



BHARAT INSTITUTE OF TECHNOLOGY

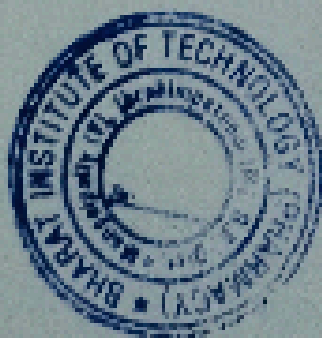
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2.2 Catering to Student Diversity

2.2.1(1) Process to identify advance learners and slow learners:

- The institution recognizes the significance of addressing the diverse needs of students in practical educational settings.
- Educators and administrators work collaboratively to overcome challenges and implement activities that foster inclusivity and engagement.
- A mentor-mentee system has been established to provide personalized support, allowing mentors to continuously assess and guide students throughout their academic journey.
- Students' initial learning abilities are assessed based on their performance in entrance exams.
- Faculty members identify advanced and slower learners through internal assessments, annual exams, and their participation in class and practical sessions.
- Customized strategies are applied to specific subjects, papers, and practical sessions to cater to the unique needs of both advanced and slower learners.



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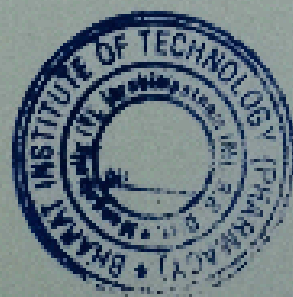
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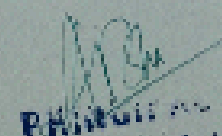
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Various Steps Involved for Advanced Learners:

- Each department organizes activities tailored to its field, helping students explore and grow in their areas of interest.
- Students are provided access to MOOC courses to enhance their knowledge and learning experience.
- Numerous opportunities are created for students to develop their skills through workshops, seminars, and other activities.
- High-achieving students are motivated to aim for top university ranks and achieve excellence.
- Toppers are recognized and celebrated with certificates of appreciation, inspiring them to continue their journey of success.
- Based on their strengths and potential, students are guided and encouraged to appear for competitive exams like IELTS, GATE, GPAT, TOEFL, and more, opening doors to greater opportunities.

Area of Motivation	Description	Emotional Rewards/Impact
MOOCs Facilitated by IIT	Students are encouraged to enroll in online courses for skill enhancement.	Builds confidence and equips students with cutting-edge skills.
Recognition for Toppers	Toppers are awarded medals and certificates.	Students feel valued and motivated to achieve more.
Skill-Building Activities	Students participate in workshops, seminars, and conferences.	Boosts teamwork, creativity, and leadership skills.
Guidance for Competitive Exams	Students are encouraged to attempt exams like IELTS, GATE, and TOEFL.	Opens pathways to higher education and global opportunities.
Motivating for Academic Excellence	Students are inspired to aim for university ranks.	Enhances students' self-esteem and drives them toward success.




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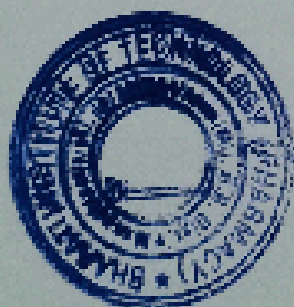
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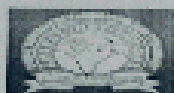
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2.2.1(3) Special activities for advance learners:

Learning Activity	Details
Seminar Sessions	Conducted to provide in-depth knowledge and insights.
Group Discussions	Facilitated to encourage collaborative learning and idea exchange.
Debates	Organized to develop critical thinking and public speaking skills.
Problem-Based Learning Challenges	Engaged to solve real-world problems and enhance practical skills.
Projects	Assigned to apply theoretical knowledge in practical scenarios.




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MOOCs:

MOOCs (Massive Open On line Courses) are free or low-cost online courses available to large numbers of participants, offering flexible learning opportunities across various subjects. They are designed to provide accessible education from universities and institutions globally.

STUDENT LIST OF MOOCs

S. No	Name of the Student	Registered No.	Year
1.	ALUMACHETTI NEHA	211710001	3rd
2.	BANAVATH PALLAV	211710002	3rd
3.	BANDARU DIXITHA	211710003	3rd
4.	BANDARI PARSHURAM	211710004	3rd
5.	BANDARI POORNIMA	211710005	3rd
6.	BANOTH SRIDHAR	211710006	3rd
7.	BATTULA SAI KUMAR	211710007	3rd
8.	BEGARI RAKESH KUMAR	211710008	3rd
9.	BELLAMKONDA SREEJA	211710009	3rd
10.	BHUKYA INDHU	211710010	3rd
11.	BOKKENA SAIRIHA	211710011	3rd
12.	BOREDDY PRASANNA	211710012	3rd
14.	BUSAGARI NIKHIL KUMAR	211710014	3rd
15.	CHERUKU VISHW TEJ GOUD	211710015	3rd
16.	CHINTHA SINDHUJA	211710016	3rd
17.	D MCUNIKA	211710017	3rd
18.	DAGGULA LOKESH REDDY	211710018	3rd
19.	DOMALA SPANDEANA	211710019	3rd
20.	DUDIPALA GAYATHRI	211710020	3rd
21.	EDIGI SEASHIDHAR	211710021	3rd
22.	GADDAM SATVIK	211710022	3rd
23.	GANGULA MAHIMA	211710023	3rd



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24.	GUBBA LAXMI	211710024	3rd
25.	GUGULOTHU VEERU	211710025	3rd
26.	GUJJARI SAGARIKA LAXMI	211710026	3rd
27.	GULLAPALLI SATIWIK	211710027	3rd
28.	GUNDLA SAI KRISHNA	211710028	3rd
29.	HANUMANTH KUMAR	211710029	3rd
30.	J RAMESH	211710030	3rd
31.	JALLOLU KALPANA	21171R0031	3rd
32.	JATOTHU AKHILA	211710032	3rd
33.	K KUMAR	21171R0033	3rd
34.	K RUGVEDI RAO	211710034	3rd
35.	KANCHI RAMYA SREE	211710035	3rd
36.	KANDUKANTI DEEPIKA	211710036	3rd
37.	KANUGULA YASHASWINI	211710037	3rd
38.	KASARAVENI SHEETHAL	211710038	3rd
39.	KASARAVENI SHEETHAL	211710038	3rd
40.	KONDUTI SANDHYA RANI	211710039	3rd
41.	KOTLA ASHWINI	211710040	3rd
42.	KUMMARI NITHYASRI	211710041	3rd
43.	KUSUMBA SHIVAJI	211710042	3rd
44.	KYATHAM AKHIL REDDY	211710044	3rd
45.	MADASI RAJKUMAR	211710045	3rd
46.	MANCHUKONDA NANDINI	21171R0046	3rd
47.	MEDARI DARATHI RECHAL	211710047	3rd
48.	MEKALA SWETHA	211710048	3rd
49.	MODUGUMUDI MAHESH CHANDRA	21171R0049	3rd
50.	MOFD JAVEED	211710050	3rd
51.	MUDIGONDA AKHILA	211710051	3rd



