



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

RAGHAVENDRA INSTITUTE OF PHARMACEUTICAL EDUCATION AND RESEARCH

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DISTRICT , ANDHRA PRADESH**

515721

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Raghavendra Institute of Pharmaceutical Education and Research (RIPER) is synonymous with high quality of Pharmacy education. The institute was established by a group of pharmacy teachers in the year 2002 under Raghavendra Educational and Rural Development Society (RERDS) with Reg. No.198 /2001. RIPER started in the year 2002 with Bachelor of Pharmacy (B. Pharm) followed by Diploma of Pharmacy (D. Pharm) and has attained enormous growth by offering Master of Pharmacy (M. Pharm) in various specializations such as Pharmaceutical Analysis, Pharmaceutics, Pharmacology, Pharmacy Practice, Industrial Pharmacy, Pharmaceutical Quality Assurance and Doctor of Philosophy (Ph.D). It is our pride to inform that we are conducting Pharm. D (Doctor of Pharmacy) Programme (Six years integrated course) and Pharm. D (Post Baccalaureate) by giving exposure to the students at various National Hospitals. RIPER is one of the largest premier pharmacy institute in the country, approved by All India Council for Technical Education (AICTE), Pharmacy Council of India, New Delhi and affiliated to Jawaharlal Nehru Technological University Anantapur (JNTUA), Andhra Pradesh, India. RIPER is accorded 2 (f) and 12 (B) and conferred with Autonomous Status by University Grants Commission (UGC) for a period of six years w.e.f. 2016-2017 to 2021-2022. The college is accredited by National Board of Accreditation (NBA), New Delhi for under graduate course (UG) and National Assessment and Accreditation Council (NAAC) with “B” grade. RIPER was ranked 20th (2016), 91st (2017), 39th (2018), 63rd (2019) & 55th (2020) in India according to National Institute Ranking Framework (NIRF), released by Ministry of Human Resource Development (MHRD), Government of India, New Delhi. The infrastructure available makes the college a conducive academic learning that provides students with quality education in a clean, comfortable environment. The college is functioning as self – financed institution in its own lush green and noise free campus, located on the highway to Chennai from Ananthapuramu, just adjacent to Sri Krishnadevaraya University (SKU), Anantapur. The Admission intake, Procedure, Academic regulations are followed as per respective regulatory bodies of Govt. of India / Govt. of Andhra Pradesh, accorded 2(f) and 12 (B) and conferred with autonomous status by UGC.

Vision

To create professionally competent and socially sensitive pharmacists, capable of working in multifaceted environment with newer evolving technology.

Mission

To enable our students to develop into outstanding professionals and aware of the immense responsibilities to make the world better in the field of pharmacy.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. The institution has been established and being governed by the group of pharmacy professionals; hence

the institute has clear vision and mission with well defined strategies to attain the program objectives at par with the needs of stakeholders.

2. The first self-financing private pharmacy institution in the region of Andhra Pradesh accredited by NAAC and NBA, conferred autonomous by UGC, accorded 2 (f) and 12 (B) status by UGC.
3. The institution accreditation by NAAC and NBA, continuous NIRF ranking, SIRO recognition, exhibits remarkable improvement in our research facilities in the past five years with sponsored research projects of Rs 2 crores worth, patents, research publications and collaborations.
4. Finest infrastructure with spacious class rooms, superlative laboratories, and fully catered hostels with all amenities.
5. Excellent library facilities well suited to students and faculty.
6. Diverse college campus attracting more international students since 2017.
7. Multidisciplinary research institute with distinct facilities like Nano particle size analysis, Cell line laboratory, Zebra fish facility, Molecular docking and ADMET screening, and cell biology laboratory.
8. Sophisticated research facilities with CPCSEA approved preclinical laboratory, CDSCO approved drug testing laboratory, and DST funded laboratory under FIST scheme.
9. Improvised linkages with industry to enhance employability and placements.
10. Highly qualified teachers with vast experience and a range of educational backgrounds with proven leadership skills.
11. Effective student-centered teaching, with highest number of GPAT and NIPER-JEE qualified students from the state of Andhra Pradesh.
12. Blended and meta learning pedagogies, and research learning through effective student mentorship program.
13. Academic flexibility for students to study courses of their choice.
14. Enriched scope of community engagement and outreach activities through affiliating university approved NSS units I & II.
15. Facilitates active intellectuality and professionalism, through regional chapters of professional bodies, MHRD-IIC, ISPOR India AP Chapter, IPA, Anantapur Local Branch, RSC, RIPER Chapter.

Institutional Weakness

1. Location of the institute is at rural area 12 km away from town, further Anantapur is one of the backward districts in the state of Andhra Pradesh. Hence, more than 60% students are from middle to poor background.
2. Further, their tuition fee is paid by the AP Government. Since, three years there is a moderate financial crisis due to non-release of scholarship fund by the Govt. of AP. Further, from 2020-21, the scholarship scheme for PG program has been withdrawn; hence PG admission will be low as compared to other cities.
3. Always the pass % of I year and II-year students are low because of major proportion of students from Telugu medium and even students from Foreign quota (Sudan region, they lack English knowledge) fails in first and second year irrespective of our strategies like tutorial hours, extra classes and other measures.
4. Due to the location, we do not have hostel at the campus and it is located 10 km far from campus hence timings and reach out issue are quite common for stakeholders.

Institutional Opportunity

1. Adequate building facilities to establish incubation center and training center through government schemes for needy population of this region.
2. Scope to improvise the research facility for attracting industrial projects and research grants from other funding bodies like ICMR, DBT etc.
3. Scope to improve the entrepreneurship activities and commercialization as we have MoU with reputed organizations like Atal Incubation centre, S.K.University, Anantapur.
4. Scope to improve international collaboration, as our institute is in the NIRF ranking since 2016.
5. The institute has potential in drug discovery units, Quality by design and natural products, hence there is an opportunity to become “center of excellence” in any one of the above fields.
6. Scope for inter-disciplinary research activities especially in preclinical and drug discovery.

Institutional Challenge

1. Due to rural location, even faculty members from other states or other region reluctant to stay for longer duration. Further in recent time, the % of M. Pharmacy or PhD holders who are opting teaching profession are very low (less than 20%).
2. The institution location is about 200/350 Kms far away from Pharmaceutical industries (Bangalore/Hyderabad), hence it is quite challenging to attract consultancy projects. Though we had CDSCO drug testing facility the response from industry is quite low.
3. The existing curriculum is approved and implemented by Pharmacy Council of India through the Gazette notification as uniform syllabi, hence the curriculum revision is not permissible. Still we have convinced the academic council and performed the enrichment in terms of practicals and comprehensive online exams.
4. Due to the existing over load of PCI prescribed syllabi, it is very difficult for student’ population to opt for value added courses and other certificate courses.
5. Off-campus placements are satisfactory, but on-campus placement is very limited due to far away location from pharma industry club.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Raghavendra Institute of Pharmaceutical Education and Research (RIPER) was established in the year 2002, with main focus on promoting quality education with international standards. The institution functions with strategic plan to provide and enrich the curriculum in order to prepare the graduating students for the millennium, by fostering global competencies to serve the national development. The Institution contemporarily roadmap curriculum design and development, performed by the committed academic council comprising of eminent pedagogues. Academic council committed to assure professional growth and career development through the versatile nature of the courses in the curriculum which evidently ensures a comprehensive employability / entrepreneurship / skill development.

The Institution strives to achieve its quality policy through an integrated approach, which involves active contribution of all stakeholders in defining and refining the Program Outcomes, Program Specific Objectives and course outcomes in order to provide a competitive curriculum for an enhanced productivity among graduating students.

The Institution develops multi potential pharmacy professionals, augmented with both academic and practical Knowledge achieved through a flexible academic curriculum ensuring an optimal Choice Based Credit System in all program domains. 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 in spite of the limitation stipulated by the Pharmacy Council of India (PCI) and the affiliating university (JNT University Anantapur). The institute believes an effective feedback system as a building block for a sustainable growth which involves active participation of stakeholders, at all levels starting from curriculum development to employment, and it is optimally achieved.

Teaching-learning and Evaluation

The institution provides and functions with leading edge in academic area, nurtures and fosters various facets involved in practice of pharmacy profession. The institution is offering diploma, graduation, post-graduation and research programmes in the field of pharmaceutical sciences to the students from both rural and urban backgrounds, including international students.

The admission to all the programmes is through comprehensive and competitive admission tests made strictly according to the policy of the Government and affiliating University for all the courses.

The institution and the lecturing staffs are committed in providing effective student-centered teaching with focus on addressing the needs, talents, career paths and long-term growth and development of individual students.

Teachers of the institution are highly qualified, experienced, trained and with proven leadership skills. The faculty enrollment and student teacher ratio (12:1) of the institute are in accordance to regulating and statutory body requirements.

The graduating students in the institution are motivated for learning and success by multiple means of engagement with educators and learning through blended and meta learning pedagogies through a dedicated team of teachers for every individual student. The provision of research learning is facilitated in the campus for students, where one-fourth of teachers are with Ph.D.

Quality control in education process of the institution provides both educators and students with choices and flexibility to cater for student diversity, through transformative assessment making the teaching learning process effective, with a pass percentage of 95.65%.

Research, Innovations and Extension

The institution with a clear research vision “Committed to excel in the area of basic and pharmaceutical research, critically to resolve social and public problems through technological innovations and global collaborations”, established RERDS – Centre for Pharmaceutical Research in the year 2016. The Research and Development Cell nurture a supportive environment for technological development and monitors the research

activities of both teachers and students, creates a work place to attract the best talent and strives continuously in pooling of skills and internal resources, frame policies, curb limitations, and make the institution as leader in pharmaceutical sciences research.

The Research and Development profile at Glance:

- Financial support is given to all innovative research and development works taken up by the students and faculty members.
- Encourage faculty to write and forward research proposals for financial support to different funding agencies (UGC, AICTE, DST etc.,) and received Rs. 221.92 lakhs up-to-date.
- 22.1% of our faculty members have undertaken research activities and development projects as minor and major research projects.
- Enhanced research environment with 15% of affiliating university approved research supervisors in the institute, motivated staff members to take up research projects by registering Ph.D.'s.
- Faculty level workshops and staff development programmes totally 42 are coordinated and organized through grants from funding agencies related to research.
- The publication statistics and citations of the staff members are creditworthy.
- The institution stands tall, in making an expenditure of Rs 235.72 lakhs for developing facilities, training teachers and staff for undertaking research.
- Research and development cell fostered a conducive environment for advance education, research and outreach in areas of medico-socio-legal aspects and public interest by organizing more than 200 programmes, involving both teachers and students.
- With 17 functional MoU's nearly 35 of collaborative activities per year are performed.

Infrastructure and Learning Resources

The institution is functioning in its own building and located in 12-acre pollution and noise free lush-green campus, which provides finest infrastructure; with spacious class rooms, laboratories, library, and separate hostels for boys and girls.

The campus is provided with one-entry and one-exit system and is well secured with heavy gates guarded by security personnel in shifts, and entire campus is under CCTV surveillance and the camera recordings are spooled on to the video storage, which makes the campus barrier free.

The library as diverse learning resources spread over 1674 sqft, and houses 1823 titles, 12272 volumes. The library subscribes to more than 50 national and international journals. The library is equipped with modern and conventional resources, books, periodicals, latest national & international e-Journals, software tools and various e-resources. Adequate internet facility with computers is made available to students as well as faculty.

The institute constantly upgrades its IT facilities in order to make learning more creative, innovative and informative. The entire campus is enabled with Wi-Fi facility of 50 Mbps bandwidth. Students' attendance is monitored through biometric attendance system.

Institution is equipped with ICT facilities to enhance the teaching learning process. Labs are equipped with sufficient hardware and licensed software to run program specific curriculum and off program curriculum.

Museum of drug formulations in the institute includes the pharmaceutical dosage forms like tablets, capsules,

ointments, suppositories, creams, liniments, lotions, eye/ear drops and sterile dosage forms.

The institution ensures disabled friendly physical infrastructure. Stairs are easily accessible and identifiable, provided with handrails. Separate toilets are available for people with disabilities.

Faculty and students are provided with bus services, which are comfortable, safe and economical, with fares being subsidised by the Institute.

Sustainability initiatives like rainwater harvesting and conservation facilities and green practices are available in the institution.

The institution has the structured system for maintaining and utilizing the facilities available, the maintenance committee maintains the physical and academic support facilities.

Student Support and Progression

Amid increasing diversity of students admitted to college, the institute ensures students growth and development during their academic experience. The institution helps students to achieve learning potential, thereby maintaining a high index of student satisfaction, and reducing the level of dropout rate.

Student support services in accordance with the mission of the institute:

- Enables student participation in leadership and takes responsible decisions.
- Establishes policies and programs that contribute to campus safety.
- Provides essential services such as admissions, counselling, financial aid (scholarship and free-ships) from the government and RERDS on an average per annum.
- Encourages student-pedagogue interaction through effective student mentorship programs.
- Facilitates active intellectuality and professionalism.
- Establishes and maintain effective working relationships with the local community.
- Creates and coordinates opportunities (annually 5 on an average) to expand the cultural and aesthetic horizons of students
- Provides counselling and career guidance, helping to clarify professional goals, exploring options for further study or employment for students annually.
- Provides placement assistance for students every year.
- Facilitates students to qualify in national and international competitive examinations every year.
- Facilitate, motivate and guide students to advance higher education.
- Facilitate alumni involvement in terms of professional development and career guidance to the graduates
- Encourages students to participate in seminars, conferences and workshops.

Governance, Leadership and Management

The institution strongly believes effective governance and leadership are cutting edges, that promotes culture of excellence and innovation, which drives performance in the pursuit of knowledge enabled by teachers and researchers.

Governance at our institution involves: adherence to purpose, dedication to the interests of stake-holders, liability, transparency, heterogeneity and robust and well-informed decision making. The institution governance is as per UGC stipulated guidelines. The administrative set-up, policies, functions of the institution is followed as per norms and requirements of regulatory bodies of Govt. of India and Govt. of Andhra Pradesh.

Overall activities and functions of the Institute is governed and regulated by well defined organizational structure and appropriate committees at various levels. Institute established a Good Governance Document Guidelines which defines set of rules and policies for effective functioning of the organization.

RIPER Good Governance Document Guidelines

Institute established a right blend of centralization and decentralization in its organization structure in order to provide sufficient authority and autonomy to the individuals at right levels to execute the responsibilities. At the same time it ensures the active participation of various stakeholders in various committees in order to ensure the achievement of individual stakeholders' goals along with that of Institutional.

The institution enables effective welfare measures for teaching and non-teaching staff, through which 18 faculty members received financial assistance to attend conferences / workshops and professional bodies' membership fee; and 26.43 percentage of faculty members were given platform to explore the avenues for career growth and professional development in the last five years.

The internal quality assurance systems of the institution is well structured, aimed at continuous quality improvement and thereby achieving academic excellence.

The Institution has a prescribed code of conduct for teachers through faculty handbook endorsed by both the management and statutory bodies of the institution.

