YEARLY STATUS REPORT - 2022-2023

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

  Ananthapuramu

- 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/2023/06/AQAR-2021-22.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/2023/05/2022-23-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	DSIR-SIRO	DSIR	08/04/2021	NA
Mr. E. Bhargav	SRF ship	ICMR	05/11/2022	44866/month
Mrs. B. Nagashubha	Savitribai Jyotirao Phule Fellowship for Single Girl Child	UGC	07/02/2023	44958/month

8.Provide details regarding the composition of the IQAC:

- Upload the latest notification regarding the composition of the IQAC by the HEI   [View File]

9.No. of IQAC meetings held during the year   2

- Were the minutes of IQAC meeting(s) and compliance to the decisions taken uploaded on the institutional website?   **Yes**

- If No, please upload the minutes of the meeting(s) and Action Taken Report   No File Uploaded

10.Did IQAC receive funding from any funding agency to support its activities during the year?   **No**

- If yes, mention the amount

11.Significant contributions made by IQAC during the current year (maximum five bullets)

1. IPA student convention with 2000 participants was organized which was presided by Dr. Montu M. Patel, PCI-President, Prof. T. V. Narayana, President IPASC. 2. Hands on training program conducted to train Govt Medical students, Anantapur on various animal studies by Pharmacology Department. 3. Encouraged faculty to publish in SCI/Scopus/WoS journals with impact factor. 4. Pharmacovigilance

week was conducted for Pharm.D students with various activities like Essay writing, elocution, rangoli completions etc. 5. Guest lectures molecular aspects, and advances in cancer research by Dr. U. Ramesh, Scientist, IICT-Hyd, A seminar on planning in study pharmacy in abroad by Mr. Rajasekhar T, Maven consulting services.

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:

Plan of Action	Achievements/Outcomes
Emphasize publications in peer-reviewed journals indexed with an impact factor, both nationally and internationally.	Improved in overall publications of the faculty and students 87 in 2022. SCI indexed publications 9, Scopus indexed publications 42, and WoS indexed journals 32.
Forge partnerships with institutions and businesses that align with the institution's objectives and contribute to its funding and research endeavours.	Collaborations made with industries and institutes KIMS SAVEERA Institute of Medical sciences, Ananthapuramu, Admerus Biosciences, Hyderabad, Clinsync Clinical Research Pvt. Ltd, Hyderabad, Rashmi Pharma Pvt Ltd, Hyderabad, Rexer Pharma Pvt. Ltd, Hyderabad, Indian Biomedical Skill Counsil, Visakhapatnam, we are with you charitable Trust, Ananthapuramu, Government Ayurved College and Hospital, Nanded, Maharashtra, and Parul Institute of Pharmacy, Parul University, P.O - Limda, Vadodara
Enhance and maintain faculty proficiency by engaging in diverse seminars, workshops, and similar professional development opportunities.	Teaching excellence and awareness of current research trends have been enhanced.
Motivate faculty members to prioritize securing funding from diverse agencies and increase the funding allocated to support their research endeavours.	Applied for various funding agencies Indian Knowledge System (IKS)- AICTE, UGC grants, SERB-SURE, DBT, SERB-CRG, SERB-Start up grant etc.

Encourage and direct researchers to patent their discoveries.	6 patents filed and one patent granted
Establish a tissue culture laboratory, zebra fish facility and focus on securing financial backing for projects from multiple institutes in the vicinity.	Established tissue culture lab, zebra fish lab are under progress.
To stay abreast of technological advancements and educational demands, promote the integration of ICT tools and accessories into the teaching and learning curriculum.	The majority of faculty members utilize ICT-enabled amenities and interactive whiteboards for teaching and learning purposes along with audio visual effects.

13.Was the AQAR placed before the statutory body?   **Yes**

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Academic council	15/03/2024

14.Was the institutional data submitted to AISHE ?   **Yes**

- Year

Part A

Data of the Institution

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• Name of the Head of the institution	Dr. Y. Padmanabha Reddy
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26-11-2024 09:39:05

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Enhance and maintain faculty proficiency by engaging in diverse seminars, workshops, and similar professional development opportunities.	Teaching excellence and awareness of current research trends have been enhanced.
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Encourage and direct researchers to patent their discoveries.	6 patents filed and one patent granted
Establish a tissue culture laboratory, zebra fish facility and focus on securing financial	Established tissue culture lab, zebra fish lab are under progress.

backing for projects from multiple institutes in the vicinity.	
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- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Academic council	15/03/2024

14.Was the institutional data submitted to AISHE ? Yes

- Year

Year	Date of Submission
2022	30/12/2022

15.Multidisciplinary / interdisciplinary

B. Pharmacy and Pharm. D students actively engage in the Talk the Book program every Friday from 4 PM to 5 PM, organized by the Andhra Pradesh State Council of Higher Education (APSCHE). Environmental studies are incorporated into the B. Pharm curriculum to provide students with a comprehensive understanding of the intricate connections between humans and the environment across various disciplines such as biology, ecology, economics, and policy. We have introduced supplementary courses like Yoga and stress management, Disaster management, green initiatives, Constitution of India, Water conservation, waste management, pollution control, and Bhagavad Gita for fostering personality development. Participating in hackathons or innovation challenges

often involves interdisciplinary teamwork to develop solutions to complex problems within a limited timeframe. College conducted guest lectures and workshops on interdisciplinary topics, providing opportunities to learn from experts in various fields and explore new areas of interest.

