



YEARLY STATUS REPORT - 2021-2022

Part A	
Data of the Institution	
1.Name of the Institution	Raghavendra Institute of Pharmaceutical Education and Research-Autonomous
• Name of the Head of the institution	Dr.Y.Padmanabha Reddy
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Phone No. of the Principal	9848543932
• Alternate phone No.	7780721443
• Mobile No. (Principal)	9848543932
• Registered e-mail ID (Principal)	riperatp@rediffmail.com
• Address	K. R. Palli Cross, Near S K University
• City/Town	Anantapuramu
• State/UT	Andhra Pradesh
• Pin Code	515721
2.Institutional status	
• Autonomous Status (Provide the date of conferment of Autonomy)	13/10/2015
• Type of Institution	Co-education
• Location	Rural

• Financial Status	UGC 2f and 12(B)
• Name of the IQAC Co-ordinator/Director	C. Naresh Babu
• Phone No.	9160161761
• Mobile No:	9177034504
• IQAC e-mail ID	riperatp@rediffmail.com
3.Website address (Web link of the AQAR (Previous Academic Year)	https://riper.ac.in/wp-content/uploads/2022/09/AQAR-2020-21-REPORT.pdf
4.Was the Academic Calendar prepared for that year?	Yes
• if yes, whether it is uploaded in the Institutional website Web link:	https://riper.ac.in/wp-content/uploads/2023/05/2021-22-Academic-calenders.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.27	2016	25/05/2016	24/05/2021
Cycle 2	A	3.08	2021	28/09/2021	27/09/2026

6.Date of Establishment of IQAC

30/06/2016

7.Provide the list of Special Status conferred by Central and/or State Government on the Institution/Department/Faculty/School (UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC, etc.)?

Institution/ Department/Faculty/School	Scheme	Funding Agency	Year of Award with Duration	Amount
RIPER, Dr. B. Pradeepkumar	MODROBS	AICTE	14/01/2022	14,59,465
RIPER	DSIR - SIRO	DSIR	08/04/2021	NA

8.Provide details regarding the composition of the IQAC:

<ul style="list-style-type: none"> • Upload the latest notification regarding the composition of the IQAC by the HEI 	View File	
<p>9.No. of IQAC meetings held during the year</p>	<p>3</p>	
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions taken uploaded on the institutional website? 	<p>Yes</p>	
<ul style="list-style-type: none"> • If No, please upload the minutes of the meeting(s) and Action Taken Report 	<p>No File Uploaded</p>	
<p>10.Did IQAC receive funding from any funding agency to support its activities during the year?</p>	<p>No</p>	
<ul style="list-style-type: none"> • If yes, mention the amount 		
<p>11.Significant contributions made by IQAC during the current year (maximum five bullets)</p>		
<p>1. Conducted seminars and workshops to cater the needs of pharmacy students/Teachers. 2. Received one AICTE – MODROBS project and upgraded the facility with Denovix DS-11FX+ Spectrophotometer/ Fluorometer. 3. Continuous monitoring the academic progression of the Institute to achieve the goals. 4. Encouraged faculty to publish in SCI/Scopus/ WoS journals with impact factor. 5. Collaboration with National research institution (NIRT, Chennai) for anti-tubercular activity evaluation to support DST-SERB project.</p>		
<p>12.Plan of action chalked out by IQAC at the beginning of the academic year towards quality enhancement and the outcome achieved by the end of the academic year:</p>		

Plan of Action	Achievements/Outcomes
Focus on publications on indexed journals with impact factor in national/international journals	Improved in overall publications of the faculty and students (58 in 2020; 84 in 2021); SCI indexed publications from 11 to 17 and Scopus journals from 30 to 34, WoS from 28 to 45.
Establish collaborations with organisations and companies that support the institution's funding and research.	Collaborations made with industries and institutes
Upgrade and uphold the capabilities of faculties through participation in various Seminars, workshops etc.	Quality of teaching, knowledge on research trends got improvised
Encourage the faculties to prioritise financing from various agencies and raise the amount of money to support their research efforts.	Received MODROBS, SPICES grants from AICTE.
Encourage and direct researchers to patent their discoveries.	3 patents filed and one design patent granted
Create a tissue culture lab and concentrate on financially supported projects from several institutes in the surrounding areas.	Established tissue culture lab and still under progress.
To keep up with needs and breakthroughs in technology, encourage the use of ICT tools and accessories in the teaching and learning process.	Most of the faculty members are using ICT enabled facilities and smart board for teaching and learning.
13. Was the AQAR placed before the statutory body?	Yes
<ul style="list-style-type: none"> Name of the statutory body 	

Name of the statutory body	Date of meeting(s)
Academic council	29/12/2021

14. Was the institutional data submitted to AISHE ?	Yes
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- Year

Year	Date of Submission
2021	11/02/2022

15. Multidisciplinary / interdisciplinary

- B. Pharmacy and Pharm. D students are actively participating in Talk the Book program every week Friday from 4PM to 5PM organized by Andhra Pradesh State Council of Higher Education (APSCHE).
- Environmental studies as a subject for the B. Pharm students to understand the complex interactions between humans and the environment in a variety of disciplines, including biology, ecology, economics, and policy.
- We introduced audit courses like Yoga and stress management, Disaster management, Green initiatives, Constitution of India, Water conservation, waste management, pollution control, Bhagavat gita for personality development etc.

16. Academic bank of credits (ABC):

-NA-

17. Skill development:

Date	Skill Development Activity	Number of Participants
10.07.2021	Creativity and ideation	No. Of Participants:
13.07.2021	Invited talk on: components of research proposal writing	No. Of Participants: Dr. Harishankar, NIM Hyderabad
06-09-2021	Painting/drawing competition on entrepreneurship	No. Of Participants:
28-2-2022	Science day Quiz	No. Of Participants:
30-3-2022	Smart India Hackathon	No. Of Participants:

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

- In the Indian culture yoga has been the holistic approach for maintaining good health, since ages. The international yoga day has been celebrated on 21st June 2021 with a theme of "Yoga for Well-being". It plays in rejuvenating our mind and the body, leading to a healthier lifestyle. National yoga day used to celebrate on 21st june of every year.
- Celebrating traditional day every year in the month of January by representing Indian culture and to inculcate knowledge of various traditions among the students.
- Introduced audit course Bhagavat gita for personality development.
- Plantation day conducted by NSS units

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

Outcome based education (OBE)

- Practice school (Hands on training of all equipment's in all departments) for IV B. Pharm students and 1st Year M. Pharm Students. Through practice, they will eventually become more skilled at handling the equipment and applying their theoretical understanding to solve operational technical issues.
- Offering bridge courses like regulatory affairs and Pharmacovigilance programs.
- Industrial visit to the 4th B. Pharmacy students and also for the 1st Year M. Pharm students to gain practical knowledge and experience, and to prepare for their future careers.

20.Distance education/online education:

Online education conducted during COVID-19 period has allowed students to continue their studies from home, using technology to connect with teachers and classmates virtually.

Extended Profile

1.Programme

1.1 11

Number of programmes offered during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

2.Student

2.1 807

Total number of students during the year:

File Description	Documents
Institutional data in Prescribed format	View File

2.2 194

Number of outgoing / final year students during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

2.3 807

Number of students who appeared for the examinations conducted by the institution during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

3.Academic

3.1 272

Number of courses in all programmes during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

3.2 70

Number of full-time teachers during the year:

Extended Profile

1.Programme	
1.1	11
Number of programmes offered during the year:	
File Description	Documents
Institutional Data in Prescribed Format	View File
2.Student	
2.1	807
Total number of students during the year:	
File Description	Documents
Institutional data in Prescribed format	View File
2.2	194
Number of outgoing / final year students during the year:	
File Description	Documents
Institutional Data in Prescribed Format	View File
2.3	807
Number of students who appeared for the examinations conducted by the institution during the year:	
File Description	Documents
Institutional Data in Prescribed Format	View File
3.Academic	
3.1	272
Number of courses in all programmes during the year:	
File Description	Documents
Institutional Data in Prescribed Format	View File

3.2	70
Number of full-time teachers during the year:	
File Description	Documents
Institutional Data in Prescribed Format	View File
3.3	70
Number of sanctioned posts for the year:	
4.Institution	
4.1	121
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
4.2	24
Total number of Classrooms and Seminar halls	
4.3	150
Total number of computers on campus for academic purposes	
4.4	298.0
Total expenditure, excluding salary, during the year (INR in Lakhs):	

Part B

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 are reflected in Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the various Programmes offered by the Institution.

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. Syllabus framed by Pharmacy Council of India (PCI)

File Description	Documents
Upload additional information, if any	View File
Link for additional information	https://riper.ac.in/courses-offered-2/

1.1.2 - Number of Programmes where syllabus revision was carried out during the year

4

File Description	Documents
Minutes of relevant Academic Council/BOS meeting	View File
Details of syllabus revision during the year	View File
Any additional information	View File

1.1.3 - Number of courses focusing on employability/entrepreneurship/ skill development offered by the Institution during the year

6

File Description	Documents
Curriculum / Syllabus of such courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approval for these courses	View File
MoUs with relevant organizations for these courses, if any	View File
Any additional information	View File

1.2 - Academic Flexibility

1.2.1 - Number of new courses introduced across all programmes offered during the year

44

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	View File
Any additional information	View File
Institutional data in prescribed format (Data Template)	View File

1.2.2 - Number of Programmes offered through Choice Based Credit System (CBCS)/Elective Course System

4

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	View File
Any additional information	View File
List of Add on /Certificate programs (Data Template)	View File

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, and Human Values into the curriculum

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
2. Human Values and Professional Ethics
3. Gender Sensitivity

File Description	Documents
Upload the list and description of the courses which address issues related to Gender, Environment and Sustainability, Human Values and Professional Ethics in the curriculum	View File
Any additional information	View File

1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

2

File Description	Documents
List of value-added courses	View File
Brochure or any other document relating to value-added courses	View File
Any additional information	View File

1.3.3 - Number of students enrolled in the courses under 1.3.2 above

102

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

1.3.4 - Number of students undertaking field work/projects/ internships / student projects

162

File Description	Documents
List of programmes and number of students undertaking field projects / internships / student projects	View File
Any additional information	View File

1.4 - Feedback System

1.4.1 - Structured feedback and review of the syllabus (semester-wise / year-wise) is obtained from 1) Students 2) Teachers 3) Employers and 4) Alumni **A. All 4 of the above**

File Description	Documents
Provide the URL for stakeholders' feedback report	https://riper.ac.in/stakeholder-feedback/
Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management	View File
Any additional information	View File

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

File Description	Documents
Provide URL for stakeholders' feedback report	https://riper.ac.in/organization-feedback/
Any additional information	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of Students

2.1.1.1 - Number of students admitted (year-wise) during the year

190

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

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per the reservation policy during the year (exclusive of supernumerary seats)

106

File Description	Documents
Any additional information	View File
Number of seats filled against seats reserved (Data Template)	View File

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses students' learning levels and organises special programmes for both slow and advanced learners.

The Institution functions with a leading edge in an academic area and fosters various facets involved in pharmacy the profession. The main axiom of the Institution is to provide pharmacists with high knowledge. The Institution mainly offers diploma, graduation and post-graduation programs in the field of pharmaceutical sciences to students of all backgrounds. These students get into various programmes in the college by clearing multiple entrance exams.

The learning levels of students were evaluated through various

methods like tests, quizzes, assignments and competitive exams. This helps to identify the strengths and weaknesses of each student. In addition, this helps to identify their learning needs to enhance their knowledge and intellectual abilities via a high-impact student mentorship program (SMP), and specialized interventions that help them catch up with their peers.

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

The pedagogue of the institution develops significant strategies and scientific implementations in the 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 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	Documents
Upload any additional information	View File
Paste link for additional information	https://riper.ac.in/student_mentorship/

2.2.2 - Student – Teacher (full-time) ratio

Year	Number of Students	Number of Teachers
30/06/2022	807	70

File Description	Documents
Upload any additional information	View File

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:

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

- 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 healthcare providers
- Function effectively in a myriad of professional roles.
- Generation of self-learning facilities (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) 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, Audio-Visual Room as well as online contents]
- Faculty members also uses novel methods in teaching-learning process to enhance students outcome through virtual and evidence based teaching-learning process
- 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
 - Project based learning
 - Experiential learning
 - Problem based learning
 - Case based learning

File Description	Documents
Upload any additional information	View File
Link for additional Information	Raghavendra Inst. of Pharm Edu and Research, RIPER - YouTube; https://riper.ac.in/riper-gpat-cell/; https://riper.ac.in/infrastructure/

2.3.2 - Teachers use ICT-enabled tools including online resources for effective teaching and

learning

Besides the traditional teaching-learning process, the institution's faculty members are using ICT-enabled learning tools such as power-point presentations, audio-video clippings, and YouTube video sources, to expose the students to advanced knowledge and practical learning. The entire institution is Wi-Fi enabled. The classrooms are sufficiently furnished with LCD/OHP/Computers to serve the needs. The major emphasis is on classroom interaction in terms of presentations, seminars, debates, Group discussions, Assignments and conducting Quizzes, viva and laboratory work. In view of the ICT, the teaching-learning process within the institution exists as blended learning that is combining digital learning tools with more traditional classroom face-to-face teaching. The self-paced learning, online collaborative learning and distance learning are the other modest techniques practised in the institution for effective learning. The institution is equipped with facilities like JGate Biomedical Sciences, Ex Pharma (Virtual Pharmacology), formulation optimization software like (Sigma Tech, Design expert, Minitab), Poison and Drug Information Databases (Micromedex, Medicines Complete and Clinical Pharmacology), draw Tools like Chem Draw, Marvin Sketch, Chem Writer, Pymol and various molecular modeling and screening tools.

