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

For

Academic Audit

By

Affiliating Colleges/Institutions

Name of College/Institution: <u>Minerva College of Pharmacy</u>

For the Year: 2025-2026

Submitted to:

Himachal Pradesh Technical University,
Hamirpur -177001, 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

Name and full Address of the College/Institution with PIN
Minerva College of Pharmacy Village Changrara, Post Office Bhapoo, Tehsil Indora, District Kangra (HP) Pin-176401

Website	https://minervacollegeofpharmacy.org/

2. Contacts for Communication

Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Chairman	Er. J.S. Patial	--	9815802173	--	erjspatial@gmail.com
Principal	Dr. Kapil Kumar Verma	--	9418583381	--	principal.2019mcp@gmail.com

3. Establishment Details

Establishment Date of the College/Institution	2019
Status prior to Establishment, if applicable	Nil

4. Accreditation Details

AICTE/PCI approval date & reference With Name of Course (s) (Non-AICTE/Non-PCI courses: write 'Not Applicable')	First: PCI-3426/2019-PCI/D+B/253/-33 Dated:-19/06/2019 B. Pharmacy & D. Pharmacy Latest: 412nd/EC held on 10.08.2024, decision is as under
HPTU approval date & reference With Name of Course(s)	First: HimTu-3(Acad)B-6/2016-Vol-I-6345 Dated:-23/05/2019 Latest: HimTu-3(Acad)B-6/2016-Vol-III-6264 Dated:-11/09/2024
NAAC rank/grade	Nil
NBA rank/grade	Nil
NIRF rank/grade	Nil

5. Location, Area and Activity of Campus

Campus Type	Address	Location	Campus Area in Acres	Built up Area in sq.mts.	Programmes offered

6. Built-up Area Details (Sq. Meters)
i) Administrative and Amenities/Circulation Area in Sq. Meters

Faculty/Stream	Intake of students	[1]Administrative Area			[2]Amenities/Circulation Area		
		Required	Available	Deficiency	Required	Available	Deficiency
Pharmacy	**60**	100 sqm for intake of 100	**375**	Nil	100 sqm for intake of 100	**1160**	Nil
Total	**60**		**375**	Nil		**1160**	Nil

[1]Administrative area includes: Principal's office, main office, faculty seating area, store, reception area, conference room, strong room, etc.

[2]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
Class rooms/Engg/Pharmacy/ Management	Total Number of Divisions per Year x Total Duration of Course in years x 0.5	Nil	66 (For a division of 60) 33 (For a division of 33)	Nil
Tutorial Rooms Engg/Pharmacy/ Management	25% of Total Class Room	Nil	33	Nil
*Laboratory for First Year	4 (which includes 2 laboratories for Basic sciences)	Nil	66	Nil
Laboratory other than first year	2 per course per year up to intake of 180 per course	Nil	66	Nil
Laboratory for Post Graduate Courses	1 per Course	Nil	66	Nil
Additional Laboratory/Workshop for "**X**" Category Courses	1	Nil	200 (For UG)	Nil
Drawing Hall (Engg)	1 (Up to an intake of 600)	Nil	132	Nil
Computer Centre	1(up to an intake of 600)	Nil	150	Nil
Seminar Hall	1	Nil	132	Nil
Library	1	Nil	400	Nil
Language Laboratory	1	Nil	33	Nil

- "**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 class work, the following Pharmacy labs are required: **Pl. tick if available:**

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

Executive Summary

Introduction:

Minerva College of Pharmacy (MCP) had its inception in 2018 under the aegis of Maa Saraswati Education Society with the noble aim of imparting Quality Pharmacy Education to aspiring students of the region. Located in the serene campus at Indora, Kangra, Himachal Pradesh, college has a state-of-the-art infrastructure. It is approved by AICTE & PCI New Delhi and is affiliated to HPTU Hamirpur.

Vision:

To be a center of excellence in pharmaceutical education and research, fostering innovation, ethical practices, and leadership in healthcare. We aim to empower students with knowledge, skills, and values to contribute effectively to the global pharmaceutical industry and improve healthcare outcomes

Mission:

➢ To produce Pharmacy graduates with strong fundamental concepts and high technical competence in pharmaceutical sciences and technology through skill development programs and add-on courses time to time during their graduation.

➢ To educate students with a strong and well-defined concept in the various fields of pharmaceutical sciences including Pharmaceutics, Pharmaceutical chemistry, Pharmacognosy, Pharmacology and Pharmacy Practice according to the requirement of pharmaceutical industries, community and hospital pharmacy.

➢ To prepare the students for nation building, upcoming challenges in professional fields

Action Plan:

Minerva College of Pharmacy is committed to continuous improvement in academics, infrastructure, governance, and student support. The following Action Plan outlines key initiatives to enhance institutional effectiveness:

1. Academic Excellence

- Strengthen teaching-learning processes through innovative pedagogical methods and ICT-based learning.
- Encourage faculty development programs (FDPs), workshops, and research activities to enhance professional growth.
- Upgrade the curriculum as per industry requirements and regulatory guidelines.

- Promote experiential learning through internships, industrial visits, and skill development programs.

2. Research & Innovation
- Establish research centers and incubation cells to encourage faculty and student research.
- Strengthen collaborations with industries, universities, and research institutions for joint projects.
- Organize national and international conferences, seminars, and guest lectures on emerging pharmaceutical trends.

3. Infrastructure & Learning Resources
- Upgrade laboratories, libraries, and classrooms with modern equipment and technology.
- Enhance digital resources, e-learning platforms, and smart classrooms for improved learning experiences.
- Develop pharmaceutical research labs and innovation hubs for advanced studies.
- Ensure barrier-free infrastructure for differently-abled students.

4. Governance & Administration
- Implement regular internal and external audits to ensure financial transparency.
- Strengthen the Institutional Development Plan (IDP) for strategic growth.
- Adopt e-governance practices for administrative efficiency and data management.
- Establish Quality Assurance Mechanisms through Internal Quality Assurance Cell (IQAC).

5. Student Support & Progression
- Strengthen career guidance, placement, and entrepreneurship development programs.
- Enhance mentorship programs, counseling services, and alumni interactions.
- Provide scholarships and financial aid to support economically weaker students.
- Encourage student participation in extracurricular and co-curricular activities.

6. Industry & Community Engagement
- Foster MoUs with pharmaceutical industries, hospitals, and research organizations.
- Conduct awareness programs, health camps, and social outreach initiatives.
- Promote internships, hands-on training, and live projects in collaboration with industry partners.
- Encourage faculty and students to contribute to community-based healthcare initiatives.

7. Environmental Sustainability & Social Responsibility
- Implement green initiatives, energy conservation programs, and waste management systems.
- Organize awareness drives on environmental sustainability and responsible pharmaceutical disposal.
- Promote eco-friendly campus practices, tree plantation drives, and renewable energy usage.

COWS Analysis
[Challenges, Opportunities, Weaknesses & Strengths]

Institutional Challenges:

- ✓ Lack of major pharmaceutical industries in the vicinity for internships, training, and placements.
- ✓ Limited opportunities for industry-academia collaborations.
- ✓ Limited access to government and private research grants.
- ✓ Lack of exposure to high-end research laboratories.

Institutional Opportunities:

- ✓ Growing demand for qualified pharmacists in hospitals, community pharmacies, and industries.
- ✓ Opportunity to introduce new pharmacy programs such as M. Pharm, Pharm D, and certificate courses in clinical research and drug safety.
- ✓ Can act as a knowledge hub for rural healthcare, providing training to local healthcare professionals.
- ✓ Enhancing soft skills, communication, and leadership training to improve employability

Institutional Weaknesses:
- ✓ Limitation to explore solar energy due unpredictable weather conditions.
- ✓ Internet accessibility interruption and service providers due to rural areas.
- ✓ Lacking a residential campus for all kinds of employees.
- ✓ Lacking in the execution to start an advanced program for interdisciplinary research and Multidisciplinary program
- ✓ Difficulty in attracting and retaining highly qualified faculty due to rural location.

Institutional Strengths:

- ✓ Well-structured and PCI/AICTE-compliant Pharmacy programs (D. Pharm, B. Pharm).
- ✓ Serving as a hub for pharmacy education in a rural area, fulfilling local healthcare needs.
- ✓ Soft skills training and personality development programs.
- ✓ Dedicated and well-qualified faculty members with expertise in various pharmaceutical domains.
- ✓ Encouragement for higher education, faculty development programs (FDPs), and research initiatives
- ✓ Provides affordable and quality pharmaceutical education to rural students.

Criteria wise Summary

1. **Curricular Aspects:**

Minerva College of Pharmacy offers a comprehensive curriculum for its D. Pharm and B. Pharm programs, aligned with PCI and AICTE guidelines. The curriculum integrates outcome-based education (OBE) and includes both theoretical knowledge and practical training. The college emphasizes student-centric learning, utilizing ICT-enabled teaching and hands-on exposure to industry practices. Regular curriculum updates ensure relevance to current trends, and elective options allow students to specialize in emerging areas within pharmacy.

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

The institution follows innovative teaching methods such as lectures, case studies, laboratory work, and interactive sessions. A focus on student engagement is maintained through workshops, seminars, and industrial visits. The evaluation process is transparent and objective, including internal assessments, semester exams, and continuous feedback. The college also promotes personalized learning through mentor-mentee systems and remedial measures for academically weaker students.