Institutional Values and Best Practices

The institution is located in rural area, there is no municipal water supply for the college. The college depends on ground water for all its water needs. Hence, efficient usage of available water and adaptation of water conservation measures are essentially important. The daily requirement of water in the campus is around 25000 litres. The following measures are taken for the conservation of water:

- Rain water harvesting
- Bore well recharge
- Usage of waste water
- Maintenance of water distribution within the campus

The institution has facilities for alternate sources of energy and energy conservation measures, like solar energy generations and usage of electrical equipments which consumes lesser power.

The institution ensures disabled friendly physical infrastructure. The main entrances and exits clearly identifiable and easily accessible as well as accommodatable to wheelchair users. Parking for people with disabilities is available near the building. Stairs are easily accessible and identifiable. The minimum width of the stairs is wide enough and the landings have enough space at the top and bottom. Handrails were provided for staircases. Separate washrooms are available for people with disabilities. They are clearly identifiable and

accessible.

The institution is functioning in its own building and located in 12-acre pollution and noise free lush-green campus, which maintains a medicinal plant garden with around 100 plant varieties. All the plants in the medicinal garden contains various chemical constituents of high therapeutic value. The medicinal garden of RIPER offers a unique venue for students, visitors and official members to learn about importance of medicinal plants and their historic and current uses.

The institute identify, adopts and instills two best practices every year as part of continuous growth and development. The research and women empowerment practices of the current year ensure the prominent development in respective aspects and are evident in the report of the practices.

The distinctiveness of the institute lies in quality policy, quality in every aspect, the pertinent and progressive development in outcome of the institute is apparent for that.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	RAGHAVENDRA INSTITUTE OF PHARMACEUTICAL EDUCATION AND RESEARCH
Address	KRISHNAM REDDY PALLI CROSS, CHIYYEDU POST, ANANTAPURAMU DISTRICT , ANDHRA PRADESH
City	Anantapur
State	Andhra Pradesh
Pin	515721
Website	www.riper.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Yiragamreddy Padmanabha Reddy	8554-9866098322	9848543932	8554-9866025099	riperatp@rediffmail.com
IQAC / CIQA coordinator	P Ramalingam	8554-272177	9581294478	8554-	draramalingamp@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details				
Date of Establishment, Prior to the Grant of 'Autonomy'		01-01-2002		
Date of grant of 'Autonomy' to the College by UGC		13-10-2015		
University to which the college is affiliated				
State	University name	Document		
Andhra Pradesh	Jawaharlal Nehru Technological University, Anantpur	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	09-05-2014	View Document		
12B of UGC	09-05-2014	View Document		
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
PCI	View Document	10-04-2020	60	EXTENSION UP TO AY TWENTY FOUR TWENTY FIVE
AICTE	View Document	30-04-2020	12	EXTENSION UP TO AY TWENTY TWENTY ONE

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	SIRO DSIR DRUG TESTING LAB BY CDSCO GOVT OF INDIA
Date of recognition	23-05-2018

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	KRISHNAM REDDY PALLI CROSS, CHIYYEDU POST, ANANTAPURAMU DISTRICT , ANDHRA PRADESH	Rural	12	12140.56

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	INTERMEDIATE	English	100	100
PG	MPharm, Pharmacy	24	BPHARMACY	English	15	6
PG	MPharm, Pharmacy	24	BPHARMACY	English	15	5
PG	MPharm, Pharmacy	24	BPHARMACY	English	15	15
PG	MPharm, Pharmacy	24	BPHARMACY	English	15	6
PG	Pharm D, Pharmacy	36	BPHARMACY	English	10	6
PG	MPharm, Pharmacy	24	BPHARMACY	English	15	10
PG	MPharm, Pharmacy	24	BPHARMACY	English	15	11
PG	Pharm D, Pharmacy	72	INTERMEDIATE	English	30	30
Doctoral (Ph.D)	PhD or DPhil, Pharmacy	36	M.PHARMACY	English	2	2

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				18				42			
Recruited	8	1	0	9	15	0	0	15	22	20	0	42
Yet to Recruit	0				3				0			
Sanctioned by the Management/Society or Other Authorized Bodies	9				18				43			
Recruited	8	1	0	9	15	0	0	15	23	20	0	43
Yet to Recruit	0				3				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				29
Recruited	17	12	0	29
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				29
Recruited	17	12	0	29
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				16
Recruited	12	4	0	16
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				16
Recruited	12	4	0	16
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.	0	0	0	0	0	0	0	0	0	0
Ph.D.	8	1	0	12	0	0	0	0	0	21
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	3	0	0	23	20	0	46

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	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	1	0	0	3	0	0	0	0	0	4

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	4		0		4

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
Diploma	Male	32	0	0	0	32
	Female	29	0	0	0	29
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	1	0	0	0	1
	Female	1	0	0	0	1
	Others	0	0	0	0	0
PG	Male	22	1	0	2	25
	Female	39	1	0	1	41
	Others	0	0	0	0	0
UG	Male	45	0	0	12	57
	Female	88	1	0	2	91
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	9	8	10	6
	Female	18	17	13	5
	Others	0	0	0	0
ST	Male	2	2	3	1
	Female	7	4	0	4
	Others	0	0	0	0
OBC	Male	42	53	55	42
	Female	48	53	52	51
	Others	0	0	0	0
General	Male	20	27	29	34
	Female	49	36	43	43
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		195	200	205	186

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Pharmacy	View Document

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
10	10	10	10	10
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of departments offering academic programmes

Response: 01

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
786	770	734	693	648
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
213	205	162	170	158
File Description		Document		
Institutional data in prescribed format		View Document		

2.3**Number of students appeared in the examination conducted by the Institution, year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
786	770	734	693	648
File Description		Document		
Institutional data in prescribed format		View Document		

2.4**Number of revaluation applications year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
11	20	8	5	10

3 Teachers**3.1****Number of courses in all programs year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
216	205	230	225	205
File Description		Document		
Institutional data in prescribed format		View Document		

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

2019-20	2018-19	2017-18	2016-17	2015-16
62	59	56	46	42
File Description		Document		
Institutional data in prescribed format		View Document		

3.3

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
62	59	56	46	42
File Description		Document		
Institutional data in prescribed format		View Document		

4 Institution**4.1****Number of eligible applications received for admissions to all the programs year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
186	192	183	178	159
File Description		Document		
Institutional data in prescribed format		View Document		

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

2019-20	2018-19	2017-18	2016-17	2015-16
114	106	114	142	142
File Description		Document		
Institutional data in prescribed format		View Document		

4.3**Total number of classrooms and seminar halls****Response: 20****4.4****Total number of computers in the campus for academic purpose****Response: 130**

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

2019-20	2018-19	2017-18	2016-17	2015-16
159.3864	223.750	282	245	251

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.

Response:

The global changes in the Health care and Pharmaceutical sector urge the need of professionals to have a rational and enhanced set of capabilities. By considering the needs and expectations, RIPER designed and following the curricula at par with the global and industrial needs as well as to cater the needs of the professional community. RIPER, with its vision, mission and values, offers knowledge and skills, to the students, that are essential to practice the profession effectively.

Factors for Curriculum Design:

The Curriculum is designed to ensure that, the students have the required domain knowledge, skills and attitude. The factors considered for the design of the curriculum are:

- 1.Syllabus of various reputed Institutions.
- 2.Suggestions from the stakeholders.
- 3.Syllabi of various competitive exams like GPAT, NIPER JEE, PGECET, etc.
- 4.Based on POs attainment towards vision and mission
- 5.As Stipulated by Pharmacy Council of India (PCI)

Implementation of Outcome-Based Education (OBE) in the Curriculum:

- The initial phase for ensuring academic quality is the design of the curriculum, in particular, the types of courses, the number of electives, and the curricular structure, with complete details of the course title / contents as per the regulations.
- The next phase is mapping of the Course Outcomes (COs) of every course with the Program Outcomes (POs) of the program.
- The Institute periodically review the attainments of PSO and PO for the respective programs which intern relates to the Vision and Mission of the institution.

Process for Curriculum Design:

The initial version of the curriculum is prepared in accordance with the above designed criteria, through discussions with stakeholders. The proposed curriculum is then discussed in RIPER Academic Advisory Board and is put forth to BOS (Board of Studies) which comprises experts from industry, academia and

Alumni in addition to senior faculty members of our Institution. After the review and acceptance from the BOS the curriculum is then placed for approval during the Academic Council (AC) meeting. The Curriculum is finally Published and implemented in the respective program.

The academic autonomy of the Institution provides the opportunity to revise the curriculum based on needs and suggestions from various stakeholders. In the last five years, the syllabus of B. Pharm program was revised in 2016 and 2017, Pharm D & Pharm.D (PB) in 2016 and M. Pharm in 2016 and 2018.

In addition to the curriculum, students' skills are upgraded by conducting various value-added courses and training to enhance the employability and become industry-ready. For versatile expansion, the students are guided to upgrade their knowledge through MOOCs courses, online certificate courses like NPTEL and participation through seminars, conferences and workshops.

File Description	Document
Any additional information	View Document

1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.

Response: 100

1.1.2.1 Number of all Programmes offered by the institution during the last five years.

Response: 4

1.1.2.2 How many Programmes were revised out of total number of Programmes offered during the last five years

Response: 4

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Details of program syllabus revision in last 5 years(Data Template)	View Document
Any additional information	View Document

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

Response: 100

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years..

2019-20	2018-19	2017-18	2016-17	2015-16
216	205	230	225	205

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Average percentage of courses having focus on employability/ entrepreneurship(Data Template)	View Document

1.2 Academic Flexibility

<p>1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.</p> <p>Response: 62.3</p>	
<p>1.2.1.1 How many new courses are introduced within the last five years</p> <p>Response: 309</p>	
<p>1.2.1.2 Number of courses offered by the institution across all programmes during the last five years.</p> <p>Response: 496</p>	
File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
<p>1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).</p> <p>Response: 40</p>	
<p>1.2.2.1 Number of Programmes in which CBCS / Elective course system implemented.</p> <p>Response: 4</p>	

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.3 Curriculum Enrichment

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

Response:

In order to integrate the cross-cutting issues relevant to gender, environmental sustainability, human values and professional ethics, RIPER has imbibed different types of courses in the curriculum, some enhance professional competencies while others aim to inculcate general human values and environmental sustainability etc., thereby leading to the holistic development of students.

The courses related to Ethics, Human Values and Environmental Studies are embedded in the curriculum of UG programs. The admission criteria in PG itself ensure that the students have been underwent the similar type of courses during their UG degree. Apart from this our NSS unit not only inculcates but also practices human & ethical values, as well as gender related values. In addition, the aspect of environmental sustainability is imparted to the students by conducting various programs and events.

The following are the courses designed as part of curriculum.

1. Environment studies

A course of 3 credits is included in UG programme. In order to sensitize students about the environment and sustainability issues, a number of activities such as seminars, workshops, guest lectures, industry visits and field excursions were organized. World Environment Day, Green Earth Day and World Water Day are celebrated every year, where students actively participate and showcase the importance. Workshops and seminars on various aspects of environment sustainability are also organized periodically.

2. Human Values and Professional Ethics

A course, carrying one credit, on human values (" Human Values and Professional Ethics") is offered as audit course to all the students to take at least once during the program of study. To promote social development, activities like blood donation camps, health check-up camps, hygiene and health awareness programmes and awareness programs/rallies on social issues, public health, gender issues, are being organized by NSS units every year.

As an integral part of student engagement in social activities during their course of study, college also mandates the students to enrol as NSS Volunteers. It aims at inculcating values, ethics and socially responsibility among the students. Students organize street plays, awareness campaigns, debates etc. since

the inception of the institute.

3. Gender Sensitivity

Women Empowerment cell is constituted in RIPER and functioning to ignite the minds of girl students related to gender equality.

The events such as Quiz, Elocution and essay competitions on Women Empowerment are conducted regularly by Women Empowerment Cell. For a glance and glimpse, the following are few of the Programmes organized by Women Empowerment Cell during the last five years.

1. Awareness on Sexual Harassment at Work Place
2. Laws related to Women
3. Violence against women
4. Nutritional anaemia
5. Stop illiteracy
6. Healthcare of pregnant women
7. Cyber security
8. Webinar on women entrepreneurship

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

1.3.2 Number of value-added courses for imparting transferable and life skills offered during last five years.

Response: 5

1.3.2.1 How many new value-added courses are added within the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	1	1	1

File Description	Document
List of value added courses (Data Template)	View Document
Brochure or any other document relating to value added courses	View Document
Any additional information	View Document

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

Response: 6.73

1.3.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
55	62	53	48	29

File Description	Document
List of students enrolled	View Document
Any additional information	View Document

1.3.4 Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)

Response: 66.88

1.3.4.1 Number of students undertaking field projects / internships / student projects

Response: 519

File Description	Document
List of programs and number of students undertaking field projects / internships / student projects (Data Template)	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni**Response:** A. All 4 of the above

File Description	Document
Any additional information	View Document
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document

1.4.2 The feedback system of the Institution comprises of the following :**Response:** A. Feedback collected, analysed and action taken and report made available on website

File Description	Document
Any additional information	View Document
URL for stakeholder feedback report	View Document
Link for Additional Information	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 76.82

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

2019-20	2018-19	2017-18	2016-17	2015-16
196	191	190	184	164

2.1.1.2 Number of sanctioned seats year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
230	212	230	260	296

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document

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

Response: 70.34

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

2019-20	2018-19	2017-18	2016-17	2015-16
92	91	85	81	76

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

2.2 Catering to Student Diversity

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

Response:

The Institution provides and functions with leading edge in academic area, nurtures and fosters various facets involved in practice of pharmacy profession. The main axiom of the Institution is to prepare high quality intellectual, diligent and versatile pharmacists, prepared to serve as competent and confident health care providers.

The Institution is offering diploma, graduation, post-graduation and research programs in the field of pharmaceutical sciences to the students from the rural as well as urban background. The admission to all the programs is through comprehensive and competitive admission tests made strictly according to the policy of the Government and affiliating University for all the courses.

The learning levels of each student, is assessed and identified by the institution through the performance in their qualifying examinations, competitive entrance examinations, and the performance in the initial stage during orientation programmes, set has a benchmark of performance. The advanced learners and slow learners of a course are identified through the examination results at various levels and stages, their performances in the extra - curricular and co - curricular activities throughout the programs.

An effective orientation programme facilitating personal, leader and resource effectiveness is organized by the institution, which prepares a distinctly different professional, a pre-requisite for an ideal pharmacist.

The institution believes additional inputs make every student a better achiever, irrespective of advanced, slow or average learners; provides and treat all students equally in the class with supportive care and appropriate pedagogical systems.

The pedagogue of institution develops significant strategies and scientific implementations in education process to benefit both the advanced learners and slow learners without forgetting the average performers; and articulates the effectiveness to the vital facilitation and prop up to the advanced learners to be excellent achievers and slow learners to be better performing and achieving students in the academic and personal life through a high-impact **student mentorship program** (SMP).

File Description	Document
Any additional information	View Document

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

Response: 11:1

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

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

Response:

The institution always believed in the spirit of academic excellence and commitment to high quality education. The institution teaching-learning process is well defined and student centric.

The contemporary teaching-learning process in the institution enables graduating students:

- Focus on educating pharmacists for the future
- Prepare them to face the challenges of the twenty-first century
- Serve as competent and confident health care providers
- Function effectively in the myriad professional roles.