File Description	Documents
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	Raghavendra Inst. of Pharm Edu and Research, RIPER - YouTube
Upload any additional information	View File

2.3.3 - Ratio of students to mentor for academic and other related issues

2.3.3.1 - Number of mentors

62

File Description	Documents
Upload year-wise number of students enrolled and full-time teachers on roll	View File
Circulars with regard to assigning mentors to mentees	View File

2.3.4 - Preparation and adherence to Academic Calendar and Teaching Plans by the institution

- College academic committee comes with the academic calendar and syllabus and insists the course in-charges and program in-charge head of department refine the PO and PSOs/PEOs further and justify its correlation with the curriculum framing the scope of each subject.
- The program/course in-charges prepare the timetable of all programs at various degree levels and design an academic planner for syllabus completion. Faculty are directed to handle classes as per the academic planner, which encompasses all basic details regarding course description, course of study, stipulated hours and planned hours of teaching, tutorials, credits, examination particulars, evaluation process, programme outcomes/course specific objectives/course outcomes, and mode of teaching-learning process.
- During the Faculty meeting a panel discussion on suggestions pertaining to the 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 the college academic committee: Academic calendar, Academic planner, Structured lesson plan, Time table of individual faculty, Students attendance, Particulars beyond the syllabus taught, Assignments, Seminars taken by students, Tutorial class particulars, Presentation particulars (Journal club/Drug club/Case).

File Description	Documents
Upload the Academic Calendar and Teaching Plans during the year	View File

2.4 - Teacher Profile and Quality

2.4.1 - Number of full-time teachers against sanctioned posts during the year

70

File Description	Documents
Year-wise full-time teachers and sanctioned posts for the year	View File
List of the faculty members authenticated by the Head of HEI	View File
Any additional information	View File

2.4.2 - Number of full-time teachers with PhD/ D.M. / M.Ch. / D.N.B Super-Specialty / DSc / DLitt during the year

17

File Description	Documents
List of number of full-time teachers with PhD./ D.M. / M.Ch. / D.N.B Super-Specialty / D.Sc. / D.Litt. and number of full-time teachers for 5 years	View File
Any additional information	View File

2.4.3 - Total teaching experience of full-time teachers in the same institution: (Full-time teachers' total teaching experience in the current institution)

459

File Description	Documents
List of teachers including their PAN, designation, Department and details of their experience	View File
Any additional information	View File

2.5 - Evaluation Process and Reforms

2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year

30

File Description	Documents
List of Programmes and the date of last semester-end / year-end examinations and the date of declaration of result	View File
Any additional information	View File

2.5.2 - Number of students' complaints/grievances against evaluation against the total number who appeared in the examinations during the year

0

File Description	Documents
Upload the number of complaints and total number of students who appeared for exams during the year	No File Uploaded
Upload any additional information	No File Uploaded

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

- The examination reform in the institution is well structured, where regular mock examinations are conducted in (the Objective Structured Clinical Examination-OSCE /Objective Structured Practical Examination-OSPE) pattern and it's evaluated by faculty handling the subject.
- Three internal examinations (90min) are conducted as per the academic calendar at regular intervals, for slow learner improvement internal examinations are performed.
- Question papers set up and evaluated by subject experts (05 years of experience) 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 the subject expert just before 30 minutes of commencement of the examination.
- All students with more than 75% attendance in B. Pharmacy and M. Pharmacy programs and 80% in Pharm.D and Pharm.D (post-baccalaureate) programs are eligible to appear for the examination.
- Once the candidate is registered for the exam his/her

details will be printed (Pre-Printed) on OMR Sheet which will be attached to the 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	Documents
Upload any additional information	View File
Paste link for additional Information	https://riper.ac.in/board-of-examinations/

2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme Outcomes and Course Outcomes for all Programmes offered by the institution are stated and displayed on the website and communicated to teachers and students

Outcome Based Education (OBE) is an approach to education that focuses on defining desired learning outcomes and designing educational programs to achieve those outcomes. In order to implement OBE effectively, institutions need to define Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) that align with the educational goals of the institution and meet the needs of stakeholders, such as students, faculty, employers, and the community.

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 a 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 reviews the academic performance and placements record to evolve PSOs/PEOs through continuous development. The institution has well-structured communication with all stakeholders, 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 on the campus
- Practical Record notebooks
- Classrooms

- Laboratories and department notice-boards
- All stakeholder meetings

File Description	Documents
Upload COs for all courses (exemplars from the Glossary)	View File
Upload any additional information	View File
Link for additional Information	https://riper.ac.in/po-co/

2.6.2 - Attainment of Programme Outcomes and Course Outcomes as evaluated by the institution

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

Assessment tools

Frequency

Direct/Indirect

Description

Alumni survey

Every year

Indirect

Conduct a post-graduation survey three years after graduation to gather data on program satisfaction, career preparation, and post-graduation outcomes. The survey should collect information on job types, graduate degrees pursued, and skills developed, and identify areas for program improvement.

Employer survey

Every year

Indirect

Gather data on course outcomes and on-the-job application of field-specific skills to assess a program's curriculum effectiveness. This helps determine if graduates possess the required job skills

and identify other valuable skills the program may lack.

Student/graduate exit Survey

Every year

Indirect

To evaluate the success of the programme in providing students with opportunities to achieve the programme outcomes

Course exit survey

End of course

Indirect

To determine the quality of the course, the various outcomes, that this course tries to satisfy, and the level of achievement of these Outcomes.

Project evaluation

Every year

Direct

This is a demonstration of the abilities of a student throughout the programme.

Course evaluation

Every year

Direct

Use existing data routinely collected by faculty, such as test and assignment performance, to gather information on student learning within the classroom. Implement various assessment methods to evaluate student learning in this environment.

Parents satisfaction survey

Every year

Direct

The Parent Survey assesses parents' satisfaction with the academic program and services and asks about the criteria they used when selecting the program.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://riper.ac.in/po-co/

2.6.3 - Pass Percentage of students

2.6.3.1 - Total number of final year students who passed in the examinations conducted by Institution

180

File Description	Documents
Upload list of Programmes and number of students appear for and passed in the final year examinations	View File
Upload any additional information	View File
Paste link for the annual report	https://riper.ac.in/board-of-examinations/

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire). Results and details need to be provided as a weblink

<https://riper.ac.in/wp-content/uploads/2023/05/SSSR-21-22.pdf>

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

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

- "RIPER RESEARCH VISION 2025" is the unique vision for research defined by the research division (R&D), and the institution's five-year research plan has been aligned with this vision in collaboration with the internal quality assurance cell. (IQAC).
- Accordingly, the institution has exclusive budget and

research policies to promote quality research among faculty and students (<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, and also recognized as a research Centre (full-time Ph.D. admission) for pharmaceutical sciences by the JNTUA, and Manipal Academy of Higher Education (MAHE).
- The institute was able to purchase instruments like DSC, Gel-doc system, an Elisa reader, lyophilizer, particle size analyzer, parallel synthesizer, and Zeta potential analyzer from the grants received from DST-FIST (level 0), AICTE-RPS, and DST-SERB in 2017 and 2018.
- In the year 2019, the pharmacological facilities have been upgraded with a zebrafish facility, cell culture laboratories, and tissue imaging units.
- In 2021, the institute was sanctioned with AICTE-MODROBS and upgraded the facilities with HPLC (Waters), and Denovix DS-11 FX+ (Spectrophotometer/Fluorometer).

With the above-developed research facilities, the % of indexed research publications, and patents have markedly improved over the past 3 years.

File Description	Documents
Upload the Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View File
Provide URL of policy document on promotion of research uploaded on the website	https://riper.ac.in/rd-cell-constitution-policy/
Any additional information	View File

3.1.2 - The institution provides seed money to its teachers for research

3.1.2.1 - Seed money provided by the institution to its teachers for research during the year (INR in lakhs)

3.06

File Description	Documents
Minutes of the relevant bodies of the institution regarding seed money	View File
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View File
List of teachers receiving grant and details of grant received	View File
Any additional information	View File

3.1.3 - Number of teachers who were awarded national / international fellowship(s) for advanced studies/research during the year

10

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

3.2 - Resource Mobilization for Research

3.2.1 - Grants received from Government and Non-Governmental agencies for research projects, endowments, Chairs during the year (INR in Lakhs)

14.59

File Description	Documents
e-copies of the grant award letters for research projects sponsored by non-governmental agencies/organizations	View File
List of projects and grant details	View File
Any additional information	View File

3.2.2 - Number of teachers having research projects during the year

1

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://riper.ac.in/research-grants/
List of research projects during the year	View File

3.2.3 - Number of teachers recognised as research guides

11

File Description	Documents
Upload copies of the letter of the university recognizing teachers as research guides	View File
Institutional data in Prescribed format	View File

3.2.4 - Number of departments having research projects funded by Government and Non-Government agencies during the year

1

File Description	Documents
Supporting document from Funding Agencies	View File
Paste link to funding agencies' website	https://riper.ac.in/research-grants/
Any additional information	View File

3.3 - Innovation Ecosystem

3.3.1 - Institution has created an ecosystem for innovations and creation and transfer of knowledge supported by dedicated centres 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.

- After the autonomy and recognition of Research Centre status by JNTUA, the Research Director has been appointed in 2017. Then the research policies have been formulated and approved

by Governing council and Academic council.

(<https://riper.ac.in/rd-cell-constitution-policy/>).

- The research activities are encouraged and driven by the three bodies, viz., Internal Research Review Committee, External Research advisory bodies, and Ethical committee.
- MoUs with national research laboratories (CSIR-IICT, ICMR-NIRT), Universities from India and Abroad, Atal incubation center (SKU), and pharmaceutical industries.
- There are well-defined policies on misconduct in research and good research practice.
- Frequent conferences for students and faculty training on research trends and updates with invited resource persons.
- Incentives and awards for faculty for their research grants, achievements, publications, books, and patents.
- The well-defined parametric score for faculty members on research out in the self-appraisal form by IQAC cell.
- Provision for faculty to apply and participate in INSA summer research fellowships and sabbatical leaves.
- Exclusive MHRD-IIC cell for encouraging innovation among students and faculty members.
- Yearly "RIPER RESEARCH NEWSLETTER" is published to disseminate the faculty credentials to the public.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://riper.ac.in/rd-cell-constitution-policy/ https://riper.ac.in/mhrd-iic/ https://riper.ac.in/fellowships/

3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

8

File Description	Documents
Report of the events	View File
List of workshops/seminars conducted during the year	View File
Any additional information	View File

3.4 - Research Publications and Awards

3.4.1 - The Institution ensures implementation of its Code of Ethics for Research uploaded in the website through the following: Research Advisory Committee Ethics Committee Inclusion of Research Ethics in the research methodology course work Plagiarism check through authenticated software

A. All of the above

File Description	Documents
Code of Ethics for Research, Research Advisory Committee and Ethics Committee constitution and list of members of these committees, software used for plagiarism check	View File
Any additional information	View File

3.4.2 - Number of PhD candidates registered per teacher (as per the data given with regard to recognized PhD guides/ supervisors provided in Metric No. 3.2.3) during the year

3.4.2.1 - Number of PhD students registered during the year

12

File Description	Documents
URL to the research page on HEI website	https://riper.ac.in/phd-awarded-pursuing/
List of PhD scholars and details like name of the guide, title of thesis, and year of registration	View File
Any additional information	View File

3.4.3 - Number of research papers per teacher in CARE Journals notified on UGC website during the year

84

File Description	Documents
List of research papers by title, author, department, and year of publication	View File
Any additional information	View File

3.4.4 - Number of books and chapters in edited volumes / books published per teacher during the year

9

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://riper.ac.in/books/

3.4.5 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

3.4.5.1 - Total number of Citations in Scopus during the year

300

File Description	Documents
Any additional information	View File
Bibliometrics of the publications during the year	View File

3.4.6 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University

3.4.6.1 - h-index of Scopus during the year

13

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

3.5 - Consultancy

3.5.1 - Revenue generated from consultancy and corporate training during the year (INR in lakhs)

1.259

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

3.5.2 - Total amount spent on developing facilities, training teachers and clerical/project staff for undertaking consultancy during the year

0.51

File Description	Documents
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	View File
List of training programmes, teachers and staff trained for undertaking consultancy	View File
List of facilities and staff available for undertaking consultancy	View File
Any additional information	View File

3.6 - Extension Activities

3.6.1 - Extension activities carried out in the neighbourhood sensitising students to social issues for their holistic development, and the impact thereof during the year

RIPER comprises two approved National Service Scheme units NSS I (2010-2011) & NSS II (2011-2012), and are affiliated to JNTUA Ananthapuramu with an overall objective of the scheme is youth for rural development education and service to the community. It is a student-centered program in which projects are implemented by the NSS volunteers in close collaboration with the community and thereby it provides vast scope for the student's interaction with the people.