16. Academic bank of credits (ABC):

Digilocker system for the students was installed in our institution. All the students of B. Pharm, Pharm.D and M. Pharm of academic years 2021 and 2022 got registered in Digilocker. ABC ID of the students is generated. Uploading of Certificates and mark memos is under processing. We informed our examination software developer to provide the necessary data in the required format to upload in ABC. Once they process and provide, we could able to upload in ABC.

17. Skill development:

S. No Date Name of the Activity No. of Participants 1 21st to 24th Jan 2023 Workshop & Exhibition to Intermediate students 250 2 4-8-2022 Model Parliament skit 200 3 15-8-2022 Skill fest on Azadi ka Amrut Mahotsav 55 4 4-9-2022 Competition on presentation skill 35

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

Yoga, deeply ingrained in Indian culture for centuries, has served as a comprehensive method for sustaining good health. The International Day of Yoga was commemorated on June 21, 2022, under the theme "Yoga for humanity." It serves to revitalize both mind and body, fostering a healthier way of life. Each year in January, a Traditional Day is celebrated, showcasing Indian culture and fostering an understanding of diverse traditions among student.

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

Hands-on training sessions (Practice School) are conducted to improve the outcome-based education for IV B. Pharm students and 1st Year M. Pharm Students, allowing them to familiarize themselves with all equipment across various departments. This practical approach enhances their proficiency in equipment handling and enables them to apply theoretical knowledge to troubleshoot operational issues effectively. Bridge courses such as Regulatory Affairs and Pharmacovigilance programs are conducted to students to enrich their knowledge. 4th-year B. Pharmacy students and 1st-year M. Pharm students participated in

industrial visits to Admerus Biosciences, Hyderabad, Clinsync Clinical Research Pvt. Ltd, Hyderabad, and Rexer Laboratories. These visits aim to provide practical insights and experiences, preparing them for their future careers.

20.Distance education/online education:

Following the COVID-19 pandemic, there was a temporary cessation of online education, and a return to traditional classroom teaching ensued. Throughout the year, webinars were organized via online platforms, featuring expert speakers who provided students with up-to-date knowledge relevant to their studies.

Extended Profile

1.Programme

1.1 Number of programmes offered during the year:	**11**

File Description	Documents
Institutional Data in Prescribed Format	View File

2.Student

2.1 Total number of students during the year:	**817**

File Description	Documents
Institutional data in Prescribed format	View File

2.2 Number of outgoing / final year students during the year:	**201**

File Description	Documents
Institutional Data in Prescribed Format	View File

2.3 Number of students who appeared for the examinations conducted by the institution during the year:	**817**

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	**68**
Number of full-time teachers during the year:	

File Description	Documents
Institutional Data in Prescribed Format	View File

3.3	**68**
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	**276.8**
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.

Raghavendra Institute of Pharmaceutical Education and Research (RIPER) Autonomous 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. As Stipulated by Pharmacy Council of India (PCI)

2. Syllabus of various reputed Institutions.

3. Suggestions from the stakeholders.

4. Syllabi of various competitive exams like GPAT, NIPER JEE, PGECET, etc.

5. Based on POs attainment towards vision and mission

File Description	Documents
Upload additional information, if any	[View File](#)
Link for additional information	https://riper.ac.in/po-co/

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

OO

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 (2021)

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

To address the pivotal issues of gender equality, environmental sustainability, human values, and professional ethics, RIPER has incorporated a diverse range of courses within its curriculum. These courses are designed not only to bolster professional skills but also to foster an understanding of general human values and the importance of environmental preservation, contributing to the comprehensive development of students.

The curriculum for undergraduate programs includes specific courses focused on Ethics, Human Values, and Environmental Studies. For postgraduate admissions, the selection criteria ensure that candidates have previously undertaken similar courses during their undergraduate education. Moreover, the institution's NSS unit is actively involved in promoting and practicing ethical and human values, alongside gender equality. Furthermore, RIPER emphasizes the significance of environmental sustainability by organizing various programs and activities, thereby instilling these crucial values in students.

The following are the courses designed as part of curriculum.

1. Environment studies

2. Human Values and Professional Ethics

3. Gender Sensitivity

4. Communication

5. Marketing

6. Pharmaceutical Jurisprudence

7. Health care and Dietary supplements

8. Enterpreuneurship Development

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

1

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

81

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

212

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

204

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)

102

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.

Raghavendra Institute of Pharmaceutical Education and Research (RIPER) - Autonomous prioritizes personalized learning, addressing diverse student needs through tailored programs and support systems. We assess individual learning levels and design specialized programs for both slow and advanced learners.

For students who require extra support, we offer specialized programs designed to address their individual needs. These programs include mentorship opportunities where students receive one-on-one guidance from experienced educators. Additionally, tutorial classes are organized to provide targeted instruction and reinforcement in specific subject areas. Furthermore, tutorial classes are conducted to provide targeted instruction and reinforcement in specific subject areas, ensuring that students receive the necessary support to excel academically.

Recognizing the importance of practical training, especially for IV B Pharm students, we conduct practice schools providing hands-on experience with pharmaceutical instruments and techniques. This equips students with essential skills for their future careers.

Conversely, advanced learners benefit from enrichment programs fostering critical thinking, creativity, and independent research skills, enabling deeper exploration of their subjects.

Through these comprehensive programs and hands-on training, we are dedicated to nurturing well-rounded professionals in pharmacy. Tailored programs for diverse learning needs ensure every student thrives academically, reaching their full potential. Our commitment to personalized learning cultivates a supportive and inclusive environment where all students succeed.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://riper.ac.in/wp-content/uploads/2024/02/2.2.1-Additional-information.pdf

2.2.2 - Student – Teacher (full-time) ratio

Year	Number of Students	Number of Teachers
02/01/2023	817	68

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:

The pedagogical framework within the institution centers on employing student-centric methodologies, including experiential learning, participative learning, and problem-solving approaches, to optimize the learning experiences. The contemporary teaching-learning paradigm is tailored to cultivate future-oriented pharmacists, adept at confronting the challenges inherent in the twenty-first century.

