



YEARLY STATUS REPORT - 2020-2021

Part A

Data of the Institution

| | | |
|--|--|---|
| 1.Name of the Institution | | BHARAT INSTITUTE OF TECHNOLOGY |
| • Name of the Head of the institution | | Dr. MOHAMED MUTAHAR RK |
| • Designation | | PRINCIPAL |
| • Does the institution function from its own campus? | | Yes |
| • Phone no./Alternate phone no. | | 9640909041 |
| • Mobile no | | 9640909041 |
| • Registered e-mail | | principal.bit@biet.ac.in |
| • Alternate e-mail | | principal.bit@biet.ac.in |
| • Address | | Mangalpally (V), Ibrahimpatnam (M), Rangareddy District. Telangana- 501510eg00 |
| • City/Town | | Hyderabad |
| • State/UT | | Telangana |
| • Pin Code | | 501510 |
| 2.Institutional status | | |
| • Affiliated /Constituent | | Jawaharlal Nehru Technological University Hyderabad. |
| • Type of Institution | | Co-education |
| • Location | | Rural |

| | | | | | |
|--|---|----------------|-----------------------------|-------------------|-------------------|
| • Financial Status | Self-financing | | | | |
| • Name of the Affiliating University | Jawaharlal Nehru Technological University Hyderabad. | | | | |
| • Name of the IQAC Coordinator | Dr. MOHAMED MUTAHAR RK | | | | |
| • Phone No. | 9640909041 | | | | |
| • Alternate phone No. | 9640909041 | | | | |
| • Mobile | 9640909044 | | | | |
| • IQAC e-mail address | principal.bit@biet.ac.in | | | | |
| • Alternate Email address | naacbharat@gmail.com | | | | |
| 3.Website address (Web link of the AQAR (Previous Academic Year) | http://bitpharmacy.org | | | | |
| 4.Whether Academic Calendar prepared during the year? | Yes | | | | |
| • if yes, whether it is uploaded in the Institutional website Web link: | http://bitpharmacy.org/images/academic%20calenders.pdf | | | | |
| 5.Accreditation Details | | | | | |
| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
| Cycle 1 | B | 2.36 | 2018 | 30/11/2018 | 29/11/2023 |
| 6.Date of Establishment of IQAC | | | 01/01/2018 | | |
| 7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc., | | | | | |
| Institutional/Department /Faculty | Scheme | Funding Agency | Year of award with duration | Amount | |
| NIL | NIL | NIL | 2020 | 0 | |
| 8.Whether composition of IQAC as per latest NAAC guidelines | | | Yes | | |
| • Upload latest notification of formation of IQAC | | | View File | | |

| | | |
|--|------------------|--|
| 9.No. of IQAC meetings held during the year | 4 | |
| <ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? | Yes | |
| <ul style="list-style-type: none"> • If No, please upload the minutes of the meeting(s) and Action Taken Report | No File Uploaded | |
| 10.Whether IQAC received funding from any of the funding agency to support its activities during the year? | No | |
| <ul style="list-style-type: none"> • If yes, mention the amount | | |
| 11.Significant contributions made by IQAC during the current year (maximum five bullets) | | |
| <ul style="list-style-type: none"> • IQAC has evolved an operational framework for quality assurance by integrating with all academic and administrative operations of the institution. • It associates closely with every academic operation of the institution to ensure that all operations have structured strategies and well-defined processes of delivery. This enables tangible measurement of performance, which will serve as a reference for sustaining and improving the quality of future initiatives. • It closely observes student support initiatives being delivered at various touch-points across the system, to identify deviations from student-centric approaches. Once such shortcomings are identified, the IQAC actively involves in the amendment and modification of processes/systems, communicates the same, and also plays a key role in ensuring firm adherence to these modifications. • It also continuously validates the conformity between academic and administrative delivery, to ensure that there is no disconnect in comprehensive effectiveness. | | |
| 12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year | | |
| | | |

| Plan of Action | Achievements/Outcomes |
|--|--|
| 1. Conduction of IPR seminars and guest lectures | Two guest lectures and two seminars were conducted on IPR |
| 2. Conduction of summer training camps for the students | Summer training programmes in each department were conducted |
| 3. Conduction of activities at the incubation centre | Activities were conducted for fourth-year students regarding start-up programmes |
| 4. Initiation to apply for industrial projects. | Contacted two industries and the proposal will be submitted within two months |
| 5. Proposal for one more ICT-enabled classroom. | Work has been Initiated |
| 6. Conduction of health camps and NSS programmes | Two health camps were conducted in nearby village. |
| 7. NSS activities | Blood donation camps, plantation programmes, and health camps awareness programmes were conducted. |
| 8. Improve the placements | Placement was Improved. |
| 9. To improve Students' presentation and publication in conferences and journals | Students have submitted articles for publication and attended conferences and presented papers. |
| 10. Conduction of faculty improvement programmes | Two faculty development programme was conducted at the institution level. |
| 11. Training programme for non-teaching faculties | One training programme was conducted for non-teaching faculty |
| 12. Training programme for Newly appointed Teaching faculties | One training programme was conducted for teaching faculty |
| 13. Whether the AQAR was placed before statutory body? | No |
| <ul style="list-style-type: none"> Name of the statutory body | |

| | |
|------|--------------------|
| Name | Date of meeting(s) |
| Nil | Nil |

14. Whether institutional data submitted to AISHE

| | |
|------|--------------------|
| Year | Date of Submission |
| 2020 | 19/11/2020 |

15. Multidisciplinary / interdisciplinary**BHARAT INSTITUTIONS****Vision of the Institution:-**

To build the nations one among the best centre's of excellence engaged in providing overall pharmaceutical education including training and Research Bharat Institute of Technology (Pharmacy) firmly believes that right knowledge and ethical responsibility derives individual commitment for the service of the mankind.

To bring the students India's best education as a combination of teaching theory and practically application of knowledge and Pharmaceutical science. In order to train them to many positions of leadership and responsibility in the Pharmaceutical Industry academic and health care sector.

To impart education in a conductive ambience as comprehensive as possible with the support of modern technologies and pedagogic tools, and thereby develop in students the abilities and passion to work wisely, creatively, effectively for the betterment of the society.

To impart a value based education where the mind, body and the soul are holistically developed. Major purpose of life is seen by mankind and meeting the great challenge of the future.

Institutional approaches towards *integration of the Humanities and Science with STEM:-*

In Bharat Institute of Technology, Humanities courses like Human Value and Professional ethics & social and preventive pharmacy help to teach STEM students how to think creatively, reason, and analyze

situations.

The Bharat Institute of Technology emphasizes developing logical and critical thinking skills by allowing students to learn and understand things from the perspective of the real world.

In Bharat Institute of Technology, STEM education equipped students with the skills that are succeeded in their respective careers whether it be in jobs, entrepreneurship, etc

The integrative educational approaches on students, is available research and it does permit several broad conclusions to be made:

- Aggregate evidence indicates that some approaches that integrate the humanities and arts with STEM have been associated with positive learning outcomes.
- Among the outcomes reported are increased they are
 - Critical thinking abilities,
 - Higher-order thinking
 - Deeper learning,
 - Content mastery,
 - Problem solving,
 - Teamwork
 - Communication skills, and
 - General engagement and enjoyment of learning.
- The integration of STEM content and pedagogies into the curricula of students pursuing the humanities and arts may improve science and technology literacy and can provide new tools and perspectives for artistic and humanistic scholarship and practice.
- The integration of the arts and humanities with medical training is associated with outcomes such as increased empathy, resilience, and teamwork; improved visual diagnostic skills; increased tolerance for ambiguity; and increased interest in communication skills.
- Many faculty have come to recognize the benefits of integrating arts and humanities activities with STEM fields and offer firsthand testimony to the positive student learning outcomes they observe as associated with integrative curricula.
- Abundant interest and enthusiasm exist for integration within higher education, as evidenced by the groundswell of programs at colleges and universities in various sectors of American higher education.

An important observation was that the kinds of outcomes associated with certain integrative approaches in higher education—including written and oral communication skills, teamwork skills, ethical decision making, critical thinking, and the ability to apply knowledge in real-world settings—are the educational outcomes that many employers are asking for today.

Innovative Curriculum:-

As per Bharat Institute of Technology, the innovative curriculum refers to all the subjects or courses that a student takes in the course of an educational journey in a new way.

It is the introduction of new and improved practices and methods into how students are taught. It covers both planning and implementation and that include learners, teachers, guardians, and education experts, among others.

It include recent research and projects of B.Pharmacy and M.Pharmacy like preparation of ethosomes, liposome, nanoparticle, microbits etc.

It also includes instructional practices, performance assessments and learning experiences to the students.

Credit Based Courses:-

Bharat Institute of Technology is affiliated to Jawaharlal Nehru Technological University-Hyderabad (JNTU-H).

The credit based courses includes,

- Communication skills,
- Computer Applications in Pharmacy lab,
- Gender sensitization lab,
- Environmental sciences,

- Human Values and Professional Ethics,
- Practice School and Industrial training.

These courses helped to implement the moral ethics and values of being human.

The Institutional plan for offering interdisciplinary flexible curriculum:-

- In Bharat Institute of Technology an interdisciplinary curriculum that is flexible and beneficial to student education is followed.
- The perceived increase in time, commitment, and workload required to produce accountable knowledge gain in student's personality.
- In our Institution we believe in providing sufficient scope for the cultivation of unique skills, interest, attitudes and appreciations for the faculty and students.
- A good curriculum is not rigid- it allows room for flexibility, monitoring and evaluation by administration.
- And we ensure to have flexible curriculum that allows students to explore their classes more freely without being restricted to taking certain requirements. Since students are not required to make a decision about their major until the end of their sophomore year, there is a lot of time for exploration.

The Plans to engage more research oriented society pressing challenge:-

- As per our institutional ethics, Research offers an opportunity for investigators to explore unanswered questions, highlight best practices, and engage in collaboration with industries.
- For Pharm-D, The Clinical research is used to identify treatments or procedures to enhance patient care, quality of life, and outcomes.
- It also include experiences in a unique practice site or teaching methodology of trainees, staff, or patients.
- Our college also helps in balancing the society pressurizing challenges to the students by offering them mental peace by extracurricular activities like Yoga and meditation & club activities.
- In Yoga and meditation, Everyday we are asking the students to practice morning-10 minutes and evening -10 minutes or Ana Pana (awareness of incoming and outgoing breath). The breath is strongly connected to the negativities and emotions like

whenever we have tension, anger, anxiety, hatred, afraidness the breath will be abnormal or little fast. So we are training the students whenever the negativity in the mind arises just observe the breath till it becomes normal. Then the negativity will pass away, mind becomes calm and balanced, then the actions we make and decisions we do will be good for oneself and others. And also it leaves a happy and peaceful life in any environment. This is the art of living and this is how one can get rid of depression/ anxiety or any kind of stress in scientific way.

The club activities that are held in our institution is for either gender which includes all the indoor and outdoor sports and fun sessions like rangoli, mehendi(henna stain) on hands, singing and dancing etc. This helps to elevate the mood in an enthusiastic way.

16.Academic bank of credits (ABC):

Academic Bank of Credits (ABC)

Academic Bank of Credit is a national-level credit-based, student-centric, and highly flexible digital platform for students to store their academic credits earned from various recognized Higher Educational Institutions (HEIs)

ABC stores the academic credits earned by students from various recognized Higher Educational Institutions so that degrees can be awarded by considering the credits earned and stored in the ABC platform.

Eligibility Criteria for approval of HEIs to register with Academic Bank of Credits

- Universities and Autonomous Colleges which are accredited by either National Assessment and Accreditation Council with minimum 'A' Grade or by National Board of Accreditation for at least three programme(s) with a minimum score of 675 individually (however, if the number of programme(s) being run by the Institution is less than three, then each of the programmes should secure 675 or more marks).
- Accreditation or ranking status must be valid at the time of registration with Academic Bank of Credits.
- HEIs shall obtain approval from their respective statutory authorities such as the Governing or Executive Council or Syndicate or Board of Management or Academic Council etc., to apply for registration with Academic Bank of Credits.
- Registered Higher Education Institutions shall be required to admit students to individual courses, in addition to their admissions to full degree programmes.

- HEI shall be permitted to have additional (supernumerary) seats in such course(s), subject to prior approval by the appropriate professional standards setting body.
- not coming under the purview of any professional standards setting body the Registered HEI may, subject to availability of required infrastructure, create supernumerary seats with the approval of its statutory authorities.
- Registered HEI may also offer a set of Courses, exclusively for the purpose of the Academic Bank of Credits Scheme.

- Registered Higher Education Institution shall have the appropriate educational infrastructure in terms of audio-visual facilities, e-resources, Virtual classrooms and studios etc., and specifically high bandwidth internet connectivity to support ODL

Or

On-line courses or programmes and other infrastructural facilities for face-to-face theory or practical/ or training courses as specified, from time to time, under the relevant University Grants Commission Regulations and/or Statutes or Ordinances of the Higher Education Institution.

- A Registered Higher Education Institution shall have a webpage on its website containing details of the facility of Academic Bank of Credits, list of all Registered Higher Education Institutions, guidelines or Standard Operating Procedures for the students to utilise the facility effectively, along with a

link to the website of Academic Bank of Credits.

Academic Bank of Credits Implementation methodology

- Registered HEI shall, with the approval of their statutory authorities, amend the extant Ordinances relating to, inter alia, Course registration, Course requirements, acceptance for inter-disciplinary and multi-disciplinary courses, Credits to be offered to such courses, Credit transfers and Credits acceptance from other approved Higher Education Institutions, nature of grades to be awarded etc.
- Registered HEI shall encourage and enable students to customise or design their own degrees utilising Courses selected by the student from among courses offered by one or more of the Registered Higher Education Institutions:
 - student shall be required to earn at least fifty per cent of the credits from the Higher Education Institution awarding the degree or diploma or certificate.
 - student shall be required to earn the required number of credits in the core subject area necessary for the award of the degree or Diploma or Certificate, as specified by the degree awarding Higher Education Institution, in which the student is enrolled.

17.Skill development:

BHARAT INSTITUTIONS

Bharat Institute of Technology has a permanent registration under the TASK (TELANGANA ACADEMY FOR SKILL AND KNOWLEDGE):

Telangana Academy for Skill & Knowledge was established by the Government of Telangana to enable a platform between Government, Academia and Industry to enhance the employability quotient of youth in the state.

TASK is a unique skill development initiative from the IT, E&C Department aimed at improving the quality of graduates coming out of colleges by imparting industry-grade skill sets. More than 800

colleges have registered with TASK and over 1 lakh youth from across Telangana have been skilled since TASK's inception in June 2015. TASK has also bagged the prestigious SKOCH Platinum award for Revamping Skilling Initiatives for youth in Telangana.

The key focus at Telangana Academy for Skill and Knowledge is to enhance the employability quotient of young graduates in our state and enable them to choose multiple avenues as they graduate. TASK enables a collaboration platform between Government, Academia and Industry to enhance skilling, research and entrepreneurship among youth in Telangana.

Some of the key initiatives at TASK include:

- Soft Skill development programs for Graduates.
- Faculty Development Programs at colleges.
- Initiatives that nurture product innovation among students & faculty in collaboration with

JNTU and HYSEA.

- Technology Entrepreneurship Program for students in collaboration with ISB.
- Technology Skilling Programs in collaboration with Oracle, Infosys, Google, IBM, Microsoft, Autodesk and SAP.
- Rolling out programs in collaborations with IIIT - Hyderabad, NIT Warangal, IIT Hyderabad and BITS Pilani.
- ESDM Scheme Implementation.
- Coordination of Training Programs for Government Departments
- Finishing School.
- E-Learning Programs.

How Does TASK Related to Us:

Value for Students :

- Access to various modules to enhance their technology skills, personal skills and organization skills.
- Online access to e-learning content.
- Access to practice tests.
- Guest lectures by corporates on various topics.
- Access to English Speaking Courses.

- Access to Virtual Labs for online experiments - IIIT, MHRD ? Entrepreneurship Development - ISB, JNTU, HYSEA.
- Opportunity to participate in placement drives across organizations.
- Internship Opportunities.
- Participation in various competitions and fests.

Value for Colleges :

Faculty Development Programs.

Positioning the college to corporates / nodal learning agencies.

Colleges could be chosen for skill pilots by reputed organizations or academic institutes.

Faculty exposed to Train the Trainer concept, can also avail subsidized rates for technical certifications.

Access to Virtual Labs for online experiments at IIIT.

Exposure to various avenues for guest lectures.

Connect to placement drives.

Industry Projects/Visits.

Exposure to other initiatives rolled out from time to time.

Value for Corporates :

- A forum for industry, academia connects.
- Access to a pool of trained graduates for internships and placements.
- Provision to customize courses/learning content for a specific technology/skill area prior to placement drives.
- Provision to adopt few colleges across any of 10 districts in Telangana and partner with them on various projects as part of CSR activities
- Captive audience to proliferate their technology/brand
- Provision to send executives from their organization to work on short term projects for accelerated development and broad exposure
- Forum to connect with the government and share inputs for overall development of the state.

