



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

L. M. COLLEGE OF PHARMACY

L. M. COLLEGE OF PHARMACY, NAVRANGPURA, AHMEDABAD

380009

www.lmcp.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

L M College of Pharmacy is a highly reputed over 7 decades old seat of pharmacy education established in 1947 with a vision to promote pharmaceutical education and science in all aspects. It has the distinction of being the first fully-integrated pharmacy institute in the country. The Institute is managed by the Ahmadabad Education Society (AES), a premier education trust founded in 1935 and managing over 25 institutions offering tutelage in fields as diverse as Arts, Commerce, Science, Pharmacy, Architecture, Planning, Business Administration, Computer Application, Management and more. It has under its auspices organizations like Ahmedabad University and CEPT University. With a legacy of 86 years, AES today is the educational hub of Ahmedabad. It is a registered Public Charitable Trust and a registered Society established under the respective Acts. The foundation of AES was laid by a rewarding combination of influential businessmen and social leaders in the pre-Independence period.

L. M. College of Pharmacy (LMCP) being a technical institute is affiliated with Gujarat Technological University (GTU) that is emerging among the top ten Universities of the Country. The Institute is approved by statutory regulatory bodies like the Pharmacy Council of India (PCI) and the All India Council for Technical Education (AICTE). The Institute has added to the programs being offered to rise to the growing demand of Pharmacists at all levels and offers diploma, degree and post-graduate courses in pharmacy. The newly introduced Doctor of Pharmacy (Pharm D) course that prepares a pharmacist for clinical services has added a feather to its cap. This has expanded the spectrum of its activities from pharmaceutical sciences to include pharmacy practice. The Masters' program is offered in five specializations of Pharmaceutics, Pharmaceutical Quality Assurance, Pharmacology, Pharmaceutical Chemistry and Pharmacognosy.

LMCP has been ranked among the top 50 Pharmacy institutes in the country in the NIRF since the inception of the ranking system in 2017. In the State rating, GSIRF, LMCP has been awarded a five-star rating and placed second in the state for Pharmacy education. The Institute is all set to celebrate its 75th Platinum Jubilee in the ensuing year 2022-2023.

Vision

The hitherto eight eminent Principals, distinguished faculty and alumni have made noteworthy contributions in all facets of the pharmacy profession at national and global levels in their individual capacity and as an institute. The students have been lauded for their academic feats at various platforms.

L. M. College of Pharmacy aspires to be a global leader in pharmaceutical education and research by adopting transformative approaches and integrating its curricula and research practices with newly evolving advancements in life-sciences and healthcare professions. The Institute is driven by the Vision to excel in pharmacy education, engage in cutting-edge research to advance healthcare and drug discovery. A testimony of the institute working towards the realization of the vision set to it at the time of establishment, is the immense contribution to the Pharmacy profession across the globe through the numerous generations of Alumni spread all over the World.

The establishment of the state-of-the-art facility housing Ramanbhai Patel Postgraduate Centre and AIC-LMCP Foundation (ALF) behind the main institute building is the latest milestone in the annals of the College. The Atal Incubation Centre is a unique facility established by AIC- LMCP Foundation, a registered company formed under the Companies Act in September 2017, supported by Atal Innovation Mission, Niti Aayog, Government of India that fosters the spirit of innovation and entrepreneurship among faculty, students or enthusiasts for creating new products and services in niche areas. The center has been supporting prospective entrepreneurs to transform their ideas and concepts into products and facilitate their eventual commercialization.

LMCP is committed to the complete realization of the vision and carries forward the legacy awarded by the preceding generations of stalwarts of pharmacy education.

Mission

L. M. College of Pharmacy strives to achieve its Mission through its five-fold endeavours to keep pace with the advances made by the pharmaceutical industry locally and globally while endearing to the core values extending a distinct brand.

Its five-fold mission endeavours include fostering an innovative and learning centred education and research environment, leading in innovative research in pharmaceutical, biomedical and clinical sciences and practices, inspiring the future pharmacists, promoting entrepreneurship while nurturing outstanding talent. The Institute also works towards partnering for mutual good, celebrating scholarship and achievements and effecting integral development. The end objective is to create competent pharmacists with the right blend of knowledge, skills and moral values to serve society and the country.

The Institute is guided by the core values that are reflective in routine functioning. LMCP upholds honesty, transparency and ethical conduct in all processes and actions, the highest standards of quality in all endeavours to promote meritocracy in pursuit of excellence, egalitarianism in spite of the existing diversity, empowerment along with empathy while disseminating knowledge to support creativity and innovations.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. L. M. College of Pharmacy is the first full-fledged pharmacy institute in the country with a reputed track record and goodwill. It is managed by the reputed trust, AES, committed to excellence in education, thereby permitting growth and sustainability.
2. The highly qualified, experienced faculties from diversified backgrounds work cohesively and present a conducive environment for the professional growth of all.
3. The institute has independent, well-equipped, dedicated research laboratories with sophisticated instruments enabling high-end and quality research.
4. The institute has an excellent association and interaction with the alumni through a multi-pronged approach.
5. The institute has been recognized for its innovative research and has been awarded the MHRD Innovation Mission (MIC) approved Institute Innovation Council (IIC), Atal Innovation Mission approved Atal Incubation Centre (AIC) and the Nodal centre for Student Start-up and Innovation Policy

(SSIP) sanctioned by the Government of Gujarat, for the promotion of innovation ecosystem and growth-promoting ambience for start-ups.

Institutional Weakness

1. The recruitment process for the vacant faculty positions is carried out in accordance with the Government guidelines after due approvals, resulting in procedural delays. The transient faculty deficiencies and the resultant dependency on visiting faculties impact the quality of education imparted as also the profile of the faculty.
2. The institute has a proven track record of repute and quality education. However, being an affiliated institute, the autonomy for admission of students from other states and international students is available to a limited extent or totally unavailable.
3. A certain magnitude of constraint exists in exploring avenues for upgrading the curricula while working within the framework of the Statutory Regulatory Agency and the affiliating University.

Institutional Opportunity

1. LMCP is located in a prime geographic location, in the midst of the hub of the Pharma industry. This presents ample opportunities for regular collaborative interactions and visits to several Pharma and allied industries for industrial consultancy projects and collaborative/ Industry-sponsored projects for mutual good.
2. The highly experienced faculty, renowned for their achievements can facilitate the introduction of a variety of short-term, industry-relevant programs in offline, online and blended modes.
3. The digitalization and automation of the learning resource center, Library, would enable better management of the vast knowledge resources.
4. The state-of-the-art facilities and resources promote research in niche areas such as Biosimilars, gene therapy, simulative sensor devices would assist in the establishment of Centers of Excellence.

Institutional Challenge

1. The challenging and competitive environment presents a continuous challenge of abiding by professional norms and bindings without compromising on quality.
2. At LMCP, the quality research has been translated into high-impact research publications; however, the need of the hour is the promotion of research initiatives that can be translated from idea to market.
3. There is a limitation to attracting an adequate number of meritorious students for innovative, path-breaking research endeavors at PG, Doctoral and Post-Doctoral levels.
4. Attracting an adequate number of meritorious faculty focused on translational research presents another challenge.
5. The promotion of multi- and inter-disciplinary research projects has been below par and needs further nurturing for quality enhancement and industry-relevant research projects.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

LMCP is affiliated with the GTU and hence follows the syllabus specified by GTU which in turn is the syllabus prescribed by the Pharmacy Council of India for B-Pharm, M-Pharm and Pharm-D courses. The institute has implemented a Choice Based Credit System for the undergraduate B. Pharm and postgraduate M. Pharm programs as per guidelines of GTU. Elective courses are offered to the B. Pharm students in the final semester; namely, courses like Advanced instrumentation techniques, Cosmetics, Nutraceuticals and Pharmaceutical marketing to help students gain insight into allied fields of the profession and to enhance their thinking and creative ability. Adequate practical skills are inculcated into the students by experiential learning derived during practical sessions, fieldwork, industrial training/ hospital training, workshops, etc. Introduction of Pharmacy Practice in the 7th semester and Project work in the 8th semester of B. Pharm has widened the scope of acquisition and application of knowledge. Likewise, seminar presentations and journal clubs in the M Pharm syllabus have added extra dimensions of learning to ever-expanding fields of knowledge. Introduction of subjects like communication skills and personality development in the early part of UG study and follow-up activities help students develop imaginative thinking, effective communication skills, ability to use information technology and communication tools to meet the needs of a complex global society. The institute is organizing Continuing Pharmacy Education programs every month to apprise the students and faculty about recent advances in the field. Guest lectures are held regularly on technical subjects as also professional ethics and human values. The institute encourages students to take up several value-based and add-on courses offered by the institute, professional organizations and Government to supplement the courses of the curriculum.

The curriculum is effectively delivered by preparing and following the academic calendar, timetable and lesson plans. The overall objective is to ensure fulfillment of the program and course objectives and effect integral development of students. The experienced faculty contribute to the university by discharging their responsibilities of examinations. The institute takes requisite feedback from stakeholders on the syllabus and its delivery to make necessary amendments.

Teaching-learning and Evaluation

Admissions to all programs are done through a centralized admission process by ACPC, Gujarat State based on merit in accordance with the reservation policy. The Institute is one of the most sought-after HEI as evidenced by the high cut-off merit and average enrolment of 94 % of the sanctioned intake. The entrants admitted are a diverse but cohesive group of students from across the country as also Foreign nationals. A student-centered learning approach is adopted as a well-designed student induction program called Aagaman. Several learning opportunities are provided throughout the program along with a robust mentoring system strengthened with experience. A special focus is laid on experiential and participative learning, creative and innovative activities. The institute identifies slow and advanced learners based on their academic performance, student interactions, and due efforts are made to address their specific needs.

A variety of ICT tools employed by the faculty blended with conventional teaching facilitate an effective teaching-learning environment. The COs and POs are disseminated widely and an indirect assessment of the achievement of POs is undertaken. The faculty comprises a blend of acclaimed, senior and relatively young enthusiastic teachers with a total of >375 years of experience and an average of about 9 years. 80 % of the faculty hold a Ph.D. degree. The student/ teacher ratio meets regulatory requirements notwithstanding the procedural difficulties in appointing faculty for the grant-in-aid segment. The faculty are committed to improving their professional knowledge and competence. The institute gives wide publicity of the programs organized by it and others institutes and encourages the faculty and students to participate to remain abreast with current developments in related subjects.

All programs, except the Pharm D program, are semester-based. The result of each semester is awarded in terms of the Semester performance index (SPI) and the final result in terms of the Cumulative Performance Index (CPI) and Cumulative Grade Point Average (CGPA). The evaluation system comprises internal evaluation by the institute and external evaluation by the University. The former is a blend of objective and subjective questions. The overall result is above 90 percent for each class.

Research, Innovations and Extension

The institute lays as much importance to research, innovation and extension as teaching and learning. Students of the Masters' program in five areas of pharmaceutical sciences undertake research in cross-functional areas. Around 175 PG scholars have graduated and 25 have been awarded Ph.D. degrees in the last five years. Research and consultancy projects worth Rs. >150 Lakhs have been accomplished during the assessment period. 25 functional MoUs with reputed companies and CROs have facilitated collaborative working in the areas of solving industrial problems. The quality research at LMCP has been translated into publications (about 190) and patents (> 40).

The state-of-the-art facility at AIC administered by the institute is an invaluable complimentary resource for pursuing research. The institute has been awarded the Nodal Centre for the Student Start-up and Innovation Policy by the State Government. LMCP SSIP has sanctioned about 84 student projects worth Rs 71 Lakhs; 23 of which are under patenting process. CYTOKINE, the LMCP team, with its innovative topical herbal formulation, emerged among the top five PoC awardees at MHRD Innovation Cell AICTE. 24 start-ups have been facilitated by AIC-LMCP with 15 Collaborations, 3 provisional Patents and 3 Start-up awards. The institute is also selected for the MIC's Institute Innovation Cell since 2018 and is swiftly picking up its activities.

The faculty lead by example in the extension activities demonstrated by the services rendered at Dhanvantari Covid hospital during the pandemic. Outreach activities such as Refresher Courses for Registered Pharmacists, Awareness drives on health and disease awareness, donation drives like a collection for Sainik Welfare fund and regular blood donation camps, etc. have had a potent impact on the neighborhood. The twinning of technical education with the efforts for community development is illustrated by community-relevant academic projects. Celebrations of days of national importance and international commemorative days have been extended to include community outreach like socially responsible citizenship, promoting entrepreneurship among women, women's health, etc. One of our students received the 'Best Yoga Practitioner' Prize from GTU during International Yoga Day-2016.

Infrastructure and Learning Resources

LMCP is situated in the vast campus of AES spread over about 3 acres of lush green lawns and trees. The natural surroundings with rich flora and fauna provide a conducive atmosphere for learning. A vast herbal garden near the entrance adds aesthetic and educational value. The institute building is 75 years old with ancient architecture comprising two rows and two connecting perpendicular lanes. The wide, spacious entrance imparts a sense of pride and grandeur. The ICT-enabled classrooms and seminar halls and modular workspaces integrating students' requirements in the form of dedicated UG and PG laboratories are well-utilized for effective teaching and learning and research. The central instrumentation laboratories have been upgraded by Zydus Hospira Oncology Pvt Ltd under its CSR initiative.

24x7 Wi-Fi enabled premises with adequate bandwidth, computer laboratory and well-established library cater to the ICT usage. 85 computers equipped with internet connectivity help maintain a good student to computer ratio. The Institute provides independent and shared facilities for sports, hostels and a cafeteria. A well-developed girls' room is provided. LMCP has adequate facilities for cultural activities, sports and yoga facilitating the holistic development of the students.

The new building called Ramanbhai Patel Post Graduate Centre and Atal Incubation Centre is a state-of-the-art facility that houses a unique facility for advanced entrepreneurs. Animal-house with the ideal layout and ultramodern facility like individual cage ventilator enables execution of industrial projects on animal pharmacology and toxicology.

The Institute has a well-defined policy, protocols and budget for the maintenance of physical, IT, academic and learning resources facilities. Institute has separate AMCs for the maintenance of various sophisticated instruments and IT facilities.

The well-laid-out library is equipped with various sections like book issue-return, reading and reference sections, journal sections and E-Library. The Library services are automated; SOUL and OPAC are used for the search of bar-coded books by the users. The Library is registered with N-LIST since 2010, has a Lifetime membership for NDL since 2017 and is an institutional member of Shodhganga. AICTE has selected the institute under the e-Shodh Sindhu scheme for the free subscription of Bentham and Scopus.

Student Support and Progression

LMCP enjoys excellent goodwill as a prime institute of pharmaceutical education and research resulting from the achievements and contributions of its alumni nationally and globally. This is also a matter of responsibility for the institute to keep up the pace. The Institute believes in the holistic integral development of the students and provides ample opportunity for the students to participate in extra- and co-curricular events organized in-house or outside at the State and National levels.

Students' safety and wellbeing is the first priority that is ensured by the effective functioning of student support committees like anti-ragging, grievance Redressal, etc. Mentoring for competitive exams like GPAT, NIPER-JEE, has carved a niche position for the Institute as exemplified by the success of LMCPians. The National topper of GPAT 2019 is an LMCPian. Other skill developments and enhancement activities include career counseling, soft skill training, personal counseling, Yoga training, etc. Visit to industries, CROs and health settings impart practical dimension to students learning. Placement cell functions effectively by arranging for campus interviews and keeping live contacts with the industry.

A number of sports and cultural events are conducted during the week-long celebration, PARTYCLES. The Institute plays a major role in conducting Tech-fest organized by GTU. Various social, professional and nation-building activities to inculcate ethical and patriotic values among students are organized periodically. A number of scholarship schemes from Government and non-Government sources are facilitated for the welfare of indigent students. Scholarships awarded to students amount to > 1 Crore during the assessment period. Students' involvement in several activities at varying levels is encouraged and practiced.

A registered Alumni association under the aegis of LMCP Alumni Association and Research Society (LAARS) has kept the connection between the generations of Alumni and the alumni-in-the-making alive with assistance in financial and other means such as placements, training and collaborative projects, expert talks, panel

discussions, etc. The Ramanbhai Patel Postgraduate Centre is developed through the assistance extended by Shri Pankajbhai Patel, Chairman, Cadila Healthcare to the tune of Rs. 8.5 Crores. Alumni contributions for the development of the institute amount to about Rs. 12 Crores.

Governance, Leadership and Management

LMCP and AES espouse the values of knowledge, commitment, integrity and excellence in all aspects of its functioning. The Institute has a well-documented vision plan delineating academic, research and professional objectives. The grant from the State Government for diploma and UG course, fees from self-finance component and adequate reserve resources of the AES ensure financial sustainability. The Governing body has highly qualified and experienced academicians, industrialists and professionals. The Institute performs under the dynamic guidance of the Academic Advisory Committee comprising of renowned and reputed professionals. The Principal engages in collective leadership and is actively supported by senior professors, HoDs and faculty; all well-recognized in their respective fields. The Management accords requisite autonomy in academic, managerial and financial processes. The procedures and records of the Institute are subjected to academic audits from State Government besides regular financial audits. Periodic assessments by PCI, AICTE and GTU are successfully qualified. The experienced faculty as approved inspectors on regulatory bodies indirectly add value in improving managerial aspects and improving record keeping. An Internal Quality Assurance Cell (IQAC) is established as per norms that serve as a vehicle for ensuring quality in academic and administrative functioning. The contribution of IQAC in value-addition to various processes and functions is well-perceived. The monthly meeting comprehensively reviews all technical, quality and administrative aspects. The administration is decentralized and effectively planned through the Institute Committees Framework. Organization of professional development programs with resource mobilization from funding agencies is greatly encouraged.

Staff welfare measures as permitted by the State Government, regulatory agencies and the Management are in place. A bottom-up approach was adopted for drawing the strategic plan based on the SWOC analysis. The Institute administration is facilitated by a robust ERP system, in all areas of functioning. Implementation of e-governance is evident in all aspects of academic and institute administration.

The performance of the faculty is evaluated by a detailed self-appraisal form comprising their academic, research and co-curricular contributions. The Management reviews the same, provides one-on-one feedback and grants suitable increments. A similar process is followed annually for the staff too.