A comprehensive suite of self-learning resources is instituted, encompassing non-pharmacy-related journals, competitive examination guidance, seminars, workshops, and industry-centric guest lectures. The academic milieu is enriched through the integration of tutorial classes into the timetable, a student mentorship system, peer assessment and discussion, preceptorship, and structured internship training. The institution further augments the learning experience by facilitating access to materials beyond the prescribed syllabus, including applied science-related journals, examination-oriented books, and dynamic information dissemination through whiteboards and exclusive display boards.

Faculty members actively employ innovative teaching methods, emphasizing virtual and evidence-based approaches to enhance

student outcomes. The institution strategically employs student-centric strategies, notably problem-solving learning, project-based learning, experiential learning, problem-based learning, and case-based learning, to varying degrees, ensuring a holistic developmental trajectory for students. Collectively, these methodologies contribute to an educational milieu fostering continual learning, critical thinking, and the comprehensive advancement of students within the realm of pharmacy.

File Description	Documents
Upload any additional information	[View File](#)
Link for additional Information	https://riper.ac.in/wp-content/uploads/2024/02/Student-Centric-Learning-methods.pdf

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

The academic milieu at the institution is characterized by a judicious integration of Information and Communication Technology (ICT) into the pedagogical framework. Faculty members employ advanced tools, including PowerPoint presentations, audio-video clippings, and curated content from YouTube, to deliver nuanced and practical insights to students. The instructional methodology embraces a blended learning paradigm, wherein traditional face-to-face classroom interactions are harmoniously complemented by digital tools. Dynamic and interactive sessions encompass various formats such as presentations, seminars, debates, group discussions, assignments, quizzes, viva sessions, and laboratory exercises. This amalgamation of traditional and digital pedagogy fosters an enriched and engaging educational environment.

The institution boasts state-of-the-art facilities and specialized software tools, underscoring its commitment to providing a cutting-edge learning experience. Notable resources include JGate Biomedical Sciences, Ex Pharma (Virtual Pharmacology), and formulation optimization software like Sigma Tech, Design Expert, and Minitab. Furthermore, the availability of Poison and Drug Information Databases such as Micromedex, Medicines Complete, and Clinical Pharmacology enhances the depth of scholarly exploration. Drawing tools such as Chem Draw, Marvin Sketch, Chem Writer, Pymol, alongside diverse molecular modeling and screening tools, contribute to a sophisticated learning infrastructure.

Link: Raghavendra Inst. of Pharm Edu and Research, RIPER - YouTube

https://riper.ac.in/infrastructure/

https://riper.ac.in/research-facilities/

https://riper.ac.in/poison-and-drug-information-centre-pdic/

https://riper.ac.in/conferences-workshops-hands-on-training/

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

63

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

The College Academic Committee initiates the academic planning process by formulating the academic calendar and syllabus. It mandates the course in-charges, program in-charges, and heads of departments to meticulously refine the Program Outcomes and Program Specific Outcomes (PSOs)/Program Educational Objectives. This refinement is substantiated by justifying the correlation with the curriculum, and elucidating the scope of each subject.

The designated program and course in-charges are tasked with constructing the timetable for programs across various degree levels. Simultaneously, an academic planner is devised to ensure the systematic completion of the syllabus. Faculty members receive

explicit directives to adhere to the academic planner, encompassing essential details such as course description, curriculum, allocated and scheduled teaching hours, tutorial sessions, credit distribution, examination particulars, evaluation processes, program outcomes, course-specific objectives, and the mode of the teaching-learning process.

The teaching faculties diligently maintain various documents as per the stipulations of the College Academic Committee. These include the Academic Calendar, Academic Planner, Structured Lesson Plans, Individual Faculty Timetables, Student Attendance Records, details of content taught beyond the syllabus, records of assignments, particulars of seminars conducted by students, details of tutorial classes, and records of presentations conducted in forums such as Journal Club, Drug Club, and Case presentations.

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

68

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

15

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)

68

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

23

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	View File
Upload any additional information	View File

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 Examinations-OSCE/Objective Structured Practical Examinations-OSPE) pattern and its evaluated by faculty handling the subject.

*Three internal examinations (90 min) 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 set 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 70% 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

The institution meticulously follows the principles of Outcome Based Education (OBE) to formulate Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs). These are developed after gathering and analysing feedback from various stakeholders and all faculty members. They are subsequently ratified by several authoritative bodies such as the Governing Body, Academic Council, Board of Studies, and other expert opinions. There is an Academic Development Committee in place that regularly examines academic results and job placement statistics to refine PSOs/PEOs through ongoing enhancement. The institution maintains a structured communication channel with all stakeholders, ensuring regular interactions through meetings.

To guarantee transparency and accessibility of the program outcomes, program specific outcomes, and course outcomes for all its programs, the institution has adopted multiple channels for publishing and disseminating this information.

These channels include the,

- Institution's Website
- Display boards situated throughout the campus
- Practical Record notebooks
- Inside Classrooms, Laboratories
- Departmental notice boards
- During meetings with all stakeholders.