Motto: The main motto of the NSS is NOT ME BUT YOU

- **Regular activities**

Orientation of NSS Volunteers and Campus work: The NSS volunteers may be involved in the projects undertaken (not exceeding 30 hours in a year) for the benefit of the institution and the students concerned. Such projects cover the development of health care, tree plantation on the premises, awareness programs on various diseases, smoking cessation, blood donation camp, health exhibition, and Mega Medical camp, etc,

- **Special programs (Education and Service to the community)**

The students go to the rural areas and try to develop a Technocratic Environment and help the underprivileged people to develop themselves. NSS volunteers undertake various activities in adopted villages. The duration of these services is 1 week per year/ unit.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://riper.ac.in/nss/

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 the year

9

File Description	Documents
Number of awards for extension activities in during the year	View File
e-copy of the award letters	View File
Any additional information	View File

3.6.3 - Number of extension and outreach programmes conducted by the institution through NSS/NCC/Red Cross/YRC, etc. during the year (including Government-initiated programmes such as Swachh Bharat, AIDS Awareness, and Gender Sensitization and those organised in collaboration with industry, community and NGOs)

11

File Description	Documents
Reports of the events organized	View File
Any additional information	View File

3.6.4 - Number of students participating in extension activities listed in 3.6.3 during the year 2003

File Description	Documents
Reports of the events	View File
Any additional information	View File

3.7 - Collaboration

3.7.1 - Number of collaborative activities during the year for research/ faculty exchange/ student exchange/ internship/ on-the-job training/ project work

43

File Description	Documents
Copies of documents highlighting collaboration	View File
Any additional information	View File

3.7.2 - Number of functional MoUs with institutions of national and/or international importance, other universities, industries, corporate houses, etc. during the year (only functional MoUs with ongoing activities to be considered)

14

File Description	Documents
e-copies of the MoUs with institution/ industry/ corporate house	View File
Details of functional MoUs with institutions of national, international importance, other institutions etc. during the year	View File
Any additional information	View File

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 equipments, etc.

The Institution has adequate infrastructure and physical facilities for teaching-learning. viz., classrooms, laboratories, computing equipment, etc. Raghavendra Institute of Pharmaceutical Education and Research is a self-financed autonomous institute affiliated to JNTUA established in 2002 and located near S.K University, Ananthapuramu district of Andhra Pradesh. The Institution is spread across 12 acres of lush green campus and endowed with all physical infrastructural facilities to facilitate the best teaching & learning practices. Institute functions with adequate library, laboratories, seminar halls, classrooms, medicinal garden, faculty rooms, 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 functions with strict fidelity. The classrooms 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 a sufficient workspace with safety features and functional facilities like water, gas, electricity, etc, to provide an excellent enthusiastic atmosphere to work and learn. ICT classrooms, smart classroom, and air-conditioned seminar halls are equipped with adequate modern ICT tools chairs, benches, tables, audio-visual system, etc., to conduct effective, efficient, and comfortable academic and Co-curricular activities. All the programs of the institute have adequate infrastructure facilities as per the norms of concerned statutory bodies.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://riper.ac.in/classrooms

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

The institution has adequate facilities for cultural activities, yoga, games (indoor, and outdoor), and sports. (Gymnasium, yoga

centre, auditorium, etc.) The 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 the sports committee. The physical education director of the institute trains the students in various indoor and outdoor games of their interest like chess, carom, table tennis, volleyball, football, softball, cricket, kabaddi, kho-kho, badminton, tennikoit, etc. Institute conducts inter Program tournaments and annual sport Week celebrations regularly. The institution offers ample facilities to conduct yoga and meditation-related activities to create a sense of mindfulness.

File Description	Documents
Geotagged pictures	View File
Upload any additional information	View File
Paste link for additional information	https://riper.ac.in/residential-facilities/

4.1.3 - Number of classrooms and seminar halls with ICT-enabled facilities

12

File Description	Documents
Upload any additional information	View File
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

4.1.4 - Expenditure for infrastructure augmentation, excluding salary, during the year (INR in Lakhs)

10

File Description	Documents
Upload audited utilization statements	View File
Details of Expenditure, excluding salary, during the years	View File
Any additional information	View File

4.2 - Library as a Learning Resource

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

The RIPER autonomous institute has developed and maintained the library with all necessary academic resources, including 24 x 7 (50 MBPS) bandwidth internet facilities. The budget of the library ensures the presence of the 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 for students, faculty, and researchers. The library has a total of 12419 books with a wide range of titles including 144 e-books till date 27-03-2023. JGate and JCCC subscriptions are 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 are 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.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://riper.ac.in/library-e-library/

4.2.2 - Institution has access to the following: A. Any 4 or more of the above e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access to e-resources

File Description	Documents
Details of subscriptions like e-journals, e-books, e-ShodhSindhu, Shodhganga membership	View File
Upload any additional information	View File

4.2.3 - Expenditure on purchase of books/ e-books and subscription to journals/e-journals during the year (INR in lakhs)

1.52

File Description	Documents
Audited statements of accounts	View File
Any additional information	View File
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	View File

4.2.4 - Usage of library by teachers and students (footfalls and login data for online access)

4.2.4.1 - Number of teachers and students using the library per day during the year

105

File Description	Documents
Upload details of library usage by teachers and students	View File
Any additional information	View File

4.3 - IT Infrastructure

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

The campus has wired and wireless internet access and requires a seamless roaming facility to access the internet from the classroom, library, and labs. Previously college has a 30 MBPS internet facility. Currently, we are using BSNL fibre of 50 MBPS internet facility. The institute has a 24x7 Wi-Fi/LAN facility on the college campus for the student and faculty members to avail internet connection in the college. The college is equipped with

two servers and seven modems to facilitate internet access for academic and research needs. Students can use unlimited internet access to download publications/journals for searching various competitive exams and to upload various applications relevant to curricular and co-curricular activities like attending virtual conferences, training programs, and orientation sessions. The college cyber security system is equipped with a UniFi dream machine with a 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.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://riper.ac.in/facilities-2/

4.3.2 - Student - Computer ratio

Number of Students	Number of Computers
807	150

File Description	Documents
Upload any additional information	View File

4.3.3 - Bandwidth of internet connection in the Institution and the number of students on campus

A. 50 Mbps

File Description	Documents
Details of bandwidth available in the Institution	View File
Upload any additional information	View File

4.3.4 - Institution has facilities for e-content development: B. Any three of the above

Facilities available for e-content development Media Centre Audio-Visual Centre Lecture Capturing System (LCS) Mixing equipments and software for editing

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.youtube.com/@raghavendrainst.ofpharmedu503
List of facilities for e-content development (Data Template)	View File

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of physical and academic support facilities, excluding salary component, during the year (INR in lakhs)

76.88

File Description	Documents
Audited statements of accounts	View File
Upload any additional information	View File

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

The Governing body of the college ensures optimal allocation and utilization of the available financial resources for the 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 investment decisions are made as per the requirement of student's betterment on a 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 the faculty in-charge.

Library: - The required list of books is collected from concerned faculty members of the subject through a program incharges. The finalized list of required books is duly approved by the principal in consultation with program incharges. The students are provided with ID Cards to collect the book from the library.

Sports: - Regarding the maintenance of sports equipment and conduct of sports activities the college deputed Physical Director. He looks after the sports activities regularly ECAP software is used for maintaining faculty and student's details. DBASE is installed for the smooth functioning of the Exam Section. College is enabled

with HI Speed Internet (50 MBPS) to all the systems of the campus and also a WIFI Enabled campus.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Maintanance-Physics1-Facilities.pdf (riper.ac.in)

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefitted by scholarships and freeships provided by the Government during the year

323

File Description	Documents
Upload self-attested letters with the list of students receiving scholarships	View File
Upload any additional information	View File

5.1.2 - Number of students benefitted by scholarships and freeships provided by the institution and non-government agencies during the year

74

File Description	Documents
Upload any additional information	View File
Institutional data in prescribed format	View File

5.1.3 - The following Capacity Development and Skill Enhancement activities are organised for improving students' capabilities Soft Skills Language and Communication Skills Life Skills (Yoga, Physical fitness, Health and Hygiene) Awareness of Trends in Technology **A. All of the above**

File Description	Documents
Link to Institutional website	https://riper.ac.in/soft-skills-events/
Details of capability development and schemes	View File
Any additional information	View File

5.1.4 - Number of students benefitted from guidance/coaching for competitive examinations and career counselling offered by the institution during the year

228

File Description	Documents
Any additional information	View File
Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template)	View File

5.1.5 - The institution adopts the following mechanism for redressal of students' grievances, including sexual harassment and ragging: Implementation of guidelines of statutory/regulatory bodies Creating awareness and implementation of policies with zero tolerance Mechanism for submission of online/offline students' grievances Timely redressal of grievances through appropriate committees

A. All of the above

File Description	Documents
Minutes of the meetings of students' grievance redressal committee, prevention of sexual harassment committee and Anti-ragging committee	View File
Details of student grievances including sexual harassment and ragging cases	View File
Upload any additional information	View File

5.2 - Student Progression

5.2.1 - Number of outgoing students who got placement during the year

28

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	View File

5.2.2 - Number of outgoing students progressing to higher education

60

File Description	Documents
Upload supporting data for students/alumni	View File
Details of students who went for higher education	View File
Any additional information	View File

5.2.3 - Number of students qualifying in state/ national/ international level examinations during the year

5.2.3.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year

19

File Description	Documents
Upload supporting data for students/alumni	View File
Any additional information	View File

5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals for outstanding performance in sports and/or cultural activities at inter-university / state /national / international events (award for a team event should be counted as one) during the year

3

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	View File

5.3.2 - Presence of an active Student Council and representation of students in 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 the smooth functioning of the 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 to the administrative officer or to the principal as the case may be to resolve 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 on the campus as well as in hostels to maintain a ragging-free environment. Sports Committee: Sports committee is headed by the Physical Director of the institute. NSS Committee: It was established as per the norms of the Government. Alumni Association: Students interact with the alumni members periodically through alumni meetings to pace up their capabilities to the needs of the industries.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://riper.ac.in/committees/

5.3.3 - Number of sports and cultural events / competitions organised by the institution

5

File Description	Documents
Report of the event	View File
List of sports and cultural events / competitions organised per year	View File
Upload any additional information	View File

5.4 - Alumni Engagement

5.4.1 - The Alumni Association and its Chapters (registered and functional) contribute significantly to the development of the institution through financial and other support services

Each passed-out student of our Institute automatically becomes an alumni member. 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 is 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	Documents
Upload any additional information	View File
Paste link for additional Information	https://riper.ac.in/alumni/

5.4.2 - Alumni's financial contribution during the year **E. <2 Lakhs**

File Description	Documents
Upload any additional information	View File

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

Vision "To create professionally competent and socially sensitive pharmacists, capable of working in multifaceted environments with newer evolving technology". Mission "To enable our students to develop into outstanding professionals and be aware of the immense responsibilities to make the world better in pharmacy". Quality Policy "Dedicated to imparting 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".

The constitution and functions of the various committees of the institution 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 active faculty members and stakeholders, function to achieve the goals of the institute constantly.

The stance of the Institute is evidence of the success of the Effective Governance

- RIPER is accorded status under sections 2(f) and 12(B) of UGC act 1956
- Conferred with Autonomous Status by University Grants
- Commission (UGC) for a period of six years.
- Accredited by NBA (UG program)
- NAAC with "A" grade.

