



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

LATUR COLLEGE OF PHARMACY HASEGAON

GURUNATHAPPA BAVAGE KNOWLEDGE CITY, HASEGAON, TQ. AUSA DIST.

LATUR

413520

www.lcophasegaon.org.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

In 2015, the Latur College of Pharmacy Hasegaon was established. The institution was founded with the intention of providing ambitious students with an exceptional education. Our commitment to diversity and inclusiveness is reflected in our pursuit of excellence, creativity, and innovation. The campus is surrounded by a quiet environment, with a play field and well-built infrastructure inside the main campus and LCOP at the city campus providing a pollution-free, scenic, lush green setting conducive to excellent education and research. Additionally, LCOP is located on the city campus. The LCOP was established in response to India's swiftly expanding economy. Its purpose is to teach prospective executives the most effective management skills. LCOP aspires to provide its prospective students with the best global experience through cost-effective initiatives. Our goal and conviction is to reach one million children with latent talent who have the potential to flourish but cannot afford a high-investment, globally-focused education.

The primary objective of the institute is to provide pharmaceutical education that is of the highest quality and meets international standards. Similarly, the educational institution provides courses with added value, such as professional ethics and human values, pharmacovigilance, clinical data administration, industry-focused faculty training programmes, and other skill development programmes. Stability of the Institution The laboratories of this academic institution are well-established for both teaching and research and are equipped to manage both. The laboratories are also used to educate employees for purposes of professional development and consulting. Utilizing a transparent strategy, the university has a large student body. The college's student-to-faculty ratio is 15 to 1.

Vision

- To develop an internationally recognized center for excellence of pharmaceutical education and research in the Country.
- To form the curriculum so as to give maximum exposure to students with regard to the latest development in technology and trends within the pharmaceutical industry.
- To supplement the academics with maximum practical applications of theoretical knowledge.
- To be a world class Institution of Pharmaceutical Science and Technology in the state and in the country as a whole providing facilities in the institution required for leading technological and socio-economic development of the country.
- To train and prepare a high class pharmaceutical professionals for global competitiveness.
- To ensure high quality of education to students of all sections of the society at affordable cost.

Mission

The mission of the college is “Learn to live”- a dignified life by providing high quality technical education to contribute to the nation and the world at large with responsible, wise, passionate and efficient pharmaceutical professionals for the betterment of human beings.

- To facilitate world class technical education through quality institution having academic excellence and innovative research and developmental programs
- To help technology forecasting and global manpower planning.
- To inculcate entrepreneurship by providing industry-institute interaction.
- To provide affordable technical education to all.
- To be a forward looking institution that has an efficient, flexible and empowered manpower sensitive to stake holders' expectations.
- To have an institution for imparting education, undertake research plan, evaluate, develop and enhance knowledge and understanding in the field of pharmaceutical science.
- To train youths on job-oriented technical education well recognized by the respective industries in India and abroad.
- To provide trained and ready-to-deploy knowledgeable workforce for the industry by providing employment opportunities in the state and in the country and abroad as a step forward for the next millennium.
- To facilitate learning in respect of all branches of pharmaceutical sciences.

To promote writing and publications in the field of science and technology. In a safe, peaceful, disciplined and intellectually challenging environment, Latur College Pharmacy Institute students shall have ample opportunity to:

- Fulfill their professional, cultural, sporting and social potential.
- Achieve the best possible academic results.
- Acquire habits of curiosity, reflection, mental flexibility, self-discipline, industry and Independence.
- Maintain openness of mind, dignity of conduct and mutual respect in the face of racial, Economic, cultural, religious and linguistic diversity.
- Develop a confident understanding of their role in international society.
- Understand their responsibility towards others and towards our planet.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The institution is situated in a beautiful, luxuriantly green, pollution-free area that is ideal for high-quality education and research and provides a vibrant verdant atmosphere. It is situated on a plot of land measuring 50,000 square feet. The university's laboratories are well-established and equipped for both teaching and research. In the laboratories, personnel are also trained for their ongoing professional development and consulting activities. The enrollment procedure is open to the public, which contributes to the university's enormous student population. In the past five years, 90.16 percent of students have enrolled in at least one program at the institution, with 88.22 percent belonging to an underrepresented group (SC, ST, or OBC). The ratio of students to faculty and personnel at the institution is 15 to 1. The institution's faculty is extremely qualified and inspired. There are Doctorates, Professors, Associate Professors, and Assistant Professors on the faculty. Additionally, the institution operates a research incubator and has published numerous works. All of the institution's National Memoranda of Understanding are now active and may be utilized for industry visits, training and research, internships, campus placement, research, and consulting. The institution, which has complete autonomy and a curriculum that has been expanded to include new subjects, is responsible for organizing value-added courses, skill development programs, and certificate programs. programmes.

Institutional Weakness

There are fewer national fellowships awarded to faculty members of the institution by the government and other government-recognised organisations. The institution's students and instructors are enrolled in massive open online courses (MOOCs) developed by the university and made available through SWAYAM portals. The organization is required to develop its own MOOCs. It is essential to maintain and expand international student exchange programs and memoranda of understanding. Despite the extremely low tuition, the commLatur College of Pharmacy has provided financial aid to the university for the past two years. The government is still processing a substantial amount of the tuition fee.

Institutional Opportunity

Introduction of multidisciplinary courses whose syllabi have been reviewed and authorized. Several industry and R&D entities are collaborating on a study. Accreditation of Laboratories through Formerly Registered Bodies, Such as NABL. Collaboration programs between local, national, and international academic institutions. Improve the integrity of both research papers and online content creation. Increasing interaction with former pupils in order to strengthen connections.

Institutional Challenge

Increase the school's efforts to provide career guidance and placement for students. More students should be exposed to vocational and postgraduate diploma programs to promote entrepreneurship and enhance their employability. Government agencies that support significant scientific endeavors financially

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Since 2015, Latur College of Pharmacy Hasegaon has adhered to a university-designed B.Pharmacy curriculum. The institution designed and implemented the B.Pharmacy program's curriculum. The institute's courses and programs were designed to address local, national, and international development requirements. In 2015, as directed by the Pharmacy Council of India (PCI), the institute began implementing the revised Pharmacy curriculum by incorporating additional courses. Nevertheless, the curriculum is supplemented by pedagogical initiatives such as supportive theory/practical topics, skill development courses, certificate courses, communication skills, soft skills, entrepreneurial skills, gender equality, environment and sustainability, professional ethics and human values, additional theory/practical topics, demonstrations, practice school, and drug profile courses approved by boards of studies and academic council. Additionally, the institution creates the curriculum for the bridge course, which is intended to reconcile the divide between academia and industry. The institution offers certificate courses and skill-based programs to students of all levels. The institute regularly organizes guest lectures by eminent figures, certificate programs, seminars, and hands-on training to

keep students' knowledge current. The syllabi of courses leading to greater employability are regularly updated in response to business needs. All of these efforts assisted the institution in achieving stakeholder contentment and produced a milestone for the pharmaceutical profession. The curriculum's content is delivered utilizing innovative teaching methods, such as PowerPoint presentations, video lectures, and student-teacher interactive sessions. Course attainments were determined following the completion of final examinations, and program outcome attainments were determined following the completion of course attainments. The institution also plays an active role in combating this epidemic by utilizing technology to proficiently deliver online courses. To anticipate the second phase of the epidemic, all practical courses were held offline, while theoretical courses were completed online.

Teaching-learning and Evaluation

The Institute employs a comprehensive approach to instruction, learning, and evaluation. Despite traditional teaching and learning methods, the institution implemented numerous innovative teaching and learning methods, including orientation programmes, flipped classes, video lectures, quality enhancement of teaching through interdisciplinary lectures, skill-oriented programmes, supportive classes, problem-based learning, student-assisted teaching, creative thinking, collaborative learning, quizzes, and group discussions, among others. The faculty has established a PowerPoint library and a question bank. The institute has implemented the subsequent educational initiatives: a. Extensive experiments in the laboratory b. Lectures/working models/charts/animations on video c. Seminars, which may include student seminars and PowerPoint presentations d. Internships/practice school/Industrial Training/project-based work e. e - Instructional materials and simulated experiments f. Programs for demonstration and hands-on training g. Educative programs h. Pharmaceutical science exhibits The university offers industrial visits and field trips to help students gain practical knowledge and investigate workplace-relevant skills. The students were provided with additional inputs by teaching concepts not specified in the curriculum. Students are given student assignments, minor projects, bench discussions, and surveys to improve their leadership skills, team-based learning, research skills, and critical thinking. In order to raise awareness about pharmacy/science education at the Latur College of Pharmacy, the institution hosts exhibitions to which students from other colleges and schools are invited. The institute assesses the students' learning levels and organizes remedial classes, the writing of book chapters, and the encouragement of minor research projects, among other things. All students are encouraged to participate in extracurricular activities such as NSS, and they are given additional preparation for competitive examinations in order to pursue higher education. Students achieve consistently high rankings in national and state-level competitive examinations such as NIPER, GPAT, and PGCET. Evaluation: The institution has developed innovative evaluation procedures that incorporate formative and summative assessment of student performance over the course of the academic year.

