



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

ACHARYA AND B. M. REDDY COLLEGE OF PHARMACY

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Acharya & BM Reddy College of Pharmacy (ABMRCP) was founded in the year 1992. The institution is affiliated with Rajiv Gandhi University of Health Sciences (RGUHS), Bengaluru, Karnataka. ABMRCP offers a wide range of programs in Pharmacy - Bachelor of Pharmacy (B.Pharm), Doctor of Pharmacy (Pharm D), Doctor of Pharmacy - Post Baccalaureate (Pharm D (PB)), and Master of Pharmacy (M.Pharm) in 6 six specializations. Acharya & BM Reddy College of Pharmacy is also recognized for Doctoral Studies leading to Ph.D., by Rajiv Gandhi University of Health Sciences and offers Ph.D. in 5 specializations.

The institution is affiliated with the Rajiv Gandhi University of Health Sciences, Karnataka, approved by the All India Council for Technical Education (AICTE), and the Pharmacy Council of India (PCI). ABMRCP is accredited by NAAC with an A grade in the second cycle. B.Pharm program of ABMRCP is accredited by NBA, and ABMRCP is ranked 57 by NIRF (Pharmacy category) in 2022.

Acharya & BM Reddy College of Pharmacy is recognized as a Scientific and Industrial Research Organization (SIRO) by DSIR, Ministry of Science and Technology, Government of India.

Vision

Committed to the cause of value-based education in all disciplines of Pharmacy, Acharya & BM Reddy College of Pharmacy envisions itself as a fountainhead of innovative human enterprise, with inspiration initiatives for academic excellence.

Mission

To ensure, the planned development of Pharmacy Education consistent with the Policies of the State and Nation. We are committed to providing need-based, Quality Pharmaceutical Technical and Professional Human Resources to the Industry, Business, and Community.

The mission is achieved by following the objectives

- By providing students with an entered active learning environment for quality pharmaceutical education.
- By nurturing professional human resources through extension activities.
- By enhancing leadership qualities to meet social needs.
- By creating a conducive environment for team spirit innovation creativity and entrepreneurship.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. A wide range of academic programs with national recognition (NAAC, NBA, NIRF), and Highly qualified

faculty members who are inclined towards research and innovative teaching.

2. The proctorial system and the excellent student-teacher relationship enable the motivation of moderate-level students to achieve good results.
3. An excellent infrastructure and facilities to conduct the teaching and research. Opportunity to enroll for the value of additional courses of their choice and certificate programs. Involvement of students in funded research projects and consultancy projects.
4. The college is offering 9 programs, Bachelor of Pharmacy, Doctor of Pharmacy, Doctor of Pharmacy (PB), and Master of Pharmacy in 6 specializations, and a Doctoral degree (Ph.D.) in 5 disciplines.
5. Independent library with internet facilities for users. ICTs, Wi-Fi, and e-learning resources to support teaching and learning. The library has a subscription to the HELINET facility from which thousands of books and journals can be accessed online. In addition to it, a central library which is functions 12h a day including Sunday.
6. NSS wing of the college is active to engage the students in societal and community services. Extension services and outreach programs for group learning and experiential learning.
7. Organization of cultural activities at regular intervals to maintain local and regional cultural traditions. Conduction of annual sports events and encouraging students to participate in inter-college and university sports meets.
8. A strong Governing council that supports all the initiatives and efforts of the institute to uplift the academic and administrative atmosphere of the institution.
9. Ensure all competitive and meritorious students receive scholarships and financial aid from various sources such as government and non-government agencies. Apart, management also provides scholarship to merit and poor students, and motivate them to pursue their studies.
10. Ample opportunities for self-learning/independent learning, soft skills development, and competency enhancement. Unique multicultural, religious, and regional students on campus.

Institutional Weakness

1. An affiliating institute cannot initiate advanced courses, but rather adhere to the university norms and regulations.
2. Limited resources for research, and Staff retention.
3. Increased competition, and some programs (Pharm D) that lack clear career alignment.

Institutional Opportunity

1. Growing interest among the people in education value and opportunities in the education sector.
2. Expanding partnerships, collaboration, and engagement opportunities in education and research.
3. Location of the institute in a metropolitan city of global recognition.
4. Potential to get Autonomous-status. More number of collaborations for academic exchange and research with national and international agencies and industries.
5. Potential to increase the number of certificate courses, enrichment and short-term courses, and value-added courses.

Institutional Challenge

1. Wide range of online and short-term courses.
2. Decrease in the value of higher education in society, while expectations are rising.
3. Increase in the expenditure on education and high rate of unmet financial need.
4. Balancing the intellectual requirements of students from diverse cultures, multi-linguistic, and different countries/regions.
6. Being a private organization, limited to funded projects from Govt. and Non-Govt. Agencies.
7. Strengthening the alumni association as most of the students are out of State and Country

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution ensures successful curriculum delivery through an intended academic calendar and detailed teaching plans. The academic calendar sets the timeframe for the completion of the curriculum, while teachers plan their course delivery and lesson modules.

The timetables are designed to provide sufficient time allocation for the effective delivery of lesson plans and to deploy the curriculum time for academic and co-curricular purposes, ensuring convenient participation in theory, practical, tutorial, problem based learning, value addition, and certificate courses.

The semester pattern of examinations has been introduced for B.Pharm and M.Pharm programs in the academic year 2017-18. In addition, Choice Based Credit System is used for B.Pharm Program. The institution encourages the students to participate in learning by visiting the Pharmaceutical industries, Hospitals, and Higher education institutions, thereby spearheading innovative programs and projects. In addition, experts from the pharmaceutical field such as scientists from research laboratories, startups, and Universities are invited to deliver a lecture; thereby students were ignited by the latest innovations and advancements in the pharma field.

The NSS wing of the institute has taken measures to create awareness among the students in societal, community, and environmental contexts, and to inculcate leadership quality in them, organized the activities like blood donation camps, blood sugar screening camps, tree plantation, and village service camps.

Human values are disseminated through lectures, seminars, and workshops. In addition every year in the month of December, as part of 'National Pharmacy Week' the walkathon and rally were organized to spread the consciousness among the student community and the public.

The institution has offered a number of value-addition courses to build entrepreneurship, employability, and leadership qualities in the students. Many certificate programs were also offered to train students in the pharmaceutical domain.

In collaboration with "USP Education," several certification programs such as the USP Certificate of

Pharmaceutical Quality – Dissolution Track (on demand), and the USP certificate of Pharmaceutical Analysis (on demand), was offered to M.Pharm students to prepare them as efficient professionals.

Teaching-learning and Evaluation

The delivery of curriculum for all the programs in the institute is as prescribed by the Pharmacy council of India (PCI) and in adherence to the affiliated university, RGUHS. Various methodologies of teaching are followed at ABMRCP. Students are taught and demonstrated with novel methods of education so as to recognize and visualize the concepts, and learn differently, and faster. Besides classroom and laboratory engagements for concept learning, some of the novel teaching methods such as problem-based learning, participative learning, field visits, and industry visits are also adopted. Project works or internships are an integral part of the entire program curriculum.

The use of ICT tools such as spreadsheets, PowerPoint presentations, and online classes through Google classroom, canvas Classroom, Acharya alive (online platform), and MS Teams is an essential part of teaching at ABMRCP.

Students are allowed to perform experiments in groups and to develop their skills in material and equipment handling. Participative learning and problem-solving methodology are conducted to enable the students to develop their technical skills and knowledge.

The problem-solving methodology is an educational method, where students work through a problem to acquire knowledge. PBL involves small group discussions with facilitators, which allow them to self-directed learning. Participative learning activities include industry visits, field visits, visits to community pharmacies, research protocol presentations, and participation in webinars/seminars.

Students are also involved in walkathons, road rallies, campaigning, and other social cause activities. Students are encouraged to participate in PG dissertation presentations to understand the proceedings of research presentations/project protocol submissions.

Students are encouraged to participate in various co-curricular activities pertaining to health awareness; they are encouraged to participate in competitions, debates, and poster presentations.

Evaluation of every student for learning in each course is conducted by formative and summative assessment. Learning levels in subjects are monitored effectively through regular class interaction, synopsis, class test, *viva voce*, and internal exams. Further, an internal assessment (sessional examination) and the external examination for each course are conducted as prescribed by the affiliated university, RGUHS. Any type of grievance related to conducting of examination, awarding of marks, and grading issues are addressed suitably through the concerned teacher, exam committee coordinator, and the Head of the institution.

Research, Innovations and Extension

The Institution gives great importance to research, consultancy and extension activities. The R&D wing of the Institution promotes research culture among faculty and students and initiates many research-oriented activities. Faculties and research scholars of ABMRCP integrate their research efforts and contribute to the scientific community. As a result, ABMRCP roused to have many start-ups and centres of excellence, and generate IPR and publications. The start-ups and centres of excellence are routed through the incubation centre and integrated into the IPR Cell, which intern encourages the research groups to coordinate in patenting and protecting the copyrights.

The funding agencies such as SERB, ICMR, AICTE, MOES, RGUHS, VGST, etc. have been funding generously the research ideas of ABMRCP. Besides faculty members, our graduate students too received the research fund to execute their novel ideas.

ABMRCP has been recognised as a Scientific and Industrial Research Organization (SIRO) by DSIR. Collaborations are developed to exchange knowledge and skills with various external incubating agencies such as USP, IIHR, universities, and pharmaceutical companies.

ABMRCP offers consultancy to many start-ups and pharmaceutical companies in the area of formulation development, preclinical studies, and drug design processes. ABMRCP is recognised as a training centre by LSSSDC and is actively engaged in training new recruits of the pharmaceutical industries such as Strides Arcolab Pvt ltd, Mylan lab ltd and GSK Pharmaceuticals.

ABMRCP conducts dynamic extension and outreach activities as well. NSS unit of ABMRCP in collaboration with external stakeholders from industry, public and social service organizations, engaged in various social service activities. Blood donation camps, diabetic awareness and blood sugar screening camps, and Covid-vaccination drives are unique among them. The awareness of the eco-friendly environment is spread through the NSS committee which has taken the initiative for planting saplings and greening the campus. The institution receives multiple awards and recognitions from various government and non-government organisations for their academic excellence, community services, awareness programs on health care, etc.

