b>
	<p>Average percentage: <b>28 %</b></p> <p>Data requirement for last five years:</p> <ul style="list-style-type: none"> <li>No. of full time teachers with Ph.D./D.Sc./D.Litt.</li> <li>Total No. of full time teachers.</li> </ul> <p>Formula:</p> $\text{Percentage per year} = \frac{\text{No. of full time teachers with Ph.D./D.Sc./D.Lit.} \times 100}{\text{Total No. of full time teachers}}$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>Any additional information.</li> <li>List of full time teachers with Ph.D./D.Sc./D.Lit. and number of full time teachers for five years.</li> </ul> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <a href="https://assessmentonline.naac.gov.in/public/index.php/admin/get_file?file_path=eyJpdil6ljRFOWo1K1RfK1ZBRm0xM0dmTzVYdWc9PSIsInZhbHVlIjoieYklBam5IT3haSkJ3L1h1bWQ5MWQwNWJON3EvVzhYSHd2T2VFczRFRU5oN2daZ2FON2VHakdRLzJSSGJlNnRBMyIsIm1hYyI6IjgxZDkyZGFkZmNkMGMwN2E1MDZkMDBkYzhINmU4MwY4ZjM0OThhNDYwNDY2OWM4MTBkZGExOTI3YWE4YWE4ZGEiLCJ0YWciOiIlifQ==">https://assessmentonline.naac.gov.in/public/index.php/admin/get_file?file_path=eyJpdil6ljRFOWo1K1RfK1ZBRm0xM0dmTzVYdWc9PSIsInZhbHVlIjoieYklBam5IT3haSkJ3L1h1bWQ5MWQwNWJON3EvVzhYSHd2T2VFczRFRU5oN2daZ2FON2VHakdRLzJSSGJlNnRBMyIsIm1hYyI6IjgxZDkyZGFkZmNkMGMwN2E1MDZkMDBkYzhINmU4MwY4ZjM0OThhNDYwNDY2OWM4MTBkZGExOTI3YWE4YWE4ZGEiLCJ0YWciOiIlifQ==</a> </div> <p><a href="https://gcprohru.ac.in/wp-content/uploads/2022/11/2.4.2-DVV-Clarification-1.pdf">https://gcprohru.ac.in/wp-content/uploads/2022/11/2.4.2-DVV-Clarification-1.pdf</a></p>						
2.4.3	<p><b>Average teaching experience of full time teachers in the same institution (data for the latest completed academic year in number of years)</b></p>						
2.4.3.1	Total experience of full-time teachers. <b>54 Years</b>						
	<p>Data requirement for last five years:</p> <ul style="list-style-type: none"> <li>Name and No. of full-time teachers with years of teaching experiences</li> </ul> <p>Formula:</p> $\frac{\text{Sum of total experience of full time teachers in the same institution}}{\text{No. of full time teachers}}$ <p><b>Attach as Annexure(s)</b></p>						

- Any additional information.

[https://assessmentonline.naac.gov.in/public/index.php/admin/get\\_file?file\\_path=eyJpdil6lnhmNXN1eVk1QVUxOUlROFZCM3hUNmc9PSIsInZhbHVlIjoibkJ0SjBnb1M2Yk5kd0hBRVVTVGJQZVhkWkFnaEt6c0FRaU5QcnpVNjgwbXdHMzhBZUhYVlg4bXJlaHpLdklENiIsIm1hYyI6IjlxNWU3YWZhYWl0ZDE3ZTIhZGU0MDVmOGE4YTdhZjFjODMxNjA4YWVmN2FkZmQ4NzM0NmQ3Y2RiZGM5YmVlOGQilCj0YWciOilifQ==](https://assessmentonline.naac.gov.in/public/index.php/admin/get_file?file_path=eyJpdil6lnhmNXN1eVk1QVUxOUlROFZCM3hUNmc9PSIsInZhbHVlIjoibkJ0SjBnb1M2Yk5kd0hBRVVTVGJQZVhkWkFnaEt6c0FRaU5QcnpVNjgwbXdHMzhBZUhYVlg4bXJlaHpLdklENiIsIm1hYyI6IjlxNWU3YWZhYWl0ZDE3ZTIhZGU0MDVmOGE4YTdhZjFjODMxNjA4YWVmN2FkZmQ4NzM0NmQ3Y2RiZGM5YmVlOGQilCj0YWciOilifQ==)

- List of teachers including their PAN, designation, department and experience details

## Key Indicator-2.5 Evaluation Process and Reforms

Item No.	Particulars
2.5.1	<p><b>Mechanism of internal assessment is transparent and robust in terms of frequency and mode</b></p> <p>The institute has the utmost responsibility to address the issues of students and the expectations of all stakeholders. For which there is well designed and implemented teaching-learning and evaluation process.</p> <p>The induction program organized for the first year's students is a week-long program in which students are apprised of various departments, curricula, and staff members. The special lectures organized during this program also make them more explorative and interactive during feedback sessions. They are also provided with the details of examination patterns both for theory and practice.</p> <p>As the college is affiliated with HPTU thus the Institute implements a well-designed structured format for teaching learning and evaluation reforms. The institution has an integrated examination platform for continuous internal evaluation in accordance with the university examination regulations. In the college, besides on line platform (gcpexam) an examination committee is formed to coordinate and conduct internal Examinations.</p> <p>Evaluated sessional theory answer sheets are shown to the students individually and every sessional assessment is displayed on the notice board. Examination committee supervises the accurate entry of internal marks for submission to the university and for the institute record. The institute has a well-maintained record of all the exams conducted since the inception of the course.</p> <p>Teachers are well acquainted with the evaluation process and the courses attended by the teachers like curriculum-based designing, rubrics, evaluation and designing of question papers (NITTTR Chandigarh) help to refine the evaluation process.</p> <p><b>The process of Examination:</b></p> <p>The question papers are precisely formulated as per the directions of the PCI/HPTU and are further evaluated by the principal to ensure the utmost implementation of the university guidelines.</p> <p><b>Frequency:</b></p> <p>Number of sessional examinations in a semester: 03 (2 + 1 improvement exam) Best of two averages considered for final marks to upload on the University Portal</p>

	<p>The same pattern followed for practical Main theory and practical examinations.</p> <p>Final Practical marks uploaded on university portal (ERP) by external examiner with the consent of internal examiner.</p> <p><b>Formative evaluation approaches:</b></p> <p>Behavioural Assessment (Academic/Non-Academic) Attendance (Theory/ Practical)</p> <p>Seminars (confidence and oratory skills of the students)</p> <p>Tests (frequent written class tests/ verbal examination/viva voce) Practical performance.</p> <p><b>Summative evaluation approaches:</b></p> <p><b>Theory Written Examination</b></p> <p><b>Practical Examination:</b> The institution follows a transformative and progressive evaluation process as prescribed by the PCI and HPTU and the institution adheres strictly to the guidelines the norms for conducting internal and external exams. The final evaluation is conducted by the university for which the examination panel/evaluation panel is formulated at the university level.</p> <p>Write description in 100-150 words</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>Any additional information.</li> </ul> <p><a href="https://gcprohru.ac.in/wp-content/uploads/2024/12/2.5.1-Mechanism-of-internal-assessment-is-transparent-and-robust-in-terms-of-frequency-and-mode-2023-24.pdf">https://gcprohru.ac.in/wp-content/uploads/2024/12/2.5.1-Mechanism-of-internal-assessment-is-transparent-and-robust-in-terms-of-frequency-and-mode-2023-24.pdf</a></p>
2.5.2	<p><b>Mechanism to deal with internal examination related grievances is transparent, time-bound and efficient</b></p> <p>The institution has a Grievance Redressal Cell consisting of staff members of different categories. The students can forward their issues related to the examination or evaluation process to the committee directly but also, they can submit their grievances through feedback grievance redressal mechanism on the institute website.</p> <p>Write description in 100-150 words</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>Any additional information.</li> </ul> <p><a href="https://gcprohru.ac.in/wp-content/uploads/2024/04/2.5.2-Mechanism-to-deal-with-internal-examination-related-grievances-is-transparent-time-bound-and-efficient.pdf">https://gcprohru.ac.in/wp-content/uploads/2024/04/2.5.2-Mechanism-to-deal-with-internal-examination-related-grievances-is-transparent-time-bound-and-efficient.pdf</a></p>

## Key Indicator-2.6 Student Performance and Learning Outcome

[National Credit Framework (NCrF) Learning Objectives and Learning Outcomes]

Item No.	Particulars
2.6.1	<p><b>Teachers and students are aware of the stated programme and course outcomes of the programmes offered by the institution.</b></p> <p>Program Outcomes (POs) are broad statements that delineate the professional achievements that the program strives for, and these are expected to be achieved by the students upon program completion. Program Outcomes (POs) encompass a wide range of interconnected information, abilities, and personality attributes that students are expected to gain throughout their graduation.</p> <p>Course outcomes (COs) are explicit declarations that articulate the fundamental and lasting disciplinary knowledge and skills that students should acquire at the beginning of their first semester and the level of proficiency that is anticipated by the end of each subsequent semester. The principles are explicitly defined and conveyed through both academic and practical knowledge.</p> <p>The Institute clearly articulates the Program Outcomes and Course Outcomes for all of its offered programs. These outcomes are prominently displayed on the institute's website and effectively communicated to both professors and students.</p> <p>During the orientation program, the Heads of Departments (HODs) inform the students about the Program Outcomes (POs) and Course Outcomes (COs). The faculty members, class teachers, and mentors also educate the students about the Program Outcomes (POs) and Course Outcomes (COs), raising awareness and highlighting the importance of achieving these objectives. knowledgeable of the objectives of the training. Students receive comprehensive education and are provided with a complete syllabus and course outcomes for each topic, as well as information on the assessment strategy for each course.</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"><li>• Any additional information.</li><li>• <a href="https://gcprohru.ac.in/wp-content/uploads/2024/12/Course-outcome-and-Program-outcome-2023-24_compressed_compressed_compressed_compressed.pdf">https://gcprohru.ac.in/wp-content/uploads/2024/12/Course-outcome-and-Program-outcome-2023-24_compressed_compressed_compressed_compressed.pdf</a></li></ul>

2.6.2	<p><b>Attainment of Programme outcomes and course outcomes are evaluated by the institution</b></p> <p>Every course comes with a specific set of course outcomes and their accompanying evaluation criteria. The course outcomes are aligned with the program outcomes, which serve as a means of quantitatively assessing the extent to which the program outcomes are attained. The students' performance in the semester examinations for each course is utilized to calculate the level of achievement of the Program Outcomes (POs) by mapping questions to Course Outcomes (COs) and COs to POs. The program coordinator, in collaboration with other faculty members, prepares a CO-PO mapping for all the courses in the program.</p> <p>Carbon monoxide Achievement Assessment methods encompass both direct and indirect approaches.</p> <p>The process of assessing course outcomes by direct methods relies on mid-term tests, end-of-semester assessments, and quizzes. Every question in the mid/semester end/assignment/quiz is associated with the relevant Course Outcome (CO), and the total achievement of that CO is determined by the average mark assigned as the aim for final attainment.</p> <p>1. Sessional examinations are held twice per semester and assess the achievement of all essential course outcomes.</p> <p>The 2nd Semester End Examination serves as a descriptive meter to evaluate the achievement of all the Course Objectives (COs).</p> <p>The indirect assessment is conducted via the course end survey.</p> <p>Describe the method of measuring the level of attainment of POs, PSOs and COs in 100-500 words.</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"><li>Any additional information.</li></ul> <p><a href="https://gcprohru.ac.in/wp-content/uploads/2024/04/2.6.2-Attainment-of-Programme-outcomes-and-course-outcomes-are-evaluated-by-the-institution.pdf">https://gcprohru.ac.in/wp-content/uploads/2024/04/2.6.2-Attainment-of-Programme-outcomes-and-course-outcomes-are-evaluated-by-the-institution.pdf</a></p>						
2.6.3	<p><b>Average pass percentage of students during the last five years</b></p>						
2.6.3.1	Total No. of final year students who passed the University examination year wise during the last five years.						
2.6.3.2	Total No. of final year students who appeared for the University examination year wise during the last five years						
	Year	2023-24	2022-23	2021-22	2020-21	2019-20	
	No. of students	49	43	43	44	40	

	<b>appeared</b>					
	<b>No. of students passed</b>	48	43	43	44	36
	<b>% /Year</b>	97.95%	100%	100%	100%	90%
<p style="text-align: center;">Average percentage = <b>97.59%</b></p> <p>Data requirement</p> <ul style="list-style-type: none"> <li>• Programme code</li> <li>• Name of the Programme</li> <li>• No. of students appeared</li> <li>• No. of students passed</li> <li>• Pass Percentage</li> </ul> <p>Formula:</p> <p style="text-align: center;">Percentage per year = <math>\frac{\text{Total No. of final year students who passed in the University examinations}}{\text{Total No. of final years students appeared for the University examinations}} \times 100</math></p> <p style="text-align: center;">Average percentage = <math>\frac{\sum \text{Percentage per year}}{5}</math></p> <p>Attach as Annexure(s)</p> <ul style="list-style-type: none"> <li>• List of programmes and No. of students passed and appeared in the final year examination.</li> <li>• Any additional information.</li> <li>• <a href="https://gcprohru.ac.in/wp-content/uploads/2024/12/Result-Analysis-Record-2023-24.pdf">https://gcprohru.ac.in/wp-content/uploads/2024/12/Result-Analysis-Record-2023-24.pdf</a></li> <li>• <a href="https://gcprohru.ac.in/wp-content/uploads/2022/11/2.6.2-DVV-Clarification-1.pdf">https://gcprohru.ac.in/wp-content/uploads/2022/11/2.6.2-DVV-Clarification-1.pdf</a></li> </ul> <p style="text-align: center;"><b>Please check the institute website <a href="https://gcprohru.ac.in/">https://gcprohru.ac.in/</a> under the NAAC Section Verify additional information &amp; supporting documents</b></p>						

### Key Indicator-2.7 Student Satisfaction Survey (SSS)

Item No.	Particulars (SSS by HPTU)
2.7.1	<p data-bbox="244 342 1457 427"><b>Online student satisfaction survey regarding teaching learning process of about 20% students.</b></p> <p data-bbox="363 450 772 483">(online survey to be conducted)</p> <p data-bbox="244 562 478 595">Data requirement:</p> <ul data-bbox="244 618 778 882" style="list-style-type: none"><li>• Name/Class/Gender</li><li>• Student Id Number/Adhar Id Number</li><li>• Mobile Number</li><li>• Email Id</li><li>• Degree programme</li></ul> <p data-bbox="244 904 1457 990">(Data base of all currently enrolled students need to be prepared and shared with H.P. Technical University)</p> <p data-bbox="244 1068 549 1102"><b>Attach as Annexure(s)</b></p> <ul data-bbox="244 1124 839 1272" style="list-style-type: none"><li>• Any additional information.</li><li>• Database of all currently enrolled students</li><li>• <a href="https://gcprohru.ac.in/feedback-grievance/">https://gcprohru.ac.in/feedback-grievance/</a></li></ul>



**Criteria-3 Research, Innovations and Extension**  
**Key Indicator 3.1 Resource, Mobilization for Research**

Item No.	Particulars						
3.1.1	<b>Grants received from Government and non-governmental agencies for research projects/endowments in the institution during the last five years (INR in lakhs)</b>						
	3.1.1.1	Total grants from Government and non-governmental agencies for research projects/endowments in the institution during the last five years (INR in lakhs)					
		<b>Year</b>	2023-24	2022-23	2021-22	2020-21	2019-20
		<b>INR in Lakhs</b>	1	0	0	0	0
	Data requirement for last five years:						
	<ul style="list-style-type: none"><li>Name of the Project/Endowments</li><li>Name, Designation &amp; Department of the Principal Investigator</li><li>Year of Award</li><li>Funds provided</li><li>Duration of the Project</li></ul>						
	<b>Attach as Annexure(s)</b>						
	<ul style="list-style-type: none"><li>Any additional information.: <a href="https://gcprohru.ac.in/wp-content/uploads/2024/12/3.1.1.1-Total-Grants-from-Government-and-nongovernmental-agencies-for-research-projects-endowments-in-the-institution-during-the-year-INR-in-Lakhs.pdf">https://gcprohru.ac.in/wp-content/uploads/2024/12/3.1.1.1-Total-Grants-from-Government-and-nongovernmental-agencies-for-research-projects-endowments-in-the-institution-during-the-year-INR-in-Lakhs.pdf</a></li><li>E-copies/hard copies of the grant award letters for sponsored research projects/endowments.</li><li>List of endowments/projects with details of grants/hard copies</li></ul>						
	3.1.2	<b>Percentage of departments having Research projects funded by government and non-government agencies during the last five years</b>					
		3.1.2.1	No. of departments having research projects funded by government and non-government agencies during the last five years				
		<b>Year</b>	<b>2023-24</b>	<b>2022-23</b>	<b>2021-22</b>	<b>2020-21</b>	<b>2019-20</b>
		<b>Number</b>	1	0	0	0	0
Data requirement for last five years:							
<ul style="list-style-type: none"><li>Name, Designation &amp; Department of Principal Investigator</li><li>Duration of project</li><li>Name of the research project</li></ul>							