Research, Innovations and Extension

Research, Innovations, and Extension The institute's research facilities (equipment/glassware/chemicals/books/journals) are renovated frequently, and the institute's Research Advisory Board closely monitors the institute's research activities. The institution's research policy emphasizes research, entrepreneurship, and innovation for the benefit of humanity. The institution has created an ecosystem that solicits research proposals from pharmaceutical laboratories in order to innovate and incubate research ideas or concepts in order to generate pharmaceutical products in response to societal demands. The police department has memorandums of understanding (MOUs) with 40 national industries/research laboratories/institutions that allow the institute to conduct research to the greatest extent possible. The institute

has a recognized research centre and provides faculty and students with foundation money for research. The institution created an Authorized Drug Testing Laboratory and a central animal house facility in order to enhance students' research skills and encourage internships. The industrial pharmacy laboratory's industrial apparatus aids students and instructors in the formulation and production of pharmaceutical dosage forms with beneficial medicinal properties. In collaboration with spark biotech, our company developed the following products: 1. Peridontal recordings 2. Temperature-resistant tissues 3. Hand cleanse with nanoparticles of silver 4. Dressing for wounds containing chitosan silver nanoparticles 5. Films based on type 1 collagen, etc., The institution is also supported by Syndy Pharma, Hyderabad, and supplied with a variety of medicinal products. In the past five years, 80 articles have been published in UGC-notified journals, 100 book chapters have been written, and 40 seminars/workshops on IPR/Research activities have been held. We have adopted a nearby hamlet in which we frequently hold awareness programs on child education, blood donation camps, health awareness rallies, public education on drug use and storage, health camps, organ donation awareness, free pharmaceutical supply, and communication via NSS/IPA/.

Infrastructure and Learning Resources

The Institute's 12 laboratories are outfitted with the cutting-edge technology required for teaching and learning across all of its programs, as well as for the advancement of fundamental research, process chemistry, formulation and analysis of conventional and novel pharmaceutical products, preclinical research on pharmaceuticals, and the development of nutraceuticals. In addition to an analytical drug testing laboratory, the establishment features a computerized universal translator language laboratory. The institution's animal facility is enrolled with the committee so that animal studies may be regulated and supervised. When the B.Pharmacy program was first established, eight lecture halls and two tutorial chambers were allocated. In addition, a lecture hall, a seminar hall, teaching at besides, and clinical training of students are shared with a Lecture capturing system with audio, Video recording, relay devices, software, and editing/annotation software with an interactive panel established in the audiovisual centre to overcome the teaching-learning challenges brought on by the COVID pandemic.

The institution has a well-established and well-kept drug museum, which features human organs in vivo, pharmaceuticals and commercial formulations, a variety of plant and animal species, primitive drug specimens, and plant specimens. Taking into account the importance of herbs, The has created a herb garden containing over a hundred rare and economically valuable medicinal herbs. This garden is a vital teaching and research tool and an integral element of the.

Student Support and Progression

Nearly ninety percent of the institution's students are enrolled in at least one of its programs, more than fifty percent of these students receive financial assistance in the form of scholarships, and the remaining students are prepared to perform well on competitive examinations. System of mentors and mentees The institution has a mentor system in place to provide students with support and guidance in academics, research, and extracurricular and social activities. The mentor–mentee system is intended to provide students with guidance on academic matters such as research and personality development, and to foster the growth of a close and fruitful professional relationship between students and the institution's staff. a feedback mechanism Using an online questionnaire on the institution's website, the Institute collects feedback annually for all of its programs

regarding the quality of the instruction and the institution's facilities. Throughout the semester, as well as at the conclusion of each semester, the respective department heads for each course will compile feedback on the courses. The feedback will subsequently be analyzed. Students are encouraged to submit suggestions in the institution's many suggestion receptacles. These spaces can be used to provide feedback on any facility, whether academic, administrative, or otherwise. Students, faculty, and alumni must submit all complaints and requests to the administration.

Governance, Leadership and Management

Management, the institution's principal, the Institutional Quality Assurance Committee, and other personnel share responsibility for the institution's organizational structure and governance. The management affirms and transmits instruction to the principal, who then transmits it to IQAC, the departmental chiefs, the personnel, and the students. The IQAC's ideas and suggestions are received with an open mind, and everyone in the organization works with dedication and team spirit. Policy and Planning: The Principal, IQAC, and HODs develop action plans in consultation with faculty members, review the outcomes of action plan implementation through meetings with functional committees, and modify action plans as required. The principal collects the needs for policy formulation and planning through interactions with various stakeholders and IQAC feedback. The Principal and IQAC ensure that all stakeholders are involved in various initiatives. In numerous committees and cells, faculty members play a significant role in decision-making, plan implementation, and the formulation of prospective/strategic plans for future endeavors. Academic and Administrative Bodies: The Governing Body, the Academic Council, and the Board of Studies occupy the highest administrative positions. In accordance with the institute's vision and mission statements, they devise the rules and regulations for academic and administrative functions. Vision, mission, short-term and long-term objectives, quality policies are kept open to all stakeholders for their recommendations, appropriate training is provided to its teachers and supporting staff for their growth, and team building and teamwork are encouraged to create a healthy work environment. The participation of the management encourages and maintains the participation of the institute's staff, which is essential for the institute's efficient and effective operation.

Institutional Values and Best Practices

Because the institution's mission is "committed to imparting quality pharmacy education and research to meet global standards," we always endeavor to provide a values-driven and high-quality education. Since academic year 2015, the curriculum of the institute has been supplemented with a course entitled Professional ethics and human values. In addition, the institution organizes courses and sessions to impart morals and values to the staff and students. Additionally, at the beginning of each semester/year, the institute provides bridge courses/orientation programs in addition to faculty development and renewal programs, which include sessions on: 1. Education based on moral principles 2. Professional Conduct. Time Management 4. Personality development 5. Objective setting and career counseling, etc. The institution establishes a "Code of Conduct" and instructs students to be aware of and adhere to it at all times. By delegating responsibilities in advance, all of the institution's activities are carried out proficiently by their respective bodies. The university implemented numerous skill development programs to assist students in enhancing their abilities and bridging the divide between academia and industry. 30 hours of pre-approved study time has been incorporated into the curriculum for skill development programmes. Additionally, the institution organizes a variety of outreach programmes and extended activities that enable students and staff to assist those in need. Numerous green campus initiatives are currently being implemented to make the campus more conducive to teaching and learning. Regular quality audits on the environment and energy are performed to monitor quality. The Institute promotes a variety of best

practices to enhance the quality of education and the teaching-learning process. Due to best practices such as 100% attendance awards, Best library utilisation awards, Industrial training by faculty, industrial visits, Academic excellence awards, Memorial Awards, Pharma Book exhibitions, Pharmacy Science exhibitions, Faculty training programmes, Newsletters, student magazines, Meditation, Journal clubs, book chapters, etc., the institute is one of the best options for students pursuing a bachelor's degree.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	LATUR COLLEGE OF PHARMACY HASEGAON
Address	Gurunathappa Bavage Knowledge City, Hasegaon, Tq. Ausa Dist. Latur
City	Latur
State	Maharashtra
Pin	413520
Website	www.lcophasegaon.org.in

Status of the Institution	
Institution Status	Private 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		
State	University name	Document
Maharashtra	Swami Ramanand Teerth Marathwada University	View Document
Details of UGC recognition		
Under Section	Date	View Document
2f of UGC		
12B of UGC		

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
PCI	View Document	26-06-2023	36	ok

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Gurunathappa Bavage Knowledge City, Hasegaon, Tq. Ausa Dist. Latur	Rural	2.5	4877.11

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, Pharmacy,	48	HSC	English	100	97
PG	MPharm, Pharmacy, Pharmaceutical Chemistry	24	B.Pharmacy	English	15	15
PG	MPharm, Pharmacy, Regulatory Affairs	24	B.Pharmacy	English	15	15

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	3				2				38			
Recruited	2	1	0	3	2	0	0	2	20	18	0	38
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				30
Recruited	21	9	0	30
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				13
Recruited	8	5	0	13
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	1	0	0	0	0	0	0	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	2	0	0	20	18	0	40
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
		3	0	0	

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	57	0	0	0	57
	Female	40	0	0	0	40
	Others	0	0	0	0	0
PG	Male	16	0	0	0	16
	Female	14	0	0	0	14
	Others	0	0	0	0	0
Diploma	Male	45	0	0	0	45
	Female	15	0	0	0	15
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	11	3	2	2
	Female	7	2	0	2
	Others	0	0	0	0
ST	Male	1	0	1	0
	Female	1	0	1	0
	Others	0	0	0	0
OBC	Male	19	4	6	7
	Female	14	3	4	3
	Others	0	0	0	0
General	Male	68	14	28	16
	Female	30	6	12	14
	Others	0	0	0	0
Others	Male	16	9	4	5
	Female	8	5	2	3
	Others	0	0	0	0
Total		175	46	60	52

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Multidisciplinary research is defined as research conducted when specialists from multiple professions collaborate on a common topic within the boundaries of their respective disciplines. However, if they limit their efforts to these parameters, they may not achieve the intended results. It is necessary for them to look outside of their respective fields in order to generate new ideas and construct a multidisciplinary proposal. In order to transcend academic boundaries and adopt a more holistic approach, an interdisciplinary research team must develop sufficient mutual trust and certainty. Frequently, information is transmitted through mutual interaction. Unquestionably, the findings of all specialized</p>
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	<p>research are utilized for the benefit of humanity. Communication in all scientific fields that seek to benefit humanity requires precision. To obtain a better comprehension among members of an interdisciplinary team with differing perspectives, it is necessary to narrow the gap and improve mutual communication. Languages, mathematical appliances, and other tools will unquestionably help team members from diverse origins work on the same platform. For instance, research in biomedical engineering [1,2] incorporates non-engineering domains such as biology, medicine, and pharmacology; therefore, communication between team members is essential for attaining successful research outcomes.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Academic Bank of Credits was established in the same manner as the National Academic Depository (NAD), which functions as the backbone of ABC by storing academic data and academic awards (i.e. a repository of academic awards). Academic institutions administer the final results of credit redemption and certificate issuing, as well as the compilation of award records, through the NAD Platform. Academic Institutions, as the owners of academic prizes, must register with ABC through NAD.</p>
<p>3. Skill development:</p>	<p>Education is the foundation of human resource development and the engine of a nation's economic growth. However, the value of education cannot be realized without a supplementary skill for employment or vocation. Due to curriculum and time constraints, the Institute offers a variety of skill development courses for the overall development of students into competent pharmacists and pharmacy professionals. These activities help students enhance their abilities so that they can maximize their educational experience. Building capacity is a methodical approach to enhancing knowledge and skills. It ensures that an organization has the necessary internal skills to implement change and boost performance.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The Indian Education System requires a complete makeover. It recognizes that India's unique position on the international stage is the result of its cultural advancements, civilisational ideals, and wealth of literature in all fields. Therefore, beginning with the</p>

