



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

AL AMEEN COLLEGE OF PHARMACY, BENGALURU

AL AMEEN COLLEGE OF PHARMACY, HOSUR ROAD, NEAR LALBAGH MAIN
GATE BENGALURU

560027

www.alameenpharmacy.edu

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

May 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Al-Ameen College of Pharmacy - Empowering Excellence in Pharmacy Education

Al-Ameen College of Pharmacy was established in 1983 under the aegis of Al-Ameen Educational Society is the oldest and the iconic institution shines as a prominent symbol of excellence and pioneering spirit in the field of pharmaceutical education with a firm commitment to delivering exceptional pharmaceutical education. Our college is dedicated to cultivating a rich academic environment led by a highly knowledgeable faculty. Alongside academic excellence, Al-Ameen College of Pharmacy places great emphasis on fostering industry interactions, recognizing their significance in the holistic development of students. The college remains attuned to the evolving trends of the pharmaceutical industry, ensuring that all endeavors align with market needs and societal demands.

Al-Ameen College of Pharmacy, situated in the vibrant city of Bengaluru, offers an array of courses encompassing D.Pharm, B.Pharm, Pharm-D, Pharm-D (PB), M.Pharm, and PhD in diverse specializations. The institute proudly houses departments dedicated to Pharmaceutics, Pharmacology, Pharmaceutical Chemistry, Pharmacognosy, Pharmacy Practice, and Quality Assurance, fostering an environment conducive to varied research activities.

Al-Ameen College of Pharmacy fosters an environment that encourages students to go beyond classroom boundaries and become well-prepared pharmaceutical professionals ready to excel in the industry. Each department at the college is deeply committed to forging collaborations with the industry, particularly for the benefit of its postgraduate & PhD students.

Al-Ameen is committed to continuous improvement and keeping pace with the evolving demands of the profession. Our college believes that by fostering a strong connection between academia and industry, we can better prepare students to meet the challenges and opportunities that lie ahead in the pharmaceutical industry. The integration of academic excellence, innovation, and industry relevance is a key aspect of the college's approach to ensure its graduates are well-equipped for a successful and fulfilling career.

Vision

“A Grooming Arena for better Individuals & Pharmacists”.

Mission

- Committed to providing a Learner-Centric Environment for Holistic Development.
- To foster the spirit of Innovation & Entrepreneurial skills.
- To bestow a Strong Foundation & Ensure their Preparedness for Diverse Roles in Pharmacy Profession.

- To promote Inter-Disciplinary Research on Campus and
- To encourage functional MOU's supporting student's quality growth.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Located in heart of the Bangalore city
- Proactive Management
- Clean & Green Campus.
- Well organized Institutional Structure and Governance through decentralization of Activities.
- Well qualified, experienced and dedicated staffs, who are question paper Setters/Evaluators/External Examiners/PhD Examiners in RGUHS and other reputed Universities.
- Senior staff members are Inspectors of Pharmacy Council of India & Affiliation University.
- Received funding's as research Grants from RGUHS, VGST etc.
- Staff members are encouraged for higher studies with required support.
- Providing Consultancy services to researchers of other Institutes/Universities/Industries.
- State of art equipped Laboratories and ICT enabled class rooms.
- Worldwide Alumni Network for the benefit of current students.
- PhD recognized Centre in Six specialties from Affiliating University.
- Institution's Innovation Council of AACCP is recognized by Ministry of Education, Govt. of India for conducting various activities on Ideation, Start-up's, Entrepreneurship & Intellectual Property Rights.
- 75th NIRF Rank in 2019
- Institution recognized by UGC under section 2 (f) of UGC act, 1956

Institutional Weakness

- Limited consultancy Projects.
- Appointments of faculty members with Ph.D. degrees
- Lack of Institute-Industry Collaborative Projects.

Institutional Opportunity

- Promote faculty to apply for research grants from funding agencies.
- Setting up of Al-Ameen Incubation Centre and initiation of start-ups.
- MOU's with reputed Institutes/Universities/ Pharmaceutical Industries and Incubation Units to support student quality education.
- Strengthening of R & D Cell to boost Interdisciplinary & collaborative research activities.
- To organize National & International Workshops, Seminars and Conferences.
- Global Alumni meet for networking and motivating current students for career counseling.

Institutional Challenge

- To create competent Pharmacy graduates for diverse roles in the field of Pharmacy.
- Improving Admissions of Doctoral Research Scholars enrolment & result statistics of students.
- Placement of students in reputed Pharmaceutical Companies.
- Procurement of sophisticated Instruments for research purpose.
- Meeting the ever-growing expectations of stake holders.
- Collaboration with Foreign Universities.
- Global Accreditations.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Al-Ameen College of Pharmacy offers various undergraduate and postgraduate programs in pharmacy. The Institution functions with strategic plan focused on enriching the curriculum to prepare students for the challenges of the millennium. The institution aims to foster global competencies among its students to contribute effectively to national development. College is committed to ensuring the professional growth of the students this versatility is designed to enhance employability, encourage entrepreneurship, and facilitate skill development by aligning the curriculum with the needs of the modern world and incorporating input from industry experts.

The Institution strives to achieve its quality policy through a comprehensive approach. This involves active participation from all stakeholders, including faculty, students, industry professionals, and alumni, in defining the various aspects of the curriculum such as Program Outcomes, Program Specific Objectives, and Course Outcomes. Every year, two-third students of our Institution utilize the platform to pursue projects (field/academic) and internship. The practice of the profession is enabled through a well-defined curriculum as well as through value added courses and activities, to inculcate cross cutting issues related to gender, environment sustainability, human values and ethics which prepare the graduating students with creative and divergent competencies. The Institute believes an effective feedback system as a fundamental element for sustainable growth and improvement, which involves active participation of stakeholders at all levels starting from curriculum development to employment process, and is optimized to ensure its effectiveness.

Teaching-learning and Evaluation

Al-Ameen College of Pharmacy, Bangalore is a student-focused institution that fosters a comprehensive educational experience for aspiring pharmacists.

It offers admissions through a mix of government (based on merit) and management quota catering students to diverse socio-economic, cultural and educational backgrounds.

The college prioritizes student-centric learning methods like experiential, participative and problem-solving learning using ICT enabled tools. These methods encourage students for development of critical thinking skills, and gain practical experience.

Faculty are qualified and experienced, with an average of over 76% being full-time in the last five years and are experts in their respective fields to guide students effectively.

The college is affiliated with Rajiv Gandhi University of Health Sciences (RGUHS) and strictly follows their academic calendar and maintains high educational standards. A robust and transparent assessment system is in place, with committees to address grievances related to both internal and external examinations.

Course outcomes, program outcomes, and educational objectives are clearly defined and communicated to all stakeholders. These outcomes provide a roadmap for the curriculum and ensure that the college is preparing students with the necessary knowledge, skills, and abilities to succeed in the field of pharmacy.

Attainment of learning outcomes is measured through internal exams and university results. Student performance in university exams and surveys are used to assess POs. The college boasts a high pass rate of 90.76% in university final exams, indicating strong academic achievement and its commitment to prepare students for success in their path chosen.

Research, Innovations and Extension

Al-Ameen College of Pharmacy is dedicated to promoting, coordinating, and implementing Research & Development (R&D) initiatives among its faculty members, research scholars, and students. The institution's Research and Development Cell serves as the driving force behind transformative discoveries, creative activities, and innovation in the field of pharmaceutical sciences.

Key Highlights of the Research and Development Profile:

External Funding: Faculty members are encouraged to write and submit research proposals to various funding agencies such as UGC, AICTE, and DST. The institution has successfully secured Rs. 221.92 lakhs in grants to date, demonstrating its commitment to advancing research endeavors.

Faculty Engagement in Research: Faculty members actively engage in research activities and development projects, contributing to the institution's research output and academic excellence.

Research Environment Enhancement: The institution has established a conducive research environment with approved research supervisors, motivating staff members to pursue research projects and register for Ph.D. programs.

Workshops and Staff Development Programs: The Research and Development Cell organizes faculty-level workshops and staff development programs, totaling 42, through grants from funding agencies. These initiatives enhance research capabilities and foster continuous learning among faculty members.

Publication and Citations: The institution's faculty members have made significant contributions to research publications and citations, reflecting the quality and impact of their research endeavors.

Investment in Facilities and Training: Al-Ameen College of Pharmacy prioritizes investments in developing facilities and providing training for teachers and staff members to undertake research, ensuring access to state-of-the-art resources and expertise.

Outreach and Collaborative Activities: The Research and Development Cell facilitates outreach and collaborative activities through partnerships with external stakeholders, including industry, public organizations, and social service groups. With 16 functional Memorandums of Understanding (MoUs), the

institution engages in transdisciplinary collaborative efforts to address pressing challenges in the pharmaceutical domain.

Extension and Outreach Activities: Dynamic extension and outreach activities are conducted by Al-Ameen College of Pharmacy, including initiatives led by the National Service Scheme (NSS) unit in collaboration with external stakeholders. These activities encompass various social service initiatives and promote awareness of eco-friendly practices through campus greening efforts and tree planting campaigns.

In conclusion, Al-Ameen College of Pharmacy's Research and Development initiatives underscore its commitment to advancing knowledge, fostering innovation, and addressing societal needs in the field of pharmaceutical sciences. Through strategic investments, collaborative partnerships, and a supportive research environment, the institution continues to make significant contributions to research, education, and outreach, further solidifying its position as a leader in the pharmaceutical education landscape.

Infrastructure and Learning Resources

Al-Ameen College of Pharmacy prioritizes the holistic growth and development of its students, reflected through continual enhancements in infrastructure, academic support facilities, and extracurricular offerings. The institution's commitment to providing a conducive learning environment is evident through various initiatives aimed at augmenting both physical and technological resources.

Infrastructure Augmentation:

State-of-the-Art Classrooms: Well-designed classrooms equipped with modern teaching and learning facilities create an optimal environment for academic pursuits. These include wall-mounted projectors, smart boards, and ICT systems, enabling interactive and immersive learning experiences.

Modernized laboratories equipped with sophisticated instruments and machines for effective teaching and learning practice. Standard operating procedures are followed for all the processes and operations of academic works.

ICT Facilities: Access to cutting-edge ICT facilities, such as 3D classrooms and Zoom platforms, enhances information dissemination and knowledge exchange. Software tools like Micromedix, simulation, and Lexicomp further augment the learning process, keeping students updated with the latest advancements in pharmaceutical sciences.

IT Facilities: The institution prioritizes the regular updating of IT facilities, ensuring access to high-end computers and software applications. This proactive approach enables students to leverage technology effectively for research and academic endeavors.

Central Library: The central library, automated using ILMS and NewGenLib software, serves as a hub of knowledge with a vast collection of 16,881 print books and 7356 titles and 2761 Thesis, 104 e-journals, 3935e-books, and online databases. Qualified professionals manage the library, providing students and faculty members with access to invaluable resources for research and study.

Internet Connectivity: High-speed Wi-Fi and LAN connections, with an overall bandwidth of 85 mbps, facilitate seamless access to online resources and support research activities. This robust internet infrastructure

complements the institution's IT ecosystem, enabling uninterrupted academic pursuits.

Computer Lab: A well-equipped computer lab caters to the research needs of students and faculty members, providing them with the necessary tools and resources to explore innovative ideas and conduct research projects. Annual maintenance ensures the optimal performance of computer systems across the campus.

Specialized Museums: State-of-the-art museums dedicated to pharmaceutical sciences, including drug museum, miniature glass apparatus museum, and medicinal plant museum, enrich the learning experience by providing hands-on exposure to real-world artifacts and specimens.

In conclusion, Al-Ameen College of Pharmacy's focus on infrastructure development and technological advancement underscores its commitment to fostering comprehensive growth and academic excellence among its students. By continually investing in modern facilities and resources, the institution creates an environment conducive to learning, research, and personal development, empowering students to excel in their chosen fields of study within the pharmaceutical domain.