Infrastructure and Learning Resources

ABMRCP is equipped with all the facilities and amenities for the overall growth of students. ICT-enabled classrooms equipped with LCD projectors. Classrooms are connected to campus data networks *via* an Ethernet-based local area network (LAN). Classrooms are under the constant supervision of CCTV and are provided with adequate lighting and ventilation facilities. The overall ambiance in classrooms is good and ergonomic seating is arranged for the comfort of students.

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

The institution has a separate seminar hall to conduct seminars/workshops and related activities. The institution has a separate Library in addition to the central library on campus. The library has Upgradation to Learning

Management System (LMS) with a subscription to KOHA, HELINET facilities, etc., Acharya campus has set up language learning facilities for German, French, and English, for the benefit of its students. The center is a recognized Cambridge English preparatory and testing center, it is also a testing facility for IELTS, and TOEFL examinations.

Acharya ION Wi-Fi facilities were installed across the campus with an internet bandwidth of 500MBPS for smooth browsing. the campus is an eco-friendly environment rich with fauna and flora, and the major plants and trees on the campus are labeled with botanical names for the purpose of imparting medicinal knowledge to the students.

ABMRCP has established an incubation center and signed more than 50 MOU with various pharma and biotech industries, to promote cutting-edge research in emerging areas such as Drug discovery, nanotechnology, pharmacological screening, and herbal drug technology. Our institute has replaced conventional one-way teaching with experiential learning where discipline is interlaced with friendly mentoring. Experienced stalwarts from pharmaceutical companies are our adjunct/visiting faculty and contribute to the learning for teachers too. In addition to this, regular conduct of guest lectures and seminars from diverse areas of the pharmacy profession keep the students abreast of the current trends in the profession.

With these state-of-the-art facilities, ABMRCP ensures value-based education to the students during their study period.

Student Support and Progression

The supporting system at ABMRCP to harness the ambitions and facilitate the holistic development of each student is highly appreciated. **The institution** provides necessary assistance to all the students to achieve their goals and progress to higher education.

In order to ensure safety and to bring a feeling of security to every student of ABMRCP, a Student grievance redressal system, an Anti-ragging committee and a committee for the prevention of sexual harassment are established. These committees continuously monitor the activities and well-being of pupils throughout their stay at ABMRCP. Institute has a zero-tolerance policy towards any kind of untoward events, discrimination and inhuman behaviour.

The student well-fare committee also ensures that student at ABMRCP gets the necessary guidance and benefit with a scholarship from government and non-government organisations. The institution offers guidance for competitive examinations and career counselling to all outgoing students.

separate hostel facilities are provided for boys and girls. A transport system connecting to various parts of Bengaluru city throughout the year is offered. Acharya campus has canteen facilities, a gymnasium, a playground with 1000 seating capacity, and a separate ground to play basketball, volleyball and Koko games.

Common rooms for girls and boys, washrooms, drinking water facilities, and a first aid kit in every lab are provided. Facilities and support systems for physically disabled people such as ramps, railings, wheelchairs, and toilet facilities are established.

The Acharya Management set up a clinic with physicians to provide first aid therapy to the students and employees of the institute when required. An ambulance is available round the clock to attend the emergency

health issues. A lady counsellor for the students is also available, a factor particularly beneficial for the women in the Acharya group. Lady Counsellor works from the student cell and is freely accessible throughout working hours.

The Women Cell Committee (WCC) of ABMRCP has been constituted with many objectives among which gender equity is one. Acharya Institutes has a zero-tolerance policy towards gender discrimination. Accordingly, such a congenial atmosphere exists in ABMRCP for both faculty and students.

Governance, Leadership and Management

Effective leadership is seen across all levels of governance. The head of the institution is the route to oversee the working of several institutional committees that have been functioning to implement curricular, co-curricular, and administrative tasks. Governing council has teaching and non-teaching staff representation in addition to management members. The management encourages staff to offer suggestions for improving the efficiency of the institution.

A decentralized functioning mechanism empowers the departments to function with greater flexibility and with responsibilities. Departmental heads in consultation with the academic council prepare the annual plan for academic and research activities. Departmental heads delegate work to their colleagues to ensure the smooth completion of the job in the expected time frame.

For smooth, transference and effective execution of the governance, an ERP system is followed at all levels. Various committees of the institute have student representation, which inculcates leadership and governance qualities in them and transference in the institutional processes.

The vision and mission of the institute clearly reflect the objective of providing education to all, by ensuring fairness and amplifying access to education. The vision statement is reflected in all the institutional activities. An excellent teacher-student relationship to provide education that would inculcate human values in them.

Teamwork and leadership abilities are promoted through projects, field visits, group discussions, industrial visits, educational tours, etc. A wide range of extension activities is conducted involving a large number of students, to sensitize them to societal and community issues.

Institutional Values and Best Practices

Acharya & BM Reddy College of Pharmacy has been providing quality education and is known for producing responsible human resources. Despite the conduction of curricular activities, the institute thrives to impart value-based education through several practices. The handpicked theme activities which are executed are outlined below:

a) The '**Acharya alive**' is an online learning management system (LMS) deployed and managed by Acharya's data center. The institute conducted virtual classes using Acharya Alive during the pandemic time. Alive enables recording online attendance, live interactions, and online tests with camera mode to ensure proper invigilation. Alive works on all operating systems integrated with ERP.

b) Outcome-based education: Based on feedback obtained by various stakeholders, augmented content has been developed to teach in addition to the regular curriculum set by University. Delivery of curriculum is achieved by means of a large group as well as small group Teaching-Learning Methods (TLM). This approach helped ABMRCP to secure more ranks and gold medals in university exams.

c) Using Enterprise Resource Planner (ERP): In order to effectively use all available resources on campus, Acharya group ERP has been introduced at all levels of governance. ERP has eased the workload, and enhanced transparency and resource management. This enabled an easy transition during CoViD by not just setting up an online infrastructure for classes but also effectively tracking the progress made by individuals.

d) UG Research Programs: It is aimed at identifying budding scientists at the undergraduate level of pharmacy education. This has helped many students to identify the 'right' specialization for master's education and received research grants from the university.

f) Problem-based learning (PBL): Problem Based Learning (PBL) is a student-centered, self-directed teaching method. Students learn the course by solving an open-ended problem. It allows students to develop skills like working in a team, communication skills, managing projects, inculcating leadership skills, and critical thinking skills which are required in their professional life.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ACHARYA AND B. M. REDDY COLLEGE OF PHARMACY
Address	Acharya Dr Sarvepalli Radhakrishnan Road soladevanahalli Achit Nagar Post
City	Bengaluru
State	Karnataka
Pin	560107
Website	www.abmrpc.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Amit Kumar Das	080-22555555	9742544738	080-2370024 2	principalabmrpc@acharya.ac.in
IQAC / CIQA coordinator	Sateesha Sb	080-22555555	9886858677	9180-283935 41	sateesha@acharya.ac.in

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Karnataka	Rajiv Gandhi University of Health Sciences	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	16-10-2012	View Document
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	03-07-2022	12	Approved for one year
PCI	View Document	10-06-2021	24	Approved for two years

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	Department of Scientific and Industrial Research
Date of recognition	01-04-2022

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Acharya Dr Sarvepalli Radhakrishnan Road soladevanahalli Achit Nagar Post	Urban	2	31775

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BPharm, Pharmacy	48	PLUS TWO	English	115	115
PG	MPharm, Pharmacy	24	B PHARM	English	9	7
PG	Pharm D, Pharmacy	36	B PHARM	English	10	10
PG	Pharm D, Pharmacy	72	PLUS TWO	English	30	29
PG	MPharm, Pharmacy	24	B PHARM	English	9	8
PG	MPharm, Pharmacy	24	B PHARM	English	15	11
PG	MPharm, Pharmacy	24	B PHARM	English	15	2
PG	MPharm, Pharmacy	24	B PHARM	English	15	15
PG	MPharm, Pharmacy	24	B PHARM	English	9	3
Doctoral (Ph.D)	PhD or DPhil, Pharmacy	36	M PHARM	English	10	2
Doctoral (Ph.D)	PhD or DPhil, Pharmacy	36	M PHARM	English	10	3
Doctoral (Ph.D)	PhD or DPhil, Pharmacy	36	M PHARM	English	5	0
Doctoral (Ph.D)	PhD or DPhil, Pharmacy	36	M PHARM	English	10	1
Doctoral (Ph.D)	PhD or DPhil, Pharmacy	36	M PHARM	English	5	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	7				6				41			
Recruited	7	0	0	7	6	0	0	6	16	25	0	41
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	7				6				41			
Recruited	7	0	0	7	6	0	0	6	41	0	0	41
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				20
Recruited	11	9	0	20
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				20
Recruited	11	9	0	20
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				13
Recruited	6	7	0	13
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				15
Recruited	6	7	0	13
Yet to Recruit				2

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	7	0	0	6	0	0	3	5	0	21
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	13	20	0	33
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	1	0	0	0	1

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	26	64	2	2	94
	Female	23	26	4	0	53
	Others	0	0	0	0	0
PG	Male	15	11	1	0	27
	Female	9	21	1	0	31
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	1	1	0	0	2
	Female	2	1	0	0	3
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	6	3	7	8
	Female	3	1	2	1
	Others	0	0	0	0
ST	Male	2	2	4	4
	Female	2	2	5	1
	Others	0	0	0	0
OBC	Male	50	35	30	32
	Female	38	21	28	15
	Others	0	0	0	0
General	Male	50	83	69	79
	Female	34	36	41	31
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		185	183	186	171