Under the guidance of the highly skilled professionals the students of Bharat Institutions are encouraged to participate in view various Skill development programs like

The Three 21st Century Skill Categories:

Each 21st Century skill is broken into one of three categories:

1.Learning skills

2.Literacy skills

3.Life skills

1.Learning skills: (the four C's) teaches students about the mental processes required to adapt and improve upon a modern work environment.

2.Literacy skills : (IMT) focuses on how students can discern facts, publishing outlets, and the technology behind them. There's a strong focus on determining trustworthy sources and factual information to separate it from the misinformation that floods the Internet.

3.Life skills: (FLIPS) take a look at intangible elements of a student's everyday life. These intangibles focus on both personal and professional qualities.

Altogether, these categories cover all 21st Century skills that contribute to a student's future career

- Technology literacy
- Flexibility
- Leadership
- Initiative
- Productivity
- Social skills

These skills are intended to help students keep up with the lightning-pace of today's modern markets. Each skill is unique in how it helps students, but they all have one quality in common.

They're essential in the age of the Internet.

The five 21st Century life skills are:

1. Flexibility: Deviating from plans as needed.
2. Leadership: Motivating a team to accomplish a goal.
3. Initiative: Starting projects, strategies, and plans on one's own.

Being able to motivate yourself in the workplace is a skill that's impressive regardless of the industry you're in. Taking initiative to pursue new tasks, contribute ideas and produce high-quality work helps show commitment to your job and often results in advancing your career.

Transferable initiative skills include:

- Self-motivation
- High-achiever
- Process improvement
- Eagerness
- Goal setting.

4. Productivity: Maintaining efficiency in an age of distractions.

5. Social skills: Meeting and networking with others for mutual benefit.

Flexibility is the expression of someone's ability to adapt to changing circumstances. Flexibility is crucial to a student's long-term success in a career. Knowing when to change, how to change, and how to react to change is a skill that'll pay dividends for someone's entire life.

Leadership is someone's penchant for setting goals, walking a team through the steps required, and achieving those goals collaboratively.

Leadership skills include traits like strong communication, relationship building and dependability. You can transfer leadership skills to many different industries because most employers value people who can organize teams to reach shared goals.

Transferable leadership skills include:

- Delegation
- Interpersonal skills
- Conflict resolution
- Project management
- Team building
- Risk-taking
- Goal setting

True success also requires initiative, requiring students to be self-starters. Initiative only comes naturally to a handful of people. As a result, students need to learn it to fully succeed. This is one of the hardest skills to learn and practice. Initiative often means working on projects outside of regular working hours.

Along with initiative, 21st Century skills require students to learn about productivity. That's a student's ability to complete work in an appropriate amount of time. By understanding productivity strategies at every level, students discover the ways in which they work best while gaining an appreciation for how others work as well. That equips them with the practical means to carry out the ideas they determine through flexibility, leadership, and initiative.

Still, there's one last skill that ties all other 21st Century skills together.

Social skills are crucial to the ongoing success of a professional. Business is frequently done through the connections one person makes with others around them.

This concept of networking is more active in some industries than others, but proper social skills are excellent tools for forging long-lasting relationships. While these may have been implied in past generations, the rise of social media and instant communications have changed the nature of human interaction. As a result, today's students possess a wide range of social skills.

Teamwork:

Teamwork skills involve the ability to work with others towards a common goal. Effective teamwork requires several other qualities such as empathy, active listening and strong communication. Providing successful teamwork examples during interviews can help employers understand how you'll work with others in their company.

Transferable teamwork skills include:

- Relationship building
- Active listening
- Collaboration
- Self-awareness
- Conflict resolution.

CONCLUSION :

Task had organized many programs which are very important to know for every one. We gained knowledge in different aspects. They had conducted activities, through those activities we have learnt about what would be the teamwork, critical thinking, creativity, time management practically. And mainly we lost our stage fear by this skills.

TASK 03

PROBLEM SOLVING SKILLS

*Task had also organized a session on problem solving skills which was held on 8 th December 2022 in our college.

MENTOR :Himabindu

PROBLEM SOLVING SKILLS :

Problem-solving skills are the ability to identify problems, brainstorm and analyze answers, and implement the best solutions. An employee with good problem-solving skills is both a self-starter and a collaborative teammate; they are proactive in understanding the root of a problem and work with others to consider a wide range of solutions before deciding how to move forward.

Examples of using problem-solving skills in the workplace include:

- Researching patterns to understand why revenue decreased last quarter
- Experimenting with a new marketing channel to increase website sign-ups
- Brainstorming content types to share with potential customers
- Testing calls to action to see which ones drive the most product sales
- Implementing a new workflow to automate a team process and increase productivity.

Why Are Problem-Solving Skills Important?

Problem-solving skills are the most sought-after soft skill of 2022. In fact, 86% of employers look for problem-solving skills on student resumes, according to the National Association of Colleges and Employers Job Outlook 2022 survey.

It's unsurprising why employers are looking for this skill: companies will always need people to help them find solutions to their problems. Someone proactive and successful at problem-solving is valuable to any team.

"Employers are looking for employees who can make decisions independently, especially with the prevalence of remote/hybrid work and the need to communicate asynchronously," Eric Mochnacz, senior HR consultant at Red Clover, says. "Employers want to see individuals who can make well-informed decisions that mitigate risk, and they can do so without suffering from analysis paralysis."

STEPS IN PROBLEM SOLVING:

- Identify The Problem
- Analyze The Problem
- Describe The Problem
- Look For Root Causes
- Develop Alternate Solutions
- Implement The Solution
- Measure The Results

Step:1 Identify and analyze the problem

Successful problem -solvers take time to identify and analyze the problem.it is very important to learn as much as you can about the problem before taking any action. the first step to solving a problem is to state it accurately.

Step:2 Collect and analyze data

Collect and analyze data related to the problem and ask yourself certain questions.

-What do you need to know about the problem that you already know

-What information is available to help you to solve the problem?

Do you have everything you will need? Other questions may arise. Once you are satisfied that you have accurately defined the problem and collected all-important data, you can focus on possible solutions.

Step:3 Consider possible solutions.

Consider possible solutions is the first step in actually solving the problem.

1. your first concern is the quantity of ideas you develop, not their quality.

2. once you list various ideas, you can begin to narrow the list.

3. keep your evaluation criteria in mind, add more details to the ideas that seem workable, and this process should result in a few markable solutions.

Step:4 Choose the best plan.

- Two or the good ideas evaluate each in terms of the problem, the evaluation criteria, and the constraints that you identified in step 1.

Step:5 Implement the plan.

Step:6 Observe, evaluate and adjust

- planning must be carefully evaluated. perhaps adjustments are needed, you have to be flexible to your plan if the plan fails the first time, return back to step 1.

Problem-Solving Skills Examples:

Problem-solving includes three main parts: identifying the problem, analyzing possible solutions, and deciding on the best course of action .

1. Research

Research is the first step of problem-solving because it helps you understand the context of a problem. Researching a problem enables you to learn why the problem is happening. For example, is revenue down because of a new sales tactic? Or because of seasonality? Is there a problem with who the sales team is reaching out to?

Research broadens your scope to all possible reasons why the problem could be happening. Then once you figure it out, it helps you narrow your scope to start solving it.

2. Analysis

Analysis is the next step of problem-solving. Now that you've identified the problem, analytical skills help you look at what potential solutions there might be.

"The goal of analysis isn't to solve a problem, actually it's to better understand it because that's where the real solution will be found.

3. Decision-Making

Once you've figured out where the problem is coming from and what solutions are, it's time to decide on the best way to go forth. Decision-making skills help you determine what resources are available, what a feasible action plan entails, and what solution is likely to lead to success.

How to Improve Problem-Solving Skills

1. Learn How to Identify Problems

Problem-solving doesn't just require finding solutions to problems that are already there. It's also about being proactive when something isn't working as you hoped it would. Practice questioning and getting curious about processes and activities in your everyday life. What could you improve? What would you do if you had more resources for this process? If you had fewer? Challenge yourself to challenge the world around you.

2.Think Digitally

"Employers in the modern workplace value digital problem-solving skills, like being able to find a technology solution to a traditional issue," Case says. "For example, when I first started working as a marketing writer, my department didn't have the budget to hire a professional voice actor for marketing video voice overs. But I found a perfect solution to the problem with an AI voiceover service that cost a fraction of the price of an actor."

Being comfortable with new technology, even ones you haven't used before is a valuable skill in an increasingly hybrid and remote world. Don't be afraid to research new and innovative technologies to help automate processes or find a more efficient technological solution.

3.Collaborate

Problem-solving isn't done in a solo, and it shouldn't be. Use your collaboration skills to gather multiple perspectives, help eliminate bias, and listen to alternative solutions. Ask others where they think the problem is coming from and what solutions would help them with your workflow. From there, try to compromise on a solution that can benefit everyone.

4.Adapt

If we've learned anything from the past few years, it's that the world of work is constantly changing which means it's crucial to know how to adapt. Be comfortable narrowing down a solution, then changing your direction when a colleague provides a new piece of information. Challenge yourself to get out of your comfort zone, whether with your personal routine or trying a new system at work.

5.Put Yourself in the Middle of Tough Moments

Just like adapting requires you to challenge your routine and tradition, good problem-solving requires you to put yourself in challenging situations, especially ones where you don't have relevant experience or expertise to find a solution. Because you won't know how to tackle the problem, you'll learn new problem-solving skills and how to navigate new challenges. Ask your manager or a peer if you can help them work on a complicated problem, and be proactive about asking them questions along the way.

CONCLUSION:

Medical coding sessions are very helpful to us. We gain knowledge about coding of diseases and billing etc., and we learnt that how to prepare for CPT exam and its importance.

21st CENTURY TRANSFERABLE SKILLS Task had organized many programs which are very important to know for every one. We gained knowledge in different aspects. They had conducted activities, through those activities we have learnt about what would be the teamwork, critical thinking, creativity, time management practically. And mainly we lost our stage fear by this skills.

PROBLEM SOLVING SKILLS helps us to think in a different ways to solve the problems in our day to day life. Face the problems and stand over it and built your carrer.

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

Teaching Indian Language and culture

- Bharat Institute of Technology has its own way of designing the Traditional ways of Teaching and Learning.
- The Traditional Teaching of India was ancient and the students kept in Gurukulas under well expert trainer they used to study for years together in the Ashrams.
- They were thought Morality how to live peacefully and

harmoniously without harming others. They are learning Vedas, Bhagavad-Gita, Ramayana and Upanishads. Some of those learning Meditation others learning Yoga.

- The Institution has MOU with Vipasanna Meditation Center and also Ramakrishna Matt
- These bodies help in the development of Moral/Mental and Ethical values in the student as well as faculty
- The Institution designs the regular programmes with these centers and include the various awareness programs including orientation session , Motivational Sessions , Yoga and Meditation sessions etc
- Trainers are coming from Vipasanna International Meditation centre and Ramakrishna Mat for Every month and when freshers joined in the college.

The Eight Fold Noble path is divided in 3 divisions

1) The Morality

2) Samadhi

3) Panna

Morality- one should abstain from doing unwholesome actions at physical and vocal level

Abstain from Killing

Abstain from speaking lies, harsh words, backbiting and useless talk

Abstain from stealing

Abstain from sexual misconduct

Abstain from Intoxicants

Samadhi

Mastery over the mind, One pointedness and to control the mind with an object of the Truth within the frame work of the body, The object should be free from imagination, illusion, delusion, free from craving, aversion and ignorance.

Wisdom

Wisdom not only at the level of intellectual but at the actual

level, Bhavanamaya panna means wisdom at the experiential level.

- In our college students were thought daily 10min Anapana meditaion
- Anapana meditation is helping them to deal with stress
- Improving confidence level

About 2600 years back the local language of those days of India was Pali, at the time Buddha's teachings was popular and different people with different religions with different background they use to practice. Buddha thought The Eight fold Noble path i.e Morality, Samadhi-Mastry over the mind and wisdom-Purification of the mind.

Vipassana meditation means observe the things not just it appears to be, observation in special way and in different angles at the level of bodily sensations. Every emotion, feeling brings a sensation on the body, every feeling is impermanence by understanding at the experiential level one develops wisdom and live wholesome life.

- Coming out of anger, fear, depression, tension ect negitivities

Yoga:

Weekly practicing one hour to improve physical fitness

They are practicing

- Surya namaskars
- Yoga asanas
- Pranayam

These events wil help the students to buildup their mental and physical fitness in addition to focus on human morals and values.

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

Outcome Based Education (OBE)

OBE is an educational approach and a learning philosophy, focusing and organizing the entire academic programs (curriculum). Outcomes are usually expressed in terms of a mixture of knowledge, skills, abilities, attitudes and understanding that a student will attain as a result of his/her successful engagement in a particular set of higher education experience.

OBE goes beyond usual 'structured tasks'. It demands the students to actively engaged in the learning process and demonstrate his/her skills through more challenging tasks and higher order of thinking. OBE provides a focus for assessment and help employers understand program benefits.

The OBE model measures the progress of graduates in three parameters, through:

- Program Outcomes (PO)
- Program Educational Outcomes (PEO)
- Course Outcomes (CO)

Program Outcomes (POs) are descriptions of the qualities, skills, abilities and understandings, an institutional community agrees that its students should develop as a consequence of the learning they engage with the program of study in that institution. POs also reflect the Vision, Mission and Core Values of the institution.

College program outcome includes:

PROGRAM OUTCOMES (POs)

| | |
|------|--|
| PO1: | Pharmacy Knowledge: Possess knowledge and comprehension of the core knowledge associated with the profession of pharmacy, including biological sciences; pharmaceutical sciences; behavioral, social, and administrative pharmacy sciences; and manufacturing practices. |
| PO2: | Planning Abilities: Demonstrate effective planning abilities including management, resource management, delegation skills and organization. Develop and implement plans and organize work to meet deadlines. |
| PO3: | Problem analysis: Utilize the principles of scientific enquiry, think analytically, clearly and critically, while solving problems and making decisions during daily practice. Find, analyze, evaluate and apply information systematically and shall make defensible decisions. |
| PO4: | Modern tool usage: Learn, select, and apply appropriate methods, procedures, resources, and modern pharmacy-related computing tools with understanding of the limitations. |
| PO5: | Leadership skills: Understand and consider the human reaction to motivation issues, leadership and team-building when planning and implementing required for fulfillment of practice, professional and societal responsibilities. Assume participatory roles as responsible citizen leadership roles when appropriate to facilitate improvement in health and wellbeing. |

| | |
|-------|---|
| PO6: | Professional Identity: Understand, analyze and communicate the value of professional roles in society (e.g. health care professionals, professionals in health, educators, managers, employers, employees). |
| PO7: | Pharmaceutical Ethics: Honour personal values and apply ethical principles in professional and social contexts. Demonstrate behavior that respects cultural and personal variability in values, communication and life. Use ethical frameworks; apply ethical principles while making decisions and take responsibility for the outcomes associated with the decisions. |
| PO8: | Communication: Communicate effectively with the pharmacy community and society at large, such as, being able to comprehend and write effective reports, make effective presentations and documentation, and give clear instructions. |
| PO9: | The Pharmacist and society: Apply reasoning informed by the content knowledge to assess societal, health, safety and legal issues and consequent responsibilities relevant to the professional pharmacy practice. |
| PO10: | Environment and sustainability: Understand the impact of the professional pharmacy solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development. |
| PO11: | Life-long learning: Recognize the need for, and have the preparatory ability to engage in independent and life-long learning in the broader context of technological change. Self-assess and use feedback effectively to identify learning needs and to satisfy these needs on an ongoing basis. |

Program Educational Outcomes (PEO) are broad statements that describe the career and professional accomplishments that the program is preparing the graduates to achieve.

The audiences for educational outcomes are external constituents such as prospective students, alumni, employers, transfer institutions and student sponsors. While designing the curriculum in any discipline, inputs from various stakeholders through feedbacks and surveys are to be taken into account.

College PEOs are given below:

PROGRAM EDUCATIONAL OBJECTIVES (PEOs)

| | |
|------|---|
| PEO1 | The graduates of pharmacy will have strong fundamental concepts and technical |
|------|---|

| | | |
|------|---|--|
| | competence in the core and frontier fields of pharmacy including the regulations governing them. | |
| PEO2 | The graduates of pharmacy will possess planning abilities, skills to solve the problems involved in various pharmaceuticals manufacturing, quality control, marketing and dispensing processes using modern pharmaceutical tools. | |
| PEO3 | The graduates of pharmacy will communicate effectively among health professionals and to assume leadership roles appropriate to facilitate the improvement in the health and well-being of society. | |
| PEO4 | The graduates of pharmacy will participate in life-long learning proactively to pursue a highly productive career and to relate the concepts of Pharmaceutical Science towards professional identity, serving the cause of the society. | |
| PEO5 | The graduates of pharmacy will apply ethical principles in professional pharmacy for the health of society, environmental safety and sustainable development. | |

Course Outcomes (CO) are the measurable parameters which evaluate each student's performance in blooms taxonomy levels for each course that the student undertakes in every semester.

The method of assessment of the candidates during the program is decided by course outcomes. The various assessment tools for measuring Course Outcomes include Mid -Semester and End Semester Examinations, Tutorials, Assignments, Project work, Labs, Presentations, Employer/Alumni Feedback etc.