	<p>foundational stage, all curriculum and pedagogy must be redesigned so that they are deeply rooted in the Indian and local context and ethos in terms of culture, traditions, heritage, customs, language, philosophy, geography, ancient and contemporary knowledge, societal and scientific needs, and indigenous and traditional ways of learning. This type of curriculum would ensure that our students receive an education that is relevant, current, engaging, and efficient. It would also result in the formation of a strong identity, as the new generation would be well-versed in India's diverse culture and traditions and be able to appreciate them.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Therefore, beginning with the foundational stage, all curriculum and pedagogy must be redesigned so that they are deeply rooted in the Indian and local context and ethos in terms of culture, traditions, heritage, customs, language, philosophy, geography, ancient and contemporary knowledge, societal and scientific needs, and indigenous and traditional ways of learning. This type of curriculum would ensure that our students receive an education that is relevant, current, engaging, and efficient. It would also result in the formation of a strong identity, as the new generation would be well-versed in India's diverse culture and traditions and be able to appreciate them.</p>
<p>6. Distance education/online education:</p>	<p>Since the last two decades, e-learning has emerged as a novel pedagogy in pharmacy education. As more students and instructors seek out e-learning options for a variety of educational and personal reasons, it is crucial to evaluate the effectiveness of these programs. This literature review analyzes the quality of pharmacy e-learning effectiveness studies, outlines efficacy measures, and synthesizes the evidence for each measure. E-learning is a well-liked instructional method among pharmacists and pharmacy students because it enhances knowledge in pharmacy education. However, there is scant evidence that e-learning enhances skills or professional practice. In addition, there is little evidence that e-learning enhances knowledge over time; therefore, long-term follow-up research is required. In order to assess the value of e-learning at the patient and organizational levels, translational research is also required.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	YES
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	YES
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	YES
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	YES
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	YES

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
554	405	250	241	171

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

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

Response: 51

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
43	35	20	24	17

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
52.92	48.66	34.38	44.39	50.04

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

Being affiliated with Swami Ramanand Teerth Marathwada University (SRTMU, Nanded, Maharashtra), the institute follows the curriculum, program structure and academic regulations prescribed by the university. The university reviews and restructures the syllabus and curriculum at regular intervals where the minimum requirements, standards and quality of education are maintained as per the regulatory requirements of PCI . The programs offered by the institution are B. Pharm, Pharm D and M. Pharm. For the effective implementation, the following steps are adopted by the institution:

A. Pre-Planning:

1. How By making sure the required number of classes are scheduled according to the Institute's curriculum.
2. By modeling our semester/annual schedule after that of SRTM University Nanded, we were able to create a comprehensive academic calendar for the entire Institute.
3. Create a course file at the beginning of each semester that includes the course calendar, syllabus, question bank, assignment bank, and required readings.
4. By establishing separate staff committees for each initiative.

B. Program-specific academic calendars, time tables, and test schedules are prepared in advance and posted in visible locations across the college. Teaching notes and attendance registers, both of which are approved by the HOD before being submitted to the IQAC Coordinator, serve as documentation of the curriculum's implementation in accordance with the academic calendar. The college places an emphasis on student-centric learning methods such as experiential learning through teaching, seminars, posters, group projects, and group discussions, and the faculty members are encouraged to use ICT tools like projectors to deliver the content. Emphasis on getting actual work done. We have a framed list of mentors and mentees. The Institute also offers Certificate and Extension Programs to bridge the gap between the business world and the classroom. Experts in the field and the academy team up to host seminars, workshops, and conferences including guest speakers. Students are encouraged to participate in NSS activities and are supported by the institute's research and development department.

C. The Principal will have faculty meetings to discuss the results, attendance, and other aspects of the teaching and action plans of each instructor. If there is a departure from the original plan, corrective measures are taken and plans are developed to fill the voids. When students request them, we schedule

extra lessons. Student comments are collected to gauge how well the curriculum is being delivered. The obtained data is then examined to see where the curriculum delivery might be strengthened. The college follows the schedule established by its parent institution, SRTMU Nanded. Exam, Co-Curricular, and Extra-Curricular events are scheduled according to the University's academic calendar and at the institution level to promote students' holistic growth. Exams and grading are administered and overseen in accordance with the University's academic calendar; if any discrepancies are found, the Principal will notify faculty and students by circular. Textbooks and supplementary materials for both theoretical and applied courses, as well as semester schedules, are made available to students.

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

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 25

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Other Upload Files

1

[View Document](#)

1.2.2

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

Response: 80.51

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

2021-22	2020-21	2019-20	2018-19	2017-18
353	312	245	231	164

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Our college's academic and extracurricular programs aim to provide a well-rounded education by fostering in students a respect for themselves and others, an appreciation for the natural world, a commitment to social justice, and a sense of environmental stewardship. Human Values and Professional Ethics: The "Human Values and Professional Ethics" course, offered in the third year of B.Pharmacy at SRTMU, helps students internalize and apply core ethical principles in their own lives and careers. Our college students organize and attend health camps to benefit their communities outside of the classroom. Students also get the opportunity to show off their knowledge to the public through health awareness programmes. College organizes numerous community service programs, such as health camps, health rallies, and blood donation camps, to raise health awareness among the rural people and foster social responsibility among the students. Engaging with the community in this way will unquestionably instill students with ethical and human values, allowing them to become not only competent professionals, but also conscientious members of society. The College organizes special lectures in the institution to inculcate professional ethics in their day to-day life. .

Gender Issues: There is a Gender Sensitization Cell that aims to educate and empower students on gender issues. Our college's professors regularly hold discussions on topics such as gender biology, gender and labor, violence against women, and gender equality. The internal complaint committee for sexual harassment ensures the confidentiality of all matters pertaining to gender. Seminars, NSS rallies, and

professional programs hosted by a wide range of organizations all feature critical discourse on gender, human rights, and related topics. The College sponsors Women's Day events and Women Empowerment Programs to help its female students develop their full potential. In accordance with established protocol, a special group dedicated to addressing women's concerns has been established: the Gender Sensitization Cell (Women Grievances). Sustainability in the Environment: To highlight the importance of environmental education, natural resource, and their conservation, the SRTMU, Nanded, Maharashtra has integrated a course named environmental sciences within the B.Pharmacy curriculum and faculty of our college. The college hosts seminars, guest lectures, workshops, and other events in the name of hazards of plastic usage, Swachh Bharat, and Swachta Oath to educate and sensitize the students about environmental and sustainability issues, the importance of cleanliness, and individual responsibilities regarding the same. Besides required coursework, our college offers a number of environmental and sustainability-related extracurricular activities, such as an industry visit for senior students to show them how the business handles issues like air and water pollution, hazardous waste disposal, and solid waste management.

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

1.3.2

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

Response: 35.02

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

Response: 194

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

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and

feedback hosted on the institutional website	
File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 95.41

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

2021-22	2020-21	2019-20	2018-19	2017-18
187	175	46	60	52

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
190	175	60	60	60

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 75.91

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

2021-22	2020-21	2019-20	2018-19	2017-18
82	66	19	20	21

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

2021-22	2020-21	2019-20	2018-19	2017-18
96	88	30	30	30

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.2 Student Teacher Ratio

2.2.1

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

Response: 12.88

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences using ICT tools.

Teaching learning process at the institute is practiced and continually updated with the objective of outcome based learning. Student centric methods for enhancing learning experiences have been well adopted to ensure the holistic development of students and facilitate lifelong learning and knowledge management.

Experiential Learning: Except for a few group experiments, all of our laboratories practice individualized hands-on instruction and experimentation. Faculty guides students through the assignment and problems with testing activities. On a daily basis, the students' learning process in the laboratories is monitored. The students' experimental work is documented in their journals and reviewed on a regular basis by the professors. The professor monitors the students' technical skill learning during laboratory hours.

The research project is required for M. Pharm. students to complete the programme. Each student is assigned a project guide by the institute. Students choose the topic of their project, which is primarily laboratory oriented, with the approval of the guide. Students then design, execute, and present their results in the form of a project report within the time frame specified.

The M. Pharm. students' research work is examined by a University-appointed examiner. One month of industrial training is included as part of the programme. Additional modalities of implementation include NSS activities, healthcare awareness programmes (Pharmacist day/Aids day/National Pharmacy Week, for example), health check-up camps, and so on.

Participatory Learning: The following are the institution's participatory learning activities: Usage of current instructional resources such as PowerPoint with animations, movies, and so on. To elucidate the fundamentals, atomic models and CADD (Computer Aided Drug Design) tools are used. In the Industrial Pharmacy, videos and hands-on demonstrations are used to illustrate unit procedures, machine operation, and so on. Both graduate and undergraduate students are encouraged to use advanced instruments such as UV, HPLC, and IR. During normal courses, group discussions and quizzes are held.