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>Acharya & B M Reddy College of Pharmacy is an affiliated college to Rajiv Gandhi University of Health Sciences, Bangalore which is a state university. As and when the University prepares or provides a curriculum to implement the multidisciplinary / interdisciplinary structure of New Education Policy the institute will abide by it. Although the Institute has all the available resources within the campus to implement Multidisciplinary / interdisciplinary courses. In addition, the parent society, The JMJ Education society manages many other institutions offering degree programs on the same campus. In spite of this, it is difficult to specify multidisciplinary/ interdisciplinary preparedness at</p>
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	<p>this juncture, till clarity is received from the affiliating institute.</p>
2. Academic bank of credits (ABC):	<p>Provisions of Academic bank of Credit proposed in the draft of NEP to facilitate multiple entries and exit points in their academic programs. This is an innovative idea to earn and deposit credit through revised syllabus of the Program. The Institute shall abide by the curriculum and structure prepared by the affiliating university in this regard.</p>
3. Skill development:	<p>As mentioned earlier the Institute is an affiliated college and doesn't enjoy liberty of preparing and implementing its own curriculum. It has to follow the designed curriculum provided by the Rajiv Gandhi University of Health Sciences, Bangalore. So far skill development is concerned, the college is offering various skill development courses in addition to the curriculum. In addition to this, the college will implement guidelines or structures provided by the affiliating university.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>The preservation and promotion of India's cultural wealth must be considered a high priority for the country, as it is truly important for the nation's identity as well as for its Economy. In this regard appropriate integration of the Indian Knowledge system particularly teaching in Indian languages is important. The Institute has been offering regional language Kannada which is one of the prominent Indian languages. Some of our faculty members have fluency of speech in other Indian languages like Malayalam, Tamil, Marathi, Nepali, Bengali, Assamese etc. The College has the opportunity to utilize this human resource in the Indian knowledge system. The institute organizes various events to integrate Indian Culture into the academic schedule.</p>
5. Focus on Outcome based education (OBE):	<p>The objectives set out in the NEP on OBE are Competency, standard, benchmarks, and attainment of targets. In addition to this, the OBE incorporates three elements Theory of education, A systematic structure of education, and a specific approach to instructional practice. The Institute follows a structured OBE system and for now complies by the NBA guidelines.</p>
6. Distance education/online education:	<p>During the Covid pandemic, online classes were conducted very effectively by all faculties in all programs. Both teachers and learners have</p>

experienced the online teaching and evaluation process through ALIVE online platform. Many students benefited by this facility. So, the institution is well prepared in this regard. At present the Institute doesn't offer programs or certificates through Distance education.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, We have formed the club.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The Student coordinator and Faculty coordinator have been identified on formation of Club and the club is functional.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	At the initial stage the club has organized awareness programmes in the campus
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	No, We will initiate through the Club
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	College conducts awareness programmes on such issues. Soon we will be conducting a survey to take the count.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
698	659	658	681	627
File Description		Document		
Institutional data in the prescribed format		View Document		

2 Teachers

2.1

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

Response: 101

File Description	Document
Institutional data in the prescribed format	View Document

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
54	47	51	54	55

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
275.37	189.44	308.23	364.84	422.36

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Acharya & BM Reddy College of Pharmacy (ABMRCP) is offering B. Pharm, Pharm. D, Pharm D (PB) and M.pharm program in 6 specializations, and affiliated to Rajiv Gandhi University of Health Sciences (RGUHS), Karnataka. ABMRCP also offers Ph.D. programs in 5 disciplines. B.Pharm and M.Pharm are semester programs, and Pharm D is an annual program. The curriculum followed in the institute is as prescribed by the Pharmacy Council of India (PCI) and approved by RGUHS. We adhered to the norms of our parent university, RGUHS, as far as implementing the course curriculum and the implementation of the program.

The academic council of the institution prepares the academic calendar for all the programs at the beginning of the academic year and circulated them to faculty members and students. The Academic council, in consultation with the other teaching fraternity of the institution, prepares the timetable for the proper execution of the course curriculum. The timetables are designed to provide sufficient time allocation for the effective delivery of lesson plans and to deploy the curriculum on time for academic and co-curricular purposes, for example, theory, practical, tutorial, PBL, value addition, and certificate courses thereby ensuring a student to participate conveniently.

Every faculty member provides the students with a course plan and lesson plan for each course. Curriculum delivery adheres to the course plan in order to deliver the syllabi within the stipulated time frame. Besides stereotypical coaching, ICT-enabled classrooms, PowerPoint presentations, smart boards, and audio-visual methods are all used to make curriculum delivery effective and interesting for the students. All faculties revise and enhance their courses, to use the best pedagogical methods. The assessment of the students learning in their courses is monitored on regular basis. Also, every teaching faculty participates actively in enhancing the teaching and learning goals, and academic initiatives of the institution. Curricular activities such as seminars, project work, tutorials, assignments, and group discussions are also conducted in the institute in order to enrich the student's knowledge. The topic of discussion for their seminar and project work would be individual-based as well as group-based. This helps the students to understand the practical knowledge of the respective subject in depth. In addition, the institution organizes educational tours/ industry visits in order to provide field knowledge in the respective subjects. To cope with advanced knowledge we have established IIC at the institution.

Students learning levels in subjects are monitored effectively through regular class interaction, synopsis, class test, *viva voce*, and sessional exams. Based on the above results and class performances they are categorized as slow and advanced learners. The activities for slow and advanced learners are effectively monitored by the faculty members. The slow learners are provided with remedial classes, and assignments. Average and advanced learners were encouraged to participate in seminars and poster presentations.

File Description	Document
Upload Additional information	View Document

1.2 Academic Flexibility

1.2.1 Number of Add on /Certificate/Value added programs offered during the last five years	
Response: 105	
File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.2.2 Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years				
Response: 90.61				
1.2.2.1 Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years				
2021-22	2020-21	2019-20	2018-19	2017-18
668	641	508	569	625
File Description	Document			
Upload supporting document	View Document			
Institutional data in the prescribed format	View Document			

1.3 Curriculum Enrichment

1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum
Response:
Effective integration of cross-cutting issues related to gender, environment and sustainability, human values, and professional ethics is necessary for the holistic development of students. We, at Acharya & BM Reddy College of Pharmacy (ABMRCP), put a high priority on this, not just through the curriculum, but also in the manner we organize various programs. Different courses are included in the curriculum to ensure that the students are prepared to cope with societal challenges and practice the profession ethically

later in their careers. Environmental science is a second-semester B.Pharm program that teaches students about the physical, social, cultural, and biological characteristics of the environment, as well as the impacts of human activities on nature.

Various courses are included in the curriculum to inculcate the importance of ethics in the pharmacy profession. Pharmaceutical Jurisprudence, a fifth-semester B.Pharm and third-year Pharm.D curriculum focus on professional ethics and their significance in the development and marketing of pharmaceuticals. The pharmacology course of the 5th semester of B.Pharm is designed to provide students with fundamental knowledge about preclinical studies using various organs/tissues from laboratory animals, allowing them to learn about animal ethics. The community pharmacy course in the second year Pharm.D curriculum will provide students about the changing landscape of pharmacy practice, effective patient counseling, the code of ethics, and the rational use of pharmaceuticals.

Apart from the curriculum, the NSS committee and Women Cell of our Institution make significant efforts to put theoretical concepts into practice. Without these activities, the curriculum would have remained incomplete. For raising sensitization about gender equality and human values, Women Cell Committee and other institutional committee has organized various programs on Gender sensitization, Women empowerment, and Gender Equality, and webinars on topics relevant to girls/women. A breast cancer screening program was also arranged frequently to create awareness among the girls and female faculty members. Webinars were hosted on Mind Health and stress management and Work-life balance.

Learning about the different aspects of the environment is necessary to build a responsible citizen. Quiz competitions and poster presentations are organized to commemorate national importance events such as World Water Day, World environment day, National Energy Conservation Day, and Green Technology Day. Various activities such as guest lectures, posters, and elocution competitions focusing on human values and professional ethics are organized by the institute to create awareness among the students and faculty members. National Pharmacy Week is regularly organized for seven days, every year in the month of December. During this week medical camps in the community, including eye check-ups and glucose monitoring, are organized involving students of the institute. Walkathon and rally were organized to spread awareness of drug usage and adversaries to the nearby community and hospital pharmacies.

File Description	Document
Upload Additional information	View Document

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

Response: 95.42

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

Response: 666

File Description	Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1 Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website (Yes or No)

Response: Yes

File Description	Document
Upload supporting document	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 73.52

2.1.1.1 Number of students admitted year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
205	185	183	186	171

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
237	252	267	264	245

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

2.1.2 Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)

Response: 66.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
109	101	64	76	61

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

2021-22	2020-21	2019-20	2018-19	2017-18
116	122	131	130	119

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

2.2 Student Teacher Ratio

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

Response: 12.93

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 using ICT tools

Response:

Experiential learning activities are an integral part of teaching and learning at ABMRCP. Experiential learning enables students to remain focused, learn differently, and learn faster. Experiential learning keeps the students engaged in hands-on laboratory experiments, internships, practicals, field exercises, etc. Laboratory experiments are performed individually and in groups to understand the concept of the subject thoroughly. Students are allowed to perform experiments in groups and to develop their skills in material and equipment handling. Students have demonstrated the experiment process and are allowed to perform the task.

Participative learning and problem-solving methodology are conducted to enable the students to develop their technical skills and knowledge. Participative learning activities include assignment activities, attending webinars/seminars, case studies, chart organization and preparation, field visits, pick and speak a topic as a group, and attending research protocol presentations etc.

Students are taken to visit industries, research laboratories, and community pharmacies to exchange knowledge and practice of the profession and to perform tasks allied to their field of study. Activities are planned to create awareness and collect data or information pertaining to the task assigned. They are also involved in walkathons, road rallies, campaigning, and other social cause activities. Students are encouraged to participate in PG dissertation presentations to understand the proceedings of research presentations/project protocol submissions. Students are encouraged to perform lab experiments and use computational tools to analyze and interpret data and observe the changes in the experiments in order to attain more practical skills. Students are taught and demonstrated with various models so as to recognize and visualize the concepts in subjects. Similarly, the students are also given the opportunity to understand animal experiments. Techniques in animal handling are also demonstrated to develop their skills.

Students are encouraged to participate in various co-curricular activities pertaining to health awareness, they are encouraged to participate in competitions, debates, and poster presentations. Problem-solving educational method is the highlight of the institute where focused self-directed learning, small group discussions with facilitators, and working through problems to acquire knowledge are initiated. Students are involved in problem-based learning to enrich their knowledge and to understand the topic effectively. In PBL, each student is given the opportunity to discuss and speak about the content or task assigned and how the solution was found. Individual attention to each student is attained by the process.