Ranked 20th(2016), 91st(2017), 39th(2018), 63rd(2019), 55th(2020) & 71st(2021) in India according to NIRF, MHRD, GOI, New Delhi.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://riper.ac.in/awards-and-achievements/

6.1.2 - Effective leadership is reflected in various institutional practices such as decentralization and participative management

- The college's administrative and academic activities are executed through the various committees independently the decision-making and implementation authority of the respective committees reside with them only.
- The administration of the institution constitutes of the governing body, academic council, board of studies, and finance committee; In-charges functioning independently to carry out the concerned activities. (Administrative, infrastructure, academics, and research).
- The program heads are free to take decisions about the administration, conduction, and development of their respective programs.
- A culture of participative management exists in the institution; through which all faculties are placed in various administrative committees, which work 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.
- Encourages its students and other stakeholders to be part of decision-making in the administration of the Institute. Recruiting faculty, framing the syllabus, introducing new courses, infrastructure development, and conducting co-curricular and extra-curricular activities are some of the notable major areas where the stakeholders, particularly students' roles are inevitable.
- student representatives: Sports committee, Institutional Magazine committee, Anti-ragging committee, Anti-ragging squad, Alumni association, and Cultural committee.

File Description	Documents
Upload strategic plan and deployment documents on the website	View File
Upload any additional information	No File Uploaded
Paste link for additional Information	https://riper.ac.in/strategy-plan-2016-2021/

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ Perspective plan has been clearly articulated and implemented

The formal policy of "ensure quality" in every aspect.

- The Vision, Mission, and Quality policy statements are reflective of the same.

Teaching-learning process and environment

- A structured teaching-learning process which constantly achieves the defined program outcomes and also instills evidence-based learning and problem-based learning techniques.

Research and development

- University-recognized research center - encompassing of R & D cell and helping the teaching staff to achieve more interims of their knowledge and engagement in research.

Community engagement/outreach activities

- NSS, IPA, Ananthapuramu - periodically organize regular camps, special programs, outreach programs, health camps, blood donation camps, and awareness programs.

Industry interaction

- Established Industrial contacts and collaboration make our students "Industry Ready" and placed in the industries.

Collaborations with professional bodies

- Indian Pharmaceutical Association (IPA)
- International Society for Pharmacoeconomics and Outcomes Research (ISPOR),
- Royal Society of Chemistry - London, Deccan Section.

Disciplined campus/learners-centered

- Grievance redressal cell/Discipline committee to rectify the issues of students and Maintain discipline on campus.
- Student feedback mechanism to constantly assure and provide the quality of teaching.

- Students are provided with ample facilities/opportunities, to pursue and excel in their field of interest in terms of co-curricular and extracurricular developments.

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	https://riper.ac.in/strategy-plan-2016-2021/
Upload any additional information	No File Uploaded

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

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

File Description	Documents
Paste link to Organogram on the institution webpage	https://riper.ac.in/committees/
Upload any additional information	View File
Paste link for additional Information	https://riper.ac.in/governance-guidelines/

6.2.3 - Implementation of e-governance in areas of operation: Administration Finance and Accounts Student Admission and Support Examination

A. All of the above

File Description	Documents
ERP (Enterprise Resource Planning) Documen	View File
Screen shots of user interfaces	View File
Details of implementation of e-governance in areas of operation	View File
Any additional information	No File Uploaded

6.3 - Faculty Empowerment Strategies

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

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 on recommendations of statutory bodies.
- The institution provides casual leaves, mid-term and annual vacations, and provident funds, and these benefits are extended to all staff members.
- Maternity leaves for women faculty Institutions offer incentives for faculty empowerment.
- Partial or full financial assistance for attending conferences, workshops, and seminars (seed money) is provided.
- Additional increments are given based on the performances.
- Faculty who had more than five years of experience, can go on sabbatical leave for pursuing a higher degree, and get experience in abroad institutes.
- Teaching and non-teaching staff with more than 10 years of experience can avail deduction in college admission fees for their kids if they get admission.
- 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 is provided free transport facilities.
- Non-teaching staff is given with festival bonus.
- Provision for interest-free loans from the college for non-teaching staff.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://riper.ac.in/riper-good-governance-document-guidelines/

6.3.2 - Number of teachers provided with financial support to attend conferences / workshops and towards payment of membership fee of professional bodies during the year

15

File Description	Documents
Upload any additional information	View File
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	View File

6.3.3 - Number of professional development / administrative training programmes organized by the Institution for its teaching and non-teaching staff during the year

12

File Description	Documents
Reports of the Human Resource Development Centres (UGC HRDC/ASC or other relevant centres)	View File
Upload any additional information	View File

6.3.4 - Number of teachers who have undergone online/ face-to-face Faculty Development Programmes during the year: (Professional Development Programmes, Orientation / Induction Programmes, Refresher Courses, Short-Term Course, etc.)

48

File Description	Documents
Summary of the IQAC report	View File
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View File
Upload any additional information	No File Uploaded

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly

Yes

Internal audits

The society office regularly conducts institutional financial audits, on disbursement of scholarships, salaries paid, expenses concerning consumables, and purchase of equipment.

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

External audits

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

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://riper.ac.in/jntua/

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

2.73

File Description	Documents
Annual statements of accounts	View File
Details of funds / grants received from non-government bodies, individuals, philanthropists during the year	View File
Any additional information	View File

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

Major financial resources for the institution

- A fee collected from the students
- Through consultancy services
- Grants from Govt /Non-government (to improve the quality of research and promote a competitive environment in the faculty members, resulting in additional revenue generation).
- Additionally, the management mobilizes additional finance for institutional needs through Merit scholarships, and medals (honoring outstanding students).
- Funds from the parent Society (RERDS) have managed financial adequacy.
- 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

- Before 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 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 conducting 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 to support adopting new ideas.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://riper.ac.in/committees/

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing quality assurance strategies and processes visible in terms of incremental improvements made during the preceding year with regard to quality (in case of the First Cycle): Incremental improvements made during the preceding year with regard to quality and post-accreditation quality initiatives (Second and subsequent cycles)

Incremental improvements made for the preceding year with regard to quality,

- Every year, SWOT data has been collected from the various stakeholders' feedback and accordingly respective program Incharges and faculty members are assigned targets to achieve.
- Promoting the institution toward NIRF ranking
- Collaborations with various National / International industries or universities
- Enhancing the competitive performance of the students by the RIPER GPAT Cell.
- The research facility on the campus has been upgraded (cell culture facility)
- Regulatory agency approved/funded laboratories have been established
- Notably with an increased number of GPAT-qualified students (highest in 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.
- Increased number of university-approved Ph.D. Guides at our institute.
- Improvised extra and co-curricular activity performance of our students.
- Improvised social responsibility

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://riper.ac.in/internal-quality-assurance-cell-igac/

6.5.2 - The institution reviews its teaching-learning process, structures and methodologies of operation and learning outcomes at periodic intervals through its IQAC as per norms

- Motivate and facilitate faculty 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.
- Facilitate Modern teaching resources and tools.
- The IQAC reviews the institution's teaching-learning processes and its outcomes through various feedback mechanisms.
- Guest lectures from subject experts from various institutions/industries.
- Conducting hands-on training/workshops/seminars/conferences.
- Encouraging the students to participate in oral/poster presentations in national/international conferences on new trends in the pharmacy.
- Coordinate with the IIC cell for entrepreneurship development
- Coordinate with NSS for Nation Building
- To augment teaching & learning processes, the institute has installed CCTV for central surveillance in classrooms as well as in laboratories.
- To improve the quality teaching-learning process the curriculum was revised based on the feedback from the faculty members, guest lectures, and students.
- Encouraging the faculty to apply for various grants, providing 10% seed money to the sanctioned grant, and encouraging the faculty to publish their research works in SCI/Scopus/WoS journals with good impact factor.
- Monitoring the activities of placement cell, and local chapters (IPA Ananthapuramu local branch, ISPOR Ananthapuramu branch)
- Facilitate the faculty to be part of members in Academic Council / BoS of other institutions.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://riper.ac.in/minutes-of-igac-meetings/

6.5.3 - Quality assurance initiatives of the institution include Regular meeting of the IQAC Feedback collected, analysed and used for improvement of the institution Collaborative quality initiatives with other institution(s) Participation in NIRF Any other quality audit recognized by state, national or international agencies (such as ISO Certification)

A. Any 4 or all of the above

File Description	Documents
Paste the web link of annual reports of the Institution	https://riper.ac.in/annual-report-newsletter/
Upload e-copies of accreditations and certification	View File
Upload details of quality assurance initiatives of the institution	View File
Upload any additional information	View File

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 year

Women faculty members in decision-making bodies including the Board of Studies, Academic Councils, and Governing Body Members.

- **Women faculty and female students in key positions in organizing various Committees, FDPs, and STTPs**
- **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.**

- Feedback from girl students taken through the 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.

Women Empowerment cell <https://riper.ac.in/women-empowerment-cell-3/>

Functioning to promote overall physical, mental, health, and societal wellness of girls and women stakeholders.

Nurtures and strengthen female values by conducting various activities related to creativity, self-awareness & defense, entrepreneurship development, Sanitation & Hygiene, and legal awareness.

Ensure and assist the participation of the women candidates in science & technology programs and symposia.

Identify the skills and interests of young girls and guide them to excel and be as identical in their respective areas.

Specific facilities provided for women in terms of:

a. Safety and Security - CCTV (48)

b. Counselling

c. Common Rooms

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://riper.ac.in/women-empowerment-cell-3/

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation: Solar energy plant Wheeling to the Grid power-efficient equipment

A. Any 4 or All of the above

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

7.1.3 - Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within a maximum of 200 words)

Solid waste management & Waste recycling system

Bio-degradable solid waste produced in the form of garbage is converted into vermicompost and used as manure for the maintenance of the garden. Non-biodegradable waste and plastics are disposed of through local panchayat regularly.

Liquid waste management

Liquid waste from laboratories is properly diluted and safely disposed of through proper channels.

Bio-medical waste management

Bio-hazardous waste disposal is carried out complying with standard protocols and guidelines of respective regulatory authorities.

E-waste management

The major e-waste such as written-off instruments/equipment, CRTs, printers, and computers are sold out. UPS Batteries are recharged/repaired/exchanged by the suppliers. Electronic gadgets, circuits, and kits have been written off on a 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.

Hazardous chemicals and radioactive waste management

All the chemistry laboratories are well equipped with fumingcupboards. The chemical waste generated from the laboratories is diluted carefully and discarded through proper channels.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	View File
Geotagged photographs of the facilities	View File
Any other relevant information	No File Uploaded

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus A. Any 4 or all of the above

File Description	Documents
Geotagged photographs / videos of the facilities	View File
Any other relevant information	View File

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows: A. Any 4 or All of the above

1. Restricted entry of automobiles
2. Use of bicycles/ Battery-powered vehicles
3. Pedestrian-friendly pathways
4. Ban on use of plastic
5. Landscaping

File Description	Documents
Geotagged photos / videos of the facilities	View File
Various policy documents / decisions circulated for implementation	View File
Any other relevant documents	No File Uploaded

7.1.6 - Quality audits on environment and energy undertaken by the institution

7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:

A. Any 4 or all of the above

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

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

7.1.7 - The Institution has a disabled-friendly and barrier-free environment: Ramps/lifts for easy access to classrooms and centres Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.

A. Any 4 or all of the above

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

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words).

We respect the various religions, languages, and cultures because we believe in harmony in diversity.

We are having students from various backgrounds. (As we are having International/National/Local students whose Religious, Linguistic, communal, socio-economic, and cultural backgrounds are diverse)

We consider the college as a second home, and each stakeholder is a part of our extended family. We greet and wish each other at various festivals/occasions, maintain friendly relationships, and also maintain religious, social, and communal harmony. The institute regularly engages in conducting different programs and events to keep and show harmony and to show 'Unity in diversity". In order to build and sustain an equitable and respectful place, at the beginning of each academic year orientation programs are conducted to mold the freshers. The institute also conducts special events like TRADITIONAL DAY CELEBRATIONS to encourage cultural diversity on the campus before the Sankranti festival every year. Students organize and participate in various religious and communal showcase 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 are also organized during traditional day celebrations and annual day celebrations.

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

7.1.9 - Sensitization of students and employees of the institution to constitutional obligations: values, rights, duties and responsibilities of citizens:

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

To inculcate values like honesty, compassion, benevolence, peace, affection, integrity, respect, and forgiveness,

- Universal Human values and ethics are compulsory subjects for students to impart social integrity values.
- Every year on January 26th, Republic Day---- highlights the significance of the Indian Constitution.
- Yoga Day is also celebrated on the 21st of June of every year.
- National Unity Day (31st October) was celebrated to provide an opportunity for all to contribute towards the country's integral strength.

RIPER NSS Unit conducts awareness programs on the following aspects in the campus as well as in nearby villages.

- HIV /AIDS,
- Nutrition,
- Cancer,
- Diabetes,
- TB,
- Sanitation and Hygiene etc.

