



ANURAG Pharmacy College

(Approved by PCI, New Delhi, Affiliated to JNTUH, Hyderabad)

Ananthagiri (V&M), Kodad, Suryapet (Dist), Telangana. 508206

Mobile: 9553122271. Email: principal.pharmacy@anurag.ac.in

Website: www.anuragpharmacy.ac.in

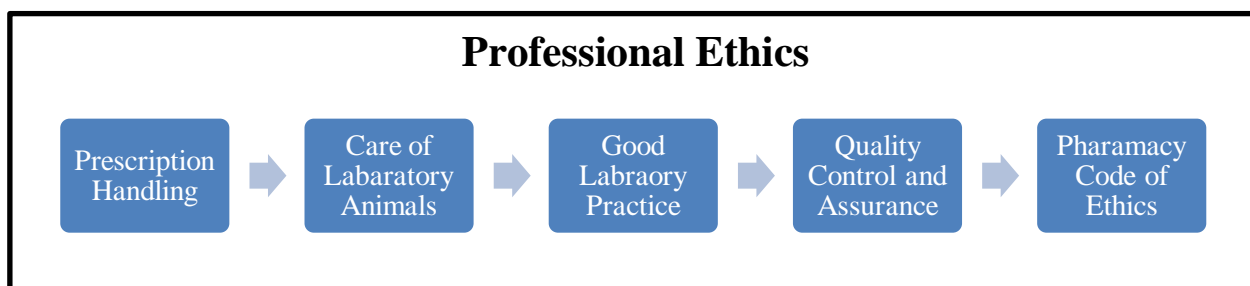
1.3.1. Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum

Response:

By including different cross-cutting themes like professional ethics, gender concerns, human values, the environment, and sustainability, the institution consistently works to expand the curriculum.

Professional Ethics:

To raise understanding of professional, moral, and social commitments, the curriculum includes topics such pharmaceutical jurisprudence, pharmaceutical administration, social, and preventive pharmacy. These courses provide fundamental knowledge of key laws pertaining to the pharmacy profession in India. Additionally, it gives instructions on how to apply the chemist's code of ethics to his line of work.



Additionally, the institute has been holding festivities for pharmacy week and World Pharmacist Day to help employees and students develop their decision-making skills. Additionally, to encourage students and staff to donate blood, the college organises blood donation camps as part of its community service programme. To help students incorporate professional ethics into their daily lives, the College hosts unique talks at the institution.

Gender Issues:

The management places a focus on encouraging students to value equality of gender on campus by implementing a co-educational system. Various gender-related topics are covered in UG and PG courses such Human Anatomy & Physiology, Pathophysiology,



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Community Pharmacy, Pharmacotherapeutics-I, II, and III Clinical Pharmacy, and Hospital Pharmacy. A thorough understanding of the gender-related health issues is provided by the curriculum's units on the male and female reproductive systems, oral contraceptive methods for men and women, prescribing recommendations for pregnant and lactating women, menstrual hygiene, breast cancer, endocrine disorders, sexual disorders, and sports physiology.

According to the guidelines, a women's empowerment cell was established with the intention of promoting women in a variety of endeavours. Menstrual Health & Hygiene Management, Women's Day Celebrations, and other initiatives work to change participants' personalities.

GENDER EQUALITY

Women's Day Celebrations

Women Empowerment

Women's Safety Workshop

Personality Development Workshop

Human Values:

For the development of a holistic perspective based on self-exploration of themselves (human beings), families, societies, and nature/existence, the curriculum contains Universal Human values and ethics. This strengthens self-reflection and fosters the growth of commitment and courage to act. Along with this, it also contains classes on dispensing pharmacy and ethics, pharmaceutical law, medicinal biochemistry, community pharmacy, pathophysiology, pharmacotherapeutics I, II, and III, hospital pharmacy, clinical pharmacy, clinical research, pharmacoepidemiology, and pharmacoconomics.

Human
Values

1. Drug Interactions
2. Analytical Skills
3. Interview Skills
4. Leadership Qualities
5. Eminent Personalities/
Celebrations
6. Knowledge about
Drugs



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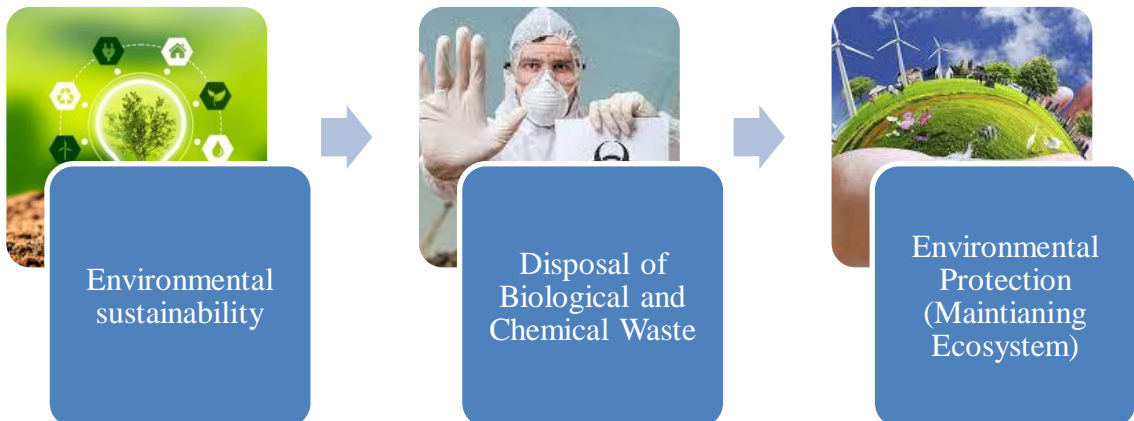
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The laws and administrative practises pertaining to human health are explained by therapeutic drug monitoring. The institution where students are encouraged to participate in health camps organises community service projects to raise awareness of health issues among rural men and women.

Environmental and Sustainability:

Environmental sciences emphasise the value of sustainability and the environment, and they teach students to take responsibility for the resources they use. The campus's lush landscaping is evidence of a healthy eco-system. The college hosts seminars, guest lectures, workshops, and numerous activities in honour of World Water Day, plantation programmes, Swachh-Bharath programmes, NSS special camps, etc. in order to inform and sensitise students about environmental and sustainability issues.