In addition to regular chalk and board teaching and learning, information and communication (ICT) tools are also used effectively for all semesters as an innovative method. PowerPoint presentations are used for teaching and learning in online classes. Complimentary ICT tools are used when students are not able to understand or visualize the concepts. The ICT tools used are printed documents, Spreadsheets, PowerPoint presentations, Google Classroom, canvas classrooms, Acharya alive website, and MS Teams. Study material in the form of word documents and PDFs is shared with students.

File Description	Document
Upload Additional information	View Document

2.4 Teacher Profile and Quality

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

Response: 91.26

2.4.1.1 Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:

2021-22	2020-21	2019-20	2018-19	2017-18
54	58	58	58	58

File Description	Document
Upload supporting document	View Document

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

Response: 51.72

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D. / D.M. / M.Ch. / D.N.B

Superspeciality / D.Sc. / D.Litt. year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
23	21	29	30	32

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

2.5 Evaluation Process and Reforms**2.5.1 Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient****Response:**

Students learning levels in subjects are monitored effectively through regular class interaction, synopsis, class test, *viva voce*, and sessional exams. The internal assessment (sessional examination) and the external examination for each course are conducted as prescribed by the affiliated university, RGUHS. Accordingly, three internal assessments for the annual program and two internal assessments for the semester program are conducted for each course. Every program includes both theory and practical examinations. In addition to written examinations, all programs (B.Pharm, Pharm.D, Pharm.D (PB), and M.Pharm) either have dissertation/project works.

The schedule of the examination is prepared by the examination committee and approved by the head of the institution. The minimum attendance for the student to appear for the examination is 80%. The question paper pattern for the internal examination is prepared considering the course outcome and bloom's taxonomy. Teachers were informed to prepare two sets of question papers and submit them one week before the scheduled date of the examination. One set of question papers will be randomly selected by the examination committee for the internal examination. After completion of the internal examination, the faculty evaluates the answer scripts and distributes them to the students for clarification.

Any type of Grievance related to conducting of examination, awarding of marks, and grading can be brought to the notice of the concerned teacher by the student. If grievances are not addressed suitably by the concerned teacher, then the issue can be escalated to the exam committee coordinator and then to the Head of the institution. Further, the matter will be resolved soon through follow-ups. After rectification of the discrepancy reported by the student, the rectified scripts will be deposited to the examination section. The marks for each course are displayed on the notice board by the subject teacher for review and finalization. The internal marks are uploaded to the university web portal prior to the final university examination and subsequently communicated to parents. The evaluation for laboratory courses is also assessed in a similar pattern as followed for theory courses.

External examinations are conducted as per the direction issued by the affiliated university, RGUHS. A

practical examination is conducted by two examiners, an internal examiner, and an external examiner. An external examiner is deputed by the university. Evaluation of the theory answer scripts is digitized and includes double evaluation. If there are deviations in awarding the marks, by more than 15% between the two evaluators, then the script is referred to the third evaluator.

If there are any grievances pertaining to the award of marks in the external examination, students can apply for the re-totaling of marks. No re-valuation is allowed in the university. However, retrieval of answer script photocopy is permitted.

File Description	Document
Upload Additional information	View Document

2.6 Student Performance and Learning Outcomes

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

Response:

Course outcomes are statements on what the students will be expected to attain at the end of the course. COs specify, what expectations an course teacher has for the course, and is student-centered and measurable. POs are specific enough to explain how those broad expectations are accomplished within a given program. Program outcomes are statements about the knowledge, skills, and attitude (attributes). The graduate of a formal degree program should have CO attainment, as this is calculated for the course based on the average marks of sessional exams, continuous assessments, course end survey, assignments and semester/annual examinations. The calculation involves Segregation of questions based on CO for each method of assessment mentioned above. The percentage scores are calculated by % of students scoring < 40 - level 1, % of students scoring 40-59 - level 2, and % of students scoring 60 and above - level 3. A consolidated CO attainment is assessed by considering an average of all assessment tools. CO attainment is calculated as direct and indirect assesment as follows, 80% of CO attainment is from (continuous assessment, assignment, and sessional exam), 20 % is obtained from University exam (semester end exam/ annual exam). For each subject, the co-attainment is calculated by the subject teacher, and the attainment is computed. In case if attainment is not possible, measures taken include a prospective plan to improve the outcomes. This is discussed in the academic committee and further actions are taken.

In case of PO attainment 80% from CO attainment, 15% from stake olders (Student exit interviews, employer surveys, alumni surveysv) and 5% is obtained from Course end survey. The PO results are analyzed with the set attainment level of 65% on a scale of 3.

File Description	Document
Upload Additional information	View Document

2.6.2 Pass percentage of Students during last five years**Response:** 92.78**2.6.2.1 Number of final year students who passed the university examination year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
155	145	175	143	127

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

2021-22	2020-21	2019-20	2018-19	2017-18
155	151	199	159	139

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

2.7 Student Satisfaction Survey**2.7.1 Online student satisfaction survey regarding teaching learning process****Response:** 3.29

File Description	Document
Upload database of all students on roll	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 228.25

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

2021-22	2020-21	2019-20	2018-19	2017-18
50.78	60.46	29.74	44.88	42.39

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

Acharya & BM Reddy College of Pharmacy has a vibrant innovation ecosystem oriented towards drug discovery and development. Faculties and researchers from departments of pharmaceutical chemistry, pharmacology, pharmacognosy, pharmaceuticals, and pharmaceutical analysis interlink and integrate their research efforts and contribute to the scientific community. ABMRCP has many start-ups and centers of excellence such as the Integrated drug discovery center, cellular and molecular biology, biochemical study center, center of excellence in drug analysis, and center of excellence in nanotechnology and drug development. The start-ups and centers of excellence are routed through incubation centre, and integrated into the IPR Cell, which in turn encourages the research groups to coordinate in patenting and protecting the copyrights. The funding agencies such as SERB, ICMR, AICTE, MOES, RGUHS, VGST, etc. have been funding generously the research ideas of ABMRCP. We also have collaborations with external incubating agencies such as USP, IIHR, universities, and pharmaceutical companies that join us and exchange knowledge and skills. Our faculty members also involved in training the recently recruited employees of pharmaceutical industries such as Strides Arcolab pvt ltd, Mylan lab ltd and GSK Pharmaceuticals.

The drug discovery group at the Dept. of Pharmaceutical Chemistry focuses on the *in silico* design, chemical synthesis, and the *in-vitro*, *in-vivo* study of small molecules for the treatment of cancer, diabetes,

and hypertension. Computational simulations are done using Accelrys Drug Discovery Studio 3.5 and Autodock softwares, and chemical synthesis by green chemistry approach. The funded research projects explore the potential utility of these synthesized novel compounds target proteins such as EGFR, HER2, HSP90, BRAF, NF-KB, CD73, COX2, DDR, and DDR2 receptors, etc.

In-vitro and *in-vivo* screening centers at the department of pharmacology focus on cardiovascular, neuropharmacology, metabolic disorders, inflammatory, and oncology research using gold-standard screening models. The funded and consultancy projects explore the potential application of bioactive, synthetic compounds, and herbal extracts for their pharmacokinetic profile and pharmacodynamic properties.

Formulation and development scientists at the dept. of pharmaceuticals are involved in the development of conventional formulations such as the preparation of oral solid dosage forms, Oral fast-dissolving films, and dermatological formulations. F&D research involved in development of nano-based drug delivery systems for cancer treatment; solid lipid nanoparticles for breast cancer; and PLGA nanoparticles for brain-targeted drug delivery.

Isolation and characterization of phytoconstituents and their evaluation are the research interests of the Dept. of Pharmacognosy. Pharmaceutical drug analysts work on providing QC and QA support to the drugs and formulations that are innovated in the college. Instruments such as HPLC, FTIR, Zetasizer, UV-Visible spectrophotometer, etc. are among the analytical instruments that are available for testing drugs and formulations.

In total, ABMRCP has a vibrant innovation ecosystem that has a cluster of people that contributes and, sharing knowledge and skills with each other toward drug discovery and development. The proof of this vibrant ecosystem can be seen in research collaboration, receipt of funds, research publications and patents.

File Description	Document
Upload Additional information	View Document

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

Response: 74

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

2021-22	2020-21	2019-20	2018-19	2017-18
14	13	19	16	12

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

3.3 Research Publications and Awards

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

Response: 1.42

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

2021-22	2020-21	2019-20	2018-19	2017-18
27	39	19	17	41

File Description	Document
Institutional data in the prescribed format	View Document

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

Response: 0.14

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	5	4	0	0

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

3.4 Extension Activities

3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

Acharya & BM Reddy College of Pharmacy (ABMRCP) conducts dynamic extension and outreach activities in collaboration with external stakeholders from industry, public and social service organizations. In fact, we have adopted two villages; Thammenahalli and Mavallipura, and contributed to the overall development of the villages. Various committees of ABMRCP namely, the NSS unit, cultural and sport committee, student affairs committee, Pharmacy Practice, etc., invite the external stakeholders and join hands together in various social service activities. Following is the summary of such extension and outreach activities.

The NSS unit conducted awareness programs, rallies, and Blood donation camps, such as World Cancer Day, National Safety Day, Breast Cancer Screening Program, World Kidney Day, World Water Day, World Tuberculosis Day, World Health Day, World No-Tobacco Day, World Blood Donor Day, International Youth Day, International Yoga Day, World Heart Day, World AIDS Day, etc. The salient one, that was appreciated in the north Bengaluru region was the Covid-vaccination drive for almost 1000 people from Acharya institutes which includes teaching staff, supporting staff, and class-4 employees. The 2-dose drive was initiated by the ABMRCP and it was supported by Ivarakanda Primary Health Center, Hesaraghatta, Bengaluru. The awareness of the eco-friendly environment is spread through the NSS committee which has taken the initiative for planting saplings and greening the campus.