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

Minerva College of Pharmacy encourages research through its well-equipped laboratories and active collaborations with pharmaceutical industries and academic institutions. Faculty and students are involved in research publications, conference presentations, and patent filings. The college actively participates in community outreach programs, such as health camps and drug awareness initiatives, contributing to the local community's healthcare needs.

4. **Infrastructure and Learning Resources:**

The college boasts modern infrastructure, including spacious classrooms, well-equipped laboratories, library, and ICT-enabled teaching resources. The campus also provides hostel facilities, transportation, and medical services for students and staff. The college's Wi-Fi-enabled campus supports digital learning, and the library offers access to e-books, journals, and online resources for research and learning.

5. **Student Support and Progression:**

Minerva College of Pharmacy offers robust student support services, including mentoring, counseling, and career guidance through a dedicated Placement Cell. Students are encouraged to participate in co-curricular and extracurricular activities, enhancing their personal and professional development. Scholarships and financial aid are available to deserving students,

and the college provides ample opportunities for personal growth and leadership development through various programs and events.

6. Governance, Leadership and Management:

The institution is guided by an experienced leadership team that ensures effective governance, promoting academic integrity, transparency, and quality improvement. The college has established an Internal Quality Assurance Cell (IQAC) to oversee the quality assurance processes and institutional development. The leadership encourages participation from faculty, staff, and students in decision-making processes, ensuring a collaborative environment.

7. Institutional Values and Best Practices:

Minerva College of Pharmacy is committed to sustainable practices, including energy conservation, waste management, and promoting an eco-friendly campus. The institution also emphasizes gender equality, inclusivity, and social responsibility. Best practices such as student feedback systems, academic audits, and innovative teaching methodologies are regularly implemented to maintain high standards of education and student satisfaction.

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PART I

Criterion 1 – Curricular Aspects

Key Indicator-1.1: Curricular Planning and Implementation

Item No.	Particulars
1.1.1	**The institution ensures effective curriculum delivery through a well planned and documented process** **Response:** The institution ensures effective curriculum delivery through a well-planned and documented process that integrates strategic planning, resource allocation, and continuous monitoring. The curriculum is developed in alignment with academic standards, industry needs, and institutional goals. Teaching plans and course syllabi are prepared and disseminated before the commencement of each semester. The institution leverages modern teaching aids, including ICT tools and learning management systems, to enhance engagement and understanding. Faculty members undergo regular training to adopt innovative pedagogies, ensuring student-centric learning. Regular assessments, including internal evaluations and feedback mechanisms, enable continuous improvement in teaching methodologies. Academic calendars, periodic reviews, and departmental meetings ensure adherence to timelines and quality benchmarks. Additionally, mentorship programs and remedial classes are provided to address diverse learner needs. This structured and documented approach ensures consistency, transparency, and high standards in curriculum delivery, fostering holistic student development. **Attach as Annexure(s)** • Additional information attached
1.1.2	**The institution adheres to the academic calendar including conduct of CIE** **Response:** The college's academic committee and IQAC currently work with the institution to create and implement action plans for the successful implementation of the curriculum. The academic coordinator, teaching faculty, and the director/principal serve as the committee's members and chairman, respectively. In accordance with the academic calendar that

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	Himachal Pradesh Technical University, Hamirpur provides, the institute offers high-quality instruction based on its capacity for resources. The school has created a methodical and successful curriculum implementation. The different ways that the institute implements the program are listed below. The coordinator creates the academic calendar according to the University's (HPTU) academic calendar and the Institute-level requirements based on the action plans that have been developed through frequent meetings with the members, the coordinator and principal keep an eye on the committee's operations. The action plans for the curriculum's optimum and most efficient implementation are provided. The faculty members create lesson plans for each assigned subject based on the topic's nature and scope as well as the number of teaching hours available for a given semester in order to ensure that the curriculum is implemented effectively. In order to accomplish the course objectives, the curriculum delivery is methodically developed through lesson plans, which are documented in the course file. **Attach as Annexure(s)** • Additional information attached

1.1.3	**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**
	
	Response
	
	  (a) Assessment/evaluation process of the affiliating University
	
	  1. Any 1 of the above.
	
	Attach as Annexure(s)
	• Additional information attached

Key Indicator-1.2 Curriculum Enrichment

Item No.	Particulars
1.2.1	**Institution integrates cross cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.** **Response:** The institution demonstrates a commitment to integrating cross-cutting issues such as Professional Ethics, Gender, Human Values, Environment, and Sustainability into its curriculum. Through carefully designed modules, workshops, and interactive sessions, students are sensitized to ethical decision-making, respect for diversity, and the importance of equitable opportunities for all genders. Courses on human values emphasize empathy, social responsibility, and cultural inclusivity. Environmental education is woven into the curriculum, highlighting sustainable practices and fostering awareness of pressing global challenges like climate change. Activities such as eco-clubs and green initiatives further inculcate a sense of environmental stewardship. Additionally, professional ethics are embedded within subject-specific courses, ensuring students understand the ethical implications of their work in real-world contexts. This holistic approach not only equips students with technical expertise but also nurtures them as socially responsible and ethically driven individuals, ready to contribute positively to society and the environment. **Attach as Annexure(s)** • Additional information attached
1.2.2	**Average percentage of courses that include experiential learning through project work/field work/internship during the last five years** **Response:** 6.25
	1.2.2.1 No. of courses that include experiential learning through project work/field work/internship year wise during the last five year. **Response:** 3
	Attach as Annexure(s) • Additional information attached
1.2.3	**Percentage of students undertaking project work/field work/internships (data for the latest completed academic year)** **Response:** 38.61
	1.2.3.1 No. of students undertaking project work/field work/internships **Response:** 78

	Attach as Annexure(s) • Additional information attached

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Key Indicator 1.3 (Feedback System)

Item No.	Particulars
1.3.1	**Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders** **Response:** Yes
1.3.2	**Feedback process of the Institution may be classified as follows** **Response:** Yes

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)** **Response:** 70.42
	2.1.1.1 No. of students admitted year wise during the last five years 	2019-20	2020-21	2021-22	2022-23	2023-24
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34	19	60	57	65	
	2.1.1.2 No. of sanctioned seats year wise during the last five year 	2019-20	2020-21	2021-22	2022-23	2023-24
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60	60	69	69	69	
	Attach as Annexure(s) • Additional information attached.
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)** **Response:** 24
	2.1.2.1 No. of actual students admitted from the reserved categories year wise during the last five years | Year	2019-20	2020-21	2021-22	2022-23	2023-24
---	---	---	---	---	---
Number	21	13	34	32	22	
	Attach as Annexure(s) • Additional information attached
2.1.3	**Principal/Director Name:** Dr. Kapil Kumar Verma **Date of Birth:** 02/05/1987 **Age:** 37 yrs. 7 months (**age <65 yrs**) **Qualifications:** Ph. D. in Pharmaceutical Sciences

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. Pharmacy			01	03	9	0	NA
		Total		13				

2.1.5 Faculty: Students' ratio:-

Norms	Required	Actual	Deficiency
Pharmacy: for intake of 60: Professor-4, Associate Professor-4, Assistant Professor-7	16	13	0 3

2.1.6 Total Staff Position of the College/Institution

Total No. of Teaching Faculty (Actual)	Total No. Labs & Supporting Staff* (Actual)
13	3

∗ 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):

Response: No

Key Indicator-2.2 Catering to Student Diversity

Item No.	Particulars
2.2.1	**The institution assesses the learning levels of the students and organizes special programmes for advanced learners and slow learners** **Response:** The institution assesses the learning levels of the students and organizes special Programs for advanced learners and slow learners. The college has a well-established counselling system/mentorship system in place. Students are assigned to, identified faculty who act as their mentors/counsellors. They conduct regular meetings with their student mentees to monitor their academic progress. A student scoring less than 60% marks in 3 or more subjects in internals and having less than 75% attendance is considered as an academically slow learner. Counsellors keep a close eye on these students and keep their parents informed about their performance. **Programs for Advanced Learners:** • **Enrichment Activities:** Advanced learners are offered opportunities for deeper exploration of subjects, through research projects, advanced workshops, and specialized seminars. • **Accelerated Learning:** For those capable of grasping concepts more quickly, accelerated courses or additional assignments are provided to keep them engaged and challenged. **Programs for Slow Learners:** • **Remedial Classes/Tutorials:** Slow learners receive extra classes to improve basic skills. • **Individualized Learning Plans (ILPs):** These plans focus on personalized attention and structured learning pathways to help slow learners progress at their own pace. • **Continuous Monitoring:** Regular evaluations help track progress, with teachers adjusting the pace of instruction and providing additional resources as needed. **Attach as Annexure(s)** • Additional information attached
2.2.2	**Students: Full time teacher ratio (Data for the latest completed academic year)** **Response:** 18:1 **Attach as Annexure(s)** • Additional information attached

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Key Indicator-2.3 Teaching-Learning Process

Item No.	Particulars

2.3.1	**Student centric methods, such as experiential learning, participative learning and problem-solving methodologies used for enhancing learning experiences**
	
	Response:
	Student-centric methods, including experiential learning, participative learning, and problem-solving methodologies, are powerful approaches to enhance learning experiences and foster deeper understanding. Here's an overview of how each method contributes to this enhancement:
	
	1. **Experiential Learning**:
	    o This approach emphasizes learning through experience rather than passive listening or rote memorization. Learners engage in hands-on activities, real-world problem solving, or simulations that allow them to connect theoretical knowledge with practical application.
	    o **Benefits**: It boosts critical thinking, encourages reflection, and helps students develop problem-solving skills. Real-life experiences make the learning process more engaging, memorable, and applicable to everyday situations.
	