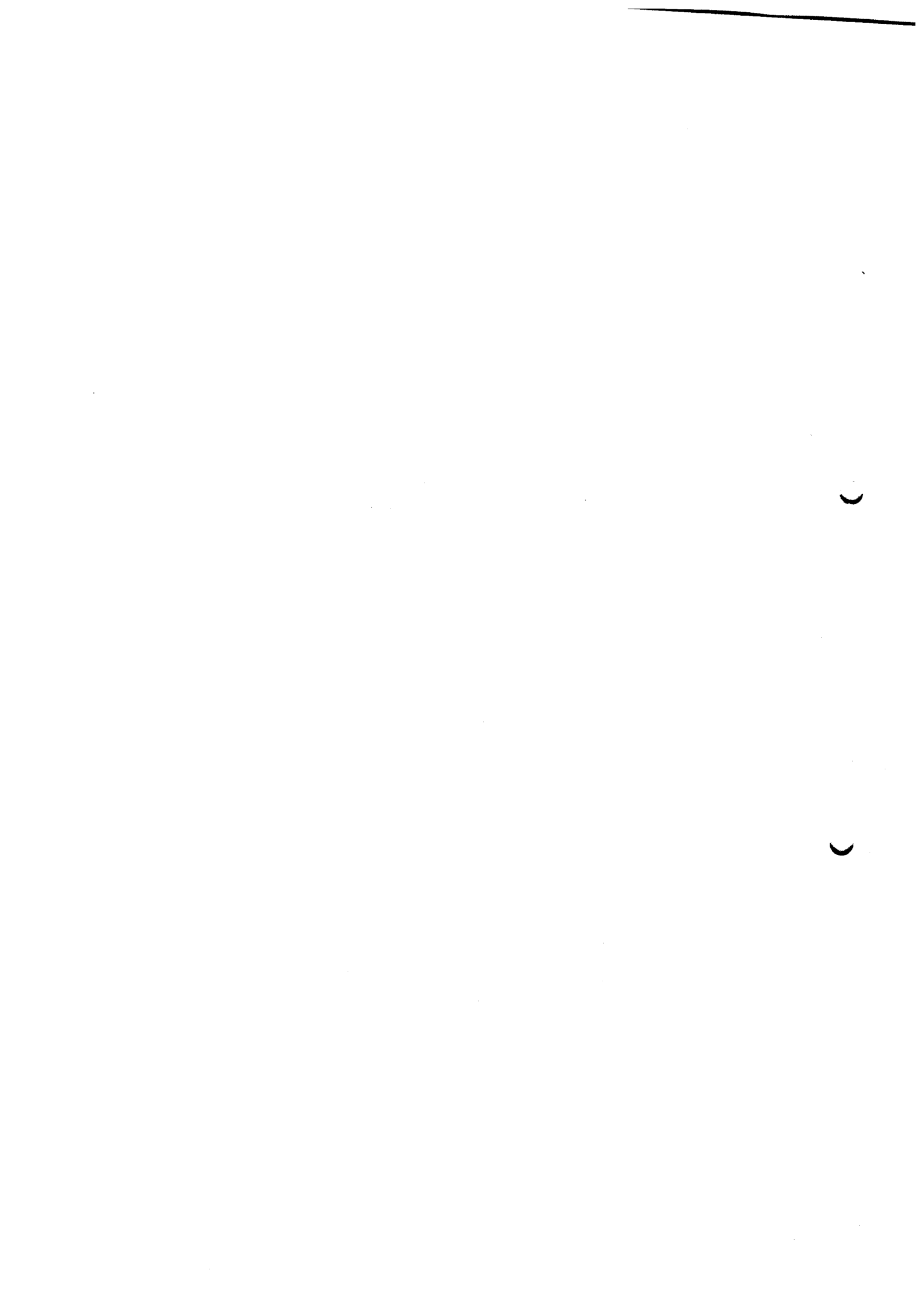




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**Sample Courses Highlighting the integration of Professional Ethics,
Gender,
Human Values, Environment & Sustainability in the Curriculum**



MC400: GENDER SENSITIZATION LAB

B. Pharm. II Year II Sem

L	T	P	C
1	0	0	0

COURSE DESCRIPTION

This course offers an introduction to Gender Studies, an interdisciplinary field that asks critical questions about the meanings of sex and gender in society. The primary goal of this course is to familiarize students with key issues, questions and debates in Gender Studies, both historical and contemporary. It draws on multiple disciplines – such as literature, history, economics, psychology, sociology, philosophy, political science, anthropology and media studies – to examine cultural assumptions about sex, gender, and sexuality.

This course integrates analysis of current events through student presentations, aiming to increase awareness of contemporary and historical experiences of women, and of the multiple ways that sex and gender interact with race, class, caste, nationality and other social identities. This course also seeks to build an understanding and initiate and strengthen programmes combating gender-based violence and discrimination. The course also features several exercises and reflective activities designed to examine the concepts of gender, gender-based violence, sexuality, and rights. It will further explore the impact of gender-based violence on education, health and development.

Objectives of the Course

- To develop students' sensibility with regard to issues of gender in contemporary India.
- To provide a critical perspective on the socialization of men and women.
- To introduce students to information about some key biological aspects of genders.
- To expose the students to debates on the politics and economics of work.
- To help students reflect critically on gender violence.
- To expose students to more egalitarian interactions between men and women.

Learning Outcomes

- Students will have developed a better understanding of important issues related to gender in contemporary India.
- Students will be sensitized to basic dimensions of the biological, sociological, psychological and legal aspects of gender. This will be achieved through discussion of materials derived from research, facts, everyday life, literature and film.
- Students will attain a finer grasp of how gender discrimination works in our society and how to counter it.
- Students will acquire insight into the gendered division of labor and its relation to politics and economics.
- Men and women students and professionals will be better equipped to work and live together as equals.
- Students will develop a sense of appreciation of women in all walks of life.
- Through providing accounts of studies and movements as well as the new laws that provide protection and relief to women, the textbook will empower students to understand and respond to gender violence.

Unit-I: UNDERSTANDING GENDER

Introduction: Definition of Gender-Basic Gender Concepts and Terminology-Exploring Attitudes towards Gender-Construction of Gender-Socialization: Making Women, Making Men
- Preparing for Womanhood. Growing up Male. First lessons in Caste.

Unit – II: GENDER ROLES AND RELATIONS

Two or Many? -Struggles with Discrimination-Gender Roles and Relations-Types of Gender Roles-Gender Roles and Relationships Matrix-Missing Women-Sex Selection and Its Consequences-Declining Sex Ratio. Demographic Consequences-Gender Spectrum: Beyond the Binary

Unit – III: GENDER AND LABOUR

Division and Valuation of Labour-Housework: The Invisible Labor- "My Mother doesn't Work." "Share the Load."-Work: Its Politics and Economics -Fact and Fiction. Unrecognized and Unaccounted work. - Gender Development Issues-Gender, Governance and Sustainable Development-Gender and Human Rights-Gender and Mainstreaming

Unit – IV: GENDER - BASED VIOLENCE

The Concept of Violence- Types of Gender-based Violence-Gender-based Violence from a Human Rights Perspective-Sexual Harassment: Say No!-Sexual Harassment, not Eve-teasing- Coping with Everyday Harassment- Further Reading: "Chupulu".
Domestic Violence: Speaking Out Is Home a Safe Place? -When Women Unite [Film]. Rebuilding Lives. Thinking about Sexual Violence Blaming the Victim-"I Fought for my Life...."

Unit – V: GENDER AND CULTURE

Gender and Film-Gender and Electronic Media-Gender and Advertisement-Gender and Popular Literature- Gender Development Issues-Gender Issues-Gender Sensitive Language-Gender and Popular Literature - Just Relationships: Being Together as Equals
Mary Kom and Onler. Love and Acid just do not Mix. Love Letters. Mothers and Fathers. Rosa Parks-The Brave Heart.

Note: Since it is Interdisciplinary Course, Resource Persons can be drawn from the fields of English Literature or Sociology or Political Science or any other qualified faculty who has expertise in this field from engineering departments.

➤ **Classes will consist of a combination of activities: dialogue-based lectures, discussions, collaborative learning activities, group work and in-class assignments. Apart from the above prescribed book, Teachers can make use of any authentic materials related to the topics given in the syllabus on "Gender".**

❖ **ESSENTIAL READING:** The Textbook, "Towards a World of Equals: A Bilingual Textbook on Gender" written by A. Suneetha, Uma Bhrugubanda, Duggirala Vasanta, Rama Melkote, Vasudha Nagaraj, Asma Rasheed, Gogu Shyamala, Deepa Sreenivas and Susie Tharu published by Telugu Akademi, Telangana Government in 2015.

ASSESSMENT AND GRADING:

- Discussion & Classroom Participation: 20%
- Project/Assignment: 30%
- End Term Exam: 50%

MC600: HUMAN VALUES AND PROFESSIONAL ETHICS*B.Pharm. III Year II Sem.**

L	T	P	C
1	0	0	0

Course Objective: To enable the students to imbibe and internalize the Values and Ethical Behavior in the personal and Professional lives.

Course Outcome: The students will understand the importance of Values and Ethics in their personal lives and professional careers. The students will learn the rights and responsibilities as an employee, team member and a global citizen.

UNIT - I

Introduction to Professional Ethics: Basic Concepts, Governing Ethics, Personal & Professional Ethics, Ethical Dilemmas, Life Skills, Emotional Intelligence, Thoughts of Ethics, Value Education, Dimensions of Ethics, Profession and professionalism, Professional Associations, Professional Risks, Professional Accountabilities, Professional Success, Ethics and Profession.

UNIT – II

Basic Theories: Basic Ethical Principles, Moral Developments, Deontology, Utilitarianism, Virtue Theory, Rights Theory, Casuist Theory, Moral Absolution, Moral Rationalism, Moral Pluralism, Ethical Egoism, Feminist Consequentialism, Moral Issues, Moral Dilemmas, Moral Autonomy.

UNIT – III

Professional ethics in pharmacy: general introduction to code of pharmaceutical ethics, objectives, pharmacists in relation to his job, his trade, to his profession and relation to medicinal professions. Pharmacists' oath.

UNIT – IV

Work Place Rights & Responsibilities, Ethics in changing domains of Research, Engineers and Managers; Organizational Complaint Procedure, difference of Professional Judgment within the Nuclear Regulatory Commission (NRC), the Hanford Nuclear Reservation.
Ethics in changing domains of research - The US government wide definition of research misconduct, research misconduct distinguished from mistakes and errors, recent history of attention to research misconduct, the emerging emphasis on understanding and fostering responsible conduct, responsible authorship, reviewing & editing.