These course outcomes are:

| S. No. | Course Outcomes (CO) | Knowledge Level (Blooms Level) |
|---|--|--------------------------------|
| After completing this course the student must demonstrate the knowledge and ability to: | | |
| CO1 | Understand the importance of the subjects. | L2: Understand |
| CO2 | Analyze the significance of the subjects | L4: Analyze |
| CO4 | Apply the knowledge to solve the problems | L3: Apply |
| CO5 | Evaluate the complex problem and fix it. | L5: Evaluate |

These course outcomes are mapped to Program outcomes based on evaluation pattern.

1. HOW PROGRAM OUTCOMES ARE ASSESSED:

| Program Outcomes (PO) | | Level | Profi asses |
|-----------------------|---|-------|-----------------------|
| PO1 | Pharmacy Knowledge: Possess knowledge and comprehension of the core and basic knowledge associated with the profession of pharmacy, including biomedical sciences; pharmaceutical sciences; behavioral, social, and administrative pharmacy sciences; and manufacturing practices. | 3 | Assig / Mid |
| PO2 | Planning Abilities: Demonstrate effective planning abilities including time management, resource management, delegation skills and organizational skills. Develop and implement plans and organize work to meet deadlines. | 3 | Assig /Mid |
| PO3 | Problem analysis: Utilize the principles of scientific enquiry, thinking analytically, clearly and critically, while solving problems and making decisions during daily practice. Find, analyze, evaluate and apply information systematically and shall make defensible decisions | 3 | Assig / Mid |
| PO4 | Modern tool usage: Learn, select, and apply appropriate methods and procedures, resources, and modern pharmacy-related computing tools with an understanding of the limitations | 2 | Gr Discus Role |
| PO5 | Leadership skills: Understand and consider the human reaction to change, motivation issues, leadership and team-building when planning changes required for fulfillment of practice, professional and societal responsibilities. Assume participatory roles as responsible citizens or leadership roles when appropriate to facilitate improvement in health and wellbeing. | 3 | Perso devel sem |
| PO6 | Professional Identity: Understand, analyze and communicate the value of their professional roles in society (e.g. health care professionals, promoters of health, educators, managers, employers, employees). | 2 | Gr Discus Role |
| PO7 | Pharmaceutical Ethics: Honour personal values and apply ethical principles in professional and social contexts. Demonstrate behavior that recognizes cultural and personal variability in values, | 2 | Perso devel sem |

| | | | |
|------|---|----|--|
| | communication and lifestyles. Use ethical frameworks; apply ethical principles while making decisions and take responsibility for the outcomes associated with the decisions. | | |
| PO8 | Communication: Communicate effectively with the pharmacy community and with society at large, such as, being able to comprehend and write effective reports, make effective presentations and documentation, and give and receive clear instructions. | 2 | Personal development seminar |
| PO9 | The Pharmacist and society: Apply reasoning informed by the contextual knowledge to assess societal, health, safety and legal issues and the consequent responsibilities relevant to the professional pharmacy practice. | -- | Personal development seminar |
| PO10 | Environment and sustainability: Understand the impact of the professional pharmacy solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development | 2 | Student Seminar |
| PO11 | Life-long learning: Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change. Self-assess and use feedback effectively from others to identify learning needs and to satisfy these needs on an ongoing basis. | 3 | Assignment / Mid-workshop / Conference |

20.Distance education/online education:

List of the students registered in online courses:

| Sl.no | Roll number | Name | Name of the Online course |
|-------|-------------|--------------------|---------------------------------|
| 1 | 17171R0079 | V.POOJA | Good Clinical Practice Training |
| 2 | 17171R0058 | U.SOWJANYA | Good Clinical Practice Training |
| 3 | 17171R0004 | Y.AMRUTHA VARSHINI | Good Clinical Practice Training |
| 4 | 17171R0080 | K.VIYAY KUMAR | Good Clinical Practice Training |

| | | | |
|---|------------|--------------------|--|
| | | | Practice Training |
| 5 | | A.PRIYANKA | Analytical chemistry 12 weeks |
| 6 | 17171R0057 | N.SIRISHA | Good Clinical Practice Training |
| 7 | | T.AISHWARYA (NPTL) | 1.MANAGEMENT INFORMAT 2.SOCIAL PROCESS AND ISSUES 3.RESEARCH METHODOLOG STATISTICAL ANALYSIS |

Extended Profile

1.Programme

1.1

4

| Number of courses offered by the institution across all programs during the year | | |
|---|---------------------------|-----|
| File Description | Documents | |
| Data Template | View File | |
| 2.Student | | |
| 2.1 Number of students during the year | | 132 |
| File Description | Documents | |
| Institutional Data in Prescribed Format | View File | |
| 2.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year | | 76 |
| File Description | Documents | |
| Data Template | View File | |
| 2.3 Number of outgoing/ final year students during the year | | 125 |
| File Description | Documents | |
| Data Template | View File | |
| 3.Academic | | |
| 3.1 Number of full time teachers during the year | | 50 |
| File Description | Documents | |
| Data Template | View File | |
| 3.2 Number of sanctioned posts during the year | | 20 |

| File Description | Documents |
|--|---------------------------|
| Data Template | View File |
| 4.Institution | |
| 4.1 Total number of Classrooms and Seminar halls | 14 |
| 4.2 Total expenditure excluding salary during the year (INR in lakhs) | 10,00,000 |
| 4.3 Total number of computers on campus for academic purposes | 100 |

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

1.1.1 - The Institution ensures effective curriculum delivery through a well planned and documented process

Institution ensures effective curriculum delivery through well planned and documented process. Curriculum is specified by the University and the same will be displayed in the University website along with academic calendar. . Institute will implement the curriculum guidelines and the academic calendar specified by the university. Time table will be prepared by academic committee before the commencement of each semester/year as per the university guideline and provided to the concerned faculties/subject in charges. Time table includes bridge classes for slow learning students and remedial classes for failed students. . Any curricular activities other than the subject, conducted by the faculty are also documented in the academic diary. . Syllabus completion report will be taken by the academic in charge or HOD's at frequent intervals for verification. All the documents are maintained by academic audit cell. Action will be initiated if the syllabus is not covered according to the lesson plan to ensure the timely completion of curriculum. Reports will be handed over to IQAC for further process and will be documented

| File Description | Documents |
|-------------------------------------|---|
| Upload relevant supporting document | View File |
| Link for Additional information | http://www.bitpharmacy.org/pdf/Naac%20C1.pdf |

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

At the start of the academic year, academic committee which constitutes of Principal, academic coordinator, academic in-charge, head of departments, respective class teachers, and class representatives plans a meeting with all committee in-charges to discuss and plan the execution of various activities for the current academic year for respective courses. The academic committee reviews the activity on a monthly basis and reports to the principal. All the committee heads are bound to follow the scheduled academic calendar with the only exception of unavoidable circumstances. In the last academic year 2020-21, due to pandemic situation of COVID-19 has forced the institute to change the scheduled plan. Therefore, the institute has revised the activities from offline to online, and accordingly, activities were conducted. The academic committee in coordination with the examination committee regularly monitors the JNTU university academic calendar for any change in conclusion date and declaration of the examination and informs timely to other committee heads about the change required, if any. Accordingly academic calendar is revised and activities are rescheduled. At the end of academic year, summary of academic activities with proposed dates and conducted dates is been prepared to verify the adherence to the academic calendar. Various reforms initiated on Continuous Internal Evaluation system at the institutional level. . Conclusively, the institution adheres to the academic calendar and bound to conduct activities as per planned schedule.

| File Description | Documents |
|-------------------------------------|---|
| Upload relevant supporting document | View File |
| Link for Additional information | http://www.bitpharmacy.org/pdf/Naac%20C1.pdf |

1.1.3 - Teachers of the Institution participate in C. Any 2 of the above following activities related to curriculum development and assessment of the affiliating University and/are represented on the

following academic bodies during the year.

Academic council/BoS of Affiliating University

Setting of question papers for UG/PG

programs Design and Development of

Curriculum for Add on/ certificate/ Diploma

Courses Assessment /evaluation process of the

affiliating University

| File Description | Documents |
|--|---------------------------|
| Details of participation of teachers in various bodies/activities provided as a response to the metric | View File |
| Any additional information | View File |

1.2 - Academic Flexibility

1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented

01

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

1.2.2 - Number of Add on /Certificate programs offered during the year

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

6

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Brochure or any other document relating to Add on /Certificate programs | View File |
| List of Add on /Certificate programs (Data Template) | View File |

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

185

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Details of the students enrolled in Subjects related to certificate/Add-on programs | View File |

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

Professional Ethics :The unique practice of reciting the Pharmacy Oath at the start of the day is implemented which make students aware of the Code of ethics. Pharmaceutical Jurisprudence, subject of curriculum includes study of regulatory system for safety and effectiveness of medicine. Pharmacological screening methods take account of animal handling and prevention of cruelty. Pharmaceutical marketing management inculcates professional ethics required for pharmaceutical marketing. **Human Values:** Courses like Pharmacy Practice, Social and Preventive Pharmacy, Human rights, physical education examination scheme is an integral part of the educational system prescribed by Parent University. **Environment and Sustainability:**As per PCI pattern, first-year B. Pharm. is having an Environmental sciences subject which includes study of physical and biological characters of the environment, social and cultural factors and impact of human on the environment. Field projects/visits are an integral part of this subject which helps students to know the root cause and inspire them for sustainability. **Gender:**Courses such as Pharmaceutical Jurisprudence explain the rules and regulation of termination of pregnancy

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum. | View File |

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

3

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| Programme / Curriculum/ Syllabus of the courses | View File |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | View File |
| MoU's with relevant organizations for these courses, if any | View File |
| Institutional Data in Prescribed Format | View File |

1.3.3 - Number of students undertaking project work/field work/ internships

119

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| List of programmes and number of students undertaking project work/field work/ /internships (Data Template) | View File |

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students

A. All of the above

Teachers Employers Alumni

| File Description | Documents |
|---|---|
| URL for stakeholder feedback report | http://www.bitpharmacy.org/pdf/Naac%20C1.pdf |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management | View File |
| Any additional information | View File |

1.4.2 - Feedback process of the Institution may be classified as follows **B. Feedback collected, analyzed and action has been taken**

| File Description | Documents |
|-----------------------------------|---|
| Upload any additional information | View File |
| URL for feedback report | http://www.bitpharmacy.org/pdf/Naac%20C1.pdf |

TEACHING-LEARNING AND EVALUATION**2.1 - Student Enrollment and Profile****2.1.1 - Enrolment Number Number of students admitted during the year****2.1.1.1 - Number of students admitted during the year**

137

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

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

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

23

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

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners

The department assesses the learning levels of the students in two ways at the time of the commencement of the program. Students enrolled in the department are identified as slow and advanced learners based on the degree of marks obtained. This helps to identify the slow learners and to design special coaching sessions or tutorial sessions to bridge the gap between the slow learners and the advanced learners. Advanced learners and slow learners have identified as per their responses in the classroom as well as the performance in the Unit test, internal examinations.

Following activities are done by teachers for students:

- Slow learners: 1. Individual counselling. 2. Remedial Coaching 3. Extra notes. 4. Group discussion session. 5. Internal examination process. 6. Encouragement in NSS, Sports, and academic activities. 7. Extra library books.
- Advance learners: 1. Advance notes 2. Seminar sessions 3. Participative learning sessions i.e., Self-Discipline Day & Teachers Day 4. Experimental learning sessions i.e., Industrial Tour 5. Projects 6. Assessments 7. Group discussion sessions 8. Internet facility. 9. Advance questions papers. In order to enhance their confidence level, the department conducts different activities such as NSS, Cultural, and Sports to develop their overall personality.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | http://bitpharmacy.org/pdf/Naac%20C2.pdf |
| Upload any additional information | View File |

2.2.2 - Student- Full time teacher ratio (Data for the latest completed academic year)

| | |
|--------------------|--------------------|
| Number of Students | Number of Teachers |
| 470 | 50 |

| File Description | Documents |
|----------------------------|---------------------------|
| Any additional information | View File |

2.3 - Teaching- Learning Process

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

Faculty members make efforts in making the learning activity more interactive by adopting student-centric methods.

1. **Experiential Learning:** Department conducts add-on programs to support students in their experiential learning. The department communicates the following experiential learning practices to improve creativity and cognitive levels of the students -

- Laboratory Sessions are conducted with content beyond syllabus experiments.
- Industrial Visits to engage them in experiential learning while visiting the organization.

2. **Participatory Learning:** In this type of learning, students participate in different activities such as seminars, group discussions, wallpapers, projects, and skill-based add-on courses. Students are encouraged to participate in activities where they can use their specialized technical or management skills.

- Annual cultural program - This is organized every year for the students of the department to give an opening to their creativity.
- Regular Quizzes- Quizzes are organized for student participation at intra or inter-department levels.
- Seminar Presentation - Students develop technical skills while presenting papers in seminars.

3. **Problem-solving methods:** Department encourages students to acquire and develop problem-solving skills.

- Mini Project development
- Regular Quizzes
- Case studies discussion
- Class presentations
- Debates within the department event.

| File Description | Documents |
|-----------------------------------|---|
| Upload any additional information | View File |
| Link for additional information | http://bitpharmacy.org/pdf/Naac%20C2.pdf |

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

ICT enabled tools

ICT enabled teaching in addition to the traditional classroom education. All the classrooms and labs are ICT enabled with projectors installed and the campus is enabled with high speed wifi connection. Due to lockdown, teaching was fully conducted in an online mode. The faculty used various ICT enabled tools to enhance the quality of teaching-learning like:

- The faculty members used Google meet or Zoom to conduct tests and for lecture delivery. Also used many interactive methods for effective teaching such as PPT with animations, Video clippings, Use of online resources from youtube links, Simulation tools, Virtual labs , online assessment tools like mentimeter - Quizz.com, and various Cloud portals etc.
- WhatsApp group used as platforms to communicate, make announcements, address queries, and share information.
- To teach problem solving subjects in an online mode, faculty have used various online tools like- whiteboard in Microsoft teams, Jamboard in Google meet, etc.
- Project presentation, Debates, Group discussions, Mentoring, PTA meet, AAC meet also conducted online through Google meet or Zoom platforms for quality teaching learning process.
- The research journals and ebooks are available on online library to our faculty and students.
- MOOKs And Swayam platform used for digital learning.

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process | No File Uploaded |

2.3.3 - Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year)

2.3.3.1 - Number of mentors

| File Description | Documents |
|--|---------------------------|
| Upload, number of students enrolled and full time teachers on roll | View File |
| Circulars pertaining to assigning mentors to mentees | View File |
| Mentor/mentee ratio | View File |

2.4 - Teacher Profile and Quality

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

20

| File Description | Documents |
|--|---------------------------|
| Full time teachers and sanctioned posts for year (Data Template) | View File |
| Any additional information | No File Uploaded |
| List of the faculty members authenticated by the Head of HEI | View File |

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

10

| File Description | Documents |
|--|---------------------------|
| Any additional information | No File Uploaded |
| List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year (Data Template) | View File |

2.4.3 - Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)

2.4.3.1 - Total experience of full-time teachers

50

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| List of Teachers including their PAN, designation, dept. and experience details(Data Template) | View File |

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

There is a standard process of internal examination in the college. According to the academic calendar, a student has to appear in 2-mock test, 2 mid exam and 1-terminal examinations, in every semester. The schedule of the internal examination is decided at the beginning of the session, in the form of academic calendar. According to the academic calendar, college exam branch have to conduct all internal and external exam. The marks of all internal test are shown in the classrooms and each student can ask about its performance. They can observe their test copies. Record of obtained mark is written in register. If there is any difference or discrepancy in their marks, it can immediately be corrected. The test copy of unit test and quarterly test is shown to students for their observation.

? The transparency is maintained by sharing answer sheet with students and the grievances of the students about assessment if any are addressed.

? Class tests semester wise with Multiple Choice question pattern are conducted by the subject departments.

? Question papers are set as per the university examination pattern.

? Students are provided question bank which is maintained in the college library.

| File Description | Documents |
|---------------------------------|---|
| Any additional information | View File |
| Link for additional information | http://bitpharmacy.org/pdf/Naac%20C2.pdf |

2.5.2 - Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient

At Institute level:

At Institute level, an examination committee, comprising of a senior teacher as convener and other teachingas members, is constituted to handle the issues regarding evaluation process.

The teacher distributes evaluated answer scripts to students, and any clarifications or grievances are addressed by the teacher. The internal marks are displayed on the notice board. If any discrepancy is noticed by the students, the concerned teacher will resolve the discrepancy, and the necessary corrections will be made.

At University level:

If students have grievances related to evaluation of university answer scripts, students can bring their grievances by applying for the following evaluation procedure:

Re-Evaluation: Students can apply for re-evaluation of their answer scripts within a week from the declaration of results if they are not satisfied with their results. The results of re-evaluation will be announced as per the university norms. **Challenge Evaluation:** If the re-counting/re-evaluation results are not satisfactory, a student can apply for challenge evaluation within a week after the announcement of the revaluation results. The evaluation process is carried out by two subject experts. Result will be announced before commencement of University Examination.

| File Description | Documents |
|---------------------------------|---|
| Any additional information | View File |
| Link for additional information | http://bitpharmacy.org/pdf/Naac%20C2.pdf |

2.6 - Student Performance and Learning Outcomes

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

The college has clearly stated learning outcomes of the Programs and Courses. The following mechanism is followed by the institution to communicate the learning outcomes to the teachers and students.