Student Support and Progression

The students admitted to Al-Ameen College of Pharmacy(AACP) are provided with a holistic developmental approach which involves addressing their intellectual, emotional, social, and physical needs to foster well-rounded growth. It emphasizes not just academic success, but also emotional intelligence, social skills, physical health, and creativity. Financial aid is provided to benefit from the State/Central Govt., Institutional and non-institutional scholarships to more than hundred deserving students in the last five years, to support the education of socially and economically weaker students. The college organizes programs to enhance soft skills, entrepreneurship & employability skills to the students, along with coaching and remedial classes for various competitive examination.

The institute has implemented measures to ensure the safety, well-being, of its student community. It has established a grievance redressal cell to attend complaints promptly. Specialized committees like Anti-ragging and sexual harassment committee are in place to specifically tackle such issues, promoting a secure environment for all students. The institute has a zero-tolerance policy towards any form of discrimination or inappropriate behaviour to maintain a respectful atmosphere.

By granting students membership in various administrative bodies like Pharmaceutical Society, Alumni association, & committees cultural, sports, placement, NSS, disciplinary matters, the institute ensures student representation and involvement in key decision-making to foster a sense of community engagement. These initiatives collectively contribute to a conducive learning where students feel supported, valued, and empowered.

AACP has prioritized students' career development by establishing robust career counselling and placement cells which serve guiding students towards making informed career decisions and exploring opportunities for further ventures. The placement cell plays a pivotal role in facilitating job opportunities for students by organizing campus interviews and liaising with prospective employers across various.

The college provides student indoor/outdoor sports facilities, encourages for participation in co-curricular activities. The alumni cell with alumni in reputed pharmaceutical companies and hospitals, extended their professional services to help industrial training, industrial visits, gift drug samples for UG/PG Research

projects.

Overall, the pleasant and indiscriminating atmosphere at AACCP is characterized by a symbiotic relationship between faculty and students, where proactive career guidance, ample opportunities for placement converge is provided by the institution.

Governance, Leadership and Management

Al-Ameen College of Pharmacy Established under the aegis of Al-Ameen Educational Society in 1983, with a Vision of “A Grooming Arena for better Individuals & Pharmacists”.

The administrative leader is the Principal, who manages all the day to day activities of the institution in Co-ordination with management. The internal Organization structure is so developed to ensure control and accountability of every activity in the institution. A culture of participatory management is practiced at all levels. AACCP has constituted many Committees and have framed various policies for good governance, leadership and Management system in the college.

E-governance promotes transparency and accountability within the institution. Institute has a perspective plan developed by Principal, Vice-principal and HOD's with suggestions from IQAC.

Faculty is encouraged for qualification enhancement, research activities and consultancy services. They are also supported with financial assistance to participate in Professional development and faculty exchange to enhance their expertise and effectiveness.

Performance appraisal of faculty is done annually to evaluate an employee's performance. The account section of the Institute looks after all the planning activities related to financial matters. The management has appointed financial consultants and internal auditors for statutory auditing and monitoring the financial transactions.

The IQAC is constituted as per the NAAC guidelines with Principal as the Chairperson. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the performance of the institution. It instils the faculty to make every effort for quality improvement.

Institutional Values and Best Practices

The Al-Ameen College of Pharmacy has embraced social responsibility as a core value, evident in its diverse range of initiatives and practices. Regular gender sensitivity and awareness programs, combined with round-the-clock security services, hostels, healthcare facilities, and student welfare committees, underscore its commitment to ensuring a safe and secure campus environment. The college's proactive stance against ragging is maintained through disciplinary committees, fostering an atmosphere conducive to learning and growth. Furthermore, the institution prioritizes sustainability through the adoption of alternative energy sources like rainwater harvesting systems, alongside effective waste management practices and energy-efficient lighting and paperless initiatives contribute to environmental conservation. The college fosters inclusivity and respect through cultural events, promoting diversity and unity. Further, programs promoting national integration and communal harmony reflect the college's broader commitment to societal welfare. The college oversees the implementation of best practices and ensures the delivery of holistic education. Overall, the distinctiveness of Al-Ameen College of Pharmacy lies in its unwavering commitment to excellence, innovation, and social

responsibility, shaping future pharmacists who are poised to make a positive impact on healthcare and society.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	AL AMEEN COLLEGE OF PHARMACY, BENGALURU
Address	AL AMEEN COLLEGE OF PHARMACY, HOSUR ROAD, NEAR LALBAGH MAIN GATE BENGALURU
City	BENGALURU
State	Karnataka
Pin	560027
Website	www.alameenpharmacy.edu

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Md. Salahuddin	080-22234619	9986662050	080-2222583 4	info@alameenphar macy.edu
IQAC / CIQA coordinator	Krishna Murthy G	080-9420805966	8390906161	080-8390906 161	drkm289@gmail.co m

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	Yes MINORITY STATUS.pdf
If Yes, Specify minority status	
Religious	MUSLIM MINORITY INSTITUTION
Linguistic	
Any Other	

Establishment Details				
State	University name	Document		
Karnataka	Rajiv Gandhi University of Health Sciences	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	04-04-2016	View Document		
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	17-05-2023	12	

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	AL AMEEN COLLEGE OF PHARMACY, HOSUR ROAD, NEAR LALBAGH MAIN GATE BENGALURU	Urban	2.5	13376.97

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	PLUS TWO	English	100	97
PG	Pharm D, Pharmacy Practice, Post Baccalaureate	36	B PHARM	English	10	10
PG	MPharm, Pharmacy Practice, Pharmacy practice	24	B PHARM	English	6	2
PG	Pharm D, Pharmacy Practice,	72	PLUS TWO	English	30	30
PG	MPharm, Pharmaceutics, Pharmaceutics	24	B PHARM	English	15	11
PG	MPharm, Pharmacology, Pharmacology	24	B PHARM	English	7	7
PG	MPharm, Pharmaceutical Chemistry, Pharmaceutical Chemistry	24	B PHARM	English	15	10

PG	MPharm, Pharmacognosy, Pharmacognosy	24	B PHARM	English	6	0
PG	MPharm, Quality Assurance, Quality assurance	24	B PHARM	English	5	3
Doctoral (Ph.D)	PhD or DPhil, Pharmacy Practice, Pharmacy practice	36	M PHARM	English	6	2
Doctoral (Ph.D)	PhD or DPhil, Pharmaceutics, Pharmaceutics	36	M PHARM	English	6	0
Doctoral (Ph.D)	PhD or DPhil, Pharmacology, Pharmacology	36	M PHARM	English	6	0
Doctoral (Ph.D)	PhD or DPhil, Pharmaceutical Chemistry, Pharmaceutical Chemistry	36	M PHARM	English	6	0
Doctoral (Ph.D)	PhD or DPhil, Pharmacognosy, Pharmacognosy	36	M PHARM	English	6	0
Doctoral (Ph.D)	PhD or DPhil, Quality Assurance, Quality Assurance	36	M PHARM	English	6	0

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	9				9				24			
Recruited	3	6	0	9	3	6	0	9	3	21	0	24
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	9				9				24			
Recruited	3	6	0	9	3	6	0	9	3	21	0	24
Yet to Recruit	0				0				0			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						34
Recruited	15		19		0	34
Yet to Recruit						0
Sanctioned by the Management/Society or Other Authorized Bodies						34
Recruited	15		19		0	34
Yet to Recruit						0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				1
Recruited	1	0	0	1
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
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.	4	6	0	0	2	0	0	1	0	13
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	3	4	0	3	20	0	30
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
	6	1	0		7

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

Self Study Report of AL AMEEN COLLEGE OF PHARMACY, BENGALURU

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	46	37	0	0	83
	Female	37	5	2	0	44
	Others	0	0	0	0	0
PG	Male	15	10	0	0	25
	Female	15	7	0	0	22
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	2	2	1	0
	Female	1	2	0	4
	Others	0	0	0	0
ST	Male	2	2	1	0
	Female	2	1	2	2
	Others	0	0	0	0
OBC	Male	57	70	39	28
	Female	38	45	44	22
	Others	0	0	0	0
General	Male	38	11	8	16
	Female	32	14	6	18
	Others	0	0	0	0
Others	Male	0	0	0	7
	Female	0	0	0	0
	Others	0	0	0	0
Total		172	147	101	97

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Al Ameen college of Pharmacy is an affiliated College, affiliated to Rajiv Gandhi University of Health Sciences, Bengaluru which is a state University. Curriculum design and implementation is to the discretion of the University and the Institute adheres to its implementation as per the directives of the University time to time. In addition the Institute also has all available resources through MoU's and Collaborations. There are many Institutions under the ambit of Al Ameen Education Society offering various degree programmes.
2. Academic bank of credits (ABC):	ABC is a part of NEP to facilitate multiple entries and exits to students in their academic programmes.

	<p>The Institute is affiliated to Rajiv Gandhi University of Health Sciences, Bengaluru which is a state University. Institute adheres to its implementation as per the guideline & directives of it from time to time.</p>
3. Skill development:	<p>As mentioned above, being affiliated to RGUHS, the college adheres to the university curriculum. In addition to the curriculum, as per the inputs from the stake holders and to bridge the gap in the curriculum, the institution offers real time add on and certificate courses like Artificial Intelligence, Research & Development, Medical Writing, Drug Regulatory affairs, Pharmacovigilance, Patient Counselling, Communication skills, Clinical Research for capacity building and skill development.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>The institution is governed by the PCI and RGUHS regulations and their curriculum, hence it becomes mandatory that all pharmacy programs adhere to the use of the English language as the medium of communication and for the conduct of course work. However, during counselling, remedial/tutorial classes, efforts are made by the subject teachers to explain the difficult concepts in regional/national language to make it simple and understandable. The Institution also through various cultural fest activities like Ethnic Day, Satrangi Mela, Kalakunj, Onam that depicts and highlight the linguistic diversity of the country, to encourage & showcase their culture, language, attire, food & understanding the diversity of life style. The Institution has teachers & students from diverse culture & region of our country. Hence, the real India can be seen only at AACP.</p>
5. Focus on Outcome based education (OBE):	<p>Outcome-Based Education (OBE) prioritizes the needs and achievements of students. It's a systematic approach to education that focuses on defining explicit learning outcomes, aligning teaching methods and assessment strategies to those outcomes, and continuously improving the educational process based on the analysis of data collected on student performance. Our institution has adopted the outcome-based education. The POs, PSOS, COs and their attainments are worked out in accordance with the requirements of the National Board of Accreditation. Regular tests, Exams and other forms of student assessments play a vital role in identifying the overall quality of education. They are required not just to evaluate the accomplishments of the students, but</p>

	also to assess the specified learning goals and are attained. It is essential to demonstrate that accurate and reliable evaluations are conducted in order to demonstrate that program objectives and results is been achieved. This approach not only enhances the quality of education but also makes educational institutions more accountable for the learning outcomes of the students.
6. Distance education/online education:	The Institution does not offer any Distance education /online education. However during COVID-19 time, where offline or Face-to-face classes were suspended. Our faculty and students quickly adapted to covid lockdown positively and maintained academics through online classes. 15 certificate courses are offered in dual mode (online and offline) through MoUs with Clinosol Research Pvt. Ltd & CiREE Edutech Pvt Ltd.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	An Electoral Literacy Club (ELC) has been established at Al-Ameen College of Pharmacy to • Educate students on their electoral rights and responsibilities by helping first time voters on how to register their names, giving them insights on the importance of voting and the ways to cast a vote through EVM. • Help the students in identifying their polling stations & Election process • Motivate students to participate and franchise their voting rights.
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?	ELC has a composition of coordinator, Joint coordinator, Faculty Members and Student Members. Multiple events and activities to educate voters and create awareness is been conducted by the club in the institution.
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	The college has hosted an election registration camp for new voters. Students are signing up and learning about the voting process. The camp also spreads awareness about the importance of voting. This helps to empower the community to make informed decisions.