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 program outcomes, incorporating a variety of assessment tools that gauge the effectiveness of the B.Pharm program.These tools include annual surveys from alumni, employers, students, and parents, alongside direct evaluations like course and project assessments. The alumni survey, conducted three years post-graduation, provides feedback on career readiness and program impact, while employer surveys assess the relevance of skills taught. Student and parent surveys offer insights into the program's effectiveness and satisfaction levels. Direct evaluations, such as course and project assessments, measure learning outcomes and content mastery. Additionally, the criteria for setting marks are outlined, detailing how student performance influences outcome attainment levels, with a focus on continuous improvement and remedial actions for unmet targets. This comprehensive assessment framework ensures ongoing evaluation and enhancement of the educational program, aiming for alignment with industry needs and student expectations.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://riper.ac.in/wp-content/uploads/2024/02/Co-PO-attainment.pdf

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

165

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/2024/02/Student-Satisfaction-Survey-Report-2022-23.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

- **The "RIPER RESEARCH VISION 2025" serves as the distinctive guiding principle for our Research and Development (R&D) division, ensuring that our institution's five-year research agenda is closely aligned with this vision through collaboration with the Internal Quality Assurance Cell (IQAC).**
- **To bolster the pursuit of high-quality research among our faculty and students, the institution has implemented exclusive budgetary allocations and research policies, as outlined in our constitution policy. https://riper.ac.in/rd-cell-constitution-policy/**
- **Recognitions include the prestigious SIRO designation by the Department of Scientific and Industrial Research (DSIR), Government of India, in 2018, alongside being acknowledged as a dedicated research center for pharmaceutical sciences, offering full-time Ph.D. admissions by JNTUA and MAHE.**
- **Acquisitions of advanced instruments such as the DSC, Gel Documentation System, and Zeta Potential Analyzer were made feasible through grants from esteemed bodies like DST-FIST, AICTE-RPS, and DST-SERB. Subsequent upgrades in 2019 and 2021, including the addition of pharmacological facilities**

and equipment like the HPLC and Denovix DS-11 FX+, have significantly contributed to the notable improvement in both indexed research publications and patents over the past three 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)

2.22

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)

2.92

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

01

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

12

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 fostering an environment conducive to innovation, knowledge creation, and transfer, several initiatives have been implemented

- A Research Centre was established in 2017 with a Research Director and formulating research policies endorsed by the Governing and Academic councils. Oversight of research activities is ensured by the Internal Research Review Committee, External Research Advisory Bodies, and an Ethical Committee. Policies addressing research misconduct and promoting good practices are rigorously implemented. Regular conferences, seminars, guest lectures, and faculty development programs facilitate skill enhancement and keep abreast of research trends.
- Collaborations with national and international research institutions, universities, Atal incubation centers, and pharmaceutical industries have been fortified through MoUs, enhancing publication quality and consultancy services.
- Faculty achievements are duly recognized and rewarded, encompassing research grants, publications, patents, and

- books.
- **Faculty research performance is evaluated via a parametric scoring system integrated into self-appraisal forms by the IQAC cell.**
- **An exclusive MHRD-IIC cell is established to foster innovation among students and faculty.**
- **NSS Units and Women Empowerment Cell extend community-oriented services, facilitating knowledge transfer in rural area development.**

The "RIPER RESEARCH NEWSLETTER" is annually published to showcase faculty credentials and student achievements to the wider public.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://riper.ac.in/research-facilities/ https://riper.ac.in/mhrd-iic/ https://riper.ac.in/mous-collaborations/ https://riper.ac.in/nss-i/ https://riper.ac.in/nss-ii/

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

13

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

9

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

63

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

22

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

16

File Description	Documents
Bibiliometrics 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)

3.52

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

Rs. 83,124

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), affiliated with JNTUA Ananthapuramu. The scheme's overarching goal is to engage youth in rural development education and community service. It's a student-centric initiative where NSS volunteers, in close collaboration with the community, implement projects, fostering significant student-community interaction.

Motto: The NSS's core motto is "NOT ME BUT YOU."

Regular Activities:

NSS volunteers engage in various projects (up to 30 hours annually) benefiting the institution and students. These projects include healthcare development, campus tree plantation, disease awareness programs, smoking cessation initiatives, blood donation camps, health exhibitions, and Mega Medical camps.

Special Programs (Education and Community Service):

Students venture into rural areas, fostering a technocratic environment and aiding underprivileged communities in self-development. NSS volunteers conduct diverse activities in adopted villages, dedicating one week per year/unit to such services.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://riper.ac.in/wp-content/uploads/2024/03/NSS-2022-23.pdf

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

33

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)

34

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

3059

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

113

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)

9

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.

Raghavendra Institute of Pharmaceutical Education and Research, possesses suitable infrastructure and physical resources for the teaching-learning process, including classrooms, laboratories, and computing equipment. The educational institution is established in 2002, is a self-financed autonomous institute affiliated with JNTUA. It is situated near S.K University in Ananthapuramu district of Andhra Pradesh, spanning 12 acres of a vibrant green campus. The institution is well-equipped with various facilities to support optimal teaching and learning practices, featuring a library, laboratories, seminar halls, classrooms, medicinal garden, faculty rooms, sports area, and other necessary amenities for conducting diverse research, curricular, extracurricular, and co-curricular activities, including training programs related to educational processes.

Adhering to statutory norms, the institution has a dedicated examination building and well-maintained classrooms that are adequately illuminated, ventilated, spacious, and furnished for comfortable student seating. These classrooms are equipped with modern and conventional teaching aids.

The laboratories offer ample workspace with safety features, including water, gas, and electricity, creating an enthusiastic environment conducive to both work and learning. ICT classrooms, smart classrooms, and air-conditioned seminar halls are furnished with contemporary ICT tools, chairs, benches, tables, and audio-visual systems to facilitate effective and comfortable academic and co-curricular activities. All programs within the institute adhere to the infrastructure standards set by relevant statutory bodies.