? Hard Copy of syllabi and Learning Outcomes are available in the

departments for ready reference to the teachers and students

? The importance of the learning outcomes has been communicated to the teachers in every IQAC meeting and College Committee meeting

? The students are also made aware of the same through Tutorial meetings

? Workshops have also been conducted for developing the Programme Educational Objectives and Learning outcomes at college level

| File Description | Documents |
|---|---|
| Upload any additional information | No File Uploaded |
| Paste link for Additional information | http://bitpharmacy.org/pdf/Naac%20C2.pdf |
| Upload COs for all Programmes (exemplars from Glossary) | View File |

2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

The Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution and the same are communicated to the students in the formal way of the discussion in the classroom and departmental notice board.

After measuring attainment of POs , PSOs and COs, it has been observed that the strength of the students as well as passing percentage of the students is increasing progressively. Besides, students' progression to the higher studies that is from Under Graduate to Post Graduate seems to be increasing consistently and rapidly in the last five years. In a similar way, the ratio of students' placement is also increasing.

Subsequently, the College took care of the attainment to measure the POs, PSOs and COs and implemented the mechanism as follows:- ? The institute followed the Academic Calendar of our affiliated university.

? All the subject teachers maintained Academic Diary in every academic year.

? All the subject teachers prepared Semester-Wise evaluation Reports.

? Internal examination committee analyzed evaluation reports of results.

? Institute considered Feedback from the Stakeholders for the attainment of PO, PSO and CO.

? Placement committee took the review of the Students' Progression to Higher Studies and their Placement.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for Additional information | http://bitpharmacy.org/pdf/Naac%20C2.pdf |

2.6.3 - Pass percentage of Students during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

42

| File Description | Documents |
|--|---|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | View File |
| Upload any additional information | No File Uploaded |
| Paste link for the annual report | http://bitpharmacy.org/pdf/Naac%20C2.pdf |

2.7 - Student Satisfaction Survey

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

<http://bitpharmacy.org/pdf/Naac%20C2.pdf>

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 year (INR in Lakhs)

3.1.1.1 - Total Grants from Government and non-governmental agencies for research projects /

endowments in the institution during the year (INR in Lakhs)

0

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| e-copies of the grant award letters for sponsored research projects /endowments | View File |
| List of endowments / projects with details of grants(Data Template) | View File |

3.1.2 - Number of teachers recognized as research guides (latest completed academic year)**3.1.2.1 - Number of teachers recognized as research guides**

0

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

3.1.3 - Number of departments having Research projects funded by government and non government agencies during the year**3.1.3.1 - Number of departments having Research projects funded by government and non-government agencies during the year**

0

| File Description | Documents |
|---|---|
| List of research projects and funding details (Data Template) | View File |
| Any additional information | View File |
| Supporting document from Funding Agency | View File |
| Paste link to funding agency website | http://www.bitpharmacy.org/pdf/Naac%20C3.pdf |

3.2 - Innovation Ecosystem**3.2.1 - Institution has created an ecosystem for innovations and has initiatives for creation and transfer**

of knowledge

BHARAT INSTITUTIONS

Bharat Institute of Technology has a permanent registration under the TASK (TELANGANA ACADEMY FOR SKILL AND KNOWLEDGE):

Telangana Academy for Skill & Knowledge was established by the Government of Telangana to enable a platform between Government, Academia and Industry to enhance the employability quotient of youth in the state.

TASK is a unique skill development initiative from the IT, E&C Department aimed at improving the quality of graduates coming out of colleges by imparting industry-grade skill sets. More than 800 colleges have registered with TASK and over 1 lakh youth from across Telangana have been skilled since TASK's inception in June 2015. TASK has also bagged the prestigious SKOCH Platinum award for Revamping Skilling Initiatives for youth in Telangana.

The key focus at Telangana Academy for Skill and Knowledge is to enhance the employability quotient of young graduates in our state and enable them to choose multiple avenues as they graduate.

Some of the key initiatives at TASK include:

- Soft Skill development programs for Graduates.
- Faculty Development Programs at colleges.
- Initiatives that nurture product innovation among students & faculty in collaboration with

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | http://www.bitpharmacy.org/pdf/Naac%20C3.pdf |

3.2.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the year

3.2.2.1 - Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during the year

19

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| Any additional information | View File |
| List of workshops/seminars during last 5 years (Data Template) | View File |

3.3 - Research Publications and Awards

3.3.1 - Number of Ph.Ds registered per eligible teacher during the year

3.3.1.1 - How many Ph.Ds registered per eligible teacher within the year

0

| File Description | Documents |
|--|---|
| URL to the research page on HEI website | http://www.bitpharmacy.org/pdf/Naac%20C3.pdf |
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template) | View File |
| Any additional information | View File |

3.3.2 - Number of research papers per teachers in the Journals notified on UGC website during the year

3.3.2.1 - Number of research papers in the Journals notified on UGC website during the year

16

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| List of research papers by title, author, department, name and year of publication (Data Template) | View File |

3.3.3 - Number of books and chapters in edited volumes/books published and papers published

in national/ international conference proceedings per teacher during the year**3.3.3.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during year**

0

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| List books and chapters edited volumes/ books published (Data Template) | View File |

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 year

Bharat Institute of Technology has developed the MOUS with various analytical labs for the research oriented training of students of both UG and PG Courses.

The institute also has MOU with hospitals KIMS AND DDH hospitals located in hyderabad for the clinical oriented training for the students of PHARM D and M-pharmacy.

Institute also initiated the extension activities with CCMB.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Paste link for additional information | Nil |
| Upload any additional information | View File |

3.4.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year**3.4.2.1 - Total number of awards and recognition received for extension activities from Government/ Government recognized bodies year wise during the year**

1

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| Number of awards for extension activities in last 5 year (Data Template) | View File |
| e-copy of the award letters | No File Uploaded |

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 organized in collaboration with industry, community and NGOs) during the year

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., during the year

4

| File Description | Documents |
|--|---------------------------|
| Reports of the event organized | View File |
| Any additional information | View File |
| Number of extension and outreach Programmes conducted with industry, community etc for the during the year (Data Template) | View File |

3.4.4 - Number of students participating in extension activities at 3.4.3. above during year

3.4.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year wise during year

4

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| Any additional information | View File |
| Number of students participating in extension activities with Govt. or NGO etc (Data Template) | View File |

3.5 - Collaboration

3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year

3.5.1.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year wise during the year

0

| File Description | Documents |
|--|---------------------------|
| e-copies of related Document | View File |
| Any additional information | View File |
| Details of Collaborative activities with institutions/industries for research, Faculty | View File |

3.5.2 - Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the year

3.5.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year wise during the year

1

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Adequate infrastructure facilities are keys for effective and efficient conduction of the educational programmes. The growth of infrastructure thus has to keep pace with the academic developments in the institution. The other supportive facilities on the campus are developed to contribute to the effective ambience for curricular, extra- curricular and administrative activities. A

provision of expenditure in the budget is made annually for maintenance and replenishment of physical facilities which will ensure their availability on a continual basis.

The campus boasts of a pentazonal rich Medicinal Plant Garden, which serves as a on-hand training site for Pharmacognosy and Green awareness.

The institute has its own canteen, which serves healthy and nutritious food to its students and other stakeholders.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | http://www.bitpharmacy.org/pdf/Naac%20C4.pdf |

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

Spending quality time is never a problem in the Institute. Sports facilities are provided for Cricket, Football, Badminton, Volleyball, Indoor & outdoor games, Gymnasium, Yoga etc. In evenings students enjoy the excitement of these sports as players and audiences too.

The college encourages sports and games and students and staff actively participates in cricketers, Volleyball, badminton, Kabaddi, carrom and chess. All accessories needed for volley ball, cricket and football are available.

In each hostel (Boys & Girls) there is Gymnasium for maintaining physical fitness. Qualified trainers are also available for the Gymnasiums. Entire premise is under CCTV vigilance which has been installed in strategic locations to ensure safety & security.

In regular way competitions among students and staff are organized to create a value of games and sportsmanship to understand what leadership is and to maintain a good relationship among teachers and students.

NSS wing of the Institute engages the students with their high affinity as a social worker to serve the society in various forms like blood donation camp, tree plantation drive, Swachchhata drive etc. Every year, the Institute organizes annual sports and games

competitions and also sends nomination to the Affiliating University for various events including sports and games.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | http://www.bitpharmacy.org/pdf/Naac%20C4.pdf |

4.1.3 - Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.

8

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for additional information | http://www.bitpharmacy.org/pdf/Naac%20C4.pdf |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | View File |

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

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

1401830

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | No File Uploaded |
| Upload audited utilization statements | No File Uploaded |
| Upload Details of budget allocation, excluding salary during the year (Data Template) | View File |

4.2 - Library as a Learning Resource

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

We have Utilization of Delnet and also in a process to proceed for the National Digital Library

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for Additional Information | http://www.bitpharmacy.org/pdf/Naac%20C4.pdf |

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources A. Any 4 or more of the above

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | No File Uploaded |
| Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template) | View File |

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

4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)

41850

| File Description | Documents |
|--|---------------------------|
| Any additional information | No File Uploaded |
| Audited statements of accounts | No File Uploaded |
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) | View File |

4.2.4 - Number per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year)

4.2.4.1 - Number of teachers and students using library per day over last one year

24.28

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Details of library usage by teachers and students | View File |

4.3 - IT Infrastructure

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

Bharat Institute of Technology provides fulfilled internet based system to all the faculty in their respective cabins.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | http://www.bitpharmacy.org/pdf/Naac%20C4.pdf |

4.3.2 - Number of Computers

35

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |
| List of Computers | View File |

4.3.3 - Bandwidth of internet connection in the Institution A. ? 50MBPS

| File Description | Documents |
|--|---------------------------|
| Upload any additional Information | View File |
| Details of available bandwidth of internet connection in the Institution | View File |

4.4 - Maintenance of Campus Infrastructure

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

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

14017830

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | No File Uploaded |
| Audited statements of accounts | No File Uploaded |
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | View File |

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

Bharat Institute of Technology has established systems and procedures for maintaining and utilizing of physical, academic and also with

support facilities like - laboratory, library, sports (indoor, outdoor), computers, classrooms etc.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | No File Uploaded |
| Paste link for additional information | http://www.bitpharmacy.org/pdf/Naac%20C4.pdf |

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

280

| File Description | Documents |
|--|---------------------------|
| Upload self attested letter with the list of students sanctioned scholarship | View File |
| Upload any additional information | No File Uploaded |
| Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template) | View File |

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

227

| File Description | Documents |
|--|---------------------------|
| Upload any additional information | No File Uploaded |
| Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template) | View File |

5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills

A. All of the above

| File Description | Documents |
|---|---|
| Link to Institutional website | http://www.bitpharmacy.org/pdf/Naac%20C5.pdf |
| Any additional information | No File Uploaded |
| Details of capability building and skills enhancement initiatives (Data Template) | View File |

5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

0

5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

0

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

5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

A. All of the above

| File Description | Documents |
|--|---------------------------|
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | View File |
| Upload any additional information | No File Uploaded |
| Details of student grievances including sexual harassment and ragging cases | View File |

5.2 - Student Progression**5.2.1 - Number of placement of outgoing students during the year****5.2.1.1 - Number of outgoing students placed during the year**

13

| File Description | Documents |
|--|---------------------------|
| Self-attested list of students placed | View File |
| Upload any additional information | No File Uploaded |
| Details of student placement during the year (Data Template) | View File |

5.2.2 - Number of students progressing to higher education during the year

5.2.2.1 - Number of outgoing student progression to higher education

16

| File Description | Documents |
|--|---------------------------|
| Upload supporting data for student/alumni | View File |
| Any additional information | No File Uploaded |
| Details of student progression to higher education | View File |

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year

11

| File Description | Documents |
|--|---------------------------|
| Upload supporting data for the same | View File |
| Any additional information | No File Uploaded |
| Number of students qualifying in state/ national/ international level examinations during the year (Data Template) | View File |

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 year

5.3.1.1 - 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 year.

0

| File Description | Documents |
|--|---------------------------|
| e-copies of award letters and certificates | No File Uploaded |
| Any additional information | No File Uploaded |
| Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template) | View File |

5.3.2 - Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

1. Each class constitutes a committee constituting two class representatives with mentor and class incharges, to review and report the academic activities. They will be responsible for reporting the day-to-day activities to the class in-charge and the head of the institution. They are even representing their respective class on any grievance. The committee also addresses the issues related to conduction of classes, laboratories, projects and internship and other related matters with mentors and head of the institutions.
2. Club activities: All the students are enrolled in the club activities related to academic like journal clubs, technical club including extracurricular activities. Student club in-charge will take the responsibilities of conducting the club activiti
3. NSS cell - institution has an active NSS unit which organize NSS camps, swatch bharat abhiyaan, blood donation camp, arranging skill development in the rural areas, arranging awareness regarding road safety, yoga, physical fitness etc.
4. Anti-ragging committee - student representatives are given the responsibilities to inform about ragging cases, giving awareness about ragging and help to curb ragging.

5. Anti-sexual harassment committee - lady faculty members and girl students are members of this committee. The student member of the committee will report any harassment issues to the concerned committee coordinator or in charge and further action will be taken accordingly.
6. Grievance committee - any type of grievance with respect to academics, administration, exams, studies, personal issues, psychological problems, facility related issues etc., will be reported to the concerned in-charges for further actions.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | http://www.bitpharmacy.org/pdf/Naac%20C5.pdf |
| Upload any additional information | View File |

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

0

| File Description | Documents |
|---|---------------------------|
| Report of the event | No File Uploaded |
| Upload any additional information | No File Uploaded |
| Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions) (Data Template) | View File |

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

NIL

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | http://www.bitpharmacy.org/pdf/Naac%20C5.pdf |
| Upload any additional information | No File Uploaded |

5.4.2 - Alumni contribution during the year (INR in Lakhs) E. <1Lakhs

| File Description | Documents |
|-----------------------------------|------------------|
| Upload any additional information | No File Uploaded |

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of and in tune with the vision and mission of the institution

The Bharat Institute of Technology works with a vision, "To be a premier pharmacy institute achieving excellence in teaching, value education, research and consultancy in core areas and be engaged in the service in promoting continued education". In order to achieve the vision, the college have the mission to educate students from diverse backgrounds in the fundamental skills, knowledge through a curriculum designed by the university and to prepare them for pharmacy professional positions in service organizations, pharmaceutical industries, other healthcare fields and also to promote a spirit of innovation and entrepreneurship. In order to observe smooth conduct of day to day work the Principal formulated various committees and the portfolios are distributed to the faculty members and involve them in decision making process wherever necessary in the interest of the college suggesting the participative management of the faculty and support staff in day to day functioning of the college. IQAC plays an important role in the matters related to promotion of quality and sustainability initiatives consistently. Furthermore, and in order to become truly participative management, the students also have been given adequate representation in various committees so as to inculcate some leadership qualities in them.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | http://www.bitpharmacy.org/pdf/Naac%20C6.pdf |
| Upload any additional information | View File |

6.1.2 - The effective leadership is visible in various institutional practices such as decentralization and participative management.

BIT management provides support and administrative flexibility to the Principal of the college and strongly believes in decentralization and participative management. Principal acts as the administrative head of the college and ensure the process of decentralization and participative management at various level possible for achieving higher in every aspect. All the policy decisions are taken by the management and various committees, of which the principal is a Member Secretary. The financial matter of the college is looked after by the Principal under the guidance and support from the Management of BIT. In order to observe smooth conduct of day to day work the Principal has formulated various committees and the portfolios are distributed to the faculty members suggesting the participative management of the faculty and support staff in day to day functioning of the college. In order to practice decentralization and participative management by all the stakeholders the college has formed various committees and subcommittees like Examination Committee, Academic Committee, Discipline Committee, Cultural committee, Sports committee etc. The work of the college administration is decentralized and the various subcommittees formed at the beginning of the academic year support the system by playing their role to fullest capacity for the overall development of the college.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | http://www.bitpharmacy.org/pdf/Naac%20C6.pdf |
| Upload any additional information | View File |

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

BIT, has emerged to create a common platform for teachers, students, research scholars, academic experts, drug regulators and industry to interact and share their knowledge, regulatory guidelines with

participants and delegates fostering an environment where participants and delegates can enrich their knowledge, be inspired to think in terms of research and be encouraged to innovate. Yearly, the institution hosts awareness programmes, faculty development programmes, Advanced scientific seminars, National Pharmacy week, and ideations by the institutions innovation cell and incubation centre.