<p>privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	
<p>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.</p>	<p>The fresh voters took an oath to participate in elections. They promised to follow all the voting rules. With determination, they committed to making their voices heard. This pledge marks their active role in shaping the future</p>
<p>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.</p>	<p>All the students above 18yrs have enrolled as voters in the electoral roll, College took initiatives to enroll such youngsters through the voter registration camps conducted in the college campus.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
508	439	333	349	380

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: 68

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

2022-23	2021-22	2020-21	2019-20	2018-19
34	32	27	34	33

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
180.20	76.36	101.63	128.57	144.26

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:

AACP is offering B. Pharm, Pharm-D, Pharm-D (PB) and M.Pharm (6 departments) which is affiliated to Rajiv Gandhi University of Health Sciences (RGUHS), Karnataka, and also offers Ph.D. programs in 6 disciplines. B.Pharm and M.Pharm are semester and Pharm D is an annual program.

Our Bachelor of Pharmacy program furnishes students with a comprehensive foundation in pharmaceutical sciences. Our Pharm. D program is meticulously designed to equip students with clinical expertise and patient-centred care skills. Additionally, AACP also provides the Pharm D (Post-Baccalaureate) program, tailored for aspiring pharmacists for advanced clinical training and practice opportunities.

Our institution proudly provides Ph.D. programs across 6 disciplines within the realm of pharmaceutical sciences. These programs serve as a cornerstone for aspiring researchers through rigorous research and scholarship.

Our academic programs adhere to the curriculum set forth by the PCI, ensuring that our graduates not only meet but exceed national standards, thus ensuring their preparedness for licensure and professional practice.

We adhere to the guidelines and norms established by our parent university, RGUHS in implementing our course curriculum. Our academic council plays a pivotal role in overseeing these processes. At the onset of each academic year, the academic council meticulously prepares the academic calendar ensuring clarity and transparency regarding key dates, events and academic milestones. This calendar is then promptly disseminated to faculty members and students, facilitating effective planning and coordination.

The time table at our institution are thoughtfully designed for effective delivery of lesson plans and to ensure timely deployment of the curriculum for both academic and co-curricular purposes. Our aim is to provide students with a conducive environment where they can conveniently participate in various activities, including theory classes, practical sessions, tutorials, Problem-Based Learning sessions, value addition programs, and certificate courses. Every faculty member diligently provides students with detailed course plan and lesson plan. These plans serve as roadmaps, guiding both teachers and students through the curriculum and ensuring that the syllabi are covered within the stipulated time frame. In addition to traditional teaching methods, our institution leverages Information and Communication Technology (ICT) tools to enhance classroom experiences.

Furthermore, to facilitate the pursuit of advanced knowledge and foster innovation and entrepreneurship

amongst students, we have established an Institution's Innovation Council (IIC). The IIC serves as a platform for students to explore innovative ideas, engage in research and development activities, and launch entrepreneurial ventures.

At our institution, we employ a comprehensive approach to monitor and support students' learning levels in various subjects. Through regular class interactions, sessional examinations, viva voce, seminars, project works, tutorials, assignments, and group discussions we continuously assess students' comprehension and progress.

Further to improve teaching methods or refinement of course curriculum, timely feedback is taken and necessary action is done. This not only benefits the students but also college as a whole it leads to a more effective and responsive educational environment.

File Description	Document
Upload 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: 08

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

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: 68.94

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

2022-23	2021-22	2020-21	2019-20	2018-19
326	356	0	329	374

File Description	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:

Integrating cross-cutting issues such as Gender, Environment and Sustainability, Human Values and Professional Ethics into the curriculum is a commendable approach for any educational institution, particularly in the fields like pharmacy where ethical considerations are paramount.

Professional Ethics: To instill a deep understanding of the ethical principles governing the pharmacy profession and to nurture a generation of competent and compassionate pharmacist our college organizes Orientation Programme for Freshers and Pharmacist Day Celebrations every year. Additionally our college observes Pharmacovigilance Week, wherein a series of events to raise awareness on drug safety among Physicians, Pharmacists and Patients are held which includes Pharmacovigilance related Quiz for students, Sensitization program on reporting of Adverse Drug Reactions to the Physicians and Community pharmacist and Public etc.

The curriculum for pharmacy students encompasses core subjects that form the foundation of professional ethics in pharmacy practice: Community Pharmacy, Jurisprudence, Hospital and Clinical Pharmacy which provides a comprehensive understanding of professional ethics, preparing pharmacy students to uphold the highest standards of integrity, compassion and professionalism in their future practice

Gender Sensitivity: Gender sensitization programs are an integral part to foster inclusivity and promoting awareness about gender-related issues. Throughout the academic year, various initiatives were organized to commemorate significant events such as International Women's Day, Self-Defense Workshops to ensure women safety, Suicide Prevention Day, Anemia Awareness camp for pregnant women and Osteoporosis camp for women's aged above 35 years.

Environment and sustainability: The NSS unit and Institution Innovation Council of AACCP observed National Pollution Control Day, World Environment Day etc. As part of the observance, rally was organized by the students, where they displayed informative placards primarily focusing on raising awareness about environmental pollution. Elocution competition was conducted where students took proactive measures to raise awareness about environmental pollution by tree plantation, conservation of energy, use of disposable materials and various other measures that might help us to sustain our environment in the longer run. Through their concerted and collaborative approach, the students have demonstrated their commitment towards promoting environmental sustainability and fostering a culture of responsible stewardship towards the planet.

Human Values: As future healthcare professionals, pharmacy students are encouraged to uphold and promote human values. In view of this, several health awareness campaigns like focusing on spreading awareness, prevention strategies and education and self-management techniques were conducted throughout the year. These campaigns included World TB Day, World AIDS Day, Nutrition Week, World Cancer Day, World No Tobacco Day, various Health and Blood donation camps. During these events, the students emphasized the importance of human values such as compassion, empathy, and social responsibility. They engaged in activities aiming at educating the public about the risks associated with these diseases and the importance of early detection and prevention. By actively participating in these campaigns, the students demonstrated their commitment to promoting human values and contributing to the well-being of society. Through their efforts, they helped raise awareness, reduce stigma, and empower individuals to take control of their health and make informed decisions.

File Description	Document
Upload Additional information	View Document

1.3.2

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

Response: 18.11

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

Response: 92

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 64.62

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

2022-23	2021-22	2020-21	2019-20	2018-19
172	147	104	93	83

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
194	194	195	189	155

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](#)

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: 36.09

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	8	8	8

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

2022-23	2021-22	2020-21	2019-20	2018-19
33	31	23	24	22

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 14.94

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:

The institution offers sufficient, updated and well-maintained infrastructure, educational resources and a strong teaching faculty who are committed to assist research, quality teaching and learning. The institute's approach to teaching and learning is much more student-centric than it was in the traditional classroom. By incorporating student centric methods into the teaching-learning process, the institute enhances and empowers students to take ownership of their learning journey. Additionally, designing activities beyond the curriculum helps to fill in any gaps and provides students with opportunities for holistic development.

Student centric Methods

Curriculum based	Institution's initiatives
<p>Experiential learning: Involves engaging students in activities that enable them to experience course content and boost students' involvement in the learning process, making it more interesting and memorable.</p>	
<ul style="list-style-type: none"> • Interactive lectures developing students' critical thinking skills • Practicals reinforcing theoretical concepts • Tutorials promoting interactive learning • Viva-Voce assessing a student's ability to think logically and defend their ideas. 	<ul style="list-style-type: none"> Assignments aimed at evaluating students' application and understanding of the subject Institutions Innovative Council initiative promoting Innovation/Entrepreneurship/Startup/critical thinking Expert Sessions/workshop/conferences by experts from Industry/Academics/Alumni Bedside teaching learning Pharmacovigilance internships Hands-on advanced instrument/software training workshops Field/Industrial Visits

Participative learning: Encourages students to work in a team enabling them to share ideas, solve problems and learn from each other's perspectives fostering collaboration skills.

<ul style="list-style-type: none"> Practice school to bridge the gap between theoretical & practical knowledge 	<p>Paper/poster presentations in national/international conferences</p>
<ul style="list-style-type: none"> Journal clubs updating the latest research 	<p>Charts/3D model preparations</p>
<ul style="list-style-type: none"> Internships of Pharm D students 	<p>Extra-curricular & cultural activities promoting diversity/equity/inclusion</p>
<ul style="list-style-type: none"> Industrial/hospital training for UG/PG 	<p>Skits/Roleplay/Rally/Placards/Leaflets distribution for community awareness programs</p>
<ul style="list-style-type: none"> Presentations improving communication skills 	<p>Diagnostic health camps with patient counseling</p>
	<p>Group discussions/projects/assignments</p>
	<p>Pharmaceutical Society formation fostering leadership/ communication/decision making</p>

Problem solving methodologies: Encourage critical thinking, logical thinking, communication and teamwork skills with collaboration.

<ul style="list-style-type: none"> Research projects critically evaluating research methods and findings. 	<p>Collaborative/Consultancy projects with industry partners or other institutions to drive innovation and knowledge transfer</p>
<ul style="list-style-type: none"> Pharmaceutical calculations 	
<ul style="list-style-type: none"> Case Studies 	
<ul style="list-style-type: none"> Ward rounds to assess drugs/transfusion/medical devices 	

reactions	<p>Community outreach programs to address societal challenges</p> <hr/> <p>Healthtech Hackathon</p> <hr/> <p>Workshops like Skill /Soft skill development/Resume building</p> <hr/> <p>EduTainment with different games</p> <hr/> <p>ICT-Enabled learning: Promotes self-directed learning and provides students with access to wealth of resources, facilitating communication and collaboration that offers students to take more control over their learning pace and style.</p>
Informative	<p>White boards/Projectors/Smart boards/3D-Classrooms</p> <hr/> <p>YouTube/Webinars</p> <hr/> <p>Softwares as</p> <ul style="list-style-type: none"> • ChemSketch & ChemDraw for chemical structure • Minitab & Stat-Ease Design Expert for design of experiment (DOE)

	<ul style="list-style-type: none"> • GraphPad Prism for basic statistics • PyRx/AutoDock Vina for Docking studies • Ex-Pharm to simulate drug actions on different animals
	PVPI database/VigiFlow for reporting adverse drug reactions/events
	HELINET/E-journal/E-text books
Communicative	Google classrooms
	NeduSoft
	Telecommunication/E-mails/College website/Social media handle
Constructive	Digital notes/Google forms/Canva-Visual suit
<p>The institution is playing a crucial role in advancing the institute's mission, fostering a vibrant academic community and making meaningful contributions to society. Overall, this student-centric approach inculcates a dynamic and supportive learning environment conducive to academic success and personal growth with diverse perspectives.</p>	
File Description	Document
Upload 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:** 79.21**2.4.1.1 Number of sanctioned posts year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
42	42	40	39	39

File Description**Document**

Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)

[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:** 43.13**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**

2022-23	2021-22	2020-21	2019-20	2018-19
15	13	12	15	14

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](#)**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:

Internal and external assessments are conducted transparently by AACCP, and students can file complaints through institution and university-defined procedures.

Examination Committee: In compliance with university regulations, the examination committee describes the institutional procedures for conduct of sessionals. The Committee disseminates the examination schedule that is scheduled for each programme as well as the pertinent examination regulations that must be followed when administering the exams. This covers the processes for dealing with unethical tactics used by students, their consequences, and the time allotted to faculty members to gather and turn in the response sheets and creates the marks list.

Assistance by Faculty: Faculty instructors act as coordinators, educating students about the test process and helping them to grasp it. They provide a point of contact for parents and children to discuss academic issues pertaining to tests. Teachers raise awareness; provide updates and direct students towards the right path in relation to assessments and questions.

Class teacher: Students need to get their internal examination answer sheets from their respective faculty members in order to check them for any calculation errors and to speak with them about how to make improvements. The corresponding faculty members thoroughly explain to students the procedure of continuous assessment well in advance of any such assessments taking place. This covers the transmission of evaluation criteria like question-answering on the subject, report writing and communication skills, as well as the method to be used, including case study analysis, presentations etc.

Improvement in Internal Assessment marks: A re-sessional exam is held with prescribed syllabus if a student fails in semester & wants to improve his scoring. The improvement marks are kept in a separate document called a "RE-SESSIONAL REGISTER" and are forwarded to the university, assisting them in passing those subjects easily.