On the other hand, the Department of Pharmacy Practice conducted various events, in spite of the existing pandemic situation. National Vaccination Day and World Kidney Day were conducted regularly. Awareness about the importance of vaccination was created by conducting a Quiz competition, Leaflet preparation competition, Model exhibition competition, and Oral presentation competition that encouraged the students to gain more knowledge about kidney-related diseases. Quiz competitions conducted online on World Health Day, World Malaria Day, and World Hepatitis day, not only created awareness about the importance of the commemoration but also used digital technology in an amicable way. Conducting Yoga for Health on the commemoration of World Heart Day, created awareness about the importance of a Healthy Heart. The Pharmacovigilance awareness week saw the Pharm D students reach out to the public with adverse drug reaction (ADR) reporting forms, encouraging them to report the ADR necessary for documentation and bring safety in the utilization of medication. Blended online and offline sessions, with invited eminent speakers from different facets of the pharmacy profession enlightening the role of pharmacists and outreach programs like Health camps Eye camps, and community awareness programs with the message "Safety use of medication" encouraged the students and faculties of pharmacy to feel proud of the profession and dedication to the society at large as part of Health care system. The activities on stress management, by a resource person from the psychology department of Acharya institutes and a guest talk on "Need for engaging with the community – Need of the hour for the students of ABMRCP" motivating the students of pharmacy to be of service to the society with professionalism and humanitarianism.

File Description	Document
Upload Additional information	View Document

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

Response:

Acharya & BM Reddy College of Pharmacy has received multiple awards and recognitions from various government and non-government organisations for academic excellence, community services, awareness programs on health care, etc.

NSS unit of Acharya & BM Reddy College of Pharmacy in association with IPA Peenya Branch and Rotary Dist. 3190, conducted a diabetic awareness and screening camp on regular basis. In this camp around 3000 people were screened for diabetes.

Acharya & BM Reddy College of Pharmacy received IPA, the Best local branch award for the community services organized as part of blood donation on 22nd December 2018. A certificate of appreciation was received from Lions Club.

In the year 2019, the ABMRCP-IPA Peenya branch received the outstanding local branch award from “The Indian Pharmaceutical Association”.

File Description	Document
Upload Additional information	View Document

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) during the last five years

Response: 50

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

2021-22	2020-21	2019-20	2018-19	2017-18
19	10	5	9	7

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

3.5 Collaboration

<p>3.5.1 Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.</p> <p>Response: 50</p>	
File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution

Response:

The classrooms are well-designed for teaching and learning with a seating capacity of 100 students. A total of 17 classrooms are made available. All classrooms are equipped with glass boards and LCD projectors and are ICT-enabled. The boards are installed in places with proper lighting. Electrically operated drop-down projection screens and LCD projectors are provided in all the lecture halls. Two standby portable LCDs are also available. All classrooms are connected to the campus data network *via* an Ethernet-based local area network (LAN). All the classrooms are WiFi enabled with state-of-the-art infrastructure and facilities. Classrooms are under the constant supervision of CC TV and are provided with adequate lighting and ventilation facilities. The windows are provided with vertical blinds/curtains to control brightness as required. The overall ambiance in classrooms is good and ergonomic seating is arranged for the comfort of students. Four seminar halls are provided on campus.

Regular classes are scheduled for optimal operation of the available physical infrastructure as per the timetable. Sophisticated equipment available in the laboratories (machine room) is used for effective teaching and learning practice. SOP and log book is maintained throughout the academic year under the supervision of the lab instructor.

The institution has a separate seminar hall to conduct seminars/workshops and related activities as and when required. Also, there are a few seminar halls on campus that are used for the same purpose. In addition to the regular activities, all the labs and instruments are used for the PG, Ph.D., collaborative, and consultancy works.

ABMRCP has established an incubation center and signed more than 80 MOU with various pharma and biotech industries, to promote cutting-edge research in emerging areas such as Drug discovery, nanotechnology, pharmacological screening, and herbal drug technology. To support these activities,

Some of the recent initiatives taken are as follows:

1. Modernization and upgradation of instrumentation lab with Drug design software, Zeta sizer, HPLC, Tablet coating pan, UV Spectrophotometer, Fluid bed processor, Bilayered Tablet compression etc.
2. Upgradation of Integrated Drug Discovery Centre with Rota flash evaporator flash chromatography and modern fuming cupboard etc.
3. Upgradation of Learning Management System (LMS) with a subscription to KOHA, Helinet facilities etc
4. Upgradation of IT infrastructure in the institute such as enhancing the internet bandwidth to 500MBPS, WIFI facilities across the campus etc.
5. Language Training: Acharya on campus has set up language training facilities for German, French, and English learning for the benefit of its students and faculty. The center is a recognized Cambridge English preparatory and testing center, it is also a testing facility for IELTS, and

TOEFL examinations.

6. The campus is eco-friendly environment and maintained as a green campus with no vehicle movement. The institution is rich with fauna and flora, and the major plants and trees are labeled with botanical names for the purpose of imparting medicinal knowledge to the students.

File Description	Document
Upload Additional information	View Document

4.1.2 Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)

Response: 5.28

4.1.2.1 Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
6.53	1.93	0.79	45.09	28.09

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

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library

Response:

ABMRCP Library is dwelling on new digital initiatives. The Library & Information Center of ABMRCP caters to the academic interests and research needs of the students, faculties, and Research scholars' community. ABMRCP Institute has a full-fledged Library Resource Center. Well stocked with over 14,501 print books, 100 print periodicals, 511 Theses and dissertations, 850 back volumes, 62 Monographs, 18 online databases, 143 e-journals, 2935 e-books, 4000+ Videos, 70000+ MCQs, 20000 free online journals and more than 887 electronic media like CD's/DVDs & Floppies 20 years RGUHS question papers soft and hard copies, the Centers house Books, periodicals, Theses and dissertations relevant reports, standards, annual reports, magazines, newsletters, e-books, e-journals, etc. An automated set-up with a user-friendly portal providing single-point access to e-resources, the libraries have a rich collection on various subjects like Pharmaceutics and industrial pharmacy, pharmacy practice, Pharmacology,

Pharmaceutical chemistry, Pharmacy practice, Quality assurance, Pharmaceutical analysis, Pharmacognosy, gate exam books like GPAT, GRE, TOEFL etc. More than 1,000 users are taking advantage of ABMRCP Library & Information Center Resources. Libraries are managed professionally and apart from Lending and reference services; offer a good number of e-information services like email, e-articles, e-books list, e-database, etc. to the User community.

Acharya Institutes Central Library: The Learning Resource Centre (LRC) – the Central Library, at the heart of the Campus, provides an ideal environment for intellectual inquiry with its multiple Study Spaces, Research Assistance, and Reading, Learning, and Instructional Resources. The State-of-the-Art ICT facilities were established to provide much-needed services to support excellence in Teaching, Learning, Research, and Extension. The User-focused facilities and services provide seamless access to resources and evaluate Scholarly information to learn and create new Knowledge. The LRC caters to over 15,000 Students pursuing Undergraduate and Postgraduate Courses, Research Scholars, and about 1,000 Faculty and Staff members. The LRC is housed on three floors with a carpet area of 4,289 sqm accommodating various facilities, reading and learning resources, and seating arrangements for about 500 Users at any point in time. Wi-Fi, Internet access, Electrical plug-in facilities, etc., are provided in all Reading areas and Study Carrels. The Virtual Learning Resource Lab and Study Carrels with 100 Apple Computers in a networked environment provide Internet access, Digital Learning Resources, and Online access to major E-Journals and E-Books on Science and Technology, Management, Health Sciences, and Social Sciences available from VTU, HELINET, and N-LIST / e-Shodha Sindhu (UGC-INFLIBNET) Consortia. KOHA, an Integrated Library Management Software package is used for Library operations and resource sharing among the Acharya Institutes' Libraries. ALIBNET, a network of all Libraries of Acharya Institutes has been established using KOHA "Single Instance and Multiple Libraries". Institutional Repository (IR), a digital repository of Acharya Institutes publications provides access/downloading publications, other homogeneous data/reports, and non-traditional reading material. Centrally well-protected Fire alarms, CCTV surveillance, and RFID technology provide much-needed security. Readers can have coffee/Tea from vending machines kept in Coffee Bar. Qualified, experienced and well-trained Library professionals serve the user community with excellence and provide assistance in meeting academic and research information needs.

File Description	Document
Upload Additional information	View Document

4.3 IT Infrastructure

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

Response:

Students and staff are provided with wi-fi net facilities across the campus. Wi-fi Facility is available on the premises of the institute as well as in hostels for internet access for both faculty and students. IT facilities are upgraded from 100 Mbps to 500 Mbps. Acharya ION Wi-Fi facilities were installed for staff, students, and visitors for smooth browsing. The entire Acharya campus, including the residences, is enabled with usage-controlled and monitored high-speed Wi-Fi Internet connection to help the students

access invaluable academic resources in the webspace.