Generation of self-learning facilities and availability of materials for learning beyond syllabus is provided in the institution: [Applied science related journals, Books for MCQs, GRE, TOEFL examinations, White boards in the corridor for providing GPAT updates & Recent trends in drug use as Pharma News. Exclusive display boards for Scholarly Publications and Guest lectures from Industries, Video CD collections, Audio-Visual Room as well as online contents.]

Self-learning provision for individual student is provided in the institution through Journals related to other than pharmacy, competitive examinations guidance, conducting seminars and workshops, guest lectures from Industry, provision of tutorial classes in academic time table, student mentorship system, student peer assessment and discussion, preceptorship, internship training.

Faculty members have implemented novel methods in teaching-learning process to enhance students outcome through virtual and evidence-based teaching-learning process, patient bed-side learning process during ward round participation with physicians in pharmacy practice curriculum, using open and close ended questions to assess students understanding about the classes, use of model specimen, charts in explaining the subjects, conducting mock presentations, conducting drug club, journal club, case presentations, students seminars and hands-on-training on instrumentation and drug discovery tools.

The institution adopts the following strategies in varying degrees to make learning more students-centric and ensure the holistic development of the students:

Problem solving learning to gain good communication and teamwork skills.

Project based learning and Experiential learning enable students to learn, practice and apply in real-world from molecule to patient.

Problem based learning to develop critical thinking and problem-solving skills in controlled environment.

Case based learning enable students to learn, and apply the knowledge of pharmacology, and amalgamate the concept of rationale prescribing habits.

File Description	Document
Any additional information	View Document

2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

Response:

The paradigm shift in conventional pedagogy of pharmaceutical education urges advancement and sustainability to promote competency and performance in graduating students. The shift towards development of educational programs is well supported, and encouraged by the emerging information and communication technologies (ICT).

The Institute follows ICT enabled teaching in addition to the conventional classroom education; this benefit individual student with:

- Increased access.
- Flexibility of content and delivery.
- Combination of work and education.
- Learner-centred approach.
- Higher-quality of education.
- Individualize the teaching or guidance method as per the student's need.
- New-ways of interaction (synchronous or asynchronous interaction).
- Eliminates time and geographical barriers in teaching-learning process.
- Enhances group collaboration.
- Provide leadership role.
- Provides a platform for teachers to formulate innovative pedagogic methods.

Besides traditional teaching-learning process, the faculty members of the institution are using the ICT enabled learning tools such as power-point presentations, audio-video clippings, YouTube video sources, to expose the students for advanced knowledge and practical learning.

Entire institution is Wi-Fi enabled.

Classrooms are sufficiently furnished with LCD/OHP/Computers to serve the needs.

Most of the faculty use interactive methods for teaching.

The major emphasis is on classroom interaction in terms of research paper presentations, seminars, debates, group discussions, assignments, quiz/tests/viva and laboratory work.

In view of the information and communication technology (ICT), teaching-learning process within the institution exists in following facets:

- Blended learning
- Self-paced learning
- Online collaborative learning
- Distance learning
- JGate Biomedical Sciences
- Ex pharma (Virtual Pharmacology)
- Drug Development and Formulation Optimization (SigmaTech, Design Expert, Mini tab)
- Poison and Drug Information Databases (Micromedex, MedicinesComplete and Clinical Pharmacology)
- **Databases** : Pubchem, Zinc database, Zinc15 database, JChem for Excel, Protein data bank (PDB), Binding MOAD (Mother for All Database), PDB bind, STITCH, SMPDB.
- **Draw Tools** : Chem Draw, Marvin Sketch, Chem Writer, Pymol
- **Molecular Modelling** : Swiss Param, Swiss SideChain,
- **Homology Modelling** : Schrodinger - Desmond, I - TASSER, SWISS-MODEL Repository
- **Docking** : Schrodinger - Glide, DOCK, iGemdock
- **Screening** : Discovery Studio, Pharmer, Catalyst
- **QSAR** : Avogadro
- ADME Toxicity : Stardrop-Derek Nexus, PACT-F, TOXNET

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	View Document

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

Response: 13:1**2.3.3.1 Number of mentors**

Response: 59

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll	View Document
Circulars pertaining to assigning mentors to mentees	View Document
Any additional information	View Document

2.3.4 Preparation and adherence of Academic Calendar and Teaching plans by the institution**Response:**

The college academic committee in the presence of head of institution, organizes a meeting with all program incharges regarding the teaching-learning process and curriculum.

The college academic committee plays a significant role in imparting quality education and also refines it time to time, for attaining an optimum best Program Outcome (PO) with well-structured Program Specific Objectives (PSO's) in accordance to improve and sustain the quality policy.

Documents of Academic Committee are prepared with main focus in improving students' knowledge and practice of pharmacy with global standards and also to improve writing skills, communication skills through seminars, establishing team work and leadership qualities by projects and also get updated with recent advancements.

During the meeting with all Program Incharges, college academic committee comes with the academic calendar and syllabus, and insists the course in-charges and program in-charges, head of department to refine the PO and PSOs/PEOs further and justify its correlation with curriculum, by framing the scope of each subjects.

The program/course in-charges are directed to prepare the time table of all programs at various degree levels and to design an academic planner for syllabus completion based on number of weeks (of theory/practical's/tutorials) in accordance with syllabus. Further, college academic committee conducts meeting with all faculty of the institute, where details regarding their work time table and department time table are issued. Faculty are directed to handle classes as per the academic planner, which encompasses of all basic details regarding: course description, course of study, stipulated hours and planned hours of teaching, tutorials, credits, examination particulars (its mode/eligibility of appearance by students / student attendance), evaluation process, programme outcomes / programme specific objectives / course outcomes, and mode of teaching – learning process.

During the meeting a panel discussion on suggestions pertaining to teaching-learning process is obtained and further incorporated for attaining better quality policy to meet the mission and vision of the institution.

Documents maintained by teaching faculties of the institution as per the recommendations of college academic committee:

- Academic calendar
- Academic planner
- Structured lesson plan
- Time table of individual faculty
- Students attendance
- Particulars of beyond the syllabus taught
- Assignments particulars submitted by students
- Seminars taken by students
- Tutorial class particulars
- Presentation particulars (Journal club/Drug club/Case presentations).

File Description	Document
Upload Academic Calendar and Teaching plans for five years	View Document

2.4 Teacher Profile and Quality

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

Response: 103.61

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

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

Response: 25.75

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

2019-20	2018-19	2017-18	2016-17	2015-16
21	19	14	10	09

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 7.05

2.4.3.1 Total experience of full-time teachers

Response: 437.11

File Description	Document
Institutional data in prescribed format	View Document

2.5 Evaluation Process and Reforms

2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

Response: 29.82

2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
29.5	28.2	32.5	27.4	31.5

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 0.8

2.5.2.1 Number of complaints/grievances about evaluation year wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
11	20	0	0	0

File Description	Document
Number of complaints and total number of students appeared year wise	View Document

2.5.3 IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA) have brought in considerable improvement in Examination Management System (EMS) of the Institution

Response:

- The examination reform in the institution is well structured, where regular mock examinations are conducted in (Objective Structured Clinical Examination-OSCE / Objective Structured Practical Examination-OSPE) pattern, and its evaluated by faculty handling the subject.
- Three internal examination (midterm examination) are conducted as per academic calendar at regular intervals, for slow learners improvement internal examination are conducted.
- Question papers are prepared by subject experts selected from other reputed institutions.
- Six sets of question Papers are obtained from Three examiners, out of which 1 question paper will be selected by the Controller of Examination, and the same will be checked for its reliability and suitability by subject expert just before 30 minutes of commencement of examination.
- For Evaluation, faculty who have minimum 05 Years' of experience will be considered, and the evaluation process will start immediately after completion of last exam of that particular semester.
- Internal examination of all programmes offered in the institution is conducted as per the Pharmacy Council of India (PCI) regulation for 90 mins, external examination for 3 hours.
- All the students who are having more than 75% attendance in B. Pharmacy and M. Pharmacy programs, and 80% attendance in PharmD and PharmD (post baccalaureate) programs are eligible to appear for examination.
- Once the candidate is registered for exam his/her details will be printed (Pre-Printed) on OMR Sheet which will be attached with answer booklet.
- The D.base exam software used in the examination branch is highly reliable, in generating the results with utmost accuracy with no errors.

File Description	Document
Any additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and

displayed on website and communicated to teachers and students.

Response:

Adhering closely to the objectives of Outcome Based Education (OBE), the Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs) are framed by the institution after review of inputs from stakeholders, and all faculty members; and approved by various statutory bodies like Governing body, Academic Council, Board of Studies and other expert opinions. The academic development committee consistently reviewing the academic performance and placements record to evolve PSOs/PEOs through continuous development. The institution has a well-structured communication with all stake holders, with whom regular meetings are convened.

The institution has ensured that the program outcomes, program specific outcomes and course outcomes for all programs are published and disseminated through the following:

- Institution Website
- Display board in the campus
- Practical Record note books
- Class rooms
- Laboratories and department notice-boards
- All stakeholder meetings

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document
Any additional information	View Document

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

Response:

The institution has systemized tools and processes used in assessment of the attainment of the programme outcomes.

Assessment tools	Frequency	Direct/Indirect	Description
Alumni survey	Every year	Indirect	Collection of a wide variety of information on graduates' satisfaction, how well students are doing in their careers, what types of jobs or graduate programs they have gone on to obtain, and the skills they have used to succeed in the job market or in graduate school after the graduation. Provide the information on how the curriculum has changed, altered, improved or expanded.
Employer survey	Every year	Indirect	Provide information about the curriculum

			course outcomes, on-the-job field specific the application and Value of the skills offers. It helps to determine if their necessary job skills and if there are employers particularly value that acquiring in the programme.	
Student/graduate survey	exit	Every year	Indirect	To evaluate the success of the program students with opportunities to achieve outcomes
Course exit survey		End of course	Indirect	To determine the quality of the course outcomes, that this course tries to satisfy achievement of these Outcomes.
Project evaluation		Every year	Direct	This is a demonstration of the ability throughout the programme
Course evaluation		Every year	Direct	It gives information about what and learning within the classroom environment information that faculty routinely collect semester exam performance, assignments assessing student learning within the environment.
Parents satisfaction survey		Every year	Direct	The Parent Survey is divided into various requesting information on parents' satisfaction aspects of the academic programme and criteria they used in selecting us.

File Description	Document
Any additional information	View Document

<p>2.6.3 Pass Percentage of students(Data for the latest completed academic year)</p> <p>Response: 96.84</p>
<p>2.6.3.1 Total number of final year students who passed the examination conducted by Institution.</p> <p>Response: 184</p>
<p>2.6.3.2 Total number of final year students who appeared for the examination conducted by the Institution.</p> <p>Response: 190</p>

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process	
Response: 3.9	
File Description	Document
Upload database of all currently enrolled students	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution Research facilities are frequently updated and there is well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

The existing Research Facilities

- After the introduction of Post graduate program (M. Pharm) in the year 2008, the research facilities are being continuously upgraded to meet the requirement of the standards of M. Pharm dissertation and PhD thesis work.
- From the year 2017, the research facilities are continuously improved under the recommendation of Research and Development (R&D) cell in coordination with the Internal Quality Assurance Cell (IQAC).
- The research division has defined the exclusive vision for research as “RIPER RESEARCH VISION 2025” and Five-Year research plan of the institution which has mapped with the institution vision.
- Accordingly, the institution has exclusive budget and research policies to promote the quality research among faculty and students (available in website - <https://riper.ac.in/rd-cell-constitution-policy/>).
- In view of research credentials, our institution has been recognized as SIRO by DSIR, Govt. of India in 2018.
- The institution also recognized as research Centre (full time PhD admission) for pharmaceutical sciences by the JNT University Anantapur and Manipal Academy of Higher Education (MAHE) as appraisal to the existing facility suitable for conducting quality research.
- To date, there are 27 laboratories amongst 06 are exclusive research laboratories furnished with sophisticated instruments.
- These six laboratories are

- 1) Sophisticated instrumental analytical facility (Room No.49),
- 2) Molecular Modelling and drug discovery unit (Room No.45/C),
- 3) Pilot formulation unit (Room No.9),
- 4) CDSCO Approved Drug testing laboratory (Room No. 50),
- 5) CPCSEA approved animal house attached pharmacological laboratory (Room No.28)
- 6) DST-FIST funded Laboratory (Room No.46).

- In 2017, the institute has been sanctioned DST-FIST grant under level 0, which enabled us to provide the facilities like Differential scanning calorimetry, Gel-doc system and Elisa reader etc.
- In the year 2017, with the help of AICTE-RPS we have upgraded the formulation facility with Lyophilizer, particle size analyzer and Zetapotential analyzer.

- In the year 2018, the analytical laboratory has been certified as CDSCO approved facility for drug testing where HPLC, GC, and other spectroscopic techniques made suitable to test the drugs as per regulatory requirement with GLP and GMP specifications.
- The existing animal house facility has been approved by CPCSEA for conducting preclinical studies on animals (mice, rats, rabbit) which is monitored by CPCSEA approved Institutional Animal Ethical Committee (IAEC).
- In the year 2018, with the support of DST-SERB grant, we have established *in silico* molecular modelling unit where virtual screenings and molecular docking of natural and synthetic molecules on the protein/ receptor structure can be performed.
- Further in 2019-20, the pharmacological facilities have been upgraded with zebrafish facility, cell culture laboratories and with tissue imaging units.
- With the above developed research facilities, the % of indexed research publications of faculty members (three-fold increase), number of extramural research grants (10), consultancy work engaged and patents filed (06 filed) have been markedly improved over the past 5 years.

In addition, the considerable amount of internal revenue has also been generated through facility support to external research scholars and teachers.

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document
Any additional information	View Document
URL of Policy document on promotion of research uploaded on website	View Document

3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

Response: 3.05

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).

2019-20	2018-19	2017-18	2016-17	2015-16
4.22	2.48	4.16	3.81	0.57

File Description	Document
List of teachers receiving grant and details of grant received	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View Document
Any additional information	View Document

3.1.3 Percentage of teachers awarded national / international fellowship for advanced studies/research during the last five years

Response: 1.89

3.1.3.1 The number of teachers awarded national / international fellowship for advanced studies / research year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
0	3	1	0	1

File Description	Document
List of teachers and their international fellowship details	View Document
e-copies of the award letters of the teachers	View Document
Any additional information	View Document

3.2 Resource Mobilization for Research

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

Response: 221.18

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

2019-20	2018-19	2017-18	2016-17	2015-16
41.44	10.31	74.53	89.12	5.78

File Description	Document
List of project and grant details	View Document
e-copies of the grant award letters for research projects sponsored by government and non-government	View Document
Any additional information	View Document

3.2.2 Percentage of teachers having research projects during the last five years

Response: 22.1

3.2.2.1 Number of teachers having research projects during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
8	11	21	13	8

File Description	Document
Names of teachers having research projects	View Document
Link for additional information	View Document

3.2.3 Percentage of teachers recognised as research guides

Response: 16.13

3.2.3.1 Number of teachers recognized as research guides

Response: 10

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	View Document
Any additional information	View Document

3.2.4 Average percentage of departments having Research projects funded by government and non-government agencies during the last five years

Response: 100

3.2.4.1 Number of departments having Research projects funded by government and non-

government agencies during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	1	1	1

3.2.4.2 Number of departments offering academic programmes

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	1	1	1

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Paste link to funding agency website	View Document

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations, creation and transfer of knowledge supported by dedicated centers for research, entrepreneurship, community orientation, Incubation etc.