	<ul style="list-style-type: none"><li>• Amount/Fund received</li><li>• Name of the funding agency</li><li>• Year of sanction</li></ul> <p>Formula:</p> $\frac{\text{No. of departments having research projects funded by government/non-government agencies during the last five years}}{\text{Total No. of departments}} \times 100$ <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"><li>• List of research projects and funding details.</li><li>• Any additional information.</li><li>• Supporting document from Funding Agency.</li><li>• Paste link of Funding Agency website, if any.</li></ul>																					
3.1.3	<p><b>Number of seminars/conferences/workshops conducted by the institution during the last five years</b></p> <table><tr><td>3.1.3.1</td><td colspan="6">Total No. of seminars/conferences/workshops conducted by the institution year wise during the last five years</td></tr><tr><td></td><td><b>Year</b></td><td><b>2023-24</b></td><td><b>2022-23</b></td><td><b>2021-22</b></td><td><b>2020-21</b></td><td><b>2019-20</b></td></tr><tr><td></td><td><b>Number</b></td><td>1</td><td>1</td><td>4</td><td>9</td><td>13</td></tr></table> <p>Data requirement:</p> <ul style="list-style-type: none"><li>• Name of the workshops/seminars</li><li>• No. of participants</li><li>• Date (from-to)</li><li>• Link to the activity report on the website, if any.</li></ul> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"><li>• Report of the event.</li><li>• Any additional information. <a href="https://gcprohru.ac.in/wp-content/uploads/2024/12/3.1.3.1-Total-number-of-Seminars-conferences-workshops-conducted-by-the-institution-during-the-year.pdf">https://gcprohru.ac.in/wp-content/uploads/2024/12/3.1.3.1-Total-number-of-Seminars-conferences-workshops-conducted-by-the-institution-during-the-year.pdf</a></li><li>• <a href="https://gcprohru.ac.in/wp-content/uploads/2022/11/3.2.2.1.-Supporting-Total-number-of-workshops-seminars-conferences.pdf">https://gcprohru.ac.in/wp-content/uploads/2022/11/3.2.2.1.-Supporting-Total-number-of-workshops-seminars-conferences.pdf</a></li></ul> <p>Please check the institute website <a href="https://gcprohru.ac.in/">https://gcprohru.ac.in/</a> under the <b>NAAC Section Verify additional information &amp; supporting documents</b></p> <ul style="list-style-type: none"><li>• List of workshops/seminars during the last five years.</li></ul>	3.1.3.1	Total No. of seminars/conferences/workshops conducted by the institution year wise during the last five years							<b>Year</b>	<b>2023-24</b>	<b>2022-23</b>	<b>2021-22</b>	<b>2020-21</b>	<b>2019-20</b>		<b>Number</b>	1	1	4	9	13
3.1.3.1	Total No. of seminars/conferences/workshops conducted by the institution year wise during the last five years																					
	<b>Year</b>	<b>2023-24</b>	<b>2022-23</b>	<b>2021-22</b>	<b>2020-21</b>	<b>2019-20</b>																
	<b>Number</b>	1	1	4	9	13																

### Key Indicator 3.2-Research Publication and Awards

Item No.	Particulars					
3.2.1	<b>No. of papers published per teacher in the Journals notified on UGC website during the last five years</b>					
3.2.1.1	No. of research papers in the Journals notified on UGC website during the last five years					
	<b>Year</b>	<b>2023-24</b>	<b>2022-23</b>	<b>2021-22</b>	<b>2020-21</b>	<b>2019-20</b>
	<b>Number</b>	8	10	9	13	6
<p>Data requirement:</p> <ul style="list-style-type: none"> <li>Title of paper</li> <li>Name of the author/s</li> <li>Department of the teacher</li> <li>Name of Journal</li> <li>Year of publication</li> <li>ISBN/ISSN Number</li> </ul> <p>Formula:</p> $\frac{\text{No. of publications in UGC notified journals during the last five years}}{\text{Average No. of full time teachers during the last five years}}$ <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>Any additional information.</li> <li><a href="https://gcprohru.ac.in/wp-content/uploads/2024/12/3.2.1.1-Number-of-research-papers-in-the-Journals-notified-on-UGC-website-during-the-year.pdf">https://gcprohru.ac.in/wp-content/uploads/2024/12/3.2.1.1-Number-of-research-papers-in-the-Journals-notified-on-UGC-website-during-the-year.pdf</a></li> <li><a href="https://gcprohru.ac.in/wp-content/uploads/2022/11/3.3.1-DVV-Clarification.pdf">https://gcprohru.ac.in/wp-content/uploads/2022/11/3.3.1-DVV-Clarification.pdf</a></li> <li>List of research papers by title, author, department, name and year of publication</li> </ul>						
3.2.2	<b>No. of books and chapters in edited volumes/books published and papers published in National/International conference proceedings per teacher during the last five years</b>					
3.2.2.1	Total No. of books and chapters in edited volumes/books published and papers in National/International conference proceedings year wise during the last five years					
	<b>Year</b>	<b>2023-24</b>	<b>2022-23</b>	<b>2021-22</b>	<b>2020-21</b>	<b>2019-20</b>
	<b>Number</b>	0	0	2	1	0

Data requirement for last five years :

- Name of the teacher: Title of the paper
- Title of the book published: Name of the author/s: Title of the proceedings of the conference
- Name of the publisher: National/International
- National/International: ISBN/ISSN number of the proceedings
- Year of publication.

Formula:

$$\frac{\text{Total No. of books and chapters in edited volume, books, published} \\ \text{and papers in National/International conference proceedings during the last five years}}{\text{Average No. of full time teachers during the last five years}}$$

**Attach as Annexure(s)**

- Any additional information.
- List of books and chapters edited volumes/books published

<https://gcprohru.ac.in/wp-content/uploads/2022/11/3.3.2-DVV-Clarification.pdf>

### Key Indicator 3.3: Extension Activities (NCC/NSS/Red Cross/YRC etc.)

Item No.	Particulars
3.3.1	<p data-bbox="225 338 1476 427"><b>Extension activities carried out in the neighbourhood community, sensitizing students to social issues for their holistic development, and impact hereof during the last five years</b></p> <p data-bbox="225 450 1476 869">The Govt. College of Pharmacy, Rohru is focused on the overall development of the students and is committed to provide continuous encouragement to students for participation in various extension activities, with a prime focus on various social works for the welfare of society. This is primarily achieved through the fully functional National Service Scheme (NSS), National Cadet Corps (NCC), and the Red Ribbon Club of the college. The institute has made a noteworthy contribution to the society and environment by promoting the College-Neighbourhood-Community network. Major emphasis is given to the student engagement, service orientation, and holistic development of students.</p> <p data-bbox="225 891 1476 1198">The institute has a well-established NSS, NCC, Red Ribbon Club, and SVEEP units which promote the holistic development of the students by involving them in various activities. It includes the organization of cultural events, seminars/ workshops/training, awareness programs, blood donation camps, plantation drives, cleanliness drives, sports events, special camps, and other such programs. This has sensitized the students towards community &amp; hospital services, healthcare, and awareness about social responsibilities.</p> <p data-bbox="225 1220 1476 1473">An extraordinary contribution was made by the institute during the COVID pandemic where the students of the institute continuously aroused awareness amongst the general public regarding various aspects of COVID, with a prime focus on preventive measures. During this time, the students organized various online events and promoted COVID awareness through quiz competitions, poster making, videos, etc.</p> <p data-bbox="225 1496 1476 1749">The NSS volunteers participated in the door-to-door campaign to collect the details of the COVID patients in association with the health department of the region. Another notable contribution was made by the NSS and NCC unit of the institute toward the welfare of the local cow shed, which was adopted by the students. The students collected donations for providing shelter, fodder, and medical necessities for animals.</p> <p data-bbox="225 1771 1476 1861">Moreover, the students regularly visit the adopted cowshed and participate in development of the area with a prime focus on well being of animals and the cleanliness of the area.</p> <p data-bbox="225 1883 1476 1973">Some of the major extension activities carried out by the students of the institute are as follows: AIDS awareness program</p>

	<p>Blood donation camps</p> <p>Health check-up camp</p> <p>Swachhata Pakwara</p> <p>Aazadi ka Amrit Mahotsav celebrations</p> <p>Special day celebrations</p> <p>COVID awareness program</p> <p>Special camps for plantation drives in association with government and non-government organizations</p> <p>Special camps for cleanliness drives in the campus and surrounding area Nukkad Natak and other activities for spreading awareness regarding drug abuse Spreading awareness for election and related activities Students of the institute regularly participate in seminars, workshops, voluntary donation drives, educational trips, plastic awareness campaigns, etc. to sensitize the general public.</p> <p>Such programs have changed the attitude and emotional status of the student volunteers towards social issues which has helped to take up the challenge of working towards the betterment of society. Through these activities, the students have developed critical thinking skills and time management. Working outside the college campus and with diversified social groups of people has helped students to gain self confidence, autonomy, appreciation, and true value of assets.</p> <p>Describe the impact of extension activities in sensitising students to social issues and holistic development within a maximum of 150 words</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"><li>Any additional information.</li><li><a href="https://www.facebook.com/nss.gcprohru">https://www.facebook.com/nss.gcprohru</a>, <a href="https://www.facebook.com/ncc.gcp.rohru">https://www.facebook.com/ncc.gcp.rohru</a></li></ul>																					
3.3.2	<p><b>No. of awards and recognitions received for extension activities from government/government recognized bodies during the last five years</b></p> <table><tr><td>3.3.2.1</td><td colspan="6">Total No. of awards and recognition received for extension activities from Government/government recognized bodies year wise during the last five years</td></tr><tr><td></td><td><b>Year</b></td><td><b>2023-24</b></td><td><b>2022-23</b></td><td><b>2021-22</b></td><td><b>2020-21</b></td><td><b>2019-20</b></td></tr><tr><td></td><td><b>Number</b></td><td>33</td><td>16</td><td>11</td><td>5</td><td>8</td></tr></table>	3.3.2.1	Total No. of awards and recognition received for extension activities from Government/government recognized bodies year wise during the last five years							<b>Year</b>	<b>2023-24</b>	<b>2022-23</b>	<b>2021-22</b>	<b>2020-21</b>	<b>2019-20</b>		<b>Number</b>	33	16	11	5	8
3.3.2.1	Total No. of awards and recognition received for extension activities from Government/government recognized bodies year wise during the last five years																					
	<b>Year</b>	<b>2023-24</b>	<b>2022-23</b>	<b>2021-22</b>	<b>2020-21</b>	<b>2019-20</b>																
	<b>Number</b>	33	16	11	5	8																
	<p>Data requirement for last five years:</p>																					

	<ul style="list-style-type: none"> <li>• Name of the activity</li> <li>• Name of the award/recognition</li> <li>• Name of the Awarding government/government recognized bodies</li> <li>• Year of the award</li> </ul> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Any additional information.</li> <li>• Number of awards for extension activities in last five years (data template)</li> <li>• E-copy/hard copies of the award letters</li> <li>• <a href="https://gcprohru.ac.in/wp-content/uploads/2024/12/3.3.2.1-Total-number-of-awards-and-recognition-received-for-extension-activities.pdf">https://gcprohru.ac.in/wp-content/uploads/2024/12/3.3.2.1-Total-number-of-awards-and-recognition-received-for-extension-activities.pdf</a></li> <li>• <a href="https://gcprohru.ac.in/wp-content/uploads/2024/04/3.3.2.1-Total-number-of-awards-and-recognition-received-for-extension-activities_compressed-1.pdf">https://gcprohru.ac.in/wp-content/uploads/2024/04/3.3.2.1-Total-number-of-awards-and-recognition-received-for-extension-activities_compressed-1.pdf</a></li> <li>• Please check the institute website <a href="https://gcprohru.ac.in/">https://gcprohru.ac.in/</a> under the NAAC Section Verify additional information &amp; supporting documents</li> </ul>					
3.3.3	<b>No. 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</b>					
3.3.3.1	No. of extension and outreach programs conducted in collaboration with industry, community and Non-Government Organisations through NSS/NCC/Red Cross/YRC etc., year wise during the last five years					
	<b>Year</b>	<b>2023-24</b>	<b>2022-23</b>	<b>2021-22</b>	<b>2020-21</b>	<b>2019-20</b>
	<b>Number</b>	15	25	50	18	24
	Data requirement for the last five years: <ul style="list-style-type: none"> <li>• Name and No. of the extension and outreach programmes</li> <li>• Name of the collaborating agency: Government/Non-Government, industry, community with contact details</li> </ul> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Reports of the event organized.</li> <li>• Any additional information.</li> <li>• No. of extension and outreach programmes conducted with industry, community etc. for the last five years</li> <li>• <a href="https://gcprohru.ac.in/wp-content/uploads/2024/12/3.3.3.1-Number-of-extension-and-">https://gcprohru.ac.in/wp-content/uploads/2024/12/3.3.3.1-Number-of-extension-and-</a></li> </ul>					

	<a href="#">outreach-Programs-conducted-in-collaboration-with-industry-community_compressed.pdf</a> <ul style="list-style-type: none"><li><a href="https://gcprohru.ac.in/wp-content/uploads/2024/04/3.3.3.1-Number-of-extension-and-outreach-Programs-conducted-in-collaboration-with-industry.pdf">https://gcprohru.ac.in/wp-content/uploads/2024/04/3.3.3.1-Number-of-extension-and-outreach-Programs-conducted-in-collaboration-with-industry.pdf</a></li><li><a href="https://gcprohru.ac.in/wp-content/uploads/2022/11/3.4.3-DVV-Clarification.pdf">https://gcprohru.ac.in/wp-content/uploads/2022/11/3.4.3-DVV-Clarification.pdf</a></li><li><a href="https://gcprohru.ac.in/wp-content/uploads/2022/11/3.4.3.1.-Supporting-Number-of-extension-and-outreach-Programs.pdf">https://gcprohru.ac.in/wp-content/uploads/2022/11/3.4.3.1.-Supporting-Number-of-extension-and-outreach-Programs.pdf</a></li></ul> <p>Please check the institute website <a href="https://gcprohru.ac.in/">https://gcprohru.ac.in/</a> under the NAAC Section Verify additional information &amp; supporting documents</p>					
3.3.4	<b>Average percentage of students participating in extension activities at 3.3.3 above during the last five years</b>					
3.4.4.1	Total No. of students participating in extension activities conducted in collaboration with industry, community and Non-Government Organizations through NSS/NCC/Red Cross/YRC etc. year wise during the last five years					
	Year	2023-24	2022-23	2021-22	2020-21	2019-20
	Number	880	1460	428	209	200
Data requirement for the last five years:						
<ul style="list-style-type: none"><li>Name of the activity</li><li>Name of the scheme</li><li>Year of the activity</li><li>No. of teachers participating in such activities</li><li>No. of students participating in such activities</li></ul>						
Formula:						
Percentage per year= $\frac{\text{Total No. of students participated in such activities}}{\text{No. of students}} \times 100$						
$\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$						
<b>Attach as Annexure(s)</b>						
<ul style="list-style-type: none"><li>Reports of the event.</li><li>Any additional information.</li><li>Average percentage of students participating in extension activities with Government or NGO etc.</li></ul>						
<a href="https://assessmentonline.naac.gov.in/public/index.php/admin/get_file?file_path=eyJpdil6ljR4WGNo bzhwZ0YrSmxMT3ZFdTNIIdEE9PSIsInZhbHVlIjoieE9BOCtoSTc5L3V5MUdUVGtodFNHL1ZkMGEreWxvU TBwd2JpRlBBNW1vZ0h4YmVCNEwxRDdmNVNTQUFWZWR4cSlm1hYyI6ImMzY2ZkYTE0OGViODQ5Z mJkMWU4ZGQ3OWFhMTYwOWU5ZGIzNWVmZmE2MzA4YWI0ZWU1Nzg1NGE2MjIwZTQzOGEiLCJOY">https://assessmentonline.naac.gov.in/public/index.php/admin/get_file?file_path=eyJpdil6ljR4WGNo bzhwZ0YrSmxMT3ZFdTNIIdEE9PSIsInZhbHVlIjoieE9BOCtoSTc5L3V5MUdUVGtodFNHL1ZkMGEreWxvU TBwd2JpRlBBNW1vZ0h4YmVCNEwxRDdmNVNTQUFWZWR4cSlm1hYyI6ImMzY2ZkYTE0OGViODQ5Z mJkMWU4ZGQ3OWFhMTYwOWU5ZGIzNWVmZmE2MzA4YWI0ZWU1Nzg1NGE2MjIwZTQzOGEiLCJOY</a>						