Grievance Mechanism:

1. **Institute level:** The faculty member in question should be contacted first if a student has a grievance regarding the evaluations (THEORY & PRACTICAL). After that, the student can go to the grievance wing of the examination committee (Sessional Examination-in-charge) to have the matter reviewed. When unethical methods are used in internal exams, the Chairperson is notified, the student has a chance to argue their case, and the sessional in-charge judgement is final. Subject to the case's authenticity, absence in IA exams due to medical/public interruptions may be considered. In such instances, the principal/class teacher may grant permission to student to retake internal exams after submitting medical certificate as proof. An exam committee also considers unexpected events/ emergency scenarios in rearranging exams to protect pupils. In case of dissatisfaction of marks obtained in internal marks, students will be given the academic grievance form to fill in their query which will be addressed by the concerned subject teacher. Any grievances by the student are addressed between 3-4 working days.

2. **University level:** Exams are conducted in accordance with the RGUHS guidelines, the affiliated

university. The theory answer scripts are evaluated digitally. Students unsatisfied with marks can request for a Photocopy complying with university regulations

File Description	Document
Upload 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:

Outcome-based education (OBE) is a pedagogical approach that has gained attraction in various academic institutions worldwide, including those offering pharmaceutical education. At the heart of OBE lies the Learning Outcomes (LOs), which serve as guiding principles for designing, implementing & assessing educational programs. In the context of pharmacy education, LOs are instrumental in shaping the curriculum to equip graduates with the necessary knowledge, skills, and attitudes for success in their professional careers.

Institutions offering B.Pharm, M.Pharm, and Pharm D programs recognize the significance of LOs and have integrated them into their educational frameworks. These LOs are delineated into Program Specific Outcomes (PSOs), Program Outcomes (POs), and Course Outcomes (COs), each serving a distinct yet interconnected purpose.

PSOs encapsulate the core competencies and goals that graduating students are expected to achieve, providing a roadmap for their educational journey. They encompass a wide spectrum of areas, including pharmaceutical sciences, patient care, communication, ethical practice, and professional development. By clearly defining these outcomes, institutions ensure that students are equipped with a comprehensive skill set that aligns with industry standards and expectations

POs formulated in adherence to guidelines set forth by NBA, to encompass both theoretical knowledge and practical skills essential for professional practice. These outcomes emphasize the development of a well-rounded skill set valued by employers, ensuring that graduates are adequately prepared for the demands of their respective fields.

COs on the other hand, are tailored to individual courses and are aligned with the broader goals of PSOs and POs. Crafted by faculty members, these outcomes delineate specific, measurable objectives that students are expected to achieve upon completing a particular course. By employing Bloom's Taxonomy and utilizing action verbs indicative of domain-specific achievements, COs provide a framework for course design, delivery, and assessment.

The institution places a strong emphasis on communicating the importance of LOs to all stakeholders, fostering transparency and accountability in education. Various initiatives, including faculty workshops, seminars, student induction programs, and parent meetings, serve to disseminate information about LOs and their significance in shaping educational experiences.

At the outset of each semester, faculty meetings underscore the importance of POs and COs, ensuring that educators remain cognizant of these outcomes in their teaching practices. Similarly, during pre-enrollment and orientation programs, students are introduced to LOs, enabling them to make informed decisions about their educational pathways and track their progress towards achieving program goals.

Course coordinators play a pivotal role in reinforcing LOs at the course level, emphasizing syllabus details and aligning course objectives with program outcomes. To further enhance visibility and awareness, POs are prominently displayed in laboratories, classrooms, noticeboards, and the college website, while COs are integrated into practical record books for easy reference.

This comprehensive approach of dissemination about LOs underscores the institution's commitment to academic transparency and student-centric education. By fostering a shared knowledge of educational goals between faculty and students, the institution ensures that graduates emerge not only with the requisite knowledge and skills but also with a profound sense of purpose and direction in their careers.

File Description	Document
Upload Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The institute, affiliated with the RGUHS, adheres to prescribed syllabi and examination schemes. Course outcomes (COs) are formulated by course coordinators. The program curriculum offers a combination of mandatory courses that provide a strong foundation and elective courses that allow students to pursue specific areas of interest. This ensures students acquire the essential knowledge and skills defined by the POs while also having the opportunity to specialize.

Assessment Protocol of Learning Outcomes:

The institution employs a robust evaluation mechanism for assessing CO-PO attainment, using a scale of 0-3 based on performance in Continuous Internal Assessment (CIA), internal exams, and university exams.

COURSE OUTCOME ATTAINMENT:

Minimum Attainment Level: A minimum attainment level of 50% is set for B. Pharm & Pharm D/Pharm D PB and 60% for M.Pharm outcomes.

- **Direct Assessment (COs): (20% weightage)**

1. CO attainment is calculated through internal assessment (25% weightage) and end semester exams (75% weightage), including both theory and practical components.

Attainment Levels: 60% students scoring ? 60% marks (Level 1), 60-70% students (Level 2), and ? 70% students (Level 3).

- **Indirect Assessment (COs): (80% weightage)**

1. Course outcome exit surveys: On completion of the course, the students are individually provided with a questionnaire to rate each course on a scale of 1-3 where 1= Least satisfactory, 2 = Average Satisfactory and 3= Most satisfactory

2. Course End Surveys: On completion of the semester/year, the students are individually provided with a questionnaire to rate each semester/year on a scale of 1-3 where 1= Least satisfactory, 2 = Average Satisfactory and 3= Most satisfactory

CO-PO Mapping Matrix:

The course coordinator will create CO statements, and will map with any potential POs based on the relationships that exist between them. Nevertheless, the POs could be left blank and aren't always matched to a certain CO.

The various correlation levels between CO and PO/PSO are:

- '3' corresponds to a high correlation;
- '2' corresponds to a medium correlation, and
- '1' corresponds to a low correlation,
- '0' corresponds to no correlation.

PROGRAM OUTCOME ATTAINMENT:

PO attainment undergoes recalibration, leveraging data from academic cycles within the period of accreditation, customized to suit the unique duration of each program batch. This allows for a more comprehensive picture of student learning and program effectiveness. The direct attainment level of a PO is determined by averaging the attainment of all course outcomes (COs) that contribute to that PO. This

ensures a more robust and reliable measure of PO attainment that all courses within the program are considered when evaluating how well students are achieving the overall program goals.

PO attainment is calculated using a weighted average:

- **Direct Tools (Course Outcome Attainment): 80% weightage.**
- **Indirect Tools (Surveys and Feedback): 20% weightage.**

Graduate Exit Surveys: Upon program completion, students receive individual questionnaires to evaluate the teaching-learning process and infrastructure, utilizing a specified rating scale as outlined.

Overall, by employing this comprehensive assessment protocol, institute demonstrates a commitment to outcome-based education. The institute ensures continuous evaluation of CO-PO attainment, facilitating ongoing improvement and alignment with accreditation standards and industry expectations.

File Description	Document
Upload Additional information	View Document

2.6.3

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

Response: 90.69

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

2022-23	2021-22	2020-21	2019-20	2018-19
81	77	52	63	68

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

2022-23	2021-22	2020-21	2019-20	2018-19
83	80	56	79	78

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.92

File Description	Document
Upload database of all students on roll 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: 1.05

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)

2022-23	2021-22	2020-21	2019-20	2018-19
0.52	0	0	0.53	0

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:

Ecosystem for innovations & research: The organisation has established an ecosystem for knowledge acquisition and transfer through innovation, research, and other related activities. This makes it easier for teachers, Research scholar, Post graduate scholars and Under Graduate students to engage in research projects. Under the direction of the Principal and all HODs, the institution formed the Research and Development Cell to oversee and manage matters pertaining to research, intellectual property rights, and short-term initiatives. Under the cell, books and research papers have been published by the faculty, in the reputed journal with impact factors. Recently, the faculty have published their research paper in high-impact journals with IF = 4.8 and progressive improvement has been started.

Objectives and Functions of the R & D Committee:

- To create an research culture among faculty members and students.

- To motivate, identify and assist with funding from Management as well as funding agencies like RGUHS, CSIR, DRDO, DST, KSPC, ICMR and AICTE.
- To process the funding proposals to organize workshops, seminars, and conferences for RGUHS.
- To motivate faculty members and students to publish papers/articles in national and international reputed journals.

Action taken: It is recommended that faculty members publish more research articles and apply to get finance from different sources for both small- and large-scale research projects, arranged conferences, seminars, and workshops to encourage faculty, research scientists, and students to engage with former students who have succeeded as entrepreneurs through alumni groups. Seminars are organized to provide a platform for students, research scholars, and faculty to interact with industry experts and eminent academicians and to obtain information about the latest trends in the field of pharmaceutical research. Every year teachers as well as UG and PG students take part in workshops pertaining to IPR and research. At conferences, research scholars and students present their findings orally or through posters.

Impact of Action taken: Teachers took the Ph.D. admission exam, and the majority of them have enrolled in the programme. Faculty members' publications in national and international journals have increased significantly. It was the idea of faculty members to join several professional organisations and associations. For example, IPA, APTI and APP. In addition to hosting webinars, faculty members have advised students to do the same in order to gain exposure to the process of preparing research proposals, research papers, and manuscripts—even in the midst of a pandemic. Faculty members have indicated interest in attending a variety of offline and online FDPs in order to expand their knowledge. During the period of 2018 to 2023, the faculty has participated in around 100 seminars, conferences, and webinars that have been arranged by both the university and other institutions. Teachers and students received training on sophisticated equipment to impart knowledge on instrumentation, handling, and applications of the expensive devices. The lab and library spaces established by the institution are open to use for faculty members seeking doctorates.

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: 35

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	12	9	2	2

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: 1.43

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

2022-23	2021-22	2020-21	2019-20	2018-19
41	25	6	11	14

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:** 0.07**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**

2022-23	2021-22	2020-21	2019-20	2018-19
1	3	1	0	0

File Description	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

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:**

Al-Ameen College of Pharmacy has created an instinct for extension and outreach activities carried out in collaboration with various stakeholders from industry, public sectors, Government and Non-Government organizations. The institute has adopted five villages. Our NSS team provides numerous activities and services to the public that they might not otherwise be able to. In presence of faculty, the institution has given opportunity to the students to expose themselves to public services. So that, the students became aware and bring awareness among the public community. Various initiatives were carried out, including blood donation campaigns, health screening camps, clean environment initiatives, and school-based health awareness projects. The information was provided using display of poster, Audio visual aids, rally. The orientation program was organized for the newly admitted students on antiragging, sexual harassment, and drug abuse in liaison with the police officer in order to create awareness.

Activities addressing social & gender issues:

Al-Ameen college of Pharmacy in coordination with NSS unit organizes awareness Programmes. The Programme included rallies, Health Camp, blood donation camp. Awareness programmes have been regularly conducted. During the health check-up camp, doctors from nearby health care centers are

invited to conduct the program. Special lectures and skit presentations programmes were conducted on the subjects relating to gender equity.

Blood Donation programme:

The College has been organizing the blood donation camps to create awareness and motivate students, faculty and public for blood in Bengaluru. In the past 5 years the Institution has organized 3 blood donation camps in co-operation with various Government and Non-Government organizations.

Impact of extension activities on students:

The impact of extension and outreaching activities organized by the Institute has developed a sense of understanding in students about social issues in neighborhood communities. Coordination, leadership, time management, self-discipline, public awareness, and an awareness of the needs of community problems have all been fostered by the students. Such program motivates and creates inspiration for youth to have a sense of empathy for the ailments of the mankind. Social activities like Blood donation, Yoga Day, World diabetes day, World hepatitis day, World Tuberculosis day, World AIDS day, World cancer day, world Immunisation day, Breast feeding week, National Nutritional day No Tobacco Day, world suicidal prevention day, Anemia awareness camp, Dengue awareness programme and many such programme have imbibed moral values, social responsibilities and a sense of belongingness among students. It has achieved a success to give up bad habits and motivated the public to live in harmony and peace. Among the several extension activities conducted, the most noticeable one is the Unnat Bharat Abhiyan programme i.e Government of India sponsored national programme. The Institution has conducting regularly community outreach programmes, these programmes include the Swachh Bharat Abhiyan activities, awareness building activities and curative activities like conducting health checkup and treatment

File Description	Document
Upload Additional information	View Document

3.4.2

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

Response:

Al-Ameen college of Pharmacy has received various awards and recognitions by the government and officially recognized organizations for excellence in academics, community based services, and health care awareness programme. The Institution's faculty, staff, and students have given 232 units of blood to the Society during the past five academic years.