Programs like Women's Day and Pharmacy Week are conducted to inculcate universal, ethical, and moral values to understand the human/individual values, rights, duties, and responsibilities

- International Law Day,
- Blood donation camps,
- Health awareness rallies,
- Medical camps,

- Voter awareness program,
- Digital awareness & well-being programs,
- Service-oriented rural camps,
- Environmental awareness programs
- Plantation day

File Description	Documents
Details of activities that inculcate values necessary to transform students into responsible citizens	View File
Any other relevant information	View File

7.1.10 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized A. All of the above

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

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

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:

- Republic Day and Independence Day Every year on January 26th and August 15th respectively. Republic Day is celebrated by holding events that highlight the significance of the Indian Constitution and Independence Day is also celebrated to highlight the struggle for freedom and the importance of the 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.
- On September 5th, we celebrate Dr. Radha Krishnan's birthday as Teacher's Day.
- 2nd October Mahatma Gandhi Birth Anniversary Gandhi Jayanthi is celebrated on campus for spreading Honesty and practicing Ahimsa.
- 31st October Ekata Divas (Birth Anniversary of Sardar Patel) is celebrated as National Unity Day Ek Bharat Shreshtha Bharath to create integrity among the different regional students.

File Description	Documents
Annual report of the celebrations and commemorative events for during the year	View File
Geotagged photographs of some of the events	View File
Any other relevant information	View File

7.2 - Best Practices

7.2.1 - Provide the weblink on the Institutional website regarding the Best practices as per the prescribed format of NAAC

Best Practices - Riper

<https://riper.ac.in/best-practices/>

File Description	Documents
Best practices in the Institutional website	https://riper.ac.in/best-practices/
Any other relevant information	Choice Based Credit System (CBCS), and Promotion of Entrepreneurial Spirit

7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

- "Professional development through Quality" is the distinctive policy, we inculcate in the organization in every aspect. <https://riper.ac.in/awards-and-achievements/>
- "Quality improvisation leads to achieving professional peaks" <https://riper.ac.in/nirf-riper/>
- Top in various competitive exams in AP like PGCET (04), GPAT (19), and NIPER (13). Most of our PG students also appeared in the CSIR NET (05) exam and qualified in recent years.

The diagnostic facility in Research: <https://riper.ac.in/research/>

"Quality of motivation decides the snapshot of individual effectiveness and efficiency"

- Research facility for UG, PG, and Ph.D. students for the quality of research.
- Grants (AICTE, DST-SERB) and Research publications (84) are the indicators for the effective utilization of the Research facilities.
- Provision for Research services to other institutes - CPCSEA, DST-FIST, CPR etc.

MoUs: <https://riper.ac.in/mous-collaborations/>

"Collaborations bring synergetic and constitutive development"

- Collaborations with academia, research organizations, hospitals, and industries.

Inculcating Social Responsibility: <https://riper.ac.in/nss/>

"Professional development along with social responsibilities"

With two vibrant NSS Units, we continuously inculcate the value and responsibility of the student for social and national development.

“Unity brings success”

1. International Society for Pharmacoeconomics and Outcomes Research (ISPOR) <https://riper.ac.in/ispor/>

2. Royal Society of Chemistry (RSC) <https://riper.ac.in/rsc/>

3. Indian Pharmaceutical Association (IPA)
<https://riper.ac.in/ipasc-2022/>

4. Poison and Drug Information Centre.(PDIC)
<https://riper.ac.in/poison-and-drug-information-centre-pdic/>

Part B

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 are reflected in Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the various Programmes offered by the Institution.

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. Syllabus framed by Pharmacy Council of India (PCI)

File Description	Documents
Upload additional information, if any	View File
Link for additional information	https://riper.ac.in/courses-offered-2/

1.1.2 - Number of Programmes where syllabus revision was carried out during the year

4

File Description	Documents
Minutes of relevant Academic Council/BOS meeting	View File
Details of syllabus revision during the year	View File
Any additional information	View File

1.1.3 - Number of courses focusing on employability/entrepreneurship/ skill development offered by the Institution during the year

6

File Description	Documents
Curriculum / Syllabus of such courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approval for these courses	View File
MoUs with relevant organizations for these courses, if any	View File
Any additional information	View File

1.2 - Academic Flexibility

1.2.1 - Number of new courses introduced across all programmes offered during the year

44

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	View File
Any additional information	View File
Institutional data in prescribed format (Data Template)	View File

1.2.2 - Number of Programmes offered through Choice Based Credit System (CBCS)/Elective Course System

4

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	View File
Any additional information	View File
List of Add on /Certificate programs (Data Template)	View File

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, and Human Values into the curriculum

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
2. Human Values and Professional Ethics
3. Gender Sensitivity

File Description	Documents
Upload the list and description of the courses which address issues related to Gender, Environment and Sustainability, Human Values and Professional Ethics in the curriculum	View File
Any additional information	View File

1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

2

File Description	Documents
List of value-added courses	View File
Brochure or any other document relating to value-added courses	View File
Any additional information	View File

1.3.3 - Number of students enrolled in the courses under 1.3.2 above

102

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

1.3.4 - Number of students undertaking field work/projects/ internships / student projects

162

File Description	Documents
List of programmes and number of students undertaking field projects / internships / student projects	View File
Any additional information	View File

1.4 - Feedback System

1.4.1 - Structured feedback and review of the syllabus (semester-wise / year-wise) is obtained from 1) Students 2) Teachers 3) Employers and 4) Alumni	A. All 4 of the above
---	------------------------------

File Description	Documents
Provide the URL for stakeholders' feedback report	https://riper.ac.in/stakeholder-feedback/
Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management	View File
Any additional information	View File

1.4.2 - The feedback system of the Institution comprises the following	A. Feedback collected, analysed and action taken made available on the website
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File Description	Documents
Provide URL for stakeholders' feedback report	https://riper.ac.in/organization-feedback/
Any additional information	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of Students

2.1.1.1 - Number of students admitted (year-wise) during the year

190

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

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per the reservation policy during the year (exclusive of supernumerary seats)

106

File Description	Documents
Any additional information	View File
Number of seats filled against seats reserved (Data Template)	View File

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses students' learning levels and organises special programmes for both slow and advanced learners.

The Institution functions with a leading edge in an academic area and fosters various facets involved in pharmacy the profession. The main axiom of the Institution is to provide pharmacists with high knowledge. The Institution mainly offers diploma, graduation and post-graduation programs in the field of pharmaceutical sciences to students of all backgrounds. These students get into various programmes in the college by clearing multiple entrance exams.

The learning levels of students were evaluated through various methods like tests, quizzes, assignments and competitive exams. This helps to identify the strengths and weaknesses of each student. In addition, this helps to identify their learning needs to enhance their knowledge and intellectual abilities via a high-impact student mentorship program (SMP), and specialized interventions that help them catch up with their peers.

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

The pedagogue of the institution develops significant strategies and scientific implementations in the 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 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	Documents
Upload any additional information	View File
Paste link for additional information	https://riper.ac.in/student_mentorship/

2.2.2 - Student – Teacher (full-time) ratio

Year	Number of Students	Number of Teachers
30/06/2022	807	70

File Description	Documents
Upload any additional information	View File

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:

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

- 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 healthcare providers
- Function effectively in a myriad of professional roles.
- Generation of self-learning facilities (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) 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, Audio-Visual Room as well as online contents]

- Faculty members also uses novel methods in teaching-learning process to enhance students outcome through virtual and evidence based teaching-learning process
- 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
 - Project based learning
 - Experiential learning
 - Problem based learning
 - Case based learning

File Description	Documents
Upload any additional information	View File
Link for additional Information	Raghavendra Inst. of Pharm Edu and Research, RIPER - YouTube; https://riper.ac.in/riper-gpat-cell/; https://riper.ac.in/infrastructure/

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

Besides the traditional teaching-learning process, the institution's faculty members are using ICT-enabled learning tools such as power-point presentations, audio-video clippings, and YouTube video sources, to expose the students to advanced knowledge and practical learning. The entire institution is Wi-Fi enabled. The classrooms are sufficiently furnished with LCD/OHP/Computers to serve the needs. The major emphasis is on classroom interaction in terms of presentations, seminars, debates, Group discussions, Assignments and conducting Quizzes, viva and laboratory work. In view of the ICT, the teaching-learning process within the institution exists as blended learning that is combining digital learning tools with more traditional classroom face-to-face teaching. The self-paced learning, online collaborative learning and distance learning are the other modest techniques practised in the institution for effective learning. The institution is equipped with facilities like JGate Biomedical Sciences, Ex Pharma (Virtual

Pharmacology), formulation optimization software like (Sigma Tech, Design expert, Minitab), Poison and Drug Information Databases (Micromedex, Medicines Complete and Clinical Pharmacology), draw Tools like Chem Draw, Marvin Sketch, Chem Writer, Pymol and various molecular modeling and screeningtools.

File Description	Documents
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	Raghavendra Inst. of Pharm Edu and Research, RIPER - YouTube
Upload any additional information	View File

2.3.3 - Ratio of students to mentor for academic and other related issues

2.3.3.1 - Number of mentors

62

File Description	Documents
Upload year-wise number of students enrolled and full-time teachers on roll	View File
Circulars with regard to assigning mentors to mentees	View File

2.3.4 - Preparation and adherence to Academic Calendar and Teaching Plans by the institution

- College academic committee comes with the academic calendar and syllabus and insists the course in-charges and program in-charge head of department refine the PO and PSOs/PEOs further and justify its correlation with the curriculum framing the scope of each subject.
- The program/course in-charges prepare the timetable of all programs at various degree levels and design an academic planner for syllabus completion. Faculty are directed to handle classes as per the academic planner, which encompasses all basic details regarding course description, course of study, stipulated hours and planned hours of teaching, tutorials, credits, examination particulars, evaluation process, programme outcomes/programme specific objectives/course outcomes,

and mode of teaching-learning process.

- During the Faculty meeting a panel discussion on suggestions pertaining to the 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 the college academic committee: Academic calendar, Academic planner, Structured lesson plan, Time table of individual faculty, Students attendance, Particulars beyond the syllabus taught, Assignments, Seminars taken by students, Tutorial class particulars, Presentation particulars (Journal club/Drug club/Case).

File Description	Documents
Upload the Academic Calendar and Teaching Plans during the year	View File

2.4 - Teacher Profile and Quality

2.4.1 - Number of full-time teachers against sanctioned posts during the year

70

File Description	Documents
Year-wise full-time teachers and sanctioned posts for the year	View File
List of the faculty members authenticated by the Head of HEI	View File
Any additional information	View File

2.4.2 - Number of full-time teachers with PhD/ D.M. / M.Ch. / D.N.B Super-Specialty / DSc / DLitt during the year

17

File Description	Documents
List of number of full-time teachers with PhD./ D.M. / M.Ch. / D.N.B Super-Specialty / D.Sc. / D.Litt. and number of full-time teachers for 5 years	View File
Any additional information	View File

2.4.3 - Total teaching experience of full-time teachers in the same institution: (Full-time teachers' total teaching experience in the current institution)

459

File Description	Documents
List of teachers including their PAN, designation, Department and details of their experience	View File
Any additional information	View File

2.5 - Evaluation Process and Reforms

2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year

30

File Description	Documents
List of Programmes and the date of last semester-end / year-end examinations and the date of declaration of result	View File
Any additional information	View File

2.5.2 - Number of students' complaints/grievances against evaluation against the total number who appeared in the examinations during the year

0

File Description	Documents
Upload the number of complaints and total number of students who appeared for exams during the year	No File Uploaded
Upload any additional information	No File Uploaded

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

- The examination reform in the institution is well structured, where regular mock examinations are conducted in (the Objective Structured Clinical Examination-OSCE /Objective Structured Practical Examination-OSPE) pattern and it's evaluated by faculty handling the subject.
- Three internal examinations (90min) are conducted as per the academic calendar at regular intervals, for slow learner improvement internal examinations are performed.
- Question papers set up and evaluated by subject experts (05 years of experience) 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 the subject expert just before 30 minutes of commencement of the examination.
- All students with more than 75% attendance in B. Pharmacy and M. Pharmacy programs and 80% in Pharm.D and Pharm.D (post-baccalaureate) programs are eligible to appear for the examination.
- Once the candidate is registered for the exam his/her details will be printed (Pre-Printed) on OMR Sheet which will be attached to the 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	Documents
Upload any additional information	View File
Paste link for additional Information	https://riper.ac.in/board-of-examinations/

2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme Outcomes and Course Outcomes for all Programmes offered by the institution are stated and displayed on the website and communicated to teachers and students

Outcome Based Education (OBE) is an approach to education that focuses on defining desired learning outcomes and designing educational programs to achieve those outcomes. In order to implement OBE effectively, institutions need to define Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) that align with the educational goals of the institution and meet the needs of stakeholders, such as students, faculty, employers, and the community.