Institutional Values and Best Practices

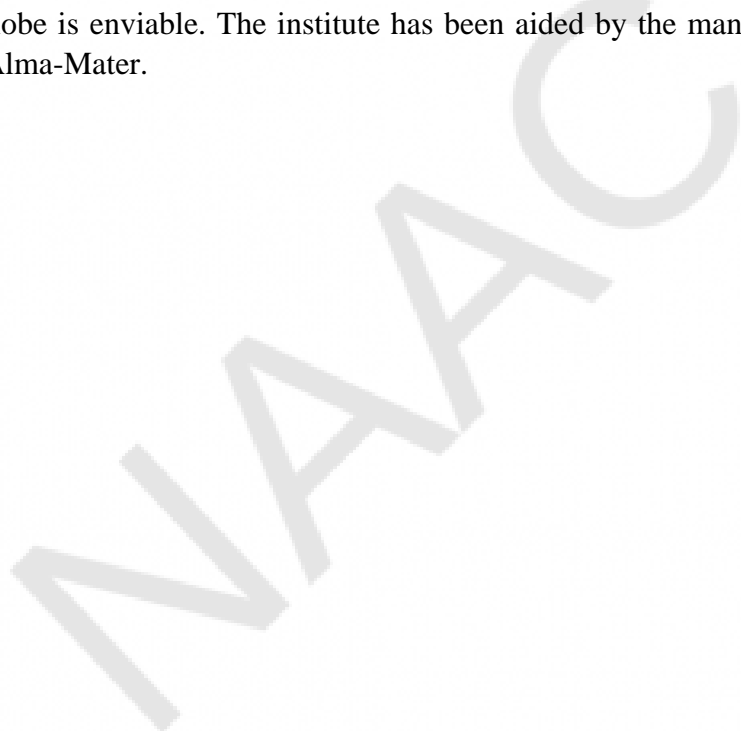
LMCP is committed to inculcate the right professional values and competence among its students commensurate with program and course objectives and at the same time render useful social function and demonstrate its sensitivity to national and global issues including environmental protection and conservation.

The institute promotes ideal human values and motivates the students to cultivate ethical practices by celebrating national days, professional and health-related days like Teacher's day, World Pharmacist day, International Yoga Day, National Pharmacy Week, etc. The institute works closely with professional and industry organizations like Indian Pharmaceutical Association and Indian Drug Manufacturers' Association. The institute premises also serve as the office of the active Gujarat state Branch of Indian Pharmaceutical Association (IPA-GSB) and organizes CPE programs regularly for the benefit of the budding Pharmacists and professionals. The National and International conferences organized with admirable frequency to include topics

of current and future potentialities like radiopharmaceuticals, phytopharmaceuticals and Biotechnology products have benefitted the attendees nationally and globally.

LMCP believes in the equality of all the employees, students, associates and stakeholders. This ideal imbibes the idea of gender equality, gender sensitivity and an inclusive environment. Appropriate systems are in place to ensure the ingraining of values of tolerance, equity, harmony, etc. among the students. The central location of the institute promotes the use of public transport facilities like BRTS and local buses. The institute endeavors to minimize paper use and practices paperless communications to the extent possible. Established systems for solid, liquid, plastic, biological and e-waste management are followed. The HVAC system installed in animal-house employs terminal filtration to avoid particulate and viable contamination to the environment.

The institute identifies its Best Practices and furthers them. The continued contribution to the profession; both nationally and across the globe is enviable. The institute has been aided by the many generations of Alumni eager to give back to their Alma-Mater.



2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	L. M. COLLEGE OF PHARMACY
Address	L. M. College of Pharmacy, Navrangpura, Ahmedabad
City	Ahmedabad
State	Gujarat
Pin	380009
Website	www.lmcp.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Mahesh T. Chhabria	079-26302746	9879033513	-	principal@lmcp.ac.in
IQAC / CIQA coordinator	Anuradha K. Gajjar	-	9925140156	-	naac.iqac@lmcp.ac.in

Status of the Institution	
Institution Status	Grant-in-aid and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	16-06-1947

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Gujarat	Gujarat Technological University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	28-02-2021	View Document
12B of UGC	28-02-2021	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE, NCTE, MCI, DCI, PCI, RCI etc (other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day, Month and year (dd-mm-yyyy)	Validity in months	Remarks
PCI	View Document	09-07-2021	12	B Pharm has two years validity and Pharm D and M Pharm with five specializations have one year validity

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?

No

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	Gujarat State Institutional Rating Framework
Date of recognition	28-02-2019

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	L. M. College of Pharmacy, Navrangpura, Ahmedabad	Urban	2.85	13758

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BPharm, Pharmaceutical Chemistry And Quality Assurance	48	XII Science and GUJCET or NEET	English	90	90
PG	MPharm, Pharmaceutical Chemistry And Quality Assurance	24	B. Pharm and GPAT or PG CET	English	8	8
PG	MPharm, Pharmaceutical Chemistry And Quality Assurance	24	B. Pharm and GPAT or PG CET	English	8	8
PG	Pharm D, Pharmaceutical Chemistry And Quality Assurance	60	XII Science and or GUJCET or NEET	English	30	30
PG	MPharm, Pharmacology	24	B. Pharm and GPAT or PG CET	English	10	10
PG	MPharm, Pharmacognosy	24	B. Pharm and GPAT or PG CET	English	4	1
PG	MPharm, Pharmaceuticals And Pharmaceutical Technology	24	B. Pharm and GPAT or PG CET	English	10	10

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	5				4				38			
Recruited	1	3	0	4	2	2	0	4	12	12	0	24
Yet to Recruit	1				0				14			
Sanctioned by the Management/Society or Other Authorized Bodies	2				2				9			
Recruited	2	0	0	2	2	0	0	2	5	3	0	8
Yet to Recruit	0				0				1			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				20
Recruited	4	0	0	4
Yet to Recruit				16
Sanctioned by the Management/Society or Other Authorized Bodies				13
Recruited	9	4	0	13
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				3
Recruited	0	0	0	0
Yet to Recruit				3
Sanctioned by the Management/Society or Other Authorized Bodies				3
Recruited	2	1	0	3
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	3	3	0	4	2	0	14	9	0	35
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	6	0	8

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	0	0	1

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	0	2	0	2	

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	55	2	0	0	57
	Female	54	3	0	3	60
	Others	0	0	0	0	0
PG	Male	19	0	0	0	19
	Female	54	2	0	0	56
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	4	4	3	1
	Female	3	5	3	1
	Others	0	0	0	0
ST	Male	4	6	6	1
	Female	3	3	1	3
	Others	0	0	0	0
OBC	Male	14	20	14	8
	Female	19	14	8	9
	Others	0	0	0	0
General	Male	46	39	48	26
	Female	74	62	71	46
	Others	0	0	0	0
Others	Male	10	4	2	2
	Female	13	4	2	5
	Others	0	0	0	0
Total		190	161	158	102

Extended Profile

1 Program

1.1

Number of courses offered by the Institution across all programs during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
167	184	193	180	147
File Description		Document		
Institutional data prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
7	7	7	7	6

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
581	507	440	382	323
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
89	102	78	82	74

File Description	Document
Institutional data in prescribed format	View Document

2.3

Number of outgoing / final year students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
123	118	110	95	97

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

Number of full time teachers year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
44	34	32	31	25

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
60	60	60	57	48

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 9

4.2

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
35.87	30.48	75.33	7.67	11.22

4.3

Number of Computers

Response: 85

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum delivery through a well planned and documented process

Response:

The curriculum for the programs offered at the Institute is in line with the curriculum designed by the Pharmacy Council of India (PCI) and Gujarat Technological University (GTU). LMCP offers D. Pharm, B. Pharm, M. Pharm (in five specializations), and Pharm. D. programs.

The curricula comprise of core pharmacy courses like Pharmaceutics, Pharmaceutical Chemistry, Quality Assurance, Pharmacology, and Pharmacognosy as well as basic sciences and allied courses like medical sciences, engineering, law, and management. Attention is also given to the communication and soft skill development along with the personality development of the students.

The institute has well-structured processes enabling the participation of various stakeholders to help maintain uniformity, transparency, academic standards, and quality during curriculum delivery. The institute-level committees prepare broad guidelines and frameworks to suit the requirements of the different programs. The faculty in conjunction with the academic and timetable committees of the institute provide directions and regularly monitor the efficacy of the same throughout the academic term.

Planning, Teaching, and Evaluation: Departmental sub-committees hold meetings at the end of semesters to discuss and plan in advance the execution of courses in the forthcoming semester. Teaching focus, class assignments, internal assessments, use of reference materials, and teaching aids for teachers are discussed. Lesson plans are prepared in advance. Academic Calendar and timetable are prepared before the end of the preceding semester to ensure smooth execution of the next semester. Each practical class is assessed to monitor the learning of students. Moreover, tutorials are an essential part, where teachers solve the queries of students; these are also utilized for providing additional guidance based on individual subjective needs.

The institute invites guest speakers from industries and renowned academicians for delivering and sharing information through Expert Talks on various subjects of current professional and research interest. The institute has initiated Continuing Pharmacy Education (CPE) programs in the form of expert lecture/seminars in association with the Indian Pharmaceutical Association Gujarat State Branch (IPA-GSB), generally scheduled on the last Friday of every month. Students are motivated and updated with global Pharma-related activities along with value-added speech and ethics during these sessions.

The students are also inspired to participate in seminars, workshops, symposiums, and conferences which keep them abreast with the current industrial scenario and research activity. The students are oriented towards optimum use of the knowledge resources. The students of all programs are exposed to community-based services through activities conducted under World Pharmacist Day, National Pharmacy Week, NSS, and social drives. The Pharm. D. program involves the study of the core pharmacy subjects and orienting the students towards patient care, monitoring prescriptions and patient counseling including, lifestyle modification, identifying the potential drug interactions, adverse drug reactions, rational drug use.

Research is an integral component of the M. Pharm curriculum; fruitful outcomes are achieved through meticulous planning, regular reviews, and rigorous internal assessments.

Monitoring and Mentoring processes are in place to ensure the learning outcomes of each subject. Continuous internal evaluation is carried out through a variety of assessment tools.

File Description	Document
Upload Additional information	View Document

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

LMCP adheres strictly to the academic calendar. Academic Calendar is prepared at the beginning of each academic session. It is planned in coordination with the examination committee to include the examination schedule along with other activities.

The Continuous Internal Evaluation (CIE) consists of two tests with the objective type (Multiple Choice Questions, MCQs) questions and one test with descriptive questions. The two MCQ tests are conducted for ten minutes just before the routine practical classes with all classes being held as routine. The first MCQ test is conducted after four weeks of teaching, while the second MCQ test is conducted after ten to twelve weeks of teaching. Immediately after each MCQ test, the concerned teachers discuss the paper and counsel the students having poor performance. Additional classes are also conducted if required. The descriptive test is called the Mid Semester Exam and is generally conducted after seven to eight weeks of teaching. The Academic calendar not only shows the schedule of the CIE, but also indicates the timeline for the announcement of the results of all the tests conducted. A remedial exam is also conducted towards the end of the semester for the benefit of the students who fail to pass the regular examinations. The students appearing in these examinations are awarded the minimal stipulated marks required for being eligible to appear in the University examination (40 % of internal marks, that is 8). However, in genuine cases of illness or personal problems, the students are awarded the marks scored by them.

During the practical sessions, the students are monitored and assessed based on their daily performance. Students are also assessed based on their journal writing skills. These assessments constitute continuous internal evaluation. Further, an internal practical examination is conducted towards the end of the semester. The marks for the continuous internal evaluation and the internal practical examination are combined to obtain the marks for internal practical to be sent to the University. The tutorial sessions are also used to the advantage to conduct quizzes and tests in addition to the sessions to address the queries of the students.

A variety of activities are conducted around the academic term for the holistic development of the students. There are dedicated committees to plan and execute a variety of activities. Some of these activities include Sports activities and celebrations of various days. During these, the teaching is scheduled for half the day, while the remaining half is dedicated to the activities without hampering the teaching schedule.

The students are actively involved in preparing for competitive examinations like GPAT. These students are motivated and supported in their preparations by conducting a series of tests called the Pre-GPAT

examinations. These are conducted in a planned manner and the schedule of these is also included in the Academic Calendar.

File Description	Document
Upload Additional information	View Document

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

Response: B. Any 3 of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of participation of teachers in various bodies/activities provided as a response to the metric	View Document
Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Response: 85.71

1.2.1.1 Number of Programmes in which CBCS / Elective course system implemented.

Response: 6

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 3**1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.**

2020-21	2019-20	2018-19	2017-18	2016-17
2	1	0	0	0

File Description	Document
List of Add on /Certificate programs	View Document
Brochure or any other document relating to Add on /Certificate programs	View Document

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years**Response: 4.76****1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
42	84	0	0	0

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	View Document
Any additional information	View Document

1.3 Curriculum Enrichment**1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum****Response:**

LMCP meticulously follows the curriculum prescribed by the University. The institute also conducts various activities on cross-cutting issues to supplement the university curriculum.

Integrating Professional Ethics:

Courses like Pharmaceutical Jurisprudence, Forensic Pharmacy, Communication Skills, Pharmaceutics, Industrial Pharmacy, Quality assurance, Drug Regulatory Affairs, Research Methodology, Biostatistics and IPR help to ingrain professional ethics among the students. Topics like Principles and significance of professional ethics, Code of Pharmaceutical ethics, GLP, GMP, Quality control and quality assurance, Institutional Review Board, Ethical Guidelines by ICMR, CPCSEA guidelines for laboratory animal facility, effective written and spoken styles, etc are transacted during these courses. Additionally, expert lectures on value education and ethics, role as healthcare professionals, social responsibility. The institute had also offered an add-on course on 'Ethics and Etiquettes in Pharmacy' for B. Pharm. Semester IV students from the academic year 2019-2020. Adequate importance is also assigned to communication skills during the routine conduct of lecture, practical and tutorial sessions. Activities like debates on contemporary topics, elocution, skits, etc provide excellent opportunities to develop communication skills, human values and also surge the confidence among the students. The conduct of the faculty also helps to instill professional values among the students; the students look upon and emulate the faculty members as role models.

Cognizance for Gender and Sensitivity:

Courses like Human Anatomy and Physiology, Applied Pharmacotherapeutics II and Pharmacological and toxicological screening describe the anatomy and physiology of male/ female reproductive systems and reproductive toxicology studies for males and females. Going beyond the curriculum, the institute organizes various workshops, seminars, expert lectures on gender sensitivity, women safety, women empowerment and personality development.

Inculcating Human Values:

The curricula of B. Pharm. and Pharm. D. include the courses Integrated Personality Development Course and Contributor Personality Development mainly address topics related to human values such as Contributor's identity, the vision of success and career, journey to contributor-ship, sympathy, trust behavior, factors affecting failures, power of faith, practicing faith, my India my pride, ideal citizen, affectionate relationships, teamwork and harmony. The institute integrates human values by organizing activities like blood donation, disease awareness talks, health check-ups, health-related surveys, the celebration of days of National importance like Independence day and republic day. Practices like yoga and meditation, voter's awareness, patriotism, tolerance etc. are also inculcated among the student through myriad activities.

Awareness towards Environment and Sustainability:

The curriculum offers a wide variety of courses with an emphasis on environment-related issues such as renewable and non-renewable resources, ecosystem, ecotoxicology, forest conservation, biodiversity, green audit, environmental pollution, conservation of medicinal plants, green chemistry for sustainable development, etc. Apart from these courses, NSS activities promote environmental awareness through tree plantation, village cleanliness, plastic-free campus etc. A bird-friendly campus has been created on the campus. 'No Vehicle Day' is also observed. The courses integrating environment and sustainability include Environmental Sciences, Pharmacognosy, Phytochemistry I, Herbal Drug Technology, Health Education and Community Health, Pharmaceutical Chemistry VI, Pathophysiology, Hazards & Safety Management, Advanced Organic Chemistry I & II, etc.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View Document

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 19.13

1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
47	45	44	23	11

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	View Document

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

Response: 74.53

1.3.3.1 Number of students undertaking project work/field work / internships

Response: 433

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	View Document

1.4 Feedback System

1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni

Response: A. All of the above

File Description	Document
Any additional information (Upload)	View Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback process of the Institution may be classified as follows: Options:

- 1. Feedback collected, analysed and action taken and feedback available on website**
- 2. Feedback collected, analysed and action has been taken**
- 3. Feedback collected and analysed**
- 4. Feedback collected**
- 5. Feedback not collected**

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Upload any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 93.89

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

2020-21	2019-20	2018-19	2017-18	2016-17
167	193	158	149	106

2.1.1.2 Number of sanctioned seats year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
160	169	169	170	152

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 49.74

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

2020-21	2019-20	2018-19	2017-18	2016-17
49	54	50	34	26

File Description	Document
Average percentage of seats filled against seats reserved	View Document
Any additional information	View Document

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

Students are admitted to all the programs at the institution based on merit through a centralized admission procedure of the State Government. However, the ability of each student to cope up with the courses in the pharmacy curriculum may be different.

The differential requirements of the student population are analyzed after the admission based on the following factors:

- Medium of higher secondary education (English / Vernacular Medium)
- Marks obtained at higher secondary / graduation (Percentage / Percentile / CGPA)
- Marks of the qualifying examination (GUJCET)

The institute identifies advanced learners and slow learners based on their responses in the classroom as well as the performance in the University examination of semester 1 for B.Pharm and M.Pharm and first year Pharm.D. as per the following criteria:

Slow learner: SPI < 6.5

Intermediate learner: SPI 6.5 to 7.5

Advanced learner: SPI >7.5

Students are also identified based on the interaction and viva during practical sessions and theory classes.

Following activities are adopted by the institute and faculties for students:

For Slow learners:

1. The institution provides mentoring to every student for resolving any problems encountered during learning. This provides an opportunity to counsel the students and provide solutions for the learning problems of particular courses.
2. Tutorial classes are conducted for all the courses, which double up as problem-solving sessions as well as promote participative learning.
3. Providing course materials and question banks to the students.
4. Classes for communication skills are conducted to improve student's language skills and overcome the language barrier for the students coming from vernacular medium.
5. Various innovative teaching methods such as group discussion, question-answer sessions and remedial examinations are adopted.
6. All the faculty members are easily approachable to all the students for solving their problems, especially those who are shy to raise questions in the classroom.