	2. **Participative Learning**:
	    o In participative learning, students actively take part in the learning process, often through group discussions, collaborative projects, or peer teaching. This method promotes interaction between students and teachers, creating an environment where knowledge is co-constructed rather than delivered solely by the instructor.
	    o **Benefits**: It helps build communication skills, encourages teamwork, and fosters a deeper understanding of the subject as students explain concepts to each other. It also increases engagement and motivation as learners feel more ownership over their learning.
	
	3. **Problem-Solving Methodologies**:
	    o This method encourages students to address complex, real-world problems, often without predefined solutions. Problem-solving tasks require critical thinking, analysis, and synthesis of knowledge from different domains.
	    o **Benefits**: It helps develop critical and analytical thinking skills, prepares students for real-life challenges, and promotes independent learning. It also helps students see the relevance of what they are learning by applying it to practical situations.
	
	Attach as Annexure(s)
	• Additional information attached

2.3.2	**Teachers use ICT enabled tools for effective teaching-learning process.** **Response:** Teachers use ICT (Information and Communication Technology) enabled tools to enhance the effectiveness of the teaching-learning process in a variety of ways. ICT tools provide a range of opportunities to improve teaching methodologies, facilitate active learning, and engage students in a more dynamic and interactive way. Here are several ways in which ICT-enabled tools are used effectively: **1. Interactive Learning** • **Whiteboards**: Interactive whiteboards allow teachers to display content and engage

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students with interactive diagrams and real-time writing. Students can also interact with the board, making the learning experience more engaging.
- **Quiz**: Teachers can use audience response systems to conduct quizzes and surveys in real-time to gauge student understanding and provide instant feedback.

2. Digital Content Creation and Sharing
- **Multimedia Presentations**: Teachers can use tools like PowerPoint, Google Slides, to create visually appealing presentations that integrate text, images, audio, and video to cater to various learning styles.
- **Videos and Animations**: Tools like YouTube, or educational websites allow teachers to incorporate videos that explain complex concepts in a simple and engaging manner.

3. Collaboration and Communication
- **Video Conferencing**: Tools like Zoom, Microsoft Teams, or Google Meet enable virtual classrooms, especially for remote or hybrid learning environments. These platforms allow for live interaction, group discussions, and virtual office hours.

4. Access to Information
- **Educational Apps**: Teachers can recommend or use apps like Ex Pharm which provide students with instant access to tools for learning, problem-solving, and enhancing academic skills.

5. Teacher Professional Development
- **Online Courses and Webinars**: Teachers can access professional development opportunities through online courses, webinars, or conferences hosted on platforms like Coursera, LinkedIn Learning.

Attach as Annexure(s)
- Additional information attached

2.3.3	**Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year)** **Response:** 20:1	
	2.3.3.1	No. of mentors Response: 13
		No. of students assigned to each Mentor Response: 20
		Attach as Annexure(s) • Additional information attached

Key Indicator-2.4 Teacher Profile and Quality

Item No.	Particulars
2.4.1	**Average percentage of full time teachers against sanctioned posts during last five years** **Response:** 100 <table><tr><td>Year</td><td>2019-20</td><td>2020-21</td><td>2021-22</td><td>2022-23</td><td>2023-24</td></tr><tr><td>Full Time Teachers</td><td>7</td><td>7</td><td>7</td><td>13</td><td>13</td></tr><tr><td>Sanctioned Post</td><td>7</td><td>7</td><td>7</td><td>13</td><td>13</td></tr></table> **Attach as Annexure(s)** • Additional information attached
2.4.2	**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)** **Response:** 10.63 <table><tr><td>2.4.2.1</td><td colspan="6">No. of full time teaches with Ph.D./D.sc./D.Lit. during the last five years</td></tr><tr><td></td><td>**Year**</td><td>2019-2020</td><td>2020-21</td><td>2021-22</td><td>2022-23</td><td>2023-24</td></tr><tr><td></td><td>**Number**</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td></tr></table> **Attach as Annexure(s)** • Additional information attached
2.4.3	**Average teaching experience of full time teachers in the same institution (data for the latest completed academic year in number of years)** **Response:** 3.9
	2.4.3.1 — Total experience of full time teachers. **Response:** 50.5
	Attach as Annexure(s) • Additional information attached

Key Indicator-2.5 Evaluation Process and Reforms

Item No.	Particulars
2.5.1	**Mechanism of internal assessment is transparent and robust in terms of frequency and mode** **Response:** Minerva College of Pharmacy, the internal assessment mechanism is designed to be both transparent and robust, ensuring fair and consistent evaluation of students progress. Frequency of assessments is regular and distributed throughout the semester to monitor continuous learning. This includes quizzes, assignments, mid-term exams, practical tests, and project work. For example, quizzes may be conducted weekly or bi-weekly to assess understanding of key concepts, while assignments and projects may be given periodically. Mid-term exams serve as an important check on progress, providing students with an opportunity to understand their strengths and areas for improvement before the final exams. The mode of assessment is varied, combining both theoretical and practical components. Written exams assess students' grasp of pharmacology, pharmaceutical chemistry, and other theoretical knowledge. Practical assessments in laboratories test students' skills in formulating medicines, compounding, and conducting chemical analyses. Additionally, project work, and group assignments help evaluate critical thinking, research skills, and the ability to apply knowledge in real-world situations. Presentations and viva voce further assess students' communication skills and their ability to discuss and defend their ideas. The transparency of the internal assessment is ensured by providing clear guidelines and rubrics outlining grading criteria for each type of assessment. Students are informed about the weightage of each component making the process predictable and fair. Timely feedback is provided after each assessment, allowing students to understand their performance and improve. The use of digital tools for quizzes, online assignments, and submission platforms adds flexibility, especially in remote or hybrid learning environments. This diverse, frequent, and transparent approach ensures a comprehensive evaluation of pharmacy students, addressing both theoretical knowledge and practical skills. **Attach as Annexure(s)** • Additional information attached
2.5.2	**Mechanism to deal with internal examination related grievances is transparent, time-bound and efficient** **Response:** In Minerva College of Pharmacy, the mechanism to address internal examination-related grievances is designed to be transparent, time-bound, and efficient. The process typically follows these key steps: 1. **Grievance Submission**: Students can file grievances regarding internal exams through an official grievance portal or by submitting a formal written application to the examination office or the designated grievance committee. 2. **Acknowledgment and Time Bound Response**: Upon receiving the grievance, the concerned authorities acknowledge the complaint within 2-3 working days. A timeline for resolution, usually within 7-10 working days, is communicated to the student. 3. **Review Process**: A panel consisting of faculty members and examination coordinators reviews the grievance. This may include re-evaluating answer scripts,

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verifying exam procedures, or addressing any clerical errors.

4. **Resolution and Communication**: Once the grievance is addressed, the outcome is communicated to the student via email or the grievance portal. If necessary, further actions such as re-examination or adjustments in grading may be made.

5. **Appeals Process**: If the student is unsatisfied with the resolution, an appeal can be filed to a higher authority, such as the examination committee or principal, within a specified period.

This approach ensures that all grievances are handled fairly, quickly, and transparently.

Attach as Annexure(s)
- Additional information attached.

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Key Indicator-2.6 Student Performance and Learning Outcome
[National Credit Framework (NCRF) Learning Objectives and Learning Outcomes]

Item No.	Particulars
2.6.1	**Teachers and students are aware of the stated programme and course outcomes of the programmes offered by the institution.** **Response:** At Minerva College of Pharmacy, both teachers and students are well-informed about the stated Programme Outcomes (POs) and Course Outcomes (COs) for all the programs offered. The institution ensures clear communication of these outcomes through multiple channels: 1. **Orientation and Induction**: During the orientation session at the start of each academic year, students are introduced to the Programme and Course Outcomes. This helps them understand the knowledge, skills, and competencies expected upon completion of their program. 2. **Curriculum Design**: The POs and COs are integrated into the curriculum. Teachers are provided with detailed course syllabi that outline specific outcomes for each course, ensuring alignment with the overall program objectives. 3. **Accessible Documentation**: The POs and COs are made available to both teachers and students in the course handbooks and on the college's learning management system. This allows easy reference throughout the academic session. 4. **Regular Discussions**: Faculty members regularly discuss the course outcomes in class, ensuring students are aware of the expected learning goals. Teachers also emphasize how each topic contributes to achieving these outcomes. 5. **Assessment and Feedback**: Assessments are aligned with the stated outcomes, and feedback is provided to students, helping them gauge their progress toward achieving the desired competencies. This systematic approach ensures that both teachers and students are fully aware of the outcomes and their importance in the learning process. **Attach as Annexure(s)** • Additional information attached
2.6.2	**Attainment of Programme outcomes and course outcomes are evaluated by the institution** **Response:** At Minerva College of Pharmacy, the attainment of Programme Outcomes (POs) and Course Outcomes (COs) is systematically evaluated to ensure the effectiveness of the academic programs. The evaluation process involves the following key methods: 1. **Continuous Assessment**: Teachers conduct regular assessments, including quizzes, assignments, and practical exams, to measure students' progress toward achieving the COs. These assessments are aligned with the stated outcomes and provide data for evaluation. 2. **Internal Examinations**: Mid-term and final exams are designed to assess the overall attainment of both POs and COs. The performance of students in these exams is analyzed to determine the effectiveness of the teaching-learning process in meeting the desired outcomes. 3. **Feedback Mechanisms**: Students are encouraged to provide feedback on the course

content, teaching methods, and resources, which helps in evaluating whether the program is meeting its intended outcomes. Additionally, faculty members assess student performance based on these feedbacks.