ABMRCP continuously strives to provide state-of-the-art technologies and update its ICT facilities to ensure efficient functioning. Extensive infrastructure has been setups are:

1. IP-based Surveillance System
2. Acharya ION Wi-Fi facilities
3. Design Software

The infrastructure includes:

40 Desktops (All the desktops are provided with the following configurations)

- Product code: HP 285 Pro G2 MT Desktop
- Motherboard: Intel G41 chipset motherboard
- Processor: Core2 Quad-Q8400; 66GHz, 4Mb cache 1333 MHz FSB
- Memory: 4 GB DDR3L
- Hard Drive: 500 GB SATA-II upgradeable to 1 TB
- Graphics Card: Onboard Intel GMA3100 Graphics
- Audio/sound: Integrated 5.1 channel high Definition audio
- LAN: Giga LAN. Expansion Slots: PCI Slots
- I/O ports: 1 parallel & 1 serial port; 4 USB (2.0) version, support for 4 additional USB ports
- Display & Audio port: PS/2 Keyboard/Mouse port, LAN port
- Cabinet/power/supply: Micro ATX cabinet
- Keyboard Mouse: Multimedia Keyboard Optical mouse
- Monitor: 18.5" wide TFT Monitor
- Certifications: UL; Energy Star.
- Optical Drives: DVD Writer

Laptops: 03 numbers (Brand. Lenovo. Model. Display. Size. 13.17-inch. Resolution)

Processor. Processor: Intel Core i5 4th Gen 4210U. Memory. RAM. 4GB. Graphics. graphics processor. Intel Integrated HD Graphics 4400..Storage. Hard disk. 500GB)

Significant investment has been made to upgrade classrooms to e-classrooms with the purchase of the following equipment:

- Sony LCD Projector
- Digital Audio System
- PA system

File Description	Document
Upload Additional information	View Document

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

Response: 13.42

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

Response: 52	
File Description	Document
Upload supporting document	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years (INR in Lakhs) Response: 33.05				
4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)				
2021-22	2020-21	2019-20	2018-19	2017-18
119.78	90.55	74.61	81.24	149.45
File Description	Document			
Upload supporting document	View Document			
Institutional data in the prescribed format	View Document			

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Percentage of students benefited by scholarships and freeships provided by the Government and Non-Government agencies during last five years

Response: 21.16

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

2021-22	2020-21	2019-20	2018-19	2017-18
151	182	122	120	128

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

5.1.2 Capacity building and skills enhancement initiatives taken by the institution include the following

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

Response: A. All of the above

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

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

Response: 49.71

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

2021-22	2020-21	2019-20	2018-19	2017-18
458	99	443	341	311

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

5.1.4 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

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

Response: A. All of the above

File Description	Document
Upload supporting document	View Document

5.2 Student Progression

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

Response: 73.39

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	88	139	106	100

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	145	175	143	127

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

5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 40.26

5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
08	04	13	03	03

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

2021-22	2020-21	2019-20	2018-19	2017-18
15	12	21	15	14

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

5.3 Student Participation and Activities

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

Response: 13

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at

national/international level (award for a team event should be counted as one) year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
03	01	01	04	04

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

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

Response: 10.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
20	05	08	09	10

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

5.4 Alumni Engagement

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

Response:

Alumni Association of Acharya & BM Reddy College of Pharmacy (AAAP), was established in the year 2007, under the Government of Karnataka, Karnataka Society Registration act, 1960 (Karnataka Act 17 of 1960) with the registration number BLU-S209-2007-2008. Under the banner of Alumni Associations of Acharya Pharmacy, we conduct yearly General Body meetings and once in six monthly Executive Council meetings. The EC, Committee is revised every year and the EC members are either elected or nominative based on the criteria.

The principal of Acharya and BM Reddy College of Pharmacy is the president of the society. Every year during general body meetings we award one Alumni as Distinguished Alumni and this Distinguished Alumni Award was initiated in 2012. This award is given to one of the Alumni who has done excellent in their professional career and at the same time, their contributions to society also are considered. Any Alumni can apply for this award by filing nominations along with the proof of documents to the Executive committee of the Alumni Association of Acharya Pharmacy. Finally, EC members in the meeting decide and declare the Distinguished Alumni Award during the general body meeting which is held once a year. Our Alumni also visit regularly our college apart from general body meetings and deliver guest lectures and actively interact with students which helps them to grow professionally. They also guide them in their future endeavors; they also actively contribute to the placement by arranging campus interviews. They help our students to get places by arranging on-campus or off-campus interviews. We have a strong Alumni network and all Alumni help our student's holistic development and growth. Alumni Associations of Acharya Pharmacy have organized career counseling lectures delivered by Alumni which have helped them to build up confidence and choose the right career/Job for them. In this academic year viz June 2019 to May 2020, almost ten Alumni guest lecturers were conducted on various topics like Career counseling, present scenarios in clinical trials,

The environment of Industries and regulatory bodies, career growth through NET and CSIR examinations, opportunities in Entrepreneurship, the working environment of Pharma Industries, and in the present scenario of CRO, the role of clinical pharmacists, and ultimately all these lectures help our present students to prepare for their future because all these lectures were delivered by Distinguished Alumni from various Pharma Industries.

The alumni association of ABMRCP launched the Alumni Mentoring program in the month of September 2021, under this program Alumni are identified from various professional fields, and depending upon the interest of the present student's team the build-up and under one Alumni mentor 4 students are added and the mentor-mentee program is started so the students will be in touch of Alumni mentor in terms Alumni mentor will guide the budding pharmacist. We have also started Alumni a webinar series (monthly) under Alumni from various pharmaceutical fields is been identified and Alumni share their experience with the present students and guide them about the updates in their field.

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance

Response:

The vision of the institution is 'value-based education in all disciplines of pharmacy including hospital and clinical pharmacist, industrial pharmacy, and academic for which it is incessantly working to upgrade the standards of education in terms of facilities, faculty, and student achievement. As a part of this, our institute has conducted many programs like National Pharmacy Week and students are enrolled and participate voluntarily in community-related services. In connection with this, many NSS events are conducted such as blood donation camps, rural development, etc. 'Nurturing aspirations supporting growth' is the Motto of the institution, we thrive to educate and empower people to reach the level of perfection. Our institution is worked together to support the learners by identifying their potential areas, abilities, skills, competencies, proficiencies, and aptitudes and accordingly guiding them to achieve excellence.

Various seminars, webinars, symposiums, workshops, and hands-on training programs are organized to enrich the knowledge and wisdom of the students and faculty members. To inculcate the human value and ethics among the student several outreaches, and extension activities are also regularly conducted. The institute is aimed to prepare graduates who can apply the knowledge they acquired and be instrumental in redefining the standard of education, equipped with confidence, and doing greater good to mankind. Although institutional performance in an area distinctive to the vision and priority of the institution are many such

as world-class education, technical advancements, creating a platform for international exposure, research, and experimentation in pharmaceutical science and technology. Apart from this, various committees have been created to coordinate regular academic activities. Those committees include i. Curriculum Development and design ii. Teaching and learning in collaboration with various universities and industries, iii. Examination and Evaluation iv. Research & Development, and iv. Library Information and Communication Technology and Physical Infrastructure/Instrumentation. Our institute has well-organized Human Resource Management which is effective and the appraisal of the performance of staff members is regularly recorded our institute follows rules & regulations of affiliating universities for admissions. Admissions are done on a merit basis and according to the reservation policy of the state govt. Management seats are filled on considering the merit of the student. Our Institute has collaborated with various pharmaceutical companies, universities, and research laboratories to train the students for advanced research and to excel in the profession.

File Description	Document
Upload Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc

Response:

ABMRCP operates in a well-structured and defined manner to ensure participative decision-making at all levels. B.Pharm, Pharm D, Pharm D (PB), and M.Pharm are the four programs offered by the institute. The administrative leader is the principal, and the institute runs on his orders. The department head is chosen from among qualified senior and experienced academic members. In addition, various committees have been formed to ensure educational and extracurricular activities run smoothly. These committees are consisting of faculty members, support staff members, and students. The Principal is having entire administrative authority over the college. Certain responsibilities were allocated by the principal, and intern to HODs, coordinators, and committee members. The power to run the department has been shouldered to the HOD. The powers to organize academic and co-curricular activities in the institute have been delegated to respective coordinators.

Budget planning and allocation of funds for the particular academic year are approved by the governing council, which includes the institution chairman and key staff members. Academic choices such as the creation of a calendar of events, the expansion of syllabi, and the development of a course plan are made by the Academic Council with input from the principal, head of the department, faculties, and coordinators.

Some of the key elements of administration and governance at ABMRCP and their functionaries are shown below

Administration

1. Biometric attendance has been practiced to record the attendance of faculty and students.
2. The faculty can apply for leaves, and OD through the online ERP portal
3. The punching details (in and out time) of the faculty are recorded online through the ERP portal
4. The Administration communications are through email.
5. The college supervises all the services through the ERP software.

Finance & Accounts

1. The accounts of the institution are maintained through the Tally software and ERP
2. The monthly salary slip can be viewed and downloaded by the faculty.
3. The tuition fee payment and dues of the student are monitored through the ERP portal for any financial assistance or guidance.
4. Communication-related to Finance is dealt with ERP system.

Student Admission and Support

1. Student Admission is carried out through the Students Module of ERP.
2. Every student of the institute is provided with an email account through which academic and administrative work is coordinated.
3. Students and parents are also contacted through email.

4. ERP system has been practiced to record the attendance of students.
5. Mentor-mentee meeting and interaction occurs in the ERP system.

Examination

1. The examination process is handled through email.
2. Examination notifications and exam timetables are circulated through email.
3. The collection of question papers for internal exams is collected through email.
4. Filling out examination forms, obtaining admit cards, and uploading marks are through online.

The academic committee and examination committee together oversees the complete process of examination under the guidance of the examination controller of the institution

File Description	Document
Upload Additional information	View Document

6.2.2 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Upload supporting document	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures and Performance Appraisal System for teaching and non-teaching staff

Response:

The institute has several welfare measures for the well-being of teaching, non-teaching, and administrative staff. The institute is keen on extending the benefits of the “Employees Provident Fund” and Gratuity to all the employees of ABMRCP. The regular employees including teaching, non-teaching and supporting staff are provided with PF benefits right from the day they join the institute, the ESIC Scheme is introduced to benefit the class 4 employees.

The management provides 12 CLs (6+6) and 18 ELs for eligible teachers in a year. Annual vacation is given to faculty during semester breaks. Additionally, On Duty Leaves (ODs) for doing research work, attending seminars, conferences, FDPs and workshops, and university-allotted external examination duties.

It encourages the faculty to participate in various training programs. Other additional benefits include marriage leaves (7 days), maternity leave for woman faculty for 6 months with a salary, and paternity leave for male faculty (10 days) with a salary provided.

The institute supports the faculties with adequate facilities to do research and pursue their Ph.D. The Institute also conducts programs for the skill and professional development of the staff members.

Financial support is extended to the faculty members to attend the conferences, workshops, and symposiums at a national and international level. Also, the institute extends its complete support in patenting the research outcomes and other novel ideas. Registration fees for patenting of novel ideas, discovery, and research of the faculty members are furnished by the institute.