For advanced learners:

1. The institute has a rich library with reference books. Teachers recommend reference books to the students to gain in-depth knowledge of the subject.
2. Work-intensive projects/ assignments are given to advanced learners. Such students are further motivated to participate and compete in workshops/conferences and other relevant events conducted by other institutes/universities or organizations. The topics are often beyond the syllabus,
3. Students are motivated to participate in guest lectures/ webinars/ seminars/ conferences on advanced topics, present posters during such events and compete with students from other institutes. Advanced learners prepare and publish review/ research articles, participate in quiz competitions, debates, TECHFEST and various events such as Teacher's Day, Pharmacy week, Annual Day, etc.
4. Motivated students to take part in IIC and SSIP projects, other funding projects and fellowships.
5. Challenging topics and tasks with higher difficulty levels are assigned.
6. Students are also provided a representation in the Students' Council and gain hands-on lessons in leadership, teamwork planning, etc. They also get an opportunity to contribute to the developmental issues of the institute.

2.2.2 Student- Full time teacher ratio (Data for the latest completed academic year)

Response: 13:1

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

L.M. College of Pharmacy is committed to the participative teaching-learning process and carefully adopts student-centric learning activities. Student-centric methods are an inseparable component of pedagogy adopted by the faculty. Student-centered learning that bridges the gap between theoretical and practical knowledge is emphasized. Student Centric methods used regularly include:

- **Practical performance:** In courses linked with a practical component, students perform experiments in laboratories largely on an individual basis. This provides the student an opportunity for self-learning, planning and enhancing observation and analytical skills.
- **Self-learning:** Seminars involve presentations by students for selected topics from their course syllabus. Students present seminars on contemporary topics and technologies.
- **Presentation Skill Development:** Seminar Courses are also evaluated for presentation skills and communication skills. Viva and synopsis are also included to assess the student's understanding and

learning. Departmental seminars and interaction through group discussion build confidence among the students.

- Industry-Academia gaps are narrowed down by offering collaborative certificate courses offered in online/ blended mode.
- A case study approach is undertaken for suitable courses to develop critical thinking among students.
- Group discussion: Students are divided into groups to build up teamwork qualities and for better learning through discussions and debates.
- Question and Answers sessions: Interactive classroom sessions allow two-way communications among teachers and the taught. Study question-based learning is adopted in practical courses. Question banks are provided for theory courses.
- Eminent Academic and Industry Experts form an integral part of the teaching-learning process bringing contemporary issues in the classroom discussion.
- Community outreach activities: Awareness programs and rallies are organized to create awareness among the students to societal issues. Celebration of commemorative days provides an opportunity to gain knowledge and a better understanding of the challenges in society.
- Industrial/Field Exposures through Project / Field Work / Education Tour or visits to industries, hospitals, CROs, etc afford the students on-site experience.
- ICT-based Learning: Computer-oriented graphical presentation, use of latest technologies to empower the imaginative skills for better interaction and understanding of the course are adopted by the faculty.
- The library is a center with rich learning resources (both e-resources and physical) and an ambient environment.
- Roleplay help in the development of several qualitative and quantitative skills. The students are regularly involved in role-play activities during patient counseling sessions and drug talk for a better understanding of topics like drug interactions, adverse drug reactions, medication adherence, etc.
- M.Pharm students are required to take research projects wherein they are exposed to the generation of hypotheses based on prior art. Students frame objectives depending on the aim of the project. They critically analyze the experimental data and submit their findings in the form of a thesis. This enriches their writing and composition skills along with problem-solving and analytical skills.

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

At LMCP, faculty aims to provide the best teaching-learning experience through the use of ICT tools; a few representative illustrations are:

- ICT-based e-learning platforms like Google classrooms, Zoom meetings, Cisco Webex are utilized.
- Faculties upload and share resources and can conduct tests/ assignments and grade them through the use of such online classrooms. Most of the study resources are available online, which students can access at their own time. Students can also post their doubts and queries. Such e-learning modules enable collaboration and teamwork among the teacher and students. The institute has

access to all the educational applications of Google such as Google Meet, Google Drive, Google Forms, Google Docs along with the institutional e-mail facility.

- All the announcements regarding exams, activities, competitions are made on the institute website. The Institute blog page is regularly maintained and handled by a group of students along with faculty.
- The students are motivated to participate in MOOCs offered by NPTEL, Swayam, etc. for supplementary learning.
- Institute has licensed versions of software like one for animal experiments in pharmacology, Schrödinger for drug design, Instrumental Tablet machine simulator, etc. The students routinely use them to add value to their learning.
- The institute facilitates students to use online reference management tools like Mendeley, Endnote to draft their reports, manuscript and university thesis. Software like Turnitin, Urkund is also used by students.
- The students are also encouraged to explore various available online databases such as protein database (PDB), pharmacovigilance (EudraVigilance) to analyze the different sets of data for their project work.
- The institute has subscribed to the Testmoz test generator to conduct competitive examinations as well as objective examinations.
- The institute's Library has subscribed to E-Resources of Bentham, SCOPUS and Sci-Finder database. All faculty members and students can access the available E-resources. The institute is selected under SHODHGANGA. project of AICTE for a free subscription to Bentham and SCOPUS.
- All classrooms have LCD projectors, which are put to good use by faculty to present PowerPoint presentations, interactive animations and educational videos.
- LAN and Wi-Fi-enabled campus allows students to access digital resources on the campus itself.
- There is good interaction between students and faculties 24*7 through the use of social media platforms, blogs, e-mail and mobile phones. Class-wise groups have been created on platforms like WhatsApp enabling quick sharing of important information.
- Faculty are provided Tablets by AES to help them in their ICT initiatives.
- Some faculty have their own YouTube channels, enabling self-created educational videos.
- All the faculties regularly engage themselves in innovative teaching methodologies which also involve the practical aspect of the subject. Practical classes are part of their curricula where they get hands-on experience of the concerned subject. During the practical sessions, the students learn to handle sophisticated instruments.

File Description	Document
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	View Document

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 22:1

2.3.3.1 Number of mentors

Response: 26

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 57.96

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 81.29

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

2020-21	2019-20	2018-19	2017-18	2016-17
35	27	27	27	19

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	View Document
Any additional information	View Document

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:** 8.7**2.4.3.1 Total experience of full-time teachers**

Response: 383

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms**2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode****Response:**

LMCP believes in continuous evaluation of student's performance in accordance with the COs.

The fresher students are introduced to the examination system during the Orientation program. Additionally, the class coordinator reiterates the examination pattern and the syllabus well in advance of the examination schedule. Schedules of the examination are prepared by the examination committee prior to the commencement of the academic session and examination procedures are followed accordingly. The dates for the internal examinations are already included in the academic calendar and are strictly adhered to, except due to natural calamities or other unforeseen circumstances beyond one's control.

The examination committee prepares and displays the timetable and conducts the examination for internal (regular, remedial and backlog) and Non-University Examination (NUE) in accordance with the academic calendar. The examination system comprises MCQs and subjective components. Concerned course teachers display and convey the syllabus for each examination to the students well in advance to enable students' preparation. The question papers are drawn collectively by all the faculty involved in conducting a course.

The course coordinator for each course prints the hard copy of the question papers by printing in person from the office and then submit to the Principal, a week prior to the commencement of the examination. The evaluation of the answer-books is done by all the course faculty and completed within a week of the conduct of the examination. The question papers are solved in the class by the course faculty and doubts raised by the students are solved. The assessed answer-books are shown to the students after the preparation of the provisional mark-sheet. This provides the students an opportunity to identify the shortcomings in the answers written as well as recheck the totaling. The final mark sheet is displayed on the notice board.

During practical examination, students are evaluated based on their technical skills in addition to viva-voce

and synopsis. While preparing the final mark-sheet for practical examination, the day-to-day assessment of the students is also given due importance. The final mark sheet for the practical examination is also displayed on the notice board.

The remedial examination is conducted for the students who fail in regular internal examination or those who were unable to appear in the regular examination due to unavoidable reasons.

The average internal marks are displayed on the notice board/ virtual classroom and verified by each student before uploading on the University portal. Students are instructed to resolve their queries within a stipulated time. If any student has a grievance, the student reports to the Admin office, which first verifies the same at the entry-level. Then the case is reported to the course coordinator for resolution.

The non-university examination is conducted as per the norms of examination laid down by the affiliating University, GTU.

File Description	Document
Any additional information	View Document

2.5.2 Mechanism to deal with internal/external examination related grievances is transparent, time-bound and efficient

Response:

At LMCP, internal examinations are conducted with utmost care so as not to allow any discrepancies to crop up. All the procedures are followed in the true spirit. All answer books are assessed by the concerned faculty with care and concern for quality within a week of the completion of the examination. During this period, the answers to the questions are also discussed at length in the classroom. This ensures that the students are aware of the answers expected of them. The assessed answer books are shown to the students after the preparation of the provisional mark sheet. During this session, the faculty explain to the students the shortcomings in the answers attempted by them. If any correction identified by the students is legitimate, the concerned faculty makes the corrections immediately. It also provides the students an opportunity to verify the marks awarded to them. The final mark sheet is displayed on the notice board. If a student is still not satisfied, the grievance is reported to the Head of the Department (HoD). The HoD gives a patient hearing to the matter and tries to resolve it to the satisfaction and justice of all concerned. However, if the student is still not satisfied, the matter is reported to the Principal. The Principal undertakes a process of blind assessment. The Principal gets the paper re-assessed by a faculty other than those already involved in the assessment of the answer-book; however, such faculty are from the same department/ specialization. During this blind assessment, the whole answer-book is re-assessed.

The fairness and transparency of the assessment of the internal examinations are proven by the fact that not a single grievance has reached the HoD.

During practical sessions, the students are assessed on their daily performance in the laboratory. The students are informed about their grades/ marks on a routine basis. The students are evaluated based on their technical skills in addition to viva-voce and synopsis during the internal practical examinations. The

final mark sheet for the practical examination is also displayed on the notice board for the verification of the marks by the students.

Towards the end of the academic session, the internal marks are submitted to the affiliating University by uploading on the University portal. The average internal marks in the case of theory courses and the marks for the internal practical examination are displayed on the noticeboard or virtual classroom for student verification. Students are prompted to verify the marks by the course coordinator. If students find any discrepancy in the entered marks, students can report the same to the concerned faculty and institute GTU coordinator.

The non-university examinations for designated courses are also conducted by the institute by following the guidelines provided by the affiliating university, Gujarat Technological University.

File Description	Document
Any additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

At LMCP, many initiatives have resulted in the adoption of the various elements of Outcomes-Based Education (OBE) in the curricula. The institute has evolved the program outcomes (POs) for each program and the course outcomes (COs) for each course for the program. The PEOs (program educational objectives) for the programs are also defined explicitly. These POs, COs and PEOs are constituted by considering the expectations of the statutory regulatory bodies (AICTE, PCI) and all the stakeholders.

The dissemination of the knowledge of the COs, POs, and PEOs is the key to the successful implementation of OBE in any institute. The POs for all the programs are displayed at strategic locations in the institute. The same is also available on the institute website for ready reference. The Vision- Mission statement and PEOs are displayed at various places in the institute for direct access to the visitors, students and other stakeholders. The Principal addresses the students during the Orientation program, Aagaman, on the vision and mission of the institute along with the program outcomes. The faculty discuss the COs and POs during the regular sessions for better dissemination.

The faculty of the institute follows a common practice of discussing the COs and the scope of each course, with the students at the beginning of each course and each new topic. The learning materials and assessment are aligned to the COs by each faculty. The guiding principles for all activities are based on Bloom's Taxonomy and specify the hierarchical level for each objective formulated on the cognitive, affective and psychomotor domains. The knowledge skills and competency expected from the students at the end of each program are repeatedly explained and also clearly elaborated.

The practice of preparation of lesson plans and display of the same for the benefit of the students has

helped in strengthening the teaching-learning environment at the institute. The students are made aware of the institute's expectations from them on various occasions like tutorials, internal reviews, counseling sessions, etc. The institute has defined the program outcomes based on the following graduate attributes: Pharmacy knowledge, planning abilities, problem analysis, modern tool usage, leadership skills, professional identity, pharmaceutical ethics, communication, pharmacist and the society, environment and sustainability and life-long learning.

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	View Document
Past link for Additional information	View Document

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

The elements of Outcomes-Based Education (OBE) are woven into the curricula at LMCP. The program outcomes (POs) for each program and the course outcomes (COs) for each course for the program have been defined meticulously with due consideration of the expectations of the stakeholders and the statutory regulatory bodies like the Pharmacy Council of India (PCI) and the All India Council on Technical Education (AICTE).

The faculty members are highly experienced and have been recognized for their contributions to the teaching-learning process and for their commitment to the furtherance of research. Each unit of each course of every program is given due importance during the planning and execution. The student's progress is tracked at various levels of interaction like during the regular lectures, practicals and tutorials as well as during the counseling sessions. This multi-pronged approach has helped in raising the levels of the student's performance on an upward scale. The informal measurement of attainment of the POs and COs has been the practice through informal feedback from various stakeholders.

A detailed discussion on the performance of the students in various activities constitutes the agenda of the regular meetings of the Academic Council (Principals of all institutes under AES) and the Academic Advisory Committee. These practices have resulted in the good implementation of the prospective academic and strategic direction for the institute. The courses involving dissertation, project work help the students develop an inclination towards research activities

The course feedback is also put to good use along with the result analysis for each course. The course feedback is both qualitative and quantitative and is shared with the faculty during faculty meetings and on a one-to-one basis. The course feedback on all the courses is standardized and regularly assessed through the Learning Management System.

The attainment of the COs, POs and PEOs is evident from the performance of the institute in various national level competitive examinations giving a sneak peek into the training imparted and the caliber of the students. The institute too has been participating in state and national rankings like GSIRF (Gujarat

State Institutional Ranking Framework) and NIRF (National Institutional Ranking Framework). The performance of the institute on the various assessment parameters over the years is given below:

Parameter	Star Ratings awarded for the year		
	2019	2020	2021
Teaching Learning and Resources	4	5	5
Graduation outcomes	4	4	5
Outreach and inclusivity	4	4	4
Overall	3	4	5

The future plan is to undertake an Undergraduate Learning Competency Survey to assess the learning in the areas like critical thinking, problem-solving and communication abilities in students across all years. This will form a baseline for our learning outcomes assessments in the coming years and work as a signaling mechanism for prospective employers, students and parents.

The institute has featured among the top 50 Pharmacy institutes in the country in the NIRF since the inception of the ranking system in 2017.

File Description

Document

Upload any additional information

[View Document](#)

2.6.3 Average pass percentage of Students during last five years

Response: 97.16

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

2020-21	2019-20	2018-19	2017-18	2016-17
122	116	104	92	94

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

2020-21	2019-20	2018-19	2017-18	2016-17
123	118	110	95	97

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View Document
Upload any additional information	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process	
Response: 3.66	
File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 75.56

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

2020-21	2019-20	2018-19	2017-18	2016-17
21.45	25.99	7.16	9.00	11.96

File Description	Document
List of endowments / projects with details of grants	View Document
e-copies of the grant award letters for sponsored research projects / endowments	View Document
Any additional information	View Document

3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)

Response: 0

3.1.2.1 Number of teachers recognized as research guides

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 100

3.1.3.1 Number of departments having Research projects funded by government and non-government agencies during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	1	1	1

3.1.3.2 Number of departments offering academic programmes

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	1	1	1

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Any additional information	View Document

3.2 Innovation Ecosystem

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

Response:

L. M. College of Pharmacy has had a rich legacy of entrepreneurship and innovative research. The LMCP Innovation Council was established to provide a platform where the students could be guided and motivated for innovative activities. Considering its academic and research excellence, LMCP was selected as the Nodal center under the Student Startup and Innovation Policy (SSIP) of the Government of Gujarat. AIC-LMCP Foundation (ALF) is one of the Atal Incubation Centres awarded by Atal Innovation Mission, NITI Aayog (Govt. of India) hosted by LMCP.

AIC-LMCP Foundation (ALF)

The goal of ALF is to provide a platform for the stakeholders i.e. students, early entrepreneurs, start-ups to convert their innovative ideas into successful business proposals, and fostering entrepreneurship in the field of pharmaceuticals and healthcare. It aims to be a catalyst in developing incubation and start-up ecosystem in Gujarat by offering incubation facilities, central instrumentation facilities, workspace, create a fully integrated start-up ecosystem, to foster entrepreneurial spirit and skills among innovative students, to support the development of tools for innovative products and technology transfer, and to facilitate incubation and growth of women-led start-ups. Its key objective includes creating innovative and sustainable start-up companies and support their development, bringing innovations in existing MSMEs,

providing specialized business services to MSMEs and start-ups. It is currently supporting more than twenty-four incubatees for their various needs right from offering laboratory and coworking spaces to technical mentorship.

AIC-LMCP has a dedicated facility spread over about 12000 sq. ft, equipped with state-of-the-art research facilities, and workspaces. With the host institute's rich domain expertise in the pharmaceutical and healthcare sector, strong local, pan India and global network of pharmaceutical and healthcare entrepreneurs and thought leaders in the form of alumni, collaborators with industries, research institutes, specialized hospitals, and institutes for different disciplines in the vicinity of life sciences, engineering, architecture, management, etc. ALF is functioning well.

Nodal Center for Student Start-up and Innovation Policy

The objectives of SSIP are to develop student-centric innovation and pre-incubation eco-system for the students, build the internal capacity of the institution, creating a pathway for the mind to market projects/research/innovation/ideas of students, create facilities for supporting innovation and interface with public system initiatives at the state and central level. The activities include outreach to students across the State, Calls for proposals and innovation challenges.

Institute Innovation Council - LMCP

Ministry of Human Resource Development (MHRD), Govt. of India has established MHRD's Innovation Cell (MIC) to systematically foster the culture of innovation amongst all Higher Education Institutions (HEIs). MIC has envisioned the creation of the Institution's Innovation Council (IICs) across selected HEIs; LMCP being one of them. IIC promotes innovation in the institution through multitudinous modes leading to an innovation promotion eco-system in the campuses, to create a vibrant local innovation ecosystem, start-up supporting mechanism and prepare the institute for Atal ranking of institutions on innovation achievements framework. Towards this, IIC-LMCP has achieved a three-star ranking among the pharmacy category in the year 2018-19, and 2019-20.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 32

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

2020-21	2019-20	2018-19	2017-18	2016-17
16	9	2	3	2

File Description	Document
Report of the event	View Document
List of workshops/seminars during last 5 years	View Document

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years	
Response: 0.81	
3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years	
Response: 13	
3.3.1.2 Number of teachers recognized as guides during the last five years	
Response: 16	
File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
URL to the research page on HEI website	View Document

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years				
Response: 2.83				
3.3.2.1 Number of research papers in the Journals notified on UGC website during the last five years.				
2020-21	2019-20	2018-19	2017-18	2016-17
16	12	23	20	23
File Description	Document			
List of research papers by title, author, department, name and year of publication	View Document			

3.3.3 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**Response:** 0.3**3.3.3.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	6	2	2	0

File Description	Document
List books and chapters edited volumes/ books published	View Document

3.4 Extension Activities**3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.****Response:**

The Institution is cognizant about its social and moral responsibilities towards society and initiated and sustained a variety of extension programs with the support of the NSS unit and the Student Council.