- NSS unit of Al-Ameen College of Pharmacy in association with Karnataka Police Department conducted International Day against Drug Abuse and Illicit trafficking.
- NSS unit of Al-Ameen College of Pharmacy in association with Karnataka Police Department

conducted Crime Prevention Month.

- NSS unit of Al-Ameen College of Pharmacy in association with BBMP Hospital conducted Head and Neck Cancer Day.
- NSS unit of Al-Ameen College of Pharmacy in association with BBMP Hospital conducted Breast Feeding Week.
- NSS unit of Al-Ameen College of Pharmacy at SHVNM Government PU College for Girls conducted Drug Safety Awareness
- NSS unit of Al-Ameen College of Pharmacy in association with IPA conducted a health awareness and screening health camp on regular basis. In this camp around 3000 people were screened for diabetes.

The institute has received token of appreciation from various stakeholders.

File Description	Document
Upload 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: 19

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	8	2	1	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

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 classrooms are well-designed for teaching and learning with a seating capacity of 60 to 100 students. A total of 09 classrooms are available. All classrooms and discussion cabins are having state of art ICT facilities which include 3D classrooms, access to the Zoom Platform and information and knowledge enhancement with the softwares like micromedix, simulation and Lexicomp.

All classrooms are equipped with white boards and LCD projectors and are ICT enabled. The boards are installed in places with proper lighting. Remote operated projector screens and LCD projectors are provided in 07 lecture halls. Two standby portable LCDs are also available. Classrooms are WiFi enabled with state-of-the-art infrastructure and facilities. Classrooms are under the constant supervision of CCTV and are provided with adequate lighting and ventilation facilities. The windows are provided with vertical blinds/curtains to control brightness as required. The overall ambience in classrooms is good and ergonomic seating is arranged for the comfort of students. 1 seminar hall is provided on campus. Regular classes are scheduled for optimal operation of the available physical infrastructure as per the timetable. Sophisticated equipment available in the laboratories (machine room) is used for effective teaching and learning practice. SOP and log book is maintained throughout the academic year under the supervision of the lab instructor.

- AACP is equipped with ERP software named NEDUSOFT SOLUTIONS. This ERP software enables AACP to facilitate attendance, progress report, assignments, lesson updates, notes & feedback of students to parents etc.
- The institution has a separate seminar hall to conduct seminars/workshops and related activities as and when required. Also, there are a few seminar halls on campus that are used for the same purpose. In addition to the regular activities, all the labs and instruments are used for the PG, Ph.D., collaborative, and consultancy works.
- All laboratories are established as per norms of Apex body. All the laboratories are equipped with modular and functional workspaces integrating the student needs like water, electricity and gas. The laboratories are designed with the safety features embedded in the infrastructure resulting in an excellent ambience and atmosphere for academic and research work. The college has 18 laboratories namely Pharmacognosy lab I, Pharmacognosy PG Lab, HAP Lab, Pharmacology lab Pharmacology PG Lab, Pharmaceutical Chemistry Labs I II III, Pharmaceutics Lab I, II & Physical Pharmaceutical lab, QA lab, Pharmaceutical Microbiology Lab and Machine Room I. In order to promote research activities College is equipped with state of art 5 research labs of each

department separately.

- A college cultural committee comprises both faculty and students to look after all cultural activities. We have fully air conditioned & high tech auditorium along with open air theatre. Students are encouraged to participate in different cultural activities including youth festival, Onam celebration and events organized by different Institutions. Annual Cultural Fest is organized every year from past few years and students are encouraged to participate in Essay writing, Creative writing, Mehendi, Cartooning, pencil sketching, face painting, spot painting, computer games, photography, pick and speak, quiz, vegetable carving, fireless cooking, Antakshari, Rangoli, treasure hunt, singing, dancing. Annual Day Finalist Event Show, Stage events etc.
- Al-Ameen College is having a CCSEA approved animal house and is well equipped for in house breeding of research animals such as rats, mice etc.

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: 3.45

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

2022-23	2021-22	2020-21	2019-20	2018-19
13.63	01.62	0.09	0.39	06.06

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

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:

Al-Ameen College of Pharmacy (AACP) Library is dwelling on new digital initiatives. The Library & Information Center of AACP caters to the academic interests and research needs of the students, faculties, and Research scholars' community. AACP Institute has a full-fledged Library Resource Center. Well stocked with over 16,881 print books, 7356 titles, 2761 Theses and dissertations, 845 bound volumes, 104 e-journals, 3935 (Helinet) e-books, 3935 online database, 20 journals and hardcopies, 200 rare books also centers house Books, periodicals, Theses and dissertations relevant reports, standards, annual reports, magazines, newsletters, e-books, e-journals, etc. An automated set-up with a user-friendly portal providing single-point access to e-resources, the libraries have a rich collection on various subjects like Pharmaceutics and industrial pharmacy, pharmacy practice, Pharmacology, Pharmaceutical chemistry, Pharmacy practice, Quality assurance, Pharmaceutical analysis, Pharmacognosy.

The Central Library of AACP is automated by using NewGenLib Software which is an integrated library Management system. Central library of AACP is maintaining AMC every year to control the functionalities and effectiveness. The Commercial version of NewGenlib Software was purchased by AACP in 2022. Before that the software was free. NewGenLib as an advanced ILMS system provides various advanced features such as –

1. Flexibility of defining own search field in OPAC.
2. Search in OPAC.
3. RFID support.
4. Cataloguing.

Situated at the silent and comfortable location of the Campus, provides an ideal environment for intellectual inquiry with its multiple Study Spaces, Research Assistance, and Reading, Learning, and Instructional Resources. The State-of-the-Art facilities were established to provide much-needed services to support excellence in Teaching, Learning, Research, and Extension. The User-focused facilities and services provide seamless access to resources and evaluate Scholarly information to learn and create new Knowledge. The central library caters to over 800 Students pursuing Undergraduate and Postgraduate Courses, and about 50 Faculty and Staff members. The Virtual Learning Resource Lab and Study Carrels with Computers in a networked environment provide Internet access, Digital Learning Resources, and Online access to major E Journals and e-Books on Science and Technology, Management, Health Sciences, and Social Sciences available from HELINET. Central library is well equipped premium ICT facilities with 17 computer systems with internet (wifi), scanners & printers. Centrally well-protected Fire alarms, CCTV surveillance provide much-needed security. Qualified, experienced and well-trained Library professionals serve the user community with excellence and provide assistance in meeting academic and research information needs. Comfortable and cozy space as seating is for students in order

to concentrate more in studies.

File Description	Document
Upload 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 aims at providing education to students in the best possible way. The institution frequently updates its IT facilities where the college takes care of maintenance or updating of the computers every year. The college ensures to provide high end computers so that students get benefitted and updated with the current softwares. The IT infrastructure of the college is maintained by trained and experienced professionals. The objective of computer center is to provide state-of-the-art and robust hardware facility, softwares and networking support for securely maintaining the College Academics, Administration, Examinations and Research related activities. The Wi-Fi enabled campus provides a 24x7 internet facility. The institution also has high quality persistent bandwidth offering high speed and uninterrupted connectivity which is hacking resistant and secure. The coverage of Wi-Fi is not only provided to class rooms but also extends to all the areas including library. The Wi-Fi accessibility in the library enables faculty members and students to use the resources for improving their knowledge.

Updating of Wi-Fi and IT facilities is frequently carried out in the campus. Two secure internet leased lines are available on the campus with 75 MBPS primary and 10 MBPS backup source. Presently the institution is having bandwidth of 85 MBPS. ICT infrastructure consists of: Wi-Fi facility on the campus Web-based instruction through Audio Visual Aids LCD projectors provided in all class rooms and seminar halls PPTs to facilitate efficient teaching learning process Internet Bandwidth Availability.

Internet Bandwidth

Year	Bandwidth
2022-23	75 mbps
2021-22	50 mbps
2020-21	50 mbps
2019-20	25 mbps
2018-19	25 mbps

All the departments are connected using LAN systems. The wired infrastructure is built over robust equipments with enhanced security features. To ensure maximum security to the IT infrastructure, a high

level security process has been put in place with front end router firewall that monitors traffic and other security features. AACCP continuously strives to provide state-of-the-art technologies and update its ICT facilities to ensure efficient functioning. AACCP is having a well maintained ICT infrastructure with 86 Computer systems, 31 Projectors & 23 Printers.

All the systems are provided with the following configuration

- Product code: LENOVO M 900 SFF
- Processor: 6th Generation Intel i7 Processor(6700 @3.41GHz)
- OS: Windows 10 Pro 64x
- Graphics: Intel® Integrated Graphics 530
- Memory: 2 x 4Gb DDR 4 (supports upto 64Gb)
- Storage: 1Tb Hard disk Sata
- I/O (Input/Output) Ports: Front: 2 x USB 3.0
- Optical Drive: DVD Rom
- 2 x USB 2.0 (Optional)
- 2 x Audio
- Rear: 6 x USB 3.0
- VGA port
- DisplayPort™ 1.2 + DisplayPort™ 1.2
- 1 x Serial
- 1 x LAN
- 3 x Audio
- Cabinet: SFF (small form factor)
- Power Supply : 210 W
- Keyboard and mouse
- 24” Led Lenovo Monitor

File Description	Document
Upload Additional information	View Document

4.3.2

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

Response: 6.05

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

Response: 84

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

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: 17.56

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)

2022-23	2021-22	2020-21	2019-20	2018-19
15.70	08.96	15.01	27.49	43.62

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

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: 1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	5	5	5	3

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

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: 60.38

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

2022-23	2021-22	2020-21	2019-20	2018-19
330	319	207	172	185

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: 64.81

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

2022-23	2021-22	2020-21	2019-20	2018-19
40	53	23	46	59

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

2022-23	2021-22	2020-21	2019-20	2018-19
81	77	52	63	68

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

5.2.2

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

Response: 22.86

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.)

2022-23	2021-22	2020-21	2019-20	2018-19
13	5	4	1	1

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

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: 23

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	6	0	3	4

File Description	Document
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	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: 3.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	5	0	4	4

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 Concept of alumni association evolved for needs from both the ends i.e., academicians and professionals in the aim of building a bridge between college life and career life, so that the fresher are made proactive to face the current challenges of competitive professional world. Both ends shall work hand in hand to help each other for achieving the goal. The idea took shape and hence formation of alumni turned into a reality.

Alumni Association of AACP is a registered association bearing registration number I431ZO07-08 it has approximately around 1000 registered students as life members. Alumni association comprises of a working committee with 6 members. The association conducts alumni meet once in two years reunite old students and encourage current students along with the faculty for the interaction in the campus. The interaction helps them to know and share the knowledge with the current students. A complete data of alumnus is been maintained in the website. Most of the alumni are well placed in many esteemed organization/institution at corporate level. Our alumni are invited for guest lectures which helps the students to interact with their seniors and know the current scenario of industry and the alumni help student by giving them placement and contacts.

Our last alumni meet was held in the month of September 2023.

Our Mission:

- To re-unite in the nest from where we grew and flew off.
- To build a bridge between college life and career life, so as introduce present students to the profession world and to make them proactive to face the challenges that may emerge in their career path.
- To provide job opportunities to fresh bachelors through references of professionals.
- To conduct orientation and training programs to students on various topics to enhance their skills.
- To create awareness among students about the scope of their subject in the professional world.
- To provide a platform for students to develop their qualities.
- To participate in social welfare activities for social accountability.

Plan of action:

1. Conducting periodic meetings of the committee to chalk out plan of action. Conducting training session on industry practices and professional approach by industry professionals.
2. Conducting personality development trainings. Interview answering skills and confidence building programs.
3. Interacting with unemployed ex- students to find probability of employment with reference of professionals.
4. Conducting social welfare activities such as blood donation, health awareness programs tree plantation, cleanliness drive etc.
5. Re-unions of ex- students.
6. Felicitation of achievers.