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

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 boasts well-equipped facilities catering to a diverse range of cultural activities, yoga, indoor and outdoor

games, and sports. These amenities include a gymnasium, yoga center, and an auditorium. The institution actively encourages students' involvement in both indoor and outdoor extracurricular pursuits, with the sports committee overseeing all sports-related activities.

Under the guidance of the physical education director, students receive training in various indoor and outdoor games such as chess, carom, table tennis, volleyball, football, softball, cricket, kabaddi, kho-kho, badminton, tennikoit, and more. The institute organizes inter-program tournaments and annual sports week celebrations to foster a spirit of healthy competition.

Furthermore, the institution provides ample resources for yoga and meditation activities, promoting mindfulness among students. Overall, the institution is committed to offering a comprehensive platform for students to engage actively in cultural, recreational, and physical pursuits, contributing to their holistic development.

File Description	Documents
Geotagged pictures	[View File](#)
Upload any additional information	[View File](#)
Paste link for additional information	https://riper.ac.in/sports-2/

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

16

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)

71

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 meticulously cultivated and managed its library, ensuring it houses essential academic resources, along with 24/7 internet facilities boasting a bandwidth of 50 MBPS. The library budget prioritizes the inclusion of the latest editions of books and journals, with a deliberate focus on expanding electronic resource acquisitions.

With a collection of 12,604 books, including 144 ebooks as of March 27, 2023, the library is committed to providing an extensive range of titles. Subscriptions to JGate and JCCC enhance access to e-journals and electronic resources. Furthermore, the library allocates exclusive space for PG/Ph.D. scholars/students and offers a dedicated computer workstation for faculty, research scholars, and students, facilitating online services.

Operating from 9:00 am to 4:30 pm, the library provides Wi-Fi across all reading areas, allowing laptop-enabled students to browse within its premises. Barcoding and book search facilities contribute to the ease of resource accessibility. The library management software, WEBPROS, ensures computerized and automated operations, offering open access to all students, scholars, and faculty. This comprehensive approach underscores the institute's commitment to fostering an enriched learning environment.

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	A. Any 4 or more of the above

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)

1.82

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

64

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 college campus boasts extensive internet access via both wired and wireless connections, facilitating seamless connectivity across classrooms, libraries, and labs. With a recent upgrade to 50 MBPS using BSNL fiber technology, the internet speed surpasses its previous 30 MBPS limit. A 24x7 Wi-Fi/LAN service caters to

students and faculty, supporting their academic and research endeavors. The infrastructure comprises two servers and seven modems, enabling unlimited internet usage for educational purposes, including downloading publications and participating in virtual events.

Prioritizing cybersecurity, the college employs a UniFi Dream Machine with robust security features like firewalls and gateways to thwart hacking attempts. A WiFi Distribution System (WDS) further fortifies the network against malicious activities. In classrooms and labs, stringent authentication protocols, encryption techniques, and CC cameras ensure access control and data confidentiality. Firewalls and network security measures bolster defense against cyber threats. Intrusion detection systems monitor network traffic, while regular patch updates mitigate vulnerabilities. Emphasizing security awareness, the institution provides training to educators and students, fostering a cybersecurity-conscious culture.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://riper.ac.in/wifi-and-cybersecurity/

4.3.2 - Student - Computer ratio

Number of Students	Number of Computers
817	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: Facilities available for e-content development Media Centre Audio-Visual Centre Lecture Capturing System (LCS) Mixing equipments and software for editing

A. All four 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)

89

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 college's governing body plays a crucial role in ensuring efficient allocation and utilization of financial resources for the maintenance and upgrading of various facilities. Regular meetings are held, where recommendations from different committees, established at the college level, are considered for smooth functioning. Investment decisions prioritize the betterment of students and their needs. In terms of laboratory management,

each lab is assigned to a designated faculty member who acts as the in-charge. Lab technicians under their supervision maintain meticulous records of the lab and its equipment. Oversight by the faculty in-charge ensures proper monitoring. For the library, the process involves collecting a list of required books from faculty members through program in-charges. The final list is approved by the principal in consultation with program in-charges. Students are issued ID cards for book collection from the library. Sports activities and equipment maintenance fall under the purview of the college's appointed Physical Director. Regular sports activities are conducted, and ECAP software is employed for maintaining details related to both faculty and students. The Exam Section operates smoothly with the assistance of DBASE software. The college is technologically advanced with a high-speed internet connection (50 MBPS) accessible to all campus systems, and the entire campus is WiFi-enabled, facilitating seamless connectivity. This comprehensive approach to governance and resource management ensures the optimal functioning of the college's diverse facilities and services.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://riper.ac.in/infrastructure/

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

367

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

79

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/capacity-development-skills/
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

300

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'

A. All of the above

grievances Timely redressal of grievances through appropriate committees

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

87

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

24

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

53

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

4

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 Council 2. Anti-Ragging Committee 3. Sports Committee 4. NSS Committee 5. Women empowerment cell Student Council: Consists of six members. 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. Women empowerment cell committee: The student members in this committee helps in organizing events related to WEC and also assist the faculty members by acting as liaison between students and to solve any issues related to girl students.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://riper.ac.in/wp-content/uploads/2023/07/L8-RIPER-WECC-2023.pdf

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

11

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

Alumni Association have special opportunities to influence the experience of prospective and current college students. In our institution, RIPER Alumni Association stages annual programme of events and reunions, through communications for exchange of ideas on academic, cultural, and social environment.