UNIT – V

Global issues in Professional Ethics: Introduction – Current Scenario, Technology Globalization of MNCs, International Trade, World Summits, Issues, Business Ethics and Corporate Governance, Sustainable Development Ecosystem, Energy Concerns, Ozone Deflection, Pollution, Ethics in Manufacturing and Marketing, Media Ethics; War Ethics; Bio Ethics, Intellectual Property Rights.

TEXT BOOKS:

1. Professional Ethics: R. Subramanian, Oxford University Press, 2015.
2. Ethics in Engineering Practice & Research, Caroline Whitbeck, 2e, Cambridge University Press 2015.
3. Indian Culture Values and Professional Ethics by P. S. R. Murty, BS Publications

REFERENCE BOOKS:

1. Engineering Ethics, Concepts Cases: Charles E Harris Jr., Michael S Pritchard, Michael J Rabins, 4e, Cengage learning, 2015.
2. Business Ethics concepts & Cases: Manuel G Velasquez, 6e, PHI, 2008.
3. Forensic Pharmacy by Dr. Kokate
4. Forensic Pharmacy by Bhaskar Chaurasia

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PS405: PHARMACEUTICAL JURISPRUDENCE**B.Pharm. II Year II Sem.**

L	T	P	C
3	1	0	4

Course Objectives: This course is designed to impart basic knowledge on several important legislations related to the profession of pharmacy in India.

Course Outcomes: Upon completion of the course, the student shall be able to understand:

- The Pharmaceutical legislations and their implications in the development and marketing
- Various Indian pharmaceutical Acts and Laws
- The regulatory authorities and agencies governing the manufacture and sale of pharmaceuticals
- The code of ethics during the pharmaceutical practice

10 Hours**UNIT – I****Drugs and Cosmetics Act, 1940 and its rules 1945:**

Objectives, Definitions, Legal definitions of schedules to the act and rules

Import of drugs – Classes of drugs and cosmetics prohibited from import, Import under license or permit. Offences and penalties.

Manufacture of drugs – Prohibition of manufacture and sale of certain drugs,

Conditions for grant of license and conditions of license for manufacture of drugs, Manufacture of drugs for test, examination and analysis, manufacture of new drug, loan license and repacking license.

10 Hours**UNIT – II****Drugs and Cosmetics Act, 1940 and its rules 1945.**

Detailed study of Schedule G, H, M, N, P, T, U, V, X, Y, Part XII B, Sch F & DMR (OA)

Sale of Drugs - Wholesale, Retail sale and Restricted license. Offences and penalties

Labeling & Packing of drugs - General labeling requirements and specimen labels for drugs and cosmetics, List of permitted colors. Offences and penalties.

Administration of the act and rules - Drugs Technical Advisory Board, Central drugs Laboratory, Drugs Consultative Committee, Government drug analysts, Licensing authorities, controlling authorities, Drugs Inspectors

10 Hours**UNIT – III**

Pharmacy Act - 1948: Objectives, Definitions, Pharmacy Council of India; its constitution and functions, Education Regulations, State and Joint state pharmacy councils; its constitution and functions, Registration of Pharmacists, Offences and Penalties

Medicinal and Toilet Preparation Act -1955: Objectives, Definitions, Licensing, Manufacture In bond and Outside bond, Export of alcoholic preparations, Manufacture of Ayurvedic, Homeopathic, Patent & Proprietary Preparations. Offences and Penalties.

Narcotic Drugs and Psychotropic substances Act-1985 and Rules: Objectives, Definitions, Authorities and Officers, Constitution and Functions of narcotic & Psychotropic Consultative Committee, National Fund for Controlling the Drug Abuse, Prohibition, Control and Regulation, opium poppy cultivation and production of poppy straw, manufacture, sale and export of opium, Offences and Penalties

08 Hours**UNIT – IV**

Study of Salient Features of Drugs and magic remedies Act and its rules: Objectives, Definitions, Prohibition of certain advertisements, Classes of Exempted advertisements, Offences and Penalties

Prevention of Cruelty to animals Act-1960: Objectives, Definitions, Institutional Animal Ethics Committee, Breeding and Stocking of Animals, Performance of Experiments, Transfer and acquisition of animals for experiment, Records, Power to suspend or revoke registration, Offences and Penalties

National Pharmaceutical Pricing Authority: Drugs Price Control Order (DPCO)-2013. Objectives, Definitions, Sale prices of bulk drugs, Retail price of formulations, Retail price and ceiling price of scheduled formulations, National List of Essential Medicines (NLEM)

UNIT - V**07 Hours**

Pharmaceutical Legislations – A brief review, Introduction, Study of drugs enquiry committee, Health survey and development committee, Hathi committee and Mudaliar committee

Code of Pharmaceutical ethics - Definition, Pharmacist in relation to his job, trade, medical profession and his profession, Pharmacist's oath

Medical Termination of pregnancy act

Right to information Act

Introduction to Intellectual Property Rights (IPR)

RECOMMENDED BOOKS: (Latest Edition)

1. Forensic Pharmacy by B. Suresh
2. Text book of Forensic Pharmacy by B.M. Mithal
3. Hand book of drug law-by M. L. Mehra
4. A text book of Forensic Pharmacy by N.K. Jain
5. Drugs and Cosmetics Act/Rules by Govt. of India publications.
6. Medicinal and Toilet preparations act 1955 by Govt. of India publications.
7. Narcotic drugs and psychotropic substances act by Govt. of India publications
8. Drugs and Magic Remedies act by Govt. of India publication
9. Bare Acts of the said laws published by Government. Reference books (Theory)
10. Kokate C. K. Textbook of Forensic Pharmacy, 2nd Ed. Pharma Med Press

2.5 COMMUNITY PHARMACY (THEORY)

Theory : 2 Hrs. /Week

1. **Scope:** In the changing scenario of pharmacy practice in India, Community Pharmacists are expected to offer various pharmaceutical care services. In order to meet this demand, students will be learning various skills such as dispensing of drugs, responding to minor ailments by providing suitable safe medication, patient counselling, health screening services for improved patient care in the community set up.
2. **Objectives:** Upon completion of the course, the student shall be able to –
 - a. know pharmaceutical care services;
 - b. know the business and professional practice management skills in community pharmacies;
 - c. do patient counselling & provide health screening services to public in community pharmacy;
 - d. respond to minor ailments and provide appropriate medication;
 - e. show empathy and sympathy to patients; and
 - f. appreciate the concept of Rational drug therapy.

Text Books:

- a. Health Education and Community Pharmacy by N.S.Parmar.
- b. WHO consultative group report.
- c. Drug store & Business management by Mohammed Ali & Jyoti.

Reference books:

- a. Handbook of pharmacy – health care. Edt. Robin J Harman. The Pharmaceutical press.
- b. Comprehensive Pharmacy Review – Edt. Leon Shargel. Lippincott Williams & Wilkins.

Special requirements:

1. Either the college is having model community pharmacy (meeting the schedule N requirement) or sign MoU with at least 4-5 community pharmacies nearby to the college for training the students on dispensing and counselling activities.
2. Special equipments like B.P apparatus, Glucometer, Peak flow meter, and apparatus for cholesterol estimation.