### Key Indicator 3.4: Collaboration

Item No.	Particulars					
3.4.1	<b>Collaborations/linkages of the institution for Faculty exchange, student exchange, internship, field trip, on-the-job training, research etc. during the last five years</b> <ul style="list-style-type: none"> <li>No. of linkage (s) for faculty exchange, student exchange, internship, field trip, on-the-job-training, research etc. year wise during the last five years</li> </ul>					
	<b>Year</b>	<b>2023-24</b>	<b>2022-23</b>	<b>2021-22</b>	<b>2020-21</b>	<b>2019-20</b>
	<b>Number</b>	<b>2</b>	<b>3</b>	<b>5</b>	<b>2</b>	<b>7</b>
	<p>Data requirement for the last five years:</p> <ul style="list-style-type: none"> <li>Title of the linkage</li> <li>Name of the partnering institution/industry/research lab with contact details</li> <li>Year of commencement</li> <li>Duration (From-to)</li> <li>Nature of linkage</li> </ul> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>E-copies/hard copies of linkage related document.</li> <li>Any additional information.</li> <li><a href="https://gcprohru.ac.in/wp-content/uploads/2022/11/3.5.1-DVV-Clarification.pdf">https://gcprohru.ac.in/wp-content/uploads/2022/11/3.5.1-DVV-Clarification.pdf</a></li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <a href="https://assessmentonline.naac.gov.in/public/index.php/admin/get_file?file_path=eyJpdil6lmhGMkprQm95cjJ6MHIwTnVhUVF2WIE9PSIsInZhbHVlIjoieG1hMmIneUpHQ0JXT1JaQlBqMXU5b0pzUVJ0YnZVd2ErL1ZkTkNTZUsxUFM0Y1V4eVJjVDhmTE5WcnJkd3FYdSIsIm1hYyI6ImM5MTM5MjY0ODUxYWM0ODJiMTJINTk0ZDAwNjU5YWJjYzlhZmE5YTMxMjkzNzU3MTAzYzdmN2FINTQ1ZWZ2ZTgiLCJ0YWciOiIlifQ==">https://assessmentonline.naac.gov.in/public/index.php/admin/get_file?file_path=eyJpdil6lmhGMkprQm95cjJ6MHIwTnVhUVF2WIE9PSIsInZhbHVlIjoieG1hMmIneUpHQ0JXT1JaQlBqMXU5b0pzUVJ0YnZVd2ErL1ZkTkNTZUsxUFM0Y1V4eVJjVDhmTE5WcnJkd3FYdSIsIm1hYyI6ImM5MTM5MjY0ODUxYWM0ODJiMTJINTk0ZDAwNjU5YWJjYzlhZmE5YTMxMjkzNzU3MTAzYzdmN2FINTQ1ZWZ2ZTgiLCJ0YWciOiIlifQ==</a> </div> <ul style="list-style-type: none"> <li>Details of linkages with institutions/industries for internship</li> </ul>					
3.4.2	<b>No. of functional MoUs with National and International institutions, universities, industries, corporate houses etc. during the last five years</b>					
3.4.2.1	No. of functional MoUs with institutions of National, International importance, other universities, industries, corporate houses etc. year wise during the last five years					
	<b>Year</b>	<b>2023-24</b>	<b>2022-23</b>	<b>2021-22</b>	<b>2020-21</b>	<b>2019-20</b>
	<b>Number</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>7</b>
	Data requirement for the last five years:					

- Organisation with which MoU has been signed
- Name of the institution/industry/corporate house
- Year of signing MoU
- Duration
- List the actual activities under each MoU
- No. of students/teachers participating under MoU

**Attach as Annexure(s)**

- E-copies/hard copies of the MoUs with institution/industry/corporate houses.
- Any additional information.
- Details of functional MoUs with institutions of National, International importance, other universities etc. during the last five years.

<https://gcprohru.ac.in/wp-content/uploads/2024/04/MOU-with-Industry-and-institutes.pdf>

<https://gcprohru.ac.in/wp-content/uploads/2022/11/3.5.1-Supporting-Number-of-MoUs-collaborations.pdf>

**Please check the institute website <https://gcprohru.ac.in/> under the NAAC Section Verify additional information & supporting documents**

## Criteria-4 Infrastructure and Learning Resources

### Key Indicator 4.1 Physical Facilities

Item No.	Particulars
4.1.1	<p><b>Infrastructure and physical facilities for teaching-learning, viz., classrooms, laboratories, computing equipment etc. of the institutions.</b></p> <p>The massive infrastructure of the institute which comprises 3.6 acres of land is only a glimpse of the excellent atmosphere available at the institute for academic and non-academic activities. The approximate 5197 sq.m. houses the academic block, administrative block, Girls' Hostel, Guest rooms along with Faculty residences. Academic blocks comprise five classrooms (including two exam halls and a smart classroom), two tutorial rooms, one central instrumentation facilities (CIF) lab, one computer/language lab, one library, one reading room, an animal house, an aseptic room, and one seminar hall for conducting various activities. Besides, as per the mandatory guidelines of AICTE related to infrastructure, there are ten labs (pharmacy), a gymnasium, separate common rooms for boys and girls, a cafeteria, and a machine room.</p> <p>The administrative block of the college houses offices for secretarial and ministerial staff, separate and individual cabins for teaching staff, and a central storehouse as well as a well-maintained auditorium having a seating capacity of more than 300 occupants. Moreover, the institute also has a well-furnished guest house along with one medical room.</p> <p>The institute has also a 90-seater girls hostel in which 33 single rooms for final year students and one room reserved for the handicapped students on the ground floor. The hostel is large and spacious, with requisite infrastructural facilities like water and power supply, a safe drinking water facility in the hostel, regular water tank cleaning, a guest room to accommodate parents, GENSET Model generator of 55 KVA ensuring continuous electricity supply.</p> <p>The machine room is equipped with all pilot plant machines like tray dryer, tablet punching machine, heavy duty root crusher, incinerator/muffle furnace, mixer (Double cone blender, V-cone blender), bottle sealing machine, autoclave, etc. In a similar manner institute also has a well-furnished and well-equipped CIF lab for students' research and practical work. CIF lab of the institute has sophisticated instruments like High-performance liquid chromatography (HPLC), Fourier Transformer Infra-Red (FTIR), eight basket dissolution assembly, UV-double beam spectrophotometer, etc. The institute has equipment like a rota evaporator with a deep freezer, Franz diffusion cell, bioanalyzer microwave synthesizer, PCR, Bioanalyzer, etc. in labs</p>

	<p>for students' practical work. The institute has a well-furnished library of 150 sqm and has a stack room, reading room, e-books, e-journal subscription, and print journals for students. Additionally, the institution also has 24x7 internet facilities with a 100 MBPS internet lease line provided free to students, and staff. The institution offers a cutting-edge gymnasium with the newest equipment likes, a multi-gymnasium machine, a bench press, a set of dumbbells, a set of weight plates and cardio machines, etc. for the health and fitness of its students and staff. Teachers and students can join the gym without any fee. The institute also has a medicinal/herbal garden, and the students use mzdical gardens herbs, and other medicinal plants for their research activities. The institute has a cafeteria and boys/girls' common room for minor recreational activities, along with a separate dining room for the staff.</p> <p>Page Describe the adequacy of infrastructure and physical facilities for teaching-learning as per the minimum specified requirement of statutory bodies within 100-150 words.</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Any additional information.</li> <li>• <a href="https://gcprohru.ac.in/wp-content/uploads/2024/04/4.1.1-The-Institution-has-adequate-infrastructure-and-physical-facilities.pdf">https://gcprohru.ac.in/wp-content/uploads/2024/04/4.1.1-The-Institution-has-adequate-infrastructure-and-physical-facilities.pdf</a></li> </ul>
4.1.2	<p><b>Facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.</b></p> <p>The college places significant emphasis on extracurricular activities alongside academics, fostering overall student development. Various events like freshers, farewell parties, induction programs, and recreational activities are celebrated on campus. With a well-equipped auditorium featuring cutting-edge audio-visual systems, the institution showcases student talents during these events. Notably, the "Blooming Bachelors" fresher's party organized by second-year students was a highlight, providing a platform for vibrant performances and recognizing Mr. &amp; Ms.Fresher and Mr. &amp; Ms. personalities. Moreover, students actively participate in external events such as the HPTU Youth Festival and Sports Meets, where they secured accolades in dance, acting, and sports. In-house events like the Pharmacy Premier League and Intra College sports festival further promote a spirit of healthy competition and sportsmanship among students. Additionally, the institution celebrates Yoga Day annually, emphasizing the importance of fitness through yoga and meditation sessions. With a state-of-the-art gymnasium and yoga sessions, the college prioritizes student well-being, embodying the belief that a sound mind resides in a sound body.</p> <p>Describe the adequacy of facilities for sports, games and cultural activities which include</p>

	<p>specification about area/size, year of establishment and user rate within 100-150 words.</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>Any additional information.</li> </ul> <p><a href="https://gcprohru.ac.in/wp-content/uploads/2024/04/4.1.2-The-Institution-has-adequate-facilities-for-cultural-activities-sports-games-indoor-outdoor-gymnasium-yoga-centre-etc.pdf">https://gcprohru.ac.in/wp-content/uploads/2024/04/4.1.2-The-Institution-has-adequate-facilities-for-cultural-activities-sports-games-indoor-outdoor-gymnasium-yoga-centre-etc.pdf</a></p>
4.1.3	<p><b>Percentage of classrooms and seminar halls with ICT-enabled facilities such as smart class, LMS etc.</b></p>
4.1.3.1	<p>No. of classrooms and seminar halls with ICT facilities: 04</p>
	<p>Data requirement for the last five years:</p> <ul style="list-style-type: none"> <li>No. of classrooms with LCD facilities : 04</li> <li>No. of classrooms with Wi-Fi/LAN facilities : 04</li> <li>No. of smart classrooms: 01</li> <li>No. of classrooms with LMS facilities</li> <li>No. of seminar halls with ICT facilities: 01</li> </ul> <p>Formula:</p> $\frac{\text{No. of classrooms and seminar halls with ICT facilities}}{\text{Total No. of classrooms/seminar halls in the institution}} \times 100$ <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>Any additional information.</li> <li>Details of classrooms and seminar halls with ICT enabled facilities</li> </ul> <p><a href="https://gcprohru.ac.in/wp-content/uploads/2024/12/4.1.3.1-Number-of-classrooms-and-seminar-halls-with-ICT-facilities.pdf">https://gcprohru.ac.in/wp-content/uploads/2024/12/4.1.3.1-Number-of-classrooms-and-seminar-halls-with-ICT-facilities.pdf</a></p> <p><b>Please check the institute website <a href="https://gcprohru.ac.in/">https://gcprohru.ac.in/</a> under the NAAC Section Verify additional information &amp; supporting documents</b></p>
4.1.4	<p>Average percentage of expenditure, excluding salary, for infrastructure augmentation during the last five years (INR in lakhs)</p>
4.1.4.1	<p>Expenditure for infrastructure augmentation, excluding salary, year wise during the last five years (INR in lakhs)</p>

	<b>Year</b>	<b>2023-24</b>	<b>2022-23</b>	<b>2021-22</b>	<b>2020-21</b>	<b>2019-20</b>
	<b>INR in lakhs</b>	92.80	59.12	63.10	103.39	64.16
<p>Date requirement for the last five years:</p> <ul style="list-style-type: none"> <li>• Expenditure for infrastructure augmentation.</li> <li>• Total expenditure excluding salary</li> </ul> <p>Formula:</p> $\text{Percentage per year} = \frac{\text{Expenditure for infrastructure augmentation excluding salary}}{\text{Total expenditure excluding salary}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Any additional information.</li> <li>• Audited utilization statements.</li> <li>• Details of budget allocation, excluding salary during the last five years</li> <li>• <a href="https://gcprohru.ac.in/wp-content/uploads/2024/12/4.1.4.1-Expenditure-for-infrastructure-augmentation-excluding-salary-during-the-year-INR-in-lakhs.pdf">https://gcprohru.ac.in/wp-content/uploads/2024/12/4.1.4.1-Expenditure-for-infrastructure-augmentation-excluding-salary-during-the-year-INR-in-lakhs.pdf</a></li> <li>• <a href="https://gcprohru.ac.in/wp-content/uploads/2024/04/Audit-Report.pdf">https://gcprohru.ac.in/wp-content/uploads/2024/04/Audit-Report.pdf</a></li> <li>• <a href="https://gcprohru.ac.in/wp-content/uploads/2022/11/4.1.2-DVV-Clarification.pdf">https://gcprohru.ac.in/wp-content/uploads/2022/11/4.1.2-DVV-Clarification.pdf</a></li> </ul> <p>Please check the institute website <a href="https://gcprohru.ac.in/">https://gcprohru.ac.in/</a> under the NAAC Section Verify additional information &amp; supporting documents</p> <ul style="list-style-type: none"> <li>•</li> </ul>						

## Key Indicator 4.2 Library as a learning Resource

Item No.	Particulars																					
4.2.1	<p><b>Library is automated using Integrated Library Management System (ILMS)</b></p> <p>The Integrated Library Management System (ILMS) available at Govt. College of pharmacy Rohru is a comprehensive software solution utilized to automate library operations efficiently. It offers a range of features designed to streamline tasks such as cataloging, circulation, inventory management, and patron services. With ILMS, libraries can easily manage their collections, track borrowing and returns, and provide seamless access to resources for patrons.</p> <p>Additionally, ILMS often integrates with online databases and digital repositories, enabling users to search and access resources electronically. Overall, ILMS enhances the effectiveness of library services, improves user experience, and optimizes administrative workflows for librarians and staff.</p> <p><b>Details of Library:</b></p> <p>Special features of Library include collection of Printed &amp; Electronic Books and Journals as follows:</p> <table><tr><th>Sr. No.</th><th>Details of Books (course-wise)</th><th>Number</th></tr><tr><td>(i)</td><td>No. of Titles</td><td><b>1311</b></td></tr><tr><td>(ii)</td><td>No. of Volumes</td><td><b>7698</b></td></tr><tr><td>(iii)</td><td>Journals</td><td><b>17</b></td></tr><tr><td>(iv)</td><td>Magazine</td><td><b>3</b></td></tr><tr><td>(v)</td><td>Newspaper</td><td><b>3</b></td></tr><tr><td>(vi)</td><td>Photocopier</td><td><b>1</b></td></tr></table> <p>Date requirement for the last five years: Write a description of library within (100-150 words)</p> <ul style="list-style-type: none"><li>• Name of ILMS software</li><li>• Nature of automation (fully or partially)</li><li>• Version</li><li>• Year of automation</li></ul> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"><li>• Any additional information.</li><li>• Paste link for additional information, if any</li></ul> <p><a href="https://gcprohru.ac.in/wp-content/uploads/2024/12/4.2.1-Library-is-automated-using-Integrated-Library-Management-System-ILMS.pdf">https://gcprohru.ac.in/wp-content/uploads/2024/12/4.2.1-Library-is-automated-using-Integrated-Library-Management-System-ILMS.pdf</a></p>	Sr. No.	Details of Books (course-wise)	Number	(i)	No. of Titles	<b>1311</b>	(ii)	No. of Volumes	<b>7698</b>	(iii)	Journals	<b>17</b>	(iv)	Magazine	<b>3</b>	(v)	Newspaper	<b>3</b>	(vi)	Photocopier	<b>1</b>
Sr. No.	Details of Books (course-wise)	Number																				
(i)	No. of Titles	<b>1311</b>																				
(ii)	No. of Volumes	<b>7698</b>																				
(iii)	Journals	<b>17</b>																				
(iv)	Magazine	<b>3</b>																				
(v)	Newspaper	<b>3</b>																				
(vi)	Photocopier	<b>1</b>																				