Objectives: a) keep and maintain a roster and data of all alumni of college, b) encourage, foster and promote close relations among the alumni themselves, c) provide and disseminate information regarding their Alma Mater, its graduates, faculties and students to the Alumni, d) to assist and support the efforts of the institute in obtaining funds for development, e) to guide and assist Alumni who have recently completed their courses of study at the institute to keep them engaged in productive pursuits useful to the society, f) to provide a forum for the Alumni for exchange of ideas on academic, cultural and social issues of the day by organizing and coordinating reunion activities of the Alumni, g) to let the alumni acknowledge their gratitude to their Alma Mater.

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 cultivate professionally adept and socially conscious pharmacists, equipped to navigate diverse environments with emerging technologies."

Mission: "Our mission is to empower our students to excel as professionals, cognizant of their significant role in advancing the field of pharmacy and contributing to global betterment."

Quality Policy: "Committed to delivering high-quality pharmacy education and training, leading to a 'Degree in Pharmacy,' with a commitment to becoming a premier global education and research institution through continuous enhancement and effectiveness of our quality assurance systems."

The institution's "Good Governance Guidelines" delineate the constitution and functions of various committees, approved by the Governing Body. These committees, comprising active faculty members and stakeholders, operate in pursuit of the institute's objectives continuously.

The Institute's successful governance underscores the efficacy of participative management. RIPER holds accreditation under sections 2(f) and 12(B) of the UGC Act, 1956. It enjoys Autonomous Status conferred by the University Grants Commission (UGC) for six years. Additionally, it is accredited by the NBA (UG program) and holds

an "A" grade from NAAC.

In NIRF rankings, the institute held the following positions: 20th (2016), 91st (2017), 39th (2018), 63rd (2019), 55th (2020), 71st (2021), and 92nd (2021) in India, as per 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 resides with them only.

• The administration of the institution consists 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 make 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, etc.

• For example our Women Empowerment Cell (WEC) functions independently to look after safety, and gender equity as well as to empower the women faculty members and students of our institute. https://riper.ac.in/women-empowerment-cell-3/

It is evident that the committee is headed by women stakeholders of our institute and comprises women faculty and student members. They execute their responsibilities independently to accomplish their functions. This is evident from the activities conducted by the WEC and achievements made by our women faculty members and students which are year-wisementioned in the attached link.

File Description	Documents
Upload strategic plan and deployment documents on the website	[View File](#)
Upload any additional information	[View File](#)
Paste link for additional Information	https://riper.ac.in/activities/

6.2 - Strategy Development and Deployment

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

RIPER-Autonomous has outlined four strategic pillars with ambitious goals by 2026.

1. Firstly, it aims to establish a comprehensive student onboarding process within the first two quarters of enrollment, while eliminating opportunity gaps in retention and completion rates, targeting a 100% completion rate.

2. Secondly, it seeks to increase the percentage of students feeling a "sense of belonging" by 5% annually through student surveys.

3. Thirdly, an equity-focused approach will be implemented for employee recruitment, hiring, and onboarding, alongside integrating equity-centered principles into governance, planning, and policy development, with a focus on enhancing faculty and staff representation of color.

4. Lastly, RIPER-Autonomous aims to implement Facilities and Technology Plans to promote accessibility and equity-centered teaching and learning, aligning with its overarching mission of student success and institutional equity.

In the first year, as part of RIPER's strategic initiative, we meticulously assessed current onboarding practices and established

a systematic data collection process for redesign. We initiated comprehensive data collection on student backgrounds and needs upon enrollment. Our pilot program successfully tested the revised onboarding method, positioning us for full implementation and continuous improvement in the coming years.

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	https://riper.ac.in/wp-content/uploads/2024/03/Strategy-plan-2021-26.pdf
Upload any additional information	View File

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.

RIPER's administration, consisting of the Governing Body, Academic Council, and Board of Studies, operates with exceptional effectiveness and efficiency. Our institutional policies, administrative set-up, and appointment and service rules reflect our dedication to excellence in governance. With transparent procedures and robust protocols, RIPER ensures smooth operations and optimal outcomes, fostering an environment conducive to academic and administrative endeavors.

The effectiveness and efficiency of institutional bodies are evident in our policies, administrative setup, appointment and service rules, and procedures. Aligned with our vision and mission, our action plan is meticulously executed through a well-defined organizational framework, proactive planning, exemplary leadership, and decentralized administration. The head of the institution oversees academic administration and management through established statutory and non-statutory bodies, ensuring coherence and efficacy in decision-making processes. For further insight into our organizational framework and decision-making processes, please refer to the attached link.
https://riper.ac.in/governance-guidelines/

https://riper.ac.in/riper-good-governance-document-guidelines/

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

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	View File

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 is deeply committed to the welfare and professional development of its teaching and non-teaching staff, fostering a supportive and enriching work environment. Our leave and promotion policies are carefully crafted following recommendations from statutory bodies, ensuring equitable treatment for all staff members. Employees benefit from various welfare measures including casual leaves, annual vacations, and access to a provident fund scheme.

We prioritize the empowerment of faculty members by offering incentives such as partial or full financial assistance to attend conferences, workshops, and seminars and additional increments based on performance evaluations. Staff with more than five years of experience are encouraged to pursue higher degrees or gain international experience through sabbatical leave opportunities.

Moreover, our institution acknowledges the importance of career progression and offers admission fee deductions for the children of staff members with over 10 years of service. We actively promote continuous learning and skill development by providing study leaves and organizing appropriate skill enhancement programs for teaching and non-teaching staff.