The twinning of technical education with the efforts for community development has resulted in a number of collaborative activities being implemented at LMCP and nurtured students' holistic development. Major highlights of contributions to neighborhood community include:

- The faculty of LMCP managed the Pharmacy store and drug distribution at Dhanvantari Covid hospital managed by DRDO and Education Department, GoG, during the second wave of Covid-19.
- LMCP NSS unit collects donations from students and faculty annually for 'Sainik Welfare Fund'. One student was selected to represent Gujarat in the 'National Integration Camp' organized by NSS under the MHRD, GoI at Himachal Pradesh in 2017.
- Red-Ribbon Club and NSS unit, LMCP in association with Gujarat State Council for Blood Transfusion and Gujarat Cancer Research Society organize Blood donation camps annually to spread awareness about blood donation.
- Thalassemia Testing Camp is organized annually in association with Government agencies for creating awareness and identifying thalassemia patients.
- Awareness drives about HIV/AIDS, Thalassemia, ill-effects of tobacco consumption and Drug Addiction are conducted through poster displays and guest lectures.
- Refresher Courses for Registered Pharmacists have been conducted in association with Gujarat State Pharmacy Council annually with the aim of helping update the knowledge, skills and

motivating the Pharmacists for excellence in community service.

- Academic Projects related to extension services have been undertaken by the students of LMCP. Representative examples include a health awareness camp in the villages of Chhota Udaipur to educate elders and school children regarding health, its maintenance and importance. Another project was undertaken to understand the complex nature of the problem of malnutrition and identify the importance of a multi-stakeholder approach to finding solutions.
- Faculty members verify and assist in the submission of applications for the scholarship schemes MYSY and CMSS of GoG at the help center established at LMCP.
- The faculty of LMCP renders services of verification and processing of applications for pharmacy and engineering in the state to ACPC, Gujarat State.
- Celebrations of days of national importance and international commemorative days have been extended to include community outreach on frontiers like patriotism, socially responsible citizenship, promoting entrepreneurship among women, women's health, etc. One of our students received the 'Best Yoga Practitioner' Prize from GTU during International Yoga Day-2016.
- Outreach and summer internship programs at the institute and neighborhood localities have enhanced the awareness about cleanliness, hygiene, Cardiopulmonary resuscitation, Cashless India, Swachata Abhiyan, Traffic Rules, Tree Plantation, Clean Money, Tax Payment, Indian Heritage Preservation and Election Card.
- State Rounds of Indian Pharmaceutical Association sponsored IPA-Devinder Pal 'National Elocution Competitions' were hosted by the institute annually till 2017. This helped in creating awareness about the implicit and explicit roles of Pharmacy professionals in community service among the budding Pharmacists.
- Live Webcasts of TEDx and TED LMCP are organized as programs for students which motivated them on lessons of life.

File Description	Document
Upload any additional information	View Document

3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 0

3.4.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Number of awards for extension activities in last 5 year	View Document
e-copy of the award letters	View Document

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 23

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

2020-21	2019-20	2018-19	2017-18	2016-17
03	03	05	06	06

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	View Document

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

Response: 109.25

3.4.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
420	569	533	524	334

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document

3.5 Collaboration

<p>3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year</p> <p>Response: 0</p>														
<p>3.5.1.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>					2020-21	2019-20	2018-19	2017-18	2016-17	0	0	0	0	0
2020-21	2019-20	2018-19	2017-18	2016-17										
0	0	0	0	0										
<p>File Description</p>		<p>Document</p>												
<p>Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship</p>		<p>View Document</p>												

<p>3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years</p> <p>Response: 25</p>														
<p>3.5.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>7</td> <td>6</td> <td>5</td> <td>4</td> </tr> </tbody> </table>					2020-21	2019-20	2018-19	2017-18	2016-17	3	7	6	5	4
2020-21	2019-20	2018-19	2017-18	2016-17										
3	7	6	5	4										

File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

LMCP is located on a sprawling campus of 2.85 acres managed by Ahmedabad Education Society (AES). The institution conducts all the programs from two buildings which are located close by. Constructed in 1947, the architecture of the old building is a symbol of history. The built form is an amalgamation of vernacular architecture blended with modern teaching philosophies. The double-height corridors impart a sense of pride and grandeur. The new building constructed behind the old structure blends with it like one. Both these structures are vernacular and modern impressions of the same teaching ideologies. These are aesthetically designed to facilitate all types of activities.

All laboratories are equipped with modular and functional workspaces integrating students' requirements. The laboratories are designed with the safety features imbibed in the infrastructure. The well-designed classrooms provide an ambiance conducive to learning and are equipped to meet the modern-day audio-visual needs as well as conventional teaching tools. The supply of water and electricity for smooth functioning is ensured round the clock. The water needs for laboratories, landscapes, etc are met through the effective use of groundwater resources within the campus in addition to the overhead tanks.

The infrastructure is utilized optimally, with research students accessing the laboratories and related facilities on Sundays and public holidays. The computer laboratory is available to the students for internet surfing without disturbing the routine.

LMCP also has SSIP nodal center and Atal Incubation Centre (AIC) on the campus to facilitate and promote innovation and invention.

The infrastructure facilities are:

1. Classrooms: 6 spacious well lit and ventilated with LCD projectors.
2. Laboratories: 13 well-equipped laboratories for undergraduate student training.
3. Central Library (more than 20000 books, Bound journals, magazines and periodicals, theses, Chemical abstracts and rare books).
4. Central Hall with audiovisual facility (250 seating capacity).
5. A Computer laboratory with an internet facility.
6. Two Central instrumentation laboratories housing sophisticated, state-of-the-art instruments for chromatography, structure elucidation and analysis.
7. Ten dedicated laboratories for PG research scholars.

8. Three ICT-enabled Seminar halls for PG scholars.
9. Potable drinking water facility.
10. Adequate utility areas for students and Staff.
11. Museums: 2. The Pharmacy museum displays various dosage forms showcasing the entire range of therapeutic categories, while the Pharmacognosy museum houses more than 175 crude drugs; some of them are very rare.
12. Medicinal Plants garden with about 90 varieties spread over an area of 250 sq mt.
13. Animal house facility with dedicated animal rooms, equipped with the facility of IVC (Individually ventilated cage) system. This state-of-the-art facility is registered with CPCSEA, Ministry of Fisheries, Animal Husbandry and Dairying, Government of India.
14. Hostel for Boys and Girls: L. T. Munshaw Hostel for girls; Boy's hostel is under renovation; shared facilities provided by AES.
15. Fire extinguishers: 58 (comprising three types).
16. AES Sports complex having modern amenities for a variety of outdoor games.
17. Spacious parking area for faculty and students.
18. Auditoria: Shared facility provided by AES.
19. Washrooms and other facilities for disabled persons.

4.1.2 The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

Response:

L. M. College of Pharmacy has adequate facilities for cultural activities, sports, indoor and outdoor games, gymnasium, yoga which are described in detail below.

Facilities for Sports (Indoor and outdoor)

Students and faculty of the Institution have access to twin facilities for sports in the form of in-house facilities and the facilities available at the AES sports complex.

LMCP provides ample opportunities for the students to participate in all indoor and outdoor sports activities. The institute provides facilities for playing and practicing outdoor games like volleyball, football, cricket, kabaddi, kho-kho, table-tennis, badminton, on the grounds available on the campus. Students and faculty engage in sports activities regularly and beyond working hours. The institute actively

participates and organizes Inter-Departmental, Inter-collegiate and Inter-University tournaments. Annual Sports Week is organized in the month of January and February every year. Faculty members and more than 300 students participate in various indoor and outdoor sports events like Carrom, Chess, volleyball, football, cricket, kabaddi, kho-kho, table-tennis, badminton, tug of war, etc. The whole event is managed by the student coordinators studying in B. Pharm Semester 6 along with volunteers from all programs and classes under the guidance of faculty members.

The AES sports complex has an elegant international standard cricket ground with two hard bowling pitches, a separate fenced cricket net practice space and a pavilion. There are dedicated grounds for athletics, football, volleyball, basketball and tennis courts. Separate space is allocated for indoor sports too.

Facilities for Cultural Activities

A central hall is available with a seating capacity of 250. This hall is used to conduct cultural as well as scientific events. Students participate in various cultural events like Fresher's Welcome, Annual Social Gathering, Celebration of various days, etc. During Institutional Annual Social Gatherings many competitions are organized to bring out the skills and talents of the students. The cultural festival of Gujarat, Navratri is celebrated on the campus with Garba being organized on one night (usually Saturday night) during the Navratri festival. The students in the hostels also celebrate the Ganpati festival.

Gymnasium and Yoga Facilities

A well-equipped Gymnasium along with a Gym Coach is available in the AES sports complex for students and staff. Dumbbells, barbells, pull-up bar, power pack bench, running machine/ treadmill, are available. All these are well utilized. Yoga facilities are also provided in the gymnasium. The institute also celebrates World Yoga Day to create awareness among the students about the benefits of regular yoga exercises and asanas.

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

Response: 44.44

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 4

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View Document

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

Response: 46.09

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

2020-21	2019-20	2018-19	2017-18	2016-17
0.0	15.12	28.19	11.0	0.0

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	View Document
Upload audited utilization statements	View Document

4.2 Library as a Learning Resource**4.2.1 Library is automated using Integrated Library Management System (ILMS)****Response:**

The library is the resource hub for knowledge in the form of books, national and international journals and electronic resources. There are distinct sections of the library such as the administrator area, book issue section, reading and reference section, journal section and e-Library. All the books are segregated subject-wise and shelved in the storage compactors. All the books are given accession numbers, the reference books and books for issue-return are stored separately. The latest volumes and issues of the subscribed journals are displayed in the journal's section. Old volumes and issues of the journals are hard-bound annually. A separate reading room is available for undergraduate (capacity of 165 students), postgraduate students (capacity of 40) and faculty members (capacity of 30). A separate e-library is also available with facilities such as subscriptions for e-journals, Sci-Finder, National Digital Library.

The library has a vast collection of books (more than 20200), Bound journals, magazines and periodicals (7,922), theses (1586), Chemical abstracts (1907-2009), and rare books (507). The SOUL software and OPAC (Online Public Access Catalogue) are used by the students and faculty for the search of books by title/ author name etc. All books are bar-coded.

The Library services are automated with the SOUL version 3.0. The software facilitates all LMS including Management, Acquisition, serial control and automated circulation (issue return) of books. The services provided include Circulation Control service, Bibliographic database for new arrivals, Daily Reports (Issue / Return/ overdue collections), Periodical services, Payment details, Member database, etc.

Library referencing facilities like Sci-Finder, Bentham Sciences, Scopus, and other databases are also utilized by the students and faculty members of the institution as well as other institutes. The Library is registered with N-LIST (Inflibnet) since September 2010 and has the Lifetime membership for National Digital Library since December 2017. Three computers are provided for the students to access e-resources and internet surfing, while one computer is reserved for Sci-Finder database search. The institute has access to e-Shodh Sindhu, e-journals, Shodhganga, etc. provided through N-LIST membership. The

Library is an institutional member of Shodhganga. AICTE has selected the institute under the e-Shodh Sindhu scheme for the free subscription of Bentham and Scopus.

Name of the ILMS software	SOUL
Nature of Automation	Automated
Version	3.0
Name of service provider	INFLIBNET
Year of automation	27/12/2012

A reprographic facility is available in the library. The desktops are available exclusively for Online Public Access Catalogue (OPAC). Book bank facility is available in the Institution. Alumni of the institute have also donated reference books for the library. All dissertations of students are also uploaded to the GTU portal repository.

The Library staff always encourages and motivates students and staff to join the national knowledge network by way of registration on National Digital Library (<https://ndl.iitkgp.ac.in/>).

File Description	Document
Paste link for Additional Information	View Document

4.2.2 The institution has subscription for the following e-resources

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases
- 6.Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	View Document

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-

journals during the last five years (INR in Lakhs)**Response:** 6.47**4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
7.41	7.66	8.76	2.20	6.34

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	View Document
Audited statements of accounts	View Document

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year**Response:** 2.88**4.2.4.1 Number of teachers and students using library per day over last one year**

Response: 18

File Description	Document
Details of library usage by teachers and students	View Document

4.3 IT Infrastructure**4.3.1 Institution frequently updates its IT facilities including Wi-Fi****Response:**

The demand for internet usage has seen a steady rise in educational institutes over the past few years. Educational institutes have the most important requirements of user access control, control over the speed of the internet, bandwidth consumption, and flexible and differentiated policy control for the management of access by faculty, research scholars and students. Institutes with wired and wireless internet access require a consistent and coherent roaming facility to allow the use of the internet from all locations of the institute.

Currently, the Institute avails high-speed internet connectivity of more than 50 MBPS. For students and staff, this internet facility is supplied by a BSNL line of 80 MBPS (38 + 2 + 40 = 80) in the computer

laboratory, staff rooms, administrative area, etc. Additionally, Wi-Fi facility is also provided to PG students in the campus area. The connectivity through a fully networked campus with advanced information technology infrastructure, computing and communication resources, offers students the facilities of e-mail, internet surfing, e-classes, uploading and downloading of assignment and resource materials, besides helping them in preparing projects and seminars. The institute has doubled its internet connectivity bandwidth during the past three years.

Institute Network security is shielded and secured through the Firewall Subscription of SOPHOS to prevent illegal and unauthorized access to the internet. SOPHOS provides the Institute proactive protection and security against viruses, spyware and Trojans in both inbound and outbound email as well as during downloading resource materials. The updates are available at regular intervals with support from Sophos Labs. Firewall stops sophisticated application-layer threats right at the network perimeter, ensuring Application Security in the campus area.

The institute has more than 80 computers with LAN and/ or internet connectivity. All employees, research scholars and students are provided with user names and passwords for use of internet facility to ensure browsing of appropriate content. Antivirus is installed in all computers to prevent, detect, analyze and remove malware or unauthenticated applications and software. The digital library is equipped with computers with internet connectivity for use of e-journals subscribed by the institute, access to e-library subscriptions like Sci-Finder, Scopus, National Digital Library and e-content resources. The institute has been regularly purchasing various software for teaching purposes; Simulation software for tablet compression, Micromedex and Medscape, Microsoft office products (Word, Excel, PowerPoint, etc.), Schrödinger Maestro, SeeSAR, StarDrop, Design Expert – to name a few. While purchasing sophisticated instruments, specifications indicating the latest software are taken into consideration. IT resources like ERP System, Google Classroom, Google Meet, Cisco Webex, Zoom, SOUL, Finger Print Attendance System, Trend Micro, PROXY Server are put to good use for administration, teaching-learning processes and library management. The campus is Wi-Fi enabled which is updated regularly to meet the current requirement of the institute. Faculty members are provided with computers connected to the internet for updating their knowledge and skills that would help in teaching and research. Central instrumentation laboratories are equipped with sophisticated instruments connected to computers with an internet facility for regular updating of software.

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

Response: 7:1

File Description	Document
Student – computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution

Response: B. 30 MBPS – 50 MBPS

File Description	Document
Upload any additional Information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.4 Maintenance of Campus Infrastructure

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: 61.19

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

2020-21	2019-20	2018-19	2017-18	2016-17
1.40	4.76	11.13	20.16	0.99

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View Document
Audited statements of accounts	View Document

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

Response:

LMCP is the first independent institute for Pharmacy education in the country, established in 1947. The erstwhile old structure was expanded with the addition of a new building to cater to the growing demand and increase in the number of programs offered. The maintenance of the sprawling buildings involves meticulous planning and great effort.

Routine Maintenance

Daily cleaning including mopping of the entire college campus and other infrastructure facilities is done by the Contractor personnel. The routine cleaning and sweeping of staff rooms, classrooms and laboratories are carried out by the institute-appointed in-house staff and supported by temporary staff hired on a contract basis. The waste generated on daily basis is collected by the Contractor and dumped at the Ahmedabad Municipal Corporation waste collection site. The supervision of the cleanliness is done by the

Supervisor appointed by the cleaning contractor.

Maintenance of Buildings

Building maintenance includes repairing of damages to building, water supply line, water faucet, and drainage line, benches; pest control, painting of the infrastructure, etc. to keep the institute building effectively functioning. The majority of the work is done under the guidance of AES-appointed staff, but external agencies are also appointed as and when required.

Repair works

The repair of electricity, plumbing, carpentry work is done by the AES appointed staff members. The institute submits a written request to the AES in standard format forwarded through the Principal. Depending on the extent of repair work, the AES will decide on awarding the work to in-house staff or to an identified third party.

Maintenance of Electric Fixtures and Electricity Supply

The fans, electrical fixtures, LCD projectors, refrigerators, etc. are maintained and repaired by the AES electrician available on request. The faults are rectified by the electrician immediately or the faulty fixture is replaced with a new one in case of fixtures found beyond repair. The institute has three power lines from the Torrent Power Limited (TPL), Ahmedabad. The major faults are resolved by the TPL.

Maintenance of Computers and IT Facilities

The working of Central Processing Units (CPUs) in the classrooms, seminar halls, computer laboratory, other laboratories and administrative office is monitored and taken care of by the in-house staff. For regular maintenance, there is an appointed agency, HEXA Information and Communications for the up-gradation of hardware and software of the desktops. The Annual Maintenance Contract (AMC) with the agency also ensures minor or major repairs and replacements under buy-back schemes. The same agency also takes care of Wi-Fi and bandwidth connectivity on the institute campus.

Maintenance of Library

The daily activities like the digital issue of books are handled by the Librarian and library peon. All the books are given accession numbers. The old books are hardbound to preserve them from further damage. The overall monitoring of the Library is under the guidance of the Principal and the HoDs. Every year the purchase of new books and journals is based on the recommendations of all the faculty members.