It was an honour for the Chinta Reddy Madhusudan Reddy Edu. Society, BIT-Pharmacy to organize a national level virtual and offline seminar/Conferences consecutively from 2010 that provides an opportunity for various colleges students and faculty to project their scientific work and skills on the national level platform through Google meet, Youtube, Instagram and Facebook was found to be beneficial for the students and faculty members to share their research and knowledge and interact with different academicians, industry scientists and regulators across India and international.

| File Description | Documents |
|--|---|
| Strategic Plan and deployment documents on the website | View File |
| Paste link for additional information | http://www.bitpharmacy.org/pdf/Naac%20C6.pdf |
| Upload any additional information | No File Uploaded |

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

Governing Body of the college meets biannually in order to discuss various issues related to the development of the college and its academic standing. It includes approval of the strategic plan of the college which sets aim and objectives and identifies the financial, physical and staffing needs of the college. The IQAC, college development committee and principal take the authoritative decisions through decentralization and participative management. Principal of the college prepares the action plan keeping in view the short term and long term goals of the college and ensure its execution through Head of Departments, IQAC and faculty members. All administrative matters including compliances of various regulatory bodies, establishment, campus maintenance, student admissions, scholarship are handled by the Principal and office administrative staff. Student activities are handled by Dean, Students Welfare Department

Affairs with the help of students and faculty members. The examinations related work is handled by College Examination Incharge (CEI), under the guidance of the principal. Grievance Redressal committee is constituted to provide a mechanism for Redressal of student/staff grievances. As per the guidelines, Women Grievance cell comprising of senior teaching members is established. All these activities clearly spell out that the functioning of the institute exhibits decentralization and participative management.

| File Description | Documents |
|---|---|
| Paste link for additional information | http://www.bitpharmacy.org/pdf/Naac%20C6.pdf |
| Link to Organogram of the institution webpage | http://www.bitpharmacy.org/pdf/Naac%20C6.pdf |
| Upload any additional information | View File |

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

C. Any 2 of the above

| File Description | Documents |
|---|---------------------------|
| ERP (Enterprise Resource Planning) Document | View File |
| Screen shots of user interfaces | View File |
| Any additional information | View File |
| Details of implementation of e-governance in areas of operation, Administration etc (Data Template) | View File |

6.3 - Faculty Empowerment Strategies

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

Utmost care of the teaching and nonteaching staff is been taken by BIT. We considering this college as one family does various measures for our employee's welfare. The following welfare facilities were available for teaching and non-teaching staff Provident fund facility, ESIC Transport facility Group insurance facility. Financial Assistance to attend STTP, FDP. Etc. Maternity Benefit. Consultancy benefit Canteen facility. Research freedom is been given

to everyone for research of industrial interest. On duty leave for attending Seminars and Workshops. Parent organization also takes care of teaching and nonteaching staff in case of emergency. Organizations of programmes for Financial safety, Emotional and Social wellbeing

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | http://www.bitpharmacy.org/pdf/Naac%20C6.pdf |
| Upload any additional information | View File |

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

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

6

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

6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year

6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year

57

| File Description | Documents |
|--|---------------------------|
| Reports of the Human Resource Development Centres (UGCASC or other relevant centres). | No File Uploaded |
| Reports of Academic Staff College or similar centers | No File Uploaded |
| Upload any additional information | View File |
| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template) | View File |

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year

11

| File Description | Documents |
|---|---------------------------|
| IQAC report summary | View File |
| Reports of the Human Resource Development Centres (UGCASC or other relevant centers) | No File Uploaded |
| Upload any additional information | View File |
| Details of teachers attending professional development programmes during the year (Data Template) | View File |

6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff

An effective performance appraisal system guides faculty in improving their performance, enhancing their professional growth and contributing to institutional performance. Performance appraisal system is transparent at BIT. There are separate appraisal form for faculty and non-teaching staff. Faculty appraisal process is based on self appraisal report of each faculty. Every faculty need to

rate/fill information of their annual performance on different parameters viz. academic performance, research activities, research publications, patents, research projects and teacher feedback by students by HOD and Principal. Different parameters rated and reviewed during the appraisal system are: Teaching, presentation skills, course content and delivery, exam results, attendance of students, syllabus coverage and fulfillment of the academic, research, extension, administrative commitments etc. Faculty, first of all rate themselves for attitude, involvement, commitment and achievement with respect to his/her academic and non-academic/administrative deliverables. HODs rate the faculty based on the annual performance. Further head of the institute finalized the appraisal for the faculty. Appraisal of the HOD is rated by head of the institute after they have rated themselves. Based on the above evaluation process; faculty are categorized in to four categories i.e. A, B, C and D. Faculty falling in the categories of A, B and C were awarded with annual increment. This system guides faculty to move forward with enthusiasm and with more attention.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | http://www.bitpharmacy.org/pdf/Naac%20C6.pdf |
| Upload any additional information | View File |

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

The BIT has a mechanism for internal (Twice in a Year) and external audit (Once in a year) through Accrual system. The college accounts are audited regularly by both Internal and statutory audits appointed by management. Qualified Internal Auditors from external resources have been appointed and a team of staff under them do a thorough check and verification of all vouchers of the transactions that are carried out in each financial year. Likewise an external audit is also carried out on an elaborate way on yearly basis. All Utilization Certificates to various grant giving agencies are also countersigned by the CA. All observations/objections of internal auditor and external auditor are communicated through their report. Audit for the Current/ previous years have been completed and replies have been submitted to their satisfaction. It is pointed out that no serious objection/irregularity is outstanding. No Draft Para has ever been issued against the College by Auditors.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | http://www.bitpharmacy.org/pdf/Naac%20C6.pdf |
| Upload any additional information | View File |

6.4.2 - Funds / Grants received from non-government bodies, individuals, philanthropers during the year (not covered in Criterion III)

6.4.2.1 - Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)

0

| File Description | Documents |
|---|---------------------------|
| Annual statements of accounts | No File Uploaded |
| Any additional information | View File |
| Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template) | View File |

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

The College is a self-financing, private unaided institution and main source of income is through students' fees. The institution has taken necessary steps for resource mobilization. The major heads of funds mobilization includes tuition fees, research grants, consultancy, and grants to conduct developmental activities. Conversely, the institution is having a proficient and effective mechanism for utilization of available financial resources. The tentative budget of college for each financial year is finalized by respective portfolios incharges, library and office and submitted to the Principal. Consequently, Principal forwards the same to management for approval. The utilized funds are audited regularly as per the Government rules by competent and registered C.A.s (Chartered Accountants). Management and institution encourage and motivate the faculties to apply for research grant to various funding agencies. Every financial transaction is recorded.

Utilization: Salary: Teaching and Non-teaching.

Purchase: Purchase of Laboratory consumables, equipment's,

Glassware's.

Operating Expenses: Regulatory bodies Fess (JNTUH, AICTE, PCI, NAAC), Professional membership Expenses, Legal charges, Websites expenses, Repair and maintenance, Land and Building tax, Security charges.

Administrative Expenses: Auditors fees, Internet expenses, Printing and Postage Charges, Office expenses, Stationary Expenses, Telephone expenses, Refreshment Expenses, Travelling and Conveyance expenses etc.

Expenses in respect of students: Enrolment fees, Examination fees, Earn and Learn schemes, Major/Minor research project, Seminars, Online test and Tutorials expenses, Sports and cultural activities expenses etc.

Assets: Computers and hardwares, Library books Scientific Journal and periodicals, Furniture and fixtures, Office equipments etc.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | http://www.bitpharmacy.org/pdf/Naac%20C6.pdf |
| Upload any additional information | No File Uploaded |

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

IQAC strives to achieve overall development of all stakeholders with special emphasis on students. The primary focus of IQAC is on outcome based activities and proposed many reforms to achieve the same. In one of the initiative, IQAC advised faculty members to write quality research, QIP grants, and infrastructure development proposals for submission to various funding agencies in order to get funding and enhancing existing research culture at BIT. Faculty members are also encouraged to generate funds through Consultancy projects and Services using sophisticated and advanced facilities available at college and motivate to file patents, publish research/review papers in the peer reviewed and high impact journals. Thus, majority of faculty members are constantly engaged in writing research projects for funding, completion of sanctioned projects funded by various Funding Agencies, University, Industries and continuous generation of funds through Consultancy projects and Services using well-equipped state-of-the-art laboratories having

sophisticated and advanced facilities. IQAC motivates faculty members to organize/attend various seminars, workshops, FDP, STTP in their area of specialization and disseminate the knowledge gained to students. Well stocked WIFI equipped library with subscription of national and international journals, e-journals, membership of various libraries helps cater the need of students and faculty members.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | http://www.bitpharmacy.org/pdf/Naac%20C6.pdf |
| Upload any additional information | View File |

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

IQAC of BIT promote learner centric environment in line with the sole objectives, in order to achieve enriched learning experience to the students from diverse background. IQAC ensure early identification of learning abilities of the students which helps bridging the learning gap between the advanced and slow learners and their continuous advancement. Quality Initiatives Taken By IQAC: Periodic monitoring of activities is carried out based on the action plan as a measure of quality sustenance and enhancement. The IQAC continually strive to achieve excellence in every aspect of the activities useful for holistic development of the student. Academic Aspects: Abiding to the vision/mission of BIT, emphasis is given on quality education to students from diverse background through implementation of Total Quality Management (TQM) concept. Quality of education is evaluated by conducting formative and summative assessment of students as well as teachers. Insemester/concurrent evaluation and end semester examinations are the means for the performance evaluation of the students, whereas, student feedbacks about the teacher is the means for evaluation of the teacher. As a result, the academic development of students is reflected from excellent track record of success in University as well as other national level competitive examinations and the result of the college is consistently above average result of the University. IQAC also ensures about providing of Add on/value added courses to the students for enhancing their employability skill.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | http://www.bitpharmacy.org/pdf/Naac%20C6.pdf |
| Upload any additional information | View File |

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

C. Any 2 of the above

| File Description | Documents |
|--|---|
| Paste web link of Annual reports of Institution | http://www.bitpharmacy.org/pdf/Naac%20C6.pdf |
| Upload e-copies of the accreditations and certifications | View File |
| Upload any additional information | View File |
| Upload details of Quality assurance initiatives of the institution (Data Template) | View File |

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

Women Protection Cell:

1. We are committed to gender equity and increasing the representation of woman in senior roles.
2. We are promoting and aiming women to be integral part in all the activities.
3. To prevent gender discrimination, we have conducted many gender equity programs in the campus which include-

a) Women empowerment in India.

- b) Women's safety in working place.
- c) Women's role in health care.
- d) Education equalities.
- e) Reservation policy for women.
- f) Women's health, safety, and freedom from violence.

Additional steps taken to promote gender equity

1. We are committed to gender equality and increasing the representation of women in senior roles. Furthermore, for each section a separate girl class representative is chosen to take up class related responsibilities as needed.

Bharat Institutions aims to develop professional skills along with moral values among the students. We firmly believes that both women and men should be given equal opportunities in the college campus. .. Hence, the college takes a pledge to work towards providing an environment of overall growth and equality to all its members. The annual gender sensitization plan is as follows ? Several activities like debates, quizzes and educative programs are organised to sensitise the Gender equality and gender equity among staff and students. During orientation programme for new students, familiarize them with campus life and values. To encourage girls students to join NCC and NSS and ensure equal rights and participations in regular cultural activities

| File Description | Documents |
|--|---|
| Annual gender sensitization action plan | http://www.bitpharmacy.org/naac.php |
| Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information | <u>Bharat Institutions aims to develop professional skills along with moral values among the students. We firmly believes that both women and men should be given equal opportunities in the college campus. The institution believes that education is the only powerful tool, that revolutionize the society. To impart quality education in all the sections of the society, special focus</u> |

to be given to vulnerable classes, specially education of the girl students has been one of the main objectives of the Bharat. By establishing gender equality promotion as an objective for the college, we support the government efforts towards women empowerment and upliftment, both for the staff and students. Hence, the college takes a pledge to work towards providing an environment of overall growth and equality to all its members. The annual gender sensitization plan is as follows ? Several activities like debates, quizzes and educative programs are organised to sensitise the Gender equality and gender equity among staff and students. ? International Womens Day is conducted annually (in the month of March) during which the eminent people are invited to give talk on Gender equity and women safety. On the same occasion the eminent personalities are honoured. ? Encourage faculty members to promote equal representation and facilitate equal participation in projects, co-curricular activities and sports. ? During orientation programme for new students, familiarize them with campus life and values. ? Conduct workshops to promote awareness regards cyber security, self defence, entrepreneurship among faculty members, staff and students. ? Coordinate with state and National commssion for women to raise awareness levels regarding womens rights and prevention of sexual harassment through workshops and seminars. ? To encourage girls students to join NCC and NSS and ensure equal rights and participations in regular cultural activities.

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment

B. Any 3 of the above

| File Description | Documents |
|--------------------------------|---------------------------|
| Geo tagged Photographs | View File |
| Any other relevant information | View File |

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

Solid waste management:

BIT practices segregation of solid waste and its effective waste management in the campus. The collected waste is segregated at the source of the generation, the waste bins are placed separately for dry & wet waste at every corner of the corridor, common rooms, canteen etc. The dry & wet wastes are collected and sent to the biogas plant of BIT to convert waste to Energy.

Liquid waste management:

Liquid waste from the canteen & the wash rooms is collected into pools, recycled using four beds filtration method will further be used for watering the gardens.

Hazardous Chemicals & Radio Active Management:

Hazardous chemicals are kept away from the reach of students. Fire extinguishers are available in all labs. Regular check on fire extinguishers is taken care of by the administration department. Labs are well ventilated & spacious.

| File Description | Documents |
|---|---------------------------|
| Relevant documents like agreements / MoUs with Government and other approved agencies | View File |
| Geo tagged photographs of the facilities | View File |

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

campus

| File Description | Documents |
|---|---------------------------|
| Geo tagged photographs / videos of the facilities | View File |
| Any other relevant information | View File |

7.1.5 - Green campus initiatives include

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

A. Any 4 or All of the above

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

| File Description | Documents |
|--|---------------------------|
| Geo tagged photos / videos of the facilities | View File |
| Various policy documents / decisions circulated for implementation | View File |
| Any other relevant documents | View File |

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

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following
1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities

E. None of the above

| File Description | Documents |
|---|------------------|
| Reports on environment and energy audits submitted by the auditing agency | No File Uploaded |
| Certification by the auditing agency | No File Uploaded |
| Certificates of the awards received | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

A. Any 4 or all of the above

5.

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

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

Our goal is to provide students with the most amazing activities by creating a platform in various aspects that will help the students to identify their hidden talents and get a break from their busy schedules working enthusiastically to excel in their respective interests.

LOCATIONAL ADVANTAGES:

1. A symbol of modern-day planning, the institution is strategically located 2km from Mangalpalli gate.
2. For enhanced connectivity, bus stops are located close to the college. Our institute is 30 km away from the international airport and 30 km away from Secunderabad and Nampally railway stations and 25 km from the nearby metro station.
3. The college is located in a very peaceful environment representing a symbol of peace.
4. A number of pharmaceutical industries, research laboratories, and IT parks are nearby to the institute. A number of Hospitals are located near the college which gives the opportunity to students for practicing in hospitals and is highly advantageous to the students for placement also.
5. Our campus is nearby (7km) to the famous software company TCS, Adibatla.
6. It is also nearby to many pharmacy and engineering colleges like CVR college of engineering, Sri Indu college of engineering and technology, Sri Datta Engineering college, AVN college of engineering, MRM Institute of technology, Scient college of engineering, St.Pauls college of pharmacy, Jagruthi institute of engineering.

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

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

1. To make students socially and ethically aware, the Institution makes efforts to inculcate value education as professional ethics, environmental science, and engineering and also make students take part in sports and other activities like NSS.

CORE VALUES

1. For personal enhancement and social progress, we follow the core values like respect, excellence, compassion, integrity, diversity, service, learning for life, and hospitality.

| File Description | Documents |
|--|---|
| Details of activities that inculcate values; necessary to render students in to responsible citizens | 1.Oriantation day, 2. Independence day, 3. Republic day, 4. Pharmacist day, 5. Yoga day, 6. Teacher's day |
| Any other relevant information | Ramkrishna math Visit and Guest lecture on Human Value |

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

4. Annual awareness programmes on Code of Conduct are organized

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

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

The college believes in celebrating events and festivals in college. It is an integral part of learning and building a strong cultural belief in a student. The College makes tremendous efforts in celebrating national and international days, events, and festivals throughout the year. In the academic year 2020-21,

we celebrated the following days like World Environment Day, International Yoga Day, National Mathematics Day, Independence Day,

Republic Day, National Unity Day (Birth Anniversary of Sardar Vallabh bhai Patel), Birth Anniversaries of Dr. Sarvapalli Radhakhishnan, Mahatma Gandhi, Birth anniversary of Swami Vivekananda.

| File Description | Documents |
|---|---------------------------|
| Annual report of the celebrations and commemorative events for the last (During the year) | View File |
| Geo tagged photographs of some of the events | No File Uploaded |
| Any other relevant information | View File |

7.2 - Best Practices

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

The best practices of our institution are

1. Curricular Activities.
2. Co-Curricular Activities

Curricular Activities

1. Parent communication register PCR The Main aim of our Parent Communication Register is to maintain minimum attendance for each student and to establish good communication between Student Mentor and parent.

2. DAILY CLASS WORK REPORT

The main aim of this DCR is to ensure compliance between the actual lesson plan planned by a faculty and the execution of the topic during the class.

3. ACADEMIC DAIRY

This practice comprises the roles and responsibilities of the academician (Assistant Professor, Associate professor, Professor). The main motive of this practice is to have knowledge of the various duties of faculty to work with commitment and serve a better profession.