4.2.2	<p><b>The institution has subscription for the following e-resources</b></p> <p>(1) e-journals: (2) e-Sodh Sindhu (3) Shodhganga Membership (4) E-books (5) Databases (6) Remote access to e-recourses</p> <p><b>Options:-</b></p> <p>(A) Any 4 or more of the above (B) Any 3 of the above (C) Any 2 of the above (D) Any 1 of the above (E) None of the above</p> <p>Data requirement for last five years:</p> <ul style="list-style-type: none"><li>• Details of membership</li><li>• Details of subscription</li></ul> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"><li>• Any additional information.</li><li>• <a href="https://gcprohru.ac.in/wp-content/uploads/2024/12/4.2.2-The-institution-has-subscription-for-the-following-e-resources.pdf">https://gcprohru.ac.in/wp-content/uploads/2024/12/4.2.2-The-institution-has-subscription-for-the-following-e-resources.pdf</a></li><li>• Detail of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership etc.</li></ul>																					
4.2.3	<p><b>Average annual expenditure on purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in lakhs)</b></p> <table><tr><td>4.2.3.1</td><td colspan="6">Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during the last five years (INR in lakhs)</td></tr><tr><td></td><td>Year</td><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td></td><td>INR in Lakhs</td><td>1</td><td>73 Thousand</td><td>1</td><td>1</td><td>5</td></tr></table> <p>Data requirement for the last five years:</p> <ul style="list-style-type: none"><li>• Expenditure on the purchase of books/e-books</li><li>• Expenditure on the purchase of journals/e-journals</li><li>• Year of expenditure</li></ul>	4.2.3.1	Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during the last five years (INR in lakhs)							Year	2023-24	2022-23	2021-22	2020-21	2019-20		INR in Lakhs	1	73 Thousand	1	1	5
4.2.3.1	Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during the last five years (INR in lakhs)																					
	Year	2023-24	2022-23	2021-22	2020-21	2019-20																
	INR in Lakhs	1	73 Thousand	1	1	5																



	<p>Average Expdt. per year: <b>1.74 lacs</b></p> <p><u>Total Expenditure in rupees on purchase of books/e-books/journals and subscription to journals/e-journals</u></p> <p style="text-align: center;">5</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>Any additional information.</li> <li>Audited statement of accounts.</li> <li>Details of annual expenditure for purchase of books/e-books and journals/e-journals during the last five years.</li> <li><a href="https://gcprohru.ac.in/wp-content/uploads/2024/12/4.2.3.1-Annual-expenditure-of-purchase-of-bookse-books-subscription-1.pdf">https://gcprohru.ac.in/wp-content/uploads/2024/12/4.2.3.1-Annual-expenditure-of-purchase-of-bookse-books-subscription-1.pdf</a></li> <li></li> </ul>		
4.2.4	<p><b>Percentage per day usage of library by teachers and students (foot falls and login data for online access)</b></p> <table border="1" data-bbox="209 891 1495 947"> <tr> <td data-bbox="209 891 371 947">4.2.4.1</td><td data-bbox="371 891 1495 947">No. of teachers and students using library per day over last one year.</td></tr> </table> <p><b>2377</b></p> <p>Data requirement</p> <ul style="list-style-type: none"> <li>Attach last page of accession register details</li> <li>Method of computing per day usage of library</li> <li>No. of users using library through e-access</li> <li>No. of physical users accessing library</li> </ul> <p>Formula:</p> $\frac{\text{No. of teachers and students using library per day}}{\text{Total No. of teachers and students}} \times 100$ <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>Any additional information.</li> <li>Details of library usage by teachers and students.</li> </ul>	4.2.4.1	No. of teachers and students using library per day over last one year.
4.2.4.1	No. of teachers and students using library per day over last one year.		

### Key Indicator 4.3: IT Infrastructure

Item No.	Particulars
4.3.1	<p><b>Institution frequently updates its IT facilities including Wi-Fi</b></p> <p>The institute spans across 3.6 acres of land and boasts a substantial infrastructure covering approximately 5197 sq.m. It includes key facilities such as an Academic block, Admin block, Girls Hostel, Guest rooms, and residences for the Director/Principal and faculty. With a focus on technological advancement, the institute houses well-equipped computer and language labs featuring thirty-two computers. Notably, twenty-five computers are equipped with the latest technology, sporting I-3/I-5 processors and 8 GB RAM. Moreover, the institute provides a range of software resources, both purchased and trial versions, to aid students in their research endeavors. This includes specialized software for subjects like physiology and pharmacology, aligned with Pharmacy Council of India (PCI) curriculum standards. Additionally, software packages like Microsoft Office and Design of Experiment (DOE) are available to enhance students' learning experiences. Furthermore, the institution offers LAN and Wi-Fi connectivity across its premises, ensuring seamless access to resources. A smart classroom, equipped with modern technology such as smart panel podiums and projectors, facilitates interactive learning experiences. With 24x7 internet facilities boasting a speed of 100 MBPS from the BSNL lease line, students and staff members enjoy unrestricted access to online resources, further enriching their academic journey.</p> <p>Describe IT facilities including Wi-Fi with date and nature of updation within 100-150 words.</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>Any additional information.</li> <li>Paste link for additional information, if any.</li> <li><a href="https://gcprohru.ac.in/wp-content/uploads/2024/12/4.3.1-Institution-frequently-updates-its-IT-facilities-including-Wi-Fi.pdf">https://gcprohru.ac.in/wp-content/uploads/2024/12/4.3.1-Institution-frequently-updates-its-IT-facilities-including-Wi-Fi.pdf</a></li> </ul>
4.3.2	<p><b>Student-Computer ratio</b> (Data for the latest completed academic year)</p> <p>No. of students : <b>272</b> : No. of Computers: <b>45</b></p> <p>Data requirement:</p> <ul style="list-style-type: none"> <li>No. of computers in working condition</li> <li>Total no. of computers</li> </ul> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>Any additional information.</li> <li>Student-computer ratio <b>6:1</b></li> </ul>

4.3.3	<p><b>Bandwidth of Internet connection in the Institution: 100 MBPS</b></p> <p><b>Options:</b></p> <p>(A) 10 GBPS  (B) 1 GBPS  (C) 750 MBPS  (D) 500 MBPS  (E) Others (specify)</p> <p><b>Data requirement:</b></p> <ul style="list-style-type: none"> <li>Available internet bandwidth</li> </ul> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>Any additional information.</li> <li>Details of available bandwidth of internet connection in the institution.</li> <li><a href="https://gcprohru.ac.in/wp-content/uploads/2024/12/4.3.3-Bandwidth-of-internet-connection-in-the-Institution.pdf">https://gcprohru.ac.in/wp-content/uploads/2024/12/4.3.3-Bandwidth-of-internet-connection-in-the-Institution.pdf</a></li> <li></li> </ul>
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### Key Indicator 4.4 Maintenance of Campus Infrastructure

Item No.	Particulars						
4.4.1	Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities), excluding salary component, during the last five years (INR in lakhs)						
	4.4.1.1	Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)					
		Year	2023-24	2022-23	2021-22	2020-21	2019-20
		INR in lakhs	92.80	59.13	63.10	103.39	64.16
	Average percentage : 76.51 lacs						
Data requirement year wise: (As per data template in Section B)							
<ul style="list-style-type: none"><li>• Non salary expenditure incurred</li><li>• Expenditure incurred on maintenance of campus infrastructure</li></ul>							
Formula:							
$\text{Percentage per year} = \frac{\text{Expenditure on maintenance of physical and academic support facilities excluding salary component}}{\text{Total expenditure excluding salary component}} \times 100$							
$\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$							
Attach as Annexure(s)							
<ul style="list-style-type: none"><li>• Any additional information.</li><li>• Audited statements of accounts.</li><li>• Details about assigned budget and expenditure on physical facilities and academic support facilities</li></ul>							
<a href="https://gcprohru.ac.in/wp-content/uploads/2024/12/4.4.1.1-Expenditure-incurred-on-maintenance-of-infrastructure.pdf">https://gcprohru.ac.in/wp-content/uploads/2024/12/4.4.1.1-Expenditure-incurred-on-maintenance-of-infrastructure.pdf</a>							
<ul style="list-style-type: none"><li>• <a href="https://gcprohru.ac.in/wp-content/uploads/2024/12/4.1.4.1-Expenditure-for-infrastructure-augmentation-excluding-salary-during-the-year-INR-in-lakhs.pdf">https://gcprohru.ac.in/wp-content/uploads/2024/12/4.1.4.1-Expenditure-for-infrastructure-augmentation-excluding-salary-during-the-year-INR-in-lakhs.pdf</a></li><li>• <a href="https://gcprohru.ac.in/wp-content/uploads/2024/04/Audit-Report.pdf">https://gcprohru.ac.in/wp-content/uploads/2024/04/Audit-Report.pdf</a></li><li>• <a href="https://gcprohru.ac.in/wp-content/uploads/2022/11/4.1.2-DVV-Clarification.pdf">https://gcprohru.ac.in/wp-content/uploads/2022/11/4.1.2-DVV-Clarification.pdf</a></li></ul>							

4.4.2	<b>Established systems and procedures for maintaining and utilizing physical, academic and support facilities-laboratory library, sports complex, computers, classrooms etc.</b>
	<p>The institution has implemented comprehensive systems and procedures to effectively maintain and utilize its physical, academic, and support facilities. This includes laboratories, libraries, sports complexes, computer facilities, and classrooms.</p> <p>Laboratories are equipped with modern amenities and undergo regular maintenance to ensure equipment functionality and safety. The library is managed using an Integrated Library Management System (ILMS), providing efficient access to resources and regular updates to the collection. The sports complex is well-maintained to promote physical activity, with facilities regularly inspected for safety. Computer facilities are equipped with up-to-date hardware and software, overseen by IT staff to ensure functionality and security. Classrooms are furnished with necessary instructional tools, regularly checked for maintenance needs, and organized to facilitate effective teaching and learning. These systems and procedures underscore the institution's commitment to providing a conducive learning environment that supports student development and academic excellence. Through these measures, students benefit from well maintained facilities and resources tailored to meet their educational needs.</p> <p>Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities on the website within 100-150 words.</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Any additional information.</li> <li>• Paste link for additional information, if any.</li> </ul> <p><a href="https://gcprohru.ac.in/wp-content/uploads/2024/12/4.4.2-There-are-established-systems-and-procedures-for-maintaining-and-utilizing-physical-academic.pdf">https://gcprohru.ac.in/wp-content/uploads/2024/12/4.4.2-There-are-established-systems-and-procedures-for-maintaining-and-utilizing-physical-academic.pdf</a></p>

## Criterion 5-Student Support and Progression

### Key Indicator 5.1 Student Support

Item No.	Particulars					
5.1.1	<b>Average percentage of students benefitted by scholarships and freeships provided by the Government during the last five years.</b>					
5.1.1.1	No. of students benefitted by scholarships and freeships provided by the Government year wise during the last five years					
	<b>Year</b>	<b>2023-24</b>	<b>2022-23</b>	<b>2021-22</b>	<b>2020-21</b>	<b>2019-20</b>
	<b>Number</b>	76	113	63	48	44
	<b>% per Year</b>	31 %	52.80 %	34.61 %	27.90 %	26.19 %
<p>Average percentage : <b>34 %</b></p> <p>Data requirement year wise:</p> <ul style="list-style-type: none"> <li>Name of the Scheme</li> <li>No. of students benefitted/benefiting</li> </ul> <p>Formula:</p> $\text{Percentage per year} = \frac{\text{No. of students benefitted by scholarships and freeships by government}}{\text{No. of students}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>Self attested letter with the list of students sanctioned scholarship.</li> <li>Any additional information.</li> <li><a href="https://gcprohru.ac.in/wp-content/uploads/2024/12/5.1.1.1-Number-of-students-benefitted-by-scholarships-and-free-ships-provided-by-the-Government-during-the-year-.pdf">https://gcprohru.ac.in/wp-content/uploads/2024/12/5.1.1.1-Number-of-students-benefitted-by-scholarships-and-free-ships-provided-by-the-Government-during-the-year-.pdf</a></li> <li><a href="https://gcprohru.ac.in/wp-content/uploads/2024/04/5.1-Student-Support.pdf">https://gcprohru.ac.in/wp-content/uploads/2024/04/5.1-Student-Support.pdf</a></li> <li><a href="https://gcprohru.ac.in/wp-content/uploads/2022/11/5.1.1-DVV-Clarification.pdf">https://gcprohru.ac.in/wp-content/uploads/2022/11/5.1.1-DVV-Clarification.pdf</a></li> </ul> <p>Please check the institute website <a href="https://gcprohru.ac.in/">https://gcprohru.ac.in/</a> under the NAAC Section Verify additional information &amp; supporting documents</p>						

5.1.2	<b>Average percentage of students benefitted by scholarships, freeships etc. provided by the institution/non-government agencies during the last five years</b>					
5.1.2.1	Total No. of students benefitted by scholarships, freeships, etc. provided by the institution/non-government agencies year wise during the last five years					
	<b>Year</b>	<b>2023-24</b>	<b>2022-23</b>	<b>2021-22</b>	<b>2020-21</b>	<b>2019-20</b>
	<b>Number</b>	0	1	0	0	0
<p>Data requirement for last five years:</p> <ul style="list-style-type: none"> <li>Name of the scheme with contact information</li> <li>No. of students benefitted/benefiting</li> </ul> <p>Formula:</p> $\text{Percentage per year} = \frac{\text{Total No. of students benefitted by scholarships and freeships provided by the institution or non-government agencies}}{\text{Total No. of students}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>Any additional information.</li> <li>No. of students benefitted by scholarships and freeships provided by institution/non-government agencies in last five years</li> <li><a href="https://gcprohru.ac.in/wp-content/uploads/2024/04/5.1.2-Number-of-students-benefitted-by-scholarships-free-ships-etc-provided-by-the-institution-non-government-agencies-during-the-year.pdf">https://gcprohru.ac.in/wp-content/uploads/2024/04/5.1.2-Number-of-students-benefitted-by-scholarships-free-ships-etc-provided-by-the-institution-non-government-agencies-during-the-year.pdf</a></li> </ul> <p>Please check the institute website <a href="https://gcprohru.ac.in/">https://gcprohru.ac.in/</a> under the NAAC Section Verify additional information &amp; supporting documents</p>						
5.1.3	<p><b>Capacity building and skills enhancement initiatives taken by the institution including the following:</b></p> <ol style="list-style-type: none"> <li>Soft skills</li> <li>Language and communication skills</li> <li>Life skills (Yoga, physical fitness, health and hygiene)</li> <li>ICT/computing skills</li> </ol> <p><b>Options:-</b></p> <ol style="list-style-type: none"> <li>All of the above.</li> <li>3 of the above</li> <li>2 of the above</li> </ol>					

	<p>(d) 1 of the above</p> <p>(e) None of the above</p> <p>Data requirement:</p> <ul style="list-style-type: none"> <li>Name of the capacity building and skills enhancement initiatives</li> <li>Year of implementation</li> <li>No. of students enrolled</li> <li>Name of the agencies involved with contact details</li> </ul> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>Any additional information.</li> <li>Link to the institution website, if any.</li> <li><a href="https://gcprohru.ac.in/wp-content/uploads/2024/12/5.1.3-Capacity-building-and-skills-enhancement-initiatives-taken-by-the-institution-include-the-following.pdf">https://gcprohru.ac.in/wp-content/uploads/2024/12/5.1.3-Capacity-building-and-skills-enhancement-initiatives-taken-by-the-institution-include-the-following.pdf</a></li> <li></li> <li>Details of capability building and skill enhancement initiatives.</li> </ul>					
5.1.4	<b>Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years</b>					
5.1.4.1	No. of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during the last five years					
	<b>Year</b>	<b>2023-24</b>	<b>2022-23</b>	<b>2021-22</b>	<b>2020-21</b>	<b>2019-20</b>
	<b>Number</b>	36	31	30	35	45
	<p style="text-align: center;"><b>Average percentage : 22 %</b></p> <p>Data requirement for last five years:</p> <ul style="list-style-type: none"> <li>Name of the scheme</li> <li>No. of students who have passed in the competitive examination</li> <li>No. of students placed</li> </ul> <p>Formula:</p> $\text{Percentage per year} = \frac{\text{No. of students benefitted by guidance for competitive examination and career counselling offered by the institution}}{\text{No. of students}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$					