3. Scheme of evaluation (80 Marks)

- | | |
|--|----|
| 1. Synopsis | 10 |
| 2. Major Experiment | 30 |
| (Counselling of patients with specific diseases – emphasis should be given on Counselling introduction, content, process and conclusion) | |
| 3. Minor Experiment(Ability to measure B.P/ CBG / Lung function) | 15 |
| 4. Prescription Analysis (Analyzing the prescriptions for probable drug interaction and ability to tell the management) | 15 |
| 5. Viva – Voce | 10 |

4. Lecture wise programme :

Topics

- 1 **Definition, scope, of community pharmacy**
Roles and responsibilities of Community pharmacist
- 2 **Community Pharmacy Management**
 - a) Selection of site, Space layout, and design
 - b) Staff, Materials- coding, stocking
 - c) Legal requirements
 - d) Maintenance of various registers
 - e) Use of Computers: Business and health care soft wares
- 3 **Prescriptions** – parts of prescription, legality & identification of medication related problems like drug interactions.
- 4 **Inventory control in community pharmacy**
Definition, various methods of Inventory Control
ABC, VED, EOQ, Lead time, safety stock
- 5 **Pharmaceutical care**
Definition and Principles of Pharmaceutical care.
- 6 **Patient counselling**
Definition, outcomes, various stages, barriers, Strategies to overcome barriers
Patient information leaflets- content, design, & layouts, advisory labels
- 7 **Patient medication adherence**
Definition, Factors affecting medication adherence, role of pharmacist in improving the adherence.
- 8 **Health screening services**
Definition, importance, methods for screening
Blood pressure/ blood sugar/ lung function
and Cholesterol testing
- 9 **OTC Medication- Definition, OTC medication list & Counselling**
- 10 **Health Education**
WHO Definition of health, and health promotion, care for children, pregnant & breast feeding women, and geriatric patients.
Commonly occurring Communicable Diseases, causative agents,
Clinical presentations and prevention of communicable diseases – Tuberculosis, Hepatitis, Typhoid, Amoebiasis, Malaria, Leprosy,
Syphilis, Gonorrhoea and AIDS
Balance diet, and treatment & prevention of deficiency disorders
Family planning – role of pharmacist
- 11 **Responding to symptoms of minor ailments**
Relevant pathophysiology, common drug therapy to,
Pain, GI disturbances (Nausea, Vomiting, Dyspepsia, diarrhea, constipation), Pyrexia,
Ophthalmic symptoms, worms infestations.
- 12 **Essential Drugs concept and Rational Drug Therapy**
Role of community pharmacist
- 13 **Code of ethics for community pharmacists**

4.3 CLINICAL PHARMACY (THEORY)

Theory : 3 Hrs. /Week

1. Objectives of the Subject :

Upon completion of the subject student shall be able to (Know, do, appreciate) –

- a. monitor drug therapy of patient through medication chart review and clinical review;
- b. obtain medication history interview and counsel the patients;
- c. identify and resolve drug related problems;
- d. detect, assess and monitor adverse drug reaction;
- e. interpret selected laboratory results (as monitoring parameters in therapeutics) of specific disease states; and
- f. retrieve, analyse, interpret and formulate drug or medicine information.

Text books (Theory)

- a. Practice Standards and Definitions - The Society of Hospital Pharmacists of Australia.
- b. Basic skills in interpreting laboratory data - Scott LT, American Society of Health System Pharmacists Inc.
- c. Biopharmaceutics and Applied Pharmacokinetics - Leon Shargel, Prentice Hall publication.
- d. A text book of Clinical Pharmacy Practice; Essential concepts and skills, Dr.G.Parthasarathi etal, Orient Orient Langram Pvt.Ltd. ISSN8125026

References

- a. Australian drug information -Procedure manual. The Society of Hospital Pharmacists of Australia.
- b. Clinical Pharmacokinetics - Rowland and Tozer, Williams and Wilkins Publication.
- c. Pharmaceutical statistics. Practical and clinical applications. Sanford Bolton, Marcel Dekker, Inc.

2. Detailed syllabus and lecture wise schedule :

Title of the topic

1. Definitions, development and scope of clinical pharmacy
2. Introduction to daily activities of a clinical pharmacist
 - a. Drug therapy monitoring (medication chart review, clinical review, pharmacist interventions)
 - b. Ward round participation
 - c. Adverse drug reaction management
 - d. Drug information and poisons information
 - e. Medication history
 - f. Patient counseling
 - g. Drug utilisation evaluation (DUE) and review (DUR)
 - h. Quality assurance of clinical pharmacy services

3. **Patient data analysis**
The patient's case history, its structure and use in evaluation of drug therapy & Understanding common medical abbreviations and terminologies used in clinical practices.
4. **Clinical laboratory tests used in the evaluation of disease states, and interpretation of test results**
 - a. Haematological, Liver function, Renal function, thyroid function tests
 - b. Tests associated with cardiac disorders
 - c. Fluid and electrolyte balance
 - d. Microbiological culture sensitivity tests
 - e. Pulmonary Function Tests
5. **Drug & Poison information**
 - a. Introduction to drug information resources available
 - b. Systematic approach in answering DI queries
 - c. Critical evaluation of drug information and literature
 - d. Preparation of written and verbal reports
 - e. Establishing a Drug Information Centre
 - f. Poisons information- organization & information resources
6. **Pharmacovigilance**
 - a. Scope, definition and aims of pharmacovigilance
 - b. Adverse drug reactions - Classification, mechanism, predisposing factors, causality assessment [different scales used]
 - c. Reporting, evaluation, monitoring, preventing & management of ADRs
 - d. Role of pharmacist in management of ADR.
7. Communication skills, including patient counselling techniques, medication history interview, presentation of cases.
8. Pharmaceutical care concepts
9. Critical evaluation of biomedical literature
10. Medication errors

4.3 CLINICAL PHARMACY (PRACTICAL)

Practical : 3 Hrs./Week

Students are expected to perform 15 practicals in the following areas covering the topics dealt in theory class.

- a. Answering drug information questions (4 Nos)
- b. Patient medication counselling (4 Nos)
- c. Case studies related to laboratory investigations (4 Nos)
- d. Patient medication history interview (3 Nos)

Assignment:

Students are expected to submit THREE written assignments (1500 – 2000 words) on the topics given to them covering the following areas dealt in theory class.

Drug information, Patient medication history interview, Patient medication counselling, Critical appraisal of recently published articles in the biomedical literature which deals with a drug or therapeutic issue.

Format of the assignment:

1. Minimum & Maximum number of pages.
2. Reference(s) shall be included at the end.
3. Assignment can be a combined presentation at the end of the academic year.
4. It shall be computer draft copy.
5. Name and signature of the student.
6. Time allocated for presentation may be 8+2 Min.



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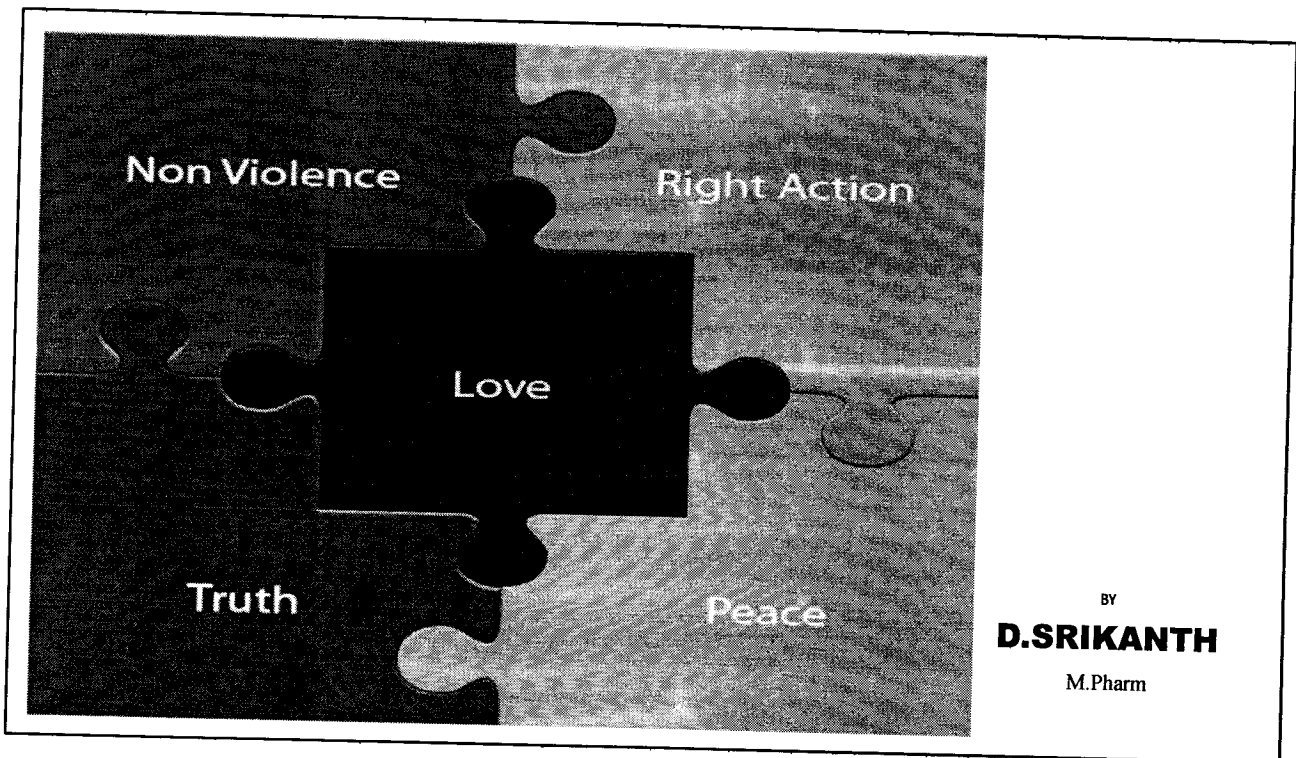
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ABOLITION OF CHILD MARRIAGES

Anurag Pharmacy College has conducted awareness program on abolition of child marriages by creating awareness in the students, the speaker **Sravani Koralla** spoke about importance of women education with main focus on the rural areas.