4. ADMIN DAIRY

This practice comprises the roles and responsibilities of the academician (Assistant Professor, Associate professor, Professor). The main motive of this practice is to have knowledge of the various duties of faculty to work with commitment and serve better for the profession.

Co-Curricular Activities

OBJECTIVES: 1. English Literary Club 2. Youth Red Cross Club 3. Rotaract Club 4. Inspire Club 5. Sports Club 6. Robotics Club 8. Cultural Club 9. Humour Club 10. Event Management Club 11. Knowledge Club

12. NSS 13. Yoga Club 14. Entrepreneur Development Club

| File Description | Documents |
|---|---|
| Best practices in the Institutional website | Nil |
| Any other relevant information | http://www.bitpharmacy.org/pdf/Naac%20C7.pdf |

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

Academic Achievements:

Our attempts to foster diverse all-around growth including teaching, learning, and evaluation attributes are rated 'outstanding'. In order to redefine academic excellence, faculty members strive for it and go beyond teaching. As the educational system becomes increasingly student-centered, it is the responsibility of the institute to guarantee that proper teaching and learning requirements are met. Students are encouraged to align their standards with industry and social demands as part of this process. The well-defined student-centered system has the following goals:

? To establish and maintain state-of-the Pharmacy teaching facilities.

? To train students in Handling Pharmaceutical equipment, pharmaceutical preparations, and hospital and clinical postings.

? To provide training in emerging technologies through "Training and Placement Cell" requirements.

II Research Achievements:

The College's goal is to become an Advanced Research Center, in and itself, a commitment to provide high-quality learning through Integration between Educational and Research Activities. The College course-based projects, curriculum, social impact-based projects, Clinical Projects, and certificate courses give students awareness of courses, allowing them to conduct inter-disciplinary research.

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

1.1.1 - The Institution ensures effective curriculum delivery through a well planned and documented process

Institution ensures effective curriculum delivery through well planned and documented process. Curriculum is specified by the University and the same will be displayed in the University website along with academic calendar. . Institute will implement the curriculum guidelines and the academic calendar specified by the university. Time table will be prepared by academic committee before the commencement of each semester/year as per the university guideline and provided to the concerned faculties/subject in charges. Time table includes bridge classes for slow learning students and remedial classes for failed students. . Any curricular activities other than the subject, conducted by the faculty are also documented in the academic diary. . Syllabus completion report will be taken by the academic in charge or HOD's at frequent intervals for verification. All the documents are maintained by academic audit cell. Action will be initiated if the syllabus is not covered according to the lesson plan to ensure the timely completion of curriculum. Reports will be handed over to IQAC for further process and will be documented

| File Description | Documents |
|-------------------------------------|---|
| Upload relevant supporting document | View File |
| Link for Additional information | http://www.bitpharmacy.org/pdf/Naac%20C1.pdf |

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

At the start of the academic year, academic committee which constitutes of Principal, academic coordinator, academic in-charge, head of departments, respective class teachers, and class representatives plans a meeting with all committee in-charges to discuss and plan the execution of various activities for the current academic year for respective courses. The academic committee reviews the activity on a monthly basis and reports to

the principal. All the committee heads are bound to follow the scheduled academic calendar with the only exception of unavoidable circumstances. In the last academic year 2020-21, due to pandemic situation of COVID-19 has forced the institute to change the scheduled plan. Therefore, the institute has revised the activities from offline to online, and accordingly, activities were conducted. The academic committee in coordination with the examination committee regularly monitors the JNTU university academic calendar for any change in conclusion date and declaration of the examination and informs timely to other committee heads about the change required, if any. Accordingly academic calendar is revised and activities are rescheduled. At the end of academic year, summary of academic activities with proposed dates and conducted dates is been prepared to verify the adherence to the academic calendar. Various reforms initiated on Continuous Internal Evaluation system at the institutional level. . Conclusively, the institution adheres to the academic calendar and bound to conduct activities as per planned schedule.

| File Description | Documents |
|-------------------------------------|---|
| Upload relevant supporting document | View File |
| Link for Additional information | http://www.bitpharmacy.org/pdf/Naac%20C1.pdf |

1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs Design and Development of Curriculum for Add on/ certificate/ Diploma Courses Assessment /evaluation process of the affiliating University

C. Any 2 of the above

| File Description | Documents |
|--|---------------------------|
| Details of participation of teachers in various bodies/activities provided as a response to the metric | View File |
| Any additional information | View File |

1.2 - Academic Flexibility

1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented

01

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

1.2.2 - Number of Add on /Certificate programs offered during the year

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

6

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Brochure or any other document relating to Add on /Certificate programs | View File |
| List of Add on /Certificate programs (Data Template) | View File |

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

185

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Details of the students enrolled in Subjects related to certificate/Add-on programs | View File |

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

Professional Ethics :The unique practice of reciting the Pharmacy Oath at the start of the day is implemented which make students aware of the Code of ethics. Pharmaceutical Jurisprudence, subject of curriculum includes study of regulatory system for safety and effectiveness of medicine. Pharmacological screening methods take account of animal handling and prevention of cruelty. Pharmaceutical marketing management inculcates professional ethics required for pharmaceutical marketing.

Human Values: Courses like Pharmacy Practice, Social and Preventive Pharmacy, Human rights, physical education examination scheme is an integral part of the educational system prescribed by Parent University.

Environment and Sustainability:As per PCI pattern, first-year B. Pharm. is having an Environmental sciences subject which includes study of physical and biological characters of the environment, social and cultural factors and impact of human on the environment. Field projects/visits are an integral part of this subject which helps students to know the root cause and inspire them for sustainability.

Gender:Courses such as Pharmaceutical Jurisprudence explain the rules and regulation of termination of pregnancy

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum. | View File |

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

3

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| Programme / Curriculum/ Syllabus of the courses | View File |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | View File |
| MoU's with relevant organizations for these courses, if any | View File |
| Institutional Data in Prescribed Format | View File |

1.3.3 - Number of students undertaking project work/field work/ internships

119

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| List of programmes and number of students undertaking project work/field work/ /internships (Data Template) | View File |

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni

A. All of the above

| File Description | Documents |
|---|---|
| URL for stakeholder feedback report | http://www.bitpharmacy.org/pdf/Naac%20C1.pdf |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management | View File |
| Any additional information | View File |

| | |
|--|--|
| 1.4.2 - Feedback process of the Institution may be classified as follows | B. Feedback collected, analyzed and action has been taken |
| File Description | Documents |
| Upload any additional information | View File |
| URL for feedback report | http://www.bitpharmacy.org/pdf/Naac%20C1.p df |
| TEACHING-LEARNING AND EVALUATION | |
| 2.1 - Student Enrollment and Profile | |
| 2.1.1 - Enrolment Number Number of students admitted during the year | |
| 2.1.1.1 - Number of students admitted during the year | |
| 137 | |
| File Description | Documents |
| Any additional information | View File |
| Institutional data in prescribed format | View File |
| 2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats) | |
| 2.1.2.1 - Number of actual students admitted from the reserved categories during the year | |
| 23 | |
| File Description | Documents |
| Any additional information | View File |
| Number of seats filled against seats reserved (Data Template) | View File |
| 2.2 - Catering to Student Diversity | |
| 2.2.1 - The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners | |
| The department assesses the learning levels of the students in two ways at the time of the commencement of the program. Students enrolled in the department are identified as slow and advanced | |

learners based on the degree of marks obtained. This helps to identify the slow learners and to design special coaching sessions or tutorial sessions to bridge the gap between the slow learners and the advanced learners. Advanced learners and slow learners have identified as per their responses in the classroom as well as the performance in the Unit test, internal examinations.

Following activities are done by teachers for students:

- Slow learners: 1. Individual counselling. 2. Remedial Coaching 3. Extra notes. 4. Group discussion session. 5. Internal examination process. 6. Encouragement in NSS, Sports, and academic activities. 7. Extra library books.
- Advance learners: 1. Advance notes 2. Seminar sessions 3. Participative learning sessions i.e., Self-Discipline Day & Teachers Day 4. Experimental learning sessions i.e., Industrial Tour 5. Projects 6. Assessments 7. Group discussion sessions 8. Internet facility. 9. Advance questions papers. In order to enhance their confidence level, the department conducts different activities such as NSS, Cultural, and Sports to develop their overall personality.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | http://bitpharmacy.org/pdf/Naac%20C2.pdf |
| Upload any additional information | View File |

2.2.2 - Student- Full time teacher ratio (Data for the latest completed academic year)

| Number of Students | Number of Teachers |
|--------------------|--------------------|
| 470 | 50 |

| File Description | Documents |
|----------------------------|---------------------------|
| Any additional information | View File |

2.3 - Teaching- Learning Process

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

Faculty members make efforts in making the learning activity more

interactive by adopting student-centric methods.

1. **Experiential Learning:** Department conducts add-on programs to support students in their experiential learning. The department communicates the following experiential learning practices to improve creativity and cognitive levels of the students -

- Laboratory Sessions are conducted with content beyond syllabus experiments.
- Industrial Visits to engage them in experiential learning while visiting the organization.

2. **Participatory Learning:** In this type of learning, students participate in different activities such as seminars, group discussions, wallpapers, projects, and skill-based add-on courses. Students are encouraged to participate in activities where they can use their specialized technical or management skills.

- Annual cultural program - This is organized every year for the students of the department to give an opening to their creativity.
- Regular Quizzes- Quizzes are organized for student participation at intra or inter-department levels.
- Seminar Presentation - Students develop technical skills while presenting papers in seminars.

3. **Problem-solving methods:** Department encourages students to acquire and develop problem-solving skills.

- Mini Project development
- Regular Quizzes
- Case studies discussion
- Class presentations
- Debates within the department event.

| File Description | Documents |
|-----------------------------------|---|
| Upload any additional information | View File |
| Link for additional information | http://bitpharmacy.org/pdf/Naac%20C2.pdf |

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

ICT enabled tools

ICT enabled teaching in addition to the traditional classroom education. All the classrooms and labs are ICT enabled with projectors installed and the campus is enabled with high speed wifi connection. Due to lockdown, teaching was fully conducted in an online mode. The faculty used various ICT enabled tools to enhance the quality of teaching-learning like:

- The faculty members used Google meet or Zoom to conduct tests and for lecture delivery. Also used many interactive methods for effective teaching such as PPT with animations, Video clippings, Use of online resources from youtube links, Simulation tools, Virtual labs , online assessment tools like mentimeter - Quizz.com, and various Cloud portals etc.
- WhatsApp group used as platforms to communicate, make announcements, address queries, and share information.
- To teach problem solving subjects in an online mode, faculty have used various online tools like- whiteboard in Microsoft teams, Jamboard in Google meet, etc.
- Project presentation, Debates, Group discussions, Mentoring, PTA meet, AAC meet also conducted online through Google meet or Zoom platforms for quality teaching learning process.
- The research journals and ebooks are available on online library to our faculty and students.
- MOOKs And Swayam platform used for digital learning.

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process | No File Uploaded |

2.3.3 - Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year)

2.3.3.1 - Number of mentors

44

| File Description | Documents |
|--|---------------------------|
| Upload, number of students enrolled and full time teachers on roll | View File |
| Circulars pertaining to assigning mentors to mentees | View File |
| Mentor/mentee ratio | View File |

| 2.4 - Teacher Profile and Quality | |
|--|---------------------------|
| 2.4.1 - Number of full time teachers against sanctioned posts during the year | |
| 20 | |
| File Description | Documents |
| Full time teachers and sanctioned posts for year (Data Template) | View File |
| Any additional information | No File Uploaded |
| List of the faculty members authenticated by the Head of HEI | View File |
| 2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count) | |
| 2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year | |
| 10 | |
| File Description | Documents |
| Any additional information | No File Uploaded |
| List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year (Data Template) | View File |
| 2.4.3 - Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year) | |
| 2.4.3.1 - Total experience of full-time teachers | |
| 50 | |
| File Description | Documents |
| Any additional information | View File |
| List of Teachers including their PAN, designation, dept. and experience details(Data Template) | View File |

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

There is a standard process of internal examination in the college. According to the academic calendar, a student has to appear in 2-mock test, 2 mid exam and 1-terminal examinations, in every semester. The schedule of the internal examination is decided at the beginning of the session, in the form of academic calendar. According to the academic calendar, college exam branch have to conduct all internal and external exam. The marks of all internal test are shown in the classrooms and each student can ask about its performance. They can observe their test copies. Record of obtained mark is written in register. If there is any difference or discrepancy in their marks, it can immediately be corrected. The test copy of unit test and quarterly test is shown to students for their observation.

? The transparency is maintained by sharing answer sheet with students and the grievances of the students about assessment if any are addressed.

? Class tests semester wise with Multiple Choice question pattern are conducted by the subject departments.

? Question papers are set as per the university examination pattern.

? Students are provided question bank which is maintained in the college library.

| File Description | Documents |
|---------------------------------|---|
| Any additional information | View File |
| Link for additional information | http://bitpharmacy.org/pdf/Naac%20C2.pdf |

2.5.2 - Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient

At Institute level:

At Institute level, an examination committee, comprising of a senior teacher as convener and other teachingas members, is

constituted to handle the issues regarding evaluation process.

The teacher distributes evaluated answer scripts to students, and any clarifications or grievances are addressed by the teacher. The internal marks are displayed on the notice board. If any discrepancy is noticed by the students, the concerned teacher will resolve the discrepancy, and the necessary corrections will be made.

At University level:

If students have grievances related to evaluation of university answer scripts, students can bring their grievances by applying for the following evaluation procedure:

Re-Evaluation: Students can apply for re-evaluation of their answer scripts within a week from the declaration of results if they are not satisfied with their results. The results of re-evaluation will be announced as per the university norms.

Challenge Evaluation: If the re-counting/re-evaluation results are not satisfactory, a student can apply for challenge evaluation within a week after the announcement of the revaluation results. The evaluation process is carried out by two subject experts. Result will be announced before commencement of University Examination.

| File Description | Documents |
|---------------------------------|---|
| Any additional information | View File |
| Link for additional information | http://bitpharmacy.org/pdf/Naac%20C2.pdf |

2.6 - Student Performance and Learning Outcomes

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

The college has clearly stated learning outcomes of the Programs and Courses. The following mechanism is followed by the institution to communicate the learning outcomes to the teachers and students.

? Hard Copy of syllabi and Learning Outcomes are available in the departments for ready reference to the teachers and students

? The importance of the learning outcomes has been communicated

to the teachers in every IQAC meeting and College Committee meeting

? The students are also made aware of the same through Tutorial meetings

? Workshops have also been conducted for developing the Programme Educational Objectives and Learning outcomes at college level

| File Description | Documents |
|---|---|
| Upload any additional information | No File Uploaded |
| Paste link for Additional information | http://bitpharmacy.org/pdf/Naac%20C2.pdf |
| Upload COs for all Programmes (exemplars from Glossary) | View File |

2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

The Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution and the same are communicated to the students in the formal way of the discussion in the classroom and departmental notice board.

After measuring attainment of POs , PSOs and COs, it has been observed that the strength of the students as well as passing percentage of the students is increasing progressively. Besides, students' progression to the higher studies that is from Under Graduate to Post Graduate seems to be increasing consistently and rapidly in the last five years. In a similar way, the ratio of students' placement is also increasing.

Subsequently, the College took care of the attainment to measure the POs, PSOs and COs and implemented the mechanism as follows:- ? The institute followed the Academic Calendar of our affiliated university.

? All the subject teachers maintained Academic Diary in every academic year.

? All the subject teachers prepared Semester-Wise evaluation Reports.

? Internal examination committee analyzed evaluation reports of results.

? Institute considered Feedback from the Stakeholders for the attainment of PO, PSO and CO.

? Placement committee took the review of the Students' Progression to Higher Studies and their Placement.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for Additional information | http://bitpharmacy.org/pdf/Naac%20C2.pdf |

2.6.3 - Pass percentage of Students during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

42

| File Description | Documents |
|--|---|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | View File |
| Upload any additional information | No File Uploaded |
| Paste link for the annual report | http://bitpharmacy.org/pdf/Naac%20C2.pdf |

2.7 - Student Satisfaction Survey

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

<http://bitpharmacy.org/pdf/Naac%20C2.pdf>

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 year (INR in Lakhs)

3.1.1.1 - Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)

0

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| e-copies of the grant award letters for sponsored research projects /endowments | View File |
| List of endowments / projects with details of grants(Data Template) | View File |

3.1.2 - Number of teachers recognized as research guides (latest completed academic year)

3.1.2.1 - Number of teachers recognized as research guides

0

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

3.1.3 - Number of departments having Research projects funded by government and non government agencies during the year

3.1.3.1 - Number of departments having Research projects funded by government and non-government agencies during the year

0

| File Description | Documents |
|---|--|
| List of research projects and funding details (Data Template) | View File |
| Any additional information | View File |
| Supporting document from Funding Agency | View File |
| Paste link to funding agency website | http://www.bitpharmacy.org/pdf/Naac%20C3.p df |

3.2 - Innovation Ecosystem

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

BHARAT INSTITUTIONS

Bharat Institute of Technology has a permanent registration under the TASK (TELANGANA ACADEMY FOR SKILL AND KNOWLEDGE):

Telangana Academy for Skill & Knowledge was established by the Government of Telangana to enable a platform between Government, Academia and Industry to enhance the employability quotient of youth in the state.