Response:

Institutional eco system for innovations, creation and transfer of knowledge supported by dedicated centers for research, entrepreneurship, community orientation, Incubation etc.

In view of creating the ecosystem for innovation, creation and transfer of knowledge the following measure has been undertaken.

Availability of Research and Development cell and Policies

- In 2012, the Research and Development (R&D) Division has been created under the exclusive “Research Coordinator” and later after the autonomy and recognition of Research Centre status by JNT University Anantapur, the Research Director has been appointed in 2017.
- Then the research polices have been formulated and was approved by Governing council and Academic council. (available in website - <https://riper.ac.in/rd-cell-constitution-policy/>).
- The research actives are encouraged and driven by the three bodies, viz., Internal Research Review Committee, External Research advisory bodies, and Ethical committee.
- There is a technical review committee to decide the facility creation and equipment configuration to

be purchased.

Collaboration through MoUs

- MoUs with national research laboratories (CSIR-IICT, ICMR-NIRT), Universities from India (MAHE, Yenepoya, Parul) and abroad (The Toledo University) and 07 pharmaceutical industries. (One DST-SERB Project in collaboration with ICMR-NIRT).

Environment to encourage entrepreneurship

- MoU with SK University – Atal incubation Centre for promoting the idea into entrepreneurship (accordingly Mushroom cultivation training unit has been established).
- Our RIPER-MHRD IIC cell comprised of students and teachers actively participate in all innovation related workshops and conduct model presentation every year at our campus in collaboration with SKU-AIC.

Monitor & guidance on ethical issues

- There are well defined policies on misconduct on research and good research practice.
- The regulatory defined ethical committee like IAEC (animal studies) and IRB (for human studies in collaboration with RDT Hospitals) are available.
- Availability of Plagiarism check.

Encouraging Perks

- Incentives and awards for faculty on research achievement and publication of papers.
- Well defined parametric score for faculty members on research out in the self-appraisal form by IQAC cell.
- Seed money for research faculty for promoting research and attending exclusive conferences.

Academic flexibility

- Additional academic leaves for attending conferences and workshops (5 additional leaves).
- Provision for faculty to apply and participate in INSA summer research fellowships (2 faculty members completed)
- Policies on providing Two years sabbatical leave for faculty members on deputation to abroad universities and research institutes (Four faculty members has been deputed, one faculty member has rejoined after completing the assignment).
- Academic load adjustment for faculty who involved in the funded research grants.

Continuous education and improvement

- Regular journal clubs on recent trends conducted by R&D Cell
- Regular FDP/STTP programmes on recent trends and paid leave to attend the same at other institutions.
- Frequent conferences for students and faculty training on research trends and update with invited resource persons.
- Yearly “RIPER RESEARCH NEWS LETTER” is published to disseminate the faculty credentials

to the public.

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

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.

Response: 37

3.3.2.1 Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
11	11	2	8	5

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

3.4 Research Publications and Awards

3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee

Response: A. All of the above

File Description	Document
Any additional information	View Document
Link for additional information	View Document

3.4.2 Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/supervisors provided at 3.2.3 metric) during the last five years

Response: 2.2

3.4.2.1 How many Ph.Ds are registered within last 5 years

Response: 22

3.4.2.2 Number of teachers recognized as guides during the last five years

Response: 10

File Description**Document**

List of PhD scholars and their details like name of the guide , title of thesis, year of award etc

[View Document](#)

URL to the research page on HEI web site

[View Document](#)**3.4.3 Number of research papers per teachers in the Journals notified on UGC website during the last five years****Response: 3.09**

3.4.3.1 Number of research papers in the Journals notified on UGC website during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
45	31	29	34	25

File Description**Document**

List of research papers by title, author, department, name and year of publication

[View Document](#)

Any additional information

[View Document](#)**3.4.4 Number of books and chapters in edited volumes / books published per teacher during the last five years****Response: 0.75**

3.4.4.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
34	2	3	0	1

File Description	Document
List books and chapters in edited volumes / books published	View Document
Any additional information	View Document

3.4.5 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed

Response: 1.89

File Description	Document
Bibliometrics of the publications during the last five years	View Document
Any additional information	View Document

3.4.6 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

Response: 6.5

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document
Any additional information	View Document

3.5 Consultancy

3.5.1 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

Response: 13.89

3.5.1.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).

2019-20	2018-19	2017-18	2016-17	2015-16
0.73	5.01	6.15	0.96	1.04

File Description	Document
List of consultants and revenue generated by them	View Document
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	View Document
Any additional information	View Document

3.5.2 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs).

Response: 13.16

3.5.2.1 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
00	5.00950	6.15450	0.95800	1.04238

File Description	Document
List of facilities and staff available for undertaking consultancy	View Document
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	View Document

3.6 Extension Activities

3.6.1 Extension activities are carried out in the neighbourhood community, sensitising students to social issues, for their holistic development, and impact thereof during the last five years

Response:

Raghavendra Institute of Pharmaceutical Education and Research comprises of two National Service Scheme units NSS I (2010-2011) & NSS II (2011-2012), approved and affiliated to Jawaharlal Nehru Technological University (JNTUA), Anantapur. The overall objective of our NSS units is to understand and identify the local community needs and work to dole out and resolve the same in order to uplift the community. It is a student-centered program in which NSS volunteers serve in close collaboration with various Government bodies and non-government organization to lift the deprived local community.

Motto:

The national main motto of National Service Scheme is “**NOT ME, BUT YOU**”

Community needs

National Service Scheme, under the Ministry of Youth Affairs & Sports Govt. of India, popularly known as NSS was launched in Gandhiji's Birth Centenary Year 1969, in 37 Universities involving 40,000 students with primary focus on the development of personality of students through community service. Now it is present in every academic institute of India and serve its purpose through students. In our institute the NSS programs/projects are implemented by the NSS volunteers in the community in close collaboration with the community and thereby it provides vast scope for the students' interaction with the people.

1. Regular activities of NSS-RIPER

A. Orientation of NSS Volunteers: To get the NSS volunteers acquainted with the basics of NSS programs, our organizers conducts self realization programs to inculcate democratic living and selfless service among the students.

B. Campus work: Initially NSS volunteers are allowed to involve in the projects undertaken for the benefit of the institution and students concerned. Such projects cover development of health care, tree plantation in the premises, awareness programs on smoking cessation, AIDS, blood donation camp, health exhibition, TB, National youth day, Women's day, Hb & Blood test and Mega Medical camp inside the campus. The NSS volunteers may work on campus projects for not exceeding 30 hours in a year.

2. Special programs through NSS-RIPER

The overall objective of this scheme is Education and Service to the community and by the community. It's a type of Program where we cater to the need of the community periodically and as and when required also. Our NSS units adopt the nearby villages and continuously visit the rural areas for a week and try to develop a Technocratic Environment and help the under privileged people to develop themselves. It helps the students to communicate with the local society and understand their life style needs, thereby make them to work out the problems of the rural community.

Rural Projects

The rural projects generally include eradication of illiteracy, agricultural operations, health, nutrition,

hygiene, sanitation care, family life education, Satisfying basic rural life style needs, campaign against social evils, Plastic free zone, Literacy & protection of crop, Conservation of energy, Medical camps, Maintenance of village Street and drainage, Alcohol and tobacco awareness Program and etc.

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

3.6.2 Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years

Response: 3

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	3	0

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

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

Response: 87

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

2019-20	2018-19	2017-18	2016-17	2015-16
13	11	32	15	16

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

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

Response: 64.62

3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
465	460	551	467	400

File Description	Document
Reports of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document
Any additional information	View Document

3.7 Collaboration

3.7.1 Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

Response: 36.2

3.7.1.1 Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

2019-20	2018-19	2017-18	2016-17	2015-16
72	61	33	12	3

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Copies of collaboration	View Document

3.7.2 Number of functional MoUs with institutions of national, international importance, other institutions, industries, corporate houses etc. during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 11

3.7.2.1 Number of functional MoUs with institutions of national, international importance, other Institutions, industries, corporate houses etc. year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1	4	1	5	0

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance, other Institutions etc during the last five years	View Document
Any additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

Raghavendra institute of Pharmaceutical Education and Research is a self finance autonomous institute affiliated to JNTUA established in 2002 and located near S.K University, Anantapuram district of Andhra Pradesh. The Institution is spread across 12 acres of lush green campus and endowed with all physical infrastructural facilities to facilitate best teaching & learning practices.

Institution has separate and dedicated infrastructure for each program to serve academic, administrative and other supporting needs to meet the essential requirements of various statutory bodies.

Institute functions with adequate library, laboratories, seminar halls, class rooms, medicinal garden, office space, faculty room, sports area and other required facilities for proper conduction of various research, curricular, extracurricular and co-curriculum activities including training programs related to teaching and learning processes. The Institution has established its own separate examination building as per the statutory norms and function with strict fidelity.

The class rooms are properly illuminated, sufficiently ventilated, well spacious and furnished to provide comfortable seating as per the student requirements along with all modern and conventional teaching aids.

All the laboratories have sufficient work space with safety features and functional facilities like water, gas, electricity etc, to provide an excellent enthusiastic atmosphere to work and learn.

ICT classrooms, smart class room and air conditioned seminar halls are equipped with adequate modern ICT tools, chairs, benches, tables and audio visual system etc., to conduct effective, efficient and comfortable academic and Co-curricular activities.

All the programs of institute have adequate infrastructure facility as per the norms of concerned statutory bodies.

Table - 4.1.1 academic facilities

S.No	Name of the room	Quantity	Area in m2
1	Class room	14	70.2m2
2	Tutorial room	9	35.1m2
3	laboratories	27	80m2
4	Research laboratories	6	75m2x4Nos 80m2x3,105m2x3
5	PG library	1	150m2
6	UG Library	1	35.5m2

7	Machine room/ Pilot manufacturing unit	1	76m2
8	Seminar hall	1	135m2
9	Conference hall	1	70.2m2
10	Medicinal garden	1	3195.1262m2
11	Student development cell	1	27m2
12	Smart class room	1	97.64m2
13	Animal house	1	70.2m2
14	Pharma museum	2	19.44m2
15	Instrumentation room	1	60.5m2

S.No	Particulars	Quantity
1	Desk top computers	140
2	Servers	2
3	Printers	10
4	Routers	6
5	LCD projectors	12
6	Scanner	2
7	CCTV cameras	41

File Description	Document
Upload Any additional information	View Document

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

Response:

Institution provides ample facilities and scope for the active participation of students in all indoor and outdoor extracurricular activities. All the sports related activities are being maintained by sports committee. Physical education director of the institute train the students for various indoor and outdoor games of their interest like chess, carom, table tennis, volley ball, foot ball, soft ball, cricket, kabaddi, kho kho, badminton, tennicoit etc.

Institute conducts inter Program tournaments, annual sport week celebrations regularly. Institution offers ample facilities to conduct yoga and meditation related activities to create a sense of mindfulness.

S.No	particulars	Area in m2
1	Cricket	6070.29m2
2	khokho/ kabaddi	2023.43m2

3	Badminton	154.65m2
4	volleyball	400m2
5	Table tennis	30.25m2
6	Chess/caroms	30.25m2
7	Tennikoit	70m2
8	Gym	54.75m2
9	Yoga	150m2

File Description	Document
Upload any additional information	View Document
Geotagged pictures	View Document

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

Response: 60

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 12

File Description	Document
Institutional data in prescribed format	View Document
Paste link for additional information	View Document

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

Response: 25.55

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

2019-20	2018-19	2017-18	2016-17	2015-16
38.75965	46.19841	5.53610	57.08524	144.3525

File Description	Document
Upload Details of Expenditure , excluding salary during the last five years	View Document
Upload audited utilization statements	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

Details of Intergrated Library Management System

- Name of the ILMS software: WEBPROS SOLUTIONS PVT.LTD.
- Nature of Automation: Library is Fully Automated
- WEBPROS membership ID: IM-6528

The RIPER autonomous institute has developed and maintained the library with all necessary academic resources, including 24 x 7 (50 MBPS) band width internet facilities. The budget of the library ensures the presence of most recent editions of books and journals. The institute is making a concerted effort to increase the acquisition of library electronic resources. In addition, the library offers the below mentioned services to enhance the learning facilities to students, faculty and researchers.

- Library has totally 12,353 books with wide range of titles including 144 e- books as on date 01-03-2021.
- JGate and JCCC Subscriptions available for e-journals/e-resources.
- Exclusive library space for PG/Ph.D Scholars/students.
- A computer workstation is available to faculty, research scholars and students to provide online and Internet services.
- The working hours of the library is 9:00 am to 4:30 pm.
- Wi-Fi is available in all reading areas. Students with laptops can browse in the library.

Barcoding and book search facilities are also available in the library for ease of resource access.

WEBPROS: (Library management software)

The library is computerized and automated by using the software of WEBPROS. The software has open access to all students, scholars and faculty. We are providing the open access to all students in the campus offering the smart packages to population who are attending to library, the list of books are barcoded; the process makes easy search of available books.

The main features are

1. Search by title, author, subject, keyword and editor are provided in the basic search.

2. Search by international standard book number, International standard serial number, call number, class number, title number, issue number is provided in a numeric search.

College Name	Books	Journals	e-journals	Remote access to e-resources
Raghavendra Institute of Pharmaceutical Education and Research (RIPER)	12,353	179	800	J-Gate+ JCCC

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

4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Details of subscriptions like e-journals, e-books , e-ShodhSindhu, Shodhganga Membership etc	View Document

4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 1.33

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

2019-20	2018-19	2017-18	2016-17	2015-16
1.037	2.601	0.828	0.96	1.216

File Description	Document
Details of annual expenditure for purchase of and subscription to journals/e-journals during the last five years	View Document
Audited statements of accounts	View Document
Any additional information	View Document

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

Response: 11.79

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

Response: 100

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

4.3 IT Infrastructure

4.3.1 Institution has an IT policy covering wi-fi, cyber security, etc., and allocated budget for updating its IT facilities

Response:

Institution IT policies and Facilities

The campus has wired and wireless internet access require seamlessly roaming facility to access internet from class room, library and labs. Previously college has 30 MBPS internet facility. Currently we are using BSNL fibre of 50 MBPS internet facility. The institute has a 24X7 Wi-Fi/LAN facility in the college campus for the student and faculty members to avail internet connection in the college. College is equipped with two servers and seven modems to facilitate internet access for academic and official needs. Students can use unlimited Internet access to download publications, journals even upload the applications to several official purpose and to conduct / attend virtual conferences, training programmes and orientation sessions. College cyber security system is equipped with UniFi dream machine with wide range of security features mainly firewall and gateway, to control and prevent hacking and virus. It also has the feature of WDS (WiFi distribution system) through which we can control the unethical access of malicious websites.