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:

AACP, Established under the aegis of Al-Ameen Educational Society in the year 1983, with a Vision of "A Grooming arena for better Individuals & Pharmacists". The college has been a nurturing ground for pharmaceutical professionals and is constantly seeking to update the quality of its education by actively participating in research activities to remain on the cutting edge.

- The Moto of AACP is to provide best knowledge, nurture talent and promote holistic development blended with excellence to create future leaders. In recognition of the Excellence in Educational standards, AACP has been accredited & re-accredited earlier by NBA & Ranked by NIRF amongst top 100 Institutions in India. The college presently offers D.Pharm, B.Pharm, Pharm D, Pharm D(PB), M.Pharm & PhD programs in pharmacy.
- AACP has built up a strong infrastructure with sophisticated equipment's, State-of-Art laboratories and advanced facilities to nurture and Upgrade pharmaceutical professionals with a commitment to provide Excellent quality education, research and skill development in the field of Pharmacy by conducting webinars, seminars, workshops, conferences and FDP programs.
- AACP Continuous Interaction & Collaboration with National and International Universities, Institutions, Companies and Industries is maintained to ensure that the learning Program remains relevant to the changing trends in pharmacy. AACP has attracted funding and grants from various government and non-government Organizations & Universities such as RGUHS, ICMR, AICTE, DST, and VGST etc.
- AACP has constituted various Committees to ensure all educational, research and extracurricular activities run smoothly throughout the year.
- AACP has a well-established Drug Information Centre for all health care professionals and has been recognized as the Peripheral Centre by CDSCO New Delhi for monitoring adverse drug reactions.
- The College has an excellent dedicated Central library and Information Centre including

HELINET, which is one of the central support services of the institution, along with library for each department, acting as a primary source of information for students, faculty and researchers.

- The Placement Cell is committed to develop dynamism, strong human values, and technocratic and good leadership qualities in all our students by providing skill development programs.
- AACCP have a strong Alumni network of students holding prominent positions in various organizations in variety of sectors both in national & international level.
- NSS team in Collaboration with reputed hospitals & NGO's provide free health care services & Awareness programs to general public.
- The counseling cell provides advice, supportive & holistic environment and necessary counseling to students with team of mentors to achieve success during their learning journey at AACCP.
- A well-equipped and certified CPCSA animal house with State-of-art facilities is also maintained.
- AACCP also provides separate hostel facilities for both boys and girls along with transportation facilities. Girls and Boys hostel of AACCP is a sweet home away from home.
- Sports & Cultural Activities are conducted every year to motivate our students & to showcase their talents.

All these Infrastructure Facilities, Knowledge, Guidance & Support have been provided to students to nurture and groom them into better Individuals and Pharmacists.

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:

AACP Established in 1983 under the aegis of Al-Ameen Educational Society. The administrative leader is the Principal, who manages all the day to day activities of the institution in Co-ordination with management. Each department is headed by senior qualified staff as HOD along with Associate & Assistant Professor. All department activities will be delegated by HOD's and staff members.

During Advisory meeting critical inputs from HODs, faculties and Coordinators will be taken into Consideration for framing Various Policies such as Recruitment/Appointment, Promotional, Performance Appraisal etc. and constituting College Development Committee & various other Committees like Sessional committee, Placement committee, Cultural committee etc. to ensure all educational, research and extracurricular activities run smoothly throughout the year.

Budget planning and allocation of funds for each department is approved by the Governing council of AACP.

Some of the key elements of governance, Leadership & Management at AACP are

ADMINISTRATION

1. Biometric attendance has been practiced for staff members and students.
2. The faculty can apply for CL, EL, SPCL & ML by recommendations with HOD signature on forms and final approval from Principal.
3. The Admin communications are through official circulars sent via WhatsApp & E-mail.
4. The Administrative sections monitor the engagement of theory & Practical classes by Staff members through LMS Software & CCTV.
5. The college supervises all the services through the ERP software.

FINANCE & ACCOUNTS

1. The accounts of the AACP are maintained through the Tally software.
2. The monthly salary slip can be viewed by the faculty in the Office/Can get a hard copy.
3. The tuition fee & other fees payment and dues of students are monitored through the ERP App/bank portal for any financial assistance or guidance.

STUDENT ADMISSION AND SUPPORT SYSTEM

1. Student Admission is carried out online through college website and updated through the Students Module of LMS Software.
2. LMS software system is been practiced by teachers to record the attendance, send notifications, assignments for students and parents can have access to monitor their wards Attendance.
3. Parents phone no & E-mail account is registered in the LMS software & SMS to get their wards day to day academic activity details.
4. Regular Mentor-mentee & Parent-Teacher meeting are also arranged.

EXAMINATION

1. Examination Committee headed by Chief Superintendent (Principal), Deputy Superintendent and other teaching & Non-teaching Staff members conducts examination for all courses.
2. Examination notifications and Time Tables of RGUHS are notified on the notice board of the college/respective class WhatsApp groups.
3. Sessional Committee meets regularly and conducts internal sessional & Re-sessional exams as Scheduled.
4. Internal Assessment Sessional marks obtained by the students are uploaded into RGUHS portal online before the university deadline & hard copies sent to university with student signatures.
5. Final Examination: Filling of exam forms, payment of fees, downloading Admit cards are done through online mode from RGUHS portal.

The Academic Examination Committee and Sessional Committee together oversee the complete process of internal Sessional exams & University exams under the supervision and direction of Principal.

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:

Al-Ameen College of Pharmacy has several welfare measures for the well-being of teaching, non-teaching, and administrative staff. The institute is keen on extending the benefits of the “Employees Provident Fund” to the employees of AACCP. The regular employees including teaching, non-teaching and supporting staff are provided with PF benefits from the day they join the Institute, the Employee State Insurance Corporation (ESIC) Scheme is introduced to benefit the class 4 employees for Medical Emergencies.

The management of Al-Ameen College of Pharmacy provides 15 Casual Leaves (CL), 02 Restricted Holidays (RH) and 10 Earned leaves (EL) for eligible staff members in a year. Annual vacation is given to only teaching faculty during semester breaks. Additionally, Special Paid Casual Leave (SPCL) will be provided for doing research work, attending seminars, conferences, Faculty Development Programs, workshops, and university-allotted external examination duties. Al Ameen College of Pharmacy also encourages the entire faculty to participate actively in various training programs. Other additional benefits include paid maternity leave (ML) for woman faculty for two (02) months and sanitary pads Incineration facility for Women staff and Girl students.

Al-Ameen College of Pharmacy encourages and supports all the faculties with adequate facilities to do research and pursue their Ph.D. Financial support by providing Registration fees to all the faculty

members to attend Conferences, Workshops, Seminars and symposiums at National and International level both in offline & Online mode. It conducts various programs for the development of technical skills, professional & Research activities of the staff members. Staff members are also sponsored & permitted to attend any workshop, conferences and FDP programs organized by AACCP. Practical training on e-governance by Nedusoft Edutech team is also provided for teaching, office and technical staff.

Al-Ameen College of Pharmacy provides Transportation facility for Industrial Visits, Incubation Unit Visit and any other official visit. Each and every Department & staff has been provided with dedicated Computer system along with Printer, Scanner and Xerox facility with 24 hours internet availability.

AACP is planning to extend its complete support in patenting the research outcomes and other novel innovative ideas, Membership fees for professional Bodies and Publication Charges for publishing their research work in highly reputed Journals like Scopus Indexed, UG Care Journals.

AACP also provides various welfare programs to Non-teaching staff members such as basic training in computers, theory and practical sessions on safety measures and use of fire Extinguisher during fires, training & precautions to be taken while handling corrosive and toxic chemicals & solvents in labs, Preparation of Reagents and solutions for practical classes.

Al-Ameen College of Pharmacy has a Dress Code where in the teaching faculty has been provided with Blazers, to be worn for theory Classes and any official programs of the college and Apron while conducting Practical Classes. Non-Teaching staff are provided with uniform for Gents and Apron for ladies. Teaching Faculty has a dedicated space for Refreshment in college Premises.

Health care Facility is provided in the campus with Doctor available from 10:00 AM to 5:00 PM throughout the week.

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: 32.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
20	25	0	5	2

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

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: 2.86

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

2022-23	2021-22	2020-21	2019-20	2018-19
03	02	01	0	01

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

2022-23	2021-22	2020-21	2019-20	2018-19
28	19	20	9	9

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:

Al-Ameen College of Pharmacy (AACP) is a self-financed private minority institution affiliated to Rajiv Gandhi University of Health Sciences Karnataka, and recognized by Pharmacy Council of India & approved by Govt. of Karnataka. Our College AACP maintains and follows a well-planned strategy for the mobilization of funds and resources for academic, research and other curricular activities.

Departmental budget plan is prepared by the department Head of the Department & forwarded to Principal before the commencement of the academic year and it is presented before the Governing Council (GC) of AACP for final approval.

The funds of AACP are mobilized through the tuition fees collected from the students as per the university/ government/Management norms. These funds are utilized for Salary of the staff, development of infrastructure & maintenance of academic facilities and overall development of the college such as purchase & maintenance of Equipment's, Annual Maintenance Contract (AMC) of Sophisticated Instruments, Purchase of chemicals, solvents & drugs, inter-disciplinary activities, Guest lectures and Information and Communication Technology (ICT) tools for the departments & WIFI connection charges.

The accounting and purchase department of AACP, in consultation with the principal, ensures that the expenditures are within the budget allotted. A sufficient amount of money is allocated for conducting regular teaching-learning practices, and training programmes.

The funds are also mobilized by faculty members of AACP through various research grants from various

funding agencies like All India Council for Technical Education (AICTE), Vision Group on Science and Technology (VGST), Department of Science & Technology (DST) and Rajiv Gandhi University of Health Sciences (RGUHS) Karnataka. Few UG research grants are also received from the RGUHS to the 7th Semester B.Pharm or 4th Year Pharm-D students of AACP with an aim to motivate and inculcate the research skills among UG students.

The funds generated through Faculty & UG research grants are utilized for the procurement of chemicals and reagents, purchase of lab equipments, up-gradation of lab facilities, publishing of research papers. In addition to this, the funds generated by various industrial-related projects, Consultancy services and the revenue generated through it by each department by utilization of Department equipment's or instrument to other college UG/PG/Ph.D scholars/staff members with minimal fees are utilized for upgrading Lab facilities, conducting training programmes and FDP Programs, research and development activities.

Scholarship Committee of Al-Ameen Educational Society provides scholarship for deserving students of merit & minority community till the completion of the course.

Yearly Budget allocation is done for central Library for renewal of Helinet, Purchase of Books, Maintenance of library, Infrastructure, Computers, Fans Chairs etc.

A calculated amount of funds are reserved for Talents Day, Sports Day, and Graduation Day & Fresher's Day which will be conducted once in a year. Industrial persons & Academicians are invited for Guest lectures, Guests/Resource person for workshops, Seminars & Celebration activities are presented with Travelling Allowances, Mementos and other materials.

The entire fund Mobilized & utilized is subjected to auditing by a chartered accountant every financial year to ensure transparency in the utilization of allocated funds.

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:

- The Internal Quality Assurance Cell (IQAC) of AACP was established in accordance with the guidelines of the National Assessment and Accreditation Council (NAAC) for fostering

institution quality enhancement and sustenance.

- IQAC regularly monitors and evaluates the performance and of all institutional activities and promotes a culture of continuous improvement and quality enhancement ensuring transparency and accountability.

CURRICULUM PLANNING & IMPLEMENTATION:

- Quality enhancement programs - value based/Add-on/Certificate courses in different domains to enrich students' knowledge with current global trend in pharmaceutical Industries.
- Reviews the Inputs & feedback from HODs, faculties and Coordinators on curriculum planning, discuss & recommends the Quality Improvement Initiatives to be implemented.
- Collects feedback from students, parents, and other stakeholders on quality-related processes, Identify the areas for improvement and implement necessary changes.