Strategies Discussed:

1. Empower girls with information , skills and support networks
2. Educate and rally parents and community members
3. Enhance girls access to high quality education
4. Provide economic support and incentives to girls and their families
5. Encourage supportive laws and policies



**When wealth is lost, nothing is lost;
when health is lost, something is
lost; when character is lost, all is
lost.**

-Billy Graham

HOW WE ARE INTERACT WITH OTHER HUMAN BEING.

EXPRESSED BY ACTION

BEHAVIOUR OF A PERSON

HUMAN VALUES

- Human values are the goodness that guides us to take into account the human element when we interact with other human beings.

- for example, RESPECT, CHARACTERIZING, COMMUNICATING, ATTITUDE, RESPONSIBILITY, PUNCTUALITY, ACCEPTANCE, CONSIDERATION, APPRECIATION, LISTENING, OPENNESS, AFFECTION, EMPATHY, HELPFULNESS AND LOVE towards other human beings.

- The five (fundamental) human values :

- | | | |
|-----------------------------|----------------------------|---------------------|
| (1) Right conduct, (dharma) | (2) Peace, (shanti) | (3) Truth, (sathya) |
| (4) Love, (prema) | (5) Non-violence (ahimsa). | |

RIGHT OF CONDUCT/ PERSONAL VALUES

Self-help Skills	Social Skills	Ethical Skills	Other Values Related
<ul style="list-style-type: none"> ➤ Care / self of Possessions, ➤ Diet, ➤ Hygiene, ➤ Modesty, ➤ Posture, ➤ Self Reliance, ➤ Tidy Appearance 	<ul style="list-style-type: none"> ▪ Good Behavior, ▪ Good Manners, ▪ Good Relationships, ▪ Helpfulness, ▪ Good Environment. 	<ul style="list-style-type: none"> ❖ Code Of Conduct, ❖ Courage, ❖ Dependability, ❖ Duty, ❖ Efficiency, ❖ Ingenuity, ❖ Initiative, ❖ Perseverance, ❖ Punctuality, ❖ Resourcefulness, ❖ Respect And ❖ Responsibility 	<ul style="list-style-type: none"> ✓ Social Service, ✓ Social Justice, ✓ Self Study, ✓ Self Confidence, ✓ Self Control, ✓ Self Help, ✓ Self Respect, ✓ Self Support, ✓ Self Discipline, ✓ Purity, ✓ Forward Looking, ✓ Health Awareness.

PEACE related Values

- | | |
|---|--|
| <ul style="list-style-type: none"> ➤ Attention, ➤ Calmness, ➤ Concentration, ➤ Contentment, ➤ Dignity, ➤ Discipline, ➤ Equality, ➤ Faithfulness, ➤ Focus, ➤ Gratitude, ➤ Happiness, ➤ Harmony, ➤ Humility, | <ul style="list-style-type: none"> ➤ Inner Silence, ➤ Optimism, ➤ Patience, ➤ Respect for all religions, ➤ Reflection ➤ Satisfaction, ➤ Self-acceptance, ➤ Self-confidence, ➤ Self control, ➤ Self-discipline, ➤ Self-respect, ➤ Sense, self control, ➤ Thankfulness, ➤ Tolerance, ➤ Universal love and ➤ Understanding. |
|---|--|

TRUTH related Values

- Accuracy,
- Curiosity,
- Creativity,
- Discernment,
- Fairness,
- Fearlessness,
- Honesty,
- Humanism,
- Integrity (unity of thought)
- Intuition,
- Justice,
- Loyalty of duty,
- Leadership,
- Optimism,
- Quality,
- Quest for knowledge,
- Reason,
- Self analysis,
- Sincerity,
- Sprit of enquiry,
- Synthesis trust,
- Truthfulness,
- Determination,
- Universal truth.

LOVE related Values

- Acceptance,
- Affection,
- Care, Co-operation,
- Compassion,
- Consideration,
- Dedication,
- Devotion,
- Empathy,
- Freedom,
- Forbearance,
- Forgiveness,
- Friendship,
- Fellow feeling,
- Generosity,
- Gentleness,
- Honesty
- Humanness,
- Kindness,
- Patience,
- Patriotism,
- Purity,
- Sacrifice,
- Selflessness,
- Service,
- Sharing,
- Sympathy,
- Sincerity,
- Thoughtfulness,
- Tolerance
- Trust,
- Universal love.

Non-Violence related Values

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> › Benevolence, › Compassion, › Concern For Others, › Consideration, › Forbearance, › Forgiveness, › Manners, › Happiness, › Loyalty, › Morality, | <ul style="list-style-type: none"> › Care Of Environment, › Hygienic Living, › Citizenship, › Equality, › Harmlessness, › National Awareness, › Respect For Property, › Respecting Each Other Rights, › Social Justice. | <ul style="list-style-type: none"> › Justice › Co-operation › Respect › Active Citizenship › Sense Of Discrimination Between Good And Bad, › Social: Appreciation Of Other Cultures And Religions, › Kindness To Animals, › Universal Love. |
|---|--|---|

WATCH Your
ACTION for Right to conduct
THOUGHT for PEACE,
WORD for TRUTH,
CHARACTER for LOVE,
HEART for Non- violence.

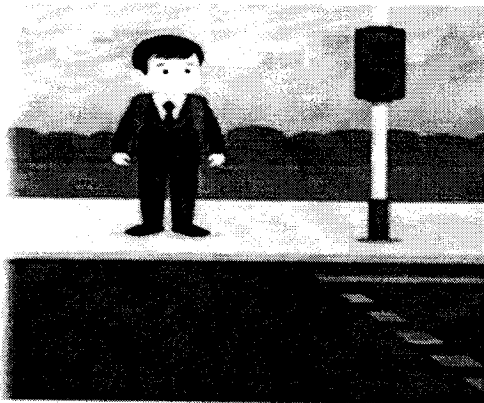
Best Examples- Blessing- Indian Culture



FOLLOW THE TRAFFIC RULES




**DO NOT
CROSS**



**CROSS
WITH CARE**





HUMAN NEEDS (MASLOW'S HIERARCHY OF NEEDS)

By
D.Srikanth

SINCE, VERY EARLY TIMES, PEOPLE HAVE THOUGHT ABOUT THE NEEDS OF LIFE. WE TALK ABOUT PHYSICAL, MENTAL HEALTH. IT IS CLEAR THAT WE ARE LIKE THAT OF ANIMALS, REQUIRES WATER, FOOD, SHELTER, SURVIVE AND REMAIN PHYSICAL HEALTHY. RELATIONSHIP ARE NECESSARY NECESSARY TO REMAIN HAPPY.