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 a 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 reviews the academic performance and placements record to evolve PSOs/PEOs through continuous development. The institution has well-structured communication with all stakeholders, 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 on the campus
- Practical Record notebooks
- Classrooms
- Laboratories and department notice-boards
- All stakeholder meetings

File Description	Documents
Upload COs for all courses (exemplars from the Glossary)	View File
Upload any additional information	View File
Link for additional Information	https://riper.ac.in/po-co/

2.6.2 - Attainment of Programme Outcomes and Course Outcomes as evaluated by the institution

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

Assessment tools

Frequency

Direct/Indirect

Description

Alumni survey

Every year

Indirect

Conduct a post-graduation survey three years after graduation to gather data on program satisfaction, career preparation, and post-graduation outcomes. The survey should collect information on job types, graduate degrees pursued, and skills developed, and identify areas for program improvement.

Employer survey

Every year

Indirect

Gather data on course outcomes and on-the-job application of field-specific skills to assess a program's curriculum effectiveness. This helps determine if graduates possess the required job skills and identify other valuable skills the

program may lack.

Student/graduate exit Survey

Every year

Indirect

To evaluate the success of the programme in providing students with opportunities to achieve the programme outcomes

Course exit survey

End of course

Indirect

To determine the quality of the course, the various outcomes, that this course tries to satisfy, and the level of achievement of these Outcomes.

Project evaluation

Every year

Direct

This is a demonstration of the abilities of a student throughout the programme.

Course evaluation

Every year

Direct

Use existing data routinely collected by faculty, such as test and assignment performance, to gather information on student learning within the classroom. Implement various assessment methods to evaluate student learning in this environment.

Parents satisfaction survey

Every year

Direct

The Parent Survey assesses parents' satisfaction with the academic program and services and asks about the criteria they used when selecting the program.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://riper.ac.in/po-co/

2.6.3 - Pass Percentage of students

2.6.3.1 - Total number of final year students who passed in the examinations conducted by Institution

180

File Description	Documents
Upload list of Programmes and number of students appear for and passed in the final year examinations	View File
Upload any additional information	View File
Paste link for the annual report	https://riper.ac.in/board-of-examinations/

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire). Results and details need to be provided as a weblink

<https://riper.ac.in/wp-content/uploads/2023/05/SSSR-21-22.pdf>

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

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

- "RIPER RESEARCH VISION 2025" is the unique vision for research defined by the research division (R&D), and the institution's five-year research plan has been aligned with this vision in collaboration with the internal

quality assurance cell. (IQAC).

- Accordingly, the institution has exclusive budget and research policies to promote quality research among faculty and students (<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, and also recognized as a research Centre (full-time Ph.D. admission) for pharmaceutical sciences by the JNTUA, and Manipal Academy of Higher Education (MAHE).
- The institute was able to purchase instruments like DSC, Gel-doc system, an Elisa reader, lyophilizer, particle size analyzer, parallel synthesizer, and Zeta potential analyzer from the grants received from DST-FIST (level 0), AICTE-RPS, and DST-SERB in 2017 and 2018.
- In the year 2019, the pharmacological facilities have been upgraded with a zebrafish facility, cell culture laboratories, and tissue imaging units.
- In 2021, the institute was sanctioned with AICTE-MODROBS and upgraded the facilities with HPLC (Waters), and Denovix DS-11 FX+ (Spectrophotometer/Fluorometer).

With the above-developed research facilities, the % of indexed research publications, and patents have markedly improved over the past 3 years.

File Description	Documents
Upload the Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View File
Provide URL of policy document on promotion of research uploaded on the website	https://riper.ac.in/rd-cell-constitution-policy/
Any additional information	View File

3.1.2 - The institution provides seed money to its teachers for research

3.1.2.1 - Seed money provided by the institution to its teachers for research during the year (INR in lakhs)

3.06

File Description	Documents
Minutes of the relevant bodies of the institution regarding seed money	View File
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View File
List of teachers receiving grant and details of grant received	View File
Any additional information	View File

3.1.3 - Number of teachers who were awarded national / international fellowship(s) for advanced studies/research during the year

10

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

3.2 - Resource Mobilization for Research

3.2.1 - Grants received from Government and Non-Governmental agencies for research projects, endowments, Chairs during the year (INR in Lakhs)

14.59

File Description	Documents
e-copies of the grant award letters for research projects sponsored by non-governmental agencies/organizations	View File
List of projects and grant details	View File
Any additional information	View File

3.2.2 - Number of teachers having research projects during the year

1

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://riper.ac.in/research-grants/
List of research projects during the year	View File

3.2.3 - Number of teachers recognised as research guides

11

File Description	Documents
Upload copies of the letter of the university recognizing teachers as research guides	View File
Institutional data in Prescribed format	View File

3.2.4 - Number of departments having research projects funded by Government and Non-Government agencies during the year

1

File Description	Documents
Supporting document from Funding Agencies	View File
Paste link to funding agencies' website	https://riper.ac.in/research-grants/
Any additional information	View File

3.3 - Innovation Ecosystem

3.3.1 - Institution has created an ecosystem for innovations and creation and transfer of knowledge supported by dedicated centres 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.

- After the autonomy and recognition of Research Centre status by JNTUA, the Research Director has been appointed in 2017. Then the research policies have been formulated and approved by Governing council and Academic council. (<https://riper.ac.in/rd-cell-constitution-policy/>).
- The research activities are encouraged and driven by the three bodies, viz., Internal Research Review Committee, External Research advisory bodies, and Ethical committee.
- MoUs with national research laboratories (CSIR-IICT, ICMR-NIRT), Universities from India and Abroad, Atal incubation center (SKU), and pharmaceutical industries.
- There are well-defined policies on misconduct in research and good research practice.
- Frequent conferences for students and faculty training on research trends and updates with invited resource persons.
- Incentives and awards for faculty for their research grants, achievements, publications, books, and patents.
- The well-defined parametric score for faculty members on research out in the self-appraisal form by IQAC cell.
- Provision for faculty to apply and participate in INSA summer research fellowships and sabbatical leaves.
- Exclusive MHRD-IIC cell for encouraging innovation among students and faculty members.
- Yearly "RIPER RESEARCH NEWSLETTER" is published to disseminate the faculty credentials to the public.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://riper.ac.in/rd-cell-constitution-policy/ https://riper.ac.in/mhrd-iic/ https://riper.ac.in/fellowships/

3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

8

File Description	Documents
Report of the events	View File
List of workshops/seminars conducted during the year	View File
Any additional information	View File

3.4 - Research Publications and Awards

3.4.1 - The Institution ensures implementation of its Code of Ethics for Research uploaded in the website through the following: Research Advisory Committee Ethics Committee Inclusion of Research Ethics in the research methodology course work Plagiarism check through authenticated software

A. All of the above

File Description	Documents
Code of Ethics for Research, Research Advisory Committee and Ethics Committee constitution and list of members of these committees, software used for plagiarism check	View File
Any additional information	View File

3.4.2 - Number of PhD candidates registered per teacher (as per the data given with regard to recognized PhD guides/ supervisors provided in Metric No. 3.2.3) during the year

3.4.2.1 - Number of PhD students registered during the year

12

File Description	Documents
URL to the research page on HEI website	https://riper.ac.in/phd-awarded-pursuing/
List of PhD scholars and details like name of the guide, title of thesis, and year of registration	View File
Any additional information	View File

3.4.3 - Number of research papers per teacher in CARE Journals notified on UGC website during the year

84

File Description	Documents
List of research papers by title, author, department, and year of publication	View File
Any additional information	View File

3.4.4 - Number of books and chapters in edited volumes / books published per teacher during the year

9

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://riper.ac.in/books/

3.4.5 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

3.4.5.1 - Total number of Citations in Scopus during the year

300

File Description	Documents
Any additional information	View File
Bibliometrics of the publications during the year	View File

3.4.6 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University

3.4.6.1 - h-index of Scopus during the year

13

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

3.5 - Consultancy

3.5.1 - Revenue generated from consultancy and corporate training during the year (INR in lakhs)

1.259

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

3.5.2 - Total amount spent on developing facilities, training teachers and clerical/project staff for undertaking consultancy during the year

0.51

File Description	Documents
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	View File
List of training programmes, teachers and staff trained for undertaking consultancy	View File
List of facilities and staff available for undertaking consultancy	View File
Any additional information	View File

3.6 - Extension Activities

3.6.1 - Extension activities carried out in the neighbourhood sensitising students to social issues for their holistic development, and the impact thereof during the year

RIPER comprises two approved National Service Scheme units NSS I (2010-2011) & NSS II (2011-2012), and are affiliated to JNTUA Ananthapuramu with an overall objective of the scheme is youth for rural development education and service to the community. It is a student-centered program in which projects are implemented by the NSS volunteers in close collaboration with the community and thereby it provides vast scope for the student's interaction with the people.

Motto: The main motto of the NSS is NOT ME BUT YOU

- Regular activities

Orientation of NSS Volunteers and Campus work: The NSS volunteers may be involved in the projects undertaken (not exceeding 30 hours in a year) for the benefit of the institution and the students concerned. Such projects cover the development of health care, tree plantation on the premises, awareness programs on various diseases, smoking cessation, blood donation camp, health exhibition, and Mega Medical camp, etc,

- Special programs (Education and Service to the community)

The students go to the rural areas and try to develop a Technocratic Environment and help the underprivileged people to develop themselves. NSS volunteers undertake various activities in adopted villages. The duration of these services is 1 week per year/ unit.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://riper.ac.in/nss/

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 the year

9

File Description	Documents
Number of awards for extension activities in during the year	View File
e-copy of the award letters	View File
Any additional information	View File

3.6.3 - Number of extension and outreach programmes conducted by the institution through NSS/NCC/Red Cross/YRC, etc. during the year (including Government-initiated programmes such as Swachh Bharat, AIDS Awareness, and Gender Sensitization and those organised in collaboration with industry, community and NGOs)

11

File Description	Documents
Reports of the events organized	View File
Any additional information	View File

3.6.4 - Number of students participating in extension activities listed in 3.6.3 during the year

2003

File Description	Documents
Reports of the events	View File
Any additional information	View File

3.7 - Collaboration

3.7.1 - Number of collaborative activities during the year for research/ faculty exchange/ student exchange/ internship/ on-the-job training/ project work

43

File Description	Documents
Copies of documents highlighting collaboration	View File
Any additional information	View File

3.7.2 - Number of functional MoUs with institutions of national and/or international importance, other universities, industries, corporate houses, etc. during the year (only functional MoUs with ongoing activities to be considered)

14

File Description	Documents
e-copies of the MoUs with institution/ industry/ corporate house	View File
Details of functional MoUs with institutions of national, international importance, other institutions etc. during the year	View File
Any additional information	View File

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 equipments, etc.

The Institution has adequate infrastructure and physical facilities for teaching-learning. viz., classrooms, laboratories, computing equipment, etc. Raghavendra Institute of Pharmaceutical Education and Research is a self-financed autonomous institute affiliated to JNTUA established in 2002 and located near S.K University, Ananthapuramu district of Andhra Pradesh. The Institution is spread across 12 acres of lush green campus and endowed with all physical infrastructural facilities to facilitate the best teaching & learning practices. Institute functions with adequate library, laboratories, seminar halls, classrooms, medicinal garden, faculty rooms, 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 functions with strict fidelity. The classrooms 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 a sufficient workspace with safety

features and functional facilities like water, gas, electricity, etc, to provide an excellent enthusiastic atmosphere to work and learn. ICT classrooms, smart classroom, and air-conditioned seminar halls are equipped with adequate modern ICT tools chairs, benches, tables, audio-visual system, etc., to conduct effective, efficient, and comfortable academic and Co-curricular activities. All the programs of the institute have adequate infrastructure facilities as per the norms of concerned statutory bodies.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://riper.ac.in/classrooms

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

The institution has adequate facilities for cultural activities, yoga, games (indoor, and outdoor), and sports. (Gymnasium, yoga centre, auditorium, etc.) The 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 the sports committee. The physical education director of the institute trains the students in various indoor and outdoor games of their interest like chess, carom, table tennis, volleyball, football, softball, cricket, kabaddi, kho-kho, badminton, tennikoit, etc. Institute conducts inter Program tournaments and annual sport Week celebrations regularly. The institution offers ample facilities to conduct yoga and meditation-related activities to create a sense of mindfulness.