Non-teaching staff members enjoy additional benefits including free transport facilities, festival bonuses, and access to interest-free loans, further enhancing their overall well-being and job satisfaction. These comprehensive welfare measures and avenues for career advancement exemplify our institution's unwavering commitment to supporting and nurturing its staff members.

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

6

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.)

12

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	[View File](#)

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly

Yes

The institution conducts regular internal and external financial audits to ensure transparency and accountability in its financial practices. Internally, the society office conducts institutional financial audits covering scholarship disbursements, salary payments, and expenses related to consumables and equipment purchases.

Additionally, internal institutional audits overseen by the Coordinator of Academic and Planning and program heads assess various aspects of academic quality, including academic performance, student attendance, midterm evaluation reports, laboratory facilities, equipment validation, placements, and infrastructure.

Externally, finance audits are conducted regularly to maintain sound accounting practices. The audited income and expenditure statements are submitted to apex bodies (External Auditor, JNTUA

and APSHE), with no audit objections reported to date. Detailed audited income and expenditure statements from the previous year are provided for further reference and transparency. These internal and external audits underscore the institution's commitment to financial integrity and educational quality.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	Nil

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)

0

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	No File Uploaded

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

The following are the major financial resources for the institution

•Fee collected from the students

•Through consultancy services

•Grants from Govt /Non-government (to improve the quality of research and also to promote a competitive environment in the faculty members, that results in additional revenue generation).

•Additionally, the management mobilizes additional finance of the institutional needs through Merit scholarships, medals (honoring outstanding students).

•Financial adequacy has been managed by funding from parent society (RERDS).

•**The institute has its own internal auditing system in place to process and control the efficient and productive utilization of available funds.**

The finance committee has mandated the institution to ensure

•**Until embarking on new courses or institutions, feasibility tests are undertaken to ensure that the quality of education is not compromised.**

•**Ideal use of properties, such as buildings, machinery, buses, furniture, and other items that are already in place or will be generated in the future.**

•**Effective management that fosters efficiency and fosters a competitive climate that generates additional revenue.**

•**Applying for Govt. / Private Grants to the maximum extent possible.**

•**Additional revenue generation through the conduction of International and National conferences /FDP/ STTP/ training in partnership with the collaborating universities/industries.**

•**Alumni and philanthropists are encouraged to contribute generously to the institution in order to support the adoption of new ideas**

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional Information	**Nil**

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 concerning quality,

  • **Every year, SWOT data is collected from the various**

stakeholders' feedback, and accordingly, respective programIncharges and faculty members are assigned with targets to achieve.

- Promoting the institution towards 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 in the campus has been upgraded (Zebra Fish facility)
- Notably with an Increased number of GPAT-qualified students (highest in Andhra Pradesh) by the establishment of RIPER GPAT Cell.
- International recruitment for our M. Pharmacy students.

Notably the two best practices institutionalized in the Year of 2019-20 named "Research-Integrated Part of Curriculum:" and "Women Empowerment" resulted in better Research activities and women empowerment activities that ultimately improvised our bibliometric date & h intex in research and Women empowerment in a better way.

R & D Improvements

- Notably quality of publications increased.

- Increased number of student publications

- Increased number of Ph.D. Guides and Registered students

Women Empowerments

- More number of women empowerment activities

- Increased number of women Achievers

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://riper.ac.in/internal-quality-assurance-cell-iqac/

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

Internal Quality Assurance Cell (IQAC).operates as a driving force behind educational excellence, ensures that the institution remains at the forefront of pedagogical innovation and technological integration. Through periodic reviews, the IQAC meticulously evaluates the efficacy of teaching methodologies, incorporating feedback from both faculty and students to refine the learning experience. Moreover, the IQAC plays a pivotal role in keeping the institute's facilities updated, thereby fostering an environment conducive to academic growth and professional development.Formolecular modeling software like Schrodinger's Glide, AutoDock Vina, Chimera, Discovery Studio, Pymol, and Build QSAR. Design of experiments (DOE) by Sigmatech Design Expert, and MiniTab softwareis seamlessly integrated into the curriculum. Furthermore, students benefit from the use of ChemDraw, Chemsketch, and Marvin Sketchfor drawing tools. By leveraging these tools, the IQAC ensures that RIPER remains at the vanguard of educational excellence, equipping students with the proficiency and acumen needed to excel in their respective fields.

Evident of IQAC involvement in the Teaching and Learning Process.

Significant improvement in ICT content development was improvised well.

Better Student involvement in online content development related to academics.

Improved Research and Development activities in terms of quality from faculty as well as from students. Evident at the links provided. Bibliometric and h index data improved than the previous year.

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

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	A. Any 4 or all of the above

other quality audit recognized by state, national or international agencies (such as ISO Certification)	

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

•The institution actively promotes gender equity by involving women faculty and female students in key positions across committees, (Faculty Development Programs (FDPs), and Short-Term Training Programs (STTPs).)

• A dedicated Women Empowerment Cell addresses gender-related issues and fosters equity among women stakeholders, ensuring their overall well-being and societal integration.

•Through the Women Empowerment Cell, feedback from female students is gathered to address self-image and perceptions of opportunities, nurturing their potential. The Cell organizes activities fostering creativity, self-awareness, entrepreneurship, hygiene, and legal awareness, promoting holistic development.

•The institution ensures women's participation in science and technology programs and symposia, guiding them to excel in their areas of interest. Specific facilities, including CCTV surveillance, counseling, and common rooms, prioritize women's safety and security.

•Moreover, women faculty members actively participate in decision-making bodies such as the Board of Studies, Academic Councils, and

Governing Body, further enhancing gender equity within the institution. These measures underscore the institution's commitment to promoting gender equality and providing a supportive environment for women's growth and empowerment.