Following table represents the Date and Nature of Updation:

Date	Nature
07/02/2017	Krystal Headset (55)

18/07/2017	Epson Eb s31 + Dell 1220 + BenQ m527p
22/08/2017	BenQ ms531p Projector
06/01/2018	Internet speed upgrade – From 10 MBPS to 30 MBPS
04/07/2018	Dlink ADSL2 + WiFiRoouter
10/06/2019	Lumious 150 AH Battery (4 Nos)
23/11/2020	Quikheal essential Antivirus
17/2/2021	UniFi Dream Machine Pro (Firewal and Gateway)
23/3/2021	Internet speed upgrade – From 30 MBPS to 50 MBPS

File Description	Document
Upload any additional information	View Document

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

Response: 6:1

File Description	Document
Upload any additional information	View Document
Student - computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution.

Response: 35 MBPS - 50 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	View Document

4.3.4 Institution has the following Facilities for e-content development

1. Media centre
2. Audio visual centre
3. Lecture Capturing System(LCS)
4. Mixing equipments and softwares for editing

Response: D. 1 of the above

File Description	Document
Upload Additional information	View Document
Institutional data in prescribed format	View Document
Link for Additional information	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years

Response: 56.4

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

2019-20	2018-19	2017-18	2016-17	2015-16
113.0007	155.7352	113.9270	134.5728	115.8341

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts	View Document

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

Response:

The Governing body of the college ensures optimal allocation and utilization of the available financial resources for maintenance and up gradation of different facilities by holding regular meetings and considering recommendations of various committees constituted at the college level for smooth functioning. The funds generated through the grants, Student fees and local society utilized for physical facilities maintenance and up gradation. The investment decisions are made as per the requirement of Students betterment on priority basis.

Laboratory:- Every lab is assigned to a concerned Faculty as in-charge. Lab technicians of the concerned laboratory maintain the lab and equipment records and monitored by Faculty in-charge. Program incharges verify the records periodically.

Maintenance of laboratories: - The calibration, repairing and maintenance of sophisticated lab

equipments are done by the technicians of related enterprises periodically and as and when required. SOPs are available for all the equipments and Log books are made available for sensitive equipments.

Library: - The required list of books is collected from concerned faculty members of the subject through program incharges. The finalized list of required books is duly approved by Principal in consultation with program incharges. The students are provided with ID Cards to collect the book from the library and they can collect and return the book within specified period. The No Due certificate is mandatory for students before appearing for end examinations. Other issues such as weeding of old titles, schedule of issue/ return of books etc. are chalked out and resolved by the library committee.

Sports: - Regarding the maintenance of sports equipment and conduct of sports activities the college deputed a qualified sports incharge (Physical Director). He looks after the sports activities regularly.

Computers: - Centralized computer laboratory is functioning effectively to enrich the students. The computer incharge looks after the facilities and upgrades the system requirements periodically. ECAP software is used for maintaining faculty and students' details. DBASE is instilled for smooth functioning of Exam Section. College is enabled with HI Speed Internet (50 MBPS) to all the systems of the campus and also a WIFI Enabled campus. Open access journals are also available.

Classrooms: - The college has various committees for maintenance and upkeep of infrastructure maintenance and smooth functioning. At the program level, program incharges submit their requirements to the Principal regarding Physical facilities requirements and others. Administrative officer also focuses to fulfil the students' academic requirements.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 40.39

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
392	338	283	200	244

File Description	Document
upload self attested letter with the list of students sanctioned scholarships	View Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document

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

Response: 2.42

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution / non- government agencies year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
46	26	2	18	0

File Description	Document
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	View Document
Institutional data in prescribed format	View Document

5.1.3 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. Awareness of trends in technology

Response: A. All of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefited by career counseling and guidance for competitive examinations offered by the Institution during the last five years.

Response: 23.53

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

2019-20	2018-19	2017-18	2016-17	2015-16
154	217	149	164	156

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

5.1.5 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
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression**5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 21.02**5.2.1.1 Number of outgoing students placed year - wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
51	39	57	6	37

File Description	Document
Upload any additional information	View Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch).**Response:** 13.15**5.2.2.1 Number of outgoing student progressing to higher education.**

Response: 28

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

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

Response: 63.54

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

2019-20	2018-19	2017-18	2016-17	2015-16
47	37	21	20	25

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

2019-20	2018-19	2017-18	2016-17	2015-16
52	48	41	46	45

File Description	Document
Upload supporting data for student/alumni	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document
Any additional information	View Document

5.3 Student Participation and Activities

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

Response: 7

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

2019-20	2018-19	2017-18	2016-17	2015-16
2	3	1	0	1

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

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

Presence of an active student council and representation of students on academic and administrative bodies/committees of the institution

The following committees have student representatives: 1. Student Representative Council 2. Anti-Ragging Committee 3. Sports Committee 4. NSS Committee 5. Alumni Association 6. Women empowerment council 7. Journal Club.

Student Representative Council: Consists of Two toppers from each class. They assist in smooth functioning of academic activities of the respective classes. They communicate between the faculty members and students. They convey the difficulties of the overall class students to the respective faculty or to Administrative officer or to principal as the case may be to resolve the things smoothly.

Anti Ragging Committee: Though our campus is ragging free in practice, the anti-ragging committee has been established as per the requirements of statutory bodies and government norms. The committee is functioning in a precautionary and preventive manner in the campus as well as in hostels to maintain the ragging free environment.

Sports committee: Sports committee is headed by Physical Director of the institute. The students in the committee organize and coordinate the sports activities of the college.

NSS Committee: It was established as per the norms of the Government. The NSS organizes various activities to inculcate social responsibility to the students. Students actively participate with a good understanding of their own responsibilities.

Alumni Association: Students interacts with the alumni members periodically through alumni meet to pace up their capabilities to the needs of the industries. Alumni of our institute contribute by arranging internships, projects, industrial visits as well as placements to the student. The alumni actively involve in feedback through alumni survey as well as employer survey and contribute to the enrichment of Academic

curriculum towards achievement of program outcomes. The representative of alumni association plays a active role in BoS.

Women empowerment cell: Conducting various activities to empower the women to shorten the gender Gaps.

Journal Club: Organizes research community meetings weekly to share the research and development activities of the individuals of the institute. The main motive of the club is to inculcate the research capabilities among the budding pharmacists and to reinforce the ethics of research.

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

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

Response: 5

5.3.3.1 Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
6	6	5	4	4

File Description	Document
Report of the event	View Document
Number of sports and cultural events / competitions organised per year	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.

Response:

The alumni association/chapters (Registered and functional) contributes significantly to the development of the institution through financial and other support services

Each passed out student of our Institute automatically become the member of our alumni. Alumni meetings are regularly organized every year. During the alumni meet of our Institution, the alumni share their experiences with our budding students. Feedback from alumni are collected and compiled by IQAC members. The suggestions and recommendations of alumni are put forth in the Governing body and BoS meeting as suggestions for implementation. Whenever IQAC and Academic council meetings are conducted the selected alumni are invited for their suggestions. Every suggestion and recommendation of alumni is considered with due care for the betterment of the organization and after approval by respective committees they are implemented.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

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

Response: E. <2 Lakhs

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the Institution

Response:

Raghavendra Institute of Pharmaceutical Education and Research (RIPER) is synonymous with high quality of pharmacy education. The infrastructure available makes the college a conducive academic learning that provides students with quality education in a clean, comfortable environment. The institute is exclusively dedicated to Pharmacy education offering Diploma, Graduation, Post-graduation, Doctor of Pharmacy, and Doctor of Philosophy.

RIPER is accorded status under sections 2(f) and 12(B) of UGC act 1956 and conferred with Autonomous Status by University Grants Commission (UGC) for a period of six years w.e.f. the academic year of 2016-2017 to 2021-2022. The college is accredited by National Board of Accreditation (NBA), New Delhi for under graduate (UG) program and National Assessment and Accreditation Council (NAAC) with “B” grade.

RIPER was ranked 20th(2016), 91st(2017), 39th(2018), 63rd(2019) & 55th(2020) in India according to National Institute Ranking Framework (NIRF), released by Ministry of Human Resource Development (MHRD), GOI, New Delhi.

Vision

“To create professionally competent and socially sensitive pharmacists, capable of working in multifaceted environment with newer evolving technology”.

Mission

“To enable our students to develop into outstanding professionals and aware of the immense responsibilities to make the world better in the field of pharmacy”.

Quality Policy

“Dedicated to impart quality pharmacy education and training leading to “Degree in Pharmacy” and aims at being a global education and research institution through continual improvement and effectiveness of the quality system”.

Short Term Goals

- Begin campaign plans on developing RIPER as renowned institute in the state for quality pharmaceutical education.
- Enhance and upgrade laboratory environment with the appropriate industry recommended

technology.

- Establish various units to encourage education with industry orientation and research developmental activity.
- Pursue opportunities for students by establishing various units like placement, training, industrial interaction and research cell.

Long Term Goals

- Develop RIPER as "center of excellence" for pharmacy in the country.
- Pursue industry, research institution collaboration across the globe with adequate contribution to down trodden community.
- Enhance to pursue research grants and number of intellectual properties in pharmaceutical and socioeconomic health Research.

The institution strongly believes effective governance and leadership are cutting edges, that promotes culture of excellence and innovation, which drives performance in the pursuit of knowledge enabled by teachers and researchers.

The institution governance is as per UGC stipulated guidelines. The administrative set-up, policies and functions of the institution are governed by the following committees, which defines and fosters mission and vision of the institution.

Statutory bodies	Governing body Academic council Board of studies Finance committee
Statutory and Non-Statutory committees	<ul style="list-style-type: none"> • Internal Quality Assurance Cell • Academic development committee • Research & Development • Placement and Industry cell • Library committee • Examination committee • Extra-curricular activities committee • Admission committee
	<ul style="list-style-type: none"> • Grievance Redressal cell • Anti-ragging committee • Women empowerment cell • SC/ST Cell
	<ul style="list-style-type: none"> • Alumni Association • Student welfare

The constitution and functions of above committees are well defined in “Good Governance guidelines document” and was duly approved by the Governing body of the institution.

By understanding the magnitude of Participative management, the committees comprise of active faculty members and stakeholders, function to achieve the goals of the institute constantly.

File Description	Document
Any additional information	View Document

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

Response:

Effective leadership is a more powerful and cogent metaphor for change, involved in the idea of turning a graduating student to meet the new challenges of the twenty-first century, through a very collective efforts of the institution, faculty members, and all the stakeholders; which is practised in the institution.

The institution believes decentralization and participative management advocates following merits:

- Autonomy, efficiency and accountability;
- Increased responsiveness to the community and to local needs;
- Ability to empower teachers, parents and other stakeholders in the education community while improving the effectiveness of institution reform;
- Improve the institutional quality to achieve the mission and vision;
- Roadmap to educational transformation and social change.
- A right blend of decentralization and centralization exists in the institute to promote participative management from the stakeholder and well wishers, as we believe the concept of “Leadership” rather than “Boss man ship”, so that to create every individual as a “Leader” of the activities they concern.
- The college administrative and academic activities are executed through the various committees independently. The decision making and implementation authority of the respective committees are reside with them only.
- The administration of institution constitutes of governing body, academic council, board of studies, and finance committee; whose important role is approval of budget and proposals on developmental activities proposed by the committees and In-charges functioning independently to carry out the concerned activities.(Administrative, infrastructure, academics, and research).
- The proposals scrutiny, discussions and decisions are made by the head of the institution, in consultation with Program heads. The program heads are free to take decisions pertaining to the administration, conduction and development of their respective programs.
- Culture of participative management exists in the institution; through which all faculties are placed in various administrative committees (including governing body, academic council, board of studies, and finance committee), who works collectively as a team, for an imperative and integrated development output in terms of budget and revenue generation, curriculum, disciplinary activities, programme outcomes, programme educational / Specific objectives, research activities, extra-

curricular, co-curricular activities.

- The institution involves and encourages its students and other stakeholder to be part of decision making in the administration of the Institute. (Student and stakeholder being part of many committees and their valuable inputs/concerns are duly considered and implemented.). Recruiting faculty, framing of syllabus, introduction of new courses, infrastructure development, and conduction of co-curricular and extra-curricular activities are some of the notable major area where the stakeholders, particularly students' role are inevitable.
- The constitution of various academic and administrative encompasses student representatives: Sports committee, Institutional Magazine committee, Anti-ragging committee, Anti -ragging squad, Alumni association, and Cultural committee.

File Description	Document
Any additional information	View Document
Link for strategic plan and deployment documents on the website	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The institution has a formal policy of “ensure quality” in every aspect.

The Vision, Mission and Quality policy statements are defined by a collaborative process. It is a shared image defined and started with four pharmacy professionals, who are founders of this institution. The shared vision effort started with personal vision, because it makes institution becomes a tool for people's self-realization.

Teaching-learning process and environment

The institution has a very well defined and structured teaching-learning process which gets the defined program outcome and also instills evidence-based learning and problem-based learning techniques.

The institution for a quality academic profile has well qualified teachers and subject experts who systematically design the teaching-learning process.

Research and development

The institution has affiliating university recognized research centre – Centre for pharmaceutical research, encompassing of R & D cell and Research Review Committee and Institutional review board for the constant updating of knowledge, encouragement and help to the teaching staff to achieve more interims of their knowledge and engagement in research publications.

Community engagement / outreach activities

The institution has affiliating university approved and recognized two units of National Service Scheme (NSS), and Indian Pharmaceutical Association (IPA) Anantapuramu branch through which all types of regular camps, special programme, outreach programmes, health camps, blood donation camp, health awareness programme working as a team with healthcare professionals of RDT Hospitals, Bathalapalli, Anantapuramu, Andhra Pradesh are periodically conducted.

Industry interaction

The institution has regular Industry interaction which enhanced the quality and now reached a stage where in our qualified graduates and post graduates are being preferentially employed

Internationalization

The institution is constantly motivated to get international focus in terms of collaborations and research publications.

Collaborations with professional bodies

The institution has collaboration with the Indian Pharmaceutical Association (IPA), International Society for Pharmacoeconomics and Outcomes Research (ISPOR), and Royal Society of Chemistry – London, Deccan Section.

Disciplined campus/learners-centred

The institution has a grievance redressal cell/Discipline committee comprising of head of institute and senior faculty members whose responsibility is responding, verifying and design of action plan to rectify the issues and coordination of discipline in campus.

In the perspective of “Learner centred”, student feedback mechanism is followed at the end of every semester/year to constantly assure and provide the quality of teaching.

Students feedback

The institution has a feedback mechanism designed for assessing the student feedback on institutional performance and teaching-learning process handled by faculty.

- Feedback from all the students at the end of semester and examination of every course and the particular subject are obtained.
- Feedbacks are analysed by the head of institution, program coordinator, course in-charges
- Basis of reward / corrective measures, if any
- Change of Faculty for the Course

Students are provided with ample facilities/opportunities, to pursue and excel in their field of interest in terms of co-curricular and extra-curricular developments, in turn to make more Learners centred.

File Description	Document
Any additional information	View Document
Link for Strategic Plan and deployment documents on the website	View Document
Link for additional information	View Document

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

Response:

The action plan of the institute in accordance with its vision and mission and is ensured through definite organization framework, prospective planning, good leadership, and decentralized administration. The head of institution carries out academic administration and management through well-established statutory and non-statutory bodies. The link for organizational framework and decision-making process has been attached.