4. **Graduate Exit Surveys**: At the end of the program, students are asked to complete exit surveys, reflecting on their learning journey and whether they feel the program has met its outcomes.

5. **Academic Review Meetings**: Faculty and academic coordinators review the data from assessments, feedback, and surveys to evaluate the attainment of outcomes and make necessary adjustments to the curriculum and teaching strategies.

This comprehensive evaluation process ensures that the institution continuously improves the quality of education provided.

Attach as Annexure(s)
- Additional information attached

2.6.3	**Average pass percentage of students during the last five years**

Response: 79.85

2.6.3.1	Total No. of final year students who passed the University examination year wise during the last five years. **Response:** 34

2.6.3.2	Total No. of final year students who appeared for the University examination year wise during the last five years **Response:** 42

No. of student appeared	Year 1	Year 2	Year 3	Year 4	Year 5
No.of students passed	0	0	0	21	13

Attach as Annexure(s)
- Additional information attached

Item No.	Particulars (SSS by HPTU)
2.7.1	**Online student satisfaction survey regarding teaching learning process of about 20% students.** **Response:** No

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Criteria-3 Research, Innovations and Extension

Key Indicator 3.1 Resource, Mobilization for Research

Item No.	Particulars					
3.1.1	**Grants received from Government and non-governmental agencies for research projects/endowments in the institution during the last five years (INR in lakhs)** **Response:** 0					
	3.1.1.1	Total grants from Government and non-governmental agencies for research projects/endowments in the institution during the last five years (INR in lakhs)				
		Year	2019-20	2020-21	2021-2022	2022-23	2023-24
		INR in Lakhs	0	0	0	0	0
3.1.2	**Percentage of departments having Research projects funded by government and non-government agencies during the last five years** **Response:** 0					
	3.1.2.1	No. of departments having research projects funded by government and non-government agencies during the last five years				
		Year	2019-20	2020-21	2021-2022	2022-23	2023-24
		Number	0	0	0	0	0
3.1.3	**Number of seminars/conferences/workshops conducted by the institution during the last five years** **Response:** 11					
	3.1.3.1	Total No. of seminars/conferences/workshops conducted by the institution year wise during the last five years				
		Year	2019-20	2020-21	2021-2022	2022-23	2023-24
		Number	0	0	0	7	4
	Attach as Annexure(s) • Additional information attached					

Key Indicator 3.2-Research Publication and Awards

Item No.	Particulars					
3.2.1	**No. of papers published per teacher in the Journals notified on UGC website during the last five years** **Response:** 2					
	3.2.1.1	No. of research papers in the Journals notified on UGC website during the last five years				
		Year	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
		Number	0	0	0	10	16
	Attach as Annexure(s) • Additional information attached					
3.2.2	**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** **Response:** 0.07					
	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				
		Year	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
		Number	0	0	0	1	0
	Attach as Annexure(s) • Additional information attached					

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

Item No.	Particulars
3.3.1	**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** **Response:** Extension activities in neighborhood communities play a vital role in sensitizing students to social issues, fostering their holistic development. These activities include community service projects like cleanliness drives, tree plantations, and support for underprivileged groups through visits to old age homes, orphanages, or slums. Awareness campaigns on topics such as environmental conservation, gender equality, and mental health further enhance students' understanding of societal challenges. Educational outreach initiatives, such as teaching underprivileged children or conducting skill development workshops, empower both students and community members. Such engagement instills empathy, social responsibility, and teamwork skills in students, helping them grow into compassionate and proactive individuals. Real-world exposure to issues like poverty, inequality, and environmental degradation broadens their perspectives and encourages critical thinking. These activities also foster leadership and organizational skills, preparing students for future challenges. Communities benefit through increased awareness, access to essential services, and long-term empowerment, as these programs address both immediate and systemic needs. By bridging the gap between education and societal issues, extension activities create a symbiotic relationship where students develop into responsible citizens, and communities experience meaningful change. Ultimately, these efforts contribute to building a more equitable and sustainable society. **Attach as Annexure(s)** • Additional information attached

Item No.	Particulars					
3.3.2	**No. of awards and recognitions received for extension activities from government/government recognized bodies during the last five years** **Response:** 0					
	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				
		Year	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
		Number	0	0	0	0	0
3.3.3	**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

Response: 4

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

Year	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Number	0	0	1	2	1

Attach as Annexure(s)
- Additional information attached

3.3.4	**Average percentage of students participating in extension activities at 3.3.3 above during the last five years**

Response: 42.45

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	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Number	0	0	70	110	150

Attach as Annexure(s)
- Additional information attached

Key Indicator 3.4: Collaboration

Item No.	Particulars
3.4.1	**Collaborations/linkages of the institution for Faculty exchange, student exchange, internship, field trip, on-the-job training, research etc. during the last five years** **Response:** Yes • 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
3.4.2	**No. of functional MoUs with National and International institutions, universities, industries, corporate houses etc. during the last five years** **Response:** 4

3.4.1 table:

Year	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Number	0	0	24	18	60

Attach as Annexure(s)
• Additional information attached

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

Year	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Number	0	0	2	0	2

Attach as Annexure(s)
• Additional information attached

Item No.	Particulars
4.1.1	**Infrastructure and physical facilities for teaching-learning, viz., classrooms, laboratories, computing equipment etc. of the institutions.**
	Response:
	Minerva College of Pharmacy, Indora, Kangra has provided state of an art infrastructure and learning resource with a fulfillment adequate facility for teaching- learning as per the PCI norms physical and academic support. The College is having administration area, classrooms, laboratories, library, conference room and auditorium. The building provides basic services like Common room, wash room, electricity supply, R.O drinking water on each floor. Facilities are provided for students and staff for Parking within the campus. The College has necessary infrastructure for the effective and smooth conduct of its entire academic program. The institute has 06 class rooms and 10 labs with central instrument rooms and well-maintained museum. The labs are of various pharmacy sub branches which include Pharmaceutical Chemistry, Pharmaceutics, Pharmacology, Human Anatomy and Physiology and Pharmacognosy. These labs are fully equipped with the necessary instruments, glass wares and chemicals. All laboratories are well equipped with water, gas and electricity supply and safety features (fire extinguishers), which provides a good atmosphere for academic and research work. The Area of Classrooms is 75 Sq. mtr. And the area of labs is 90 Sq. mtr.
	The Institute also organized the games events for the physical wellbeing of the students. The institute has various outdoor games and indoor games facility for the students which include outdoor handball ground, Volleyball and cricket, the classrooms are provided with the facilities of audiovisual teaching (LCD Projector) and each room are under CCTV observation. There are comfortable seating arrangements for the students in classrooms with adequate number of the benches as per student capacity and dustbins are placed in each class, to maintain hygiene. The institute is also well equipped with classrooms, staff room, seminar hall, Computer labs, Office, Placement Cell and Library, restrooms, cafeteria, outdoor auditoria and playground. The College is provided with the adequate number of cleaning personnel in order to maintain a clean campus. The College has the central store for campus from where the needed supplies are provided to mini store placed in college.
	The College have the Herbal garden with 40 different varieties of the plants and herbs as per requirement norm. The college has well maintained library with adequate numbers of books, journals, newspapers, e-Books and e-journals, magazines.

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In order to ensure campus safety, it has been secured the personnel and most of the area has been covered under CCTV surveillance. In institute there is scheduled deep cleaning and frequent pest control. Cooler and Aqua filters have been installed to provide safe drinking water. The campus is equipped with free WIFI facility for all. The College has adequate facilities for teaching learning. Viz , classrooms, laboratories, computing equipment etc.

Attach as Annexure(s)
- Additional information attached

4.1.2	**Facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.**	

Response: Yes

Response:

The College is proactive in providing facilities for students to participate in cultural activities, sports and games in various ways. Cultural committee supported by a team of faculty members and sports officer look after all cultural, sports and extracurricular activities of the college. Co-curricular activities, like debates, cultural programs, and clubs, allow students to enhance their skills in leadership, communication, and teamwork. These activities provide a platform for personal growth and social interaction beyond the academic curriculum. Extra-curricular activities, such as sports, music, drama, and volunteering, foster creativity, discipline, and a sense of responsibility. Engagement in such activities cultivates well-rounded individuals, preparing them for future leadership roles and nurturing various talents and interests.