File Description	Document
Upload Additional information	View Document

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

Response: 73.18

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

2021-22	2020-21	2019-20	2018-19	2017-18
41	40	32	36	42

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

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

Response: 61.83

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

2021-22	2020-21	2019-20	2018-19	2017-18
46	35	37	39	39

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

2021-22	2020-21	2019-20	2018-19	2017-18
14	11	11	10	10

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

6.4 Financial Management and Resource Mobilization

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

Response:

ABMRCP is a self-financed private institution affiliated with RGUHS, Karnataka, and recognised by PCI, AICTE, The institute maintains and follows a well-planned strategy for the mobilization of funds and resources for academic, research and other curricular activities. The budget plan is prepared by the head of the institution before the commencement of the academic year and it is presented before the Governing Council (GC) for approval. The accounting and purchase department, in consultation with the principal of the Institute, ensure that expenditures stay within the budget. A sufficient amount of money is allocated for conducting regular teaching-learning practises, and training programmes. The funds are mobilized through the tuition fees paid by the students as per the university and government norms and utilized for the development of infrastructure augmentation, maintenance of academic facilities like the purchase of books for the library, inter-disciplinary activities and overall development of the Institute.

The funds are also mobilized by faculty members of ABMRCP through various research grants from various funding agencies like All India Council for Technical Education(AICTE), India, Science and Engineering Research Board (SERB), Indian Council of Medical Research (ICMR), New Delhi, Department of Science & Technology (DST), and Rajiv Gandhi University of Health Sciences (RGUHS), Karnataka. UG research grants are sanctioned by the RGUHS to the students of ABMRCP with a aim to motivate the students towards reserach. few of Our UG students have received a couple of UG grants and is been used to inculcate the research skills in them. The funds generated through research grants and various industrial projects are utilized for the procurement of chemicals and reagents, purchase of lab equipment, up-gradation of lab facilities, publishing of research papers, and applying for patents. In addition, the funds are generated by industry-related consultancy services, offering consultation services to

higher education institutions, various industries, and start-ups. The funds generated from this are utilized for conducting training programmes, research and development activities. Apart from this, grants from government agencies are also utilized for conducting faculty development programmes(FDP), seminars, conferences and workshops. The entire fund mobilization is monitored by a chartered accountant every financial year to verify and ensure proper and optimum use of it. As part of industry- institute partnership, the Mylan laboratories Bengaluru, and Biocon Bristol Myers squibb Pvt ltd, has voluntarily contributed various pilot scale up machineries used in pharmaceutical operations.

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

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

Response:

The IQAC continuously reviews and takes steps to improve the quality of the teaching-learning process. IQAC is set up with members from various sections and as per the norms. IQAC organizes the meeting periodically and considers the opinions of the members/ stake holders so that skill development, curricular-extracurricular, research, and other activities are effectively conducted. IQAC prepares strict guidelines and circulate them among the faculty members to implement in the institution.

All newly admitted students are oriented about the program and the institute before the commencement of academics activities. Students are made aware of the philosophy, the uniqueness of the Education System, the teaching-learning process, the system of continuous evaluation, compulsory core courses, various co-curricular activities, discipline, and culture of the Institute. All students are also given a guided tour of the campus and the various facilities during orientation.

All students are provided with the Student Diary that provides all details relevant to program. Students have been apprised of the calendar of events, Time-Table, Programme structure, and syllabi of the courses before the semester commences. The Academic Calendar is prepared in advance, vetted by IQAC, displayed, and circulated in the Institute among the students and faculty members. The calendar of events is Strictly followed once after its approval.

Every student is provided with an email account; important announcements are made through the mail, ERP, what's app messages. The attendance and conduct of classes are monitored by the faculties, HODs, and class teachers of various classes. In addition, every student of the institution is allocated a proctor and the proctors ensure that their wards attend the classes regularly and overall grooming of proctee.

The institution collects the student's feedback to assess the teaching-learning process in the institution and also take necessary steps to enhance the teaching-learning process. Feedback from students is also

collected individually by the head of the institution for their respective program. Students are also free to approach the Director of the Institute for feedback and suggestions.

Feedback is properly analyzed and shared with the Director, head of the institution, HODs, and individual faculty members. The teaching-learning processes are reviewed, and improvements are implemented, based on the IQAC recommendations.

File Description	Document
Upload Additional information	View Document

6.5.2 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements
2. Collaborative quality initiatives with other institution(s)/ membership of international networks
3. Participation in NIRF
4. any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA, ISO Certification etc

Response: A. All of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years

Response:

The Women Cell Committee (WCC) of ABMRCP has been constituted with many objectives among which gender equity is one. Acharya Institutes has a zero-tolerance policy towards gender discrimination. Accordingly, such a congenial atmosphere exists in ABMRCP for both faculty and students. The message of “NO GENDER DISCRIMINATION” is conveyed to every batch of students to reinforce the concepts of gender equality.

The WCC is at the forefront of initiatives and activities related to women. The Acharya Management has appointed a lady counsellor for the students, a factor particularly beneficial for the women in the Acharya group. She works from the student cell and is freely accessible throughout working hours.

Some key benefits of counselling female students and teachers include:

1. Listening and acknowledging emotional experiences and providing a sense of ‘being heard.
2. Providing a safe and non-judgmental space to express and manage emotions in a healthy way.
3. Aiding the process of adapting and adjusting to the varying internal and external environments.
4. Improving Intra and interpersonal relationships with family, faculty and peers.
5. Encouragement to accept and appreciate the changed self and boost self-esteem.

The WCC has organized the following events related to gender sensitization in the calendar year 2021, as part of gender sensitization action:

a. Safety and security: The campus is under CCTV surveillance. There are security guards (including female guards) who can be approached immediately in case of untoward incidents. WCC has an Anti-Sexual Harassment Cell to address issues of sexual harassment if any.

b. Counselling: Each female student is assigned to a mentor for any needful interactions. If the mentor for a girl is a male faculty member, the chief proctor (a lady teacher) will take care of it. Also, counselling is available through a lady counsellor.

c. Common Room: Three ladies' washrooms and one ladies' waiting room are made available in ABMRCP.

d. Daycare centre for young children: ABMRCP has dedicated a cabin for young children of employees.

e. Any other relevant information: Posters are displayed on notice boards across the campus to curb sexual harassment. A grievance redressal process is formulated to look into complaints received from the student welfare committee pertaining to any issues that are relevant to be handled by the WCC. The WCC organized events to promote the physical and mental health of females.

File Description	Document
Upload Additional information	View Document

7.1.2 The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Upload supporting document	View Document

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

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

Response: A. All of the above

File Description	Document
Upload supporting document	View Document

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

Response:

The ABMRCP enrolls and admits students from all over the country, the NRI community, and foreign

nationals as well. The staff members and the students together organized various activities and events throughout the academic year. Activities such as Onam celebrations take place at the college level while events like Acharya Habba, ethnic day, and Kannada Rajyotsava conducted as annual mega-events for the entire Acharya group of institutions.

Onam is the biggest festival in Kerala and reflects upon its rich cultural heritage. Keralites celebrate this festival every year on the premises of ABMRCP. The staff members and students, who are from different ethnic groups and regions participated in it and the celebrations became a grand success.

Ethnic Day Celebration: The College organized a celebration of the ethnic day to appreciate the regional culture. Ethnic Day aims at celebrating different cultures and ethnic groups. The day helps reconnect people with traditional and cultural roots and promotes the true essence of age-old customs and traditions that have helped forge different cultures. Students are informed to wear traditional attire on the day of the celebration.

Kannada Rajyotsava is the celebration of the formation of the Karnataka state which happened on 1 November 1956. It is celebrated every year on 1st November and spreads across the whole of the month. The Acharya group of institutions celebrates this annually in the month of November.

Seminars and talks to enlighten the core values of Human Rights, Fundamental Rights, Legal Awareness, and Safety in working place: In order to sensitize the students and employees to the constitutional obligations such as values, rights, duties, and responsibilities in both staff and students of ABMRCP, the institution has taken a measure to organize awareness programs such as seminar/talk from the experts on the topic “Constitution of India” comprising the core values of Human Rights, Fundamental Rights, Legal Awareness, and Safety at working place.

File Description	Document
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7.2 Best Practices

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

Response:

1. PROBLEM BASED LEARNING

a. Objectives of the Practice

Problem Based Learning (PBL) is a student-centered, self-directed teaching method. students learn the course by solving an open-ended problem. It does not focus on getting a defined solution but allows students to develop skills like working independently as well as with a team, oral and written communication skills, managing projects, inculcating leadership skills, and critical thinking skills which are required in the industry and corporate.

b. The Context

The interdisciplinary nature of current challenges and work culture necessitates one to develop adaptability alongside getting discipline-specific knowledge. PBL triggers doubt and confusion activates individual knowledge and further leads to an exploration of resources, peer learning, and group discussions. It is an interactive process of three phases-problem analysis, self-directed learning, and finally, reporting. This approach is tailor-made for any professional degree course and holds good for pharmacy programs.

c. The Practice

Teachers prepare a set of interdisciplinary problems and develop learning outcomes based on which students learn and develop. PBL involves three sessions, brainstorming and identification of student-based learning objectives, discussion with write-ups, sharing materials, and finally, presentation to the whole group and assessment. Students in groups of 6 to 8 identify a Leader and a Scribe and prepare a list in 10 minutes. After the commencement of the session, everyone expresses opinions, writes important points hypothesize, prepares objectives, and shares with teammates. Each member makes a write-up regarding the topic. All write-ups are discussed, summarized and solutions finalized. This session involves extensive discussions and learning of prioritization to find solutions. The leader presents the solution to all. Each student's involvement is evaluated by the facilitator in all the sessions and final assessment results are made available. The sessions need to be time-bound. The roles assigned to the students can be interchanged and thereby allow role-playing chances for all of them.

d. Evidence of Success

PBL is found suitable for the healthcare industry as it focuses on the identification and resolution of problems. Students expressed satisfaction with learning as it made them develop reflective, critical, and collaborative skills along with positive attitudes. Those who participated in PBL have become more active and successful lifelong learners. They expressed that the PBL system enhanced their confidence to face real-time scenarios and team working to address the health issues of patients or crack business negotiations.

e. Problems Encountered and Resources Required

A major challenge is the time required in defining the problem statement and developing and vetting specific learning outcomes. Its implementation needs enough infrastructure. Teachers are required in more numbers. The inclusion of PBL as one of the pedagogies in the curriculum is still in an infantile stage in India.