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

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	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)

The institution implements effective waste management systems to handle both degradable and non-degradable waste types. Bio-degradable waste, like garbage, is converted into vermicompost for garden maintenance, while non-biodegradable waste and plastics are disposed of through local panchayat services.

Liquid waste from laboratories undergoes proper dilution and safe disposal through designated channels. Bio-medical waste is disposed of in compliance with regulatory guidelines.

For e-waste management, major items like written-off instruments, CRTs, printers, and computers are sold, while UPS batteries are recharged or exchanged by suppliers. Miscellaneous e-waste such as CDs, batteries, and fluorescent bulbs are collected for safe disposal, while non-hazardous items like waste compact discs are reused by students for decoration.

Chemistry laboratories are equipped with fuming cupboards to handle hazardous chemicals and radioactive waste. Chemical waste

is carefully diluted and discarded through appropriate channels. These comprehensive waste management facilities demonstrate the institution's commitment to environmental sustainability and safety standards

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	View File

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	View File

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: 1. **Green audit** 2. **Energy audit** 3. **Environment audit** 4. **Clean and green campus recognitions/awards** 5. **Beyond the campus environmental promotional activities**	**A. Any 4 or all of the above**

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,	**A. Any 4 or all of the above**

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

We consider the college as a second home, and each stakeholder to be 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". 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 campus before the Sankranthi festival every year. Students organize and participate in various religious and communal showcase models irrespective of the religion/community to which they 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.

- 14th March 2020 to convey the importance of elections and electoral process to upholding India's democratic values.
- To inculcate values like honesty, compassion, benevolence, peace, affection, integrity, respect, and forgiveness,
- Universal Human values and ethics as a compulsory subject 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 21st June of every year.
- National Unity Day will be celebrated to provide an opportunity for all to contribute towards 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.
- Programmes 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 & wellbeing 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 also celebrated to highlight the struggle of freedom and importance of Indian constitution. Students, teaching and non-teaching staff, as well as guests, are all invited to the event. The program's regular decorum includes the flag hoisting, singing of the national anthem, and administering the oath of national integrity, accompanied by the distribution of sweets.

• 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 Bharathto create integrity among the different regional students

• 20th to 26th Pharmacy week celebration with of theme of "Pharmacy of the world-India"

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/

1. Promoting Interdisciplinary Research and Collaboration -Facilitate innovation and knowledge exchange by promoting

collaboration among diverse fields within RIPER-Autonomous Institute and other institutes.

2.Promoting Perception Enhancement through Professional Activities -To foster a positive perception of RIPER-Autonomous Institute as a hub for professionalism, innovation, and excellence in pharmaceutical sciences.

File Description	Documents
Best practices in the Institutional website	https://riper.ac.in/best-practices/
Any other relevant information	https://riper.ac.in/student-learning-support-system/

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)

RIPER, affiliated with JNTUA, is the first pharmacy institute granted autonomous status by UGC, NBA-accredited, and holding NAAC's A grade. Ranked 71 in NIRF 2022, RIPER is recognized as a research institution under SIRO by DSIR. It initiated the first PG program in Pharmaceutical Analysis and Pharm. D under JNTUA in 2008, boasting the highest number of ratified Ph.D. supervisors and recognized as a Research Centre by JNTUA and MAHE. The GPAT Cell consistently produces top-ranking students, with 19 GPAT qualifiers (AIR 759) and 13 NIPER qualifiers (AIR 94) in 2022. RIPER received grants totaling Rs. 2,10,61,321 from AICTE, PCI, ISPOR, and RSC, along with Rs. 46,87,736 for sponsored projects. Organized 90 conferences, including 29 funded and 61 self-financed events, RIPER established partnerships with academic institutions and industries in 2022. Faculty demonstrated scholarly excellence with 88 publications, (9 in SCI journals and 45 in Scopus-indexed ones), and authored 5 books and 3 book chapters. Faculty achievements include an ICMR SRF grant, patent, UGC fellowship, while students received notable awards and recognitions, underscoring RIPER's commitment to advancing pharmaceutical education and research.

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

7.3.2 - Plan of action for the next academic year

Plan of action for the next academic year

1. Strategic Curriculum Review: Undertake a holistic review of the curriculum, integrating emerging trends and advanced research findings in pharmacy.

2. Student-Centric Approach: Implement a proactive student engagement strategy, fostering a culture of open communication and feedback.

3. Research Excellence Initiative: Set ambitious research targets for research grants, emphasizing high-impact publications in prestigious journals,andinterdisciplinary collaborations.

4. Professional Development Programs: Encourage the pursuit of advanced degrees and certifications to enhance expertise and credibility.

5. Holistic Student Development: Integrate ethical and social responsibility principles into the academic curriculum, preparing students to be conscientious professionals and global citizens.

6. Data-driven decision-making: Utilize actionable data to drive strategicinitiatives, optimize resource allocation, and enhance operational efficiency.

7. Enhanced Mentorship and Support Structures: Fostera culture of peer support and collaboration among students and faculty members.

9. Continuous Quality Improvement: Regularly evaluate program outcomes, teaching methodologies, and institutional practices to identify areas for enhancement and innovation.

10. Community Engagement and Impact: Extend institutional outreach efforts to address community health needs, promote health literacy, and advocate for public health initiatives. Organize health camps, awareness campaigns, and community service projects

to make a meaningful impact on society.

By adhering to these strategic objectives and fostering a culture of excellence, collaboration, and innovation, we endeavor to elevate the stature of our institution as a leader in pharmacy education, research, and community service.

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