About Maslow

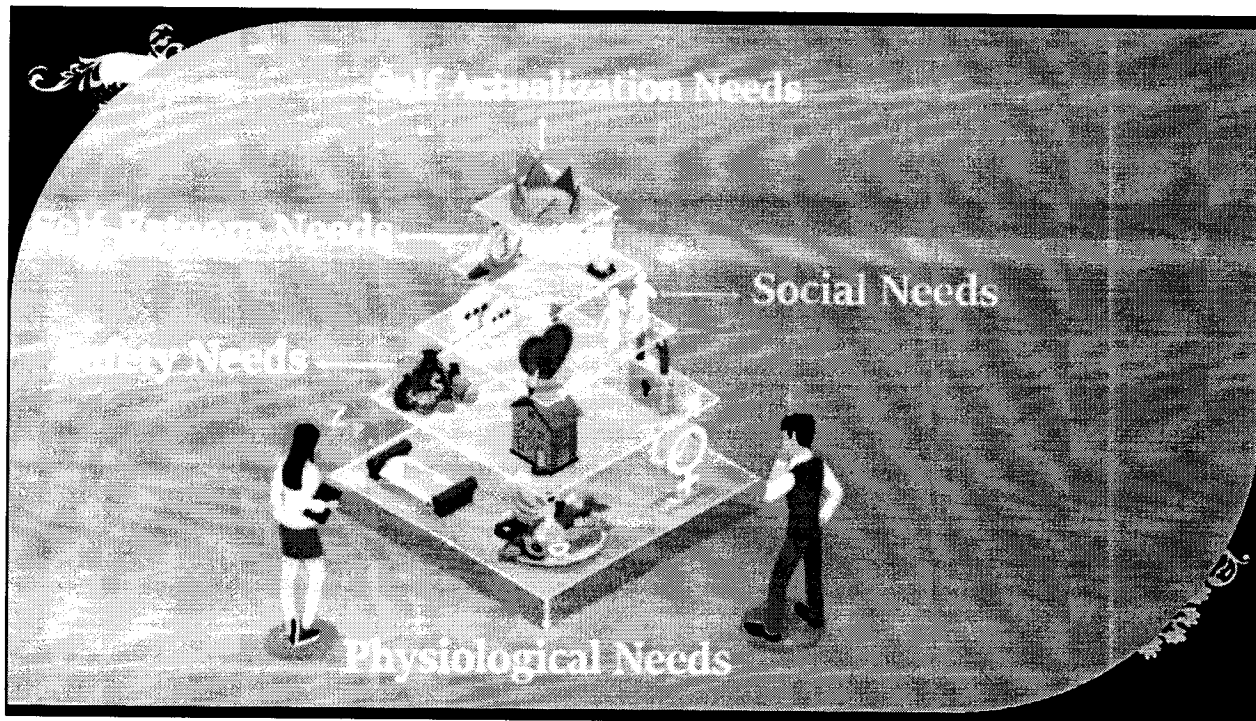


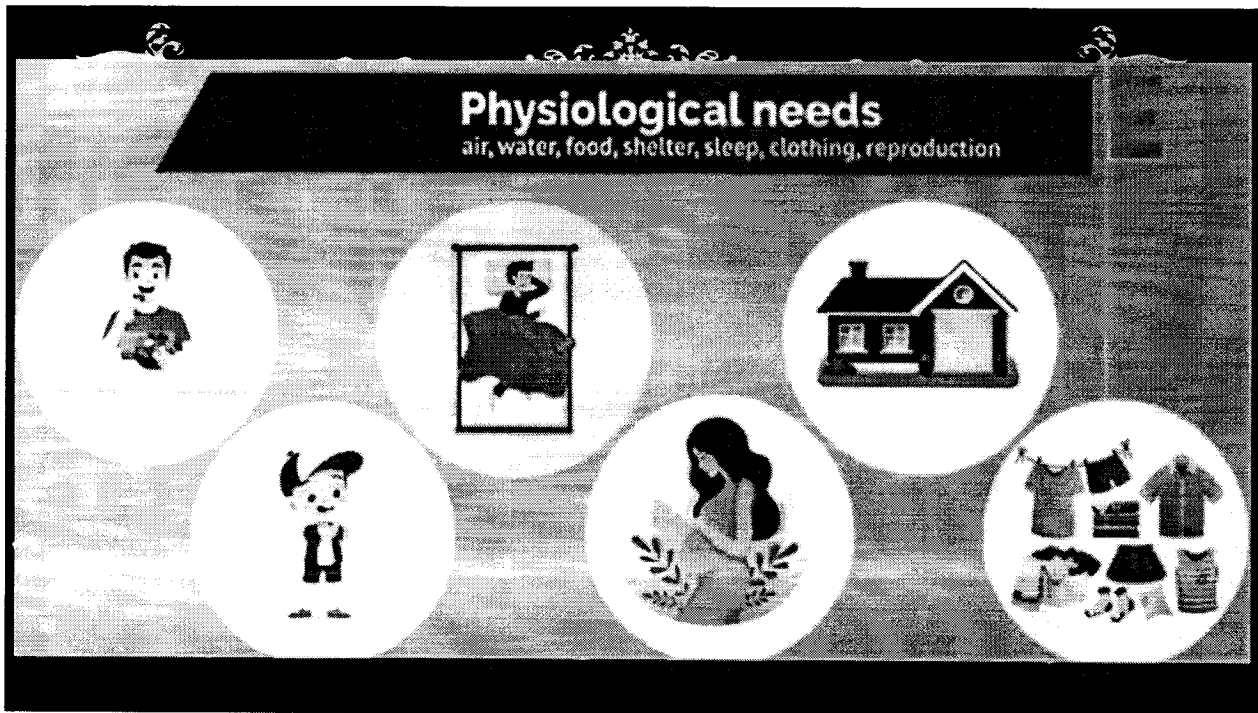
Abraham Harold Maslow

Abraham Maslow was an American psychologist who developed a '*Hierarchy of Needs*' to explain human motivation.

His theory suggested that people have a number of basic needs that must be met before people move up the hierarchy to pursue more social, emotional, and self-actualizing needs.

Maslow first introduced his concept of a Hierarchy of Needs in his 1943 paper "*A Theory of Human Motivation*" and his subsequent book *Motivation and Personality*.





Physiological Needs

Physiological needs are also known as biological needs, these are considered as the most basic needs that are vital to survival.

For Example: *Food, Air for Breathing, Water, Sleep.*

Maslow believed that when these needs are not met, we humans put all other needs on pause.

Educational Implication:

The school should provide lunch and rest breaks to students in order to maintain their health as well as keep them attentive and motivated towards learning.





Security Needs

The security needs arises after the basic needs are satisfied, these needs includes safety and security which are related to the economic and physical security, law and order etc.

For Example: *Shelter, financial security, health care, safe neighbourhood etc.*

Educational Implication:
The schools should be well organised, discipline is consistent, well trained teachers, which will imbibe a sense of security among children and their parents.



Social Needs



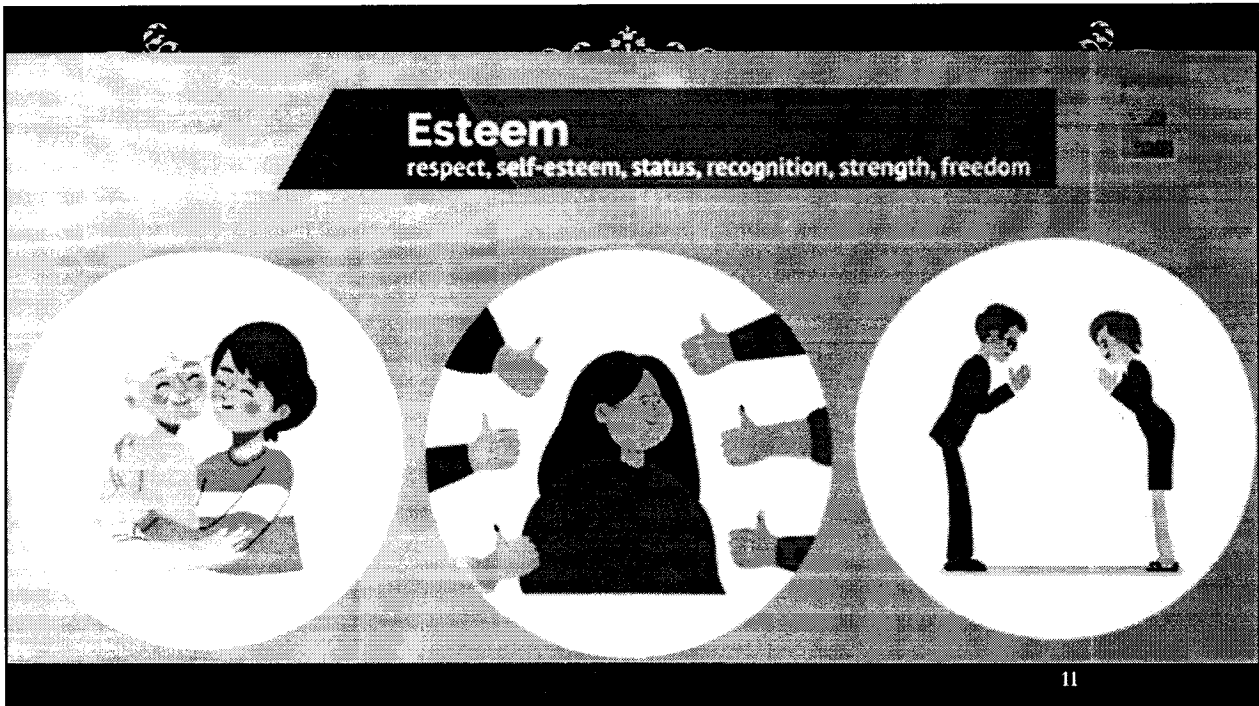
The need of love and belongingness is considered as social needs. At this level, the need for emotional relationships drives human behavior.