	<p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>Any additional information.</li> <li>No. of students benefitted by guidance for competitive examinations and career counselling during the last five years.</li> </ul> <p><a href="https://gcprohru.ac.in/wp-content/uploads/2024/04/5.1.4-Number-of-students-benefitted-by-guidance-for-competitive-examinations-and-career-counseling-offered-by-the-institution-during-the-year-1.pdf">https://gcprohru.ac.in/wp-content/uploads/2024/04/5.1.4-Number-of-students-benefitted-by-guidance-for-competitive-examinations-and-career-counseling-offered-by-the-institution-during-the-year-1.pdf</a></p> <p><a href="https://gcprohru.ac.in/wp-content/uploads/2022/11/5.1.3-DVV-Clarification.pdf">https://gcprohru.ac.in/wp-content/uploads/2022/11/5.1.3-DVV-Clarification.pdf</a></p> <p>Please check the institute website <a href="https://gcprohru.ac.in/">https://gcprohru.ac.in/</a> under the NAAC Section Verify additional information &amp; supporting documents</p>
5.1.5	<p><b>The Institution has a transparent mechanism for timely redressal of students' grievances including sexual harassment and ragging cases.</b></p> <ol style="list-style-type: none"> <li>Implementation of guidelines for statutory/regulatory bodies.</li> <li>Organization wide awareness and undertakings on policies with zero tolerance</li> <li>Mechanism for submission of online/offline students' grievances</li> <li>Timely redressal of the grievances through appropriate committees</li> </ol> <p><b>Options:</b></p> <p>(A) All of the above</p> <p>(B) 3 of the above</p> <p>(C) 2 of the above</p> <p>(D) 1 of the above</p> <p>(E) None of the above</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>Details of students grievances redressal policy including sexual harassment and ragging cases, No. of cases received and redressed.</li> <li>Minutes of the meetings of Students' Redressal Committee, Prevention of Sexual Harassment Committee and Anti Ragging Committee.</li> <li>Any additional information.</li> </ul>

## Key Indicator 5.2 Students' Progression

Item No.	Particulars					
5.2.1	<b>Average percentage of placement of outgoing students during the last five years : 22.49 %</b>					
5.2.1.1	No. of outgoing students placed year wise during the last five years					
	<b>Year</b>	<b>2023-24</b>	<b>2022-23</b>	<b>2021-22</b>	<b>2020-21</b>	<b>2019-20</b>
	<b>Number</b>	11	7	05	14	12
	<b>% per year</b>	23 %	16 %	11.62 %	31.81%	30 %
<p>Data requirement for last five years</p> <ul style="list-style-type: none"> <li>Name of the employer with contact details</li> <li>No. of students placed</li> </ul> <p>Formula:</p> $\text{Percentage per year} = \frac{\text{No. of outgoing students placed} \times 100}{\text{No. of outgoing students}}$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>Self attested list of students placed, during last five years.</li> <li>Any additional information.</li> <li><a href="https://gcprohru.ac.in/wp-content/uploads/2022/11/5.2.1-DVV-Clarification.pdf">https://gcprohru.ac.in/wp-content/uploads/2022/11/5.2.1-DVV-Clarification.pdf</a></li> <li></li> </ul> <div style="border: 1px solid black; padding: 5px;"> <a href="https://assessmentonline.naac.gov.in/public/index.php/admin/get_file?file_path=eyJpdil6lmd6a2NDWisxR1o5Zi9maCtLekh1c1E9PSIsInZhbHVlIjoiaRStWWW5tSGpSRkt6d2p1akQzOFBPREVoMnA5QTcwbUhjWGJWt0g1Z0RYbVRvT3Z3dHZ5UmwrREg2eEdsWmx0TSIsIm1hYyI6IjUyYzQzNmI5OTA1NmMOYTYzYjA4MWFkZDUxYTE0ZGE0OWVhOWQ4OTY3MWYwMmVmZTQwY2NlMWNlNTlmNzdmMTk1CjQwMGI0Ij09--">https://assessmentonline.naac.gov.in/public/index.php/admin/get_file?file_path=eyJpdil6lmd6a2NDWisxR1o5Zi9maCtLekh1c1E9PSIsInZhbHVlIjoiaRStWWW5tSGpSRkt6d2p1akQzOFBPREVoMnA5QTcwbUhjWGJWt0g1Z0RYbVRvT3Z3dHZ5UmwrREg2eEdsWmx0TSIsIm1hYyI6IjUyYzQzNmI5OTA1NmMOYTYzYjA4MWFkZDUxYTE0ZGE0OWVhOWQ4OTY3MWYwMmVmZTQwY2NlMWNlNTlmNzdmMTk1CjQwMGI0Ij09--</a> </div> <p>Please check the institute website <a href="https://gcprohru.ac.in/">https://gcprohru.ac.in/</a> under the NAAC Section Verify additional information &amp; supporting documents</p>						

5.2.2	<b>Average percentage of students progressing to higher education during the last five years</b>					
5.2.2.1	No. of outgoing students' progression to higher education: <b>118</b>					
	<p>Data requirement:</p> <p>No. of students proceeding from: <b>118</b></p> <p><b>Percentage = 53.88%</b></p> <ul style="list-style-type: none"> <li>• UG to PG:</li> <li>• PG to M. Phil:</li> <li>• PG to PhD:</li> <li>• M. Phil to Ph.D.:</li> <li>• Ph. D. to Post Doctoral:</li> </ul> <p>Formula:</p> $\text{Percentage per year} = \frac{\text{No. of outgoing students progressing to higher education}}{\text{Total No. of final year students}} \times 100$ <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Supporting data of students/alumni.</li> <li>• Any additional information <a href="https://gcprohru.ac.in/wp-content/uploads/2022/11/5.2.1-DVV-Clarification.pdf">https://gcprohru.ac.in/wp-content/uploads/2022/11/5.2.1-DVV-Clarification.pdf</a></li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <a href="https://assessmentonline.naac.gov.in/public/index.php/admin/get_file?file_path=eyJpdil6lmd6a2NDWi sxR1o5Zi9maCtLekh1c1E9PSIsInZhbHVlIjoirStWWW5tSGpSRkt6d2p1akQzOFBPREVoMnA5OTcwbUhjW GJWTOg1ZORYbVRvT3Z3dHZ5UmwrREg2eEdsWmx0TSIsIm1hYyI6IjUyYzQzNmI5OTA1NmM0YTYzYjA4M WfkZDUxYTE0ZGE0OWVhOWQ4OTY3MWYwMmVmZTQwY2NIMWNINTlMnZdmMTkiLCJ0YWciOilifQ==">https://assessmentonline.naac.gov.in/public/index.php/admin/get_file?file_path=eyJpdil6lmd6a2NDWi sxR1o5Zi9maCtLekh1c1E9PSIsInZhbHVlIjoirStWWW5tSGpSRkt6d2p1akQzOFBPREVoMnA5OTcwbUhjW GJWTOg1ZORYbVRvT3Z3dHZ5UmwrREg2eEdsWmx0TSIsIm1hYyI6IjUyYzQzNmI5OTA1NmM0YTYzYjA4M WfkZDUxYTE0ZGE0OWVhOWQ4OTY3MWYwMmVmZTQwY2NIMWNINTlMnZdmMTkiLCJ0YWciOilifQ==</a> </div> <ul style="list-style-type: none"> <li>• Details of student progression to higher education</li> </ul>					
5.2.3	<b>Average percentage of students qualifying in State/National/International level examinations during the last five years</b> <b>(e.g.: JAM/NET/SLET/GATE/GMAT/CAT/GPAT/GRE/TOEFL/Civil Services/State Government examinations, etc.)</b>					
5.2.3.1	No. of students qualifying in State/National/International level examinations (e.g.: JAM/NET/SLET/GATE/GMAT/CAT/GPAT/GRE/TOEFL/Civil Services/State Government examinations, etc.) year wise during the last five years					
	<b>Year</b>	<b>2023-24</b>	<b>2022-23</b>	<b>2021-22</b>	<b>2020-21</b>	<b>2019-20</b>
	<b>Number</b>	15	9	18	10	18
5.2.3.2	No. of students appearing in State/National/International level examinations (e.g.: JAM/NET/SLET/GATE/GMAT/CAT/ GPAT/ GRE/ TOEFL/Civil Services/ State Government examinations) year wise during the last five years					

		Year	2023-24	2022-23	2021-22	2020-21	2019-20
		Number	28	30	33	29	36
<p><b>Average percentage: 44 %</b></p> <p>Data Requirement for last five years:</p> <p>No. of students selected to</p> <ul style="list-style-type: none"> <li>• JAM</li> <li>• NET</li> <li>• SLET</li> <li>• GATE</li> <li>• GMAT</li> <li>• CAT</li> <li>• GPAT</li> <li>• GRE</li> <li>• TOEFL</li> <li>• Civil Services</li> <li>• State Government examinations</li> <li>• Others (Specify)</li> </ul> <p>Formula:</p> $\text{Percentage per year} = \frac{\text{No. of students qualifying in State, National, International level examinations}}{\text{No. of students appeared for the State, National, International level exams.}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Supporting data for the same.</li> <li>• Any additional information.</li> <li>• <a href="https://drive.google.com/file/d/1sqrRIJzY96YqfZff_Uo1EroTgAZfQwd/view?usp=sharing">https://drive.google.com/file/d/1sqrRIJzY96YqfZff_Uo1EroTgAZfQwd/view?usp=sharing</a></li> </ul> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <a href="https://assessmentonline.naac.gov.in/public/index.php/admin/get_file?file_path=eyJpdil6ljQyYzNOUXNqUnQ0YjVDY0Vhc3ZKZnc9PSIsInZhbHVlIjoireF0R3NkMExWtk8za2NNY1NvakVlaFB0aUU4Zzlyb3pPOHRtY01BUktJbU50enk4VIArcmwwVUIPc2M2WEV6NiIsIm1hYyI6IjNkZGU5MzM4NTQ5MTJiYzJhNzI5N2Y3N2Q4Y2RhZTY0NGEyYTU2Njg1NmY1NmJkOWVkdZDUxMDY5MWJiYjM1MjEiLCJ0YWwciOilifQ==">https://assessmentonline.naac.gov.in/public/index.php/admin/get_file?file_path=eyJpdil6ljQyYzNOUXNqUnQ0YjVDY0Vhc3ZKZnc9PSIsInZhbHVlIjoireF0R3NkMExWtk8za2NNY1NvakVlaFB0aUU4Zzlyb3pPOHRtY01BUktJbU50enk4VIArcmwwVUIPc2M2WEV6NiIsIm1hYyI6IjNkZGU5MzM4NTQ5MTJiYzJhNzI5N2Y3N2Q4Y2RhZTY0NGEyYTU2Njg1NmY1NmJkOWVkdZDUxMDY5MWJiYjM1MjEiLCJ0YWwciOilifQ==</a> </div> <ul style="list-style-type: none"> <li>• List of students qualifying in State/National/International level examinations during the last five years</li> </ul>							

### Key Indicator 5.3 Students' Participation and Activities

Item No.	Particulars						
5.3.1	<b>No. 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.</b>						
	5.3.1.1	No. 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) year wise during the last five years.					
		Year	2023-24	2022-23	2021-22	2020-21	2019-20
		Number	9	9	6	0	3
	Data requirement for last five years:  <ul style="list-style-type: none"><li>Name of the award/medal</li><li>University/State/National/International</li><li>Sports/Culture</li></ul> <b>Attach as Annexure(s)</b> <ul style="list-style-type: none"><li>E-copies/hard copies of award letters and certificates.</li><li>Any additional information.</li><li>List of awards/medals for outstanding performance in sports/cultural activities at University/State/National/International level during the last five years.</li><li><a href="https://gcprohru.ac.in/wp-content/uploads/2024/12/5.3.1.1-Number-of-awards-medals-for-outstanding-performance-in-sports-cultural-activities-at-university_compressed.pdf">https://gcprohru.ac.in/wp-content/uploads/2024/12/5.3.1.1-Number-of-awards-medals-for-outstanding-performance-in-sports-cultural-activities-at-university_compressed.pdf</a></li><li><a href="https://gcprohru.ac.in/wp-content/uploads/2022/11/5.3.1-DVV-Clarification.pdf">https://gcprohru.ac.in/wp-content/uploads/2022/11/5.3.1-DVV-Clarification.pdf</a></li></ul> <p><b>Please check the institute website <a href="https://gcprohru.ac.in/">https://gcprohru.ac.in/</a> under the NAAC Section: Verify additional information &amp; supporting documents</b></p>						
5.3.2	<b>Institutions facilitates students’ representation and engagement in various administrative, co-curricular and extra-curricular activities (student council/students representation on various bodies as per established processes and norms)</b>						
	Govt. College of Pharmacy Rohru, prioritize and actively facilitate students' representation and engagement across various administrative, co-curricular, and extracurricular activities. Through mechanisms such as student councils and representation on key decision-making bodies, we empower our students to have a voice in shaping their educational experience.						

	<p>By providing opportunities for involvement in co-curricular and extracurricular pursuits, we aim to foster holistic development and enhance the overall learning journey of our students. Our commitment to student representation goes beyond mere participation; it encompasses the cultivation of leadership skills, teamwork, and a strong sense of responsibility.</p> <p>Furthermore, our vibrant campus culture is enriched by the active involvement of students in a wide range of activities, ranging different clubs (Eco club, Energy Club, Life skill Program, Idea Incubation Cell etc.) to sports league (Pharmacy Premiere League) and community service initiatives through NCC and NSS units. The established norms and transparent processes, we ensure that every student has the opportunity to contribute meaningfully to the fabric of our institution. Ultimately, our dedication to fostering student representation and engagement reflects our belief in the transformative power of education and our commitment to nurturing well-rounded individuals who are prepared to make a positive impact on the world.</p> <p>Describe the students' representation and engagement in various administrative, co-curricular and extra-curricular activities within 100-150 words.</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>Any additional information.</li> <li>Paste link for additional information, if any.</li> <li><a href="https://gcprohru.ac.in/wp-content/uploads/2024/12/5.3.2-Institution-facilitates-students-representation-and-engagement-in-various-administrative-co-curricular-and-extracurricular-activities.pdf">https://gcprohru.ac.in/wp-content/uploads/2024/12/5.3.2-Institution-facilitates-students-representation-and-engagement-in-various-administrative-co-curricular-and-extracurricular-activities.pdf</a></li> </ul>					
5.3.3	<p><b>Average No. of sports and cultural events/competitions in which students of the institution participated during the last five years (organized by the institution/other institutions)</b></p>					
5.3.3.1	No. of sports and cultural events/competitions in which students of the institution participated year wise during the last five years					
	<b>Year</b>	<b>2023-24</b>	<b>2022-23</b>	<b>2021-22</b>	<b>2020-21</b>	<b>2019-20</b>
	<b>Number</b>	2	1	29	10	11
<p>Data requirement for last five years:</p> <ul style="list-style-type: none"> <li>List of events/competitions</li> </ul> <p>Formula:</p> $\frac{\text{No. of sports and cultural events/competitions in which students of the institution participated during the last 5 years}}{5}$ <p><b>Attach as Annexure(s)</b></p>						

	<ul style="list-style-type: none"> <li>• Report of the event.</li> <li>• Any additional information.</li> <li>• List of sports and cultural events/competitions in which students of the institution participated during the last five years.</li> <li>• <a href="https://gcprohru.ac.in/wp-content/uploads/2022/11/5.3.2-DVV-Clarification.pdf">https://gcprohru.ac.in/wp-content/uploads/2022/11/5.3.2-DVV-Clarification.pdf</a></li> </ul> <p><b>Please check the institute website <a href="https://gcprohru.ac.in/">https://gcprohru.ac.in/</a> under the NAAC Section Verify additional information &amp; supporting documents</b></p>
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## Key Indicator 5.4 Alumni Engagement

Item No.	Particulars
5.4.1	<p><b>Is there a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services?</b></p> <p>The Government College of Pharmacy, Rohru was established in 2005, offering the Bachelor of Pharmacy program. Over the years, 15 batches have successfully graduated, and many alumni now occupy esteemed positions in various sectors including industry and academia. The college is committed to uniting its alumni on a common platform to provide personal and professional support through a self-help community. While the dedicated space for the alumni association on the website is still under development, the institute has established an online presence across various social media platforms and facilitates direct interactions. Through these channels, alumni actively contribute to the welfare of current students, focusing primarily on career guidance and placements. The mission of the alumni group is to foster a dynamic, global network that actively engages alumni in the institute's development.</p> <p>Alumni are frequently invited to participate in guest lectures, career discussions, workshops, and other events. Additionally, arrangements are made for alumni to directly interact with students, offering guidance and opportunities for their professional growth. The prime focus of alumni engagement includes:</p> <p>Organizing successful reunions, initiated from the academic year 2023-24 with the first alumni meet of the institute. The institute commits to hosting such events annually to facilitate direct interaction and benefits for current students.</p> <p>Describe in 100-150 words</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Any additional information.</li> <li>• Paste link for additional information, if any.</li> <li>• <a href="https://gcprohru.ac.in/wp-content/uploads/2024/12/5.4.1-There-is-a-registered-Alumni-Association-that-contributes-significantly-to-the-development-of-the-institution-through-financial-andor-other-support-services.pdf">https://gcprohru.ac.in/wp-content/uploads/2024/12/5.4.1-There-is-a-registered-Alumni-Association-that-contributes-significantly-to-the-development-of-the-institution-through-financial-andor-other-support-services.pdf</a></li> <li>• <a href="https://gcprohru.ac.in/wp-content/uploads/2024/04/5.4-Alumni-Engagement.pdf">https://gcprohru.ac.in/wp-content/uploads/2024/04/5.4-Alumni-Engagement.pdf</a></li> </ul>