Attach as Annexure(s)
- Additional information attached

4.1.3	**Percentage of classrooms and seminar halls with ICT-enabled facilities such as smart class, LMS etc.**	

Response: 25

4.1.3.1	No. of classrooms and seminar halls with ICT facilities
	Response: 10

Attach as Annexure(s)
- Additional information attached

4.1.4	Average percentage of expenditure, excluding salary, for infrastructure augmentation during the last five years (INR in lakhs)	

Response: 78.97

4.1.4.1	Expenditure for infrastructure augmentation, excluding salary, year wise during the last five years (INR in lakhs)

Year	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
INR in lakhs	92.75	73.50	65.53	63.37	20.32

	Attach as Annexure(s)
	• Additional information attached

Key Indicator 4.2 Library as a learning Resource

Item No.	Particulars
4.2.1	**Library is automated using Integrated Library Management System (ILMS)** **Response:** The Library assumes a critical art in bestowing education: it is the asset center point foe knowledge. The library is furnished with reprographic facilities of convenience of the students and staff. Adequate facilities including internet with free downloading is given to the students and staff. Library is computerized utilizing the latest Integrated Library Management system. Library has free access network for the students where they can pick the book that is needed by them for issue. The library gives facilities for self study, research information collection and assemblage. Newspaper stand for daily newspaper reference is mounted and updated daily. Question Paper of Sessional and University examination are available for as far back as last 5 years for students reference. There is different section reference area for books and journals. The students provide library period where students can access the books for self study. **Attach as Annexure(s)** • Additional information attached
4.2.2	**The institution has subscription for the following e-resources** **Response:** None of the above
4.2.3	**Average annual expenditure on purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in lakhs)** **Response:** 1.662

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	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
	INR in Lakhs	2.3	1.1	0.71	2.4	1.8

	Attach as Annexure(s)
	• Additional information attached
4.2.4	**Percentage per day usage of library by teachers and students (foot falls and login data for online access)** **Response:** 41.13

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Item No.	Particulars
4.2.4.1	No. of teachers and students using library per day over last one year. Response: 65
	Attach as Annexure(s) • Additional information attached

Indicator 4.3: IT Infrastructure

Item No.	Particulars
4.3.1	**Institution frequently updates its IT facilities including Wi-Fi** **Response:** Universities, colleges, educational institutions, and others are eager to set up a secure and reliable wired or Wi-Fi network campus for their students in response to the growing demand for internet access in educational campuses brought on by the Internet's flexibility and advancing educational standards. Currently, the majority of pupils choose to bring three to four devices to school, including laptops, tablets, and mobile phones. It is becoming increasingly difficult for schools and institutions to meet the demand for bandwidth as these devices consume it. At Minerva College of Pharmacy, we know that having a fast internet connection and high-quality IT facilities will significantly improve our staff and student's educational experiences. We are always working to improve our IT infrastructure to keep up with the needs of modern education because we are always ready to innovate with learning. **Attach as Annexure(s)** • Additional information attached
4.3.2	**Student-Computer ratio** (Data for the latest completed academic year) **Response:** 8.26 **Attach as Annexure(s)** • Additional information attached
4.3.3	**Bandwidth of Internet connection in the Institution** **Response:** Other 50mbs **Attach as Annexure(s)** • Additional information attached.

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)** **Response:** 8.03

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

Year	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
INR in lakhs	1.5	2.0	2.58	10.45	5.33

Attach as Annexure(s)
- Additional information attached

4.4.2	**Established systems and procedures for maintaining and utilizing physical, academic and support facilities-laboratory library, sports complex, computers, classrooms etc.**

Response:

Minerva College of Pharmacy has established a comprehensive system and procedure to maintain and utilize its physical, academic, and support facilities, ensuring a conducive environment for learning and research. The college is equipped with modern laboratories that are well-maintained, featuring the latest equipment and instruments to support practical learning in pharmaceutical sciences. Regular checks and calibration ensure optimal functioning of lab facilities. The library at Minerva College is a vital academic resource, stocked with an extensive collection of textbooks, journals, and research papers in pharmacy and related fields. It operates on a user-friendly management system, ensuring easy access to digital and print materials. The library also offers study spaces and is managed with regular updates to the collection, ensuring it aligns with current academic needs. The college also maintains a well-equipped sports complex that encourages students to engage in extracurricular activities, promoting physical well-being alongside academic growth. Furthermore, the campus boasts a high-tech computer lab, providing students with access to up-to-date software and internet resources for research, assignments, and skill development. Classrooms are spacious and equipped with modern teaching aids, such as projectors and audio-visual systems, ensuring an interactive and engaging learning experience. These facilities are monitored for their condition and accessibility, ensuring they serve the needs of both faculty and students effectively.

Item No.	Particulars
5.1.1	**Average percentage of students benefitted by scholarships and freeships provided by the Government during the last five years.** **Response:** 51.14

5.1.1.1	No. of students benefitted by scholarships and freeships provided by the Government year wise during the last five years

Year	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Number	6	11	17	45	42

Attach as Annexure(s)
- Additional information attached

5.1.2	**Average percentage of students benefitted by scholarships, freeships etc. provided by the institution/non-government agencies during the last five years** **Response:** 0

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

Year	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Number	0	0	0	0	0

Attach as Annexure(s)
- Additional information attached

5.1.3	**Capacity building and skills enhancement initiatives taken by the institution including the following:** (1) Soft skills (2) Language and communication skills (3) Life skills (Yoga, physical fitness, health and hygiene) (4) ICT/computing skills **Response:** All of the above. **Attach as Annexure(s)** • Additional information attached

5.1.4	**Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years** **Response:** 0

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

Year	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Number	0	0	0	0	0

Attach as Annexure(s)
- Additional information attached

5.1.5	**The Institution has a transparent mechanism for timely redressal of students' grievances including sexual harassment and ragging cases.**

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

Response: All of the above

Attach as Annexure(s)
- Additional information attached

Key Indicator 5.2 Students' Progression

Item No.	Particulars
5.2.1	**Average percentage of placement of outgoing students during the last five years** **Response:** 22.2

5.2.1.1	No. of outgoing students placed year wise during the last five years					
	Year	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
	Number	0	0	0	16	2

Attach as Annexure(s)
- Additional information attached.

5.2.2	**Average percentage of students progressing to higher education during the last five years** **Response:** 11.11
5.2.2.1	No. of outgoing students' progression to higher education **Response:** 2

Attach as Annexure(s)
- Additional information attached

5.2.3	**Average percentage of students qualifying in State/National/International level examinations during the last five years** **(e.g.: JAM/NET/SLET/GATE/GMAT/CAT/GPAT/GRE/TOEFL/Civil Services/State Government examinations, etc.)** **Response:** 0

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					
	Year	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
	Number	0	0	0	0	0

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	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
	Number	0	0	0	0	0

Key Indicator 5.3 Students' Participation and Activities

Item No.	Particulars
5.3.1	**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) during the last five years.** **Response:** 0

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. Response: 0

Year	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Number	0	0	0	0	0

Item No.	Particulars
5.3.2	**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)** **Response:** Students actively participate in a wide range of administrative, co-curricular, and extra-curricular activities, which contribute to their overall development. In administrative roles, they may serve on student councils, helping to voice concerns, organize events, and represent peers in decision-making processes. Co-curricular activities, like debates, cultural programs, and clubs, allow students to enhance their skills in leadership, communication, and teamwork. These activities provide a platform for personal growth and social interaction beyond the academic curriculum. Extra-curricular activities, such as sports, music, drama, and volunteering, foster creativity, discipline, and a sense of responsibility. Engagement in such activities cultivates well-rounded individuals, preparing them for future leadership roles and nurturing various talents and interests. **Attach as Annexure(s)** • Additional information attached.
5.3.3	**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)** **Response:** 5.4

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 **Response:** 27

Year	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Number	0	3	6	9	9

Attach as Annexure(s)
• Additional information attached.

Key Indicator 5.4 Alumni Engagement

Item No.	Particulars
5.4.1	**Is there a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services?** **Response:** No
5.4.2	**Alumni contribution during the last five years (INR in lakhs)** **Response:** No

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Item No.	Particulars
6.1.1	**The Governance of the institution is reflective of and in tune with the vision and mission of the institution** **Response:** **MISSION** The Mission of the Minerva College of pharmacy institute is to provide exceptional education and training in pharmaceutical sciences, fostering academic excellence and professional growth among students. It is committed to advancing research and innovation to address global health challenges and contribute to scientific progress. **VISSION** The vision of the Minerva College of pharmacy institute is to be a global leader in pharmaceutical education, research, and healthcare innovation. It aspires to shape future-ready professionals who excel in advancing healthcare and improving patient outcomes. By fostering a culture of excellence, ethics, and innovation, the institute envisions driving transformative contributions to the pharmaceutical sciences. **CORE VALUE** The Minerva College of pharmacy institute is guided by core values that emphasize excellence, integrity, and innovation in all endeavors. It upholds a commitment to ethical practices, fostering trust and accountability within the academic and professional communities. The institute values inclusivity and collaboration, creating a supportive environment for diverse perspectives and interdisciplinary teamwork. **Attach as Annexure(s)** • Additional information attached.
6.1.2	**The effective leadership is visible in various institutional practices such as decentralization and participative management** **Response:** Effective leadership in institutions is often demonstrated through practices like decentralization and participative management, particularly in the functioning of committees. Decentralization ensures that authority and decision-making responsibilities are distributed across various levels, fostering efficiency and empowering individuals. Leaders enable this by trusting their team and delegating responsibilities, which enhances accountability and ownership. Participative management complements this by encouraging collaboration and inclusivity. In committees, it involves leaders actively seeking input from diverse stakeholders, ensuring that decisions are well-informed and representative. Such practices not only boost morale but also foster a sense of belonging and shared purpose among members. Effective leaders facilitate open communication, promote transparency, and value diverse perspectives. This approach strengthens institutional resilience, innovation, and adaptability, making leadership a driving force behind collective success. **Attach as Annexure(s)**

	• Additional information attached.