All faculty members participate in interactive sessions by asking questions in class and soliciting comments at the end of lectures and throughout practicals. Students are exposed to seminars, workshops, guest lectures, and conferences on a regular basis. Student presentations on diverse themes.

Personality Development workshops are part of the training and placement process. Students' use of ICT and e-learning. Visits to blood banks and pharmaceutical companies. Students are working on molecular models, charts, and displays. Encouraging students to engage in a variety of intercollegiate cultural and educational events.

Problem Solving Methodologies: Students' problem solving abilities are addressed through laboratory experiments and the use of applied level problems. Laboratory investigations such as organic compound identification, organic compound production and characterization, chemical kinetics determination, pharmaceutical dosage form stability testing, and so on. Assignments on numerous subject areas such as patch clamp & ELISA study, stem cell research reaction, mechanism involved in drug production, IR

interpretation, and so on. PG students' research projects.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
43	35	20	24	17

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

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

Response: 7.19

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	2	2	2

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Latur College of Pharmacy institutional assessment:Latur College of a pharmacy assessed students in numerous ways. Institute internal assessment is transparent, adaptable, and robust. The institution follows SRTMU's academic schedule, testing, and assessment processes for all programmes. The institute's examination cell handles all exam-related tasks. The Examination cell incharge posts messages on the college notice board to inform staff and students of exam-related concerns.

The Examination cell's rules dictate that theory and practical internal exam question papers follow COs & Bloom's Taxonomy knowledge levels. Each faculty member prepares SRTMU Semester end examination question sheets, avoiding repetitive questions. B. Pharmacy and M. Pharmacy semesters include two theoretical and one practical sessional exam. The exam cell critically moderates faculty sessional question papers. Before the test, the HOD chooses one of four sets of question papers and sends it to the Examination-in-charge. The examination in charge opens the question paper in front of the Principal on exam day, and the exams are strictly invigilated.

Seating configuration is strong. 24 students per invigilator. Students learn the rules before the exam. The Internal Squad Committee prevents exam fraud during internal exams. Daily performance, observation, and weekly record work are used to evaluate B.Pharm and M.Pharm lab exams. Examination cell members upload internal marks to SRTMU online. Test assignments early. Faculty must provide graded answer scripts within 7 days of the exam. Answer scripts are saved and documented for reference.

Latur College of Pharmacy's Examination Cell ensures internal exam quality and candidate grades. The Administration assigns the Examining Committee responsibilities and authority for this.

Constitution—Principal, Examination Incharge, HODs, and Faculty representation

Grievance-resolving Duties:

- 1.To objectively and expertly assess whether a student satisfies Program and Examination Regulations knowledge, insight, and skill criteria for internal marks. student exam complaints. Prefinal exam response script evaluation and university submission of internal marks.
- 2.Students receive midterm answer scripts to examine and clarify. The examination section notice board displays the internal assessment components mid exam grades after cross-checking the department faculty member's declaration of marks.
- 3.The exam supervisor handles internal evaluation complaints. Internal and university examination concerns are resolved as follows:

At the Institution level: Department notice boards reveal internal marks. Students verify corrected response scripts from the teacher. The professors can fix any discrepancies. Students may appeal to the HOD if they are unhappy with their grades following instructor modifications.

All representations are favourable and may be reassessed. The procedure is completed before the university uploads internal marks.

The exam cell will also hear student appeals.

- 1.File grievances with the exam cell head initially.
- 2.After checking the facts, the Head will attempt to resolve the grievance within a week after the student's application.
- 3.A student can appeal to the Principal within a week of receiving the test cell's judgement if they are dissatisfied.
- 4.The Principal, after checking the facts and discussing with the committee head, should either support the exam cell's decision or pass the relevant order in the best possible manner within a reasonable period, preferably within 10 days of receiving the application.

Internal evaluation and final test performance judge students.

At the University level: Students can request for theoretical subject recounting/revaluation within 15 days after results declaration by paying the University's fee. The University will review all such applications for revaluation/recounting and announce the result.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The Course Outcomes (COs) represent the described level of knowledge and skills the students can acquire at the end of the course. COs have been thoughtfully defined for all courses across the various programs being offered. The Course outcomes of all courses offered are prepared by the respective course instructor at the start of the semester and uploaded on the college website.

The course instructor maintains a teaching plan in which around five to six-course outcomes are written based on the requirements. It should be measurable and maps across relevant cognitive levels of Bloom’s taxonomy.

The introductory lectures planned for all courses are meant for communicating the COs to the students by the course instructor. POs from graduate attributes mapped with Cos verifies with College academic committee members. The CAC minutes will be discussed and gets approval from the department advisory board committee.

The Program Outcomes (POs) which are based on Graduate attributes are circulated amongst all graduates, stakeholders and are significantly displayed on Department notice boards, laboratories, classrooms, college brochures and also the institute website.

National Board of Accreditation has defined 12 POs derived from the graduate attribute thus maintaining with the slight modification required for the respective department across all branches of Undergraduate Program in Pharmacy.

Workshops, seminars, FDPs have been conducted to educate the teachers about outcome-based education and its implementation. Program Specific Outcomes (PSOs) and Program Educational Objectives (PEOs) have been defined and stated after much debate and involvement of the stakeholders. This has been done for all undergraduate programs being offered in the institute. It is also displayed on the institute website along with the POs. In our institution, every faculty member understands the concept of Outcome-based education and conscientiously tries to ensure that outcome attainments are met.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Latur College of Pharmacy has detailed the learning objectives of each Academic programme, as well as

the institution's vision and mission. The significance of Program Outcomes (POs) and Program Specific Outcomes (PSOs) in sustaining the level of the graduating programme cannot be emphasised. When establishing the curriculum for each college department, all of the POs were taken into account. PSOs are designed in conjunction with the curriculum.

Course Outcomes (COs) are concise statements that employ exact, quantitative language to convey the learning that will occur across the programme. Then Pos and PSOs are utilised to map these COs.

The efficiency of the CO-PO/PSO mapping will be reviewed by the course lead at the start of the semester. The course is tested throughout the semester using evaluation methodologies to gauge CO achievement.

Because there are more samples available for this category, direct procedures receive a 75% weighting in the computation of PO achievement, whereas indirect methods receive a 25% weighting.

The following assessment strategies are used to assess programme results and program-specific outcomes:

1. Direct Evaluation (75%):

- Assignment
- Internal Examination
- Semester-End Examination

This method is made up of the three aspects described below:

- Each student is given one assignment (5%) that comprises of a number of questions related to the material being studied. The assessment will be based on their performance.
- Internal Exam (20%): This type of performance evaluation is done during the examination sessions, which are held twice a semester. Each internal test focuses on the course results.
- Semester Final Exam (75%): The end-of-semester test includes the whole course topic and acts as a gauge for judging whether or not all COs have been acquired.

1. Indirect Evaluation (25%):

Student feedback Evaluations of the overall teaching effectiveness of each faculty member assigned to a specific class will be done in the middle of the semester. The Internal Quality Assurance Cell (IQAC) will examine the input and share its results with the faculty via the HOD.

Faculty members will meet with the HOD and Principal in person to discuss their performance difficulties.

Course Evaluation: At the end of the semester, each subject's learning results will be reviewed. Course Goals that are part of the assessment process will be associated with Values that demonstrate the level of success.

Response to an Event: Various Club Activities the department and institute have created clubs to assist

students in developing their whole personality as well as their technical talents.

In the beginning of the semester, these groups plan their activity programme.

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

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 97.11

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

2021-22	2020-21	2019-20	2018-19	2017-18
63	67	61	44	0

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

2021-22	2020-21	2019-20	2018-19	2017-18
68	67	62	45	0

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

2.7 Student Satisfaction Survey

<p>2.7.1</p> <p>Online student satisfaction survey regarding teaching learning process</p> <p>Response: 3.99</p>	
File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 16.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
5.50	4.50	6.50	0.00	0.00

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

To foster creativity via the incubation center, LCOP designs an ecosystem in which students and faculty can exchange technical knowledge. To support research efforts, the college establishes an R&D cell under the direction of the principal. The R&D cell focuses on small- and large-scale student initiatives funded by funding organizations and completed during the academic year. With the assistance of the R&D division, faculty and students can publish high-quality papers in reputable journals with a high impact factor. The R&D cell provides workshops on how to prepare a paper, prevent plagiarism, and locate credible journals, all of which aid instructors and students in meeting their research obligations. The administration is especially interested in research activities and encourages academicians and students to develop new, original ideas by providing the required infrastructure and financial support. Each year, students from a variety of disciplines participate in the Ideathon in order to generate innovative and original concepts. The Entrepreneur Development Cell (EDC) of the College aims to develop entrepreneurs who create jobs through technology by providing students with opportunities to

develop their managerial and leadership skills, attend and participate in workshops, and visit industries. Additionally, the EDC

seeks to enhance students' abilities to meet the global demand and new employment-creating challenges by enhancing their managerial and leadership skills. Students are

encouraged to take initiative, seek self-employment, and establish a modest or microbusiness as entrepreneurs. Resources

Among the skill sets required to develop an entrepreneur are planning, workforce management, financial planning, marketing management, and manufacturing expertise. EDC desires to expose aspiring engineers to these areas of demand in order to assist them in becoming successful entrepreneurs. The mission of the LCOP cell is to bridge the divide between industry and academia by providing students with access to learning opportunities and fostering an environment conducive to their research and social obligations.