5.4.2	<p><b>Alumni contribution during the last five years (INR in lakhs)</b></p> <p><b>Options:</b></p> <p>(A) <math>\geq 5</math> lakhs</p> <p>(B) 4 lakhs – 5 lakhs</p> <p>(C) 3 lakhs – 4 lakhs</p> <p>(D) 1 lakh - 3 lakhs</p> <p><b>(E) <math>\leq 1</math> lakhs</b></p> <p>Data requirement for last five years:</p> <ul style="list-style-type: none"> <li>• Alumni association/Name of the alumni</li> <li>• Quantum of contribution</li> <li>• Audited statement of account of the institution reflecting the receipts</li> </ul> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Any additional information.</li> </ul>
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## Criterion 6-Governance, Leadership and Management

### Key Indicator 6.1 Institutional Vision and Leadership

Item No.	Particulars
6.1.1	<p><b>The Governance of the institution is reflective of and in tune with the vision and mission of the institution</b></p> <p><b>Vision</b></p> <p>To emerge as a center of excellence in the field of pharmaceutical sciences by providing globally acceptable theoretical, practical and moral learning to develop excellent health care professionals, entrepreneurs, and researchers.</p> <p><b>Mission</b></p> <p>To sincerely adopt the curriculum of the Himachal Pradesh Technical University, Hamirpur while incorporating necessary amendments as per the dynamic changes and requirements of industry, academics, and research.</p> <p>To provide a constructive environment to students for research and development in different disciplines of Pharmaceutical Sciences and Technology.</p> <p>To empower students to become skilled and trained professionals in the discipline of Pharmacy.</p> <p>To enable students for intellectual achievements in terms of academics, research, innovation, and product development.</p> <p>To instill moral, personal, and professional ethics in the students.</p> <p>Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers in the decision making bodies of the institution within 100-150 words.</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"><li>• Any additional information.</li><li>• Paste link for additional information, if any.</li></ul> <p><b>Please check the institute website <a href="https://gcprohru.ac.in/">https://gcprohru.ac.in/</a> under the NAAC Section Verify additional information &amp; supporting documents</b></p>

6.1.2	<p><b>The effective leadership is visible in various institutional practices such as decentralization and participative management</b></p> <p>The college's mentor-mentee program, with a 1:10 ratio, offers tailored support for students, addressing personal and academic challenges. Mentors serve as trusted advisors, guiding mentees through academic struggles and personal development goals.</p> <p>Additionally, students actively engage in conferences, recently achieving first place in scientific poster presentations. This success highlights the program's efficacy in nurturing talent and fostering scholarly inquiry. Participation in conferences provides students with valuable experience in presenting research and connecting with peers and professionals. Overall, these initiatives contribute to students' holistic development, equipping them with skills, knowledge, and confidence for academic and professional success.</p> <p>File</p> <p>Describe a case study (if any) showing decentralization and participative management in the institution in practice within 100-150 words.</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Any additional information.</li> <li>• Paste link for additional information, if any.</li> <li>• <a href="https://gcprohru.ac.in/wp-content/uploads/2024/12/6.1.2-The-effective-leadership-is-visible-in-various-institutional-practices-such-as-decentralization-and-participative-management.pdf">https://gcprohru.ac.in/wp-content/uploads/2024/12/6.1.2-The-effective-leadership-is-visible-in-various-institutional-practices-such-as-decentralization-and-participative-management.pdf</a></li> </ul> <p><b>Please check the institute website <a href="https://gcprohru.ac.in/">https://gcprohru.ac.in/</a> under the NAAC Section Verify additional information &amp; supporting documents</b></p>
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## Key Indicator 6.2 Strategic Development and Deployment

6.2.1	<p><b>The institutional strategic/perspective plan is effectively deployed</b></p> <p>The institute believes that the leader of an educational institution must hold high moral values and ethics which must be reflected through actions so that students follow it and all stakeholders respect the institution's values. The head of the institute acts as a guide, and a leader so that the institute always follows progressive steps for the benefit of every stakeholder. This cannot be possible without a leader. The principal acts as a companion, guide, mentor, associate, helper, and leader. These roles are fulfilled by constituting committees that work on behalf of the head of the institution. This in fact is the formal arrangement for running the institution smoothly.</p> <p>These committees coordinate and monitor the internal management of the college efficiently. A good leader is one, who set goals and then realizes those goals with the help of subordinates around him. All goals should be clear and feasible. All functionaries of the college are given such responsibilities that they have to act as leaders in one or the other programs.</p> <p>Describe one activity successfully implemented based on the strategic plan within 100-150 words</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Strategic plan and deployment documents on the website.</li> <li>• Any additional information.</li> <li>• Paste link for additional information, if any.</li> <li>• <a href="https://gcprohru.ac.in/wp-content/uploads/2024/12/6.2.1-The-institutional-Strategic-perspective-plan-is-effectively-deployed.pdf">https://gcprohru.ac.in/wp-content/uploads/2024/12/6.2.1-The-institutional-Strategic-perspective-plan-is-effectively-deployed.pdf</a></li> <li>• </li> </ul>
6.2.2	<p><b>The functioning of the institutional bodies is effective and efficient as visible from policies, administrative set up, appointment and service rules, procedures etc.</b></p> <p>The Government College of Pharmacy Rohru is the first-degree level institute established in the state of Himachal Pradesh. While the governance and financial administration of the institute are governed by the Director of Technical Education, Sunder Nagar, and the Secretary, Technical Education is the prime appointing authority for the institute.</p> <p>The DTE Sunder Nagar is the main governing authority that frames the policies in consonance with the Secretary, Technical Education. The department decides and frames policies, rules, guidelines, and strategies. The Director/Principal as well as teaching staff</p>

	<p>and some of the non-teaching staff of this institute are appointed by the Government of Himachal Pradesh through the Director, DTE, Sunder Nagar. Group A and B (Gazetted officers) Officers are recruited through advertisements published by the Himachal Pradesh Public Service Commission (HPPSC, Himachal Pradesh) and Group C employees are recruited through advertisements published by Himachal Pradesh Staff Selection Commission Hamirpur (HPSSC Hamirpur). Before the publication of the advertisements by HPPSC Shimla and HPSSC Hamirpur, the Govt of Himachal Pradesh finalizes the advertisement on the basis of the roster and also as per other rules and regulations.</p> <p>Describe the Organogram of the Institution within 100-150 words.</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Any additional information.</li> <li>• Link to Organogram of the Institution website, if any.</li> <li>• Paste link for additional information, if any.</li> <li>• <a href="https://gcprohru.ac.in/wp-content/uploads/2024/12/6.2.2-The-functioning-of-the-institutional-bodies-is-effective-and-efficient-as-visible-from-policies.pdf">https://gcprohru.ac.in/wp-content/uploads/2024/12/6.2.2-The-functioning-of-the-institutional-bodies-is-effective-and-efficient-as-visible-from-policies.pdf</a></li> </ul>
6.2.3	<p><b>Implementation of e-governance in areas of operation</b></p> <ol style="list-style-type: none"> <li>(1) Administration</li> <li>(2) Finance and Accounts</li> <li>(3) Student Admission and Support</li> <li>(4) Examination</li> </ol> <p><b>Options:</b></p> <ol style="list-style-type: none"> <li>(A) All of the above</li> <li>(B) 3 of the above</li> <li>(C) 2 of the above</li> <li>(D) 1 of the above</li> <li>(E) None of the above</li> </ol> <p>Data requirement:</p> <ul style="list-style-type: none"> <li>• Areas of e-governance <ul style="list-style-type: none"> <li>Administration</li> <li>Finance and Accounts</li> <li>Students Admission and Support</li> <li>Examination</li> </ul> </li> <li>• Name of the Vendor with contact details</li> <li>• Year of implementation</li> </ul>

	<p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• ERP (Enterprise Resource Planning) Document.</li> <li>• Screen shots of user interfaces</li> <li>• Any additional information:</li> <li>• <a href="https://drive.google.com/file/d/1Bv1KPXvNgPoXUc1WPTUWuPP88TOF7Nun/view">https://drive.google.com/file/d/1Bv1KPXvNgPoXUc1WPTUWuPP88TOF7Nun/view</a></li> </ul> <div data-bbox="268 472 1444 824"> <a href="https://assessmentonline.naac.gov.in/public/index.php/admin/get_file?file_path=evJpdiI6InptaklDRVBuQnhaL2FOaUJlczNnVEE9PSIsInZhbHVlIjoiVkgyK1dRbVR5VEJJPV25WSjRGZnNDaXhoMCtJTnh3bnlVRUhUUW9xWDg4T0pkNmXSXW5Nbk5VNjRHbUk5N2ZBdiIsIm1hYyI6ImRmYTdmMGEwODI1OTc1NTc3MWJkYTg4N2M0NjNmYjE2NjNmNWVvY2M5OGM1OTFhM2ZlODlkZWY1NTFjNTliMWMiLCJ0YWciOiIifQ==">https://assessmentonline.naac.gov.in/public/index.php/admin/get_file?file_path=evJpdiI6InptaklDRVBuQnhaL2FOaUJlczNnVEE9PSIsInZhbHVlIjoiVkgyK1dRbVR5VEJJPV25WSjRGZnNDaXhoMCtJTnh3bnlVRUhUUW9xWDg4T0pkNmXSXW5Nbk5VNjRHbUk5N2ZBdiIsIm1hYyI6ImRmYTdmMGEwODI1OTc1NTc3MWJkYTg4N2M0NjNmYjE2NjNmNWVvY2M5OGM1OTFhM2ZlODlkZWY1NTFjNTliMWMiLCJ0YWciOiIifQ==</a> </div> <ul style="list-style-type: none"> <li>• Details of implementation of e-governance in areas of operation, Administration etc.</li> </ul>
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### Key Indicator 6.3 Faculty Empowerment Strategies

Item No.	Particulars
6.3.1	<p><b>The institution has effective welfare measures for teaching and non-teaching staff.</b></p> <p>The Government College of Pharmacy, Rohru adheres to the leave rules and regulations outlined by the Government of Himachal Pradesh. These rules dictate the procedures and entitlements concerning various types of leave for faculty and staff members of the college. The leave policies cover aspects such as earned leave, casual leave, special leave, maternity leave, and more, ensuring that employees can avail themselves of necessary time off while maintaining operational continuity within the institution.</p> <p>Employees can refer to the official document provided by the Government of Himachal Pradesh for detailed information on the conditions for availing different types of leave. The link provided (<a href="https://himachal.nic.in/WriteReadData/1892s/15_1892s/215984349Leave%20Rules.pdf">https://himachal.nic.in/WriteReadData/1892s/15_1892s/215984349Leave%20Rules.pdf</a>) directs individuals to the comprehensive leave rules document, offering clarity and guidance regarding leave-related matters.</p> <p>Additionally, the college follows regulations concerning pension and gratuity for its employees, as stipulated by the Government of Himachal Pradesh. These regulations ensure that employees receive appropriate retirement benefits, including pensions and gratuities, upon completing their service tenure with the institution. The status related to pension and gratuity can be monitored through the provided link (<a href="https://himachal.nic.in/index1.php?lang=1&amp;dpt_id=1&amp;level=0&amp;linkid=392&amp;lid=88">https://himachal.nic.in/index1.php?lang=1&amp;dpt_id=1&amp;level=0&amp;linkid=392&amp;lid=88</a>), which offers updates and relevant information regarding pension schemes, eligibility criteria, application procedures, and other related aspects.</p> <p>Provide the list of existing welfare measures for teaching and non-teaching staff 100-150 words.</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Any additional information.</li> <li>• Paste link for additional information, if any.</li> </ul> <p><a href="https://gcprohru.ac.in/wp-content/uploads/2024/12/6.3.1-The-institution-has-effective-welfare-measures-for-teaching-and-non-teaching-staff.pdf">https://gcprohru.ac.in/wp-content/uploads/2024/12/6.3.1-The-institution-has-effective-welfare-measures-for-teaching-and-non-teaching-staff.pdf</a></p>

6.3.2	<b>Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years</b>					
6.3.2.1	No. of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years					
	Year	2023-24	2022-23	2021-22	2020-21	2019-20
	Number	0	0	0	0	0
Data requirement for last five years: <ul style="list-style-type: none"><li>• Name of the teachers</li><li>• Name of conference/workshop attended for which financial support provided.</li><li>• Name of the professional body for which membership fee is provided</li></ul>						
Formula: <div>Percentage per year = <math display="block">\frac{\text{No. of teachers provided with financial support to attend conferences, workshops and towards membership fee of professional bodies}}{\text{No. of full time teachers}} \times 100</math></div> <div><math display="block">\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}</math></div>						
<b>Attach as Annexure(s)</b> <ul style="list-style-type: none"><li>• Any additional information.</li><li>• Details of teachers provided with financial support to attend conference, workshops etc. during the last five years.</li></ul>						
6.3.3	<b>Average No. of professional development/administrative training programs organized by the institution for teaching and non-teaching staff during the last five year</b>					
6.3.3.1	Total No. of professional development/administrative training programmes organized by the institution for teaching and non-teaching staff year wise during the last five years					
	Year	2023-24	2022-23	2021-22	2020-21	2019-20
	Number	0	0	0	0	0
Data requirement for the last five years: <ul style="list-style-type: none"><li>• Title of the professional development programme organized for teaching staff.</li><li>• Title of the administrative training programme organized for non-teaching staff</li><li>• Dates (From-to)</li></ul>						



	<p>Formula:</p> <p>Average per year = <math>\frac{\text{Total No. of professional development or administrative training programmes organized for teaching and non-teaching staff during the last five years}}{5}</math></p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"><li>Any additional information.</li><li>Details of professional development/administrative training programmes organized by the University for teaching and non-teaching staff.</li></ul>					
6.3.4	<p><b>Average percentage of teachers undergoing online/face-to-face Faculty Development Programmes (FDP) during the last five years</b></p> <p>(Professional Development Programmes, Orientation/Induction Programmes, Refreshers Course, Short Term Course etc.)</p>					
6.3.4.1	Total No. of teachers attending professional development programmes viz., orientation/induction programme, refresher course, short term course year wise during the last five years					
	Year	2023-24	2022-23	2021-22	2020-21	2019-20
	Number	28	42	7	6	5
<p>Data requirement for the last five years:</p> <ul style="list-style-type: none"><li>No. of teachers</li><li>Title of the programme</li><li>Duration (from-to)</li></ul> <p>Formula:</p> <p>Percentage per year = <math>\frac{\text{Total No. of teaching staff attending such programmes}}{\text{No. of full time teachers}} \times 100</math></p> <p>Average percentage = <math>\frac{\sum \text{Percentage per year}}{5}</math></p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"><li>Details of teachers attending professional development programmes during the last five years.</li><li>Any additional information.</li><li><a href="https://gcprohru.ac.in/wp-content/uploads/2022/11/6.3.3-DVV-Clarification.pdf">https://gcprohru.ac.in/wp-content/uploads/2022/11/6.3.3-DVV-Clarification.pdf</a></li><li><a href="https://gcprohru.ac.in/wp-content/uploads/2024/12/6.3.4.1-Total-number-of-teachers-attending-professional-development-Programmes-Orientation-Induction-Programme.pdf">https://gcprohru.ac.in/wp-content/uploads/2024/12/6.3.4.1-Total-number-of-teachers-attending-professional-development-Programmes-Orientation-Induction-Programme.pdf</a></li></ul> <p>Please check the institute website <a href="https://gcprohru.ac.in/">https://gcprohru.ac.in/</a> under the NAAC Section Verify additional information &amp; supporting documents</p>						