Key Indicator 6.2 Strategic Development and Deployment

| 6.2.1 | **The institutional strategic/perspective plan is effectively deployed**

Response:

The institutional strategic/perspective plan is a structured framework designed to achieve long-term goals and drive continuous improvement. Its effective deployment ensures the alignment of institutional activities with its vision and mission. Key objectives include fostering academic excellence, promoting research and innovation, enhancing infrastructure, and ensuring inclusive growth.

Deployment involves a participatory approach, engaging all stakeholders to ensure clarity and commitment. Initiatives such as curriculum modernization, faculty development programs, and student-centered learning are implemented to enhance overall academic standards. Infrastructure development focuses on adopting state-of-the-art facilities and sustainable practices. Research collaborations and community outreach initiatives strengthen institutional reputation and societal impact.

Regular monitoring, feedback mechanisms, and periodic reviews are integral to assessing progress and addressing challenges. This dynamic approach ensures adaptability and sustains growth, enabling the institution to meet evolving demands effectively.

Attach as Annexure(s)
• Additional information attached. |
|---|---|
| 6.2.2 | **The functioning of the institutional bodies is effective and efficient as visible from policies, administrative set up, appointment and service rules, procedures etc.**

Response:
An organogram, or organizational chart, illustrates the internal structure of an institution by detailing the roles, responsibilities, and relationships between individuals within the organization.

Principal/Dean: Oversees the overall administration and academic functions of the college.

   1. **Administrative Departments**:
       o **Finance Officer:** Handles financial operations, including budgeting and accounting.
       o **Human Resources Manager**: Oversees staff recruitment, welfare, and related HR activities.
   2. **Academic Departments**:
       o **Head of Department (HOD)**: Leads specific academic departments, such as Pharmacology, Pharmaceutics, Pharmaceutical Chemistry, and Pharmacognosy.
       o **Faculty Members**: Professors, Associate Professors, and Lecturers |

	responsible for teaching and research.
	3. **Support Services**:
	    ◦ **Library Staff**: Manage library resources and assist students and faculty.
	    ◦ **IT Support**: Provides technical assistance and maintains IT infrastructure.
	    ◦ **Laboratory Technicians**: Assist in practical sessions and maintain laboratory equipment.
	4. **Student Services**:
	    ◦ **Counselors**: Offer academic and personal guidance to students.
	    ◦ **Placement Officer**: Facilitates internships and job placements for graduates.
	5. **Maintenance and Operations**:
	    ◦ **Facilities Manager**: Oversees the upkeep of campus facilities and infrastructure.
	    ◦ **Security Personnel**: Ensure the safety and security of the campus community.
	
	Attach as Annexure(s)
	• Additional information attached..

6.2.3	**Implementation of e-governance in areas of operation** (1) Administration (2) Finance and Accounts (3) Student Admission and Support (4) Examination **Response: All of the above** **Attach as Annexure(s)** • Additional information attached.

Key Indicator 6.3 Faculty Empowerment Strategies

Item No.	Particulars
6.3.1	**The institution has effective welfare measures for teaching and non-teaching staff.** **Response:** Our organisation has created a wonderful workplace culture that emphasizes respect for one another and fosters an atmosphere that is encouraging of both personal and intellectual growth. We believe that as the institution grows, so does the staff. All the academic staff members that were hired are qualified and able to teach in all academic fields. The lengthy tenure of senior teachers at the college reflects the management's success in hiring staff and providing them with amenities. The management and principal support and motivate the teaching staff to improve their careers for all academic activities at various levels by enabling them to participate in conferences, symposia, seminars, training sessions, work-related research activities, industrial tours, etc. by providing duty leave, the bare minimum in travel expenses, and the registration cost. The institution has created computer proficiency improvement programmes, equipment training, reagent preparation training, cleaning and maintenance training for glassware, equipment, etc. to satisfy the standards required for non- teaching employees. The non-teaching staffs have been urged to take part in demonstration programmes showing how to use the equipment in line with SOP under programmes for hands-on training and skill development. The Principal treats every employee equally when it comes to receiving rewards from the organization. The following are the welfare actions done by the institution for the teaching and non-teaching faculty as well as the teaching staff's evaluation in the form of raises and time off for professional development: ✓ Self-Appraisal form Casual Leaves Duty Leaves for Attending Scientific Programmes Medical Leaves, Maternity Leave, and Extended Medical Leave up to two weeks as and when Required (COVID) Provision of RO water Transportation facility for Ward Rounds ✓ Management and the institute recognize all faculty members who improve their research work through high-caliber publications during the academic year with research prizes. ✓ Assistance with the cost of attending FDPs, workshops, and seminars. ✓The teaching staff receives PhD increments (a PhD allowance), and academics are covered by group health insurance. **Attach as Annexure(s)** • Additional information attached.
6.3.2	**Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years** **Response:** 4.6

	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	2019-20	2020-21	2021-22	2022-23	2023-24
		Number	0	0	0	3	0

Attach as Annexure(s)
- Additional information attached.

6.3.3	**Average No. of professional development/administrative training programs organized by the institution for teaching and non-teaching staff during the last five year**						
	Response: 1						
	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	2019-20	2020-21	2021-22	2022-23	2023-2024
		Number	0	0	0	3	2

Attach as Annexure(s)
- Additional information attached.

6.3.4	**Average percentage of teachers undergoing online/face-to-face Faculty Development Programmes (FDP) during the last five years** (Professional Development Programmes, Orientation/Induction Programmes, Refreshers Course, Short Term Course etc.)						
	Response: 7.69						
	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					
		Response: 5					
		Year	2019-20	2020-21	2021-22	2022-23	2023-24
		Number	0	0	0	2	3

Attach as Annexure(s)
- Additional information attached.

6.3.5	**Institution's Performance Appraisal System for teaching and non-teaching staff** **Response:** The performance appraisal system for teaching and non-teaching staff serves as a structured mechanism to assess, enhance, and recognize the contributions of individuals within an educational institution. For teaching staff, it evaluates pedagogical effectiveness, research contributions, student outcomes, and participation in institutional activities. Non-teaching staff are appraised based on their efficiency, technical skills, support to faculty, and adherence to institutional protocols.

The system typically involves self-assessments, peer reviews, and evaluations by supervisors or committees. Feedback is used to identify strengths, areas for improvement, and potential training needs. A well-functioning appraisal system ensures transparency, accountability, and motivation while aligning individual goals with institutional objectives. It fosters a culture of continuous improvement, recognizing exceptional performers and guiding underperformers toward better outcomes. However, its effectiveness depends on fair implementation, timely feedback, and active involvement of all stakeholders.

Attach as Annexure(s)

- Additional information attached.

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Key Indicator 6.4 Financial Management and Resource Mobilization

Item No.	Particulars
6.4.1	**Institution conducts internal and external financial audits regularly** **Response:** Minerva College of Pharmacy ensures financial transparency and accountability by conducting regular internal and external financial audits as part of its institutional governance. Internal audits help in monitoring financial transactions, identifying discrepancies, and improving financial management practices. External audits, carried out by independent auditors, provide an objective evaluation of financial records, ensuring compliance with regulatory requirements. **Attach as Annexure(s)** • Any additional information.
6.4.2	**Funds/Grants received from non-government bodies, individuals, philanthropers during the last five years (Not covered in Criterion III)** **Response: 0**

	6.4.2.1	Total grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in lakhs) Response: 0

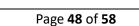| Item No.	Particulars
6.4.3	**Institutional strategies for mobilisation of funds and the optimal utilization of resources** **Response:** Both the availability and flexibility of funding are crucial for an organization's success. Minerva College of Pharmacy adheres to a strategy plan for resource mobilization and makes sure that its financial management is transparent. The Maa Saraswati Society and the principal keep an eye on the strategy to make the best use of the available funds and resources. They were used in projects aimed at improving quality. Tuition fees are the primary source of income and are collected from students in accordance with the rules set forth by the Fee Regulatory Authorities. Seminars, workshops, conferences, and cultural events are carried out with the help of grants and sponsorships obtained from various organizations, including professional bodies. The institution makes the best use of its resources when funding student projects to buy lab supplies.

Item No.	Particulars
7.1.1	**Measures initiated by the institution for gender equity promotion of gender equity during the last five years**
	Response:
	Minerva college of Pharmacy Indora is dedicated to offering a tranquil, secure, and secure working and studying environment. Both faculty and students at the college are required to always treat others with respect. The institution offers staff members and students the chance to partake in educational activities that help them adopt excellent practises for upholding gender equality. The college offers a welcoming environment for students of all genders. The college uses fair and open procedures for student evaluation, advancement, award accomplishment, and participation in other college activities. Only merit determines recruitment, selection, and advancement. The college offers staff members equal and open opportunities for training and promotion without regard to their gender. Safety and security: Anurag Pharmacy College is secured with a strong and solid boundary wall. The college hired security guards who work shifts and are available around-the-clock. To keep things safe and secure and avoid any unpleasant situations, constant monitoring is done. In order to maintain students' safety and security, the institute has accessible committees for the development of gender equity, including the Women Empowerment Cell (WEC), Anti-Ragging Committee, and Sexual Harassment Monitoring Committee (SHM). The institute has agreements in place with SHM Teams, to run a number of programmes aimed at empowering women. Counselling: While good behaviour is valued, occasionally young brains want assistance to develop their personalities. As a result, a student counsellor is available to hear students' worries and offer suitable solutions. `
	Safety and security: Minerva college of pharmacy is secured with a strong and solid boundary wall. The college hired security guards who work shifts and are available around-the-clock. Fire extinguishers are arranged in an appropriate place and First aid service is available for staff and students. Motor vehicles of all types are strictly prohibited from entering into the campus as a walk pathway is clearly demarcated. Common rooms are allotted for the both genders when they are ill. The campus is under 24/7 CCTV-camera surveillance and regularly monitors for the safety of the campus
	To keep things safe and secure and avoid any unpleasant situations, constant monitoring is done. In order to maintain students' safety and security, the institute has accessible committees for the development of gender equity, including the Women Empowerment Cell (WEC), Anti-Ragging Committee, and Sexual Harassment Monitoring Committee (SHM). The institute has agreements in place with SHM Teams, to run a number of programmes aimed at empowering.
	Attach as Annexure(s)
	• Additional information attached.