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

3.2.2

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

Response: 25

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	6	6	4	4

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

3.3 Research Publications and Awards

3.3.1

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

Response: 1.25

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

2021-22	2020-21	2019-20	2018-19	2017-18
9	43	1	7	4

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3.2

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

Response: 0.27

3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in

national/ international conference proceedings year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
5	0	9	0	0

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Extension Activities

3.4.1

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

Response:

LCOP organizes and participates in a variety of public issues, which are subsequently resolved through community and technical participation. The NSS section of the LCOP is effectively implementing a broad spectrum of service-oriented programs. In a timely manner, the NSS conducted an effective anti-ragging awareness campaign, promoted the Swatch Bharat initiative, and organized blood donation drives, among other activities. The NSS unit hosts numerous guest lectures on topics such as women's safety, female entrepreneurs, and other general concerns. Yoga Day is celebrated annually to bring attention to the benefits of yoga for physical and mental health. LCOP established a "Health care centre" to promote nutrition, a balanced diet, and overall health. To provide health care and exercise equipment, the hostel has a health club with recreation facilities.

Throughout their time studying and residing on campus, students participate actively in community engagement initiatives in the form of extension activities. By visiting nearby schools, orphanages, and low-income neighborhoods, faculty and students interact with and assist the local disadvantaged community. The institute organizes social awareness campaigns, medical clinics, blood donation drives, and additional events to promote empathy and preventative health. The institute hosts social awareness events by teaching street children and elderly people who cannot support themselves how to earn a livelihood and/or integrating them into orphanages and senior homes.

respectively. Student chapters of NGOs such as Street Cause, Lee Shreyus, and Dhruvansh are affiliated with the institute. Students perform community service as part of their corporate social responsibility. The institution provides services to society through its various support systems. The NSS cell of the LCOP actively participates in programs such as tree planting, health festivals, awareness campaigns, ecological initiatives, National Day celebrations, village adoption, and school adoption. The ECO club at LCOP participates regularly in campaigns to promote awareness about pollution, Swachh Bharat, energy conservation, groundwater development, a ban on plastics, an eco-friendly Ganesha campaign, etc. The celebrations committee organizes a variety of religious festival activities to demonstrate religious equality and promote national tradition and culture. Among the festivities are Bathukamma, Diwali, Ramadan, Holi, Sankranti, Raksha Bandhan, Ganesh Pooja, Christmas, and Krishna Jayanthi.

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

3.4.2

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

Response:

Awards and acknowledgments received for extension activities from government/government-recognized bodies to LCOP for Judge for the University NSS Youth Festival, University NSS Youth Festival Lake Cleaning, Blood Donation Youth activities, Awareness program on Kill cancer. World Cancer Day, -23 Enormous Green Commitment Asian Record Book NGC ECO Club Jeevan Jyothi Free Blood Centre India Space Apps Competition Launch of Hindustan Scouts and Guides Registration for Hindustan Scouts and Guides Indo Asian Education Excellence Award Blood Donation Camp with the Thalassaemia and Sickle Cell Association Veda Bharath National Best Service Award - 5K Run Grand Finale - ATA Youth for Seva - 2022.

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

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 18

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

2021-22	2020-21	2019-20	2018-19	2017-18
8	5	1	2	2

File Description

Document

Photographs and any other supporting document of relevance should have proper captions and dates.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

3.5 Collaboration

3.5.1

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

Response: 20

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- **teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- **ICT – enabled facilities such as smart class, LMS etc.**

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

The Management of LATUR COLLEGE OF PHARMACY is committed to provide quality services to the stakeholders and in this direction strives to provide the best infrastructure support and provides the necessary budget every year as per the requirement.

The college has established policies and procedures to create and continuously enhance the infrastructure in the form of human resources (Faculty, Technical, and administrative staff), laboratory equipment, buildup place, and learning resources (print and electronics aids) by keeping the following objectives in view to promote Teaching Learning process directly and indirectly.

- To provide good, sufficient and well-ventilated academic and supporting spaces for effective teaching and learning.
- To have conference halls, meeting rooms, faculty cabins, Digital Library for effective teaching and learning.
- To use ICT for academic purposes including teaching and learning.
- To provide access to the internet to students and faculty members.
- To develop classrooms, tutorial halls, departmental and central Library and content to meet the changing requirements of teaching and learning.
- To develop labs as per curriculum requirements and also beyond the curriculum.

Classrooms:

- The Institute has 10 Classrooms with ICT facilities, LCD projectors, WIFI-LAN, PA System, and good ambience. It has 10 ICT Classrooms with multimedia facilities and is spacious for conducting theory classes.
- All the Classrooms are ergonomically designed so that proper ventilation and lighting is provided with good acoustics.
- All the Classrooms of individual departments are at close proximity in order to have better access to the students

Tutorial Halls:

- The college has 4 tutorial halls to conduct Tutorial Classes to address doubts and queries, and to

conduct remedial classes for academically slow learners/students with backlogs.

Laboratories, Seminar Halls, drawing halls, Auditoriums: The Institute has 18 well- equipped and well maintained laboratories, 2 Seminar Halls to conduct various student activities.

Computing Equipment: 120 Computers are available in the Institute. All the Classrooms, Seminar Halls and most of the Laboratories are equipped with ICT facilities having licensed and open-source software. Printers, Scanner and Xerox equipment are also available.

- The campus building possesses the principal office, administrative office, Examination section, Training & Placement centre, Library, Entrepreneur Development Cell and Laboratories.

Indoor and Outdoor Games:

The institution provides facilities for indoor games like Table Tennis, Caroms, Chess etc, also has a spacious playground for outdoor games like Cricket, Football, Handball, Kabaddi, Throw ball, and Volleyball. Athletic Track Spaces for all field sports events like Shot put, Discus Throw, Jumps, etc are available.

Yoga:

An exclusive Yoga facility is provided with a dedicated yoga teacher for training both the students and staff. Practicing yoga creates mental clarity and calmness, increases body awareness, relieves chronic stress patterns, relaxes the mind, increases attention, and sharpens concentration.

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

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response: 3.39

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.029	4.1	2.64	0.50	0.53

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

The library at **LATUR COLLEGE OF PHARMACY** was set up in 2015 and plays a vital role in meeting the present and anticipated future needs of its scientific community by selecting, acquiring, and disseminating appropriate scientific and technical information through different channels of communication.

The college's central library is housed in a part of the block having a plinth area of nearly 600 Sq.m with a total seating capacity of 100. The Central library is stocked with 6349 books and also subscribes to 47 National and 42 International Journals and 05 Magazines. The active sections of the central library are computerized with 100 book issues and 100 active readers in the library per day.

The Central Library collectively supports the teaching, research and extension programmes of the Institute. All students and faculty members of the Institute are entitled to make use of the library facilities by taking membership. The library, besides having a huge collection of books on Pharmacy, Science & Humanities, offers library services through its various divisions.

LATUR COLLEGE OF PHARMACY Software Package which is an Integrated Library Management System (ILMS) with a Barcode Scanner that supports all in house operations of the library. The Central Library can be accessed through the online Public Access Catalogue (OPAC) within the campus premises.

Competitive Examinations:

The novel feature of LCP Library is the establishment of a Competitive Examinations Cell with the

objective of providing reading material for the student community preparing for various competitive examinations. The cell provides books and journals relating to Civil Services, Public Service Commission, TOEFL, GRE, GPAT, NIPER and other competitive examinations.

Library Timings:

- Working Days - 9:00 A.M. to 5:30 P.M.

Facilities / Services available at LCP Library:

- Issues and Returns
- Reference and Reading Section
- Competitive Books
- Open Access System
- Reprographic Facility
- Journals/ Magazine/ Periodicals
- Reprography Service
- OPAC (Online Public Access Catalogue)
- Library Automation
- Digital Library (E-Journals/ E-Books/ NPTEL)
- Back Vides/Back Volumes/Project CD's/NPTEL Video's
- Printing/Xerox facility
- Previous Question Papers/E- Question Paper
- News Paper Clipping Service
- SC/ST Book Bank Scheme
- Circulation
- New Arrivals displayed on Notice Board

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

4.3 IT Infrastructure

4.3.1

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

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

Institution IT Policies & Guidelines:

Availability and usage of cutting-edge Information Technology (IT) resources and infrastructure of an organization make its product and process qualitative as well as effective. High-end IT infrastructures have become the most significant resources in technical educational Institutions. Realizing the importance of these, Latur College of Pharmacy took the initiative way back in 2015 and established a basic network infrastructure on the campus. Over the last 8 years, the active users of IT amenities as well as web-based applications have amplified many folds. As of now, the Institution has about 120 network connections spreading over the building on the campus. There are well-established internet and intranet facilities on the campus. The whole academic campus is now Wi-Fi enabled. The total bandwidth available at LCP is 100 Mbps.

LCP is proposing to have its own IT Policy that works as a guiding principle for using the Institute's computing facilities including computer hardware, software, email, information resources, intranet and Internet access facilities, collectively called "Information Technology". The need for such an IT policy is as follows:

- To establish, expand, maintain, secure, and ensure the legal and appropriate use of Information technology infrastructure on the campus.
- Strategies and responsibilities for protecting the Availability, Confidentiality, and Integrity of the information possessions that are accessed, created, managed, and/or controlled by the Institute.

LCP IT policy is applicable to technology administered by:

1. The Institute centrally
2. The individual departments
3. To information services provided by the administration, or by the individual departments
4. Individuals of the organization community.
5. Authorized resident or non-resident visitors on their own hardware connected to the institute network.

The central administrative departments such as the Library, Computer Centers Laboratories, and Offices of the Institute. wherever the network facility was provided by the Institute.