Conclusion (Notes)

PBL, as pedagogy, promotes active participation and learning in students, fosters self-motivation, enhances students' knowledge base, helps to develop reasoning and problem-solving skills, and finally facilitates students to work as efficient members of a team. It is the need of the hour. Organizing workshops for teachers on the implementation of PBL as pedagogy is essential.

2. ACHARYA ALIVE

a. Objectives of the Practice

Classroom teaching, the core of any educational system, faced existential challenges because of Corona

pandemic. The Acharya Group of Institutions created the necessary IT infrastructure called 'ALIVE' for all its academic programs to enable classroom teaching, online tests, and recording of proceedings in the virtual mode and thereby ensure compliance with the academic calendar. ALIVE is a house-installed deployment that provides classes and tests in virtual mode to even students in remote areas.

b. The Context

The Corona pandemic affected the globe. The central and state governments declared a shutdown of educational institutions for more than a year. A virtual academic system accessible to the vast demography of the student community was needed to uphold academic schedules. The Acharya Group responded through ALIVE LMS (Learning Management System) which provided virtual teaching and online assessment as required by Rajiv Gandhi University of Health Sciences (RGUHS).

c. The Practice

The ALIVE LMS is deployed and managed by Acharya's data center. Acharya & BM Reddy College of Pharmacy (ABMRCP) conducted virtual classes as per timetables. The teachers prepared PPTs as per the RGUHS syllabus, conducted virtual classes, and shared soft copies of study material online with students. ALIVE enables recording online attendance, live interactions, and online tests with camera mode to ensure proper invigilation. Students and teachers can record sessions. The Acharya faculty reviewed ALIVE and concluded it was better than many e-learning services. A key feature is a live audit of classes. ALIVE allows special privileges also. ALIVE works on all operating systems integrate with ERP and allow interactive sessions and tests online with attendance recording. It has defined roles and gives appropriate access and control of the platform from students to the Principal. Students' feedback is enabled after every class.

d. Evidence of Success

ALIVE successfully transitioned traditional teaching to virtual one during Corona pandemic in all academic aspects of teaching, attendance management, sharing of study material, and creation of courses and tests. Students from remote areas without laptops participated through mobile phones. The exam results revealed that the teachers and the students could cope up with the online LMS since ABMRCP secured 50+ ranks across programs during Corona affected academic years.

e. Problems Encountered and Resources Required

The replacement of real classes with virtual LMS to deliver academic activities across virtual platforms to 15,000 students was a major challenge. This mandate was given to a team of experts who developed a multi-level controllable, virtual academic setup with the management of a database regarding attendance, assessments, and transfer of study material. The problem of a surge of users was resolved through a stable server. The mobile application helped students without laptops. Adequate bandwidth for camera mode ensured proper invigilation.

Conclusion (notes)

Acharya ALIVE has proved to be a transformational achievement for ABMRCP to cope with situations like Corona pandemic which disrupts traditional classroom teaching. ALIVE has reached the entire Acharyans during the pandemic and avoided disruptions to the academic ecosystem as well as the future

aspirations of students.

File Description	Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

The excellence of ABMRCP in academic practices is recognized through NIRF ranking and dual accreditations of NBA and NAAC. Acharya & BM Reddy College of Pharmacy is the only pharmacy college amongst the affiliated pharmacy colleges of Rajiv Gandhi University of Health Sciences, to have the unique achievement of NIRF ranking in the top 57 and dual accreditation of NBA and NAAC.

Acharya & BM Reddy College of Pharmacy (ABMRCP) seeded its growth under the JMJ Education Society more than 2 decades ago. ABMRCP was Established in 1992 with the D. Pharm program, is an abode for learning and skilling oneself to reap a career in the profession of pharmacy, and presently offers D. Pharm., B. Pharm., Pharm. D., Pharm. D (Post Baccalaureate), M. Pharm. in 6 specializations, and Ph.D. in 5 specializations. It is one of the best institutes in India and one of the most sought institutions among aspirants for Pharmacy studies. This growth came with approvals and recognition from apex bodies. It is approved by AICTE, PCI, GOK and affiliated with RGUHS, Karnataka.

The college is recognized by UGC under Sec 2(f), and DSIR as a Scientific and Industrial Research Organization. The college is reaccredited by NAAC with an A+ grade in 2017 of 3.26, on a scale of 4, and is considered a mentor institution by NAAC. Both D. Pharm. and B. Pharm. programs received accreditations from NBA in the year 2008 and were reaccredited for the B. Pharm program, with 767 out of 1000 marks in the year 2019, and 2022 as well.

Academically, from 2001 till date, we take pride to state that our students secured 127 ranks (including 20 first ranks and 5 Gold medals) in B. Pharm program, 75 ranks (including 2 first ranks) in the Pharm.D program, and 233 ranks (includes 36 first ranks and 2 Gold medals) of M. Pharm program from RGUHS.

At ABMRCP, we believe that education in its true spirit must unfold the inherent learning by fuelling quests. It must encompass knowledge, skills, and values. Towards this, our institute has replaced stereotype teaching with ICT-enabled teaching and experiential learning. Experienced stalwarts from pharmaceutical companies are our adjunct/visiting faculty and contribute to the learning for teachers too. In addition to this, regular conduct of guest lectures/seminars from diverse areas of the pharmacy profession keeps the students abreast of the current trends in the profession..

An internal quality assurance cell (IQAC) functions to monitor the academic curriculum. The research strength is another axis for the growth of ABMRCP. With excellent infrastructure, the institution has

equipped with state of art infrastructure having all essential instruments and equipment for advanced teaching and learning. The college proves to be an excellent platform for research and industrial collaborations. Grants were received from funding agencies like AICTE, RGUHS, VGST, DST, DBT, SERB, AYUSH, ICMR, and MoES.

Our research activity is evident in publications in various national and international peer-reviewed journals and filed 6 patents. ABMRCP's professional activities are not restricted to students and academics but extend to offering training services to industry personnel wherein hands-on training is offered to recruits of companies like Strides Shasun, Mylan, GSK, Religare, etc. The college is accredited by Life Science Sector Skill Development Council (LSSSDC) as a vocational training partner for FOUR qualification packs viz. Production / Manufacturing Chemist, Quality Assurance Chemist, Quality Control Chemist, and Medical Sales Representatives. The institution is proud to have generated a revenue of Rs 6.52 crores through grants from various funding agencies, consultancies, industry projects, technology transfers, training of industry employees, etc.

The college has an established AICTE-sponsored Industry Institute Partnership Cell, and Entrepreneurship Development Cell and is ranked among the top colleges. ABMRCP has MoUs with 50+ companies and institutes leading to its recognition as the 'Best Industry Linked Pharmacy Institute in India' awarded by AICTE-CII Survey-2016. Institute is closely associated with Karnataka Drugs and Pharmaceutical Manufacturing Association (KDPMA) and Indian Drug Manufacturers Association (IDMA).

The Institute established Institution Innovation Council (IIC) in 2018 and partnered with the Study in India Certificate program which is an initiative by the Ministry of HRD. To facilitate the overall development of students and teachers, ABMRCP is constantly involved in activities under NSS of RGUHS, Pharmacist's Organization for Women Empowerment and Research (POWER) in addition to co-curricular and extra-curricular activities in association with IPA (Peenya Branch).

ABMRCP participates in various extension activities with the aim to contribute positively to the social well-being of the community. The IPA Peenya Branch headquartered at ABMRCP has the distinction of getting recognized as the best local branch consequently for 10 years for community services. The institute has also received Guinness Book Record Certificates of Merit for participation and organization of Blood Donation Camps for the highest number of blood units and also for Diabetic screening and awareness. ABMRCP offers to learn not just for a degree and a job but imparts learning for a progressive career from its practices of discipline, commitment, and care. It facilitates nurturing of talents and the development of new skills to bring out the best in both students and teachers.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Acharya & BM Reddy College of Pharmacy (ABMRCP) is a distinguished institution in the field of Pharmacy education in India. The institution is recognized through accreditation by NAAC, NBA, ARIIA, and NIRF ranking.

ABMRCP is equipped with an excellent infrastructure for advanced teaching and learning. In addition to this, regular conduct of guest lecturers/seminars from diverse areas of the pharmacy profession keeps the students abreast of the current trends in the profession. Research activity at the ABMRCP is supported through research grants from various government and non-government funding agencies. This eminence of education at the ABMRCP is reflected through research publications, university rank, and gold medals every year in all the programs.

ABMRCP has MoUs with 50+ pharma and health care companies, and higher education institutions leading to its recognition as the 'Best Industry Linked Pharmacy Institute in India' awarded by AICTE-CII Survey.

Research activity at the ABMRCP is recognized by "Scientific and Industrial Research Organization (SIRO)" by DSIR, Ministry of Science and Technology, Government of India.

ABMRCP hosts various extension activities involving professional bodies to inculcate social and community responsibility in the students. The institute has received "Guinness Book Record Certificates" of Merit for participation and organization of Blood Donation Camps for the highest number of blood units and also for Diabetic screening and awareness.

Concluding Remarks :

Acharya & BM Reddy College of Pharmacy is an affiliated institute that adheres to the curriculum as directed by RUGHS with a well-planned academic calendar. Institute integrates professional ethics, gender, human values, environment, and sustainability into the curriculum. The practice of participative learning and problem-solving methodologies ensures a practical learning experience for the students. Integrated Library Management System (ILMS), and subscription to e-resources is a distinctive parts of learning resources.

Research and innovations are at par with global standards and are marked with many research publications and patents. The institution has initiatives for the creation and transfer of knowledge to the pharmaceutical industries and start-ups.

Sensitization of students to social issues through various extension activities in the neighborhood community helps for their overall development. Guinness's record for blood donation indicates the vigorousness of community services at the institute.

Various committees are set up In order to execute the academic and extracurricular activity in a professional manner and in line with the vision and mission of the institution. Decentralization of administration is visible through policies, managerial setup, appointment and service rules, procedures,

and deployment of institutional responsibility.