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		Environmental Consciousness and Sustainability
7.1.2		**The institution has facilities for alternate sources of energy and energy conservation measures**

Response: 1 and 5

(1) Solar energy
(2) Biogas Plant
(3) Wheeling to the Grid
(4) Sensor-based energy conservation
(5) Use of LED bulbs/power efficient equipment

Attach as Annexure(s)

- Additional information attached.

7.1.3	**Describe the facilities in the institution for management of following types of degradable and non-degradable waste (within 100-150 words)**

Response:

Minerva college of pharmacy Indora provide the following facilities to manage various types of Degradable and non-degradable waste in the college premises Waste management is a crucial aspect of maintaining a clean, healthy, and sustainable environment in educational institutions. Colleges, being centers of learning and high foot traffic, generate significant amounts of waste. Proper segregation and disposal of waste contribute to reducing environmental impact and promoting sustainability. College provides separate bin for Degradable and non-degradable waste

Objectives

- Ensure proper segregation of degradable and non-degradable waste.

- Maintain cleanliness and hygiene on campus.

- Reduce the environmental footprint by recycling and composting.

- Promote sustainable practices through education and awareness campaigns.

Solid waste management

The institution carefully monitors effective management of solid waste in the campus making sure that bins are provided separately dry and wet waste at every corner of the corridor and wash rooms **Degradable and non- degradable waste**

- Sufficient number of waste bin is available in the campus for the students to dispose degradable and non- degradable wastes

- Bio- degradable wastes include food wastes, canteen waste, paper waste, etc

- Non- degradable wastes include plastic, tin, metal, glass bottles etc.

- Biodegradable and non biodegradeable wastes are put in proper waste bins located in every class room, laboratories, store room, office, library, washroom and corridors

	Liquid Waste mangement The institution channelizes waste waterfrom all the laboratories to underground channel for disaposal The institution has established a system to manage and dispose of wastewater generated from all its laboratories in a safe and environmentally responsible manner. The wastewater, which may contain various chemicals, residues, or byproducts from experiments and cleaning procedures, is directed into an underground channel. This channel serves as a secure transportation system that prevents the wastewater from being exposed to the environment. By using this underground system, the institution ensures that any potentially hazardous substances do not seep into the surrounding soil, water, or air, which could pose a risk to human health or the ecosystem. The underground channels are designed to effectively contain the wastewater, protecting both the laboratory premises and the environment. The system is monitored to prevent blockages or leaks, which could lead to contamination. Once the wastewater reaches its final destination, it is either treated to remove harmful substances or disposed of in accordance with local environmental regulations. Treatment processes may include filtering, chemical neutralization, or other techniques to ensure that the water meets safety standards before it is released or further processed. By implementing such a system, the institution demonstrates a strong commitment to sustainability and safety. The controlled disposal of laboratory wastewater not only helps in complying with environmental laws but also minimizes the potential for contamination of natural resources such as groundwater or nearby water bodies. It also reflects the institution's responsibility toward the surrounding community, ensuring that the scientific work conducted within the laboratories does not pose a risk to the broader environment or public health. **E- waste management:** Electronic goods are put to optimum use by repair work done by technical assistant **Non – repairable** e- waste like heating mentle, hot plate and other electronic instrument use in laboratory are safely stored in room and sold as a scrap for every academic year **Attach as Annexure(s)** - Additional information attached.
7.1.4	**Water conservation facilities available in the Institution:** **Response:** 1. Borewell/Open well recharge Rain water harvesting (1) Borewell/Open well recharge (2) Construction of tanks and bunds (3) Waste water recycling (4) Maintenance of water bodies and distribution system in the campus **Attach as Annexure(s)** - Additional information attached

7.1.5	**Green campus initiatives include:**	
	Response: All	
	(1) Restricted entry of automobiles	
	(2) Battery-powered vehicles	
	(3) Pedestrian-friendly pathways	
	(4) Ban on the use of plastics	
	(5) Landscaping with trees and plants	
	Attach as Annexure(s)	
	• Additional information attached	
7.1.6	**Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:**	
	Response: NA	
	(1) Green audit	
	(2) Energy audit	
	(3) Environment audit	
	(4) Clean and green campus recognitions/awards	
	(5) Beyond the campus environmental promotion activities	
7.1.7	**The institution has disabled-friendly, barrier free environment**	
	Response: All	
	• Built environment with ramps/lifts for easy access to classrooms	
	• Disabled-friendly washrooms	
	• Signage including tactile path, lights, display bards and signposts	
	• Assertive technology and facilities for persons with disabilities (*Divyangjan*) accessible website, screen-reading software, Mechanized equipment	
	• Provision for enquiry and information: Human assistant, reader, Scribe, soft copies of reading material, screen reading	
	Attach as Annexure(s)	
	• Additional information attached	
	Inclusion and Situatedness	
7.1.8	**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)**	
	Response: Minerva College of Pharmacy Indora is committed to creating an inclusive environment where students and staff from different cultural, regional, linguistic, communal, and socio-economic backgrounds feel respected and valued. The college believes that diversity is a strength and works hard to make everyone feel included and supported. One way the college promotes unity is by celebrating cultural festivals and organizing events that	

highlight regional differences. These events allow students to share their traditions and customs, helping others appreciate different cultures. By participating in such activities, students build stronger connections and understand the importance of respecting each other's backgrounds. These celebrations bring students together, creating a sense of community on campus.

The college also encourages students to participate in discussions and workshops that teach the importance of inclusivity and how to work in a diverse environment. These activities help students understand the value of diversity and how it benefits both personal growth and teamwork. Students are encouraged to learn from each other's experiences, which fosters a respectful and open atmosphere.

Minerva College of Pharmacy Indora believes that diversity and inclusion are crucial for both personal and academic success. By creating a welcoming environment where everyone is treated with respect, the college prepares students to work in a diverse world and become compassionate professionals. This approach helps students feel a sense of belonging and helps them grow into responsible individuals who can contribute positively to society. Ultimately, Minerva College creates a community where everyone, regardless of their background, can thrive and succeed.

Provide Web link to: (if any) or Attach as Annexure(s)

- Additional information attached.

	Human Values and Professional Ethics
7.1.9	**Sensitization of students and employees of the institution to the constitutional obligations: values, rights, duties and responsibilities of citizens** **Response:** The institute is committed to provide and promote inclusive environment for all the students, faculty, alumni and visitor. At Minerva college of Pharmacy Indora of Pharmacy, we believe that cultural values play a vital role in shaping the character and personality of our students. Our institution is committed to fostering an environment that encourages the celebration of diversity, creativity, and community spirit through various cultural events. **Freshers' welcome** One of the most anticipated events of the academic year is the Freshers' Welcome. This event serves as a warm introduction for new students, helping them to acclimate to college life. It is a vibrant celebration filled with performances, speeches, and interactive sessions that allow seniors and juniors to connect. The Freshers' Welcome not only helps new students feel at home but also promotes camaraderie and a sense of belonging within the college community**.** **Socio-economic diversity** At Minerva College Pharmacy Indora , we take pride in our commitment to fostering an inclusive environment that celebrates socio-economic diversity. Our college community comprises students from various backgrounds, cultures, and economic statuses, enriching

the learning experience and promoting a broader understanding of the world. We believe that embracing this diversity is essential for personal growth and academic success.'

Regional Harmony at Minerva College of Pharmacy Indora.

At Minerva College of Pharmacy, we are dedicated to fostering a spirit of regional harmony and unity among our diverse student body. We believe that celebrating our shared heritage and values is essential for building a cohesive community. One of the key ways we achieve this is through organizing significant events that resonate with our national identity and cultural richness. Notably, our celebrations of Republic day stand out as pivotal moments in our calendar.

Constitutional Obligation at Minerva College of Pharmacy

At Minerva College of Pharmacy, we recognize our constitutional obligation to promote civic awareness and social responsibility among our students. As a premier educational institution, we believe that it is essential to instil a sense of duty towards our nation and its democratic processes. One of the key ways we fulfil this obligation is by celebrating significant events that highlight the importance of civic engagement and professional ethics. Among these, World Pharmacists' Day stand out as pivotal occasions that we commemorate with enthusiasm and commitment.

Attach as Annexure(s)

- Additional information attached.