Various Committees in Institutional Administrative Setup

Statutory bodies (as per UGC guidelines)

Executive Committee	Approval of Budget. Developmental activities compiled by the principal. Decision on new courses. Decision on policies. Approval for governing body resolutions.
Governing Body	Making resolution and forwarding recommendation regarding, new faculty, New / expansion of courses, Proposal on developmental Constitution of various committee, Recruitment & Purchase proposal
Academic Council	Overview of results. Design of action plan, feedback and overall academic developmental acti
Board of Studies	Its functions include framing the content of various courses, review updating the content from time to time, introducing new courses of study
Finance Committee	The Finance Committee present the financial implications and the audit the Governing Body.
Internal Quality Assurance Cell (IQAC)	The prime task of the IQAC is to develop a system for conscious, continuous, catalytic improvement in the overall performance of the institution.
Academic development committee	Overview of results. Design of action plan, feedback and overall academic developmental acti
R & D cell	Constant updating of knowledge, encouragement and help to the teachi

	achieve more interims of their knowledge and engagement in research projects and getting research grants by submitting proposals to various agencies.
Placement and Industry – Institution Interaction Cell	The purpose of the cell is to identify and manage the gap between the in graduating students of the institute for professional development and growth.
Library committee	Manages library activities.
Examination committee	The Controller of Examination independently with the help of administrative conducts examinations and announces results in unbiased manner with grievances.
Extra-curricular activities committee	The Extra- Curricular Activities Committee provides a platform for students to exhibit their skills and talents.
Admission committee	The Admissions Committee is responsible for the graduate student admission to the program.
Grievance redressal Cell / Discipline Committee	Responding, verifying and design of action plan to rectify the issues / Coordination of Discipline.
Anti – Ragging Committee	Review of complaints / Vigilance / Action Plan as per Act
Women empowerment cell	Women Empowerment Cell (WEC) has been constituted to empower and safeguard the rights of female students and faculty/staff of the College.
Alumni committee	Students in the institute are regularly updated and intimated about the current future perspective and scenario of evolving placements in pharmaceutical industries, R&D, healthcare organizations, KPO's and abroad opportunities.
Students' Welfare and foreign affairs committee	Students' Welfare and foreign affairs committee looks after the protection and supervises the welfare activities of the students of RIPER. It promotes and coordinates the different students' activities for better corporate life.

File Description	Document
Any additional information	View Document
Link to Organogram of the Institution webpage	View Document
Link for additional information	View Document

6.2.3 Implementation of e-governance in areas of operation

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	View Document
Institutional data in prescribed format	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff and avenues for career development/ progression

Response:

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

- The leave policies and promotion policies of the institution are of more favour, framed based recommendations of statutory bodies.
- Institution provides casual leaves, mid-term and annual vacations, provident fund, and these benefits are extended to all the staff members.
- Maternity leaves for women faculty
- Institution offers incentives for faculty empowerment.
- Partial or full financial assistance for attending conferences, workshops and seminars is provided (seed money).
- Additional increments are given based on the performances.
- Faculty who had more than five years of experience, they can go for sabbatical leave for pursuing a higher degree, and getting experience in abroad institutes.
- Teaching and non-teaching staff who got more than 10 years' experience, their kids can avail deduction in college admission fees.
- Teaching and Non-teaching faculty are constantly encouraged to upgrade their qualification by providing study leaves.
- Appropriate Skill development programs are organized to upgrade the skills of both teaching and non-teaching faculties.
- Non-teaching staff are provided free transport facility.
- Non-teaching staff are given festival bonus.
- Provision for interest free loan from the college for Non-teaching staff.

File Description	Document
Any additional information	View Document

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

Response: 12.99

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

2019-20	2018-19	2017-18	2016-17	2015-16
8	22	4	3	2

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

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

Response: 19

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

2019-20	2018-19	2017-18	2016-17	2015-16
34	25	14	15	7

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

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 22.83

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

2019-20	2018-19	2017-18	2016-17	2015-16
16	14	12	10	9

File Description	Document
IQAC report summary	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Internal and external financial audits

YES

Internal audits

The society office regularly conducts institutional financial audits, on the following: disbursement of scholarship, salaries paid, expenses with regard to consumables and purchase of equipments.

For the quality of education, the internal institutional audits headed by Coordinator academic and planning and heads of all programs on the following: Academic performance, Attendance of students, Evaluation report of each midterm performances of students, Laboratories and equipment, Validation of equipment, Log books, Placements, and Infrastructure etc.

External audits

Finance audit is a part of regular maintenance of financial accounts to ensure good accounting practices. The audited income and expenditure statement of accounts were submitted to apex bodies, and up to now there are no audit objections. Audited income and expenditure statements of the institution for the last 5 years are given in additional information.

File Description	Document
Any additional information	View Document

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

Response: 4.52

6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year-wise

during the last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
0.73	0.53	1.26	0.96	1.04

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

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

The following are the major financial resources for the institution like

- Fee collected from the students
- Through consultancy services
- Grants from Govt /Non-government (to improve the quality of research and also to promote a competitive environment in the faculty members, that results in additional revenue generation).
- Additionally, the management mobilizes additional finance of the institutional needs through Merit scholarships, medals (honoring outstanding students).
- Financial adequacy has been managed by funding from parent society (RERDS).
- The institute has its own internal auditing system in place to process and control the efficient and productive utilization of available funds.

The finance committee has mandated the institution to ensure

- Until embarking on new courses or institutions, feasibility tests are undertaken to ensure that the quality of education is not compromised.
- Ideal use of properties, such as buildings, machinery, cars, furniture, and other items that are already in place or will be generated in the future.
- Effective management that fosters efficiency and fosters a competitive climate that generates additional revenue.
- Applying for Govt. / Private Grants to the maximum extent possible.
- Additional revenue generation through the conduction of International and National conferences/FDP/STTP/training in partnership with the collaborating universities/industries.
- Alumni and philanthropists are encouraged to contribute generously to the institution in order to support the adoption of new ideas.

File Description	Document
Any 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 visible in terms of – Incremental improvements made for the preceding five years with regard to quality (in case of first cycle) Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)

Response:

Incremental improvements made for the preceding five years

Incremental improvements made for the preceding five years with regard to quality

Every year, SWOT data has been collected from the various stakeholder's feedback and accordingly respective program Incharges and faculty members are assigned target to achieve.

Promoting the institution towards

- NIRF ranking,
- Collaborations with various National / International industries or universities
- Enhancing competitive performance of the students by the RIPER GPAT Cell

Incremental improvements made for the preceding five years with regard post accreditation quality initiatives

- RIPER five years research plan, research vision, research policies, faculty hand book have been implemented.
- The research facility in the campus have been upgraded and suitable for the PhD Work.
- Regulatory agency approved / funded laboratories have been established
- DST-FIST Lab
- CDSCO – Drug Testing Laboratory (DTL)
- CPCSEA approved animal house
- DST-SERB sponsored Molecular modeling and toxicity tool
- Institution has been recognized as SIRO by DSIR
- Since 2016, the institution continuously ranked by NIRF (20th rank in 2016, 91th rank in 2017, 39th rank in 2018, 63rd in 2019 and 55th rank in 2020) by Ministry of Human Resource Development (MHRD), Government of India.
- Increased Collaborations & MOUs notably with
- CSIR-IICT,

- ICMR-NIRT,
- Toledo University,
- Yenepoya University,
- Manipal Academy of Higher Education (MAHE) etc.

- Increased number of GPAT qualified students (highest in the Andhra Pradesh) by the establishment of RIPER GPAT Cell.
- Increased activities in the executive departments like Research and Development cell, Placements cell, Institution Innovative Cell, Skill Development Cell, Academic Cell, etc.
- International recruitment for our M. Pharmacy students like MISOM Labs etc.
- Journal club presentations by the faculty and also by the students of M. Pharmacy and Pharm D V and VI year students.

File Description	Document
Any additional information	View Document

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

Response:

The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

- The IQAC has been periodically insisting the faculty especially who have less than 5 Years of experience to attend workshops/FDPs/STTPs by the various funding agencies to improve their skills on various learning methodologies as well as to update their knowledge on advanced technologies.
- IQAC encourages the faculty to learn educational softwares for the use in the teaching-learning process.
- The IQAC continuously encouraging the faculty as well as students to update their knowledge through MOOCS courses in NPTEL-SWAYAM platform of MHRD.
- The IQAC reviews the institution teaching-learning process in self-learning facilities and availability of materials for learning beyond syllabus like
 - New releases of various science related journals (both review and research)
 - Books for competitive exams (GPAT, GRE, TOEFL),
 - Exclusively current updates on pharma news (White board in the corridor near office),
 - Guest lectures from subject experts from various institutions/industries.
 - Conducting hands on training/workshops/seminars/conference.
 - Encouraging the students to participate in oral/poster presentations in the national/international conferences on new trends in the pharmacy.

- Periodic suggestions to the IIC cell to encourage new ideas from the students.
- Institutional YouTube videos with the help of IT team helps the students - how to handle the instruments, interpretation, analysis, use of different software tools in drug discovery, GPAT related material, educational videos, conference proceedings etc.
- Usage of model specimens/charts in explaining the subject contents in both theory and also in labs.
- Conducting of journal club by the students of M. Pharm, Pharm. D (V and VI Year) and with the faculty members.
- Monitoring of case studies especially by the Pharm. D students.
- IQAC analyzes the regular feedbacks from the students at the semester end examination on every course (formal written feedbacks) along with coordinator academic and planning, and programme in-charges and corrective measures were suggested for the next academic year.
- IQAC analyzes alumni survey, students exit survey for the improvement of quality of education.
- To augment teaching & learning processes, institute has installed CCTV for central surveillance in class rooms as well as in laboratories.
- To improve quality teaching learning process the curriculum is revised based on the feedback by the faculty members, guest lectures, and students.
- IQAC conducts regular stakeholders (alumni and parents) meeting and annual recommendations were reported to the principal.
- Encouraging the faculty for applying to the various grants, providing 10% seed money to the sanctioned grant and also encouraging the faculty to publish their research works in SCI/Scopus/WoS journals with good impact factor.
- Development of skill development cell through the fund from AICTE.
- Monitoring the activities of placement cell, local chapters (IPA Ananthapuramu local branch, ISPOR Ananthapuramu branch)
- Encouraging the faculty to be part of members in Academic Council / BoS of other institutions.
- Encouraging the faculty and students for collaborative publications and also one publication mandatory for the M. Pharmacy students before completion of program.

File Description	Document
Any additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

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

Response: All of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Paste web link of Annual reports of Institution	View Document



Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

Response:

The institution has initiated several measures for the promotion of gender equity that includes

- Making women faculty and female students as key positions in organizing various FDPs and STTPs
- Enrolling women faculty members in decision making bodies including Board of studies, Academic Councils and Governing Body Members.
- Institute established Women empowerment cell to accomplish gender equity related issues pertaining to women stakeholders.
- For each class, two class representatives are selected among them one male and one female to represent the class.
- Frequent feedback from girl students was taken through women empowerment cell to create long lasting effects in other areas of their lives, at times limiting their self image and their perception of the opportunities that are available or appropriate for them.

Annual gender sensitization action plan:

Women Empowerment cell

The women empowerment cell is established in the institute and functioning to promote overall physical, mental, health and societal wellness of girls and women stakeholders. The women empowerment cell nurtures and strengthen the female values by conducting various activities related to creativity, self awareness & defence, entrepreneurship development, Sanitation & Hygiene and legal awareness.

And also ensure and assist the participation of the women candidates in science & technology programmes and symposia. The cell focuses to identify the skills and interest of young girls in different areas and guide them to excel and be as identical in respective area.

Specific facilities provided for women in terms of:

a. Safety and Security

The institute gives top priority to protection and security of its employees and students and has made proper security arrangements in campus with appropriate staff working on shifts to ensure the safety and security of the campus and to track the entry and exit of people and vehicles.

The campus is under monitoring of the CCTV(41) Camera surveillance and tracked regularly. Committees, against sexual abuse, ragging and grievance redressal, are established and monitoring and functioning to settle related grievances by keeping in view of safety and security of the students as per the statutory bodies.

b. Counselling

The organization has a very well-established functional system of student assistance and mentoring to cater the individual, professional and career developmental needs of the individual students. At the beginning of each academic year the institute offers orientation activities and counselling sessions for young aspirants who took admission in first year in order to establish a way of thought i.e., learner- centred

c. Common Rooms

The institute has offered distinct common rooms for boys and girls with basic facilities for dining, refreshment and relaxation.

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

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

Response: A. 4 or All of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document

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

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

Response:

Response

From the inception, the Institute gave high priority in the development and maintenance of eco-friendly atmosphere in the campus, Motivated the students to keep their surroundings green and clean by undertaking plantation of trees. The institute and the administration have taken a number of measures to keep the campus tidy, green and environmentally sustainable. This includes energy conservation, rain water harvesting, waste control and plantations.

Solid waste management

The institute does not produce any hazardous waste. Bio-degradable solid waste produced in the form of garbage through regular maintenance, stationary waste and food waste from canteen is collected and dumped in separate big pits and converted as vermi-compost and used as manure for the maintenance of garden in the campus.

Non-biodegradable waste and plastics are being collected separately and disposed through local panchayat regularly.

Liquid waste management

Liquid waste produced from the laboratories is properly diluted and safely disposed through proper channels where the drainage scheme has been carried out in an eco-friendly fashion.

Bio-medical waste management

Bio-hazardous waste disposal is carried out complying standard protocols and guidelines. Animal waste in the pharmacology laboratory is disposed in deep pits which are closed with dense layer of soil.

E-waste management

- The institution has undertaken many e-waste management activities to create an environment that is environmentally sustainable on campus.
- Electronic waste management: electronic fine tuning and small repairs are performed by the experienced and trained laboratory assistants, and large repairs are carried out by the Technical Assistants and recycled.
- The major e-waste such as written off instruments/equipment's, CRTs, Printers, Computers are sold out.
- UPS Batteries are recharged / repaired / exchanged by the suppliers.
- Electronic gadgets, circuits and kits have been written off on regular basis and then it is sold out to buyers/replaced also.
- All the miscellaneous e-waste such as CDs, batteries, fluorescent bulbs, PCBs and electronic items are collected and delivered for safe disposal.
- The waste compact discs and other disposable non-hazardous items are used by students for decoration
- The awareness programs have been undertaken in the institution where the students are made aware of the E-waste management techniques.

Waste recycling system

The bio-degradable stationary waste is collected and dumped in separate big pits and converted as vermin-

compost and used as manure for the maintenance of garden in the campus.

Hazardous chemicals and radioactive waste management

All the chemistry laboratories are well equipped with fuming cupboards in order to protect the students while handling hazardous chemicals. The chemical waste generated from the laboratories is diluted carefully and discarded through proper channels where the sewage system has been done in eco-friendly manner.