Maintenance of Laboratories

The maintenance of the various laboratories is done by the Lab assistants(s) and a dedicated peon of the respective laboratory. The calibration of various equipment and instruments is done by the PG student-in-charge under the guidance of the Faculty-in-charge. The records of the annual stock and breakage of equipment and consumables are maintained by the laboratory assistant. A Log-book is maintained to record the users for all instruments costing more than Rs 20,000/-. The sophisticated instruments are maintained under the Annual Maintenance Contract with the instrument supplier or an appropriate service provider.

Gas Maintenance

All the Laboratories have in-built gas connections which are installed by Adani Gas Limited. The company maintains, monitors the supply and repairs the leakage of gas (if any) on regular basis. The lab assistant routinely checks these so that accidents can be vigilantly averted.

Maintenance of Medicinal Plants Garden

The Institute has one full-time and one part-time gardener to maintain the medicinal plant garden under the supervision of the Head and faculty members having specialization in Pharmacognosy.

Maintenance of Sports Facilities

The Faculty-in-charge of the sports activities at the institute looks after the day-to-day utilization and maintenance of sports facilities. In case of any repairs required, the appropriate agency is identified and directed for the repairs within the stipulated timeline. The AES Sports complex is maintained by the agency appointed by AES.

Maintenance of Animal House

A full-time animal attendant looks after the maintenance of the animal house on a daily basis in accordance with the guidelines of CPCSEA. The attendant looks after the cleanliness, and food and water requirements of the housed animals. The waste generated from the animal house including biomedical waste generated during the conduct of practical sessions is outsourced for incineration to Pollu CARE Biomedical Management Pvt. Ltd.

Utilization of Common facilities

The utilization of common facilities is availed by the students and faculty members in a systematic manner. Appropriate requisition forms are used for the utilization of sophisticated instruments like IR Spectroscopy, HPLC, HPTLC, Gas chromatography, etc. The computer for accessing the SciFinder database is available in the library; the database can be accessed by login credentials given to identified faculty members who facilitate the usage by the students.

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 30.62

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
197	172	140	80	105

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	View Document
Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)	View Document

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: 0.17

5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	1	1	0

File Description	Document
Upload any additional information	View Document
Number of students benefited by scholarships and freships institution / non- government agencies in last 5 years (Date Template)	View Document

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

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

Response: A. All of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	View Document
Any additional information	View Document

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: 9.08

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

2020-21	2019-20	2018-19	2017-18	2016-17
46	34	38	42	36

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document

5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

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

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 15.68

5.2.1.1 Number of outgoing students placed year - wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
8	23	21	15	17

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years (Data Template)	View Document

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 158.54

5.2.2.1 Number of outgoing student progression to higher education during last five years

Response: 195

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education (Data Template)	View Document

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 46.03

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

2020-21	2019-20	2018-19	2017-18	2016-17
38	18	18	15	8

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

2020-21	2019-20	2018-19	2017-18	2016-17
63	41	40	35	21

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	View Document

5.3 Student Participation and Activities

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.

Response: 4

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	4	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	View Document
e-copies of award letters and certificates	View Document
Any additional information	View Document

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)

Response:

The institute believes in providing opportunities and representation to students in routine administration. This also affords the students a learning opportunity and prepares them for the real-life challenges in team-building, working in cohesive groups, leadership, etc. The Students Council is the umbrella body for all the clubs and committees in the institute. This council has representation from the students of all classes and programs. The Council has a President, Vice-President, Secretary and Members. The roles and responsibilities of each are well-distributed. Apart from representation in the Students Council, students are nominated for the NSS unit, IQAC, Class representatives, LMCP Newsletter editorial committee and LMCP Blog committee. These nominations are voluntary and based on the interest of the students for the type of activity involved. Students in the Newsletter editorial committee are involved in gathering, compiling, prioritizing the data related to students' achievements. Student members of the Blog Committee compile reports from the event coordinators and publish the activities on the institute blog. As members of the institute IQAC, students are apprised of the quality initiatives of the institute.

Students have served at the key positions of Student Coordinators for the GTU Central Tech-Fest and Sports events. The Student Coordinators share the stage with the dignitaries during the inaugural and valedictory functions. Students also coordinate and manage various activities like cultural and sports activities held at the institute. The Annual Sports Week is managed by the student coordinators studying in B. Pharm Semester 6 along with volunteers from all programs and classes under the guidance of faculty members. Similarly, Students Council is involved in the planning, coordination and execution of PARTYCLES, the celebration of Days, that includes a variety of cultural, curricular and co- and extra-curricular activities. All the outreach activities are coordinated by the institute NSS unit and the Students

Council with participation from other students and guidance from the faculty. Students are also involved in the organization of all scientific (conferences, seminars, faculty development programs, Alumni Meet, Webinars, etc) and professional activities at the institute as anchors. This offers them an opportunity to hone their communication and soft skills and also interact with the learned professionals. During the Celebration of Teacher's Day, Students don the role of teachers and the Principal; thus, getting an insight into the daily responsibilities and challenges of academicians.

Apart from contributing to the institute, students are encouraged and mentored for participation in various events organized by other institutes at University, State, National and international levels. This affords them a prospect for enriching their knowledge and showcasing their talent. Students have excelled and brought laurels to the institute by their participation while gaining interaction with fellow professionals and learning environments. The participants and winners of such events are recognized and felicitated at appropriate forums.

File Description	Document
Upload any additional information	View Document

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

Response: 4.4

5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
01	03	10	04	04

File Description	Document
Report of the event	View Document
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	View Document

5.4 Alumni Engagement

5.4.1 There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

Institute has an alumni association which works effectively since 1997; registered as LMCP Alumni Association and Research Society (LAARS) with registration no: F/5053Ahmedabad via Public Charitable trust is established. A sense of gratitude to 'Give-Back' to the Alma-mater is evident from the contribution of the alumni in the form of their knowledge, skills and financial assistance. Any student graduating from the institute is eligible to be a member of the Alumni Association.

The Alumni of LMCP are entrepreneurs, professional leaders, industry thought leaders. Active Alumni associations provide a platform for the alumni to stay connected and contribute towards the development of the alma-mater and its students. The Alumni of the Institute has gained recognition for themselves and their alma-mater globally in all domains of the profession. The Alumni of LMCP are present all over the globe.

The Institute has gained significantly from the Alumni contributions, as enlisted:

Placement (On/Off-campus)

Alumni contribute significantly in supporting placement activities including internships. Alumni provide their own references and information about job openings to enabling students to get placed. The contribution of alumni in the career development of the students is laudable. The alumni have also contributed through the placement of students at their industries like Cadila Healthcare Ltd., Intas Pharmaceuticals Ltd., Amneal Pharmaceuticals Ltd. and Troikaa Pharmaceuticals Ltd.

Research

Alumni have facilitated Summer Internship Programs, Industrial visits, Industrial and dissertation project opportunities and consultancy projects /audits.

Academic

Alumni have served as evaluators in competitions and examinations, advisors for reviewing, suggesting modifications in syllabi and assisted in the introduction of need-based courses/ programs.

Career Guidance

Alumni have delivered guest lectures and expert talks at the Institute. They have contributed as panelists to create awareness about entrepreneurship in healthcare and allied industries.

Financial Support

The contributions from alumni have been utilized for the development of various facilities. The Ramanbhai Patel Postgraduate Centre (RPPC) was established through Rs 8.5 crores donated by Shri Pankajbhai Patel, Chairman, Cadila Healthcare Ltd.; an Alumnus of LMCP. The Zydus Hospira Oncology Pvt. Ltd., donated Rs. 1 crore for the modernization of Pharmaceuticals and Chromatography laboratories. Intas Pharmaceuticals Ltd. has committed Rs. 2.4 crores for the creation of new facilities at LMCP; Shri Hasmukhbhai Chudgar (Founder of Intas Pharma Ltd.) is an alumnus. Alumni have also donated books for the book-bank facility extended to students. Alumni have contributed endowment funds; the interest from

which is utilized for various developmental activities and support to needy students. LAARS also provides funds for LMCP development annually.

Alumni Association Meetings

The institute and LAARS organize Alumni Association meetings every year as a means of connecting, correlating and cohering. During these meetings, the Alumni are apprised of the activities and achievements of the Institute; plans for future activities and events are also shared. The eminent alumni are invited as Chief Guests and various other alumni are felicitated for their outstanding contributions to the profession and the society. This also fosters a strong network between the Alumni and the Institute, and among the Alumni themselves.

5.4.2 Alumni contribution during the last five years (INR in lakhs)

Response: A. ? 5 Lakhs

File Description	Document
Upload any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of and in tune with the vision and mission of the institution

Response:

LMCP, a pioneer in pharmacy education, has been driven by its Vision to excel in pharmacy education and research over the past seven decades of its existence. The institute has a clearly defined organizational structure for the optimum and effective decision-making and implementation of policies and procedures. The governance of the institute is reflective of effective leadership and is in tune with the vision and mission. The leadership is dynamic, committed and vibrant with a distinct vision and definite objectives. The vision and mission of the institute are progressive and futuristic in nature. The governance of the institute is conducted with the direction of the following committees constituted as per the norms:

- Governing Body
- Academic Advisory Committee
- Academic Council (Principals of all institutes under AES)

The institute believes in participatory governance as is reflected in the functioning of the institute; governed by a series of decentralized decision-making processes through the faculty committees for various activities. All activities of the institute - administrative, academics, examination, student and staff support, student outreach, etc. are managed by a committee of faculty who oversee the policy-making, functions and ensure that operational goals are met. All teaching and non-teaching members are involved in various committees so as to design and implement institute activities for the betterment of the students.

Ahmedabad Education Society has a well-knit Hierarchy. The Ahmedabad Education Society provides excellent leadership and gives full independence to the Principal to run the institute in tune with the AICTE, PCI and GTU policies.

The Governing Body is a liaison between Management and the institute which oversees and ensures all necessary infrastructural and other developmental activities. The Governing Body includes Academicians, Professionals, Industrialists and Entrepreneurs. It also has the Principal as the Member Secretary of the Academic Advisory Committee. The Academic Advisory Committee attempts to facilitate the implementation of the strategic plan adopted by the institute. The policies and practices of the institute, academic and administrative, planning and implementation reflect the efforts of the institute towards a consistent growth for the development of society through quality education. The driving force for all the activities is to ensure quality by providing transparency in its operations.

The Principal is the Head of the Academic and Administrative wings of the institute and is assisted by IQAC, Institutional Committee framework, HoDs and the admin staff. Periodic meetings of the faculty members are held to discuss and deliberate upon wide-ranging academic and administrative matters and also to share the plans and future programs envisaged by the Management. Faculty meetings are conducted at regular intervals to review the progress of the students and discuss the corrective measures that need to be adopted whenever necessary. The decisions made in faculty meetings on academic and non-academic matters are reported to the Academic Council by the Principal. An active interface between the Student

Council and the faculty helps the authorities to formulate plans for improving and enhancing the existing infrastructure facilities.

File Description	Document
Upload any additional information	View Document

6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management

Response:

LMCP enjoys grant-in-aid status and is managed by Ahmedabad Education Society, a premier education trust founded in 1937. The institute is driven by the Academic Advisory Committee and the vision-mission of the institute.

The institute has a culture of decentralized governance system with well-defined inter-relationships. There are various committees involving faculty which are constituted to manage different institutional activities. Representation is given to all stakeholders to promote participatory management in various academic, research and administrative committees. Committees are formed for the various curricular, co-curricular and extracurricular activities to be conducted during the academic year. Stakeholders of the institute are deeply involved in different activities under the supervision of various statutory/functional authorities. Institute is keen on the involvement and participation of faculty for the improvement of effectiveness and efficiency of the institutional teaching-learning process. The suggestions from the faculty received during Faculty meetings are conveyed to the Academic Advisory Committee by the Principal. The institute ensures that suitable opinions and suggestions made by the staff are included in the decisions implemented for the development of the Institute. The dynamic leadership is evident in the multiple appointments in various committees at different organizational levels. The institute has played an instrumental role and has been strategic in formulating the admission policy for the pharmacy aspirants in Gujarat as a member of the Admission Committee for Professional Courses (ACPC). The Principal, Dr. M T Chhabria is also the Associate Dean and Member of the Academic Council of GTU and has played an influential role in the decision-making process at GTU for pharmacy education. The institute is the Headquarter of the Indian Pharmaceutical Association - Gujarat State Branch (IPA-GSB), has contributed immensely to the development of the profession.

Administration at the institute is decentralized by appointing a Head of the Department for all the major branches. This facilitates effective and efficient academic and administrative routines. The HoD assigns each course to faculty members and gives semester-wise charges as Course Coordinators. The course coordinators are responsible for the planning and effective implementation of course delivery while coordinating with all the faculty members involved in course delivery.

An Academic Cell has been created in a structured manner to ensure smooth flow of information and coordination among the faculty and the students on various aspects of the teaching-learning process at the institute including academic administration. The Academic Cell has a Coordinator reporting to the Principal on all matters related to the academics of all the programs at the institute. For each program, Program Coordinators are appointed who are assisted by the Class Coordinators and Branch Coordinators

(in the case of M. Pharm program). The Academic Cell would be responsible for the overall academic conduct of each program including, but not limited to the conduct of Guest lectures and industrial visits, special training sessions, Review of result analysis, feedback reports, etc.

The institute has been functioning smoothly through the coordination between the various committees under the guidance of the Principal and the Management.

File Description	Document
Upload any additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

A well-executed strategic plan turns the enterprise strategy into specific initiatives and actions that provide a clear roadmap for the future. LMCP has adopted the bottom-up approach in designing the strategic plan. It is focused on the progress and development of all the stakeholders. The strategic plan is a document guiding the actions at the Institute through the stated primary and secondary objectives, action points and the deliverables to be achieved. The Institute has drawn a short-term plan for a period of five years. The major goals to be achieved at the end of the plan period include enrichment of the curriculum, a greater proportion of courses comprising experiential learning, enhancing the use of technology in the teaching-learning process, inculcating basic human values among the students with a commitment to the society, creating sustainable student support mechanisms, encompassing innovation ecosystem through quality research for global reach, and heightened initiatives towards cleaner and greener campus.

Strengthening the hold into pharmacy education, LMCP has introduced certificate courses, both in online and blended modes with the involvement of the Industry. Realizing the importance and the necessity to gain advanced knowledge and develop skills and create work-ready manpower, the Institute conducted the following add-on certificate courses in recent times.

Online Certificate Course in Clinical Safety and Pharmacovigilance (CSPV) in collaboration with the Indian Society of Clinical Research (ISCR) was conducted between September 2020 to January 2021. This course is aimed at training individuals with an overview of the global regulatory environment in clinical safety and pharmacovigilance for all medical products, with a focus on pragmatic approaches to protecting patient safety. The sessions dealt with the application of new technologies and methods to streamline pharmacovigilance systems and processes for the protection of patient safety. The course duration included 50 hours of online sessions in addition to 10 hours of project work and case studies. The Experts conducting the sessions comprised of faculty from the industry and hospitals having an enriching experience in the field of pharmacovigilance. An exhaustive evaluation of the project work was the result of the commitment of the course experts involved in the transaction of the course.

Certificate Course on Biopharmaceuticals: Product Life Cycle in collaboration with Intas Pharmaceuticals is aimed at training individuals with an overview of the biopharmaceuticals from gene to

protein in a blended mode. It is comprised of 4 modules for online sessions spread over 60 hours and 30 hours of offline Practical sessions at the Institute and the Industry. More than 30 resource persons from the industry and academics were involved in the course delivery. Six case study sessions were also designed as per industrial applicability and formed a part of the evaluation for the successful completion of the course. The industry also provided employment to some of the participants.

The success of the first batches of the two courses has encouraged the Institute to continue the courses, with the addition of new such courses in the future too.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.

Response:

The Institute has a well-established organizational structure for the realization of its vision and mission. The Board of Governors and the Academic Advisory Committee are the highest policy-making and reviewing bodies regarding the academic and administrative functions of the Institute. The Governing Body is the highest decision-making body constituting leading personalities from the Academia, Industry and renowned professionals. The meetings of these bodies are held regularly; the Governing Body meets quarterly, while the Academic Advisory Committee meetings are convened once a year. The meetings of these bodies are also convened whenever the need arises, additionally.

The Institute has a well-defined organizational hierarchy to support and implement decisions that are consistent with its purpose. The organization is committed to sustaining institutional capacity and educational effectiveness through the involvement of stakeholders in various Committees. Well-structured systems are in place for the professional development of the faculty and the students. The grievances of the staff and the students are redressed timely to keep them motivated for improving their performance and satisfaction level.

The institute encourages and grooms leadership at various levels by providing autonomy in functioning to the employees and providing training about developing leadership competencies through real-life experiences. The Principal owns the responsibility for the overall functioning of the institute, assisted by the faculty, technical staff and administrative staff. The academic administration is looked after by the Academic Cell; while the Heads of the Departments (HoDs) facilitate the smooth conduct of all activities at the institute including some administrative responsibilities. Formal Committees consisting of faculty members guided by a Chief Coordinator (a senior faculty) are functional for all the students' related activities in addition to the regulatory approvals and audits, etc.

The responsibility for the holistic development of the students and fostering global competencies is shared by the various committees like the academic cell, placement committee, hostel committee, students'

counseling committee, Women development cell, Student scholarship facilitation committee, etc. Each of these committees has a coordinator and is assisted by other faculties as members. These committees are functional with meetings being conducted regularly and the proceedings being reported to the Principal and to the Academic Advisory Committee.

The service rules, procedures and recruitment are described in the Code of Conduct and as prescribed by the PCI, AICTE, Government of Gujarat, Gujarat Technological University and the Ahmedabad Education Society from time to time. Recruitment and promotion policy for staff is in line with the Department of Technical Education (DTE), Government of Gujarat and guided by Gujarat Technological University, PCI and AICTE. Regular audits and approval processes are in place and looked after by a committee of faculty members for administrative activities.

The approach to routine governance is both ways: top-down and bottom-up. This approach ensures fast, efficient and effective decision-making. This practice supports enhancement in quality and academic performance. The accomplishment of the work at the end of every academic year pertains to accountability and habitual documentary evidence.

File Description	Document
Upload any additional information	View Document
Link to Organogram of the Institution webpage	View Document

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: A. All of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP (Enterprise Resource Planning) Document	View Document
Details of implementation of e-governance in areas of operation, Administration etc	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

L. M. College of Pharmacy is committed to the welfare of the faculty and the supporting staff. Various welfare measures adopted are listed.