6.3.5	<p><b>Institution's Performance Appraisal System for teaching and non-teaching staff</b></p> <p>The institute is following practice to evaluate the performance, work, and conduct of its employee annually. The details are as follows:</p> <p>The institute submits a detailed report of the performance, achievements, work, and conduct of all the regular employees of the institute to the Directorate of Technical Education, Vocational and Industrial Training, Sundernagar, Himachal Pradesh.</p> <p>The report is evaluated thoroughly in a very confidential manner and is utilized for considering or rejecting the promotion of the Govt. servant.</p> <p>The institute submits a detailed report of the performance, achievements, work, and conduct of all the contractual employees of the institute to the Directorate of Technical Education, Vocational and Industrial Training, Sundernagar, Himachal Pradesh.</p> <p>The report is evaluated thoroughly in a very confidential manner and is utilized for considering or rejecting the regularization of the Govt. servant.</p> <p>Apart from this, Govt. College of Pharmacy, Rohru is having its internal performance, work, and conduct evaluation system. All the contractual employees of the institute are required to submit this annual report to the head of the institute at the end of every academic year.</p> <p>Describe the functioning status of the Performance Appraisal System for teaching and non-teaching staff within 100-150 words.</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>Any additional information.</li> <li>Paste link for additional information, if any.</li> <li><a href="https://gcprohru.ac.in/wp-content/uploads/2024/12/6.3.5-Institutions-Performance-Appraisal-System-for-teaching-and-non-teaching-staff.pdf">https://gcprohru.ac.in/wp-content/uploads/2024/12/6.3.5-Institutions-Performance-Appraisal-System-for-teaching-and-non-teaching-staff.pdf</a></li> </ul>
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### Key Indicator 6.4 Financial Management and Resource Mobilization

Item No.	Particulars
6.4.1	<p><b>Institution conducts internal and external financial audits regularly</b></p> <p>The Department of Technical Education, Govt. of Himachal Pradesh allocates funds yearly for the upgradation of academic and infrastructure facilities as per Govt. norms in different heads. These funds are wisely used as per the requirements of different lab heads for purchase of chemicals, books, furniture, equipment etc. Under the direction of the Department of Technical Education of Himachal Pradesh all recurring funds are used to the fullest amount by the Institution. The funds raised through student fees and interest earned from the deposits are utilized for the development of the Institution and towards recurring expenses like electricity maintenance, vehicles, civil works and other infrastructural maintenance and student centric upgradation of facilities.</p> <p><b>Optimal Utilization of Resources:</b></p> <p>The institute has a clearly laid financial policy as per the Govt. norms and directions that ensure the valuable and optimal utilization of funds for academic, administrative, and development purposes, all of which eventually contribute to the realization of the institution's vision and mission. The institution keeps a precise record of all financial transactions in record/cash books and bill books as per the “store purchase rules” of Govt. of Himachal Pradesh. Fund utilization report is always communicated quarterly to the higher office and accordingly demand of budget and further utilisation of funds is decided. The Institution has a detailed framework in place to oversee the efficient and best use of the financial resources that are available for academic and infrastructure growth. Every year, an annual budget plan is prepared as per the directions received from the Department of Technical Education of Himachal Pradesh. Department which allocates the budget based on the requirements for the upcoming academic session, such as equipment, computers, lab chemicals, books etc.</p> <p>Department of Technical Education of Himachal Pradesh reviews the budget, examines annual spending, and ensure that financial resources are utilized effectively and efficiently. For the purpose of approving funds for various operations and outreach programs, the Institute adheres to a set protocol. The Director/Principal is completely free to organize different co-curricular and extracurricular activities, sponsor faculty and staff for different skill-development programmes, provide financial support for attending conferences and</p>

	<p>workshops etc. with consent and financial sanctions (if required) from the higher office. The institution has constituted a purchase committee. The store officer of the institute submits a request to the Director/Principal for any purchases, such as Chemicals, glassware, furniture, and all coal formalities like, inviting quotations, and evaluating them, compiling comparison statements etc.</p> <p>The committee members ensure that suitable equipment with the right specification is procured at competitive and optimal prices.</p> <p><b>Conducts financial audits regularly (internal and external)</b></p> <p>According to the rules and regulations for auditing purposes, the Institution maintains a transparent financial system. The institution has well-established procedures for budget approval for the associated expenses that are incurred annually. As a result, the Institution rigorously adheres to the budget allocated for the relevant heads of account while incurring expenses. Following the delivery of any materials or equipment, accurate stock entries are made in the departmental or lab stock registers, and the invoices or vouchers are delivered to the institution's head along with the Director/Principal signature.</p> <p>Enumerate various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within 100-150 words.</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>Any additional information.</li> <li><a href="https://gcprohru.ac.in/wp-content/uploads/2024/12/6.4.1-Institution-conducts-internal-and-external-financial-audits-regularly-Enumerate-the-various-internal-and-external-financial-audits.pdf">https://gcprohru.ac.in/wp-content/uploads/2024/12/6.4.1-Institution-conducts-internal-and-external-financial-audits-regularly-Enumerate-the-various-internal-and-external-financial-audits.pdf</a></li> <li></li> </ul>					
6.4.2	<b>Funds/Grants received from non-government bodies, individuals, philanthropers during the last five years (Not covered in Criterion III)</b>					
6.4.2.1	Total grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in lakhs)					
	<b>Year</b>	<b>2023-24</b>	<b>2022-23</b>	<b>2021-22</b>	<b>2020-21</b>	<b>2019-20</b>
	<b>INR in lakhs</b>	0	0	0	0	0
	<p>Data requirement for last five years:</p> <ul style="list-style-type: none"> <li>Name of the non-government bodies, individuals, Philanthropers</li> </ul>					

	<ul style="list-style-type: none"> <li>Funds/grants received</li> </ul> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>Annual statements of accounts.</li> <li>Details of funds/grants received from the non-government bodies, individuals, Philanthropers during the last five years.</li> <li>Any additional information.</li> </ul>
6.4.3	<p><b>Institutional strategies for mobilisation of funds and the optimal utilization of resources</b></p> <p>The Department of Technical Education, Govt. of Himachal Pradesh allocates funds yearly for the upgradation of academic and infrastructure facilities as per Govt. norms in different heads. These funds are wisely used as per the requirements of different lab heads for purchase of chemicals, books, furniture, equipment etc. Under the direction of the Department of Technical Education of Himachal Pradesh all recurring funds are used to the fullest amount by the Institution. The funds raised through student fees and interest earned from the deposits are utilized for the development of the Institution and towards recurring expenses like electricity maintenance, vehicles, civil works and other infrastructural maintenance and student centric upgradation of facilities. Optimal Utilization of Resources: The institute has a clearly laid financial policy as per the Govt. norms and directions that ensure the valuable and optimal utilization of funds for academic, administrative, and development purposes, all of which eventually contribute to the realization of the institution's vision and mission. The institution keeps a precise record of all financial transactions in record/cash books and bill books as per the “store purchase rules” of Govt. of Himachal Pradesh. Fund utilization report is always communicated quarterly to the higher office and accordingly demand of budget and further utilisation of funds is decided. Describe the resource mobilisation policy and procedures of the Institution within 100- 150 words</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>Any additional information.</li> <li><a href="https://gcprohru.ac.in/wp-content/uploads/2024/12/6.4.3-Institutional-strategies-for-mobilization-of-funds-and-the-optimal-utilization-of-resources.pdf">https://gcprohru.ac.in/wp-content/uploads/2024/12/6.4.3-Institutional-strategies-for-mobilization-of-funds-and-the-optimal-utilization-of-resources.pdf</a></li> </ul>

**Criterion 7 – Institutional Values and Best Practices**  
**Key Indicator-7.1 Institutional Values and Social Responsibilities**

<b>Item No.</b>	<b>Particulars</b>
7.1.1	<p><b>Measures initiated by the institution for gender equity promotion of gender equity during the last five years</b></p> <p>The institute's core values are embedded in its vision and mission, emphasizing the holistic development of students and fostering a strong sense of ethics. Equal participation and impartiality are fundamental principles that permeate every aspect of campus life. Efforts are made to ensure gender parity in all activities, including the selection of class representatives, membership in committees like the SWF Committee and the student grievance committee, and participation in events and guest lectures focused on gender equality. Both genders are equally encouraged to participate in extracurricular activities organized by different units and clubs such as NSS and NCC units, with initiatives taken to ensure the active involvement of female students. The institute also prioritizes the health and well-being of its female students by appointing a female dispenser responsible for maintaining a first aid box and overseeing the health concerns of female students in both the college and the hostel. Additionally, the institute organizes various initiatives aimed at gender sensitization, including awareness lectures focused on personal hygiene and promoting women's education, health, and social safety.</p> <p>Describe gender equity and sensitization in curricular and co-curricular activities, facilities for women on campus etc. within 100-150 word</p> <p>Provide web link to (if any):</p> <p><a href="https://gcprohru.ac.in/wp-content/uploads/2024/12/7.1.1-Measures-initiated-by-the-Institution-for-the-promotion-of-gender-equity-during-the-year.pdf">https://gcprohru.ac.in/wp-content/uploads/2024/12/7.1.1-Measures-initiated-by-the-Institution-for-the-promotion-of-gender-equity-during-the-year.pdf</a></p> <ul style="list-style-type: none"> <li>• Annual gender sensitization action plan</li> <li>• Specific facilities provided for women in terms of <ul style="list-style-type: none"> <li>(a) Safety and security</li> <li>(b) Counselling</li> <li>(c) Common Rooms</li> <li>(d) Day care center for young children</li> <li>(e) Any other relevant information</li> </ul> </li> </ul>

	Environmental Consciousness and Sustainability										
7.1.2	<p><b>The institution has facilities for alternate sources of energy and energy conservation measures</b></p> <table border="0"> <tr> <td>(1) Solar energy</td><td><input type="text"/></td></tr> <tr> <td>(2) Biogas Plant</td><td><input type="text"/></td></tr> <tr> <td>(3) Wheeling to the Grid</td><td><input type="text"/></td></tr> <tr> <td>(4) Sensor-based energy conservation</td><td><input type="text"/></td></tr> <tr> <td>(5) Use of LED bulbs/power efficient equipment</td><td><input type="text"/></td></tr> </table> <p><b>Any 2 of the above (1 &amp; 5)</b></p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Geotagged photographs</li> <li>• Any other relevant information</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <a href="https://assessmentonline.naac.gov.in/public/index.php/admin/get_file?file_path=eyJpdil6lkFYZExiVTd6WWxYK0hqaGFJemFXQmc9PSIsInZhbHVlIjoIQWYrYUJsSXM1eDAyaWNnQUREdmNVc2F3TWJZa29td1lsZExCZXI1dG9BWDlpS0hvNTJCT2xMbUgvTGcxWnZLTiIsIm1hYyI6IjQ5NDFmNTBiMjAxNDJiOTRiODFmYTQ4OTQ0ZmI0ZWQxNzY2ZWJkZDIhN2FINmIzMjY5ZGVlZDQ0YWVmNTk3ZmQjLCJ0YWwciOiIlifQ==">https://assessmentonline.naac.gov.in/public/index.php/admin/get_file?file_path=eyJpdil6lkFYZExiVTd6WWxYK0hqaGFJemFXQmc9PSIsInZhbHVlIjoIQWYrYUJsSXM1eDAyaWNnQUREdmNVc2F3TWJZa29td1lsZExCZXI1dG9BWDlpS0hvNTJCT2xMbUgvTGcxWnZLTiIsIm1hYyI6IjQ5NDFmNTBiMjAxNDJiOTRiODFmYTQ4OTQ0ZmI0ZWQxNzY2ZWJkZDIhN2FINmIzMjY5ZGVlZDQ0YWVmNTk3ZmQjLCJ0YWwciOiIlifQ==</a> </div> <p><b>Please check the institute website <a href="https://gcprohru.ac.in/">https://gcprohru.ac.in/</a> under the NAAC Section AQAR 2023-24 link. Verify additional information &amp; supporting documents</b></p>	(1) Solar energy	<input type="text"/>	(2) Biogas Plant	<input type="text"/>	(3) Wheeling to the Grid	<input type="text"/>	(4) Sensor-based energy conservation	<input type="text"/>	(5) Use of LED bulbs/power efficient equipment	<input type="text"/>
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7.1.3	<p><b>Describe the facilities in the institution for management of following types of degradable and non-degradable waste (within 100-150 words)</b></p> <p>The institution has implemented comprehensive waste management facilities to address both degradable and non-degradable waste effectively, contributing to environmental sustainability and cleanliness on campus. For degradable waste, such as organic matter and food waste, the institution employs composting facilities. These facilities utilize controlled decomposition processes to convert organic waste into nutrient-rich compost, which can then be used to fertilize campus gardens, landscaping, or agricultural projects. Separate bins or collection points are provided across the campus to encourage proper segregation of biodegradable waste at the source.</p> <p>For non-degradable waste, such as plastics, glass, metals, and paper, the institution implements recycling initiatives. Recycling bins are strategically placed throughout the campus to collect different types of recyclable materials. These materials are then sorted, processed, and sent to recycling facilities where they can be transformed into new products, conserving resources and reducing the amount of waste sent to landfills.</p>										