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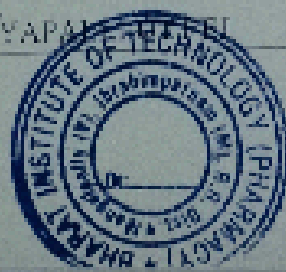


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52.	NAGAPUR LAKSHYA VARHSA	211710052	3rd
53.	NAKIREKANTI PAVANI	21171R0053	2nd
54.	NOMULA KESUMA	211710054	3rd
55.	PADIGELA SRUJAN	211710055	2nd
56.	PALLEY SUNNY SAKETH	211710056	3rd
57.	PATEIREDDY NKITHA	21171R0057	3rd
58.	PERKA SHARATECHANDRA PRASAD	211710058	3rd
59.	PERUMANDLA SURYA VAMSHI	21171R0059	3rd
60.	RACHAKONDA ANITHA	211710060	3rd
61.	RACHUR BHANU PRAKASH	211710061	3rd
62.	RAMAVATH RUTHU PRABHA	211710062	3rd
63.	RUDRARAPU MANVITHA	211710063	3rd
64.	SAMREEN BEGUM	211710064	2nd
65.	SEGGU SAI	21171R0065	3rd
66.	SHAIK TABREZ ALI	211710066	3rd
67.	SUNKARI ABHINAYA	211710067	3rd
68.	SURNAR ASHA	211710068	3rd
69.	SYED NADEEM	21171R0069	3rd
70.	THAKUR ROHITH	211710070	3rd
71.	THATISAI MALIK	211710071	2nd
72.	VADLA POONITHA	211710072	3rd
73.	VARANASI WVEENA	21171R0073	3rd
74.	VITTA GANGOTHRU	211710074	3rd
75.	YADLAPALLY NAVYA	211710075	3rd
76.	ARROJU RETHIKA	211710076	2nd
77.	SHILPA LAXMAN AKKARAJ	211710077	3rd
78.	B SOWMYA GOLD	211710078	3rd
79.	BOYAPATI	211710079	3rd



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80.	BOMMALADEVI VIJAY KUMAR	211710080	2nd
81.	ASARAPALLY BHAVANA SANDHYA	211710081	3rd
82.	CHEEKOTI LAKSHMAN	211710082	2nd
83.	DUSARI BHANU PREETHI	211710083	3rd
84.	EDDIHANMAGOOD	211710084	3rd
85.	GADDAM NEGHANA	211710085	3rd
86.	GORUPALLY NIRMAL REDDY	211710086	3rd
87.	GOURLA SRIKANTH	211710087	3rd
88.	GOVINDU BSEWAR	211710088	3rd
89.	KARUKONDA NAVYA	211710089	2nd
90.	KATIPALLY KIKITHA	211710090	3rd
91.	GIRI LAKSHMI PRASANNA	211710091	3rd
92.	MALEDDY ANUSHA REDDY	211710092	3rd
93.	MANGALAGIRI KARTIK SAI	211710093	3rd
94.	MOHD MUHTABAUDIN AHMED	211710094	3rd
95.	MARTHALA MYTHIL	211710095	2nd
96.	MUDAVATH SRIRAM	211710096	3rd
97.	MADHURA JABHEN	211710097	3rd
98.	MANDA PRANATHI	211710098	3rd
99.	NABEELA MUBEEN	211710099	3rd
100.	SUMANTH PINUGUPATI	211710090	3rd



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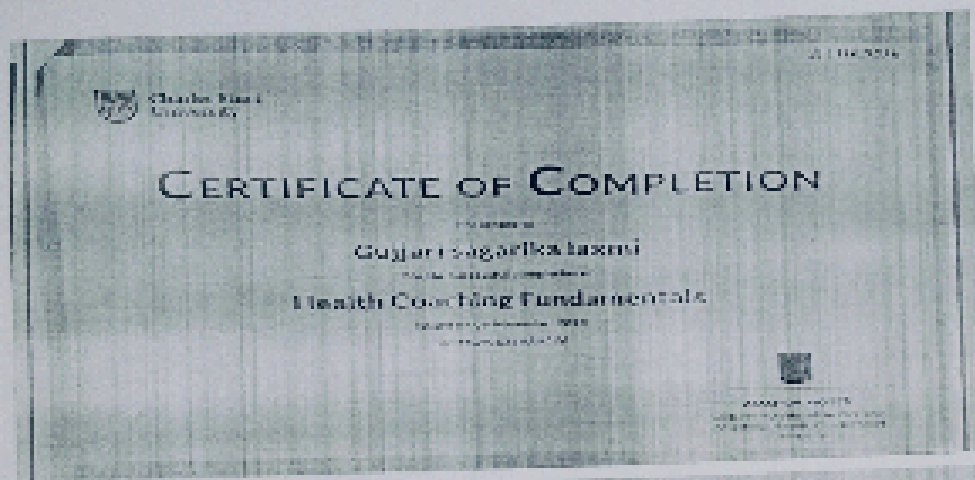
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Seminar:



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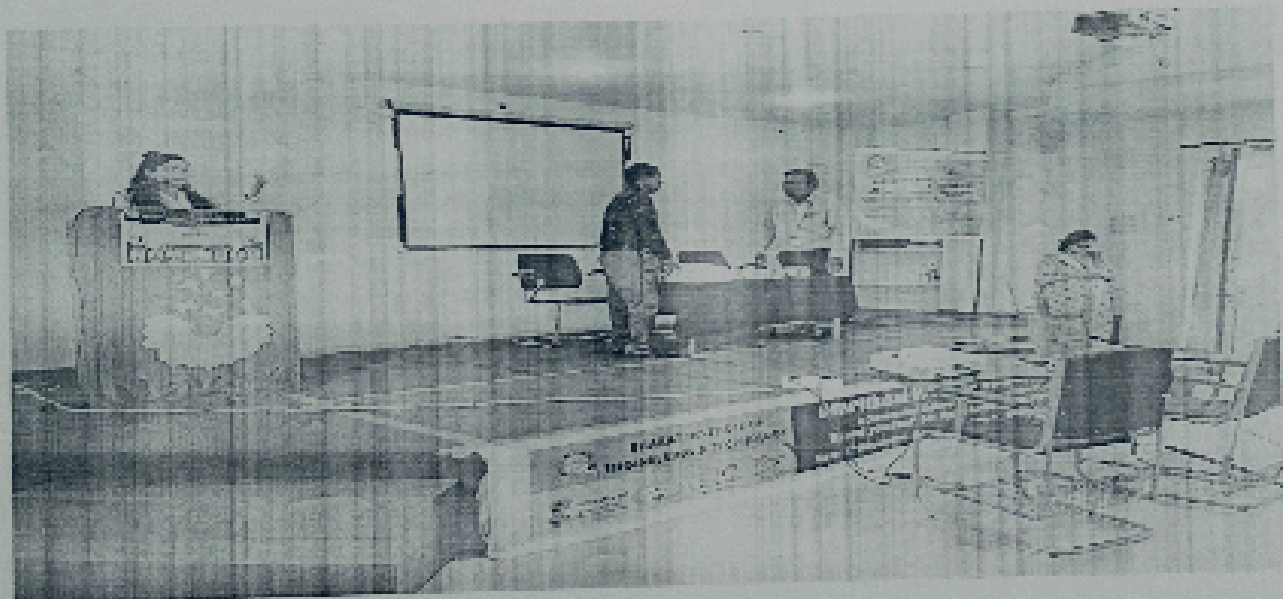
One Day Seminar on

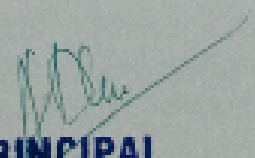
"Entrepreneurship, Design Thinking and Innovation"

In Association with Osmania Technology
Business Incubator (OTBI)

Date : 24-02-2023

Venu : Seminar Hall, BIT
Organized by Management and Staff




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Add-On Activities:

Pharmacovigilance:



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Virtual Internship Program:



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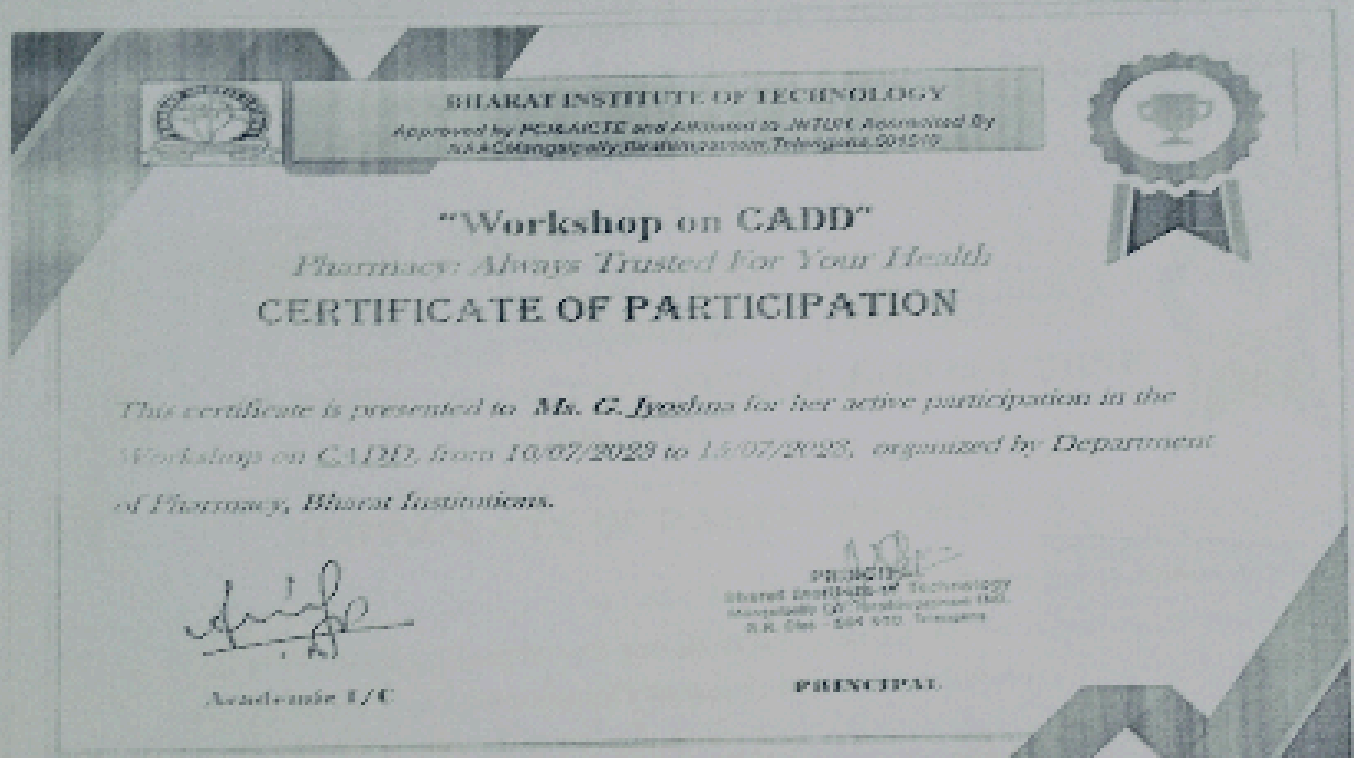


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Workshop on CADD:



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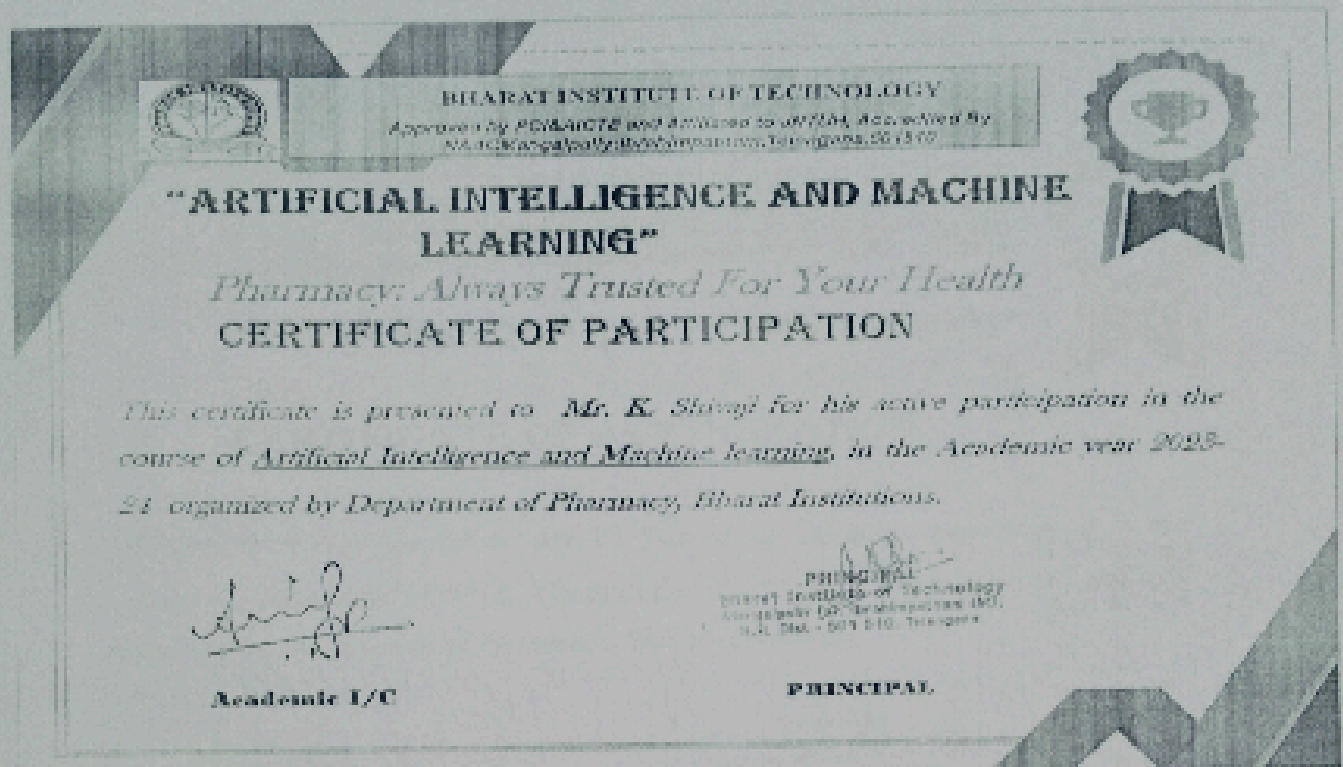


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Artificial Intelligence and machine Learning:



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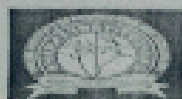
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Excel and Python Programming:



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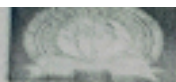
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Medical Coding And Billing:



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Group Discussion:

A group discussion is a structured exchange of ideas among participants on a specific topic to share diverse perspectives to enhance collaborative learning. It helps develop critical thinking, teamwork, and verbal articulation skills.



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Debate:

A debate is a formal discussion where participants present opposing arguments on a specific topic, aiming to persuade the audience or judges. It emphasizes critical thinking, structured reasoning, and effective communication.



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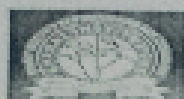
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Projects:



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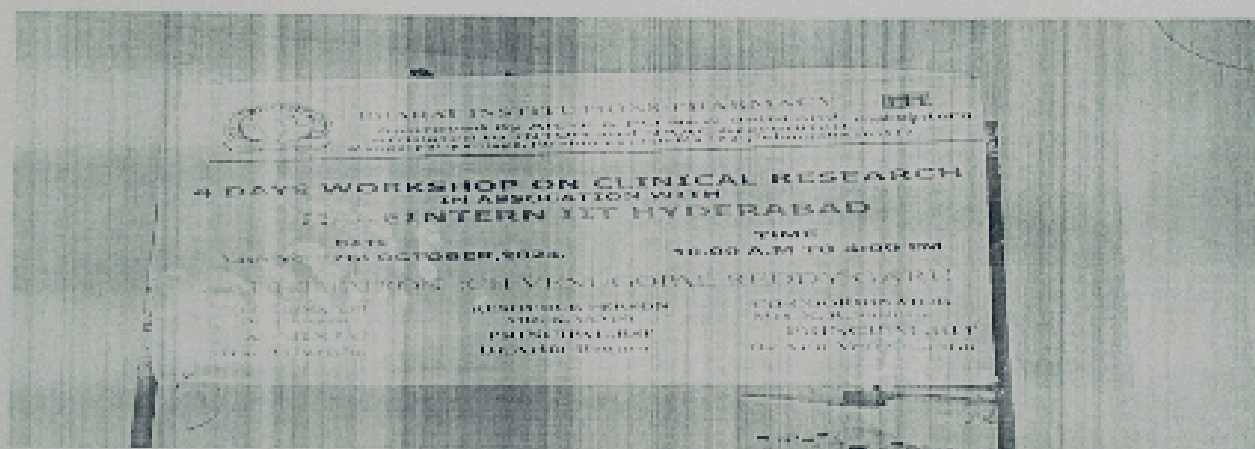


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Workshop:



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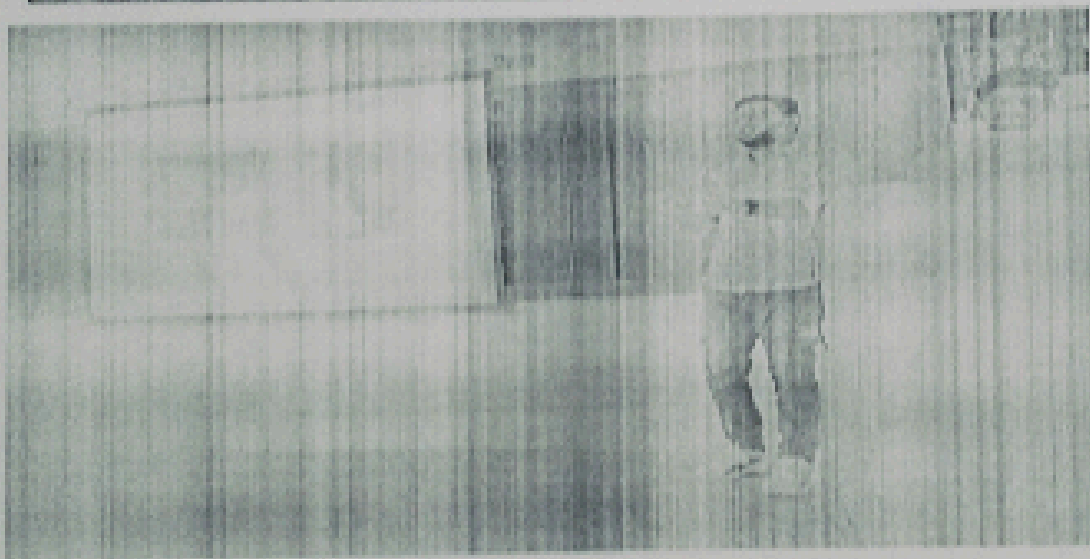
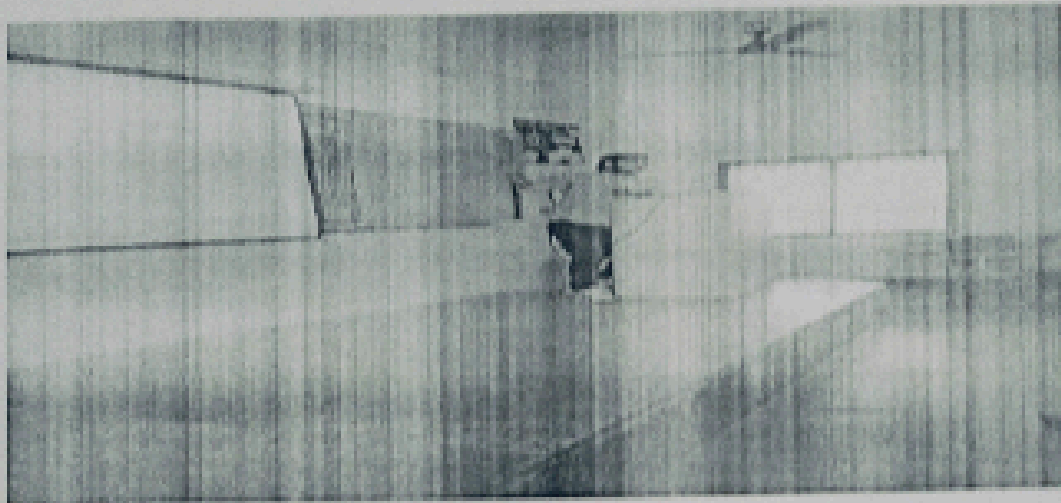