For Example: *Friendships, romantic attachments, family, community groups or religious groups.*

In order to avoid problems of stress it is important for people to feel loved and accepted by other people.

Educational Implication:

The learning environment provided to the students must make them feel accepted and respected which helps in building strong motive power for learning and school work.



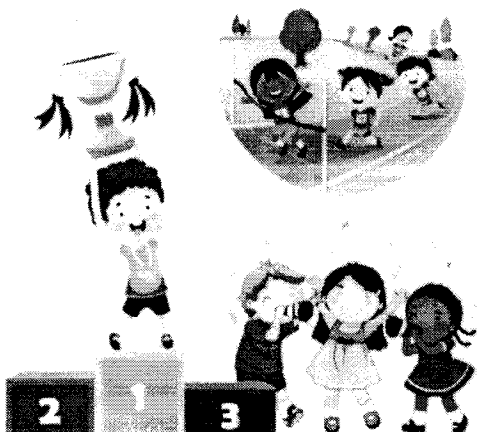
Self - Esteem Needs

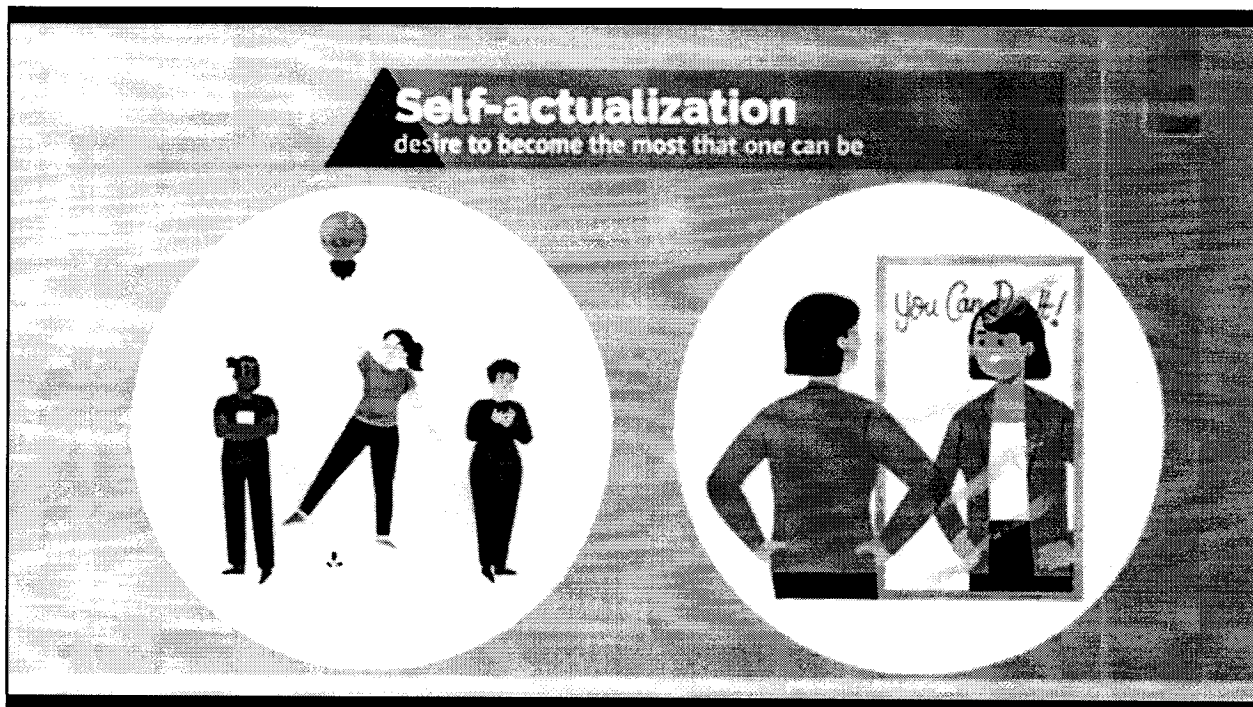
At the fourth level in Maslow's hierarchy when the needs at the bottom three levels have been satisfied, the esteem needs begin to play a more prominent role in motivating behavior. It is the need to feel the sense of self worth.

For Example: Self image, Self confidence, respect, accomplishments, etc.

Educational Implication:

In schools there must be a system of grades, honors, prizes which can provide recognition to large variety of talents activities, like debates, sports, drawing competition, etc..





Self-Actualization Needs




Maslow defined self-actualization as the desire to "become everything that one is capable of becoming." It is the highest need of the system and the most evolved motive, which is hardest to achieve.

For Example: *Focus on personal growth, self aware, highly motivated.*

A sense of mastery or perfection is attained.

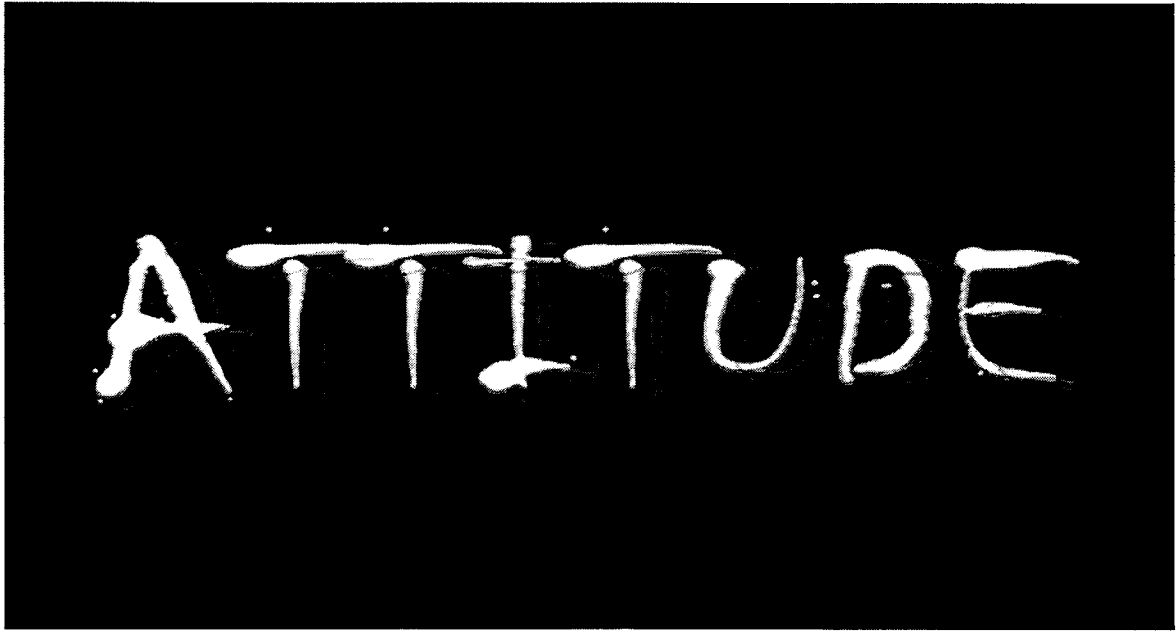
Educational Implication:

The teacher should help the students by supporting and encouraging their performance to bring out the best in them.



You will either step forward into growth or you will step back into safety.

— Abraham Maslow —



ATTITUDE

Attitude

Mentality, mind-set, mindset, outlook. a habitual or characteristic mental attitude that determines how you will interpret and respond to situations.

Tendency to respond positively or negatively toward a certain idea, object, person, or situation

An attitude is “a relatively enduring organization of beliefs, feelings, and behavioural tendencies towards socially significant objects, groups, events or symbols”.

If... A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
 Equals 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26

Then

K N O W L E D G E
 $11 + 14 + 15 + 23 + 12 + 5 + 4 + 7 + 5 = 96\%$

H A R D W O R K
 $8 + 1 + 18 + 4 + 23 + 15 + 18 + 11 = 98\%$

Both are important, but fall just short of 100%

But

A T T I T U D E
 $1 + 20 + 20 + 9 + 20 + 21 + 4 + 5 =$
100%

What are the Components of the Attitude?

Attitude has three components.

Affective (Emotional):

It consists of the feeling which the object, person, issue or events.

For example: I am scared of spiders.