	<p>Furthermore, the institution may engage in waste minimization efforts by promoting the use of reusable items and discouraging single-use plastics and other disposable materials. Educational campaigns, workshops, and awareness programs may be conducted to encourage students, faculty, and staff to adopt sustainable practices and reduce their overall waste generation.</p> <p>Overall, the institution's waste management facilities encompass a holistic approach that addresses both degradable and nondegradable waste streams through composting, recycling, and waste minimization initiatives. By implementing these measures, the institution not only promotes environmental conservation but also instills a culture of sustainability within the campus community.</p> <ul style="list-style-type: none"> <li>• Solid waste management</li> <li>• Liquid waste management</li> <li>• Biomedical waste management</li> <li>• E-waste management</li> <li>• Waste recycling system</li> <li>• Hazardous chemicals and radioactive waste management</li> </ul> <p>Provide web link to (if any):</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <a href="https://assessmentonline.naac.gov.in/public/index.php/admin/get_file?file_path=eyJpdil6ljZZS3NPTUJoYmVsazNHQ2hKbDhmQmc9PSIsInZhbHVlIjoivVG5iRUlrQnlZVTZyaU9qNTV2SklibGt5eHozUGpmNkJuNUY5N0FaOXRzdnA0dXN0Ri9OTnVaYzVHeDBmTHRoUilsIm1hYyI6IjU4ZDQ3NzFiYjExNDBhMDY4OWQzNTIyZjhiZDA1NzU2ZDNiMWVINDU2ZWJlMzg2NGVkODc4ZTlmOGU4NzBINGQilCJOYWciOilifQ==">https://assessmentonline.naac.gov.in/public/index.php/admin/get_file?file_path=eyJpdil6ljZZS3NPTUJoYmVsazNHQ2hKbDhmQmc9PSIsInZhbHVlIjoivVG5iRUlrQnlZVTZyaU9qNTV2SklibGt5eHozUGpmNkJuNUY5N0FaOXRzdnA0dXN0Ri9OTnVaYzVHeDBmTHRoUilsIm1hYyI6IjU4ZDQ3NzFiYjExNDBhMDY4OWQzNTIyZjhiZDA1NzU2ZDNiMWVINDU2ZWJlMzg2NGVkODc4ZTlmOGU4NzBINGQilCJOYWciOilifQ==</a> </div> <p><b>Please check the institute website <a href="https://gcprohru.ac.in/">https://gcprohru.ac.in/</a> under the NAAC Section AQAR 2023-24 link. Verify additional information &amp; supporting documents</b></p> <ul style="list-style-type: none"> <li>• Relevant documents like agreements/MoUs with Government and other approved agencies</li> <li>• Geo-tagged photographs of the facilities.</li> <li>• Any other relevant information.</li> </ul>								
7.1.4	<p><b>Water conservation facilities available in the Institution:</b></p> <p>Rain water harvesting</p> <table border="0" style="width: 100%;"> <tr> <td>(1) Borewell/Open well recharge</td> <td style="text-align: right;"><input type="text"/></td> </tr> <tr> <td>(2) Construction of tanks and bunds</td> <td style="text-align: right;"><input type="text"/></td> </tr> <tr> <td>(3) Waste water recycling</td> <td style="text-align: right;"><input type="text"/></td> </tr> <tr> <td>(4) Maintenance of water bodies and distribution system in the campus</td> <td style="text-align: right;"><input type="text"/></td> </tr> </table>	(1) Borewell/Open well recharge	<input type="text"/>	(2) Construction of tanks and bunds	<input type="text"/>	(3) Waste water recycling	<input type="text"/>	(4) Maintenance of water bodies and distribution system in the campus	<input type="text"/>
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7.1.5	<p><b>Green campus initiatives include:</b></p> <table border="0"> <tr> <td>(1) Restricted entry of automobiles</td><td><input type="text"/></td></tr> <tr> <td>(2) Battery-powered vehicles</td><td><input type="text"/></td></tr> <tr> <td>(3) Pedestrian-friendly pathways</td><td><input type="text"/></td></tr> <tr> <td>(4) Ban on the use of plastics</td><td><input type="text"/></td></tr> <tr> <td>(5) Landscaping with trees and plants</td><td><input type="text"/></td></tr> </table> <p><b>Any 4 or All of the above</b></p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Geotagged photographs/videos of the facilities.</li> <li>• Any other relevant information.</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <a href="https://assessmentonline.naac.gov.in/public/index.php/admin/get_file?file_path=eyJpdil6ImU2RnZ3Um4xTThBZ1c2UFJRSmpGb0E9PSIsInZhbHVlIjoieMlUdBQ3R4S1d6cnVXM1NWRGtgUklvMnZ4Q3BBYINTbkhhUEphSzJOMngzaTFCU1I0NTINT3VPR2RzRytZQVRWMIslm1hYyI6ImRhYmY1YWY5Y2RhZTJIYWRIWGVhZGVlODk3MjUwZjYyMGY2MjhmNThiMDI0ZDY0OGEzZDZhNzcwMWwNmY2ZmMzMmliLCJOYWciOilifQ==">https://assessmentonline.naac.gov.in/public/index.php/admin/get_file?file_path=eyJpdil6ImU2RnZ3Um4xTThBZ1c2UFJRSmpGb0E9PSIsInZhbHVlIjoieMlUdBQ3R4S1d6cnVXM1NWRGtgUklvMnZ4Q3BBYINTbkhhUEphSzJOMngzaTFCU1I0NTINT3VPR2RzRytZQVRWMIslm1hYyI6ImRhYmY1YWY5Y2RhZTJIYWRIWGVhZGVlODk3MjUwZjYyMGY2MjhmNThiMDI0ZDY0OGEzZDZhNzcwMWwNmY2ZmMzMmliLCJOYWciOilifQ==</a> </div> <p><b>Please check the institute website <a href="https://gcprohru.ac.in/">https://gcprohru.ac.in/</a> under the NAAC Section AQAR 2023-24 link. Verify additional information &amp; supporting documents</b></p>	(1) Restricted entry of automobiles	<input type="text"/>	(2) Battery-powered vehicles	<input type="text"/>	(3) Pedestrian-friendly pathways	<input type="text"/>	(4) Ban on the use of plastics	<input type="text"/>	(5) Landscaping with trees and plants	<input type="text"/>
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7.1.6	<p><b>Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:</b></p> <table border="0"> <tr> <td>(1) Green audit</td><td><input type="text"/></td></tr> <tr> <td>(2) Energy audit</td><td><input type="text"/></td></tr> <tr> <td>(3) Environment audit</td><td><input type="text"/></td></tr> <tr> <td>(4) Clean and green campus recognitions/awards</td><td><input type="text"/></td></tr> </table>	(1) Green audit	<input type="text"/>	(2) Energy audit	<input type="text"/>	(3) Environment audit	<input type="text"/>	(4) Clean and green campus recognitions/awards	<input type="text"/>		
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	<p>(5) Beyond the campus environmental promotion activities</p> <p><b>None of the above</b></p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Reports on environment and energy audits.</li> <li>• Any other relevant information.</li> </ul>
7.1.7	<p><b>The institution has disabled-friendly, barrier free environment</b></p> <ul style="list-style-type: none"> <li>• Built environment with ramps/lifts for easy access to classrooms <input type="checkbox"/></li> <li>• Disabled-friendly washrooms <input type="checkbox"/></li> <li>• Signage including tactile path, lights, display bards and signposts <input type="checkbox"/></li> <li>• Assertive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, Mechanized equipment</li> <li>• Provision for enquiry and information: Human assistant, reader, Scribe, soft copies of reading material, screen reading <input type="checkbox"/></li> </ul> <p><b>Any 3 of the above</b></p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Geo-tagged photographs/videos of the facilities.</li> <li>• Any other relevant information.</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <a href="https://assessmentonline.naac.gov.in/public/index.php/admin/get_file?file_path=eyJpdil6lkVTb2FFRIhJMIN2VIJENld4ZHI1SUE9PSIsInZhbHVlIjoilL2FDR2lQZ0xod2ZCd004NjNVV2swSGhuVCtWdXR2b040NUVsV2UzN0czRXNBU3lkQWUralFIK09TL3piQ1lzVCIsIm1hYyI6IjliNzE0OTNmYzE3OTQyNzllNTZhZGU1Zml1Y2UwNjM2Mjl5ZjNjMWQ5Yzg3MzFjOWEzNTk3MTIzOTgyYWMzM2EiLCJ0YWciOiIlifQ==">https://assessmentonline.naac.gov.in/public/index.php/admin/get_file?file_path=eyJpdil6lkVTb2FFRIhJMIN2VIJENld4ZHI1SUE9PSIsInZhbHVlIjoilL2FDR2lQZ0xod2ZCd004NjNVV2swSGhuVCtWdXR2b040NUVsV2UzN0czRXNBU3lkQWUralFIK09TL3piQ1lzVCIsIm1hYyI6IjliNzE0OTNmYzE3OTQyNzllNTZhZGU1Zml1Y2UwNjM2Mjl5ZjNjMWQ5Yzg3MzFjOWEzNTk3MTIzOTgyYWMzM2EiLCJ0YWciOiIlifQ==</a> </div>
	<b>Inclusion and Situatedness</b>
7.1.8	<p><b>Describe the institutional efforts/initiatives in providing an inclusive environment, i.e., tolerance and harmony towards cultural, regional, linguistic, communal socio-economic and other diversities (within 100-150 words)</b></p> <p>The institution champions inclusivity by fostering an environment of tolerance and harmony across diverse cultural, regional, linguistic, communal, socioeconomic, and other backgrounds. Several initiatives are in place to promote understanding and respect for diversity. Cultural festivals, language exchange programs, and heritage celebrations provide opportunities for students and staff to showcase and learn about different traditions and customs. Additionally, the institution encourages dialogue and discussion through</p>

	<p>forums, seminars, and workshops on topics related to diversity and inclusion. Support services are also available to address the needs of marginalized communities, ensuring equitable access to education and resources. Scholarships and financial aid programs aim to bridge socioeconomic gaps, while mentorship and counseling services offer support to students from diverse backgrounds. Furthermore, student organizations and clubs promote cross-cultural interactions and collaboration, fostering friendships and understanding. Through these efforts, the institution cultivates a welcoming and inclusive community where individuals feel valued, respected, and empowered to thrive.</p> <p>Public speaking championship: A public speaking championship was organized by Gangtuan International on 9th April 2023. Three students Ms. Aditi Kimteta, Ms. Ruchika Thakur, and Ms. Tamanna Katoch of Govt. College of Pharmacy Rohru were selected in the top 10 runner-up list. In the final round, Ms. Aditi Kimteta secured 3rd position in the competition.</p> <p>Provide Web link to: (if any) or Attach as Annexure(s)</p> <div> <a href="https://assessmentonline.naac.gov.in/public/index.php/admin/get_file?file_path=eyJpdil6ImYrandSdXFQeVYyZSsrTWQyUDAracmc9PSIsInZhbHVlIjoYjB6RHJjSmpGL0QzT05nZ1d1MTM0KzBpYzI2dGE5SWZ5Q3EwRlJYazRhNW9mZFVvYmdkcGRlWW9lVXFKUTVnNSIsIm1hYyI6IjBhODM2ZDYxNmNINTM5MGQyZThlNjI2NDA3ZmlzYjY5ODAxNzU3ZDY4ZWVhZmU3NWlZODgxZGU0MDU2N2EzZDgiLCJ0YWciOiIifQ==">https://assessmentonline.naac.gov.in/public/index.php/admin/get_file?file_path=eyJpdil6ImYrandSdXFQeVYyZSsrTWQyUDAracmc9PSIsInZhbHVlIjoYjB6RHJjSmpGL0QzT05nZ1d1MTM0KzBpYzI2dGE5SWZ5Q3EwRlJYazRhNW9mZFVvYmdkcGRlWW9lVXFKUTVnNSIsIm1hYyI6IjBhODM2ZDYxNmNINTM5MGQyZThlNjI2NDA3ZmlzYjY5ODAxNzU3ZDY4ZWVhZmU3NWlZODgxZGU0MDU2N2EzZDgiLCJ0YWciOiIifQ==</a> </div>
	<p align="center"><b>Human Values and Professional Ethics</b></p>
7.1.9	<p><b>Sensitization of students and employees of the institution to the constitutional obligations: values, rights, duties and responsibilities of citizens</b></p> <p>The institution prioritizes educating both students and employees about their constitutional obligations, including values, rights, duties, and responsibilities as citizens. Through workshops, seminars, and educational programs, individuals gain a comprehensive understanding of fundamental rights such as equality and freedom of expression, alongside their corresponding duties towards society. Awareness campaigns promote civic engagement, emphasizing the importance of participating in democratic processes. By sensitizing individuals to their constitutional duties, the institution fosters responsible citizenship and ethical leadership, empowering them to uphold constitutional values and contribute positively to society.</p> <p>Rescue Operation: On a recent day at GCP Rohru, the National Service Scheme (NSS) volunteers found themselves faced with a unique situation. A bird had become entrapped in the canopy of the girls' hostel window, unable to free itself. The volunteers, along with the assistance of Mr. Naveen and Mr. Satpal Sharma,</p>

	<p>sprang into action to rescue the distressed bird. With careful coordination and a gentle approach, the NSS volunteers and Mr. Naveen and Mr. Satpal Sharma managed to safely extricate the bird from its entangled predicament. Their skillful handling ensured that the bird was unharmed during the rescue process. Following the successful rescue, the next priority was to provide the bird with proper treatment and care. Understanding the importance of swift action, the NSS volunteers and the assisting individuals promptly arranged for the necessary treatment to be administered. The bird was taken to a nearby veterinary facility or an appropriate location where it could receive the required care from professionals.</p> <p>Provide Web Link to: (if any)</p> <ul style="list-style-type: none"> <li>• Details of activities that inculcate values; necessary to render students into responsible citizens.</li> <li>• Any other relevant information.</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <a href="https://assessmentonline.naac.gov.in/public/index.php/admin/get_file?file_path=eyJpdil6lkp hZ0lpeTJ0MzVGT01mL3JrejlGVFE9PSIsInZhbHVlIjoIMEZDUTg3RkY5NHpadmE4T2tDdVR5RktpSGNIODdDbVJyTzZPRXhXUldwRFhJR0F6aHBYb0REbk9nSzhzR3M1TSIsIm1hYyI6ImQ0NTNINjYzQDZkMWY2YTg2Zjk3YmRhYTFhYjYmU5NmZhZTMwOTYzOTYwNmYxZjk4ZTQ5MjA0OWYyYjkyNTMiLCJ0YWciOiIlifQ==">https://assessmentonline.naac.gov.in/public/index.php/admin/get_file?file_path=eyJpdil6lkp hZ0lpeTJ0MzVGT01mL3JrejlGVFE9PSIsInZhbHVlIjoIMEZDUTg3RkY5NHpadmE4T2tDdVR5RktpSGNIODdDbVJyTzZPRXhXUldwRFhJR0F6aHBYb0REbk9nSzhzR3M1TSIsIm1hYyI6ImQ0NTNINjYzQDZkMWY2YTg2Zjk3YmRhYTFhYjYmU5NmZhZTMwOTYzOTYwNmYxZjk4ZTQ5MjA0OWYyYjkyNTMiLCJ0YWciOiIlifQ==</a> </div>
7.1.10	<p><b>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard</b></p> <p>(1) The code of Conduct is displayed on the website: Yes/No</p> <p>(2) There is a committee to monitor adherence to the Code of Conduct: Yes/No</p> <p>(3) Institution organizes professional ethics programmes for students, Teachers, administrators and other staff: Yes/No</p> <p>(4) Annual awareness programmes on Code of Conduct are organized: Yes/No</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Code of ethics</li> <li>• Appropriate information about the monitoring committee composition, number of programmes organized etc. in support of the claims.</li> <li>• Any other relevant information</li> <li>• <a href="https://gcprohru.ac.in/institute-policy-documents/">https://gcprohru.ac.in/institute-policy-documents/</a></li> </ul>

7.1.11	<p><b>Institution celebrates/organizes National and International commemorative days, events and festivals</b></p> <p>The institution hosts a variety of international commemorative events and festivals throughout the academic year, fostering cultural diversity and global awareness. These events include International Education Week, World Health Day, International Women's Day, Earth Day, United Nations Day, and International Food Festivals. They serve as platforms for celebrating different cultures, promoting gender equality, raising awareness about global health issues and environmental conservation, and acknowledging the work of the United Nations. Through activities such as cultural performances, workshops, panel discussions, and food festivals, students, faculty, and staff engage in crosscultural dialogue, expand their cultural knowledge, and celebrate the richness of diversity within the campus community. These events play a crucial role in promoting intercultural understanding, global citizenship, and a sense of unity among individuals from diverse backgrounds.</p> <p>Describe the efforts of the institution in celebrating/organizing National and International commemorative days, events and festivals during the last five days within 100-150 words.</p> <p>Provide web link to (if any):</p> <p><a href="https://gcprohru.ac.in/wp-content/uploads/2024/12/7.1.11-Institution-celebrates-organizes-national-and-international_compressed.pdf">https://gcprohru.ac.in/wp-content/uploads/2024/12/7.1.11-Institution-celebrates-organizes-national-and-international_compressed.pdf</a></p> <ul style="list-style-type: none"> <li>• Annual report of the celebrations and commemorative events for the last five days.</li> <li>• Geotagged photographs of some of the events.</li> <li>• Any other relevant information.</li> </ul>
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## Key Indicator – 7.2 Best Practices

Item No.	Particulars
7.2.1	<p><b>Describe two best practices successfully implemented by the Institution</b></p> <p>Although the institute believes in inviting, accepting, and executing novel ideas of the students and faculty yet the best result-oriented approaches which invite special mention are:</p> <ol style="list-style-type: none"> <li>1. College newsletter: The institute started publishing a college newsletter in 2019, and every year two issues of the newsletter are published. The newsletter has immensely helped the faculty and students to showcase their progress to all stakeholders including parents, higher office, and alumni. The newsletter in particular has helped to increase the number and quality of research publications. The faculty has published a total of 43 research/ papers in these years and has attended approximately 100 faculty development programs organized by various organizations in India. The newsletter has proved a sort of encouragement for students of all classes to get involved in small project works, NSS/NCC-oriented activities, and societal causes among others. The newsletter also has provided a platform to disseminate information regarding the best practices adopted by the institute and to disseminate vision, mission, POs, PSOs, and PEOs to all stakeholders. The newsletter provides an integrated medium and a valuable resource for all the activities conducted in the institute. In every academic year, various curricular and extra-curricular activities, seminars, and workshops are conducted, and also other noteworthy achievements are treasured in the newsletter.</li> <li>2. Special GPAT Classes: Graduate Graduate Pharmacy Aptitude Test (GPAT) is a National Level Entrance Examination for entry into M. Pharma Programme. These special classes and test series conducted at the institute have greatly impacted the total number of GPAT qualifiers in the last 5-years and their admissions to various reputed institutes of India for their higher education (such as NIPER, Panjab University, etc.). Qualifying GPAT not only allows them to take admission to the M.Pharma Program but also confirms the scholarship of around Rs. 12000/- per month provided by AICTE to support their education. The GPAT Score is accepted by all AICTE/Pharmacy Council of India (PCI) approved/affiliated University Departments / Constituents / Affiliated Colleges / Institutions. The rising issues of underemployment and scarcity of jobs in the pharma sector have been sensed by the institute on time and special classes for GPAT from the 6th semester and additional material</li> </ol>

	<p>provided to students in every class related to GPAT has proved of substantial benefit to the students. Every year approximately 25-40% of students qualify for the GPAT exam and this is the distinctive feature of the institute among all colleges in the state and north India. Also, these classes have been proven crucial for students to qualify for the other state-level exams too. In recent years numerous students of the institute have qualified for various state-level exams and have been appointed as Assistant Professors, Drug Inspectors, Drug Control officers, Pharmacy Officers, Lab Technicians, etc. Moreover, the pharmacy knowledge of students is highly boosted before they graduate from the institute and this has helped our students to crack interviews with various MNCs and other pharmaceutical industries.</p> <p>Provide web link to (if any) or Attach as Annexure (s)</p> <ul style="list-style-type: none"> <li>• Best practices in the Institutional website</li> <li>• Any other relevant information</li> <li>• <a href="https://gcprohru.ac.in/wp-content/uploads/2025/01/7.2.1-Best-Practices.pdf">https://gcprohru.ac.in/wp-content/uploads/2025/01/7.2.1-Best-Practices.pdf</a></li> </ul>
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