1. All staff members are covered under the Group Insurance Scheme of Life Insurance Corporation (LIC). Staff members recruited under the self-finance component are also covered under Group Medclaim and Group Personal Accident, while those from the Grant-in-aid component are provided medical allowance and medical reimbursement as per State Government norms.
2. Provident fund/National Pension Scheme (NPS) /Pension/ EPF, CPF is provided as per the norms of the State Government and Ahmedabad Education Society.
3. Gratuity is provided as per the Payment of Gratuity act 1972
4. Accidental Death Policy Insurance Scheme is availed for all faculty and staff members as well as all the students on the campus
5. All types of leave (Casual leave, sick leave, duty leave, etc) are provided to all faculty and staff members as per the norms of the State Government and Ahmedabad Education Society.
6. Duty leaves (OOD facility) to faculty members to attend various Training Programmes/ Orientation/Refresher/Workshop/Seminar subject to the existing norms of the State Government/ AES.
7. There is an additional provision for duty leaves to render services to the affiliating university, GTU.
8. Lady employees are provided with Maternity Leave in accordance with the State Government rules
9. Paternity Leave is given to male employees on request as per the State Government rules.
10. Leave Travel Allowance (LTA) and hometown allowance are provided to eligible faculty and staff members.
11. Festive gifts are provided to supporting staff during festivals like Diwali.
12. Class IV employees are given two pairs of uniforms, a pair of shoes, an umbrella or raincoat and warm clothes once every two years by the management of the institute, AES.
13. Supporting staff are provided advance for grocery and food grains as interest-free loans by the management.
14. Retirement felicitation and honors for Faculty and Staff: All outgoing members are felicitated with a Gift, shawl and Gala Lunch during the farewell function.
15. A Canteen is available providing wholesome, delicious food at subsidized rates. Parking Facility, Wi-Fi facility, Recreational Facilities, and Gymkhana are also available to all faculty and staff members to avail.
16. The teaching staff is encouraged to attend Seminars, Conferences, Professional Development Programs and FDPs for professional growth.
17. Short training sessions and expert sessions are organized at the institute level for knowledge enhancement.
18. Faculty are encouraged to upgrade their qualifications to higher levels like Ph.D. Faculty undertaking higher studies are provided Laboratory Facility along with consumables for completing the dissertation or for conducting research.
19. Presence of active support systems: The institute has an active and functional Grievance Redressal Cell, Committee for preventing sexual harassment and Women development cell. The institute has a policy of zero tolerance towards Sexual Harassment.
20. First Aid kits are available at strategic locations like all laboratories, office and store to meet small accidents on the campus. A doctor is also available on call.

File Description	Document
Paste link for additional information	View Document

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: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Upload any additional information	View Document
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	View Document

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 0.6

6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
2	1	0	0	0

File Description	Document
Upload any additional information	View Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	View Document

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, Refresher Course, Short Term Course).

Response: 49.24

6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
25	28	15	5	11

File Description	Document
Upload any additional information	View Document
Details of teachers attending professional development programmes during the last five years	View Document

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

Performance of the faculty is assessed through the performance-based appraisal system (PBAS) forms submitted at the end of each academic year. The Institution addresses the issues related to the appraisal of the faculty and regularly evaluates it. The forms are designed to reveal the performance in all the contributory fields listed:

- Teaching, Learning Evaluation Related Activities
- Co-Curricular, Extension, Professional Development Related Activities
- Research, Publications and Academic Contributions
- Any other credentials significant contributions, etc.

This format of PBAS has been created in line with the API form of UGC. The duly filled PBAS report is verified and recommended by the Head of Department to the Principal for further action. The PBAS report is submitted to the management by the Principal with his remarks and recommendations. The Academic Advisory Committee carefully reviews the performance of the faculty through a screening committee and gives approval for necessary promotions and increments. The faculty members under GIA employment are also required to submit the self-appraisal as per the norms of the State Government. This form consists of sections pertaining to the achievement of the faculty in various aspects including a confidential report and evaluation report to be filled by the Principal. This empowers the Principal to take the appropriate action for the improvement of the performance of the faculty. A teacher is granted increment and promotion on the basis of his/her performance. For the faculty employed under Self finance component, the management, AES has been granting up to 5% of gross salary as a yearly performance appraisal apart from annual increment to the deserving members. This has also motivated faculty for better performance. This system

of performance appraisal has assisted to analyze the strengths and weaknesses of all the faculty. The Academic Advisor along with the Principal conducts a one-to-one meeting with faculty and based on assessment advises the faculty for continued improvement in performance. Senior faculty members of the department groom the new recruits to help them enhance their performance. The appraisal reports are analyzed and discussed with individual members. Major outcomes achieved through these appraisals include:

- The strengths of faculty are appreciated and corrective measures are suggested for shortcomings by the Principal
- Enhanced increments and Promotion
- Planning for FDPs, Seminars, Guest lectures
- Increase in the number of submissions of proposals for funding to support research, organization of conferences, etc.
- Selection of faculty for deputation and coordination of various committees
- The major decisions are utilized for the strategic planning in the areas of faculty enhancement, efforts to enhance pedagogic innovations and adopt best practices.

The appraisal of non-teaching staff members is done annually using a structured questionnaire on their performance by the concerned reporting officer and subsequent approval by the Principal. The appraisal reports are analyzed and the working ability of individuals is assessed by the Principal and the Management. The non-teaching staff members are guided by the faculty members and the Principal. The non-teaching staff members are also assigned to work in different capacities on a rotation basis in the institute committees.

File Description	Document
Upload any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The institute conducts internal and external financial audits regularly. An internal approval system for all expenses is followed in a systematic way. All the bills/vouchers are audited by an Internal Auditor on a routine basis. The bills and vouchers are claimed and verified by the claimant and appropriate authority, recommended by the concerned HoD or Committee Coordinator and finally approved by the Principal for payment by the accountant. A proper record of all the expenses is maintained by the account section of the institute. Accountants use Tally software for maintaining accounts. Digital payments are encouraged for all payments, ensuring transparency.

All the grants and emoluments received from the Management in the form of budgetary support as well as grants and funds from various Government and non-Government bodies for research projects and organization of events are subjected to strict auditing. Effective monitoring is done to make proper use of available financial resources. An external auditor, Sorab S. Engineer & Company, Mumbai, appointed by

the Management conducts the statutory audit. A statutory financial audit is conducted twice, first in the month of October/November for the period of April to September and second in the month of April /May for the period of October to March. Finalization of the account is completed in May/June and audited statements are prepared in June/July duly signed by the authorities and chartered accountant. The External Auditors are also responsible for the final statement of expenditure and utilization certificates for the various grants received by the institute. The settlement of financial statements of funds received for projects and events is done through audited statements of income and expenditure, duly signed by the External auditor and the Principal.

Another Chartered Accountant firm, Mehta & Sheth Associates conducts an internal and academic audit. The Academic audit comprises the annual review and analysis of the academics and the internal accounts. The Audit report is submitted to the Management with comments. The Management, in turn, reviews the report and shares it with the Principal with its remarks. If there are any specific suggestions made by the Management, the institute implements the corrective measures for the shortcomings (if any) and/ or the suggestions.

The Directorate of Technical Education (Education Department, Government of Gujarat) also undertakes audits of the Institute. AG audit is also conducted for the programs under the grant-in-aid component of the institute. Any queries raised during these audits are settled by providing the appropriate proof.

Any audit objection in the internal and external financial audits is resolved to satisfaction by providing appropriate documents. It is noteworthy that audits objections have not been received in the past five years.

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)

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description

Document

Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years

[View Document](#)

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

A well-defined financial policy for the institute ensures effective and optimal utilization of funds for sustainable operations like academic, administrative and infrastructure development which ultimately help to realize the vision and mission of the institute. The source of funds for the various activities at the institute including the day-to-day expenses at the Institute is the fees received as well as from the Management. A vast majority of the events conducted for professional development like conferences, seminars, refresher courses, etc. are financially supported by different funding agencies like GSBTM, GUJCOST, AICTE, etc. The institute receives funding from the Government of Gujarat for grant-in-aid programs. Additionally, the Institute also receives funds in the form of fees from the self-financed programs.

Meticulous planning is involved in the utilization of finances. The annual budget is prepared by the institute and approved by the Management. At the beginning of each academic year, proposals for development are invited from each department by the Principal. The Principal reviews the proposals received from all departments and prioritizes them after due deliberations with the HoDs. Upon the sanction of the proposal by the Principal based on the approved budget, specifications for the requirement are raised to invite quotations. Once the quotations are received, a comparative statement is prepared and the short-listed parties/ vendors are invited for negotiations. The short-listing is done on the basis of quality, after-sale services offered and the discounts offered. Any purchase is made after the receipt of a minimum of three quotations. Strict adherence to this procedure helps avoid unnecessary purchases, ensures product quality and effective utilization of available funds. The tendering process is followed for the purchase of laboratory consumables on an annual basis. The funds for these are met from the laboratory fees collected from the students. Nominal breakage charge is collected from the students at the end of each academic year for the loss in apparatus incurred during the conduct of the practical sessions.

Salaries of the staff recruited under the grant-in-aid component of the institute are provided by the DTE, Education Department, Government of Gujarat. The fees collected for the self-financed programs are utilized for the salary of the staff recruited under the self-financed component and for the conduct of the programs. The salaries of Adhoc or contractual non-teaching staff are provided by the Management. The Management also provides uniforms, shoes, umbrellas or raincoats and warm clothes to Class IV staff.

The Management is generous in granting finances for unforeseen expenses. Major renovations in the more than seven decades old building are undertaken from the funds provided by the Management.

Resource mobilization strategies include appeals to Alumni for donations for the upliftment of the institute infrastructure. Alumni support is also sought in the conduct of events through sponsorships of technical sessions. Corporate Social Responsibility (CSR) funds are raised from corporate houses for the development and refurbishing of the laboratories. Every year, LMCP Alumni Association (LAARS) provides financial support for the purchase of new equipment and maintenance of instruments.

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

The Institute has constituted IQAC in November 2018 in accordance with the mandate of NAAC and having representatives from various stakeholders as members. IQAC meets periodically to discuss quality issues of the programs. It conducts periodic meetings to monitor the progress made towards the achievement of higher standards in academic performance by the institute. The institution has formulated a feedback system to get responses from students, faculty and other stakeholders on quality-related indicators. Moreover, it also does follow-up action and suggests necessary measures for achieving the set benchmarks and standards. The best practices institutionalized under IQAC are as below.

Aagaman

At the beginning of every academic year newly admitted students are made conversant with the academic curriculum, examination pattern, institutional facilities, curricular, extracurricular activities and introduction to faculty members during an induction program. The induction program for the new entrants has been patronized as Aagaman. The first edition of Aagaman was conducted in 2019 for the new entrants of all the programs. The second edition was conducted in online mode during 2020. The induction program is spread over a week with a myriad of activities to engage the students and make them acquainted with the transformed surroundings as also to familiarize them with the institute culture. The activities include motivational talks, ice-breaking games, a scope of professional activities as well as sessions on the student support systems in place at the institute.

Student Mentoring System

LMCP has a structured support system for psychosocial and academic counseling of the students. Earnest efforts are made to ensure the holistic development of the students and progression to achieve their optimum potential by utilizing the facilities provided to them. Faculty members are also given the responsibility of mentoring by the Principal.

- A mentor is assigned 15 to 25 students for counseling under him/her. The mentor is assigned the mentee for the entire duration of the program.
- The mentor meets the assigned mentees regularly and maintains a record of the outcome of the meetings. The academic progress of each mentee is recorded by the mentor, who also guides the mentees for superior performance.
- The strengths and weaknesses of the mentees are identified for further necessary action.
- Mentees feel free and secure sharing their concerns since the process is conducted in a very cordial manner maintaining the privacy and dignity of the mentee.

Positive changes have been observed as a result of systematic mentoring. These changes include a healthy two-way communication between the mentor and the mentee; an increase in the confidence levels of timid students, a stronger commitment to career goals and the self-reliance to face future challenges. The process also facilitated the indirect assessment of the knowledge and skills acquired by the students acquired during the learning process. Mentoring was continued even during the pandemic. The mentoring process is reviewed during the monthly faculty meetings.

Other best practices institutionalized include strengthening of the overall documentation processes and record-keeping, elaboration of feedback system to include more pointers; to mention a few.

File Description	Document
Upload any additional information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

L. M. College of Pharmacy constituted IQAC in November 2018 and this is the 1st cycle submission for accreditation. All the processes involved in the planning and execution of the teaching-learning activities are reviewed regularly through the Academic Advisory Committee. The pointers assessed as achievement of expected outcomes include the qualifying percentage, extent of student placement, students' progression to higher studies, etc. The following are two examples of institutional reviews and implementation of teaching-learning reforms facilitated by the Academic Advisory Council.

Changes in the Pattern of Continuous Internal Evaluation (CIE)

The Institute has a well-defined and structured system for continuous internal evaluation. Reform in examination procedures is a continuous process evaluation and assessment is based on the learning and behavioral outcomes observed in the students. Continuous Internal Evaluation is student-centric and views each learner as unique. Internal Exam reforms were implemented with an aim to grade objectively without rater bias to students. This evaluation system aims to build individual student's abilities, progress and development. Faculty determine the evaluation pattern which includes subject-specific presentation, assignment, role-play, poster, or any other assessment method specifically for PG programs. The CIE and its evaluation process are made completely transparent. The practical component is also evaluated on the basis of performance, analytical skill and viva conducted for the same. The older system of two descriptive internal examinations was re-defined with the introduction of the MCQs based internal examinations in addition to the descriptive examination. In the new system, the first and the third internal examinations are MCQ-based objective examinations, while the second internal examination is descriptive in nature. This has allowed for the inclusion of a broad range of topics in a single examination thereby effectively testing the breadth of students' learning. With the question and the list of possible answers given to a student, there is less variance in the understanding of the students. This reform in the internal exams has improved the performance of the students. The improvement in student performance is seen not only in their internal marks but also in national-level competitive exams like GPAT, NIPER-JEE, NMIMS, etc. This has benefitted students for pursuing higher education in renowned institutes and achieving higher professional accomplishments.

Faculty Lecture Series

The leadership at Institution strengthens a culture of excellence by practicing a transparent, merit-based system at all levels of operation. The Institution upholds complete transparency in its financial, academic, administrative and auxiliary functions through the culture of participative and democratic management by

involving faculty in various academic, research and administrative committees. In an endeavor to promote best-in-class research and scholarship, regular interaction among faculty members is facilitated. A Faculty Lecture Series has been initiated whereby a lecture is delivered by a faculty member during the monthly faculty meeting. Individual faculty members get an opportunity to share their professional work and interests with colleagues through the Faculty Lecture Series. The purpose of the Faculty Lecture Series is to share the vast experience and interesting advancements on the various frontiers of pharmacy and healthcare research. This also provides a sense of community, allowing the opportunity for faculty from various disciplines to gather and learn about the other disciplines and the recent advancements therein. Discussions in this lecture series are aimed to present some recent/newer developments and gain knowledge. Respective faculty member presents his or her research work or recent advancements in the broad specialization area. Not only do such opportunities keep the faculty abreast of the cutting edge of research, they also provide a platform for the faculty to strike up multi-disciplinary research among faculty members of LMCP. The Faculty Lecture Series seeks to cultivate a stronger academic and scientific temper on the LMCP campus by showcasing the scholarly research of faculty across all the branches of Pharmacy. The Lectures aim to present with some depth and rigor the scholarly questions and goals of the individual faculty members. In presenting their scholarship, the faculty also share the enthusiasm and dedication that sustains their creative efforts. Some of the topics that have been recently discussed in the Faculty Lecture series are Drug Delivery Through Lens, Development of Vaccines and Their Safe Use in Humans, Update on Anti-Tubercular Drug Development and Molecular Imprinted Polymers; to mention a few. The lecture is taken by a faculty from the departments on a rotation basis in monthly faculty meetings. This has motivated faculty members for quality publications and in recent times the publication record of the Institute has significantly improved. Faculty members were also able to model how professionals work through disciplinary questions or problems via this series.

File Description	Document
Upload any additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

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

Response: B. 3 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload details of Quality assurance initiatives of the institution	View Document
Upload any additional information	View Document

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

LMCP is a co-education facility with gender parity in matters of recruitment, promotions, etc. The percentage of female faculty members is 45 %, while the average female student strength over the past five years is around 55 %.

The Institute regularly organizes Gender sensitization and Gender Equity programs to focus on the teamwork among male and female staff and students and to treat female staff and students with dignity and respect. International Women's Day is celebrated regularly during which boys and girls participate in various activities.

Various support systems are also in place and functional like Women development cell, Internal Complaints Committee, Committee against sexual harassment, Grievance Redressal Committee, Anti-Ragging Committee, which helps in creating awareness among students regarding gender equity. The contact details of all committee members are displayed at strategic locations on the institute premises. Each class has two class representatives - female and male, giving equal opportunity to both genders.

Institute has 24 hrs security guards on the campus to check the trespassers. The entire campus is under CCTV surveillance for a safe and secure working atmosphere. Fire extinguishers are mounted in all laboratories for safety purposes in addition to other safety norms being followed. Research scholars are always made to work in groups when working beyond the institute timings or on holidays. There are separate hostels for boys and girls supervised by caring wardens, usually faculty members with appropriate security arrangements.

A well-maintained common room for girls is available in the institute. It has a bed and all essential facilities including a first aid box, sanitary napkin dispensing/vending machine and incinerator. The common amenities are separate for boys and girls and are well maintained.

Further, a robust Counselling system also provides for psychosocial and academic counseling. The mentees meet their allotted mentor regularly to share their problems and seek guidance. The process is conducted in a very cordial manner maintaining the dignity of the mentee. Earnest efforts have been made and resulted in the students gaining higher confidence in their efforts as well as higher commitment towards professional achievement.

The practices that have ensured a cohesive learning environment at the institute include:

- Having interactive sessions between the girls and the boys during activities like group discussions, debates and discussing examples of women and men sharing professional and household responsibilities.
- Giving small projects in groups comprising boys and girls.
- NSS and outreach activities also involve all students.

- During sports' week, celebration girls and boys play games and compete with each other together as well as cheer for each other.
- Several event management tasks for organizing cultural and tech festivals are given to teams consisting of both boys and girls. Anchoring of the majority of the events is conducted in a coordinated manner by a boy and a girl together.

The awareness created amongst the students and the ambient environment available at the institute have resulted in not a single incident of sexual harassment being reported to date.