TEACHING LEARNING PRACTICES:

- Encourages faculty to participate in FDP's, Conferences, workshops and seminars to upgrade Knowledge using latest ICT tools for high teaching standards.
- Ensures the implementation & mapping of PO, PSO, PEO & CO outcomes for course Curriculum.
- Student Centric Learning methods - Experiential learning, Participative learning and Problem solving methodologies are implemented for students.

RESEARCH, INNOVATION & EXTENSION PROGRAMS:

- Organizes workshops, seminars & conferences on IPR, Start-ups, Entrepreneurships, Research methodology & encourages participation of staff & students to enhance their skills their knowledge & quality practices.
- Encourages staff members to apply for grants/design funding/patents, and to contribute by publications & books.
- Conducts many celebration activities, motivational talks, awareness programs, NSS extension programs.
- Encourages innovation in teaching, learning and evaluation processes for Promoting innovative ecosystem among faculty, research scholars & students.

INFRASTRUCTURE & LEARNING RESOURCES:

- Class rooms with smart boards and other advanced ICT tools.

- Maintenance & purchases are regularly monitored & accounted by IQAC & CDC Committee.
- Maintenance of Computers & Printing Facilities, E-governance, books, Journals and e-resource facilities in the Library.
- Controls academic support Activities such as Inspections, Advertisements, official meetings expenses etc.

STUDENT SUPPORT AND PROGRESSION:

- Capacity Development programs, Extracurricular, Co-curricular activities conducted to boost students confidence and talents
- Placement cell with IQAC manages the placement drives & training facilities by providing soft skill and technical skill training programs.
- Provide financial support and guidance on scholarships from Government & non-Government Agencies.

GOVERNANCE, LEADERSHIP & MANAGEMENT:

- Well-planned organizational structure ensuring that all educational, research and extracurricular activities throughout the year.
- Ensures that e-Governance is implemented in all sectors of the college.
- Encourages all staff members to participate in FDP, MDP & PDP programs by providing support.

INSTITUTIONAL VALUES & BEST PRACTICES:

- Collect feedbacks on Gender Equity promotion Programs, Environment friendly practices, Energy Conservation, Rain water harvesting and waste cycling & take actions as and when required.
- Provide mentorship opportunities, enhance Academic achievements by assisting & guiding students, offer Career guidance & support, cultivate leadership skills through mentorship & constituting Pharmaceutical Society of AACP to empower students for leadership roles.

File Description	Document
Upload 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: A. Any 4 or more 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:

Institution has taken significant steps to ensure gender sensitivity and provide a safe and supportive environment for all students. Here is a breakdown of the facilities and initiatives:

1. Protection and Surveillance:

- The installation of closed-circuit cameras across various areas of the campus serves as a proactive measure to monitor student movement and enhance safety. This not only deters potential threats but also provides a means for quick response in case of any untoward incidents. By ensuring comprehensive surveillance, the institution creates a secure environment where students feel protected and supported.

2. Recreation room:

- Separate common rooms for boys and girls with resting facilities acknowledging the importance of privacy and comfort
- Specific cleaning schedules and sensitivity to the safety and well-being of female students. Installing a sanitary pad incinerator reflects a proactive approach to address the specific needs and concerns of female students.
- Presence of a medical doctor for personal counseling and support underscores the institution's dedication to addressing the holistic well-being of its students. By providing access to professional guidance and support services, the institution ensures that students have the resources they need to navigate any personal or health-related challenges they may encounter.

Overall, these facilities and initiatives demonstrate a comprehensive approach for addressing gender sensitivity and ensuring the safety, security, and well-being of all students, particularly female students.

3. Women's Cell and Ladies representative:

To address issues related to gender equality, discrimination, and harassment, Al-Ameen College of

Pharmacy has Women's Cell with a clear mandate, structure, and responsibilities. Women's Cell focuses specifically on issues affecting women, promoting gender equality and creates an inclusive environment for individuals of all genders within the college community. The cell plays crucial roles in promoting a culture of respect, equality, and inclusivity at the college level. Further ladies representative serve as a liaison between female students and the college administration, conveying their feedback, concerns, and suggestions for improvement on issues affecting women.

4. Hostel Facility:

College provides separate hostel facility for girls and boys with adequate security arrangements to provide a conducive and safe living environment for students, allowing them to focus on their academic pursuits and personal development during their college years.

5. Gender Sensitization Programmes: The institution has organized a series of gender sensitization programs and events aimed at promoting awareness and understanding of gender-related issues. These initiatives not only contribute to fostering a more inclusive and supportive environment but also empower students with valuable knowledge and skills. Here's a summary of the gender sensitization programs organized by the institution:

Sr.No	DETAILS OF ACTIVITIES CONDUCTED DURING THE ASSESSMENT PERIOD
1	<ul style="list-style-type: none"> • International Women's Day 2023 • Drug Abuse Day 2023
2	<ul style="list-style-type: none"> • International Women's Day 2022 • Mental Health Day 2022
3	<ul style="list-style-type: none"> • World Cancer Day 2020
4	<ul style="list-style-type: none"> • Self Defense Workshop (International Women's Day 2019) • Suicide Prevention Day 2018

File Description	Document
Upload 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

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

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:

Our Institution provides an inclusive environment for all the students to be transformed into potential ethical citizens. With this vision, Al-Ameen college of Pharmacy is striving to nurture future generations with noble hearts and strong moral character. By providing an environment rich in cultural and spiritual values, the college aims to instill a sense of integrity and compassion that extends beyond their academic pursuits.

- CULTURAL VALUES:** Initiatives aimed at cultivating an inclusive environment, fostering tolerance, and nurturing harmony particularly in terms of cultural diversity were implemented through several events. The Orientation Programme, held annually, acquainted new students with the institution's culture, ensuring every newcomer felt respected and welcomed. Fresher's Day, organized by senior students, aimed to warmly welcome new students and ensure their inclusion from the outset. Through activities like cultural performances and the Mr.& Ms. Fresher competition featuring traditional attire, diverse cultural backgrounds were celebrated, fostering understanding and respect. Talent's Day, held annually, showcased students' diverse talents, educating others about cultural practices. Participation from all cultural groups promoted inclusivity and acceptance, fostering understanding. These events nurtured a welcoming environment where students from different backgrounds felt valued and respected, enriching the college community with its cultural richness.
- SOCIO ECONOMIC DIVERSITY:** Initiatives fostering inclusivity, tolerance, and harmony, especially regarding socio-economic diversity, were conducted through events like Teacher's Day, Sports Day, Graduation Day, Yoga Day, and Health Camps. Teacher's Day acknowledged diverse perspectives, fostering mutual respect. Sports Day provided an equitable platform for all students, emphasizing teamwork over financial status. Graduation Day celebrated achievements

regardless of socio-economic background, highlighting perseverance. Yoga Day promoted holistic well-being for all. Health Camps ensured access to quality healthcare regardless of financial circumstances, fostering inclusivity.

- **REGIONAL HARMONY:** Efforts to cultivate an inclusive environment, promoting tolerance and harmony, especially concerning regional diversity, were undertaken through various initiatives such as Ethnic Day, Karnataka Rajyotsava, and Onam Celebration. These celebrations provided platforms for students and staff to showcase their cultural heritage, fostering appreciation and understanding. Karnataka Rajyotsava celebrated Karnataka's formation, promoting pride and unity among natives while educating others. Onam Celebration allowed students to celebrate Kerala's traditional festival, sharing customs and rituals. These initiatives celebrated regional diversity, fostering a sense of belonging and mutual respect within the institution.
- **CONSTITUTIONAL OBLIGATION:** Students and employees were sensitized to constitutional obligations, encompassing values, rights, duties, and responsibilities of citizens through various events. Republic Day & Independence celebrations instilled a sense of patriotism and reminded individuals of their duties towards the nation. National Youth Day encouraged youth to contribute positively to society, echoing the ideals of Swami Vivekananda. National Voters Day promoted electoral participation and awareness among citizens. World Pharmacist Day highlighted the role of pharmacists in healthcare and public service. Constitution Day commemorated the adoption of India's constitution, reinforcing the principles of justice, liberty, equality, and fraternity.

ACTIVITIES	Institutional efforts / initiatives in providing an inclusive environment
1. Orientation Programme	Cultural
1. Fresher's day	
1. Talent's day	
1. Teacher's day	Socio-economic diversity
1. Sports day	
1. Graduation day	
1. Yoga day	
1. Health camps	

1. Ethnic day	Regional
1. Karnataka Rajyotsava	
1. Onam Celebration	
1. Republic day	Constitutional obligations
1. Independence day	
1. National youth day	
1. National voters day	
1. World Pharmacist day	
1. Constitution day	
File Description	Document
Upload 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: Student Project Empowerment Model

Objectives:

- **Enhance Student Learning:** Provide opportunities for students to apply theoretical knowledge to practical situations, thereby enhancing their understanding and retention of concepts.
- **Foster Collaboration:** Encourage teamwork and collaboration among students, promoting interpersonal skills and collective problem-solving abilities.
- **Promote Creativity and Innovation:** Stimulate creativity and innovation by allowing students to design and implement their projects, fostering critical thinking and out-of-the-box thinking.
- **Prepare for Future Endeavors:** Equip students with essential skills such as research, presentation, and project management, preparing them for future academic and professional endeavors.

Context: Al-Ameen College of Pharmacy recognizes the importance of practical learning experiences in supplementing classroom instruction. The Student Project Empowerment Model is designed to provide students with hands-on opportunities to apply their knowledge and skills in real-world scenarios, aligning with the college's commitment to holistic education and student-centered learning.

The Practice:

Under the Student Project Empowerment Model, students are provided with guidance, resources, and support to undertake project work aligned with their academic curriculum. Projects are selected based on relevance to the curriculum, student interests, and societal needs, ensuring meaningful learning experiences.

Students work in teams to identify research questions, conduct literature reviews, design methodologies, collect data, analyze findings, and present their results. Faculty members provide guidance and feedback, encouraging students to think critically, communicate effectively, and demonstrate professionalism.

Evidence of Success:

The Student Project Empowerment Model has yielded several positive outcomes:

Enhanced Learning Outcomes: Students demonstrate deeper understanding and retention of concepts through hands-on project experiences, leading to improved academic performance.

Development of Skills: Students acquire a range of transferable skills, including research, teamwork, problem-solving, communication, and leadership, enhancing their employability and career prospects.

Creativity and Innovation: Students showcase creativity and innovation in project design and implementation, addressing complex challenges with novel solutions.

Engagement and Motivation: Students are actively engaged and motivated to participate in project work, demonstrating a sense of ownership and pride in their achievements.

Recognition and Awards: Projects undertaken have received grants from RGUHS (Rajiv Gandhi

University of Health Sciences) indicating recognition and support for the quality and impact of the projects undertaken by Al-Ameen College of Pharmacy students, highlighting the quality and impact of student work.

Problems Encountered and Resources Required:

Despite its success, the Student Project Empowerment Model faces certain challenges and resource requirements:

Time Constraints: Balancing project work with academic coursework and extracurricular activities may pose challenges, requiring careful planning and time management.

Evaluation and Assessment: Developing fair and effective methods for evaluating student projects and assessing learning outcomes is crucial for ensuring the success and impact of the Student Project Empowerment Model.

Best practice 2: Mentoring System

Objectives:

- 1. Facilitate Personal Growth:** Provide mentorship opportunities to support students in their personal and professional development, fostering confidence, resilience, and self-awareness.
- 2. Enhance Academic Achievement:** Assist students in setting academic goals, improving study skills, and navigating challenges to optimize their academic performance and success.
- 3. Career Guidance:** Offer guidance and support to students in exploring career options, identifying their strengths and interests, and making informed decisions about their future professional pathways.
- 4. Leadership Development:** Cultivate leadership skills among students through mentorship, empowering them to take on leadership roles and make positive contributions to the college and community.

Context:

Al-Ameen College of Pharmacy recognizes the importance of mentorship in nurturing the holistic development of students. The mentoring system is designed to create a supportive environment where students can receive guidance, encouragement, and advice from mentors.

The Practice:

The mentoring system at Al-Ameen College of Pharmacy pairs each student with a faculty who provides personalized support and guidance. Mentors offer one-on-one meetings to address students' academic, personal, and professional needs.