The major IT infrastructures to which the stated policy is applicable are:

- Computing facility
- Network Devices wired/ wireless
- Internet Access
- Official Websites and web applications

- Official Email services
- Data Storage and Access
- Server computing facility
- Documentation facility (Printers/Scanners)

The Institution adheres to the new dynamics of the market and scales out hardware equipment and always encourages advanced technologies and offers high-performance computational facilities to the students and faculty.

- The Institution's internet bandwidth needs to be upgraded to utilize social networking, enhance the official website and web applications and internal usage for developing the lecture material, and video lectures.
- The Institution always procures high-end performance systems and servers to adhere to new dynamics of the market, promoting the faculty and students towards research and development in various fields of technology as and when required.
- The Institution should upgrade to the updated firewall policy & guidelines to control & monitor the network traffic, internet utilization, control over the downloading of malware software and control on the content of offensive or inappropriate websites.

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

4.3.2

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

Response: 4.62

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

Response: 120

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 5.33

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

2021-22	2020-21	2019-20	2018-19	2017-18
1.83	2.50	1.16	0.52	6.28

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 71.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
369	283	209	158	140

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.1.2

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

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

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.3

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 65.14

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

2021-22	2020-21	2019-20	2018-19	2017-18
260	280	210	220	86

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

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

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

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2 Student Progression

5.2.1

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

Response: 34.47

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

2021-22	2020-21	2019-20	2018-19	2017-18
22	15	18	26	0

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

2021-22	2020-21	2019-20	2018-19	2017-18
63	67	61	44	0

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

5.2.2

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

Response: 6.19

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	2	2	0	0

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

5.3 Student Participation and Activities

5.3.1

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description

Document

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.3.2

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

Response: 2.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	1	00	4	3

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

The Institution has registered Alumni Association which facilitates close interaction between the institution and alumni. Alumni are special stake holders for an institute as their prime interest would be to see the institute flourish and grow in stature. The Alumni Association is formed with the objective of sharing knowledge, experience, and opportunities among the alumni, faculty and students with the following objectives.

OBJECTIVES:

1. To encourage the alumni to advise the current students on the enhancement of professional skills.
2. Alumni contributes for the development of the students and the Institute by organizing training programs like skill development, entrepreneurship development, expert lectures, workshops, research, placements etc.
3. To provide a platform for them to exchange their ideas on academic, cultural and social activities.
4. To act as bridge between institute and industries for interaction on new developments in different disciplines of pharmacy profession.
5. To enrich the college library by donating books on different subjects.
6. Alumni guide the final year students in their projects as per current technology and industrial scenario.
7. Alumni visits the college and interacts with the students through guest lectures, To provide guidelines to the students for better career and gives the information about the latest industry requirements.
8. To arrange and support in placement activities for the students of Institute.
9. To encourage the students of the Institute and members of the Association for research and development work in various fields like, computer Industrialization etc.
10. To mentor the students of the Institute for higher education, development of character and making good citizens.
11. To encourage and support students of the Institute in sports, cultural and extra-curricular activities. These events are promoted by Alumni students.
12. To conduct blood donation, eye donation and health awareness Camps.
13. To conduct group discussions on various social issues.
14. To help and guide students of the Institute for anti-drug, anti-ragging, and any other anti-social activities. Thus, the alumni connectivity contributes significantly to the development of the institution through their involvement with financial and non-financial means.

The Annual Alumni Association meeting functions as a confluence to meet their friends, peers and teachers and to share their memorable experiences. The recollection of their rejoicing moments spent in the get together will keep them energized till the next meet.

CONTRIBUTION:

- 1.Prizes to the winners of various competitions conducted annually on the occasions of World Pharmacist's Day & National Pharmacy Week.
- 2.Herbal Garden Plantation.
- 3.Free distribution of medicines to the needy at the institution during Health Camps.
- 4.Headphones to Computers cum Language Laboratory.
- 5.Electronic Calling Bell.
- 6.E-waste and plastic waste bins.
- 7.Plastic Chairs to laboratories.
- 8.Digital Wall Clock.

Students of initial batches placed in reputed organizations have been the source of referrals to the next batch students.

Thus, the alumni connectivity contributes significantly to the development of the institution through their involvement with financial and non-financial means.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

Latur College of Pharmacy Hasehaon was founded in 2015 and is approved by All India Council for Technical Education (AICTE), Pharmacy Council of India (PCI), New Delhi and affiliated to SRTMU, Nanded, Maharashtra, demonstrating that its governance and leadership are in line with the institution's vision and mission.

The institute's Governing Body was established in accordance with PCI and SRTMU regulations.

Vision

“To be an exceptional institution of excellence in exploring new frontiers to produce self-sufficient global pharmacists through pharmacy education”

Mission

M1: Contribute to the national programs, by providing trained pharmaceutical manpower through prescribed training programs

M2: Give professional pharmaceutical education and effective competency to undertake the national task of meeting social and pharmaceutical needs

M3: Raise & nurture our student through innovative solution based learning, and inters professional collaboration.

For fulfillment of mission the policies are to -

- Develop Latur College of Pharmacy Hasegaon as an excellent pharmacy institute that provides quality education to create skilled graduates to tackle pharmaceutical and technological challenges worldwide.
- Conduct various programs, activities and projects to get excellence in teaching learning process to make it more outcomes oriented.
- Ensure the hand on training and use of laboratory equipment by students to make them competent to enter in pharmaceutical industries.
- Make students realize their duties and responsibilities as Pharmacist for the society.
- Develop leadership qualities in the students.
- Create a skillful manpower equipped to deal with professional field.

- Provide state of the quality infrastructure and facilities to promote quality education.
- Develop the ethical behavior in the student.

Quality Policy

1.The Latur College of Pharmacy is committed to empower our students to meet global challenges in Pharmacy profession through excellence in education.

2.Our highly qualified and committed faculty is constantly exploring newer frontiers of knowledge with the intention to build quality pharmacist.

3.We believe in honing the overall persona of our students through excellence in academics, co-curricular and extracurricular activities.

4.We strive to develop a sense of social obligation and discipline among our students not only to make a better technocrat but also a better human being.

Goals

To establish a system of quality assurance, which on a constant basis will evaluate and supervise the quality of education and training imparted at the institute, improve the teaching-learning process, and finally develop the institute into a center for excellence.

The strategies to develop competences to serve the ever-changing needs of the industry & society; to empower the faculty, staff and aspiring pharmacists with essential pharmacy knowledge and skills; to strengthen collaborative research and consulting environment with industry and other institutes; to inculcate social and ethical values; to implement Green Initiatives in the Campus; and to improve Placement Activities

1.Co and extracurricular committee

2.Finance and purchase committee

3. Library committee

4.Gender sensitization cell

5.Grievance committee

6.NSS Unit

7.SC and ST committee

8.Sports cell

9.Women empowerment

10.Skill development cell

11.Training and Placement cell	
File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

The core functions of a governing body include:

- Setting and monitoring the organization’s mission, purpose, direction, priorities and strategies within the boundaries of the organization’s constitution and legal obligations.
- Formulating policies and plans to bring about the organization objectives that allow the organization to best serve its stakeholders.
- Ensuring that the organization complies with all relevant policy and legal requirements Actively involving key stakeholders in setting and monitoring the organization’s mission and maintaining positive relationships with them.
- Specifying key outcomes and ensuring there are adequate resources (people and finances) to achieve the objectives.
- Appointing and supporting the chief executive, evaluating his/her performance and rewarding or replacing him/her as necessary
- Overseeing the assessment and management of risks to the organization
- Ensuring the governing body complies with statutory and contractual requirements and with the governing body's own policies.
- Monitoring the organization’s programmes and services.
- Regularly scanning the environment in which the organization operates to ensure that what it's attempting to achieve remains relevant and achievable.
- Influencing decisions and finances Setting standards for and evaluating its own governance performance.
- Maintaining a governing body succession plan
- Consider the annual budget plan, approve the budget, consider and approve any proposed revisions to the budget plan and decide on how to spend delegated budget within the financial year.
- Ensuring that financial records are maintained that can provide auditors and inspectors with

explanations they consider necessary and responding promptly to recommendations made by auditors or inspectors.

- Establish a written performance management policy to govern staff appraisal, after making sure that all staff have been consulted.

Service Rules

- Record of service of each employee is maintained through service book signed by him/her and attested by Principal.
- A personal file of each employee containing various essential documents such as educational qualifications, appointment letter, experience certificates etc. is maintained as per provisions of various regulatory agencies.
- Every member of the staff shall agree to abide by all the conditions herein stated and also such conditions as may be stipulated from time to time by the competent authority.
- A written permission shall be sought from Chairman to carry out any more remunerative work outside duty.
- The service conditions such as payment, leaves will be governed as per college Rules. Attendance, availability of staff in college, study leave will be as per rules of college.
- The breach of above conditions will attract warning or suspension. Financial accounts should be submitted within seven days after completion of event.
- In case of relinquishing service or termination the charge should be transferred and appropriate NOC should be obtained.
- Recruitment will be done after collecting staff requirement seeking management approval and through elaborate procedure of advertising, getting university selection committee, issuing appointment orders.
- To improve performance get rid of bad practices and provide teachers understanding of strengths, weaknesses.
- A scientifically designed student feedback system, results of past three years are also taken in consideration.
- Grievance Redressal through various committees such as anti-ragging committee
- Women grievance committee and internal complaints committees

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

1. Administration

2. Finance and Accounts

3.Student Admission and Support

4.Examination

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

We as an institution have evolved an outstanding work ethnicity of respecting each other and thus creating an ambience agreeable for academic and individual development. We trust that when the staff grows, the institution also grows. The institute has set high standards for imparting excellence education and thus relevant faculty with higher academic profiles; serve the students and the institution with high quality standards. All the faculty members are experienced in all the academic courses.