File Description	Document
Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

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

Response: D. 1 of the above

File Description	Document
Geotagged Photographs	View Document

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

Response:

L. M. College of Pharmacy is mindful of the environment and encourages environment-friendly practices of waste management as described below:

- Solid Waste Management

Biodegradable and non-biodegradable waste is collected in separate dustbins installed near all classrooms, inside the laboratories, administrative areas and common utility areas of the institute. Solid waste is collected from classrooms, laboratories and other areas of the institute by peon/sweeper staff and stored for further collection by the third-party vendor appointed by the Ahmedabad Education Society (AES) for disposal at appropriate dumping sites. The waste generated from the gardens is collected for composting and the compost obtained thereafter is used as manure for the gardens. Old, used newspapers, magazines and other readable materials are donated to the Andhajan Mandal (Blind Peoples Association), Vastrapur.

- Liquid Waste Management

All nonchemical liquid waste is disposed of through the drainage system. The non-contaminated wastewater generated during any process is reused judiciously. Water generated from the Air conditioners is collected and reused in the laboratories suitably.

- Biomedical Waste Management

Two types of biomedical wastes are generated in the institute: animal waste and microbiological waste. All animal biomedical waste generated from laboratories is segregated and collected in leakproof and sufficiently strong bags to prevent breakage during the handling. The color-coded collection is followed using relevant bags depending on the type of biohazard. Collected biomedical waste is handled by a third-party biomedical waste management contractor (Pollu CARE Biomedical Management Pvt. Ltd.) for further disposal. Additionally, a sanitary pad incinerator is available for disposing of sanitary pads in the ladies' washroom. The microbiological waste generated during the practical sessions is treated in accordance with the standard protocol and washed off. Also, the organisms handled in the microbiology laboratory are non-pathogenic in nature.

- E-waste Management System

Repairable components of the electronic devices are repaired to reduce the generation of e-waste. Usable components from electronic waste are reused with the help of technicians. Nonusable waste is then disposed of either with the help of exchange /buy-back offers from the local vendors or through the writing-off process.

- Waste Recycling System

The practices followed towards reducing the generation of waste at the institute include the use of wastewater suitably, one side printed waste papers are reused for printing again and optimal utilization of all resources.

- Hazardous Chemicals and Radioactive Waste Management

Radioactive waste is not generated in the institute. Very small quantities of hazardous chemicals are generated in a few of the laboratories which are appropriately treated before disposal into the mainstream disposal system.

File Description	Document
Any other relevant information	View Document

7.1.4 Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

Response: D.1 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document

7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

Response: B. 3 of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

1. Green audit
2. Energy audit
3. Environment audit
4. Clean and green campus recognitions / awards
5. Beyond the campus environmental promotion activities

Response: D.1 of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

1. Built environment with ramps/lifts for easy access to classrooms.
2. Divyangjan friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment
5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

Response: B. 3 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

LMCP is committed to molding the young students into responsible citizens of the nation in addition to inculcating sound knowledge and skills of the profession. The Institute strives to foster global competencies among its students to enable them to face future challenges for the benefit of humanity.

The students admitted to the institute constitute a heterogeneous mix, with respect to religion, caste, social status and state of the country. Some students are also foreign nationals from neighboring countries like Bangladesh, Nepal, as also African countries. Once admitted to the institute all the students are equal and are treated without any kind of discrimination. All the students are provided equal facilities and opportunities for holistic development and nurturing their hidden talents. The faculty recruited at the institute also presents diversity; however, they are all treated as equals. Care is taken to encourage the students to work in different groups for the various co- and extra-curricular activities, inculcating the team-building spirit.

Different sports and cultural programs are organized at the institute to promote cultural and regional harmony. Participation in all the activities is voluntary and based on the interest of the students. Nominations and selections of the students to the various committees are based on the merit as well as the interest of the students. A cohesive ambient atmosphere prevails at the institute so that all the students are free within the discipline and decorum of the institute. Students are actively involved in various curricular, outreach, co- and extra-curricular activities which helps in sensitizing them towards the concerns of

protecting the environment for benefit of the community and appreciate the differences in the lifestyles of various strata of the society.

Many scholarships are offered by the Government to the students like AICTE – PG scholarship, MYSY (Mukhymantri Yuva Swavalamban Yojana), Higher education scheme, Post metric scholarship, etc. Scholarships from non-government sources like the Management and the alumni are also facilitated for the needy students. These scholarships are effectively facilitated by the institute. The institute is also the help center for the Government scholarship schemes like CMSS and MYSY for pharmacy and engineering students.

Days celebration (a variety of activities - named as 'PARTYCLES') focuses on activities involving the fun element along with alignment to cultural and social learnings. This event spreads over a week in the month of February annually. This event is organized and managed by the students under the guidance of the faculty. Students and Faculty enthusiastically participated in the Heritage Walk organized during PARTYCLES 2k18 in recognition of Ahmedabad being declared as a Heritage City by UNESCO. A Potluck Party (DabbaParty 2k19) was celebrated by students and faculty on the occasion of World Nutrition Day. The Food Festival is a major attraction of the PARTYCLES annually, where students prepare and serve varieties of food. The Navratri festival is celebrated every year by the students. Events like Mehendi and rangoli competitions and Traditional day bring the students closer to their roots.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

LMCP takes pride in the fact that apart from preparing a sound academic foundation; the institute also constantly works to inculcate better citizenry values among the students. In this regard, the institute inculcates a feeling of oneness among the student community through various practices and programs in addition to imparting professional legal education. The institute facilitates active participation by students in activities such as Blood donation camps, Election Card Registration Awareness, Safai Abhiyan, International Yoga Day, Tree Plantation Drive, etc. Events like these help instill the values of compassion and empathy as well as social responsibility towards the rights and duties of a good citizen. The values of truthfulness and responsible citizens are ingrained through activities like awareness about tax payment, clean money, digital payment, Indian Heritage Preservation and Election Card.

Experts from varied domains are invited to deliver talks at the institute on topics like Cancer Awareness, the importance of health and hygiene, rights of the workplace, professional ethics, etc. Such events help the students to learn from the experiences of the learned speakers. Days of national importance, Independence day and Republic day are celebrated with great enthusiasm and fervor by hoisting the flag, speeches and varied activities. Activities like these help in ingraining the values of patriotism and pride in the Nation.

An active NSS unit has inspired the students to organize various activities of social importance like traffic awareness drive, tree plantation, cleanliness drives, etc. Being aligned to the paramedical field, the NSS unit is engaged in organizing various drives to bring awareness among the society to health-related issues like HIV/AIDS, Thalassaemia, ill-effects of tobacco consumption and Drug Addiction through poster displays and guest lectures; not only at the institute but also at other schools.

Various activities organized during the event PARTYCLES celebrated annually attempts to instill appreciation and tolerance for the diversity prevailing in the society and promote the feeling of Unity in Diversity. Such activities include traditional day celebrations, food festivals, debates on current topics, skits, etc.

The faculty members at the institute have set an example for the students by offering their services in managing the Pharmacy and streamlining the drug distribution at the Dhanvantari Covid Hospital during the second wave of the pandemic Covid-19. The institute also organized online events to spread the knowledge about early detection and prevention of corona infection, the importance of vaccination in checking the spread of the infection, etc. A drive to collect and donate unused medicines for Covid-19 to the underprivileged was also undertaken.

Activities described above are reflective of the fact that the institute is able to ingrain the qualities of rising to the occasion in accordance with the national priorities among the students.

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	View Document

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.

- 1. The Code of Conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the Code of Conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

Response: B. 3 of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims	View Document
Code of ethics policy document	View Document
Any other relevant information	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

Every festival, event and day has its own importance and lessons that can be learned. The students and faculty members at LMCP organize and participate actively in a variety of events around the year. The institute celebrates days having national significance like Independence Day, Republic Day and Gandhi Jayanti. The death anniversary of Mahatma Gandhi is celebrated as Martyr's day with events focused on social welfare. The hallmark of Independence Day and Republic Day is the Flag Hoisting and Flag unfurling ceremonies, respectively. These are followed by the singing of the National Anthem with full honor and dedication. Supplemental to these patriotic activities is patriotic talks, cultural events and keynote message by the Principal. The Guest of Honour of these celebrations is the about to retire or recently relieved faculty and/ or staff member from the institute.

Teacher's Day is celebrated in memory of Dr. Sarvepalli Radhakrishnan every year. Students give tribute to the teachers of the institute, organize fun activities for the teachers and also don the role of teachers and the Principal.

International Women's Day is celebrated annually with different themes such as Women in Science, Women Entrepreneurs, Women Mantra: Each for Equal, Celebrating Humanity, etc. Various workshops related to art, painting, baking and fashion show are arranged in addition to talks on topics like gender sensitization, rights of Women at the workplace, etc. During the pandemic Covid-19, the celebration of the Day went online with talks by Experts on varied topics and a session on Zumba for health. The trainer showed the steps of Zumba and the students followed through video conferencing.

World Pharmacist's Day is celebrated on the 25th of September annually with different topics like safe and effective medicine handling, the Pharmacist's role in safeguarding patients, etc. Talks by Experts and other professional activities are arranged.

Enthusiastic participation by the students and faculty members is observed during the celebration of the International Yoga Day on 21st June every year. Warm-up exercises are taken and a variety of asanas are performed by all under the guidance of a trained Yoga instructor. The importance of each asana is also explained and all are encouraged to follow the practice along with meditation. One of our students received the 'Best Yoga Practitioner' Prize from GTU during the International Yoga Day-2016.

One student from the institute was selected to represent Gujarat State in 'National Integration Camp'

organized by NSS under the MHRD, GoI at Himachal Pradesh in 2017. Volunteers from all over the country participated and appreciated the culture, lifestyle, food and work habits and promoted effective bonding.

The celebration of all these events has definitely helped to bring to the fore the hidden talent in the students. It also enhances the bonding between the students and the faculty when they work beyond the classrooms together. Students also get trained in organizational aspects, team-building and professional and soft skills.

File Description	Document
Link for Geotagged photographs of some of the events	View Document

7.2 Best Practices

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

Response:

Title of the Practice: Innovation and Entrepreneurship Development

Objectives of the Practice

- To inculcate the culture of innovation and creative thinking among the students and the faculty members.
- To promote entrepreneurship among the students so that they become job creators rather than job seekers.
- To serve society through innovations and entrepreneurial initiatives.

The Context

A few of the challenges which lead to the practice are listed below:

- The externally funded projects did not permit the innovator to undertake research leading to the establishment of proof of concept and protection of the intellectual property.
- Financial support for setting up the sector-specific state-of-the-art laboratories was lacking.
- In 2016, the Government of India launched the 'StartupIndia' program to add thrust on innovation and startups.
- Incubation center was conceptualized in the context when the need for technology commercialization or technology transfer from Institutions/universities was becoming prominent.
- An incubator like AIC-LMCP can help to navigate the challenges that startups face owing to their smallness or newness. Starting from access to cheap capital, relevant mentorship, training to fill skill gaps, access to hard-to-reach networks, creation of a mutually supportive community, referrals to expert services at reasonable costs, are few of the services that effective incubators like AIC-

LMCP can provide.

The Practice

L. M. College of Pharmacy has contributed to renowned pharmaceutical entrepreneurs as is evident from its rich history. Hence, to uphold and further the legacy of L. M. College of Pharmacy, an application for the establishment of a sector-specific Incubation center was made to the Atal Innovation Mission.

LMCP believes that the innovations by the students of an institute are indicators of the progress and growth of the country. Further, LMCP considers it as the moral responsibility of the institute, being a leading higher education, grant-in-aid institute of India in the area of quality Pharmacy education.

Therefore, the LMCP Innovation Council was established to provide a platform where the students could be guided and motivated for the various innovative activities. There were domain-specific experts at the institute, but funding was a limitation in addition to specific mentors to guide on the entrepreneurial aspects.

Considering its academic and research excellence in the pharmaceutical sector, L. M. College of Pharmacy has been selected to establish the Student Startup and Innovation Policy (SSIP) nodal center by the Government of Gujarat. This nodal center would help to propagate and promote innovation and entrepreneurship among the students of the State.

Atal Innovation Mission, an initiative of Niti Aayog, Government of India awarded the Atal Incubation Centre to LMCP to cater specifically to start-ups in the Pharma and Healthcare sector. This led to the establishment of the Atal Incubation Center (AIC) named AIC-LMCP Foundation (ALF) in September 2017. Government grants amounting to Rs. 3.04 Crores have been received; while the Management has contributed Rs. 4 Crores.

It aims to be a catalyst in developing incubation and start-up ecosystem in Gujarat by offering incubation facilities, central instrumentation facilities, workspace create a fully integrated start-up ecosystem, to foster entrepreneurial spirit and skills among innovative students, to support the development of tools for innovative products and technology transfer, and to facilitate incubation and growth of women-led start-ups.

Evidence of Success

LMCP SSIP has sanctioned about 84 student projects across the State so far. 23 of the sanctioned projects are under various stages of the patenting process. The LMCP team CYTOKINE emerged among the top five best PoC awardees at MHRD Innovation Cell (MIC), AICTE. The innovation involves the development of a topical herbal formulation (AnV-Stat medicated gauze) to arrest bleeding after injury, which is a very cost-effective solution. Further, AIC-LMCP has facilitated 24 startups, 22 Mentors, 15 Collaborations (Academic and Corporate), 3 provisional Patents, 3 Start-up awards, in addition to the support to MSMEs through testing services, 60+ Events and training and continuing to build a startup ecosystem in pharmaceutical and healthcare sector till date. Ms. Divya Teli, a faculty member of LMCP is a co-founder of a start-up named 'Inspirochem LLP' under the AIC-LMCP foundation since 2020.

Problems encountered and resources required

LMCP was vigilant for various Government-funded schemes and applied for the establishment of the Atal Incubation Centre (AIC). Among 1800 applications, LMCP was selected among the top 130 applicants for preliminary screening and subsequently, in the sector-specific selection, LMCP was selected for establishing the Atal Incubation Centre (AIC). Once established, AIC-LMCP dealt with the challenges of working with the unknown and building resources for survival. Several micro and macro-level factors including the personality and attitudes of the entrepreneur, identification and creation of opportunities, regulatory frameworks and market conditions, presence of other startups, cultural makeup of the location, access to trained talent, technology, market, finance, and mentors influenced the success (or failure) of a young enterprise.

Notes

The innovative activities attract young talent to the institute and also train an aptitude for creative thinking among the students. The faculty too are involved by the students and also encouraged to apply for creative and innovative ideas through various schemes. This helps to instill and reinforce the innovation culture. The institute should have an institutional entrepreneurship cell and a vision for further progressive activity. Website: AIC-LMCP: <https://aiclmcp.org/>

SSIP-LMCP: <https://lmcp.ac.in>

Title of the Practice: Garnering Alumni support for the progression of the institute

Objectives of the Practice:

LMCP is the oldest institute of Pharmacy education in India and has facilitated the graduation of several generations of Pharmacists. The Alumni of an institute constitute a huge resource pool. Having a good connection with the Alumni could result in a win-win situation for the Alumni as well as for the Alma-mater. This connects also aims to provide a platform for the sharing of the knowledge and experience of alumni with the current students helping them make the right career choices. The assistance from Alumni could contribute significantly to the development of the institute through varied means.

The Context

The recent past has seen enormous horizontal and vertical growth in Pharmacy education. An institute can stand out from the competition by promoting its brand and the institute Alumni can be the best bet. Active Alumni associations are the grounds through which the Alumni continue to feel connected to their Alma-Mater, LMCP, or associate a part of their identity with it. The Alumni of LMCP are spread across the Globe and include entrepreneurs, CEOs, Professional leaders and industry thought leaders. There cannot be a better motivation for the current students to interact with the Alumni who have achieved phenomenal success and to learn from their experiences and guidance. Thus, to connect the Alumni and current students, appreciate the contribution of alumni in creating Brand LMCP and facilitate active association, the LMCP Alumni Association and Research Society (LAARS) was established. Various means to keep this association between LMCP and LAARS active were identified and worked out.

The Practice

LMCP and LAARS jointly organize the Alumni Meet every year to apprise the Alumni of the activities and achievements of the Institute and plans for future activities and events. The eminent alumni are invited

as Chief Guests and various other alumni are felicitated for their outstanding contributions to the profession and the society. Eminent Alumni who have joined the Meets as Chief Guests include Mr. Habil Khorakiwala (Chairman, Wockhardt Pharmaceuticals), Mr. A. V. Patel (Founder, Centurian Laboratories), Dr. Navin Sheth (Vice-Chancellor, GTU), Dr. Hemant Koshia (Commissioner, FDCA, Gujarat), Mr. Kanubhai Patel (CMD, Amneal Pharmaceuticals), Mr. Himanshu Shah (Co-Founder, Eris Life sciences), Shri Jitendra Patel (Director, Daffodil Pharmaceuticals) and Dr. Ketan Patel (CMD, Troikaa Pharma Ltd.).

A tour of the institute is organized for the alumni to perceive the growth of the institute. Further, many faculties are themselves the alumni and help maintain the connect with other alumni across the globe and facilitate expert lectures, panel discussions, etc. Some alumni also provide sponsorship for food bills to the indigent students, while others donate important books as Book-bank to students.

Alumni have contributed to the placement, research and academics including financial assistance to the institute. Alumni provide their own references and information about job openings to students for placement. Students have been placed at esteemed industries like Cadila Healthcare Ltd., Intas Pharmaceuticals Ltd., Amneal Pharmaceuticals Ltd. and Troikaa Pharmaceuticals Ltd. Alumni are invited as resource persons during the various events organized all-round the calendar. Some also serve as examiners and Advisors for the doctoral students enrolled under the faculty at LMCP. The Women Entrepreneurs from LMCP Alumni were felicitated in recognition of their efforts.

The Alumni Meets are twinned with other programs for the students of LMCP like panel discussions, expert talks, etc. This offers the students an opportunity to interact with the alumni and learn from their experiences. Whenever any alumni visit the institute, a guided tour is undertaken. Also, an interaction between the alumni and the students is arranged. Students perform entertainment programs during the Alumni Meet. It is noteworthy that a few alumni are also involved in the planning and execution of these alumni meets in close association with the faculty, staff and students of the institute. In the current challenging times of the pandemic, an Online Global Alumni Meet was organized.