TASK is a unique skill development initiative from the IT, E&C Department aimed at improving the quality of graduates coming out of colleges by imparting industry-grade skill sets. More than 800 colleges have registered with TASK and over 1 lakh youth from across Telangana have been skilled since TASK's inception in June 2015. TASK has also bagged the prestigious SKOCH Platinum award for Revamping Skilling Initiatives for youth in Telangana.

The key focus at Telangana Academy for Skill and Knowledge is to enhance the employability quotient of young graduates in our state and enable them to choose multiple avenues as they graduate.

Some of the key initiatives at TASK include:

- Soft Skill development programs for Graduates.
- Faculty Development Programs at colleges.
- Initiatives that nurture product innovation among students & faculty in collaboration with

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | http://www.bitpharmacy.org/pdf/Naac%20C3.pdf |

3.2.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the year

3.2.2.1 - Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during the year

19

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| Any additional information | View File |
| List of workshops/seminars during last 5 years (Data Template) | View File |

3.3 - Research Publications and Awards**3.3.1 - Number of Ph.Ds registered per eligible teacher during the year****3.3.1.1 - How many Ph.Ds registered per eligible teacher within the year**

0

| File Description | Documents |
|--|--|
| URL to the research page on HEI website | http://www.bitpharmacy.org/pdf/Naac%20C3.p df |
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template) | View File |
| Any additional information | View File |

3.3.2 - Number of research papers per teachers in the Journals notified on UGC website during the year**3.3.2.1 - Number of research papers in the Journals notified on UGC website during the year**

16

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| List of research papers by title, author, department, name and year of publication (Data Template) | View File |

3.3.3 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

3.3.3.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during year

0

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| List books and chapters edited volumes/ books published (Data Template) | View File |

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 year

Bharat Institute of Technology has developed the MOUS with various analytical labs for the research oriented training of students of both UG and PG Courses.

The institute also has MOU with hospitals KIMS AND DDH hospitals located in hyderabad for the clinical oriented training for the students of PHARMD and M-pharmacy.

Institute also initiated the extension activities with CCMB.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Paste link for additional information | Nil |
| Upload any additional information | View File |

3.4.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

3.4.2.1 - Total number of awards and recognition received for extension activities from Government/ Government recognized bodies year wise during the year

1

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| Number of awards for extension activities in last 5 year (Data Template) | View File |
| e-copy of the award letters | No File Uploaded |

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 organized in collaboration with industry, community and NGOs) during the year

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., during the year

4

| File Description | Documents |
|--|---------------------------|
| Reports of the event organized | View File |
| Any additional information | View File |
| Number of extension and outreach Programmes conducted with industry, community etc for the during the year (Data Template) | View File |

3.4.4 - Number of students participating in extension activities at 3.4.3. above during year

3.4.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year wise during year

4

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| Any additional information | View File |
| Number of students participating in extension activities with Govt. or NGO etc (Data Template) | View File |

3.5 - Collaboration**3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year****3.5.1.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year wise during the year**

0

| File Description | Documents |
|--|---------------------------|
| e-copies of related Document | View File |
| Any additional information | View File |
| Details of Collaborative activities with institutions/industries for research, Faculty | View File |

3.5.2 - Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the year**3.5.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year wise during the year**

1

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

INFRASTRUCTURE AND LEARNING RESOURCES**4.1 - Physical Facilities**

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Adequate infrastructure facilities are keys for effective and efficient conduction of the educational programmes. The growth of infrastructure thus has to keep pace with the academic

developments in the institution. The other supportive facilities on the campus are developed to contribute to the effective ambience for curricular, extra- curricular and administrative activities. A provision of expenditure in the budget is made annually for maintenance and replenishment of physical facilities which will ensure their availability on a continual basis.

The campus boasts of a pentazonal rich Medicinal Plant Garden, which serves as a on-hand training site for Pharmacognosy and Green awareness.

The institute has its own canteen, which serves healthy and nutritious food to its students and other stakeholders.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | http://www.bitpharmacy.org/pdf/Naac%20C4.pdf |

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

Spending quality time is never a problem in the Institute. Sports facilities are provided for Cricket, Football, Badminton, Volleyball, Indoor & outdoor games, Gymnasium, Yoga etc. In evenings students enjoy the excitement of these sports as players and audiences too.

The college encourages sports and games and students and staff actively participates in cricketers, Volleyball, badminton, Kabaddi, carrom and chess. All accessories needed for volley ball, cricket and football are available.

In each hostel (Boys & Girls) there is Gymnasium for maintaining physical fitness. Qualified trainers are also available for the Gymnasiums. Entire premise is under CCTV vigilance which has been installed in strategic locations to ensure safety& security.

In regular way competitions among students and staff are organized to create a value of games and sportsmanship to understand what leadership is and to maintain a good relationship among teachers and students.

NSS wing of the Institute engages the students with their high affinity as a social worker to serve the society in various forms like blood donation camp, tree plantation drive, Swachchhata drive etc. Every year, the Institute organizes annual sports and games competitions and also sends nomination to the Affiliating University for various events including sports and games.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | http://www.bitpharmacy.org/pdf/Naac%20C4.pdf |

4.1.3 - Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.

8

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for additional information | http://www.bitpharmacy.org/pdf/Naac%20C4.pdf |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | View File |

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

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

1401830

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | No File Uploaded |
| Upload audited utilization statements | No File Uploaded |
| Upload Details of budget allocation, excluding salary during the year (Data Template) | View File |

4.2 - Library as a Learning Resource

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

We have Utilization of Delnet and also in a process to proceed for the National Digital Library

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for Additional Information | http://www.bitpharmacy.org/pdf/Naac%20C4.pdf |

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources

A. Any 4 or more of the above

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | No File Uploaded |
| Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template) | View File |

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

4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)

41850

| File Description | Documents |
|--|---------------------------|
| Any additional information | No File Uploaded |
| Audited statements of accounts | No File Uploaded |
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) | View File |

4.2.4 - Number per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year)

4.2.4.1 - Number of teachers and students using library per day over last one year

24.28

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Details of library usage by teachers and students | View File |

4.3 - IT Infrastructure

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

Bharat Institute of Technology provides fulfilled internet based system to all the faculty in their respective cabins.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | http://www.bitpharmacy.org/pdf/Naac%20C4.pdf |

4.3.2 - Number of Computers

35

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |
| List of Computers | View File |

| | |
|--|---------------------------|
| 4.3.3 - Bandwidth of internet connection in the Institution | A. ? 50MBPS |
| File Description | Documents |
| Upload any additional Information | View File |
| Details of available bandwidth of internet connection in the Institution | View File |
| 4.4 - Maintenance of Campus Infrastructure | |
| 4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs) | |
| 4.4.1.1 - Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs) | |
| 14017830 | |
| File Description | Documents |
| Upload any additional information | No File Uploaded |
| Audited statements of accounts | No File Uploaded |
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | View File |
| 4.4.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. | |
| <p>Bharat Institute of Technology has established systems and procedures for maintaining and utilizing of physical, academic and also with</p> <p>support facilities like - laboratory, library, sports (indoor, outdoor), computers, classrooms etc.</p> | |

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | No File Uploaded |
| Paste link for additional information | http://www.bitpharmacy.org/pdf/Naac%20C4.pdf |

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

280

| File Description | Documents |
|--|---------------------------|
| Upload self attested letter with the list of students sanctioned scholarship | View File |
| Upload any additional information | No File Uploaded |
| Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template) | View File |

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

227

| File Description | Documents |
|---|---|
| Upload any additional information | No File Uploaded |
| Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template) | View File |
| 5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills | A. All of the above |
| File Description | Documents |
| Link to Institutional website | http://www.bitpharmacy.org/pdf/Naac%20C5.pdf |
| Any additional information | No File Uploaded |
| Details of capability building and skills enhancement initiatives (Data Template) | View File |
| 5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year | |
| 0 | |
| 5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year | |
| 0 | |
| File Description | Documents |
| Any additional information | View File |
| Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template) | View File |
| 5.1.5 - The Institution has a transparent | A. All of the above |

mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

| File Description | Documents |
|--|---------------------------|
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | View File |
| Upload any additional information | No File Uploaded |
| Details of student grievances including sexual harassment and ragging cases | View File |

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

13

| File Description | Documents |
|--|---------------------------|
| Self-attested list of students placed | View File |
| Upload any additional information | No File Uploaded |
| Details of student placement during the year (Data Template) | View File |

5.2.2 - Number of students progressing to higher education during the year

5.2.2.1 - Number of outgoing student progression to higher education

16

| File Description | Documents |
|--|---------------------------|
| Upload supporting data for student/alumni | View File |
| Any additional information | No File Uploaded |
| Details of student progression to higher education | View File |

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year

11

| File Description | Documents |
|--|---------------------------|
| Upload supporting data for the same | View File |
| Any additional information | No File Uploaded |
| Number of students qualifying in state/ national/ international level examinations during the year (Data Template) | View File |

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 year

5.3.1.1 - 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 year.

0

| File Description | Documents |
|--|---------------------------|
| e-copies of award letters and certificates | No File Uploaded |
| Any additional information | No File Uploaded |
| Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template) | View File |

5.3.2 - Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

1. Each class constitutes a committee constituting two class representatives with mentor and class incharges, to review and report the academic activities. They will be responsible for reporting the day-to-day activities to the class in-charge and the head of the institution. They are even representing their respective class on any grievance. The committee also addresses the issues related to conduction of classes, laboratories, projects and internship and other related matters with mentors and head of the institutions.
2. Club activities: All the students are enrolled in the club activities related to academic like journal clubs, technical club including extracurricular activities. Student club in-charge will take the responsibilities of conducting the club activiti
3. NSS cell - institution has an active NSS unit which organize NSS camps, swatch bharat abhiyaan, blood donation camp, arranging skill development in the rural areas, arranging awareness regarding road safety, yoga, physical fitness etc.
4. Anti-ragging committee - student representatives are given the responsibilities to inform about ragging cases, giving awareness about ragging and help to curb ragging.
5. Anti-sexual harassment committee - lady faculty members and girl students are members of this committee. The student member of the committee will report any harassment issues to the concerned committee coordinator or in charge and further action will be taken accordingly.
6. Grievance committee - any type of grievance with respect to academics, administration, exams, studies, personal issues,

psychological problems, facility related issues etc., will be reported to the concerned in-charges for further actions.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | http://www.bitpharmacy.org/pdf/Naac%20C5.pdf |
| Upload any additional information | View File |

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

0

| File Description | Documents |
|---|---------------------------|
| Report of the event | No File Uploaded |
| Upload any additional information | No File Uploaded |
| Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions) (Data Template) | View File |

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

NIL

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | http://www.bitpharmacy.org/pdf/Naac%20C5.pdf |
| Upload any additional information | No File Uploaded |

| | |
|--|--|
| 5.4.2 - Alumni contribution during the year (INR in Lakhs) | E. <1Lakhs |
| File Description | Documents |
| Upload any additional information | No File Uploaded |
| GOVERNANCE, LEADERSHIP AND MANAGEMENT | |
| 6.1 - Institutional Vision and Leadership | |
| 6.1.1 - The governance of the institution is reflective of and in tune with the vision and mission of the institution | |
| <p>The Bharat Institute of Technology works with a vision, "To be a premier pharmacy institute achieving excellence in teaching, value education, research and consultancy in core areas and be engaged in the service in promoting continued education". In order to achieve the vision, the college have the mission to educate students from diverse backgrounds in the fundamental skills, knowledge through a curriculum designed by the university and to prepare them for pharmacy professional positions in service organizations, pharmaceutical industries, other healthcare fields and also to promote a spirit of innovation and entrepreneurship. In order to observe smooth conduct of day to day work the Principal formulated various committees and the portfolios are distributed to the faculty members and involve them in decision making process wherever necessary in the interest of the college suggesting the participative management of the faculty and support staff in day to day functioning of the college. IQAC plays an important role in the matters related to promotion of quality and sustainability initiatives consistently. Furthermore, and in order to become truly participative management, the students also have been given adequate representation in various committees so as to inculcate some leadership qualities in them.</p> | |
| File Description | Documents |
| Paste link for additional information | http://www.bitpharmacy.org/pdf/Naac%20C6.p df |
| Upload any additional information | View File |
| 6.1.2 - The effective leadership is visible in various institutional practices such as decentralization | |

and participative management.

BIT management provides support and administrative flexibility to the Principal of the college and strongly believes in decentralization and participative management. Principal acts as the administrative head of the college and ensure the process of decentralization and participative management at various level possible for achieving higher in every aspect. All the policy decisions are taken by the management and various committees, of which the principal is a Member Secretary. The financial matter of the college is looked after by the Principal under the guidance and support from the Management of BIT. In order to observe smooth conduct of day to day work the Principal has formulated various committees and the portfolios are distributed to the faculty members suggesting the participative management of the faculty and support staff in day to day functioning of the college. In order to practice decentralization and participative management by all the stakeholders the college has formed various committees and subcommittees like Examination Committee, Academic Committee, Discipline Committee, Cultural committee, Sports committee etc. The work of the college administration is decentralized and the various subcommittees formed at the beginning of the academic year support the system by playing their role to fullest capacity for the overall development of the college.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | http://www.bitpharmacy.org/pdf/Naac%20C6.pdf |
| Upload any additional information | View File |

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

BIT, has emerged to create a common platform for teachers, students, research scholars, academic experts, drug regulators and industry to interact and share their knowledge, regulatory guidelines with participants and delegates fostering an environment where participants and delegates can enrich their knowledge, be inspired to think in terms of research and be encouraged to innovate. Yearly, the institution hosts awareness programmes, faculty development programmes, Advanced scientific seminars, National Pharmacy week, and ideations by the

institutions innovation cell and incubation centre.

It was an honour for the Chinta Reddy Madhusudan Reddy Edu. Society, BIT-Pharmacy to organize a national level virtual and offline seminar/Conferences consecutively from 2010 that provides an opportunity for various colleges students and faculty to project their scientific work and skills on the national level platform through Google meet, Youtube, Instagram and Facebook was found to be beneficial for the students and faculty members to share their research and knowledge and interact with different academicians, industry scientists and regulators across india and international.

| File Description | Documents |
|--|---|
| Strategic Plan and deployment documents on the website | View File |
| Paste link for additional information | http://www.bitpharmacy.org/pdf/Naac%20C6.pdf |
| Upload any additional information | No File Uploaded |

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

Governing Body of the college meets biannually in order to discuss various issues related to the development of the college and its academic standing. It includes approval of the strategic plan of the college which sets aim and objectives and identifies the financial, physical and staffing needs of the college. The IQAC, college development committee and principal take the authoritative decisions through decentralization and participative management. Principal of the college prepares the action plan keeping in view the short term and longterm goals of the college and ensure its execution through Head of Departments, IQAC and faculty members. All administrative matters including compliances of various regulatory bodies, establishment, campus maintenance, student admissions, scholarship are handled by the Principal and office administrative staff. Student activities are handled by Dean, Students Welfare Department Affairs with the help of students and faculty members. The examinations related work is handled by College Examination Incharge (CEI), under the guidance of the principal. Grievance Redressal committees

constituted to provide a mechanism for Redressal of student/staff grievances. As per the guidelines, Women Grievance cell comprising of senior teaching members is established. All these activities clearly spell out that the functioning of the institute exhibits decentralization and participative management.

| File Description | Documents |
|---|---|
| Paste link for additional information | http://www.bitpharmacy.org/pdf/Naac%20C6.pdf |
| Link to Organogram of the institution webpage | http://www.bitpharmacy.org/pdf/Naac%20C6.pdf |
| Upload any additional information | View File |

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

C. Any 2 of the above

| File Description | Documents |
|--|---------------------------|
| ERP (Enterprise Resource Planning) Document | View File |
| Screen shots of user inter faces | View File |
| Any additional information | View File |
| Details of implementation of e-governance in areas of operation, Administration etc(Data Template) | View File |

6.3 - Faculty Empowerment Strategies

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

Utmost care of the teaching and nonteaching staff is been taken by BIT. We considering this college as one family does various measures for our employee's welfare. The following welfare facilities were available for teaching and non-teaching staff Provident fund facility, ESIC Transport facility Group insurance facility. Financial Assistance to attend STTP, FDP. Etc. Maternity Benefit. Consultancy benefit Canteen facility. Research freedom is been given to everyone for research of industrial

interest. On duty leave for attending Seminars and Workshops. Parent organization also takes care of teaching and nonteaching staff in case of emergency. Organizations of programmes for Financial safety, Emotional and Social wellbeing

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | http://www.bitpharmacy.org/pdf/Naac%20C6.pdf |
| Upload any additional information | View File |

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

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

6

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

6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year

6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year

57

| File Description | Documents |
|--|---------------------------|
| Reports of the Human Resource Development Centres (UGCASC or other relevant centres). | No File Uploaded |
| Reports of Academic Staff College or similar centers | No File Uploaded |
| Upload any additional information | View File |
| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template) | View File |

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year

11

| File Description | Documents |
|---|---------------------------|
| IQAC report summary | View File |
| Reports of the Human Resource Development Centres (UGCASC or other relevant centers) | No File Uploaded |
| Upload any additional information | View File |
| Details of teachers attending professional development programmes during the year (Data Template) | View File |

6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff

An effective performance appraisal system guides faculty in improving their performance, enhancing their professional growth and contributing to institutional performance. Performance appraisal system is transparent at BIT. There are separate

appraisal form for faculty and non-teaching staff. Faculty appraisal process is based on self appraisal report of each faculty. Every faculty need to rate/fill information of their annual performance on different parameters viz. academic performance, research activities, research publications, patents, research projects and teacher feedback by students by HOD and Principal. Different parameters rated and reviewed during the appraisal system are: Teaching, presentation skills, course content and delivery, exam results, attendance of students, syllabus coverage and fulfillment of the academic, research, extension, administrative commitments etc. Faculty, first of all rate themselves for attitude, involvement, commitment and achievement with respect to his/her academic and non-academic/administrative deliverables. HODs rate the faculty based on the annual performance. Further head of the institute finalized the appraisal for the faculty. Appraisal of the HOD is rated by head of the institute after they have rated themselves. Based on the above evaluation process; faculty are categorized in to four categories i.e. A, B, C and D. Faculty falling in the categories of A, B and C were awarded with annual increment. This system guides faculty to move forward with enthusiasm and with more attention.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | http://www.bitpharmacy.org/pdf/Naac%20C6.pdf |
| Upload any additional information | View File |

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

The BIT has a mechanism for internal (Twice in a Year) and external audit (Once in a year) through Accrual system. The college accounts are audited regularly by both Internal and statutory audits appointed by management. Qualified Internal Auditors from external resources have been appointed and a team of staff under them do a thorough check and verification of all vouchers of the transactions that are carried out in each financial year. Likewise an external audit is also carried out on an elaborate way on yearly basis. All Utilization Certificates to various grant giving agencies are also countersigned by the CA.