The institution has established a professional advancement allowance for a variety of academic activities for all levels and encouraged faculty to participate in conferences, workshops, training programs and faculty development programs etc. The institute encourages faculty to register for their Ph.D.

For the non-teaching staff, the institution has organized computer proficiency updating programs, training on equipment, preparation of reagents, cleaning and maintenance of glassware, equipment etc. to accomplish the preferred standards. The non-teaching staff has been motivated to undergo for demonstration programs to handle the equipment as per SOP.

Along with these, the institution provides welfare measures like:

- As per the norms, pay commission are implemented.
- Registration fee, dearness allowance and travel grants for faculty attending conferences.

- Workshops are provided.
- Incentives for best research work.
- Study, maternity and medical leaves are sanctioned for the required staff.
- Salary advance, loans to desired teaching and non-teaching staff.
- Transport facility for all the staff.
- Organizing health awareness programs.
- Organization of sports and cultural activities in which all the staff can participate.
- Gifts to the staff members on occasion of marriage, house warming ceremony, children marriage.

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

6.3.2

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

Response: 80.58

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

2021-22	2020-21	2019-20	2018-19	2017-18
35	30	15	18	14

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

6.3.3

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

Response: 48.31

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

2021-22	2020-21	2019-20	2018-19	2017-18
50	42	26	30	23

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

2021-22	2020-21	2019-20	2018-19	2017-18
43	43	43	43	43

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

Availability of funds and mobility of the same are equally important for the success of an organization. Latur College of Pharmacy follows a strategic plan for mobilizing resources and ensures transparency in its financial management.

Educational Society and Principal monitor the approach for the optimal utilization of funds and resources. They see to it that the funds are spent on quality enhancement initiatives. Competent faculty with a higher qualification, state- of the art- laboratories and good placement record enabled fixing of better fee structure by the Govt. Fee Regulatory Authority. Strategies adopted by the institution for mobilization of funds: The major financial resources of institution were through the fee collected from the students. The fees charged to the students are strictly as per the fees approved by Maharashtra Admission and Fee Regulatory Committee (MAFRC) of Government of Maharashtra. Grants and Sponsorships received from various organizations including Professional Bodies are spent on conducting Seminars/Workshops/Conferences. Institution appropriately utilizes the resources on student project works for purchasing lab chemicals. Institution supports the Green Campus Initiatives from time to time. Optimal Utilization of Resources: The resources are utilized for the following as per the budget proposal. Employee Salaries & benefits are a major component of expenditure. Furniture, Laboratory Equipment and Consumables, etc. Library. Skill Development and Innovation. FDPs, orientation programs, workshops, etc Training & Placement. Software procurement, up-gradation and maintenance. Wi-Fi, Internet & Networking. Student Services- NSS, Sports. Power and fuel. Printing and Stationery. Postage and telephones. Affiliation and Renewals. Travel and conveyance. Repair, Replacements, and Maintenance. Taxes and licenses. Campus maintenance. Events. Miscellaneous expenses. For the smooth functioning of the institution there are various committees which work under the Chairmanship of

Principal. Every committee lists out the requirements, forwards them to the Institutional Development Committee (IDC). Accounts department reviews the utilization of resources and audits the income and expenditure and makes recommendations for better handling of resources and effective mobilization of funds to the IDC.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Internal Quality Assurance Cell (IQAC) was established in the year 2019 as per the norms , for channelization of quality assurance strategies and processes.

Objectives:

To develop the institution as the Centre of Excellence by equipping it with the latest infrastructure facilities so as to make it fit to achieve NAAC accreditation. To develop and practice enhancement of creativity and motivation that drives students towards inculcating professionalism. To set up national and international collaborations among Pharmacy, Biotechnology and Information Technology disciplines to meet the global challenges. To create world class e-learning system for students and training for teachers, researchers and regulators in the respective fields. To expand research activities in new avenues and emerging segments. Strategies: In order to ensure quality sustenance and enhancement, IQAC shall evolve mechanisms and procedures for: Ensuring timely, efficient and progressive performance of academic, administrative and financial tasks. The relevance and quality of academic and research programs. Equitable access to and affordability of academic programs to suit to various sections of the society The Internal Quality Assurance Cell guides accordingly to initiate the professional activities by involving various departments and carries out internal audit for every department in each academic year. Institutional Academic Plan is confirmed well in advance before the semester commencement for all the courses. Institute has an effective internal communication system through physical circulars as well as through social media groups IQAC initiatives: NBA Accreditation NIRF Ranking Outcome based education (OBE) Institutional MoU's Collaborative quality initiatives with other institution Entrepreneurship Development Cell R & D Cell Training & Placements Patent Cell Teaching and

Learning methods Add on / Certificate Programmes Mentoring System Identification of slow learners and advanced learners Remedial classes Course Files Research Presentations and Publications FDP's, Conferences & Workshops Enrichment of Infra Structure Project Review Committees Industry interactions Student Club Activities Online Certificate Courses.

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

6.5.2

Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Participation in NIRF and other recognized rankings**
- 5.Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: B. Any 3 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

The institution has incorporated a number of measures in the curriculum to promote gender equity and awareness, as evidenced by the courses it has introduced. The Department of Humanities and Sciences, for instance, offers a course titled "Gender Sensitization" that seeks to expose students to more egalitarian interactions between males and females as well as information about some crucial biological aspects of gender.

Through extracurricular activities such as workshops, seminars, guest lectures, street performances, poster exhibitions, counseling, and so on, the institute promotes gender sensitivity. The institution organized "self-defense training" for its female students. Regular awareness campaigns on topics such as the importance of human rights, the rights of women in domestic situations, and cyber security are conducted to ensure the safety and security of female students and employees.

The institution established the following committees in accordance with university institution grievance committee guidelines: anti-ragging, students' disciplinary committee, women empowerment, SC/ST students welfare committee, and mentoring programme. The responsibilities of these committees are detailed on the institution's website, and students receive additional information through orientation and induction activities.

The college provides safety and security features to its employees and students, such as campus-wide CCTV surveillance and security personnel who monitor the campus around the clock. The institution has a dedicated counseling center and an effective mentoring program to foster the academic, emotional, social, and cognitive development of its students. Students receive personal counseling on a variety of levels. Men's and women's lavatories are located in distinct structures. In order to assure your safety, there are sanitary napkin vending dispensers in the lavatories. Additionally, the institution offers discrete, well-appointed common rooms for males and girls.

The institute hopes to inculcate values and patriotism in its students by annually celebrating national festivals and the birthdays of notable Indian figures. The festivities include the raising of the flag, project exhibitions, poster presentations, excursions, essay writing, and elocution. On these days, notable figures are invited to deliver motivational speeches to staff and students.

The Institution celebrates national and international holidays annually, including International Yoga Day, Teachers Day, Engineers Day, Woman's Day, Independence Day, Gandhi Jayanthi, and Republic Day.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

Because the institution believes in the equality of all cultures and traditions, students from different castes, religions, and regions study together without discrimination. Despite the institution's diverse sociocultural background and language diversity, we do not tolerate cultural, regional, linguistic, or other differences.

Community, socioeconomic, or other differences, or other factors. Mahatma Gandhi, Sardar Vallabhbhai Patel, Pandit Jawaharlal Nehru, Dr. B.R. Ambedkar, Sarvepalli Radhakrishnan, and Lal Bahadur Shastri are commemorated with national festivals, birth anniversaries, and memorials. Every year on October 31, the institution observes Rashtriya Ekta Diwas, a commitment made on National Integration Day by faculty and students. This facilitates positive interaction between individuals of various racial and cultural backgrounds. There are several grievance redressal cells within the institute, including the Student Grievance Redressal Cell and the Women Grievance Redressal Cell, which manage complaints without regard to race or culture.

Various departments organize field studies and industrial excursions throughout India. Faculty and students are exposed to a variety of cultures. Our institution offers programs for national sociocultural exchange.

The Institute benefits from the fact that, in addition to providing students with a sound academic foundation, the college is continuously working to develop them into better citizens of the nation. In this regard, the institute fosters a sense of community among its student body through a variety of practices and programs, in addition to providing legal education. Diverse faculties have always organized activities that both initiate and motivate students to engage in diverse practices that promote our nation's "Unity in Diversity." The College ensures that students participate in these activities with enthusiasm. The college has made a concerted effort over the past five years to increase student awareness and appropriate practices in the following areas:

Elements of National Character: The College has always taken a number of measures to heighten awareness of various aspects of national identity. The College's top priority is the dissemination of the national message. The College observes Independence Day and Republic Day with considerable pomp and circumstance.

The NSS Committee annually plans and commemorates Constitution Day, contributing to the propagation of constitutional values and principles.

Fundamental Duties, Directive Principles, and Rights of Indian Citizens: Faculty from various departments have organized a variety of academic and extracurricular events to promote the Fundamental Duties, Directive Principles, and Rights of Indian citizens.

Constitutional Obligations: The college has organized student-focused events, such as paper, poster, and essay contests, which have consistently attracted a large number of students and elevated their awareness of numerous Constitutional Obligations.

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice -1

1. Title of the practice – **Financial aid to the deserving students**

2. Objectives of the practice

- To extend financial aid to the poor students, especially from the rural, to save them from discontinuation of their studies owing to poverty.
- To support financially all the deserving poor students without any discrimination of caste, creed or gender and to promote equality among students.

The expected outcome is that the students should be able to complete their degrees with good marks. The beneficiaries should treat the needy with the principle of lend a helping hand without discrimination.