Evidence of Success

A sense of pride and loyalty along with a feeling to give back is strongly observed among the alumni of LMCP. This has resulted in unflinching support for the institute's growth from alumni. In this lies the motivation and the reward, for the alumni and the Alma-Mater. The most significant contribution of the alumni is in terms of financial assistance. The Ramanbhai Patel Postgraduate Centre (RPPC) was established through the donation of Rs 8.5 crores by Shri Pankajbhai Patel, MD, Cadila Healthcare Ltd., an Alumnus of LMCP. The Zydus Hospira Oncology Pvt. Ltd. donated Rs. 1 Crore for the modernization of identified laboratories. Intas Pharmaceuticals Ltd. has committed Rs. 2.4 crores for the creation of new facilities at LMCP. Alumni also sponsor Prizes for Topper in GPAT and the Final Year of the programs at LMCP.

These modeled behaviors by current alumni assisting students and the institute with time, advice, and financial support help the alumni-in-residence develop an understanding of institutional expectations for its graduates. Student alumni programs reinforced the values at LMCP that have endured over time, values that alumni help pass on to students from one generation to the next. This has enhanced LMCP's reputation as a quality educational institute.

Problems encountered and resources required

The advent of social media and efficient communication tools and their extensive use in academics has been a recent phenomenon. The details of many graduating batches were missing and presented an uphill task of reconnecting with the alumni. An initiative has been taken for creating the missing database. However, the biggest challenge is to identify, locate and connect with the alumni.

File Description	Document
Link for Best practices in the Institutional web site	View Document

7.3 Institutional Distinctiveness

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

Response:

L. M. College of Pharmacy is the first independent Pharmacy institute in the country and has a rich legacy for research and innovations in the field of pharmaceuticals. Faculty members and students of the Institute have worked with dedication and enthusiasm to contribute to the ever-growing field of the pharmacy profession with their research and innovations. These wholehearted efforts have been successfully translated in the form of patents, research papers, grants and consultancy projects.

During 1980-2000, LMCP has received more than Rs. 1.5 Crore of grants through various sanctioned research projects from Government and non-Government funding agencies. These grants were received by eminent professors like Dr. C. J. Shishoo (Pharmaceutical Chemistry and Quality Assurance), Dr. M. C. Gohel and Dr. B. M. Trivedi (Pharmaceutical Technology), Dr. R. K. Goyal and Dr. D. D. Santani (Pharmacology), and Dr. M. G. Chauhan (Pharmacognosy) for research and innovations in areas like Computer Applications in Pharmacy, Biotechnology, Biopharmaceutics, Synthesis and Formulation of novel drugs, Automation and CNDI Pharmacology, Bioavailability and Bioequivalence studies, etc. Extensive research in these areas led to many awards, patents and research publications.

With the advent of the 21st century (2001-2015), the next generation of faculty members and research scholars proceeded to contribute and carry forward the legacy of their seniors and mentors in research and innovations with new ideas. Grants worth Rs 3.0 Crore were received from the State and Central government agencies.

In addition to the contribution towards research, LMCP has produced leading entrepreneurs in the Pharma sector. The Alumni contribution to the entrepreneurial endeavors is two-fold; development of new pharmaceutical industries and development of new products for the societal good. These contribute to a significant extent to the GDP and market capitalization of the Pharma sector. The contributions from these enterprises have put the state of Gujarat in a leadership position in the Pharmaceutical industry.

In the last 5 years (2015-2020), various research projects have been sanctioned with the financial support

of more than Rs. 1.7 Crore from the Government, industries and non-government agencies. These research projects include advancements in cardiovascular and diabetic research, investigation of the anti-asthmatic activity of drugs, development of a novel formulation for psoriasis, development of novel inhaler formulation for the treatment of asthma, isolation and characterization of impurities for anti-hypertensive drugs, synthesis of new molecules for the treatment of diabetes, potentiation of lipid-lowering activity of statins, development of Pharmacopoeial monographs for drugs from plant origin, development of herbal insecticidal formulations, phyto-pharmacological evaluation of herbal formulation, etc. More than 190 research papers have been published in various national and international journals and more than 40 patents have been filed during this period. Collaborative research work has also been executed for medicinal plant research and product development with Vasu Herbal Research, Vadodara. Few consultancy projects have been successfully accomplished for Emcure Pharmaceuticals Ltd., Anlon CRO, Tapobhumi Pharmaceuticals and Ayukalp UAP Pharma Pvt Ltd generating revenue of more than Rs. 20 lakhs.

The quality of research conducted at LMCP can be estimated from the fact that more than 800 articles have been published in more than 150 Scopus-indexed peer-reviewed publications to date. LMCP has collaborated with more than 140 academic institutes, pharmaceutical industries and research centers. The published articles have generated citations greater than 13000 with an h-index of 53; thus validating the outreach and relevance of the research at LMCP.

Around 38 government and private organizations have funded the projects like CSIR, NIH, DST, ICMR, NCI, UGC, AICTE, National Institute of Diabetes and Digestive and Kidney Diseases, National Institute on Drug Abuse, Defense Science and Technology Group; Department of Defense; Australian Government, Department of Pharmaceuticals; Ministry of Chemicals and Fertilizers; India, Sun Pharma Ltd, Emcure Pharmaceuticals Ltd.; to mention a few.

The focus of research at LMCP has always been on the quality of work rather than the quantity. LMCP has contributed to the dissertations of 1500+ PG scholars and 166 Doctoral research scholars. These alumni have in turn contributed to the profession not only in the country but across the Globe. Postgraduate and doctoral students of LMCP have been awarded the Rajnibhai V. Patel PharmaInnova Award (Best thesis in Pharmaceutical Sciences) 4 times since its inception in 2011 in the memory of Rajnibhai V. Patel (successful Industrialist and the founder Chairman of Troikaa Pharmaceuticals Ltd, and an Alumnus of LMCP) by Troikaa Pharmaceuticals Ltd.

LMCP has been selected to establish the Nodal Centre for the Student Startup and Innovation Policy (SSIP) by the Government of Gujarat and the Atal Incubation Center (AIC) named AIC-LMCP Foundation (ALF) by Atal Innovation Mission, Niti Ayog, Government of India. These SSIP and AIC centers work in the direction of inculcating the culture of innovation and entrepreneurship among the students through innovative ideas and research. Both these centers support the students to convert their innovative ideas into viable innovations and commercial products by financing to establish the proof of concept for the betterment of the healthcare system and society. MHRD's Innovation Cell (MIC) has selected LMCP as one of the HEIs for the establishment of the Institution Innovation Council (IIC). The granting of these centers was facilitated due to the contribution of LMCP to research in the past.

LMCP SSIP has sanctioned about 84 student projects worth Rs. 71 Lakhs so far; 23 of these sanctioned projects are under various stages of the patenting process. CYTOKINE, the LMCP team, emerged among the top five best PoC awardees at MHRD Innovation Cell (MIC), AICTE. The innovation involves the development of a topical herbal formulation (AnV-Stat medicated gauze) to arrest bleeding after injury, which is a very cost-effective solution. 24 startups have been facilitated by AIC-LMCP with 15

Collaborations (Academic and Corporate), 3 provisional Patents and 3 Start-up awards.

L. M. College of Pharmacy is committed to carrying forward the legacy of quality research contributing to the furtherance of education, society and the pharmaceutical profession, driven by its Vision to excel in Pharmacy education and research.

NAAC

5. CONCLUSION

Additional Information :

No additional information.

Concluding Remarks :

LMCP is a long-standing institution that imbibes culture and knowledge inherently. The pillars that have built the identity of LMCP over the 7 decades of its standing are well acclaimed. LMCP embraces a constant search for contemporary market-relevant programs and activities. It is mindful of the responsibility of being a leading Pharmacy educational institute and has contributed significantly to enhancing the quality of education delivered. The rich contributions to research by the faculty and students have augmented the knowledge and wealth. The quality research has been translated well into publications and patents. The Institute has also evolved educational practices through research and practice. Recognizing the importance of research in the quest for better healthcare and quality of life, the Institute encourages research inquisitiveness among the UG and PG students. Innovation and a thrust on entrepreneurship have been the hallmarks of the philosophy guiding the institute. The numerous Alumni achieving phenomenal success have contributed significantly to the profession; not only in the state but also at the national and global frontiers. The alumni in their varied capacities have transformed the professional practices for the better and can truly be termed industry thought leaders. LMCP has produced leading entrepreneurs and stalwarts of the Pharma sector. The industry promoted and managed by these alumni has contributed to the development of new pharmaceutical industries and the development of new products for the societal good. These entrepreneurial endeavors contribute significantly to the GDP and market capitalization of the Pharma sector and have placed Gujarat as the hub of the Pharma industry. The end objective of all practices at LMCP is to create competent Pharmacists with good citizenry qualities and promote innovations and entrepreneurship through the graduating alumni.

LMCP is committed to the implementation of NEP 2020 and contribute to nation-building.

LMCP endeavors to face the challenges of the future with the cognizance of its own strengths, opportunities ahead and a mindful assessment of its weaknesses guided by the visionary zeal of AES.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p>Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years</p> <ol style="list-style-type: none"> 1. Academic council/BoS of Affiliating university 2. Setting of question papers for UG/PG programs 3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses 4. Assessment /evaluation process of the affiliating University <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has made the changes as per shared report by HEI.</p>																				
1.3.3	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year</p> <p>1.3.3.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 581 Answer after DVV Verification: 433</p>																				
2.1.2	<p>Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>51</td> <td>54</td> <td>50</td> <td>35</td> <td>27</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>49</td> <td>54</td> <td>50</td> <td>34</td> <td>26</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per shared report of actual students admitted from the reserved categories by HEI.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	51	54	50	35	27	2020-21	2019-20	2018-19	2017-18	2016-17	49	54	50	34	26
2020-21	2019-20	2018-19	2017-18	2016-17																	
51	54	50	35	27																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
49	54	50	34	26																	
2.3.3	<p>Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)</p> <p>2.3.3.1. Number of mentors</p>																				

Answer before DVV Verification : 34

Answer after DVV Verification: 26

Remark : DVV has made the changes as per shared report of mentor list by HEI.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
15.97	17.40	20.11	6.44	96.96

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
21.45	25.99	7.16	9.00	11.96

3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)

3.1.2.1. Number of teachers recognized as research guides

Answer before DVV Verification : 32

Answer after DVV Verification: 0

Remark : DVV has not considered google drive link.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
21	14	4	3	2

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
16	9	2	3	2

Remark : DVV has not considered those workshops whom not conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship .

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

3.3.1.1. How many Ph.Ds registered per eligible teacher within last five years

Answer before DVV Verification : 29

Answer after DVV Verification: 13

3.3.1.2. Number of teachers recognized as guides during the last five years

Answer before DVV Verification : 16

Answer after DVV Verification: 16

Remark : DVV has made the changes as per shared certificates of Ph.d scholars by HEI.

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years**3.3.2.1. Number of research papers in the Journals notified on UGC website during the last five years.**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
30	22	46	44	49

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
16	12	23	20	23

Remark : DVV has verified the ISSN number from UGC Care list, SCOPUS and web sciences.

3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years**3.4.2.1. Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
3	1	3	3	2

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**3.4.3.1. Number of extension and outreach Programmes conducted in collaboration with**

industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
7	4	8	8	8

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
03	03	05	06	06

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years**3.4.4.1. Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
610	719	902	633	464

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
420	569	533	524	334

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year**3.5.1.1. Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
66	81	99	87	82

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

Remark : Shared drive google link has not considered.

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

LMS, etc. (Data for the latest completed academic year)

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 9

Answer after DVV Verification: 4

Remark : DVV has made the changes as per shared photos of classrooms with ICT facilities.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0.0	403.0	746.58	11.0	0.0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0.0	15.12	28.19	11.0	0.0

Remark : DVV has made the changes as per addition of fixed assets duly signed by CA.

4.2.4 **Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year**

4.2.4.1. Number of teachers and students using library per day over last one year

Answer before DVV Verification : 35

Answer after DVV Verification: 18

Remark : DVV has made the changes as per average of log book entries of users using library.

4.3.3 **Bandwidth of internet connection in the Institution**

Answer before DVV Verification : A. 750 MBPS

Answer After DVV Verification: B. 30 MBPS – 50 MBPS

Remark : DVV has made the changes as per bill by HEI.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
55.41	87.96	64.46	66.98	59.56

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1.40	4.76	11.13	20.16	0.99

Remark : DVV has made the changes as per repairs and maintenance duly signed by CA.

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

5.1.2.1. Number of students benefitted by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
16	14	6	6	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	1	1	0

Remark : Shared report of post matric scholarship has not considered. DVV has made the changes as per pro-rata basis.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
753	210	130	142	36

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
46	34	38	42	36

Remark : DVV has made the changes as per report of career counselling. DVV has not considered Key elements for research projects for beginners My story - Motivational session by successful innovator: Kush Prajapati My story - Motivational session by successful start up founder A talk on guidance and preparation of NIPER-JEE AIC-LMCP Pharma and Healthcare Pre-Accelerator Emerging trends in pharmaceutical sciences: From Research to Revenue Start up opportunities in pharma and healthcare Trending towards progress of pharma industry

5.2.1 Average percentage of placement of outgoing students during the last five years

5.2.1.1. Number of outgoing students placed year - wise during the last five years.

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
22	51	46	35	39

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
8	23	21	15	17

Remark : DVV has made the changes as per pro-rata basis of shared valid appointment letters by HEI. DVV has not considered unsigned letters and training letters.

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
59	31	31	27	15

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
38	18	18	15	8

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
63	41	40	35	21

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
63	41	40	35	21

Remark : DVV has made the changes as per pro-rata basis of shared qualifying certificates by HEI.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
3	1	9	3	4

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	4	0	0

Remark : DVV has not considered awards received in inter college tournament.

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

5.3.3.1. **Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
9	12	19	11	10

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
01	03	10	04	04

Remark : DVV has not considered International yoga day celebration Tree Plantation Drive Republic day celebration ALUMNI MEET 2021 [Online] Women's day celebration Independence day celebration Alumni meet 2020 Navratri celebration 2019 Safai Abhiyan

6.3.2	<p>Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years</p> <p>6.3.2.1. Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 472 1046 607"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>05</td> <td>18</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 685 1046 819"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Supporting document for financial support has not considered.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	05	18	0	0	0	2020-21	2019-20	2018-19	2017-18	2016-17	0	0	0	0	0
2020-21	2019-20	2018-19	2017-18	2016-17																	
05	18	0	0	0																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
0	0	0	0	0																	
6.3.3	<p>Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years</p> <p>6.3.3.1. Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1216 1046 1350"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>19</td> <td>18</td> <td>8</td> <td>3</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1429 1046 1563"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV has not considered programs whom duration has less than 5 days.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	19	18	8	3	2	2020-21	2019-20	2018-19	2017-18	2016-17	2	1	0	0	0
2020-21	2019-20	2018-19	2017-18	2016-17																	
19	18	8	3	2																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
2	1	0	0	0																	
6.3.4	<p>Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).</p> <p>6.3.4.1. Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 2000 1046 2089"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17															
2020-21	2019-20	2018-19	2017-18	2016-17																	

49	56	23	9	18
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Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
25	28	15	5	11

Remark : DVV has made the changes as per pro-rata basis of shared certificates of teachers. DVV has counted one teacher once for a year.

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)

6.4.2.1. Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
30	403	379	11	10

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

Remark : Supporting Ledger entries of Ahmedabad Education Society has not considered.

6.5.3 Quality assurance initiatives of the institution include:

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : DVV has select B. 3 of the above as per shared feedback report, report of NIRF and Accreditation certificate by HEI.

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. **Solar energy**
2. **Biogas plant**

	<p>3. Wheeling to the Grid 4. Sensor-based energy conservation 5. Use of LED bulbs/ power efficient equipment</p> <p>Answer before DVV Verification : C. 2 of the above Answer After DVV Verification: D. 1 of the above Remark : DVV has made the changes as per shared report by HEI.</p>
7.1.4	<p>Water conservation facilities available in the Institution:</p> <p>1. Rain water harvesting 2. Borewell /Open well recharge 3. Construction of tanks and bunds 4. Waste water recycling 5. Maintenance of water bodies and distribution system in the campus</p> <p>Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: D.1 of the above Remark : DVV has select D.1 of the above as per shared bill and photos of Construction of tanks and bunds by HEI.</p>
7.1.5	<p>Green campus initiatives include:</p> <p>1. Restricted entry of automobiles 2. Use of Bicycles/ Battery powered vehicles 3. Pedestrian Friendly pathways 4. Ban on use of Plastic 5. landscaping with trees and plants</p> <p>Answer before DVV Verification : A. Any 4 or All of the above Answer After DVV Verification: B. 3 of the above Remark : DVV has made the changes as per shared report by HEI.</p>
7.1.6	<p>Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:</p> <p>1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions / awards 5. Beyond the campus environmental promotion activities</p> <p>Answer before DVV Verification : C. 2 of the above Answer After DVV Verification: D.1 of the above Remark : DVV has select D.1 of the above as per shared energy audit report by HEI. Shared report for the year 2018-19 has not considered.</p>
7.1.7	<p>The Institution has disabled-friendly, barrier free environment</p>

1. **Built environment with ramps/lifts for easy access to classrooms.**
2. **Divyangjan friendly washrooms**
3. **Signage including tactile path, lights, display boards and signposts**
4. **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
5. **Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

Answer before DVV Verification : A. Any 4 or all of the above

Answer After DVV Verification: B. 3 of the above

Remark : DVV has select B. 3 of the above as per shared geotagged photos of SL. No. 1,2 and 4 by HEL.

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.**

1. **The Code of Conduct is displayed on the website**
2. **There is a committee to monitor adherence to the Code of Conduct**
3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
4. **Annual awareness programmes on Code of Conduct are organized**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : DVV has select B. 3 of the above as per report for SL. No 1, 2 and 3 by HEL.

2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>102</td> <td>100</td> <td>79</td> <td>89</td> <td>72</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>89</td> <td>102</td> <td>78</td> <td>82</td> <td>74</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	102	100	79	89	72	2020-21	2019-20	2018-19	2017-18	2016-17	89	102	78	82	74
2020-21	2019-20	2018-19	2017-18	2016-17																	
102	100	79	89	72																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
89	102	78	82	74																	
2.2	<p>Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>158.95</td> <td>187.05</td> <td>132.12</td> <td>84.50</td> <td>89.18</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	158.95	187.05	132.12	84.50	89.18										
2020-21	2019-20	2018-19	2017-18	2016-17																	
158.95	187.05	132.12	84.50	89.18																	

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
35.87	30.48	75.33	7.67	11.22

NAAC