File Description	Documents
Geotagged pictures	View File
Upload any additional information	View File
Paste link for additional information	https://riper.ac.in/residential-facilities/

4.1.3 - Number of classrooms and seminar halls with ICT-enabled facilities

12	
File Description	Documents
Upload any additional information	View File
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

4.1.4 - Expenditure for infrastructure augmentation, excluding salary, during the year (INR in Lakhs)

10	
File Description	Documents
Upload audited utilization statements	View File
Details of Expenditure, excluding salary, during the years	View File
Any additional information	View File

4.2 - Library as a Learning Resource

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

The RIPER autonomous institute has developed and maintained the library with all necessary academic resources, including 24 x 7 (50 MBPS) bandwidth internet facilities. The budget of the library ensures the presence of the 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 for students, faculty, and researchers. The library has a total of 12419 books with a wide range of titles including 144 e-books till date 27-03-2023. JGate and JCCC subscriptions are 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 are 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.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://riper.ac.in/library-e-library/

4.2.2 - Institution has access to the following: e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access to e-resources

A. Any 4 or more of the above

File Description	Documents
Details of subscriptions like e-journals, e-books, e-ShodhSindhu, Shodhganga membership	View File
Upload any additional information	View File

4.2.3 - Expenditure on purchase of books/ e-books and subscription to journals/e-journals during the year (INR in lakhs)

1.52

File Description	Documents
Audited statements of accounts	View File
Any additional information	View File
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	View File

4.2.4 - Usage of library by teachers and students (footfalls and login data for online access)

4.2.4.1 - Number of teachers and students using the library per day during the year

105

File Description	Documents
Upload details of library usage by teachers and students	View File
Any additional information	View File

4.3 - IT Infrastructure

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

The campus has wired and wireless internet access and requires a seamless roaming facility to access the internet from the classroom, library, and labs. Previously college has a 30 MBPS internet facility. Currently, we are using BSNL fibre of 50 MBPS internet facility. The institute has a 24X7 Wi-Fi/LAN facility on the college campus for the student and faculty members to avail internet connection in the college. The college is equipped with two servers and seven modems to facilitate internet access for academic and research needs. Students can use unlimited internet access to download publications/journals for searching various competitive exams and to upload various applications relevant to curricular and co-curricular activities like attending virtual conferences, training programs, and orientation sessions. The college cyber security system is equipped with a UniFi dream machine with a 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.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://riper.ac.in/facilities-2/

4.3.2 - Student - Computer ratio

Number of Students	Number of Computers
807	150

File Description	Documents
Upload any additional information	View File

4.3.3 - Bandwidth of internet connection in the Institution and the number of students on campus	A. 750 Mbps
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File Description	Documents
Details of bandwidth available in the Institution	View File
Upload any additional information	View File

4.3.4 - Institution has facilities for e-content development: Facilities available for e-content development Media Centre Audio-Visual Centre Lecture Capturing System (LCS) Mixing equipments and software for editing	B. Any three of the above
--	----------------------------------

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.youtube.com/@raghavendrainst.ofpharmedu503
List of facilities for e-content development (Data Template)	View File

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of physical and academic support facilities, excluding salary component, during the year (INR in lakhs)

76.88

File Description	Documents
Audited statements of accounts	View File
Upload any additional information	View File

4.4.2 - There are established systems and procedures for maintaining and utilizing physical,

academic and support facilities – classrooms, laboratory, library, sports complex, computers, etc.

The Governing body of the college ensures optimal allocation and utilization of the available financial resources for the 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 investment decisions are made as per the requirement of student's betterment on a 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 the faculty in-charge.

Library: - The required list of books is collected from concerned faculty members of the subject through a program incharges. The finalized list of required books is duly approved by the principal in consultation with program incharges. The students are provided with ID Cards to collect the book from the library.

Sports: - Regarding the maintenance of sports equipment and conduct of sports activities the college deputed Physical Director. He looks after the sports activities regularly ECAP software is used for maintaining faculty and student's details. DBASE is instilled for the smooth functioning of the Exam Section. College is enabled with HI Speed Internet (50 MBPS) to all the systems of the campus and also a WIFI Enabled campus.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Maintanance-Physics1-Facilities.pdf (riper.ac.in)

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefitted by scholarships and freeships provided by the Government during the year

323

File Description	Documents
Upload self-attested letters with the list of students receiving scholarships	View File
Upload any additional information	View File

5.1.2 - Number of students benefitted by scholarships and freeships provided by the institution and non-government agencies during the year

74

File Description	Documents
Upload any additional information	View File
Institutional data in prescribed format	View File

5.1.3 - The following Capacity Development and Skill Enhancement activities are organised for improving students' capabilities Soft Skills Language and Communication Skills Life Skills (Yoga, Physical fitness, Health and Hygiene) Awareness of Trends in Technology

A. All of the above

File Description	Documents
Link to Institutional website	https://riper.ac.in/soft-skills-events/
Details of capability development and schemes	View File
Any additional information	View File

5.1.4 - Number of students benefitted from guidance/coaching for competitive examinations and career counselling offered by the institution during the year

228

File Description	Documents
Any additional information	View File
Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template)	View File

5.1.5 - The institution adopts the following mechanism for redressal of students' grievances, including sexual harassment and ragging: Implementation of guidelines of statutory/regulatory bodies Creating awareness and implementation of policies with zero tolerance Mechanism for submission of online/offline students' grievances Timely redressal of grievances through appropriate committees	A. All of the above
---	----------------------------

File Description	Documents
Minutes of the meetings of students' grievance redressal committee, prevention of sexual harassment committee and Anti-ragging committee	View File
Details of student grievances including sexual harassment and ragging cases	View File
Upload any additional information	View File

5.2 - Student Progression
5.2.1 - Number of outgoing students who got placement during the year
28

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	View File

5.2.2 - Number of outgoing students progressing to higher education
--

60

File Description	Documents
Upload supporting data for students/alumni	View File
Details of students who went for higher education	View File
Any additional information	View File

5.2.3 - Number of students qualifying in state/ national/ international level examinations during the year

5.2.3.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year

19

File Description	Documents
Upload supporting data for students/alumni	View File
Any additional information	View File

5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals for outstanding performance in sports and/or cultural activities at inter-university / state /national / international events (award for a team event should be counted as one) during the year

3

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	View File

5.3.2 - Presence of an active Student Council and representation of students in 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.

Representative Council: Consists of Two toppers from each class. They assist in the smooth functioning of the 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 to the administrative officer or to the principal as the case may be to resolve 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 on the campus as well as in hostels to maintain a ragging-free environment. **Sports Committee:** Sports committee is headed by the Physical Director of the institute. **NSS Committee:** It was established as per the norms of the Government. **Alumni Association:** Students interact with the alumni members periodically through alumni meetings to pace up their capabilities to the needs of the industries.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://riper.ac.in/committees/

5.3.3 - Number of sports and cultural events / competitions organised by the institution

5

File Description	Documents
Report of the event	View File
List of sports and cultural events / competitions organised per year	View File
Upload any additional information	View File

5.4 - Alumni Engagement

5.4.1 - The Alumni Association and its Chapters (registered and functional) contribute significantly to the development of the institution through financial and other support services

Each passed-out student of our Institute automatically becomes an alumni member. 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 is 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	Documents
Upload any additional information	View File
Paste link for additional Information	https://riper.ac.in/alumni/

5.4.2 - Alumni's financial contribution during the year

E. <2 Lakhs

File Description	Documents
Upload any additional information	View File

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

Vision "To create professionally competent and socially sensitive pharmacists, capable of working in multifaceted environments with newer evolving technology". Mission "To enable our students to develop into outstanding professionals and be aware of the immense responsibilities to make the world better in pharmacy". Quality Policy "Dedicated to imparting 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".

The constitution and functions of the various committees of the institution 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 active faculty members and stakeholders, function to achieve the goals of the institute constantly.

The stance of the Institute is evidence of the success of the Effective Governance

•RIPER is accorded status under sections 2(f) and 12(B) of UGC act 1956

•Conferred with Autonomous Status by University Grants

•Commission (UGC) for a period of six years.

•Accredited by NBA (UG program)

•NAAC with "A" grade.

Ranked 20th(2016), 91st(2017), 39th(2018), 63rd(2019), 55th(2020) & 71st(2021) in India according to NIRF, MHRD, GOI, New Delhi.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://riper.ac.in/awards-and-achievements/

6.1.2 - Effective leadership is reflected in various institutional practices such as decentralization and participative management

- The college's administrative and academic activities are executed through the various committees independently the decision-making and implementation authority of the respective committees reside with them only.
- The administration of the institution constitutes of the governing body, academic council, board of studies, and finance committee; In-charges functioning independently to carry out the concerned activities. (Administrative, infrastructure, academics, and research).
- The program heads are free to take decisions about the administration, conduction, and development of their respective programs.

- A culture of participative management exists in the institution; through which all faculties are placed in various administrative committees, which work 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.
- Encourages its students and other stakeholders to be part of decision-making in the administration of the Institute. Recruiting faculty, framing the syllabus, introducing new courses, infrastructure development, and conducting co-curricular and extra-curricular activities are some of the notable major areas where the stakeholders, particularly students' roles are inevitable.
- student representatives: Sports committee, Institutional Magazine committee, Anti-ragging committee, Anti-ragging squad, Alumni association, and Cultural committee.

File Description	Documents
Upload strategic plan and deployment documents on the website	View File
Upload any additional information	No File Uploaded
Paste link for additional Information	https://riper.ac.in/strategy-plan-2016-2021/

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ Perspective plan has been clearly articulated and implemented

The formal policy of "ensure quality" in every aspect.

- The Vision, Mission, and Quality policy statements are reflective of the same.

Teaching-learning process and environment

- A structured teaching-learning process which constantly achieves the defined program outcomes and also instills

evidence-based learning and problem-based learning techniques.

Research and development

- University-recognized research center - encompassing of R & D cell and helping the teaching staff to achieve more interims of their knowledge and engagement in research.

Community engagement/outreach activities

- NSS, IPA, Ananthapuramu - periodically organize regular camps, special programs, outreach programs, health camps, blood donation camps, and awareness programs.

Industry interaction

- Established Industrial contacts and collaboration make our students "Industry Ready" and placed in the industries.

Collaborations with professional bodies

- Indian Pharmaceutical Association (IPA)
- International Society for Pharmacoeconomics and Outcomes Research (ISPOR),
- Royal Society of Chemistry - London, Deccan Section.

Disciplined campus/learners-centered

- Grievance redressal cell/Discipline committee to rectify the issues of students and Maintain discipline on campus.
- Student feedback mechanism to constantly assure and provide the quality of teaching.
- Students are provided with ample facilities/opportunities, to pursue and excel in their field of interest in terms of co-curricular and extracurricular developments.

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	https://riper.ac.in/strategy-plan-2016-2021/
Upload any additional information	No File Uploaded

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

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

File Description	Documents
Paste link to Organogram on the institution webpage	https://riper.ac.in/committees/
Upload any additional information	View File
Paste link for additional Information	https://riper.ac.in/governance-guidelines/

6.2.3 - Implementation of e-governance in areas of operation: Administration Finance and Accounts Student Admission and Support Examination

A. All of the above

File Description	Documents
ERP (Enterprise Resource Planning) Documen	View File
Screen shots of user interfaces	View File
Details of implementation of e-governance in areas of operation	View File
Any additional information	No File Uploaded

6.3 - Faculty Empowerment Strategies

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

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 on recommendations of statutory bodies.
- The institution provides casual leaves, mid-term and annual vacations, and provident funds, and these benefits are extended to all staff members.
- Maternity leaves for women faculty Institutions offer incentives for faculty empowerment.
- Partial or full financial assistance for attending conferences, workshops, and seminars (seed money) is provided.
- Additional increments are given based on the performances.
- Faculty who had more than five years of experience, can go on sabbatical leave for pursuing a higher degree, and get experience in abroad institutes.
- Teaching and non-teaching staff with more than 10 years of experience can avail deduction in college admission fees for their kids if they get admission.
- 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 is provided free transport facilities.
- Non-teaching staff is given with festival bonus.

- Provision for interest-free loans from the college for non-teaching staff.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://riper.ac.in/riper-good-governance-document-guidelines/

6.3.2 - Number of teachers provided with financial support to attend conferences / workshops and towards payment of membership fee of professional bodies during the year

15

File Description	Documents
Upload any additional information	View File
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	View File

6.3.3 - Number of professional development / administrative training programmes organized by the Institution for its teaching and non-teaching staff during the year

12

File Description	Documents
Reports of the Human Resource Development Centres (UGC HRDC/ASC or other relevant centres)	View File
Upload any additional information	View File

6.3.4 - Number of teachers who have undergone online/ face-to-face Faculty Development Programmes during the year: (Professional Development Programmes, Orientation / Induction Programmes, Refresher Courses, Short-Term Course, etc.)

48

File Description	Documents
Summary of the IQAC report	View File
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View File
Upload any additional information	No File Uploaded

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly

Yes

Internal audits

The society office regularly conducts institutional financial audits, on disbursement of scholarships, salaries paid, expenses concerning consumables, and purchase of equipment.