File Description	Document
Geotagged photographs of the facilities	View Document
Any other relevant information	View Document

7.1.4 Water conservation facilities available in the Institution:

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

Response: B. 3 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document
Link for any additional information	View Document

7.1.5 Green campus initiatives include:

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

Response: Any 4 or All of the above

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

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

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

Response: C. 2 of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Certificates of the awards received	View Document
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Details of the Software procured for providing the assistance	View Document
Any other relevant information	View Document

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

Response:

Response:

Traditional day, ek bharat shreshtha bharath, Orientation program

Our students respect the various religions, languages, and cultures because we believe in harmony in diversity. We consider the college as a second home, and each faculty member to be a part of our extended family. We greet and wish each other at various festivals and invite them to a feast to learn about one another's cultures, maintain friendly relationships, and maintain religious, social, and communal harmony. The institute regularly engages in conducting different programmes and events aimed at developing a more inclusive towards cultural, regional linguistic, communal socioeconomic and other diversities. In order to build and sustain an equitable and respectful place of work for both students & staff, irrespective of diversity and ideology, at the beginning of each academic year orientation programmes are conducted.

The institute also conducts special events like TRADITIONAL DAY CELEBRATIONS to encourage cultural diversity in the campus before Sankranthi festival every year. Students organize and participate in various religious and communal show case models irrespective of the religion / community to which they actually belong. Customary culture / practice related events / programs, traditional games / childhood games and events related to regional specific also organized during traditional day celebrations and annual day celebrations which inculcate religious / communal / regional harmony among the students. To honour our Indian culture, we hold a traditional dress competition and fashion show on the eve of our college annual day celebrations. Students dressed up in various costumes to represent various nations, religions, and cultures during this competition and **ek bharat shreshtha bharath** to create integrity among the different regional students.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document
Any other relevant information	View Document

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

Response:

Response:

The institution undertaken numerous initiatives by coordinating various events to create awareness among the students and employees towards constitutional obligations: ethics, rights, duties and responsibilities.

Elections are the cornerstone of democracy, since they enable citizens to choose their elected leaders and the government's formation. The conducting of democratic elections at the national and state levels is critical to upholding India's democratic values. India holds elections on a regular basis, ranging from parliamentary elections to presidential elections. An awareness programme was conducted on 14th March 2020 to convey the importance of elections and electoral process.

It is believed that the realistic implementation of human principles in every culture will solve a variety of global and national problems. Only by recognizing universal values like honesty, compassion, benevolence, peace, affection, integrity, respect, and forgiveness human unity be achieved. As per AICTE and PCI norms our institution has made Universal Human values and ethics as a compulsory subject for students to impart social integrity values. Our college encourages faculty and allows them to train in teaching UHV in programs like UHV FDP and refresher programs which help them to teach UHV and Ethics as per AICTE standards.

Every year on January 26th, Republic Day is celebrated by holding events that highlight the significance of the Indian Constitution. Similarly Yoga day also celebrated on 21st June of every year. Every year, National Unity Day will be celebrated to provide an opportunity for all to contribute towards country's integral strength. It teaches how Indian people national integrity aids in the defeat of real and potential challenges to unity, integrity, and security in the country. RIPER NSS Unit conducted various Programmes in the College Campus and in adopted Villages to create awareness on various activities such as HIV /AIDS, Nutrition, Cancer, Diabetes, TB, Sanitation and Hygiene etc. Programmes like women's day and Pharmacy week are conducted to inculcate universal, ethical and moral values and to mold them to be responsible professional and citizens.

To understand the human/individual values, rights, duties and responsibilities programs related to international law day, blood donation camps, Health awareness rallies, medical camps, voter awareness program, digital awareness & wellbeing programs, service oriented rural camps, environmental awareness programs and plantation day are also organized every year.

The NSS UNIT organized the SWACHH BHARATH PROGRAMME on 18/12/2019 in Sanjeevapuram and conducted several activities in support of Swachh Bharat and created awareness on personal hygiene, elimination of plastics, washing of water tanks, drainage cleaning, hygiene, and the addition of alum for water tanks, degradation of E.coli in the drainage by adding kerosene.

File Description	Document
• Details of activities that inculcate values; necessary to render students in to responsible citizens	View Document
Any other relevant information	View Document

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

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

Response: A. All of the above

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

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

Response:

Our students are on a mission to make India a better country by breaking religious and caste barriers. Our Institution celebrates national festivals as well as the birth and death anniversaries of great Indian personalities as follows:

1. Republic Day and Independence Day

Every year on January 26th, Republic Day is celebrated by holding events that highlight the significance of

the Indian Constitution and Independence Day also celebrated to highlight the struggle of freedom and importance of Indian constitution. Students, teaching and non-teaching staff, as well as guests, are all invited to the event. The program's regular decorum includes the flag hoisting, singing of the national anthem, and administering the oath of national integrity, accompanied by the distribution of sweets.

5 th September (Teachers day)

On September 5th, we celebrate Dr. Radha Krishnan's birthday as Teacher's Day with enthusiasm. Students plan a curriculum for the teachers. The students organize a program for the teachers.

- **2 nd October Mahatma Gandhi Birth Anniversary**

Gandhi Jayanthi is celebrated on campus in remembrance of the Father of the Nation, who spent his whole life spreading Honesty and practicing Ahimsa. The day has been declared as a national holiday. and all institutes and workplaces are closed to celebrate. The values of honesty, harmony, and integrity are recalled and usually plugged among the students of the institution.

- **31st October Ekata Divas (Birth Anniversary of Sardar Patel)**

It is celebrated as National Unity Day

- **Ek Bharat Shreshtha Bharath**

It is celebrated to create integrity among the different regional students.

File Description	Document
Geotagged photographs of some of the events	View Document
Any other relevant information	View Document
Annual report of the celebrations and commemorative events for the last five years	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 Practise-1:

Title of the Practice: Research - Integral part of the Curriculum.

Objective of the Practice: To establish research culture among the under-graduate and postgraduate students.

Goals: 1. To endorse a scientific approach to the assessment of any problems 2. To establish critical thinking skills for collection of data and also how to write a research paper 3. To built an aptitude for research 4.To identify disseminate the emerging and thrust areas of research 5. To instill the research culture among student 6. To motivate the students to present their findings in reputed National / International Conferences 7. To encourage the students to publish their research papers at national/international reputed journals 8. To create curiosity in students for active participation in a short period 9. To enhance academic work to the level of patenting and long-term ventures 10. To identify the target areas and, to understand the individual research interest.

The Context: At UG&PG level, students typically gain limited knowledge only through lectures in classrooms, and laboratory practice. Hence the implementation of scientific techniques for the acquisition of information is most important for students. The adoption of an interactive learning approach, involving students in identifying a problem, identifying the causes and critically seeking a solution, will have a positive effect on students and will make the learning process more relevant and meaningful. Therefore initiatives were taken on a stand-alone basis to include the research study as a compulsory component of the curriculum for all students at UG&PG level.

The Practice: **A. Initial planning:** Initially the faculty members were given training in research methodology.. Awareness created among the students about research and paper writing. Guest lectures and webinars were conducted to explain the doubts among students about research. **B. Project Work & Allocation of Guide:** Created project groups by giving four to five students and for each project group faculty will be assigned based on the field of specialization. The student will communicate with the guide at every stage. **C. Choice of a research problem and presentation of a proposed project:** The preparatory course allows learners to choose the topic of project work and to apply a proposal after careful analysis of the existing literature. The proposed proposal is approved by considering the resources availability, time limits, economical implications and complexity of the project. Collection of data after the finalization of the project proposal, students can proceed with their project by gathering the necessary information from various resources. The presentation of an ongoing project is made by students using power point, during which the faculty of the program and the entire class will be present. The presentation will be accompanied by a discussion. The questions generated by the students and faculty provide an opportunity for students to become more focused on their project work. The data obtained by the researcher will be tabulated, evaluated and interpreted using different analysis tools. **D. Submission of project report and Viva-voce:** Finally, the scientific report on the research project will be presented by the students as part of the fulfilment of the UG&PG program. Continuous internal evaluation shall be carried out by the faculty guide at each stage of the project work, providing adequate weight to the sources consulted/literature analysis, methodology, data collection, technical consistency, content of the study and bibliography. Paper presentation/Paper publication is made mandatory for PG students before submission of the project work. **Obstacles/ Problems encountered:** There was an initial fear among students. Language difficulties, lack of critical thought and financial challenges have been reported as problems for some students and have been adequately addressed. Junior faculties who have limited exposure in research face difficulties in project guidance..

Evidence of Success: Project work undertaken by students builds self-confidence and inspires them to pursue more research studies such as the Mini Project and Summer Research Project funded by renowned research institutes at PG level. The solicit feedback collected from the students about project work, demonstrates that the project work at UG&PG level has helped to establish a scientific approach and has improved their knowledge of the subject. Student Publications has improved a lot compared to previous academic years. **Resources:** The college has a research center, computer lab and central instrumentation

room with all sophisticated equipment facility.

Best Practise-2:

Title of the practice: Women empowerment

Objective: • Empowering women with academic excellence. • To raise awareness of the rights of women. • To make women aware of our rich cultural heritage. • The cell aims to create a better society by empowering women

Structures: The cell is headed by the President, Secretary and Treasurer of the Women's Staff. The Girl Students are members of it. The Principal and Senior Faculty shall assist and guide the activities of the Cell.

The context: The institution has more number of girls rather than boys. The cell has taken keen interest to protect the rights of girl student by organizing various programs. "Educate The Girl and Strengthen The Nation ". In this context the cell has designed several women empowerment programs to educate the girl student.

The Practice: The institution has organized and conducted various programs under this cell with true spirit and dedication .We invited Doctors from RDT hospital for health awareness programs and also invited Advocates to create awareness about women' rights, similarly we conducted many programs, seminars, conferences to:

1. Increase awareness among girl students and lady staff about their rights.
2. Listening to the grievances of girl students and guiding them through counselling.
3. Creating opportunities for girl students to participate actively in curricular and co curricular activities.
4. Offering health and safety guidance.
5. Providing financial assistance to poor girls.
6. We conduct skits elocution, essay writing competitions.
7. To empower and strengthen women through education and social values and the ethical sphere of life.
8. To identify and Recognize strong leadership qualities in their capacity.
9. To aid Building a culture of respect and equality for women.
10. The provision of opportunities for women who are financially, psychologically and emotionally weak in order to boost their growth as individuals on their own.
11. Organize seminars, workshops to share knowledge of the opportunities and tools available.
12. Inculcate the entrepreneurial attitude of young girls so that they are successful entrepreneurs rather than job-seekers.

Evidence of success: The institution has identified major changes in the attitude of girl students on various parameters such as Overcoming of shyness, more participation in class works, seminars and extra –curricular activities, excelling in academics, a sense of Positive attitude, free interaction with faculty and other students, improvement in research activities and etc.

File Description	Document
Best practices in the Institutional web site	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:

The Vision and Mission Statement of the Institutes represents the distinctive characteristics of the organization. Our institute vision is to create professionally competent and socially sensitive pharmacists, capable of working in multifaceted environment with newer evolving technology and the mission of our institute is to enable our students to develop into outstanding professionals in the field of pharmacy. Institute has quality policy, that impart quality in pharmacy education and training leading to “Degree in Pharmacy” and aims at being a global education and research institution through continual improvement and effectiveness of the quality system. Sticking to quality policy in every aspect of our activities is the key to road map of success. With the same perspective, we are still determined to work in a separate, creative and distinctive manner from the other institutions.

“Professional development through Quality” is the distinctive policy, we inculcate in the organization in every aspects.

1. Student performance in national level:

“Quality improvisation leads to achieve professional peaks”

The College ensures that all students are given equal opportunities in academic, research and Extension activities such as participation in classroom interaction, competitions, celebrations, service oriented programs etc., and make them professionally competent. With persistent improvisation of our quality policy, the competent level and perseverance level of the students got improvised and still aiming further. It is evident that there is a remarkable increase in the number of students who appeared and qualified in national level exams like GPAT and NIPER-JEE. The rank of the qualified candidates in the national level exams also remarkably improvised. Most of our PG students also appeared in CSIR NET exam and qualified also in recent years.

Diagnostic facility in Research:

“Quality of motivation decides the snapshot of individual effectiveness and efficiency”

Our institute provide state of art research facility for UG, PG, and PhD students for quality of research. The College provides opportunities to faculty members to update their knowledge, skills and research capabilities by encouraging them to attend faculty development programs/ workshops/seminars conducted by University and other institutions. To attract publications and grants, the institution has an exclusive research policy which encourages research through monitory and non-monitory way of benefits. Our faculty received grants from funding agencies like AICTE, UGC, DST, and DBT. We capitalize many STTPs and FDPs funded by AICTE. During the last five years, the number of review and research papers published in SCI, SCOPUS, and Web of Science indexed journals has increased to a five folds. Our institute has 2 high impact factor publications in SCI Indexed journals in collaboration with Toledo University, USA. In order to promote creative awareness among the students, our institution developed the MHRD-IIC cell as part of R&D. Apart from that we provides summer research fellowships for both students and faculty.

3. Facility of support to the other Institution:

Immense presence of our institute in the area is evitable through our research facilities and research capabilities. Our institution is providing professional research support to the other local institutions to utilize our facilities like HPLC, GC, DSC, Zeta sizer, Lyophilizer, cryostat and along with various testing services.

4. **MOU with other Institutions/ Industries:**

“Collaborations brings synergetic and constitutive development”

To carry out student’s project, industrial visits, hospital visits, clinical pharmacy learning (internship and training) and practices our institution have made collaborations and MoU’s with following reputed Universities, industries and healthcare settings.

Collaborations with academia and Research Organizations

The College of Pharmacy and Pharmaceutical Sciences, The University of Toledo, USA, National Institute of Research in Tuberculosis (NIRT), Chennai (WHO approved Research center in India), Yenapoya University, Mangalore, Karnataka. Manipal Academy of Higher education, Manipal, Karnataka. and Parul University, Baroda.

Collaborations with Hospital & Industries

Rural Development Trust (RDT) Hospital, Bathalipalli for Pharm. D and M. Pharmacy – Pharmacy Practice students for carrying out their projects and advanced clinical pharmacy practice training. Waksman Selman Pharmaceutical Pvt. Ltd, Ananthapuramu, Rexer Pharma Pvt Ltd, Hyderabad, AIMEX Pharma, Hyderabad, M/s Pellets Pharma Ltd, Medak , RA Chem Pharma Ltd, Hyderabad, Fortis Healthcare Limited, Mulund, Mumbai for training Pharm. D students in clinical pharmacy services.

Celebron Solutions Pvt. Ltd., Madapur, Hyderabad for National Skill Certification and Monetary reward scheme under “Pradhan Mantry Kaushal Vikas Yojna”.

Memorandum of understanding (MoU’s) in Pipeline:

Indian Institute of Chemical Technology (IICT) – Hyderabad

United States Pharmacopoeia (USP) – India

5. **Inculcating Social responsibility:**

“Professional development along with social responsibilities”

Our Institution, has two vibrant NSS Units, students are actively participating and conducting several campaigns/program like awareness programs/rallies, medical camps, blood donation camps, plantations, swachh bharat and etc to contribute to the national development.

6. **International Society for Pharmacoeconomics and Outcomes Research (ISPOR):**

“Unity bring success”

The ISPOR India – Andhra Pradesh Chapter was approved in June 14, 2012, established under the leadership of Dr. Y. Padmanabha Reddy (President – ISPOR India AP Chapter) comprising of 296 members. The Chapter focuses on developing a new approach of Pharmacy practice education from a regular curriculum wise teaching to an actual healthcare orientation/health outcome based training to maintain and improve patient’s quality of life and adhere to rationality use of medications. The chapter has organized one international conference and seven national conferences within a span of 4 years which is well appreciated by all professional bodies of Pharmacy profession.