All observations/objections of internal auditor and external auditor are communicated through their report. Audit for the Current/ previous years have been completed and replies have been submitted to their satisfaction. It is pointed out that no serious objection/irregularity is outstanding. No Draft Para has ever been issued against the College by Auditors.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | http://www.bitpharmacy.org/pdf/Naac%20C6.pdf |
| Upload any additional information | View File |

6.4.2 - Funds / Grants received from non-government bodies, individuals, philanthropers during the year (not covered in Criterion III)

6.4.2.1 - Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)

0

| File Description | Documents |
|---|---------------------------|
| Annual statements of accounts | No File Uploaded |
| Any additional information | View File |
| Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template) | View File |

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

The College is a self-financing, private unaided institution and main source of income is through students' fees. The institution has taken necessary steps for resource mobilization. The major heads of funds mobilization includes tuition fees, research grants, consultancy, and grants to conduct developmental activities. Conversely, the institution is having a proficient and effective mechanism for utilization of available financial resources. The tentative budget of college for each financial year is finalized by respective portfolios incharges, library and office and submitted to the Principal. Consequently, Principal forwards the same to management for approval. The utilized funds are audited regularly as per the Government rules by competent

and registered C.A.s (Chartered Accountants). Management and institution encourage and motivate the faculties to apply for research grant to various funding agencies. Every financial transaction is recorded.

Utilization: Salary: Teaching and Non-teaching.

Purchase: Purchase of Laboratory consumables, equipment's, Glassware's.

Operating Expenses: Regulatory bodies Fess (JNTUH, AICTE, PCI, NAAC), Professional membership Expenses, Legal charges, Websites expenses, Repair and maintenance, Land and Building tax, Security charges.

Administrative Expenses: Auditors fees, Internet expenses, Printing and Postage Charges, Office expenses, Stationary Expenses, Telephone expenses, Refreshment Expenses, Travelling and Conveyance expenses etc.

Expenses in respect of students: Enrolment fees, Examination fees, Earn and Learn schemes, Major/Minor research project, Seminars, Online test and Tutorials expenses, Sports and cultural activities expenses etc.

Assets: Computers and hardwares, Library books Scientific Journal and periodicals, Furniture and fixtures, Office equipments etc.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | http://www.bitpharmacy.org/pdf/Naac%20C6.pdf |
| Upload any additional information | No File Uploaded |

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

IQAC strives to achieve overall development of all stakeholders with special emphasis on students. The primary focus of IQAC is on outcome based activities and proposed many reforms to achieve the same. In one of the initiative, IQAC advised faculty members to write quality research, QIP grants, and infrastructure development proposals for submission to various funding agencies

in order to get funding and enhancing existing research culture at BIT. Faculty members are also encouraged to generate funds through Consultancy projects and Services using sophisticated and advanced facilities available at college and motivate to file patents, publish research/review papers in the peer reviewed and high impact journals. Thus, majority of faculty members are constantly engaged in writing research projects for funding, completion of sanctioned projects funded by various Funding Agencies, University, Industries and continuous generation of funds through Consultancy projects and Services using well-equipped state-of-the-art laboratories having sophisticated and advanced facilities. IQAC motivates faculty members to organize/attend various seminars, workshops, FDP, STTP in their area of specialization and disseminate the knowledge gained to students. Well stocked WIFI equipped library with subscription of national and international journals, e-journals, membership of various libraries helps cater the need of students and faculty members.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | http://www.bitpharmacy.org/pdf/Naac%20C6.pdf |
| Upload any additional information | View File |

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

IQAC of BIT promote learner centric environment in line with the sole objectives, in order to achieve enriched learning experience to the students from diverse background. IQAC ensure early identification of learning abilities of the students which helps bridging the learning gap between the advanced and slow learners and their continuous advancement. Quality Initiatives Taken By IQAC: Periodic monitoring of activities is carried out based on the action plan as a measure of quality sustenance and enhancement. The IQAC continually strive to achieve excellence in every aspect of the activities useful for holistic development of the student. Academic Aspects: Abiding to the vision/mission of BIT, emphasis is given on quality education to students from diverse background through implementation of Total Quality Management (TQM) concept. Quality of education is evaluated by conducting formative and summative assessment of students as well

as teachers. Insemester/concurrent evaluation and end semester examinations are the means for the performance evaluation of the students, whereas, student feedbacks about the teacher is the means for evaluation of the teacher. As a result, the academic development of students is reflected from excellent track record of success in University as well as other national level competitive examinations and the result of the college is consistently above average result of the University. IQAC also ensures about providing of Add on/value added courses to the students for enhancing their employability skill.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | http://www.bitpharmacy.org/pdf/Naac%20C6.pdf |
| Upload any additional information | View File |

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

C. Any 2 of the above

| File Description | Documents |
|--|---|
| Paste web link of Annual reports of Institution | http://www.bitpharmacy.org/pdf/Naac%20C6.pdf |
| Upload e-copies of the accreditations and certifications | View File |
| Upload any additional information | View File |
| Upload details of Quality assurance initiatives of the institution (Data Template) | View File |

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

Women Protection Cell:

1. We are committed to gender equity and increasing the representation of woman in senior roles.
2. We are promoting and aiming women to be integral part in all the activities.
3. To prevent gender discrimination, we have conducted many gender equity programs in the campus which include-

- a) Women empowerment in India.
- b) Women's safety in working place.
- c) Women's role in health care.
- d) Education equalities.
- e) Reservation policy for women.
- f) Women's health, safety, and freedom from violence.

Additional steps taken to promote gender equity

1. We are committed to gender equality and increasing the representation of women in senior roles. Furthermore, for each section a separate girl class representative is chosen to take up class related responsibilities as needed.

Bharat Institutions aims to develop professional skills along with moral values among the students. We firmly believe that both women and men should be given equal opportunities in the college campus. .. Hence, the college takes a pledge to work towards providing an environment of overall growth and equality to all its members. The annual gender sensitization plan is as follows ? Several activities like debates, quizzes and educative programs are organised to sensitise the Gender equality and gender equity among staff and students. During orientation programme for new students, familiarize them with campus life and values. To encourage girls students to join NCC and NSS and ensure equal rights and participations in regular cultural activities

| File Description | Documents |
|--|--|
| Annual gender sensitization action plan | http://www.bitpharmacy.org/naac.php |
| Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information | <p> Bharat Institutions aims to develop professional skills along with moral values among the students. We firmly believes that both women and men should be given equal opportunities in the college campus. The institution believes that education is the only powerful tool, that revolutionize the society. To impart quality education in all the sections of the society, special focus to be given to vulnerable classes, specially education of the girl students has been one of the main objectives of the Bharat. By establishing gender equality promotion as an objective for the college, we support the government efforts towards women empowerment and upliftment, both for the staff and students. Hence, the college takes a pledge to work towards providing an environment of overall growth and equality to all its members. The annual gender sensitization plan is as follows ? Several activities like debates, quizzes and educative programs are organised to sensitise the Gender equality and gender equity among staff and students. ? International Womens Day is conducted annually (in the month of March) during which the eminent people are invited to give talk on Gender equity and women safety. On the same occasion the eminent personalities are honoured. ? Encourage faculty members to promote equal representation and facilitate equal participation in projects, co-curricular activities and sports. ? During orientation programme for new students, familiarize them with campus life and values. ? Conduct workshops to promote awareness regards cyber security, self </p> |

| | |
|--|---|
| | <p><u>defence, entrepreneurship among faculty members, staff and students. ? Coordinate with state and National commission for women to raise awareness levels regarding womens rights and prevention of sexual harassment through workshops and seminars. ? To encourage girls students to join NCC and NSS and ensure equal rights and participations in regular cultural activities.</u></p> |
|--|---|

| | |
|---|-------------------------------------|
| <p>7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment</p> | <p>B. Any 3 of the above</p> |
|---|-------------------------------------|

| File Description | Documents |
|--------------------------------|---------------------------|
| Geo tagged Photographs | View File |
| Any other relevant information | View File |

| |
|--|
| <p>7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management</p> <p>Solid waste management:</p> <p>BIT practices segregation of solid waste and its effective waste management in the campus. The collected waste is segregated at the source of the generation, the waste bins are placed separately for dry & wet waste at every corner of the corridor, common rooms, canteen etc. The dry & wet wastes are collected and sent to the biogas plant of BIT to convert waste to Energy.</p> <p>Liquid waste management:</p> <p>Liquid waste from the canteen & the wash rooms is collected into pools, recycled using four beds filtration method will further be used for watering the gardens.</p> <p>Hazardous Chemicals & Radio Active Management:</p> <p>Hazardous chemicals are kept away from the reach of students.</p> |
|--|

Fire extinguishers are available in all labs. Regular check on fire extinguishers is taken care of by the administration department. Labs are well ventilated & spacious.

| File Description | Documents |
|---|---------------------------|
| Relevant documents like agreements / MoUs with Government and other approved agencies | View File |
| Geo tagged photographs of the facilities | View File |

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

A. Any 4 or all of the above

| File Description | Documents |
|---|---------------------------|
| Geo tagged photographs / videos of the facilities | View File |
| Any other relevant information | View File |

7.1.5 - Green campus initiatives include

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

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

A. Any 4 or All of the above

| File Description | Documents |
|--|---------------------------|
| Geo tagged photos / videos of the facilities | View File |
| Various policy documents / decisions circulated for implementation | View File |
| Any other relevant documents | View File |

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

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following
1.Green audit 2. Energy audit
3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities

E. None of the above

| File Description | Documents |
|---|------------------|
| Reports on environment and energy audits submitted by the auditing agency | No File Uploaded |
| Certification by the auditing agency | No File Uploaded |
| Certificates of the awards received | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

A. Any 4 or all of the above

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

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

Our goal is to provide students with the most amazing activities by creating a platform in various aspects that will help the students to identify their hidden talents and get a break from their busy schedules working enthusiastically to excel in their respective interests.

LOCATIONAL ADVANTAGES:

1. A symbol of modern-day planning, the institution is strategically located 2km from Mangalpalli gate.
2. For enhanced connectivity, bus stops are located close to the college. Our institute is 30 km away from the international airport and 30 km away from Secunderabad and Nampally railway stations and 25 km from the nearby metro station.
3. The college is located in a very peaceful environment representing a symbol of peace.
4. A number of pharmaceutical industries, research laboratories, and IT parks are nearby to the institute. A number of Hospitals are located near the college which gives the opportunity to students for practicing in hospitals and is highly advantageous to the students for placement also.
5. Our campus is nearby (7km) to the famous software company TCS, Adibatla.
6. It is also nearby to many pharmacy and engineering colleges like CVR college of engineering, Sri Indu college of engineering and technology, Sri Datta Engineering college, AVN college of engineering, MRM Institute of technology, Scient college of engineering, St.Pauls college of pharmacy, Jagruthi institute of engineering.

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

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations:

values, rights, duties and responsibilities of citizens

1. To make students socially and ethically aware, the Institution makes efforts to inculcate value education as professional ethics, environmental science, and engineering and also make students take part in sports and other activities like NSS.

CORE VALUES

1. For personal enhancement and social progress, we follow the core values like respect, excellence, compassion, integrity, diversity, service, learning for life, and hospitality.

| File Description | Documents |
|--|---|
| Details of activities that inculcate values; necessary to render students in to responsible citizens | 1.Oriantation day, 2. Independence day, 3. Republic day, 4. Pharmacist day, 5. Yoga day, 6. Teacher's day |
| Any other relevant information | Ramkrisna math Visit and Guest lecture on Human Value |

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized

A. All of the above

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

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

The college believes in celebrating events and festivals in college. It is an integral part of learning and building a strong cultural belief in a student. The College makes tremendous efforts in celebrating national and international days, events, and festivals throughout the year. In the academic year 2020-21,

we celebrated the following days like World Environment Day, International Yoga Day, National Mathematics Day, Independence Day, Republic Day, National Unity Day (Birth Anniversary of Sardar Vallabh bhai Patel), Birth Anniversaries of Dr. Sarvapalli Radhakhishnan, Mahatma Gandhi, Birth anniversary of Swami Vivekananda.

| File Description | Documents |
|---|---------------------------|
| Annual report of the celebrations and commemorative events for the last (During the year) | View File |
| Geo tagged photographs of some of the events | No File Uploaded |
| Any other relevant information | View File |

7.2 - Best Practices

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

The best practices of our institution are

1. Curricular Activities.

2. Co-Curricular Activities

Curricular Activities

1. Parent communication register PCR The Main aim of our Parent Communication Register is to maintain minimum attendance for each student and to establish good communication between Student Mentor and parent.

2. DAILY CLASS WORK REPORT

The main aim of this DCR is to ensure compliance between the actual lesson plan planned by a faculty and the execution of the topic during the class.

3. ACADEMIC DAIRY

This practice comprises the roles and responsibilities of the academician (Assistant Professor, Associate professor, Professor). The main motive of this practice is to have knowledge of the various duties of faculty to work with commitment and serve a better profession.

4. ADMIN DAIRY

This practice comprises the roles and responsibilities of the academician (Assistant Professor, Associate professor, Professor). The main motive of this practice is to have knowledge of the various duties of faculty to work with commitment and serve better for the profession.

Co-Curricular Activities

OBJECTIVES: 1. English Literary Club 2. Youth Red Cross Club 3. Rotaract Club 4. Inspire Club 5. Sports Club 6. Robotics Club 8. Cultural Club 9. Humour Club 10. Event Management Club 11. Knowledge Club

12. NSS 13. Yoga Club 14. Entrepreneur Development Club

| File Description | Documents |
|---|---|
| Best practices in the Institutional website | Nil |
| Any other relevant information | http://www.bitpharmacy.org/pdf/Naac%20C7.pdf |

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

Academic Achievements:

Our attempts to foster diverse all-around growth including teaching, learning, and evaluation attributes are rated 'outstanding'. In order to redefine academic excellence, faculty members strive for it and go beyond teaching. As the educational system becomes increasingly student-centered, it is the responsibility of the institute to guarantee that proper teaching and learning requirements are met. Students are encouraged to align their standards with industry and social demands as part of this process. The well-defined student-centered system has the following goals:

? To establish and maintain state-of-the Pharmacy teaching facilities.

? To train students in Handling Pharmaceutical equipment, pharmaceutical preparations, and hospital and clinical postings.

? To provide training in emerging technologies through "Training and Placement Cell" requirements.

II Research Achievements:

The College's goal is to become an Advanced Research Center, in and itself, a commitment to provide high-quality learning through Integration between Educational and Research Activities. The College course-based projects, curriculum, social impact-based projects, Clinical Projects, and certificate courses give students awareness of courses, allowing them to conduct inter-

disciplinary research.

| File Description | Documents |
|--|---------------------------|
| Appropriate web in the Institutional website | View File |
| Any other relevant information | No File Uploaded |

7.3.2 - Plan of action for the next academic year

Plan of action for the next academic year

1. To have a more industry-academic interface so that there is more corporate participation in academics.
2. To implant a Lecture captivating system in the institution.
3. Conducting programs to encourage and support students and giving training industrially and clinically.
4. Conducting activities to hone the creative skills of students and provide a platform to display their creativity
5. Initiatives for an ecofriendly learning space
6. Conducting student-focused academic and skills development activities
7. The institution plans to focus more on research and Development in the next Academic year by increasing the publications of faculty and also motivating the student community to write research papers.
8. To Organize NAAC Sponsored National Level Seminar.
9. Organizing Criterion wise presentations as a step toward preparing for NAAC reaccreditation.
10. An effort to collaborate initiatives of Industry-Academia and Alumni for the development of students.
11. Organize various student and faculty development programs.