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

External audits

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

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://riper.ac.in/jntua/

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

2.73

File Description	Documents
Annual statements of accounts	View File
Details of funds / grants received from non-government bodies, individuals, philanthropists during the year	View File
Any additional information	View File

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

Major financial resources for the institution

- A fee collected from the students
- Through consultancy services
- Grants from Govt /Non-government (to improve the quality of research and promote a competitive environment in the faculty members, resulting in additional revenue generation).
- Additionally, the management mobilizes additional finance for institutional needs through Merit scholarships, and medals (honoring outstanding students).
- Funds from the parent Society (RERDS) have managed financial adequacy.
- 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

- Before 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 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 conducting

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 to support adopting new ideas.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://riper.ac.in/committees/

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing quality assurance strategies and processes visible in terms of incremental improvements made during the preceding year with regard to quality (in case of the First Cycle): Incremental improvements made during the preceding year with regard to quality and post-accreditation quality initiatives (Second and subsequent cycles)

Incremental improvements made for the preceding year with regard to quality,

- Every year, SWOT data has been collected from the various stakeholders' feedback and accordingly respective program Incharges and faculty members are assigned targets to achieve.
- Promoting the institution toward NIRF ranking
- Collaborations with various National / International industries or universities
- Enhancing the competitive performance of the students by the RIPER GPAT Cell.
- The research facility on the campus has been upgraded (cell culture facility)
- Regulatory agency approved/funded laboratories have been established
- Notably with an increased number of GPAT-qualified students (highest in 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.
- Increased number of university-approved Ph.D. Guides at

our institute.

- Improvised extra and co-curricular activity performance of our students.
- Improvised social responsibility

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://riper.ac.in/internal-quality-assurance-cell-igac/

6.5.2 - The institution reviews its teaching-learning process, structures and methodologies of operation and learning outcomes at periodic intervals through its IQAC as per norms

- Motivate and facilitate faculty 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.
- Facilitate Modern teaching resources and tools.
- The IQAC reviews the institution's teaching-learning processes and its outcomes through various feedback mechanisms.
- Guest lectures from subject experts from various institutions/industries.
- Conducting hands-on training/workshops/seminars/conferences.
- Encouraging the students to participate in oral/poster presentations in national/international conferences on new trends in the pharmacy.
- Coordinate with the IIC cell for entrepreneurship development
- Coordinate with NSS for Nation Building
- To augment teaching & learning processes, the institute has installed CCTV for central surveillance in classrooms as well as in laboratories.
- To improve the quality teaching-learning process the curriculum was revised based on the feedback from the faculty members, guest lectures, and students.
- Encouraging the faculty to apply for various grants, providing 10% seed money to the sanctioned grant, and encouraging the faculty to publish their research works in SCI/Scopus/WoS journals with good impact factor.

- Monitoring the activities of placement cell, and local chapters (IPA Ananthapuramu local branch, ISPOR Ananthapuramu branch)
- Facilitate the faculty to be part of members in Academic Council / BoS of other institutions.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://riper.ac.in/minutes-of-igac-meetings/

6.5.3 - Quality assurance initiatives of the institution include Regular meeting of the IQAC Feedback collected, analysed and used for improvement of the institution Collaborative quality initiatives with other institution(s) Participation in NIRF Any other quality audit recognized by state, national or international agencies (such as ISO Certification)

A. Any 4 or all of the above

File Description	Documents
Paste the web link of annual reports of the Institution	https://riper.ac.in/annual-report-newsletter/
Upload e-copies of accreditations and certification	View File
Upload details of quality assurance initiatives of the institution	View File
Upload any additional information	View File

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 year

Women faculty members in decision-making bodies including the Board of Studies, Academic Councils, and Governing Body Members.

- Women faculty and female students in key positions in organizing various Committees, FDPs, and STTPs
- 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.
- Feedback from girl students taken through the 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.

Women Empowerment cell <https://riper.ac.in/women-empowerment-cell-3/>

Functioning to promote overall physical, mental, health, and societal wellness of girls and women stakeholders.

Nurtures and strengthen female values by conducting various activities related to creativity, self-awareness & defense, entrepreneurship development, Sanitation & Hygiene, and legal awareness.

Ensure and assist the participation of the women candidates in science & technology programs and symposia.

Identify the skills and interests of young girls and guide them to excel and be as identical in their respective areas.

Specific facilities provided for women in terms of:

- a. Safety and Security - CCTV (48)
- b. Counselling
- c. Common Rooms

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://riper.ac.in/women-empowerment-cell-3/

<p>7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation: Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment</p>	<p>A. Any 4 or All of the above</p>
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File Description	Documents
Geotagged Photographs	View File
Any other relevant information	View File

7.1.3 - Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within a maximum of 200 words)

Solid waste management & Waste recycling system

Bio-degradable solid waste produced in the form of garbage is converted into vermicompost and used as manure for the maintenance of the garden. Non-biodegradable waste and plastics are disposed of through local panchayat regularly.

Liquid waste management

Liquid waste from laboratories is properly diluted and safely disposed of through proper channels.

Bio-medical waste management

Bio-hazardous waste disposal is carried out complying with standard protocols and guidelines of respective regulatory authorities.

E-waste management

The major e-waste such as written-off instruments/equipment, CRTs, printers, and computers are sold out. UPS Batteries are recharged/repaired/exchanged by the suppliers. Electronic gadgets, circuits, and kits have been written off on a 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.

Hazardous chemicals and radioactive waste management

All the chemistry laboratories are well equipped with fumingcupboards. The chemical waste generated from the laboratories is diluted carefully and discarded through proper channels.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	View File
Geotagged photographs of the facilities	View File
Any other relevant information	No File Uploaded

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

A. Any 4 or all of the above

File Description	Documents
Geotagged photographs / videos of the facilities	View File
Any other relevant information	View File

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

1. Restricted entry of automobiles
2. Use of bicycles/ Battery-powered vehicles
3. Pedestrian-friendly pathways
4. Ban on use of plastic
5. Landscaping

A. Any 4 or All of the above

File Description	Documents
Geotagged photos / videos of the facilities	View File
Various policy documents / decisions circulated for implementation	View File
Any other relevant documents	No File Uploaded

7.1.6 - Quality audits on environment and energy undertaken by the institution

<p>7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:</p> <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities 	<p>A. Any 4 or all of the above</p>
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File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	View File
Certification by the auditing agency	View File
Certificates of the awards received	View File
Any other relevant information	View File

<p>7.1.7 - The Institution has a disabled-friendly and barrier-free environment: Ramps/lifts for easy access to classrooms and centres Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information:</p>	<p>A. Any 4 or all of the above</p>
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Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.

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

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words).

We respect the various religions, languages, and cultures because we believe in harmony in diversity.

We are having students from various backgrounds. (As we are having International/National/Local students whose Religious, Linguistic, communal, socio-economic, and cultural backgrounds are diverse)

We consider the college as a second home, and each stakeholder is a part of our extended family. We greet and wish each other at various festivals/occasions, maintain friendly relationships, and also maintain religious, social, and communal harmony. The institute regularly engages in conducting different programs and events to keep and show harmony and to show 'Unity in diversity". In order to build and sustain an equitable and respectful place, at the beginning of each academic year orientation programs are conducted to mold the freshers. The institute also conducts special events like TRADITIONAL DAY CELEBRATIONS to encourage cultural diversity on the campus before the Sankranti festival every year. Students organize and participate in various religious and communal showcase 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 are also organized during traditional day celebrations and annual day celebrations.

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

7.1.9 - Sensitization of students and employees of the institution to constitutional obligations: values, rights, duties and responsibilities of citizens:

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

To inculcate values like honesty, compassion, benevolence, peace, affection, integrity, respect, and forgiveness,

- Universal Human values and ethics are compulsory subjects for students to impart social integrity values.
- Every year on January 26th, Republic Day---- highlights the significance of the Indian Constitution.
- Yoga Day is also celebrated on the 21st of June of every year.
- National Unity Day (31st October) was celebrated to provide an opportunity for all to contribute towards the country's integral strength.

RIPER NSS Unit conducts awareness programs on the following aspects in the campus as well as in nearby villages.

- HIV /AIDS,
- Nutrition,
- Cancer,
- Diabetes,
- TB,
- Sanitation and Hygiene etc.

Programs like Women's Day and Pharmacy Week are conducted to inculcate universal, ethical, and moral values to understand the human/individual values, rights, duties, and responsibilities

- International Law Day,
- Blood donation camps,

- Health awareness rallies,
- Medical camps,
- Voter awareness program,
- Digital awareness & well-being programs,
- Service-oriented rural camps,
- Environmental awareness programs
- Plantation day

File Description	Documents
Details of activities that inculcate values necessary to transform students into responsible citizens	View File
Any other relevant information	View File

7.1.10 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

A. All of the above

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

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

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:

- Republic Day and Independence Day Every year on January 26th and August 15th respectively. Republic Day is celebrated by holding events that highlight the significance of the Indian Constitution and Independence Day is also celebrated to highlight the struggle for freedom and the importance of the 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.
- On September 5th, we celebrate Dr. Radha Krishnan's birthday as Teacher's Day.
- 2nd October Mahatma Gandhi Birth Anniversary Gandhi Jayanthi is celebrated on campus for spreading Honesty and practicing Ahimsa.
- 31st October Ekata Divas (Birth Anniversary of Sardar Patel) is celebrated as National Unity Day Ek Bharat Shreshtha Bharath to create integrity among the different regional students.

File Description	Documents
Annual report of the celebrations and commemorative events for during the year	View File
Geotagged photographs of some of the events	View File
Any other relevant information	View File

7.2 - Best Practices

7.2.1 - Provide the weblink on the Institutional website regarding the Best practices as per the prescribed format of NAAC

Best Practices - Riper

<https://riper.ac.in/best-practices/>

File Description	Documents
Best practices in the Institutional website	https://riper.ac.in/best-practices/
Any other relevant information	Choice Based Credit System (CBCS), and Promotion of Entrepreneurial Spirit

7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

- "Professional development through Quality" is the distinctive policy, we inculcate in the organization in every aspect. <https://riper.ac.in/awards-and-achievements/>
- "Quality improvisation leads to achieving professional peaks" <https://riper.ac.in/nirf-riper/>
- Top in various competitive exams in AP like PGECET (04), GPAT (19), and NIPER (13). Most of our PG students also appeared in the CSIR NET (05) exam and qualified in recent years.

The diagnostic facility in Research:

<https://riper.ac.in/research/>

"Quality of motivation decides the snapshot of individual effectiveness and efficiency"

- Research facility for UG, PG, and Ph.D. students for the quality of research.
- Grants (AICTE, DST-SERB) and Research publications (84) are the indicators for the effective utilization of the Research facilities.
- Provision for Research services to other institutes - CPCSEA, DST-FIST, CPR etc.

MoUs: <https://riper.ac.in/mous-collaborations/>

"Collaborations bring synergetic and constitutive development"

- Collaborations with academia, research organizations, hospitals, and industries.

Inculcating Social Responsibility: <https://riper.ac.in/nss/>

"Professional development along with social responsibilities"

With two vibrant NSS Units, we continuously inculcate the value and responsibility of the student for social and national development.

"Unity brings success"

1. International Society for Pharmacoeconomics and Outcomes Research (ISPOR) <https://riper.ac.in/ispor/>

2. Royal Society of Chemistry (RSC) <https://riper.ac.in/rsc/>

3. Indian Pharmaceutical Association (IPA) <https://riper.ac.in/ipasc-2022/>

4. Poison and Drug Information Centre.(PDIC) <https://riper.ac.in/poison-and-drug-information-centre-pdic/>

File Description	Documents
Appropriate link in the institutional website	https://riper.ac.in/institution-distinctiveness/
Any other relevant information	View File

7.3.2 - Plan of action for the next academic year

- Take a closer look at the courses that will be offered in the upcoming year and review the syllabus for each. Ensure that the students understand the course content, requirements, and assessment criteria.
- To assess the effectiveness of teaching methodologies, course evaluations, and student feedback. Utilize this feedback to implement necessary changes and improvements.
- Set specific, measurable, achievable, relevant, and time-bound (SMART) research goals for the upcoming year to publish more papers in SCI/Scopus/WoS indexed journals.
- To encourage faculty for their outstanding research with encouragement perks for their publications, patents, grants, books, and book chapters published.
- To support faculty to attend seminars, conferences, workshops, FDPs, STTPs to stay updated with the latest developments in pharmacy.
- Providing more opportunities for students to participate in various co-curricular and extra-curricular activities

and also to instill the importance of social responsibility, ethics, gender equity, nation building to students through academic curriculum.

- Making a report on the stakeholder's feedback and required action plan to be taken.
- Effective implementation of mentorship, academic counseling, career guidance, especially focusing slow learners to improve their understanding ability, and writing skills.

Overall, improving academic excellence, enhancing student engagement, fostering research opportunities, expanding institute/industry collaborations, and promoting community outreach (health camps, public health campaigns, and health education initiatives).