Mentors assist students in setting goals, developing action plans, and tracking progress towards their

objectives. They offer advice on course selection, study techniques, time management, and career planning. Additionally, mentors serve as role models, providing insight into the pharmacy profession and sharing their own experiences and expertise.

Evidence of Success:

1. **Improved Student Performance:** Students who participate in the mentoring system demonstrate higher levels of academic achievement, increased engagement, and greater satisfaction with their college experience.
2. **Enhanced Career Readiness:** Mentored students are better prepared for their future careers, with a clearer understanding of their career goals, professional skills, and networking opportunities.
3. **Personal Growth:** Mentoring promotes personal growth and development among students, fostering resilience, self-confidence, and a sense of belonging within the college community.
4. **Leadership Development:** Mentored students are more likely to take on leadership roles and actively participate in extracurricular activities, contributing to a vibrant campus culture.

Problems Encountered and Resources Required:

1. **Training and Support:** Providing mentors with training and ongoing support is essential for ensuring the effectiveness of the mentoring system and maintaining mentor engagement.
2. **Evaluation and Feedback:** Establishing mechanisms for evaluating the impact of the mentoring system and collecting feedback from participants is necessary for continuous improvement and accountability.

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:

Al-Ameen College of Pharmacy (AACP) has been a cornerstone in nurturing pharmaceutical professionals by providing robust infrastructure, state-of-the-art facilities, and experienced faculty providing its students with integrated education. AACP stands out for its unwavering dedication to excellence, innovation and holistic education for the all round development of its students. This commitment is underscored by various crucial elements as elaborated below.

Academic Excellence: The college upholds rigorous academic standards and offers comprehensive programs that combine theoretical knowledge with practical experience, ensuring graduates are well-prepared for the challenges of the pharmacy profession. For instance, it offers additional training programs aimed at enhancing students' soft skills and fostering corporate etiquette essential for success in today's global marketplace. Students are encouraged to tackle real-world issues through projects such as minor and major projects, gaining valuable hands-on experience. Regular industrial visits and internships immerse students in work environments, while various programs provide hands-on training in the latest industry technologies.

Holistic Development: Al-Ameen College of Pharmacy places a strong emphasis on holistic development, fostering the intellectual, emotional, social, and ethical growth of its students. Through mentorship, extracurricular activities, and community engagement, the college nurtures well-rounded individuals who are equipped to make meaningful contributions to society. The Pharmaceutical Society Excellence Framework at Al-Ameen College of Pharmacy serves as a vital platform for students to engage in academic and personal development initiatives. Through various activities and initiatives, the framework aims to foster a supportive environment, promote friendship, and encourage student participation in decision-making processes related to college policies and events. By organizing sports, cultural, and co-curricular activities, the society enriches the college experience for all students while providing leadership opportunities to develop essential skills such as communication and organizational abilities. Membership and participation in the Pharmaceutical Society are recognized and rewarded, promoting a culture of excellence and achievement among students. Overall, the society's collaborative approach between students, college management, and staff has led to improved academic standards, reduced dropout rates, and a sense of ownership among students towards their college, preparing them for future endeavors.

Innovation and Research: Innovation and Research are cornerstones of Al-Ameen College of Pharmacy's educational philosophy. The institution is committed to fostering a culture of innovation and research within the field of pharmacy, where students and faculty are actively engaged in cutting-edge projects and explore novel approaches to healthcare delivery and pharmaceutical sciences. Moreover, the Institution Innovation Council (IIC) at Al-Ameen College plays a pivotal role in fostering a culture of innovation and entrepreneurship among students and faculty. The IIC facilitates activities related to innovation and entrepreneurship, providing students with resources and support to develop and commercialize their ideas. Through these initiatives, Al-Ameen College empowers students to become innovators and leaders in the pharmaceutical field, driving advancements in healthcare delivery and pharmaceutical sciences.

Community Engagement: Al-Ameen College of Pharmacy is deeply rooted in its community, actively engaging with local organizations, healthcare providers, and policymakers to address public health challenges and promote wellness. Through outreach programs, health education initiatives, and service-learning opportunities, the college demonstrates its commitment to social responsibility and civic engagement. For instance, the PvPI (Pharmacovigilance Programme of India) and MvPI (Materiovigilance Programme of India) initiatives offers students gain firsthand experience in

pharmacovigilance practices and medication safety protocols, which are crucial aspects of the pharmacy profession. Participation in PvPI and MvPI exposes students to real-world scenarios related to drug safety monitoring and adverse event reporting, enhancing their understanding of pharmaceutical regulations and ethical responsibilities. Moreover, engagement in these programs provides students with practical skills and competencies that are highly valued in the healthcare industry, including critical thinking, communication, and teamwork. By actively contributing to drug safety efforts, students not only strengthen their professional credentials but also contribute to the overall improvement of healthcare outcomes in the community.

Industry Collaboration: The college maintains strong partnerships with pharmaceutical companies, healthcare institutions, and regulatory agencies, providing students with valuable industry insights, internships, and career opportunities. These collaborations ensure that the college's curriculum remains relevant and responsive to the evolving needs of the healthcare sector. Collaborations with industry partners through Memorandums of Understanding (MOUs) not only enrich students' academic experience but also provide opportunities to apply theoretical knowledge to real-world problems. Through consultancy projects undertaken in collaboration with industry, students gain practical insights into pharmaceutical practices and contribute to solving industry challenges.

Ethical Leadership and Scholarships: Al-Ameen College of Pharmacy is guided by principles of ethical conduct, professionalism, and integrity. Faculty, staff, and students uphold high ethical standards in their academic pursuits, clinical practice, and research endeavors, serving as role models for ethical leadership within the pharmacy profession. Furthermore, in line with the college's commitment to supporting its students, scholarships are provided to deserving individuals by Al-Ameen Educational Society. These scholarships not only recognize academic excellence but also alleviate financial burdens, ensuring that students can focus on their studies and personal development without undue financial stress. By combining ethical leadership with tangible support through scholarships, Al-Ameen College of Pharmacy demonstrates its dedication to nurturing well-rounded professionals who are not only academically proficient but also ethically responsible and socially conscious.

Overall, the distinctiveness of Al-Ameen College of Pharmacy lies in its unwavering commitment to excellence, innovation, and social responsibility, shaping future pharmacists who are poised to make a positive impact on healthcare and society.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Driven by a daily pursuit of excellence, Al-Ameen College of Pharmacy consistently strives to surpass expectations in education and research. The college takes great pride in its quality collaborations and eagerly anticipates forging international connections in the future. With a steadfast focus on maintaining its status as a center for continuous education, the college consistently generates new knowledge in the pharmaceutical field. Al-Ameen College of Pharmacy is deeply committed to excellence in teaching, learning, research and entrepreneurship, aiming to nurture leaders across various disciplines.

Al-Ameen College of Pharmacy emphasizes on the commitment to advancing research endeavors on campus. This includes projects such as the synthesis of novel drugs, extraction of compounds from plants, development of drug delivery systems, exploration of nanoparticle drug targeting methods, innovative delivery platforms, drug screening for acute and chronic ailments, and more. Al-Ameen College of Pharmacy nurtures a culture of innovation, leadership, excellence, integrity, respect and professionalism, providing students with the freedom and encouragement to explore new frontiers.

Al-Ameen College of Pharmacy attracts top-notch researchers, educators and exceptionally talented students from across the nation and beyond. This collective brilliance ensures the college's consistent presence among the leading pharmacy institutions in India.

Al-Ameen College of Pharmacy fosters an environment that encourages students to go beyond classroom boundaries and become well-prepared pharmaceutical professionals ready to excel in the industry. Each department at the college is deeply committed to forging collaborations with the industry, particularly for the benefit of its postgraduate & PhD students.

The college recognizes the importance of equipping its students for competitive entrance exams such GPAT, NIPER, and BITS. To facilitate this, Al-Ameen College of Pharmacy provides training and encourages students to participate in mock interviews across various job fields during industry orientation and soft skill development programs. Furthermore, AACCP leverages our impressive industry connections to regularly organize guest lectures and workshops on realtime topics which are crucial for students to adapt to diverse job opportunities.

The college placement cell has signed MoUs with leading pharma training institutes to conduct regular training and skill development sessions for students.

Concluding Remarks :

Al-Ameen College of Pharmacy stands as a premier institution dedicated to nurturing pharmaceutical professionals equipped with the knowledge, skills, and innovation to make meaningful contributions to the field. With a steadfast commitment to excellence and a dynamic approach to education, it continues to inspire and shape the future of pharmacy in India and beyond.

Road Map ahead:

coming years down the lane...

- AACP has planned to promote Institute-Industry interface through regular camps connect programs and Industry Institute interactive meets.
- Get endowments from Industries, Organizations and Alumni.
- Promote research works and bag a few Industry/Govt. Funded research projects.
- Enhance facilities to improve student performance in all related fields.
- Encourage & achieve faculty Qualification enhancement by providing more facilities.
- Improve NIRF and Go for global rankings

AACP is growing at an incredible pace, marching ahead with all its might, definitely with the right spirit and in the right direction. This is possible because we AACP family believes and follows the Institutional core values, namely Discipline, Determination, Dedication, Integrity & Trust, Interest & Involvement! Students are oriented here towards conspicuous value additions, namely the quest for knowledge, the desire for innovation, the approach for total personality development and the pride in being a member of AACP Family.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>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)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :08</p> <p>Remark : DVV has made changes as per the report shared by HEI and taken the repetitive teacher as one</p>																				
1.2.2	<p>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</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>326</td> <td>356</td> <td>80</td> <td>329</td> <td>372</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>326</td> <td>356</td> <td>0</td> <td>329</td> <td>374</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI</p>	2022-23	2021-22	2020-21	2019-20	2018-19	326	356	80	329	372	2022-23	2021-22	2020-21	2019-20	2018-19	326	356	0	329	374
2022-23	2021-22	2020-21	2019-20	2018-19																	
326	356	80	329	372																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
326	356	0	329	374																	
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships</p> <p>Answer before DVV Verification : 351</p> <p>Answer after DVV Verification: 92</p> <p>Remark : DVV has made changes as per the report shared by HEI</p>																				
2.1.2	<p>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</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p> <p>Answer before DVV Verification:</p>																				

2022-23	2021-22	2020-21	2019-20	2018-19
38	26	30	25	22

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	8	8	8

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
55	57	50	47	42

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
33	31	23	24	22

Remark : DVV has made changes as per the report shared by HEI

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)

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)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4	0	0	3	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.52	0	0	0.53	0

Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19

1	4	1	0	0
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	3	1	0	0

Remark : DVV has made changes as per the report shared by HEI

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.***

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
18	15	5	4	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	8	2	1	2

Remark : DVV has made changes as per the report shared by HEI

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.***

Answer before DVV Verification :

Answer After DVV Verification :20

Remark : DVV has made changes as per the report shared by HEI and considered only functional MOUs taking 2022-23 as a base year

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***

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19

19	33	43	22	5
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	5	5	5	3

Remark : DVV has made changes as per the report shared by HEI and considered only those teachers to whom the financial assistance of 2000 or more has been given.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
158	132	64	174	130

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
330	319	207	172	185

Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
44	58	24	48	62

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
40	53	23	46	59

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
81	77	52	63	68

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
81	77	52	63	68

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
17	9	0	4	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	6	0	3	4

Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
34	19	0	17	29

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	5	0	4	4

Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
36	25	0	5	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
20	25	0	5	2

Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
32	15	34	11	7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
03	02	01	0	01

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
28	19	20	9	9

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
28	19	20	9	9

Remark : DVV has made changes as per the report shared by HEI

2.Extended Profile Deviations

ID	Extended Questions				
1.1	Expenditure excluding salary component year wise during the last five years (INR in lakhs)				
	Answer before DVV Verification:				
	2022-23	2021-22	2020-21	2019-20	2018-19
	173.63	89.24	110.26	140.02	164.32
	Answer After DVV Verification:				
	2022-23	2021-22	2020-21	2019-20	2018-19
	180.20	76.36	101.63	128.57	144.26