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Technology Based and Multidisciplinary Approach Teaching Adhering to NEP-2020:



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Personalized Learning Through AI Tools (ChatGPT):

ChatGPT

- Explain the drugs used in CHF (Congestive Heart Failure). Emphasize on their Pharmacokinetics and Pharmacodynamics Parameters.

📌 Drugs Used In CHF (Congestive Heart Failure)

Congestive Heart Failure (CHF) treatment involves medications aimed at reducing symptoms, slowing disease progression, and improving quality of life. Here's an overview of key drug classes with an emphasis on pharmacokinetics and pharmacodynamics:

1. ACE Inhibitors (e.g., Enalapril, Lisinopril, Ramipril)

Message ChatGPT



ChatGPT

Pharmacodynamics:

- Inhibits angiotensin-converting enzyme (ACE), reducing the production of angiotensin II.
- Leads to vasodilation, decreased afterload and preload, and reduced cardiac remodeling.
- Increases bradykinin levels, further promoting vasodilation.

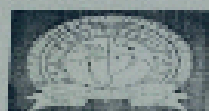
Pharmacokinetics:

- Enalapril:
 - Bioavailability: ~60%
 - Onset: ~1 hour; Peak effect: 4-6 hours
 - Half-life: 11 hours (active metabolite: Enalaprilat)
 - Excretion: Primarily renal

Message ChatGPT



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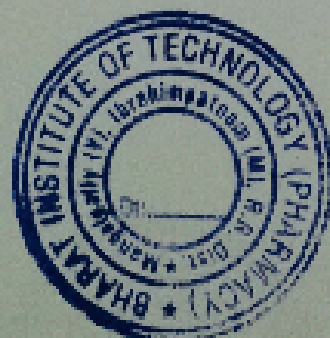
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ChatGPT

Summary Table of Key Pharmacokinetic Parameters

Drug Class	Half-life	Bioavailability (%)	Onset Time	Excretion
ACE Inhibitors	5-12 hours	25-60	1-6 hours	Renal
ARBs	6-9 hours	25-33	1-2 hours	Renal and Fecal
Beta-Blockers	7-12 hours	25-90	1-4 hours	Hepatic and Renal
Diuretics	2-16 hours	50-74	5 min-2 days	Renal
Digitalis Glycosides	36-48 hours	70-80	2-6 hours	Renal
SGLT2 Inhibitors	12-18 hours	~78	1-4 hours	Renal and Fecal
Vasodilators	1-7 hours	25-50 ↓	15-30 min	Hepatic



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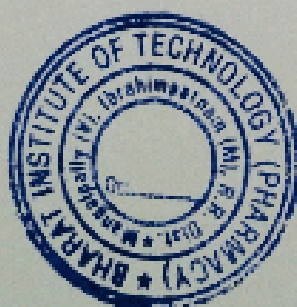


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Graduation:



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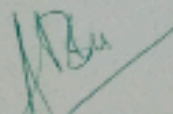
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Outcome Activities for slow learners:

Motivation Area	Details
Needs and Requirements Analysis	Students' needs and requirements are assessed through interactions.
Continuous Counseling	Ongoing counseling is provided to support slow learners.
Parental Updates	Regular updates are given to parents through mentoring.
Regular Mock Tests	Frequent mock tests are conducted to aid in exam preparation.




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R.R. Dist - 501 510, Telangana.