Behavioural (Conative):

Conative in psychology means a mental process involving the will—impulse, desire or resolve.

For example: I will avoid spiders and scream if I see one.

Cognitive:

It means consists of a person's thoughts and beliefs about the attitude object.

For example: I believe spiders are dangerous.

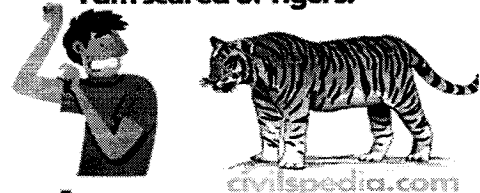
Cognitive

Tiger can eat human beings



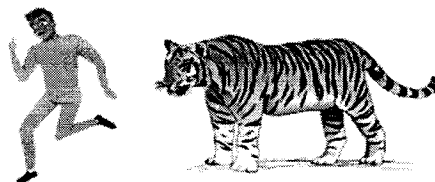
Affective

I am scared of Tigers.



Behavioural

I will scream and run away when I see a tiger



Positive Attitude:

A person who has positive attitudes towards work and co-workers can positively influence those around them.

Example: People with a good attitude are active and productive and do what they can to improve the mood of those around them.

Positive attitude develop steps:

- Develop a open mind**
- Keep smiling**
- Ready to face any challenge**
- Looking for brighter side**
- Determines achievement**
- Failures are steps for learning**
- Always try to do best**
- Development faith in yourself**
- Don't be a jealous**
- Behave ethical even against odds.....**

Negative Attitudes:

A person who displays negative attitudes (such as discontentment, boredom, etc.), will behave accordingly.

Example: People with these types of attitudes towards work may likewise affect those around them and behave in a manner that reduces efficiency and effectiveness.

Negative Attitude Examples List:

Self-Defeating Talk.

Anger and Resentment.

Argumentativeness. ...

Blaming Others. ...

Pessimism. ...

Complaining. ...

Blaming Circumstances. ...

Laziness.

Selfish Attitude:

It will guide an individual's actions in a selfish manner.

Example: Holding one's self-interest as the standard for decision making.

Egoistic Attitude:

It will result in a negative attitude and behaviour.

Students when you practice a steps to develop positive attitude, you will find that,

- 1. You will feel inspired,enthusiasm, motivated**
- 2. You will not look for problem,but focus on situations.**
- 3. You will be happy, bring cheer to other**
- 4. You will be creative, performance in positive.**
- 5. You will believe in yourself, abilities**
- 6. Not give up**
- 7. You will accept success,not Failures**
- 8. You will acquire strength to coun, overcome.**
- 9. You can easily identify, exploit opportunity.**
- 10.Others will look forward to interact with you.**

A bad attitude is like the flat tyre of a car, if you don't change it you will go nowhere.

**Your
attitude
is like a
price tag,
it shows how
valuable
you are.**

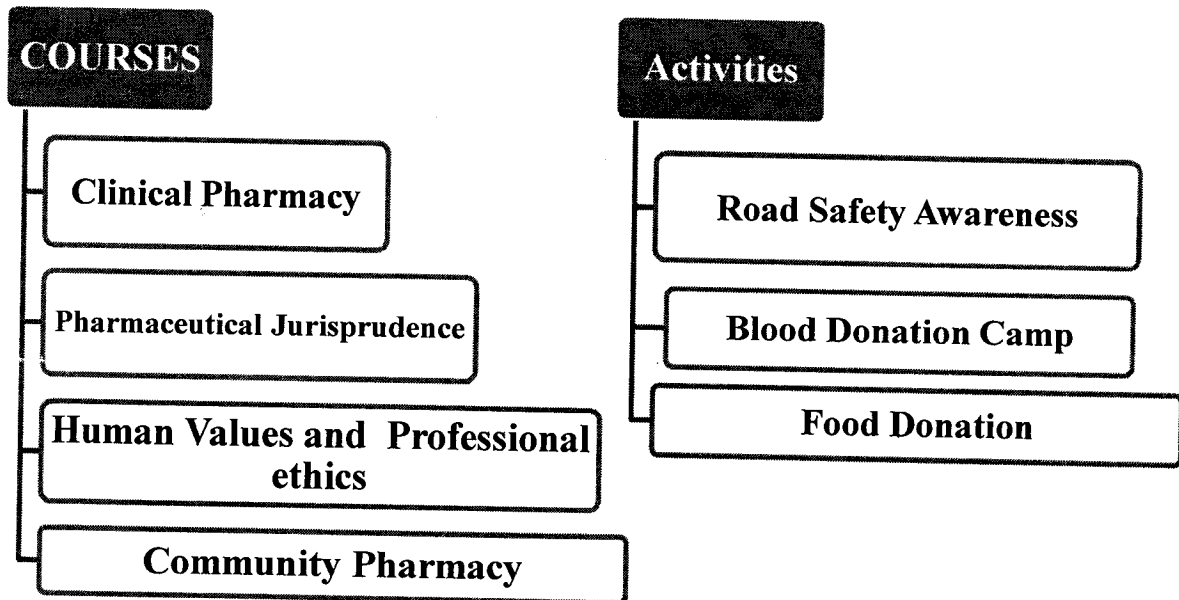
By
D.Srikanth



ANURAG Pharmacy College

(Approved by PCI, New Delhi, Affiliated to JNTUH, Hyderabad)
Ananthagiri (V&M), Kodad, Suryapet (Dist), Telangana. 508206
Mobile: 9553122271. Email: principal.pharmacy@anurag.ac.in
Website: www.anuragpharmacy.ac.in

HUMAN VALUES AND PROFESSIONAL ETHICS

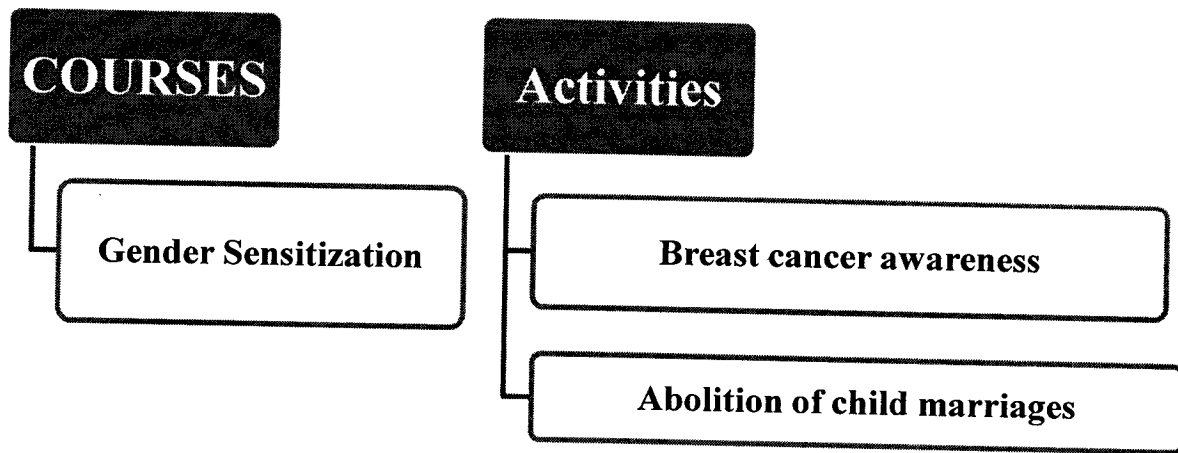




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Ananthagiri (V&M), Kodad, Suryapet (Dist), Telangana. 508206
Mobile: 9553122271. Email: principal.pharmacy@anurag.ac.in
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GENDER EQUITY





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ENVIRONMENT AND SUSTAINABILITY

COURSES

Environmental Sciences

Activities

Swachh Bharat

Swachh Survekshan

Plantation / Haritha haram

Eco Friendly ganesh



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BREAST CANCER AWARENESS

The month of October is observed as Breast Cancer Awareness Month worldwide. The campaign is aimed at educating people about the importance of early screening, detection and treatment of breast cancer

Beginning with a general outlook on all types of cancers, **Eluri Jajili** moved on to talk about the lifestyle changes that are resulting in an increase in breast cancer cases. She highlighted the importance of regular self-inspection and clinical self examination for the early detection of breast cancer as 80% cases are detected at the advanced stage.

The speaker said that breast cancer can be cured if treatment is provided at the right time. She also threw light upon the symptoms of breast cancer and the preventive measures to be taken in order to reduce the risk of this disease