7.1.10	**The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard** **Response:** No (1) The code of Conduct is displayed on the website: Yes/No (2) There is a committee to monitor adherence to the Code of Conduct: Yes/No (3) Institution organizes professional ethics programmes for students, Teachers, administrators and other staff: Yes/No (4) Annual awareness programmes on Code of Conduct are organized: Yes/No
7.1.11	**Institution celebrates/organizes National and International commemorative days, events and festivals** **Response:** Minerva College of Pharmacy is committed to promoting a vibrant, inclusive, and socially responsible environment for its students by actively celebrating and organizing a wide array of National and International commemorative days, events, and festivals. These celebrations are designed not only to observe significant dates but also to educate, engage, and inspire the college community by fostering cultural diversity, unity, and a sense of social responsibility. By participating in these events, students are encouraged to understand their role in society and the broader world while developing a range of

personal and professional skills.

National days are among the most prominent occasions celebrated at Minerva College of Pharmacy. Republic Day is one of the major national celebrations at the college, marked by flag hoisting ceremonies, patriotic songs, cultural performances, and speeches. These events serve as a reminder of India's democratic values and the sacrifices made by freedom fighters. Republic Day celebrations help students reflect on the importance of democracy and social justice and instil a sense of national pride and civic responsibility. Similarly, Teachers' Day is a significant occasion when students express their gratitude to the faculty. The day is marked by special programs, including cultural performances and speeches, recognizing the role of educators in shaping the future of students. This day highlights the importance of knowledge sharing and mentorship, which is crucial for the academic and professional development of pharmacy students.

Minerva College of Pharmacy also observes several International days such as World Pharmacists Day, which is celebrated to raise awareness of the crucial role pharmacists play in healthcare systems worldwide. The college organizes health camps, awareness drives, and seminars where students participate actively, learning about the importance of pharmaceutical care and its impact on global health. These events also encourage students to understand the global challenges in healthcare and the role they can play in addressing them. Moreover, World Environment Day is observed with eco-friendly initiatives like tree planting drives, workshops on sustainable practices, and awareness campaigns about environmental preservation. These initiatives not only educate students on the importance of environmental sustainability but also encourage them to be proactive in adopting green practices both personally and professionally.

Apart from commemorative days, Minerva College of Pharmacy celebrates various festivals to promote inclusivity, cultural diversity, and a sense of community. Holi, one of the most anticipated festivals, is celebrated with enthusiasm and joy, bringing together students from diverse cultural backgrounds. The celebration is marked by cultural programs, music, dance performances, and the traditional throwing of coloured powders. It serves as a reminder of the significance of unity, harmony, and the celebration of life. These celebrations promote mutual respect and understanding among students, allowing them to learn about different traditions and customs while embracing the diversity that exists within the college.

By actively celebrating these National and International days and festivals, Minerva College of Pharmacy creates a dynamic and engaging campus atmosphere where students are encouraged to reflect on their roles as responsible citizens, global citizens, and future healthcare professionals. These events provide valuable opportunities for students to engage in meaningful dialogues, strengthen their sense of social responsibility, and develop essential qualities such as teamwork, empathy, cultural sensitivity, and global awareness. These attributes are crucial for their personal growth and professional success in the field of pharmacy, where compassion, collaboration, and ethical practices are essential in providing quality healthcare to individuals and communities worldwide. Through such celebrations, Minerva College of Pharmacy not only enriches the academic experience but also prepares students to become well-rounded individuals who can contribute positively to society and the world at large.

	Attach as Annexure(s) • Additional information attached.

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Item No.	Particulars
7.2.1	**Describe two best practices successfully implemented by the Institution** **Best practice 1.** **Title: - "Conferences as Key Learning Tools: Best Practices for College Students"** Minerva college of pharmacy Indora organising the Conferences and serves as a cornerstone event for fostering academic excellence, professional development, and intellectual exchange among students, faculty, and professionals. The conference is designed to provide a platform for showcasing cutting-edge research, facilitating discussions on global challenges, and offering networking opportunities that bridge the gap between academia and industry. **Objective and Goals:** The primary objective of the Conference in the college to provide an academic and professional forum where students can: 1. Present original research and findings to a broader audience. 2. Network with faculty, industry professionals, and peers. 3. Gain insights into current trends and innovations in their respective fields. 4. Develop essential professional skills such as public speaking, critical thinking, and teamwork. **The context:** In the context of Minerva College of Pharmacy Indora. conferences are events where students can learn more about their field of study, meet professionals, and build connections. These events can focus on a variety of topics, from specific academic subjects to career development. They might be local, national, or even international. Attending a conference is a great way to stay updated on new research, trends, and opportunities in your field. However, simply showing up at a conference isn't enough to make the most of it. College students are expected to go beyond just attending classes—they are encouraged to actively engage in learning, gain real-world experience, and build networks that will help them in the future. Conferences provide a perfect platform for this, but to truly benefit, students must approach them with preparation and intention. This is where best practices come in. Best practices are helpful strategies that can help students get the most out of attending a conference. These practices include doing research before the conference, asking questions and engaging during sessions, networking with others, and reflecting on what you've learned afterward. In simple terms, these best practices help students use their time at conferences wisely, gain valuable knowledge, and make important connections for their future careers or studies. Following these practices makes the conference experience much more

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rewarding, ensuring that students leave with not just information, but also useful skills and relationships.

The Practices

Networking and Career Development

1. Networking is one of the most valuable aspects of attending the Minerva Conference. The event brings together students, faculty, industry professionals, and policymakers, creating a unique opportunity for participants to establish connections that may lead to internships, job opportunities, and collaborative projects.
2. In addition to informal networking during breaks and meals, the conference also featured structured networking events, such as a Networking Reception and a Career Fair. The Networking Reception allowed attendees to interact with speakers, panelists, and industry professionals in a relaxed setting. The Career Fair, on the other hand, hosted recruiters from leading companies in technology, sustainability, and business. Students had the opportunity to meet with recruiters, learn about career paths, and discuss potential internships and job openings.
3. For many students, these networking opportunities were instrumental in expanding their professional networks and securing post-conference opportunities.

Impact on Students and Faculty

The Conference has a significant impact on both students and faculty. For students, presenting at the conference allows them to share their research with a broader audience and gain feedback from experts in their field. This exposure can enhance their academic profiles and open doors to future research collaborations. Additionally, attending the conference provides students with a unique opportunity to interact with peers from other disciplines, fostering interdisciplinary learning and collaboration.

- Faculty members benefit from the opportunity to mentor students and engage with the latest research and trends in their field. The conference also provides faculty with a platform to share their own research and collaborate with colleagues from other institutions

Best practice 2.

Title:- "Empowering Students Through Mentorship: A Campus Best Practice"

Mentorship is a key part of the educational experience at Minerva College of pharmacy indora. It helps students grow academically, personally, and professionally. At Minerva College of pharmacy indora, mentorship is more than just giving advice; it's a way to guide students through challenges, support their development, and prepare them for their future careers. The college's global approach to learning makes mentorship even more important, as it helps students navigate new environments and cultures while pursuing their studiesMentorship is a relationship in which an experienced individual (the mentor) provides guidance, support, and advice to a less experienced person (the mentee) to help them achieve their personal, academic, or professional goals. In a college context, mentors are often faculty members, alumni, or industry professionals who share their knowledge and experience to assist students in their academic and career paths. Mentorship can take many forms, ranging from one-on-one meetings to group mentoring sessions, formal mentoring programs, or even informal peer-to-peer mentorship. Mentorship has emerged as one of the most effective best practices in higher education, playing a vital role in the academic, personal, and professional development of students. Colleges and universities across the globe are increasingly recognizing the significant impact mentorship can have in shaping the educational experience, and they are incorporating formal and informal mentorship programs into their curriculum and extracurricular activities. By providing guidance, support, smentors help students navigate the challenges of college life, enhance their academic performance, and prepare for success in their careers and beyond.

Objectives of the Practice:

Mentoring seeks to offer support, guidance, encouragement and assistance to mentees while they endeavour to navigate through difficulties, face challenges and tackle problems. Through concerted initiatives, desired attributes are developed in the mentee.

The Context :

College students are at a stage in life wherein they face a host of problems related to academics, relationships, health, stress, finance, employment concerns etc. Due to varied reasons, students often do not confide their problems to anyone, which could lead to emotional imbalance, disheartenment and frustration. This can be remedied through mentoring whereby the students are provided with academic and emotional support. Through their encouragement and guidance, mentors play an important role in nurturing the mentees' aspirations, preparing them for future challenges, building confidence in them, motivating them to undertake challenges and fostering their all-round growth.

The Practice:

1. Our Institution has adopted a hierarchical approach wherein the mentees have one of their teachers as their mentor. The following are brief highlights of the programme:

2. Each faculty member is assigned with the task of mentoring own students.
3. A special time-slot with a designated classroom is allocated to each mentor for a formal monthly interaction with his/her mentees.
4. Mentees are required to provide, for the mentor's ready reference, a detailed personal profile listing their contact details, personal strengths and weaknesses, future plans etc.
5. During the formal interactions, issues like campus discipline, dress code, punctuality, attendance, examination preparation, non-tolerance of ragging, undesirability of adopting unfair means at examinations sexual harassment at workplace, role and availability of counselors on campus, suicidal tendencies, cyber crime, confidence-building activities etc, are discussed.
6. Mentees are encouraged to regularly interact with their mentors and discuss any issues. Mentors keep track of the academic performance of the mentees and provide the necessary assistance/guidance in the event of poor grades. Buddy groups are often formed within the menteegroup in order to help the academically-weak students.
7. Mentors maintain a confidential data sheet about their mentees which details the mentoring activities rendered.