7. **Royal Society of Chemistry (RSC)**

Royal Society of Chemistry (RSC), London Student Chapter was started on the name of RIPER Chem. Soc. in the year of 2015 on 5th March, to maintain professional qualifications and set high standards of competence and conduct for professional chemists and also to provide a wide range of services and activities of value both to members and to the student community.

8. Indian Pharmaceutical Association (IPA)

Indian Pharmaceutical Association (IPA) Local branch is another milestone of achievement and merit for (RIPER) for its professional credit in the surrounding region. The Co-ordinator of IPA, RIPER, Local chapter awarded with best branch award in the year of 2019 as recognition for the engagement of the chapter in a qualitative way.

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

5. CONCLUSION

Additional Information :

The Institute since its establishment always strives for excellence through quality, has undergone various review processes by statutory bodies, accreditation and ranking agencies. Institute always proved its distinctiveness in all such reviews because of its well driven quality policies. As part of second cycle of NAAC accreditation process, having **UGC autonomous status**, the Institute submits Self Study Report in the prescribed format for Autonomous colleges. The Qualitative metrics and Quantitative metrics are filled and submitted with true consciousness and is reflective of our performances and achievements in the last five years.

Putting into the Nutshell:

The measures and practices followed in design and implementation of curriculum is reflective in the distinguished curricular structure in spite of PCI stipulations. To ensure constant enrichment of curriculum additional value added systems / activities are being instilled / practiced.

Maintaining quality in teaching and learning process is evident in the overall results of the students as well as admission profile of candidates over past five years. Right blend of highly qualified faculty & constant up gradation of their capabilities, modern tools & resource usage in teaching along with everlasting conventional techniques, catering the individual learners' need and Grievance less transparent examination system are the key points of success in Teaching and Learning process.

Well defined Research policies and facilities, along with constant up gradation of tools and equipments through focused investment in R & D, resulted in ample research grants, collaboration, and publications in the past five years. Extension activities of the Institute support and inculcate cross cutting issues related to gender, human and ethical values.

Maintaining more than prescribed Infrastructure facilities and constant up gradation at par with technological development ensures the learners, industry ready.

The kind of platform for student development and progression in the Institute notably like scholarship and career guidance laid path to attain the goals of graduating students.

Good governance policy ensures decentralization and participative management so as to implement renowned universal practices in the Institute and distinct the Institute in the pharmacy profession in this region of Andhra Pradesh and also identifiable at national level.

Concluding Remarks :

The groundwork of IQAC at Institute level and periodic preparation and submission of AQAR eased us to prepare and submit the Self Study Report (SSR) in the stipulated period. The Institute constantly strives to improve, the SSR Preparation process has brought out the blueprint of our performance, and also evidenced the improvisation in the past five years after first cycle of NAAC accreditation. This SSR preparation ultimately helped us to realize the Strength, Weakness, Opportunities and Challenges, and draw an action plan for the future perspectives. The outcome and growth rate in every aspect of academic service is distinctively

Improved and noticeable better than the First cycle of NAAC accreditation. With the achievement of all credentials after First cycle of NAAC accreditation and constant improvisation, Institute present itself for NAAC second cycle with the hope that the results will not only sustain the accords (Autonomous status recognition by UGC, NAAC & NBA accreditations, NIRF ranking, Research Institute recognition from SIRO, DSIR & JNTUA) and moral values but also boost the same at elevated levels to achieve better than what we possess at present.

NAAC

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.</p> <p>1.2.1.1. How many new courses are introduced within the last five years Answer before DVV Verification : 309 Answer after DVV Verification: 309</p> <p>1.2.1.2. Number of courses offered by the institution across all programmes during the last five years. Answer before DVV Verification : 496</p>																				
1.3.2	<p>Number of value-added courses for imparting transferable and life skills offered during last five years.</p> <p>1.3.2.1. How many new value-added courses are added within the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>3</td> <td>1</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	1	3	1	1	1	2019-20	2018-19	2017-18	2016-17	2015-16	1	1	1	1	1
2019-20	2018-19	2017-18	2016-17	2015-16																	
1	3	1	1	1																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
1	1	1	1	1																	
1.3.3	<p>Average Percentage of students enrolled in the courses under 1.3.2 above.</p> <p>1.3.3.1. Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>55</td> <td>110</td> <td>53</td> <td>48</td> <td>29</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>55</td> <td>62</td> <td>53</td> <td>48</td> <td>29</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	55	110	53	48	29	2019-20	2018-19	2017-18	2016-17	2015-16	55	62	53	48	29
2019-20	2018-19	2017-18	2016-17	2015-16																	
55	110	53	48	29																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
55	62	53	48	29																	
1.4.2	<p>The feedback system of the Institution comprises of the following :</p> <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken and report made available on website Answer After DVV Verification: A. Feedback collected, analysed and action taken and report</p>																				

	made available on website																				
2.1.2	<p>Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>110</td> <td>106</td> <td>93</td> <td>88</td> <td>85</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>92</td> <td>91</td> <td>85</td> <td>81</td> <td>76</td> </tr> </tbody> </table> <p>Remark : Observation accepted, edited accordingly.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	110	106	93	88	85	2019-20	2018-19	2017-18	2016-17	2015-16	92	91	85	81	76
2019-20	2018-19	2017-18	2016-17	2015-16																	
110	106	93	88	85																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
92	91	85	81	76																	
2.3.3	<p>Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)</p> <p>2.3.3.1. Number of mentors Answer before DVV Verification : 60 Answer after DVV Verification: 59</p>																				
2.4.3	<p>Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)</p> <p>2.4.3.1. Total experience of full-time teachers Answer before DVV Verification : 440.5 Answer after DVV Verification: 437.11</p>																				
2.5.2	<p>Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years</p> <p>2.5.2.1. Number of complaints/grievances about evaluation year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>21</td> <td>31</td> <td>8</td> <td>5</td> <td>8</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>20</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	21	31	8	5	8	2019-20	2018-19	2017-18	2016-17	2015-16	11	20	0	0	0
2019-20	2018-19	2017-18	2016-17	2015-16																	
21	31	8	5	8																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
11	20	0	0	0																	

2.6.3	<p>Pass Percentage of students(Data for the latest completed academic year)</p> <p>2.6.3.1. Total number of final year students who passed the examination conducted by Institution. Answer before DVV Verification : 183 Answer after DVV Verification: 184</p> <p>2.6.3.2. Total number of final year students who appeared for the examination conducted by the Institution. Answer before DVV Verification : 190</p>																				
3.1.3	<p>Percentage of teachers awarded national / international fellowship for advanced studies/research during the last five years</p> <p>3.1.3.1. The number of teachers awarded national / international fellowship for advanced studies / research year wise during last five years Answer before DVV Verification:</p> <table border="1" data-bbox="304 790 1046 925"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>8</td> <td>29</td> <td>13</td> <td>4</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1003 1046 1137"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>3</td> <td>1</td> <td>0</td> <td>1</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	7	8	29	13	4	2019-20	2018-19	2017-18	2016-17	2015-16	0	3	1	0	1
2019-20	2018-19	2017-18	2016-17	2015-16																	
7	8	29	13	4																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
0	3	1	0	1																	
3.2.1	<p>Grants received from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs)</p> <p>3.2.1.1. Total Grants from Government and non-governmental agencies for research projects , endowments, Chairs in the institution during the last five years (INR in Lakhs) Answer before DVV Verification:</p> <table border="1" data-bbox="304 1417 1046 1552"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>42.21</td> <td>10.31</td> <td>74.53</td> <td>89.12</td> <td>5.75</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1630 1046 1765"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>41.44</td> <td>10.31</td> <td>74.53</td> <td>89.12</td> <td>5.78</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	42.21	10.31	74.53	89.12	5.75	2019-20	2018-19	2017-18	2016-17	2015-16	41.44	10.31	74.53	89.12	5.78
2019-20	2018-19	2017-18	2016-17	2015-16																	
42.21	10.31	74.53	89.12	5.75																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
41.44	10.31	74.53	89.12	5.78																	
3.3.2	<p>Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development during the last five years.</p> <p>3.3.2.1. Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development year-wise during the last five years. Answer before DVV Verification:</p>																				

2019-20	2018-19	2017-18	2016-17	2015-16
11	11	4	11	5

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
11	11	2	8	5

3.4.3 Number of research papers per teachers in the Journals notified on UGC website during the last five years

3.4.3.1. Number of research papers in the Journals notified on UGC website during the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
58	38	30	37	27

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
45	31	29	34	25

Remark : Input edited as in this metric research papers without ISSN number and link will not be considered.

3.4.4 Number of books and chapters in edited volumes / books published per teacher during the last five years

3.4.4.1. 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:

2019-20	2018-19	2017-18	2016-17	2015-16
3	6	13	6	3

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
34	2	3	0	1

Remark : Input edited as per the clarification documents provided by HEI. Without ISBN number books and chapters will not be considered.

3.5.2 Total amount spent on developing facilities, training teachers and staff for undertaking

consultancy during the last five years (INR in Lakhs).**3.5.2.1. Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs)**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
79.59	78.40	50.99	13.61	13.13

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
00	5.00950	6.15450	0.95800	1.04238

Remark : Observation accepted, edited accordingly.

3.6.2 Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years**3.6.2.1. Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
20	17	14	41	22

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	3	0

Remark : Observation accepted, edited accordingly.

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)**3.6.3.1. Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
18	13	39	22	25

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
13	11	32	15	16

Remark : Observation accepted, edited accordingly.

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

3.6.4.1. Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
776	760	724	683	632

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
465	460	551	467	400

Remark : Observation accepted, Input edited w.r.to metric id 3.6.3., input edited accordingly.

3.7.1 Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

3.7.1.1. Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
47	25	59	33	12

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
72	61	33	12	3

Remark : Input edited as per consolidated documents and previous attached documents(Internship certificate, on-job training, Project work) provided by HEI.

3.7.2 Number of functional MoUs with institutions of national, international importance, other institutions, industries, corporate houses etc. during the last five years (only functional MoUs with ongoing activities to be considered)

3.7.2.1. Number of functional MoUs with institutions of national, international importance, other Institutions, industries, corporate houses etc. year wise during last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1	4	3	6	3

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
1	4	1	5	0

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)**4.1.3.1. Number of classrooms and seminar halls with ICT facilities**

Answer before DVV Verification : 12

Answer after DVV Verification: 12

4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)**4.1.4.1. Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
38.8	46.2	5.53	57.08	143.9

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
38.75965	46.19841	5.53610	57.08524	144.3525

4.2.2 Institution has access to the following:

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

	<p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: A. Any 4 or more of the above</p>																				
4.2.4	<p>Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the last completed academic year</p> <p>4.2.4.1. Number of teachers and students using library per day over last one year Answer before DVV Verification : 236 Answer after DVV Verification: 100</p> <p>Remark : After calculating average with the provided documents by HEI, it found to be 99.8 hence input edited.</p>																				
4.3.3	<p>Bandwidth of internet connection in the Institution.</p> <p>Answer before DVV Verification : ?50 MBPS Answer After DVV Verification: 35 MBPS - 50 MBPS Remark : Input edited as provided documents showing speed 30 & 40 MBPS.</p>																				
4.3.4	<p>Institution has the following Facilities for e-content development</p> <ol style="list-style-type: none"> 1. Media centre 2. Audio visual centre 3. Lecture Capturing System(LCS) 4. Mixing equipments and softwares for editing <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. 1 of the above</p>																				
4.4.1	<p>Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years</p> <p>4.4.1.1. Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year wise during the last five years (INR in lakhs) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>111.09</td> <td>152.7</td> <td>126.34</td> <td>100.7</td> <td>126.7</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>113.0007</td> <td>155.7352</td> <td>113.9270</td> <td>134.5728</td> <td>115.8341</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	111.09	152.7	126.34	100.7	126.7	2019-20	2018-19	2017-18	2016-17	2015-16	113.0007	155.7352	113.9270	134.5728	115.8341
2019-20	2018-19	2017-18	2016-17	2015-16																	
111.09	152.7	126.34	100.7	126.7																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
113.0007	155.7352	113.9270	134.5728	115.8341																	
5.1.2	<p>Average percentage of students benefited by scholarships, freships, etc. provided by the institution and non-government agencies during the last five years</p>																				

5.1.2.1. Total number of students benefited by scholarships, freeships, etc provided by the institution / non- government agencies year-wise during last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
38	26	02	19	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
46	26	2	18	0

5.2.2 Percentage of student progression to higher education (previous graduating batch).**5.2.2.1. Number of outgoing student progressing to higher education.**

Answer before DVV Verification : 43

Answer after DVV Verification: 28

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
48	37	21	20	26

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
47	37	21	20	25

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16

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

event should be counted as one) year - wise during the last five years.

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
2	3	1	1	1

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
2	3	1	0	1

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

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

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

Answer After DVV Verification: A. 4 or All of the above

7.1.4 Water conservation facilities available in the Institution:

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

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

Answer After DVV Verification: B. 3 of the above

7.1.5 Green campus initiatives include:

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

Answer before DVV Verification : Any 4 or All of the above

Answer After DVV Verification: Any 4 or All of the above

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

1. **Green audit**
2. **Energy audit**

	<p>3. Environment audit</p> <p>4. Clean and green campus recognitions / awards</p> <p>5. Beyond the campus environmental promotion activities</p> <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: C. 2 of the above Remark : Observation accepted, edited accordingly.</p>
7.1.7	<p>The Institution has disabled-friendly, barrier free environment</p> <p>1. Built environment with ramps/lifts for easy access to classrooms.</p> <p>2. Disabled-friendly washrooms</p> <p>3. Signage including tactile path, lights, display boards and signposts</p> <p>4. Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment</p> <p>5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading</p> <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: A. Any 4 or all of the above</p>
7.1.10	<p>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</p> <p>1. The Code of Conduct is displayed on the website</p> <p>2. There is a committee to monitor adherence to the Code of Conduct</p> <p>3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff</p> <p>4. Annual awareness programmes on Code of Conduct are organized</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>4</td> <td>4</td> <td>4</td> <td>4</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>10</td> <td>10</td> <td>10</td> <td>10</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	4	4	4	4	4	2019-20	2018-19	2017-18	2016-17	2015-16	10	10	10	10	10
2019-20	2018-19	2017-18	2016-17	2015-16																	
4	4	4	4	4																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
10	10	10	10	10																	
2.1	<p>Number of students year-wise during last five years</p>																				

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
776	760	724	683	632

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
786	770	734	693	648

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
184	203	160	168	158

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
213	205	162	170	158

2.3 Number of students appeared in the examination conducted by the Institution, year-wise during the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1315	1303	1178	1135	994

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
786	770	734	693	648

2.4 Number of revaluation applications year-wise during last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
21	31	8	5	10

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
11	20	8	5	10

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
69	63	56	46	42

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
62	59	56	46	42

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
115	106	115	130	148

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
114	106	114	142	142

4.3 **Total number of classrooms and seminar halls**

Answer before DVV Verification : 16

Answer after DVV Verification : 20

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
151.8	211.6	282	245	251

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
159.3864	223.750	282	245	251