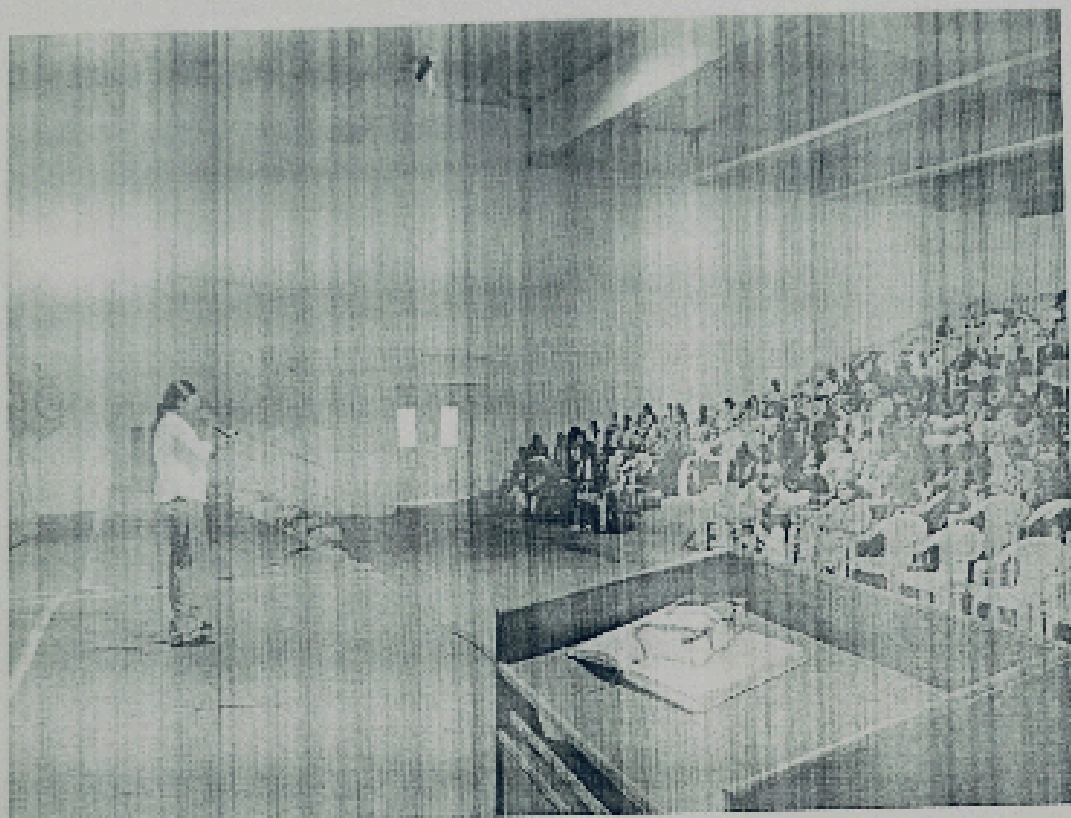


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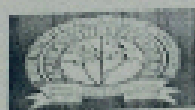
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Needs and Requirements Analysis:



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Bridge class/ Remedial Coaching:

A remedial class is an educational initiative aimed at aiding students encountering difficulties in particular subjects, offering tailored instruction to enhance their comprehension and proficiency.

Day	9.30am-10.20am	10.20am-11.10am	11.10am-12.00pm	12.00-12.50pm	12.50pm-1.40pm	1.40pm-2.30pm	2.30pm-3.20pm	3.20pm-4.00pm
Mon	POC	PATHO	BIO	L	HAP	POC-I Batch CA-II Batch		
Tue	HAP	BIO	POC	U	Biochemistry Remedial	CA-I Batch HAP-II Batch		
Wed	BIO	PATHO	POC	N	CA	HAP-I Batch BIO-II Batch		
Thur	POC	CA	HAP	C	Biochemistry Remedial	BIO-I Batch Club activity Batch II		
Fri	BIO	LIBRARY	CA	H	PATHO	Club activities Batch I-Twyla POC-II Batch		
Sat	HAP	CA	Remedial Classes		PATHO	EVS		



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Mentor-Mentee Sessions:

Oh Tricolour! You are not just a flag
You are our Nation's tag.

Oh Tricolour! You are not just woven in Air,
You wave in our hearts to be fair.

Oh Tricolour! You are not just remembered on occasions,
You are remembered for ever with all passion.

Oh Tricolour! You are our pride, You are our pride,
You are respected nation wide.

Oh Tricolour! You bring glory to the Nation,
And you are our Inspiration.

Oh Tricolour! Let me salute you with Anthem's tune,
till it reach far to the moon.

Oh Tricolour! You are not just a flag,
You are our Nation's tag.



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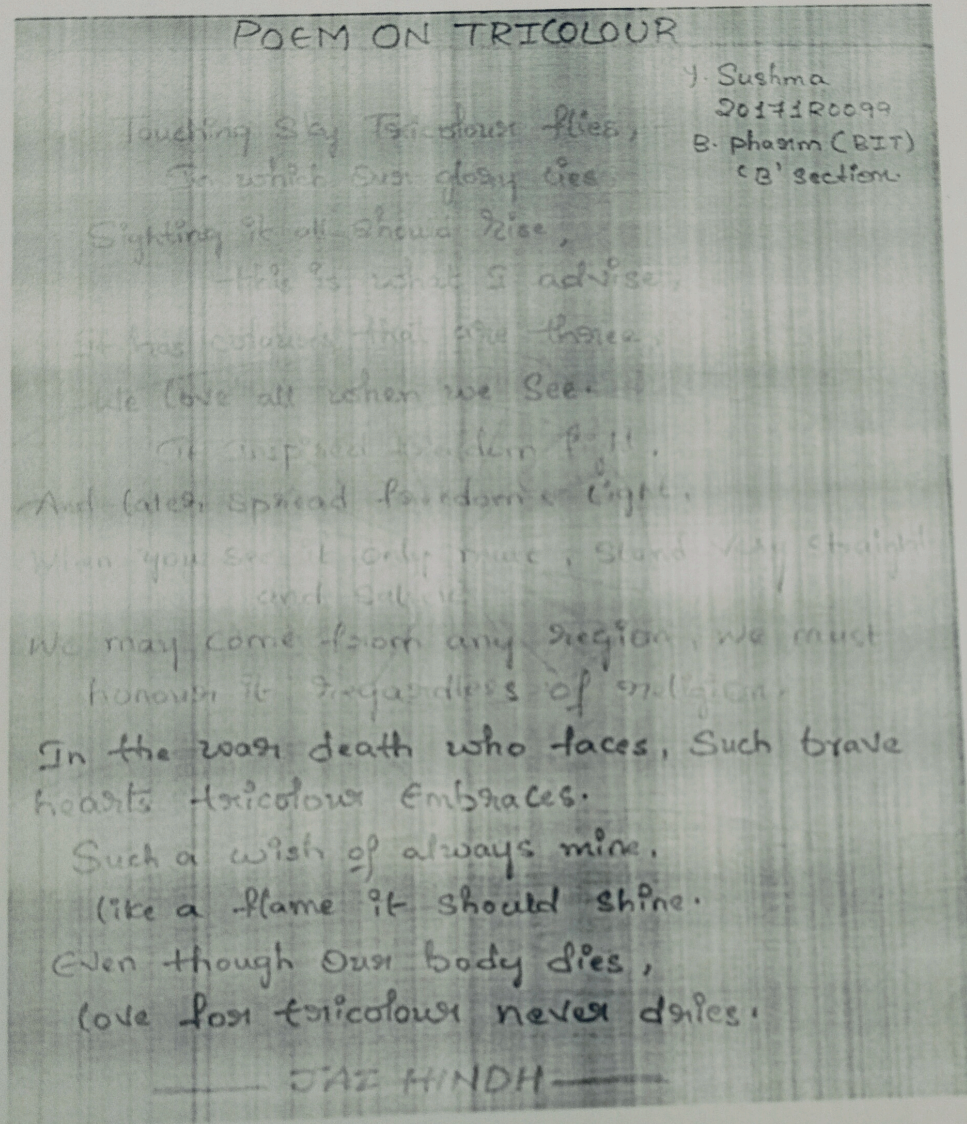


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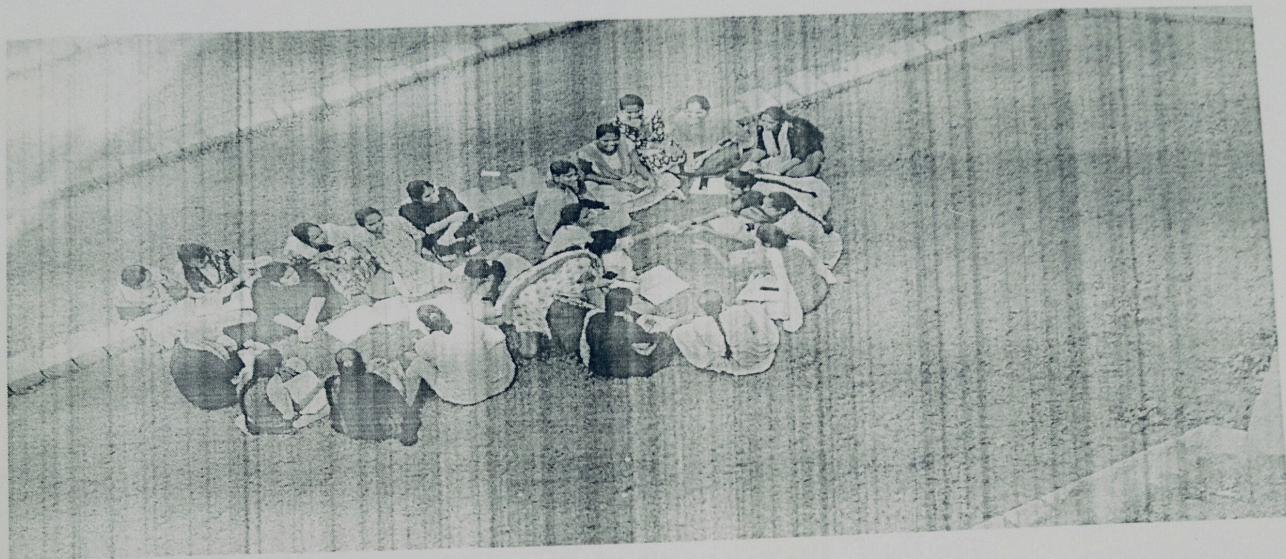


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Continuous Counseling:



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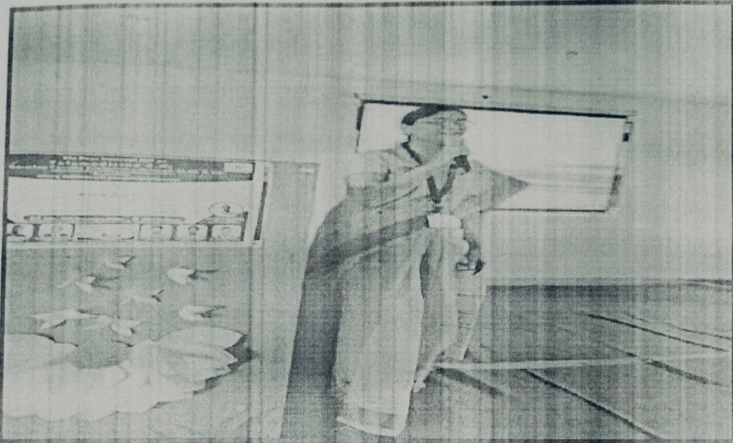


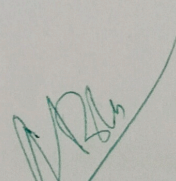
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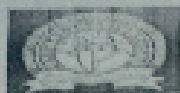
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Counseling to Slow Learners:




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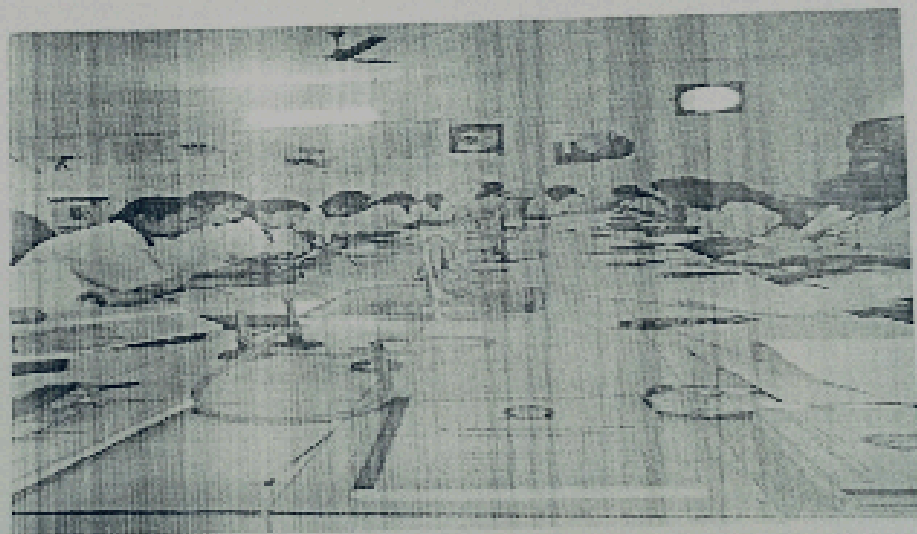
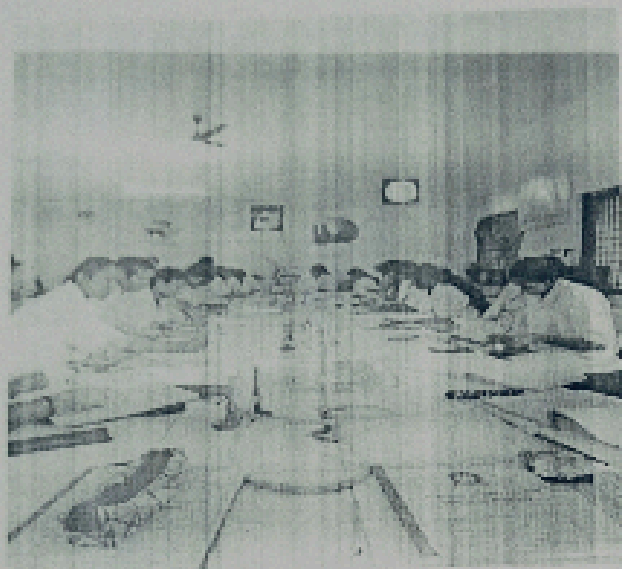


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Regular Mock Test:




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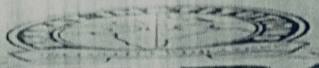
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Outcome of slow learners:

Parental Updates:


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COMMUNICATION REGISTER

College :
Mentor :
Academic Year :

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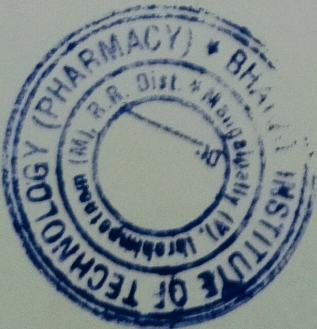
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Parental Updates:

Bharat Institute of Technology (Pharmacy)					
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Mentoring:

BHARAT INSTITUTIONS
STUDENT MENTORING / COUNSELLING FORM

NAME OF STUDENT: _____

NAME OF INSTITUTION: _____

NAME OF ADDRESS: _____

NAME OF MENTOR: _____

NAME OF CONTACT: _____

CONTACT NO: _____

ADDRESS: _____

DATE: _____

BHARAT INSTITUTIONS
STUDENT MENTORING / COUNSELLING FORM

NAME OF STUDENT: _____

NAME OF INSTITUTION: _____

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NAME OF MENTOR: _____

NAME OF CONTACT: _____

CONTACT NO: _____

ADDRESS: _____

DATE: _____



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Jigsaw Activity

Objective:

The primary goal of the jigsaw activity is to foster collaborative learning and ensure comprehensive understanding of the subject matter by engaging students in a structured group activity. The jigsaw technique aims to develop critical thinking, improve communication skills, and encourage active participation from all students.

STEP-1

Topic Selection: Choose a topic that can be divided into several subtopics. For example, in a history class, the topic could be "The American Revolution," with subtopics such as "Causes of the Revolution," "Key Battles," "Important Figures," and "Consequences of the Revolution."

Group Formation: Divide the class into small groups (4-6 students per group) ensuring a mix of abilities in each group.

Subtopic Assignment: Assign a different subtopic to each student within the original groups. These students will become "experts" on their assigned subtopic.

STEP-2

Expert Groups Formation: Students with the same subtopic from different original groups come together to form "expert groups." In these expert groups, students collaborate to research, discuss, and understand their subtopic in depth.

Expert Group Discussion: Each expert group works on their subtopic by:

- Conducting research (using textbooks, online resources, etc.)

- Discussing key points and ensuring everyone understands the material.

- Preparing to teach their original group about the subtopic.

Reformation of Original Groups: After sufficient time in expert groups, students return to their original groups.

Teaching and Sharing: Each student, now an expert on their subtopic, teaches the other members of their original group. This involves:

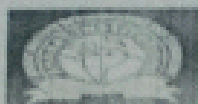
- Presenting their findings.

- Answering questions from group members.

- Facilitating a discussion to ensure everyone grasps the subtopic.



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STEP-3

Group Assessment: assessing the group as a whole based on their understanding of the entire topic. This is done through group presentations, a collective project, or a group quiz.

Individual Assessment: Assessing individual students on their expertise and their ability to convey information to their peers.




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Jigsaw Activity on Communication Skills

A jigsaw activity was conducted with 60 second-year pharmacy students to enhance their understanding of communication skills. The activity aimed to foster collaborative learning, improve communication skills, and ensure comprehensive knowledge of the subject.

Step 1: Six groups were formed out of the 60 students. The topic "Communication Skills" was

introduced to all the groups simultaneously. The topic was discussed among the students and later divided into subtopics: Verbal Communication, Non-verbal Communication, Active Listening, Written Communication, Barriers to Effective Communication, and Interpersonal Communication. Each student in the original groups was assigned a different subtopic to become an "expert" on.

Step 2: Expert groups were formed with students who had the same subtopic from different original groups. These expert groups conducted research, discussed key points, and prepared to teach their original groups about their subtopic.

Step 3: After sufficient time in expert groups, students returned to their original groups.

Step 4: Each student taught their original group about their subtopic by presenting their findings, answering questions, and facilitating a discussion.

Groups were assessed through presentations, a collective project, and a group quiz on the entire topic. Individual students were assessed on their expertise and ability to convey information to their peers.



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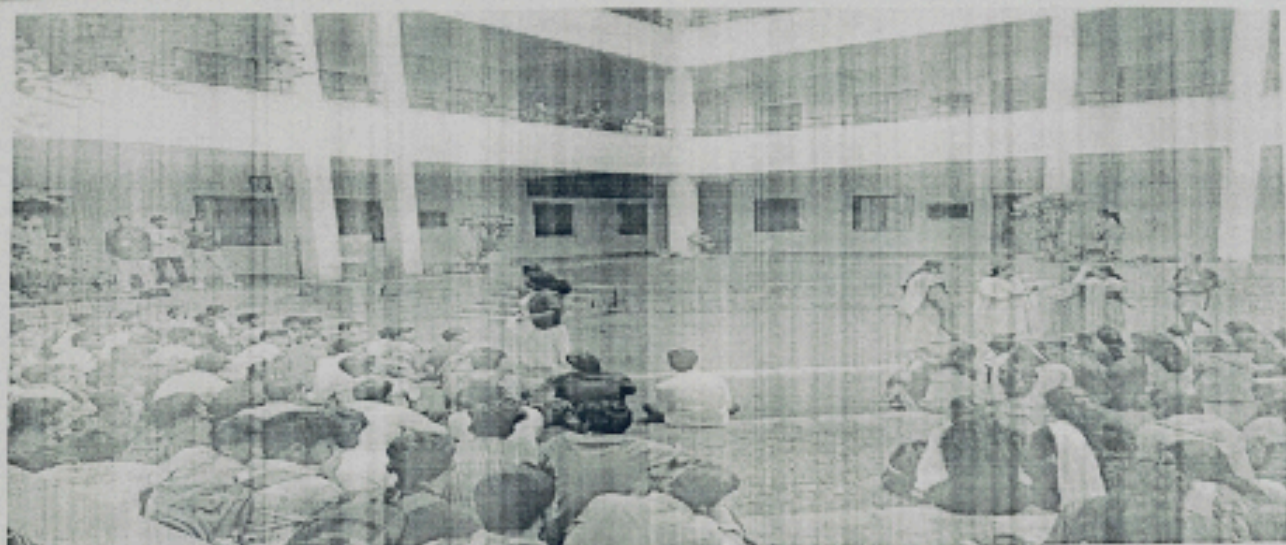
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Industrial Trips:




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