3. The Context

- Most of the students have hidden talents and innovative mind but not able to execute due to lack of resources and financial support.
- On the same context, the institute stood in front to support the students by providing them with financial aid.

4. The Practice

- The institution is established in rural area to provide quality pharmacy education to the students residing in rural areas and who want to pursue their graduation and post-graduation studies in pharmaceutical sciences.
- Most of the parents are not ready to admit their children in higher studies due to lack sustenance

in providing financial support. So it is evident that without financial support from external source, the youth residing in rural areas cannot hope to successfully complete their higher studies.

- On this regard, the institution verifies the information of the student's financial backwardness and decides the sum to be provided as financial aid.

5.Evidence of Success

LCOP is succeeded in the context of providing financial assistance as the students from rural areas are pursuing their education in the institute in an increasing manner.

The following are the details of Fee concession provided by the institute:

6.Problems Encountered and Resources Required

- As the institution is Self-financed and private, the resources are to be acquired from the student's tuition fee. Verifying of the student's financial backwardness based on many aspects is other task to provide financial aid

Best Practice -2

1. Title of the practice: Community service for promotion of good health

2. Objectives of the practice: To organize the medical camp program for the people in the community and recreation for the school students.

3. The Context: The Student team of LCOP organized medical camp for all ages of people and gender to check up their health for the well-being on blood group, haemoglobin, diabetes, blood pressure, body mass index tests.

4. The practice: The LCOP Team organized the program in Zilla Parishad High Sch Halgara, Halgara, Nilangan, Latur, Maharashtra. The Team performed Blood Group, Haemoglobin, Diabetes, Blood Pressure, Body Mass Index tests for around community people and students in the school.

- The anaemic patients were given suggestions how to overcome the disease by natural remedies and food habits to be practiced by them in their regular day to day life.
- The diabetes tests were done and gave the report for all the participated people.
- The community people were given instructions for maintenance of good health and hygiene to prevent and overcome the infections and diseases.

- The students were encouraged in the aspects of games and prizes were given to the winner

5.Evidence of success:

Most of the people in the local area participated for their blood analysis and were given report and suggestions to prevent or overcome their concerned health problem.

The students were given necessary message for their health and diet maintenance and recreation games winners were encouraged with prizes. Local people registering for health checkup - Best practice was organized by LCOP.

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	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:

Vision statement of the Latur College of Pharmacy: To be a pioneer institution and leader in Pharmacy education, addressing social issues through education and practice. We have always endeavored to be one-of-a-kind by incorporating inter-disciplinary research, stimulating organizations, new teaching methods, value-based education, empowering society through the introduction of projects, and encouraging entrepreneurship.

Interdisciplinary Study:

At Latur College of Pharmacy, the curriculum is structured so that students are exposed to and trained in multiple disciplines. This method of study facilitates student learning by encouraging them to make connections between ideas and concepts from various disciplines. This enables students to employ what they have learned in one subject to another, thereby enriching their learning experience. The most

effective approach to interdisciplinary study permits students to design their own interdisciplinary path between the courses offered each semester. A well-managed first-year introduction program ensures that students are educated on the benefits of inter-disciplinary courses from the very beginning.

Using educator collaboration, Latur College of Pharmacy pursues authentic multidisciplinary learning. In order to facilitate successful interdisciplinary teaching and learning, Latur College of Pharmacy frequently invites professionals from other disciplines to its educational setting. This type of interaction promotes the constructive paradigm, which permits the creation of new knowledge and a deeper understanding of concepts.

In interdisciplinary study, it is essential to make connections between disparate concepts;

- Students are highly motivated because they are interested in studying topics that fascinate them. Consequently, the curriculum is frequently based on life experiences, giving the learning a genuine purpose and establishing a connection to the real world.
- Students gain a more in-depth understanding of subjects because they evaluate the various and distinct perspectives from which a topic can be investigated.
- Students exercise and develop their critical thinking skills when they go beyond disciplinary boundaries to investigate various points of view and begin to compare and contrast topics from different academic disciplines.
- Examining issues that transcend academic boundaries motivates students to pursue new knowledge in a variety of subject areas.
- Interdisciplinary knowledge and the application of multiple disciplines can foster greater creativity.

Start-up Policies:

To follow in the path of the AICTE policy, Latur College of Pharmacy has a policy of nurturing start-ups in its academic setting. Students are introduced to this policy during the First Year Induction sessions. Start-up Policies are crucial to the economic and social success of a nation. In developing nations, these policies aid entrepreneurs and innovators in overcoming the numerous obstacles they face when attempting to market their businesses. Latur College Of Pharmacy believes that Pharmacy education colleges are essential to the development of a nation's entrepreneurship. College students who have taken their business concepts to the next level and founded their own Pharmacies are also represented. Both of them have benefited from our unwavering assistance throughout their journey. These entrepreneurs have mentored and sponsored campus Pharmacists, in addition to performing volunteer service for the Latur College of Pharmacy Start-Up community.

Innovative Teaching Pedagogy:

Latur College of Pharmacy has instituted innovative teaching pedagogy through the use of Smart Classrooms to assist instructors in better presenting concepts and generating more meaningful learning experiences through the use of diverse audio/visual aids.

- Group Classroom Experiments: A group of students engages in guided inquiry on carefully crafted

topics.

- **Role Plays:** Role Plays are an excellent method of communication. Students assume the role of a person affected by a problem and investigate, from that person's perspective, the issue's effects on human existence and/or the consequences of human actions on the environment. To provide an engaging and immediate explanation of the lesson, students assume the roles of various phenomena, such as ecosystem members.
- **Models and Projects:** Models and projects are valuable teaching tools that are used as demonstration tools to convey a particular concept. It is easier for the child to internalize the concept through 'learning by doing' after he or she has created his or her own endeavor.
- **Context-rich problems:** concise, realistic scenarios that give students a credible reason to solve the problem. The issue is a brief story (beginning with "you") in which the student is the protagonist. Context-rich questions reflect the real world and may contain extraneous information or necessitate the recall of crucial prior knowledge by the learner.
- **Interactive Lectures:** A simple method for professors to intellectually engage students and incorporate them as active participants in a lecture. Students are encouraged to engage in an activity that allows for direct interaction with the topic.
- **Questioning:** This method transforms a lecture into a guided conversation in which the lecturer asks students insightful questions.
- **Comprehensive and Continuous Assessment:** This method provides instructors with a deeper understanding of what students are learning and engages students more fully in the learning process.

Societal Consciousness:

Social cognizance and awareness precede social activity. Educational institutions inculcate moral essence and ethical principles in students, resulting in socially acceptable behavior, personality, and character that fosters innovation, peace, opportunity equality, and justification among people, society, and country. Latur College Of Pharmacy strives to live up to its mission statement, which is to educate pupils to adapt to the evolving needs of society. Through a variety of courses such as Gender Sensitivity, Pharmacy Exploration, and Social Innovation, etc., the LCOP curriculum endeavors to focus on changing societal demands. The Latur College of Pharmacy has launched a program to improve the producers' economic situation. The initiative emphasizes on empowering and educating women in order to effectively enhance society. Rural women producers were given the opportunity and training to cultivate a diversity of specialty cereals as part of this project.

File Description	Document
Appropriate web in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

Student Assistance Programs: Grants for Academic Achievement and Honor Roll Recognition The institution has a tradition of awarding Rs 5,000/- scholarships to students who have earned the highest academic grades. Additionally, the institute awards memorial rewards for excellence in research that are funded by illustrious members of the community. **Research Projects of Lesser Significance** Throughout their education, the students were actively encouraged to engage in a variety of hands-on, problem-solving activities, such as conducting minor research projects. **Self-Learning** When students engage in self-directed learning, they solve problems based on their own abilities. In this context, the educational institution takes various measures to inculcate in its student body a sense of responsibility, self-confidence, and self-discipline. PowerPoint presentations, a question bank, and videos have all been posted on the institute's website, which allows students to comprehend the topic in advance and refer to it as needed. The educational institution frequently brings students from all of its programs on field excursions to local businesses in an effort to improve their overall industrial orientation. In addition, the students participated in career counseling seminars and campus recruiting training. The college has a coaching cell for competitive exams and provides information and guidance on the selection criteria, methodologies, and specifics of tests such as the GPAT, GRE, and others, which are required for admission to postgraduate programs in India and abroad. Students have access to information compiled from authoritative sources as well as preparatory material in the form of booklets for the prerequisites in the college library. The departmental bulletin boards also feature periodic postings of newly available opportunities in academic and professional disciplines. The institution also encourages students to strengthen their creative abilities in areas such as art, entertainment, and others.

Concluding Remarks :

The campus's provision of state-of-the-art facilities, amenities, and numerous other support services has contributed to the growth of both its student body and its faculty and staff. The institution, which has a clearly defined vision that leads to the objectives, has contributed significantly to the overall growth and development of the students. The institution's research efforts, industry-academia interaction, extension and outreach programs have fostered a research culture and contributed to the development of positive relationships with both the community Latur College of Pharmacy and various companies. As part of its commitment to superior performance, the Institute has set its sights on achieving even greater heights in the coming years.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
3.5.1	<p><i>Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.</i></p> <p>Answer before DVV Verification : Answer After DVV Verification :16 Remark : Input edited as per the supporting documents.</p>
6.5.2	<p>Quality assurance initiatives of the institution include:</p> <ol style="list-style-type: none">1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented2. Academic and Administrative Audit (AAA) and follow-up action taken3. Collaborative quality initiatives with other institution(s)4. Participation in NIRF and other recognized rankings5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc. <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above Remark : Input edited as per the supportive documents.</p>

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations