# CONTRACTOR OF THE PARTY OF THE

# BHARAT INSTITUTE OF TECHNOLOGY

Mangalpally, Ibrahimpatnam, R.R. District, PIN-501510 (Affiliated to JNTUH, Approved by AICTE and PCI, New Delhi. Accreditated by NAAC)

**Students Activities**: On the occasion of "World Pharmacy Day" which is observed on 25<sup>th</sup> September, Bharat Institute of Technology has celebrated the event by conducting the awareness camping, poster presentations and model presentations.









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**Oral Presentation:** Oral presentation was given by students from B. Pharm, PharmD, PharmD (PB) and M. Pharm students. It provided an opportunity for the students to practice their skill which help them to effectively work in their respective career. The winners were appreciated by the certificate and mementos.









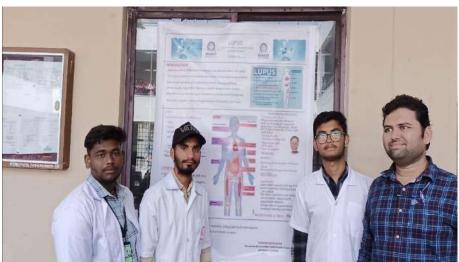
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**Poster presentation:** Teaching learning is a process which is practiced by the outcome-based learning. Bharat Institute of Technology conducts many events of poster presentation both in college and national level. Students from various departments such as B. Pharmacy, Pharm D, PharmD (PB) and M. Pharm students participate to upgrade their knowledge and skills.







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**Scientific Model:** All the students were encouraged to participate in Scientific Model Making and Working Model where many models was made by the students such as the structure of neuron, anatomy of cell, anatomy and physiology of uterus and many organ systems in the body.









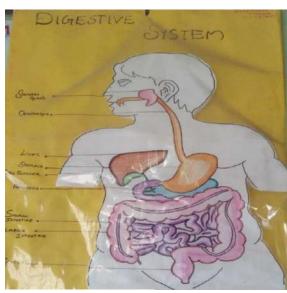
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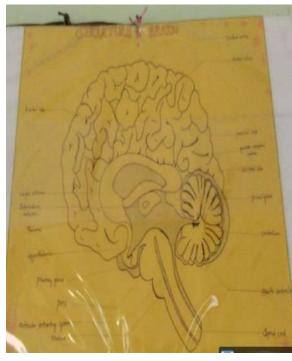


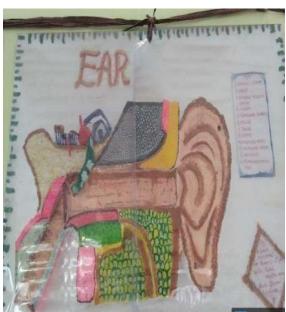


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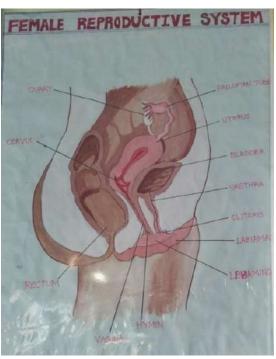




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**Medical camping:** On the occasion of World Pneumonia Day which is held on November 12 PharmD students participated in the awareness camping under the guidance of Ms. JE Rachel Nivedita (Assistant Professor) and Ms. Nahid (Assistant Professor) in Koheda Village which is located 11.2 Km away from Mangalpally.









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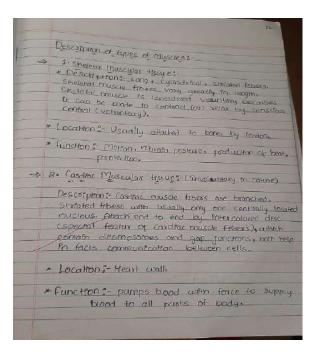


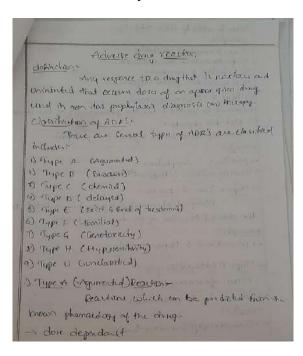


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**Assignment**: Assignments are given to the students as part of the curriculum. MID marks are for total 25 marks in which 5 marks is given for the students as an Internal Assessment. There will be two MIDS in each semester for B.Pharmacy.





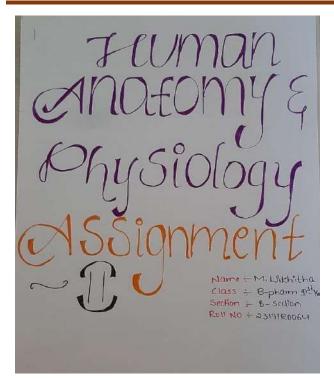






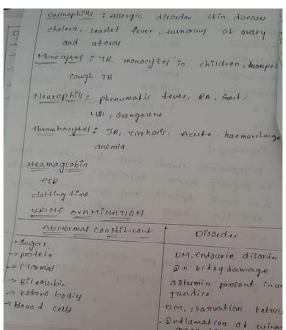
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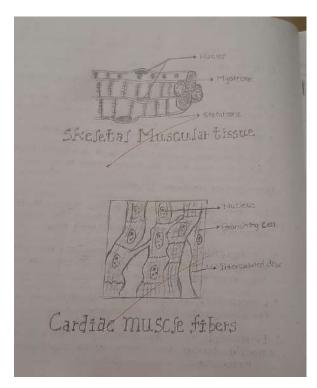
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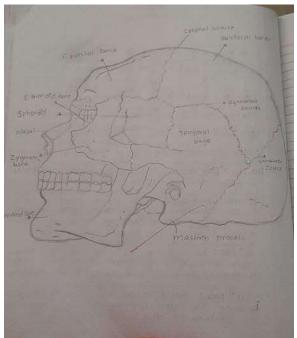


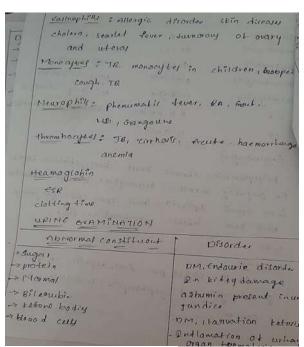
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Case study: Pharm D students are playing role in bridging the gap between the physician and the patient by providing various clinical services using their clinical knowledge and practice skills. Case studies are written descriptions of an intensive study about a patient's real-life problems or pre- defined case scenarios. The details of the patient present history, past history, social history, allergic history, etc. which are encountered during the ward round and patient interaction are noted. The students are actively involved in the analysis of the collected cases, reviewing subjective-objective parameters of the patient, analyzing the provisional diagnosis, differential diagnosis, and comparing the treatment chart with given standard treatment guidelines. The case study learning will primarily help the students to develop skills of critical thinking, decision making, problem-based learning to generate an in-depth understanding of a complex issue in real life context, to rule out the possible drug- drug interactions, drug-food interactions, drug interventions cost benefit analysis and ADR's, the use of case studies and other clinical activities will enhance the development of essential skills necessary to practice in any setting of the health care system, manage care pharmacy, community pharmacy, hospital pharmacy.





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Case Collection: Case summary reports are an efficient way to see a patient's care experience with all its supporting documentation.







Case Study: A case study is a research approach that is used to generate an in-depth, multi-faceted understanding of a complex issue in its real-life context.





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**Projects:** All the B.Pharm, Pharm D, PharmD (PB) and M.Pharm students are encouraged to go for the publications in a good journals which will encourage the students to carry more research work in the field of pharmacy.



M.Phar		Department of Pharmacology			
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2	2117150102	_	Ms. Rachel	11	
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The beginning of the Renaissance saw a revival of herbalism, the identification of The beginning of the Renationne saw a revival of herbalism, the identification of medicinally useful plants. This compled with the invention of the printing press in 1450 unkered in the Age of Herbals. Many of the herbals were richly illustrated, all of them focused on the medicinal uses of plants, but also included much misinformation and superstition. The Excernse of Signatures, for example, hold that the needlerial use of plants, could be ascertained by recognizing of the plant that corresponded to human amontoy. For example, the red juice of bloodworm suggests that it should be used for blood disorders; the



lobed appearance of liverworts suggests that it should be used to treat liver complaints; the "humanoid" form of mandrake root suggests that as should be used to promote male virility

Many of the remedies employed by the herbalists provided effective treatments. Studies of foxglove for the treatment of droppy (congestive heart failure) set the standard for pharmaceutical chemistry. In the 19th century, scientiats began purifying the active extracts from medicinal plants (e.g., the isolation of morphine from the opillin poppy). Advances in the



%change in Activity



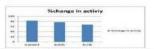
Tail Suspension Test

Antideproteast activity of aqueous and alcohol solvers soluble fraction of the rhizomes of 
Neivilyaneitys labienties stadied of a done of 200 mg/Kg, using Forced Swim Test

In tall slispcoston test, the alcoholic and equeous extracts of tribrones of Northylac lay Jobrifffich; at a dose of 200 reglyg; [e], algorithmity decreased the immobility time. The magnitude of the antikhoperson effects of 200 mighty [e] of a clooking and spacent informes of Northy Alic by J. Hilmanust was comparable to that of Diszepan 10 ing/kg [e]. (Table ...)

Effect of Ethunolic and Aquenus Extracts of histoparichys JafariunsiRhizomes on Tall Suspension Test in Mice at Different Time Intervals

S. No	Freatment	(mg/kg)	Duration	of immobility After	56 change is activity
1.	Control		40	12222	
2.	Standard	10	20	120	83.33%
3.	AOEDB	200	40	180	77,8%
4	ALEDB	200	44	167	67 7%



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Sivedita et al. World Journal of Pharmacy and Pharmacentical Sciences

DISCUSSION

DISCUSSION

I. Hytorchemical unarlysis

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terpense is AQNO, alkalasids, earlyshydrates, steroids, sterois, tamins, flavoncids, gams and
mikelinge, glycosides and terpense in ALNI.

[36]

2. Behavioural artivities
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2.1 Auti-depressant artivity
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involugation Reported studies have shown that stress factors account the the decrease in
multility and fractional responses against novel accironness. The purpose of neichling this sea
to dessore the parental artivity of the animals after performing ETT. The evolute observed
in the open field uset showed that 1 p administration of agreens and declaride extracts of
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unviewed groups of risks a compared with their counted group. However, agreess and declaride
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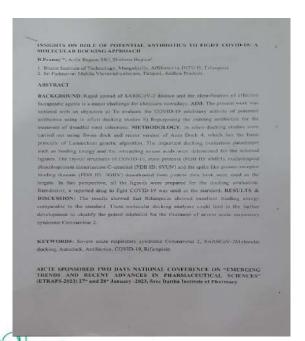
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Bharat Institute of Technology IV-Years visit to Centre for Cellular and Molecular Biology









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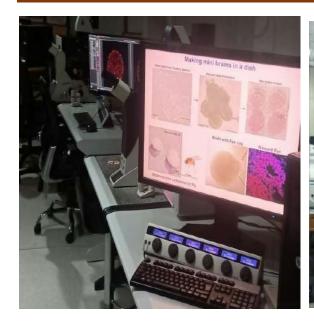




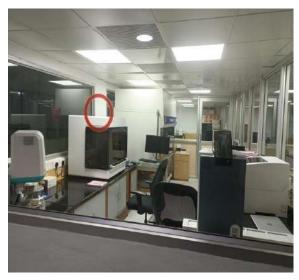


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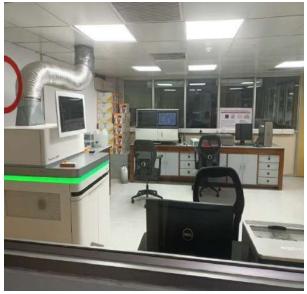


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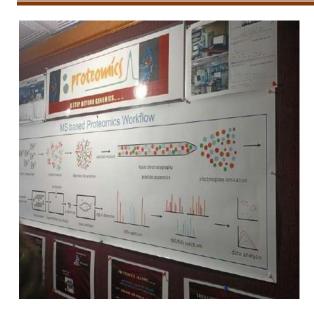






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### MANGALPALLY, IBRAHIMPATNAM -501510

### AWARENESS PROGRAMME ON WORLD KIDNEY

### DAY

- WHO has recognized 10.03.2022 as world kidney day. On this occasion we have done an awareness program in Akshaya old age home and Vignan school at Nagole.
- The students of Pharm D 5th year and 2<sup>nd</sup> year have participated in this activity.
- We have created awareness among them about kidney disease, diet, treatment and done patient counseling by showing some videos.
- We have distributed some fruits and groceries in old age home.
- At 1.00pm, we have given awareness program in Vignan school at Nagole for 6,7,8<sup>th</sup> standard students. We have explained regarding functions and role of kidneys in our body, its physiology and pathogenesis. We have enlighten them with some preventive measures by showing videos.





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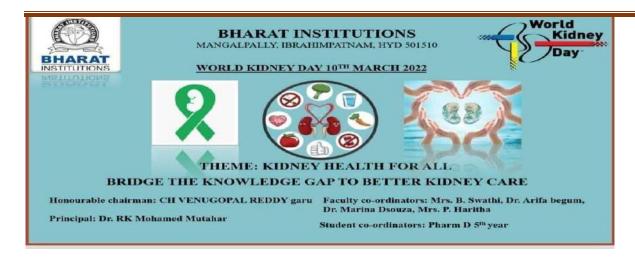






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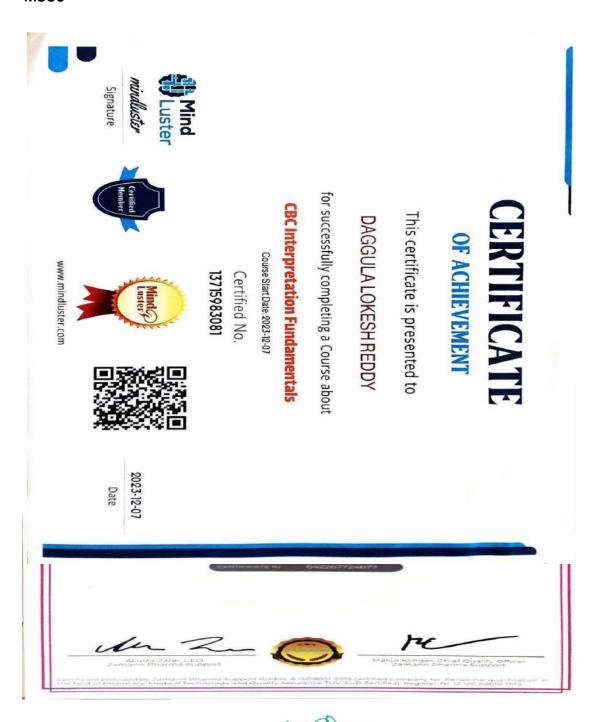
### **Faculty Coordinator:**

- Ms. P. Twila Pushpa
   (Assistant Professor)
   twilapushpa@bitpharmacy.org
- Ms.JE Rachel Nivedita
   (Assistant Professor)
   <u>rachel@bitpharmacy.org</u>

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### MOOC



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# **CERTIFICATE**

OF ACHIEVEMENT

This certificate is presented to

Kotla Ashwini

for successfully completing a Course about

Soft Skills

Certified No.

13717025451

Course Duration 1 hour

mindluster

Signature



www.mindluster.com



2023-12-06

Date

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# **CERTIFICATE**

OF ACHIEVEMENT

This certificate is presented to

Kotla Ashwini

for successfully completing a Course about

Digital Strategy Brand Marketing Workshop

Course Start Date: 2023-12-06

Certified No.

13717021124





Signature









2024-01-02

Date



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**Lab Instructions**: Students are explained different instruments and their working. This will not only enhance their knowledge in theory but also increases their practical knowledge which will help them to know the subject in a better way.









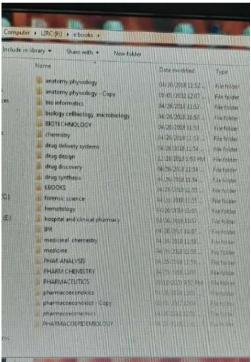
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**Library**: Bharat Institute of Technology has a wonderful Library which exist in physical and digital forms and offers a various service not limiting to books alone. We have many services such as Magazines, newspaper, e-books, audio books, databases and many more. students are given many options to refer many e-journals and visit the digital library.





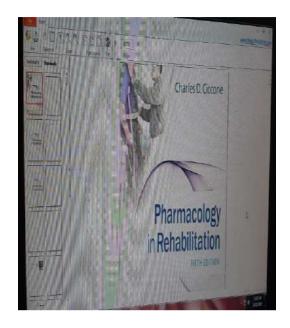




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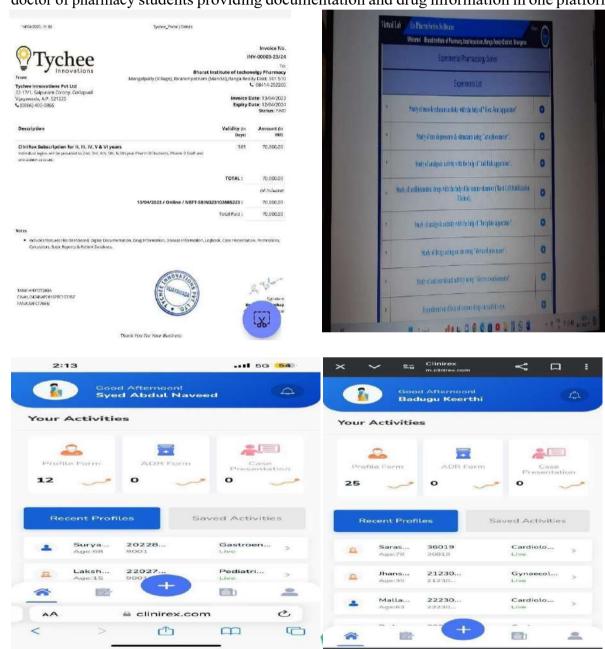


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**Software**: Different software is used such as **Ex-Pharm** which is mainly used to perform pharmacology experiments or practical. With the help of this software students can perform Pharmacological experiments through "Computer Assisted Learning (CAL)" and "Animal Stimulation" without harming the animals. The modules in this software can be used to demonstrate effect of drugs on different animal systems. The software is being used and tested by pharmacologist from many years. The package is user friendly highly interactive and full of animated sequences, which make stimulation appear realistic. There is another software used which isknown as **Clinirex**. It is currently the only tool which is used by the doctor of pharmacy students providing documentation and drug information in one platform.



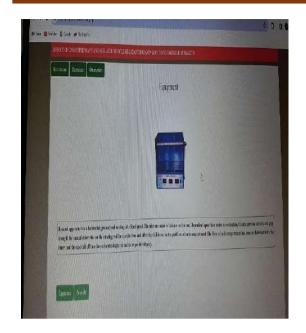
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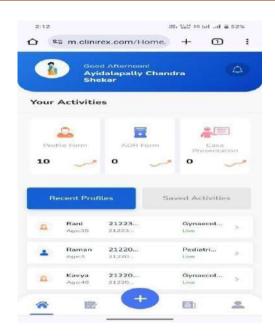
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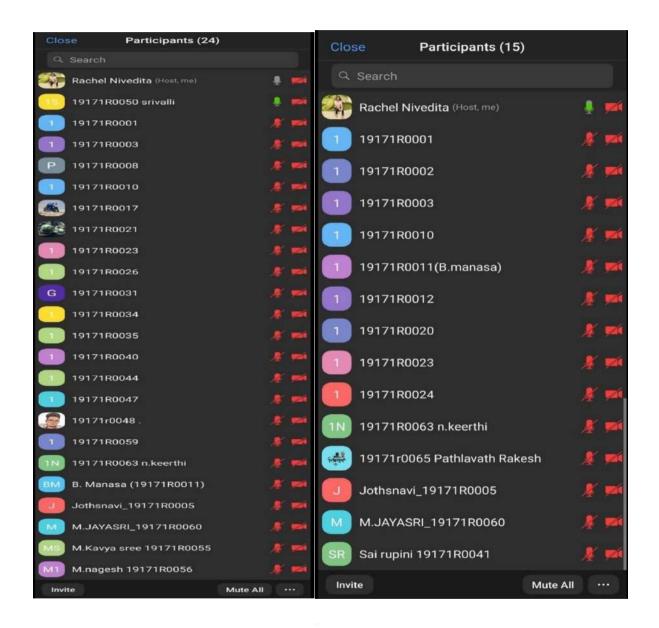


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**Online Classes**: Online remedial classes were taking for the students who were dull in their studies. The purpose of this meeting was to have a discussion where student was made comfortable to ask the questions related to specific topics.



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**LCD Projector:** LCD Projector is used for the effective learning where different PPT are shared with good diagrams and flowcharts where student can learn in a better way. This type of learning reduces the time and increases the productivity of learning experience among the students.





Bharat Institute of Technology Mangelpally (10, Ibrahimpatnam (M), R.R. Dist - 501 510, Telangana.



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Bharat Institute of Technology Mangelpally (M. Ibrahimpatnam (M), R.R. Dist - 501 510. Telengana.



Mangalpally, Ibrahimpatnam, R.R. District, PIN-501510 (Affiliated to JNTUH, Approved by AICTE and PCI, New Delhi. Accreditated by NAAC)

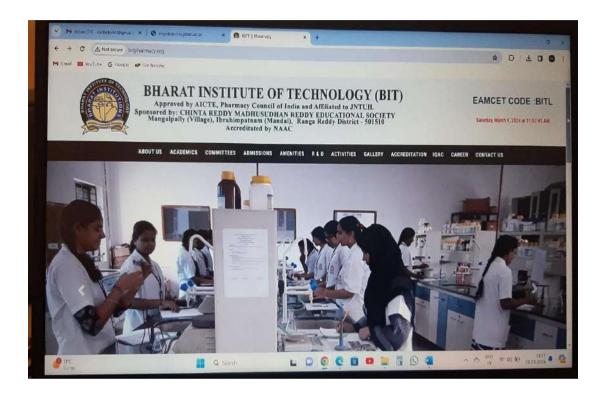


Bharat Institute of Technology Mangelpally (M. Ibrahimpatnam (M), R.R. Dist - 501 510. Telangana.



Mangalpally, Ibrahimpatnam, R.R. District, PIN-501510 (Affiliated to JNTUH, Approved by AICTE and PCI, New Delhi. Accreditated by NAAC)

**Website**: College website can be searched in bitpharmacy.org where all the information related to the college is reflected along with the upcoming events.

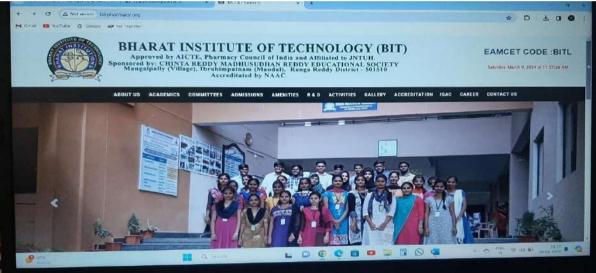


Bharat Institute of Technology Mangalpally (M., Ibrahimpatnam (M.), R.R. Dist - 501 510. Telangana.



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Bharat Institute of Technology Mangalpally (VJ. Ibrahimpatnam (M), R.R. Dist - 501 510. Telangana.

Mangalpally, Ibrahimpatnam, R.R. District, PIN-501510
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### PRACTICE SCHOOL

The concept of a "practice school" in pharmacy is an experiential learning program where pharmacy students apply theoretical knowledge in real-world settings. This program bridges the gap between classroom education and practical application, providing students with hands-on experience in various pharmacy practice settings.

### Objectives

- Practical Experience: To provide students with real-world experience in different pharmacy settings such as community pharmacies, hospital pharmacies, and clinical settings.
- Skill Development: To develop essential skills such as patient counselling, prescription processing, drug dispensing, and clinical decision-making.
- 3. Professionalism: To instil professional behaviour, ethics, and communication skills.
- Integration of Knowledge: To integrate classroom knowledge with practical applications.

### Structure

- 1. **Duration**: The practice school can vary in duration but typically lasts several weeks to a few months, often incorporated into the final years of the pharmacy program.
- 2. Settings: Students rotate through various pharmacy settings, including:
  - Community Pharmacy: Focus on dispensing medications, patient counselling, and over-the-counter drug recommendations.
  - Hospital Pharmacy: Involvement in medication management, preparing intravenous medications, and working with healthcare teams.
  - Clinical Pharmacy: Participation in patient rounds, therapeutic drug monitoring, and clinical interventions.
  - Industrial Pharmacy: Exposure to pharmaceutical manufacturing, quality control, and regulatory affairs.

### Activities

10 12

- Patient Counselling: Educating patients about medication use, side effects, and adherence.
- Prescription Processing: Reviewing and processing prescriptions for accuracy and appropriateness.

Bharat Institute of Technology Mangalpally 00, Ibrahimpausan (M), R.R. Dist - 501 510, Telangana

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### PRACTICE SCHOOL REPORT Domain's selected - RETAIL PHARMACY

Name & Register number of the student with signature	Menda Tejasri , 17171R0050
Year of Study	IV year B. Pharm I' Semester
Batch	2017-2021
Name and address of the organization's where the student underwent training/practice	Jaya sar medical & general store pior no 1, shop no 3, B.N Reddy, Vanasthaliporam, HVD-70.
Duration in hours (Specify separately if more than one organization with from date and to date)	Retail pharmacy - 150 hours Jan - 3rt 2021 to Feb - 13th 2021
Name/sand designation of trainer/supervisor (organization) with signature	A Ganesh, Pharmacist
Name and designation of the supervisor (Institution) with signature	Ms JE Rachel Nivedita , Assistant professor
Name and signature of HOD	Mrs. Harnha Pasupulan
Name and signature of Principal	Dr. Ch. Vijaya vani

### CONTENTS

### RETAIL PHARMACY

- Introduction
   Role of retail pharmacists
- Key skills of retail pharmacusts
- Mostly prescribed drugs
- Mostly prescribed brands
- Arrangement of drugs
- Prescription patterns Medical Audit
- Documents and requirements to set up new retail pharmacy
- Procedure to start pharmacy Other products in pharmacy
- · Conclusion

### RETAIL PHARMACY

### INTRODUCTION

Retail pharmacy means any pharmacy where drugs are compounded, dispended, stored or sold or where prescriptions are filled or dispensed to general

Pharmacists also practice in a variety of areas including

Community pharmacy,

Hospital pharmacy

Clinical pharmacy

Extended care facilities

Psychiatric hospitals.

Regulatory agencies

The term RETAE, PHARMACY means an independent pharmacy, a chain pharmacy, a super market or a mass merchandiser. Pharmacy that is licensed as a pharmacy by the state and that dispenses medications to the general public at retail

RETAIL PHARMACISTS provide general healthcare advice and supply PRESCRIPTION and NON-PRESCRIPTION medication to the public

### ROLE OF A RETAIL PHARMACISTS

Basic duty of a pharmacist is to check prescriptions from physicians before dispensing the medication to the parients to ensure that the patients don't receive the wrong drugs or take an incorrect dose of medicine. Dispensing the wrong drugs or giving incorrect usage instructions can have serious consequences for patients, including death. Pharmacists also offer guidance on the side effects, medication can have and warn against actions that could be dancerous while the patient is using the medicine, such as consuming alcohol or operating heavy machinery

Other than dispensing these are the roles of a pharmacist

- Providing advice about health issues, symptoms and medications in response to customer enquiries.
- Recruiting, training, and managing staff.
- Processing prescriptions and dispensing medication
- · Ordering and selling medicines and other stock. Meeting medical representatives
- Managing budgers
- Keeping statistical and financial records
- Preparing publicity materials and displays
- Marketing services.

### KEY SKILLS FOR RETAIL PHARMACIST

- Manurity
- Attentiveness
- · Responsibility
- Excellent interpersonal skills - Organizational skills
- Verbal communication skills
- Confidence - Commercial awareness

Layout means arrangement, plan or design.

It plays significant role in the development of the customers perception which have a positive impact on its sale potential

### OBJECTTIVES OF LAYOUT:

- To arreact large number of customers

PRINCIPAL Bharat Institute of Technology Mangalpally (M. Ibrahimpetnam (M), R.R. Dist - 501 510. Telengana

To,

The controller of examination JNTUH, Kukatpally Hyderabad

Date: 05-10-2021

College Code: CE

### Respected Sir,

Sub:- Submitting certificate of internship for PharmD and PharmD (PB) students for verification- reg.

With reference to the above cited subject herewith we are submitting for verification the "certificate of Internship" of PharmD and PharmD (PB) students for the AY 2020-2021.

Sir, it is requested to please verified the certificate and handover it to our college representative on the same day i.e., 05-10-2021.

The list of the students is given below and certificate of internship are enclosed with this letter for your verification.

5	Hall Ticket No.	Year
S.no	15CE1T0001,15CE1T0002,15CE1T0003,15CE1T0005,15CE1T0007, 15CE1T0011,15CE1T0013,15CE1T0014,15CE1T0015,15CE1T0016, 15CE1T0017,15CE1T0019,15CE1T0021,15CE1T0022,15CE1T0023, 15CE1T0024,15CE1T0025,15CE1T0026,15CE1T0027,13CE1T0022,	PharmD VI Year
2	12CE1T0013. 15CE1T000_ 15CE1T0001,18CE5T0002,18CE5T0003,18CE5T0004.	PharmD(P B)
		III Year

Therefore, it is requested to kindly acknowledge the receipt of the above correspondence and verify please.

Yours Faithfully

Principal
Principal.bsp@biet.ac.in

PRINCIPALI

Bharat Institute of Technology

Menpelpalist - 281 343 Telephone.

DEPARTMENT		DATE	TOTAL DURATION
	FROM	ТО	DORATION
MEDICINE	01-09-2021	27-02-2021	Six Months
PEDIATRICS	02-03-2021	01-052021	Two Months
ORTHOPEDICS	04-05-2021	03-07-2021	Two Months
ONCOLOGY	06-07-2021	04-09-2021	Two Months

Preceptor
HOD Dept. of Pharmacy Practice

Principal
Bharat Institute of Technology

Director of Medical Education KIMS Hospital, Secunderabad

Bharat Institute of Technology

Mannalnelly (V)





### certificate of Internship

This is to certify that Mr./Ms. SALMA TASNEEM

bearing, H.T. No. 18175T0005 Pharm.D. (PB) of Bharat Institute of Technology, Mangalpally, Ibrahimpatnam, Hyderabad has successfully completed the internship for a period of twelve months during the period from 01/09/2020 to 04/09/21, in Krishna Institute of Medical Sciences Hospital, Secunderabad as per the University regulations and Appendix Cof Pharm DRegulations 2008.

Controller of Examinations

PRINCIPAL

Bharet Inditite of Technology

Hangalpally IV, Ibrahmpathum INJ.

R.R. Dist - 501 510. Telangans.



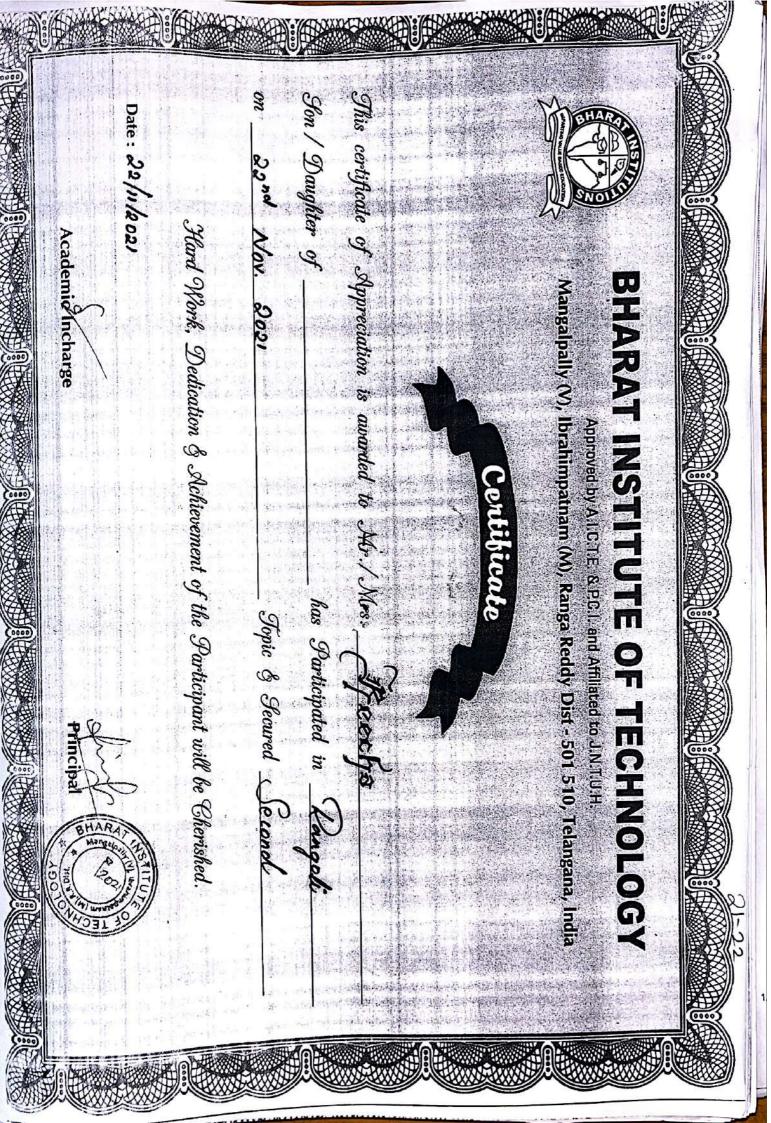


### certificate of Internship

This is to certify that Mr./Ms. MD. BILAL

bearing, H.T. No. 18175T0004 Pharm.D. (PB) of Bharat Institute of Technology, Mangalpally, Ibrahimpatnam, Hyderabad has successfully completed the internship for a period of twelve months during the period from 01/09/2020 to 04/09/21, in Krishna Institute of Medical Sciences Hospital, Secunderabad as per the University regulations and Appendix Cof Pharm DRegulations 2008.

Controller of Examinations





Approved by A.I.C.T.E. & P.C.I. and Affiliated to J.N.T.U.H.

Mangalpally (V), Ibrahimpatnam (M), Ranga Reddy Dist - 501 510, Telangana, India



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Date: 対ソ

22/11/2021

Academic Incharge





Mangalpally (V), Ibrahimpatnam (M), Ranga Reddy Dist - 501 510, Felangana, India Approved by A.I.C.T.E. & P.C.I. and Affiliated to J.N.T.U.I



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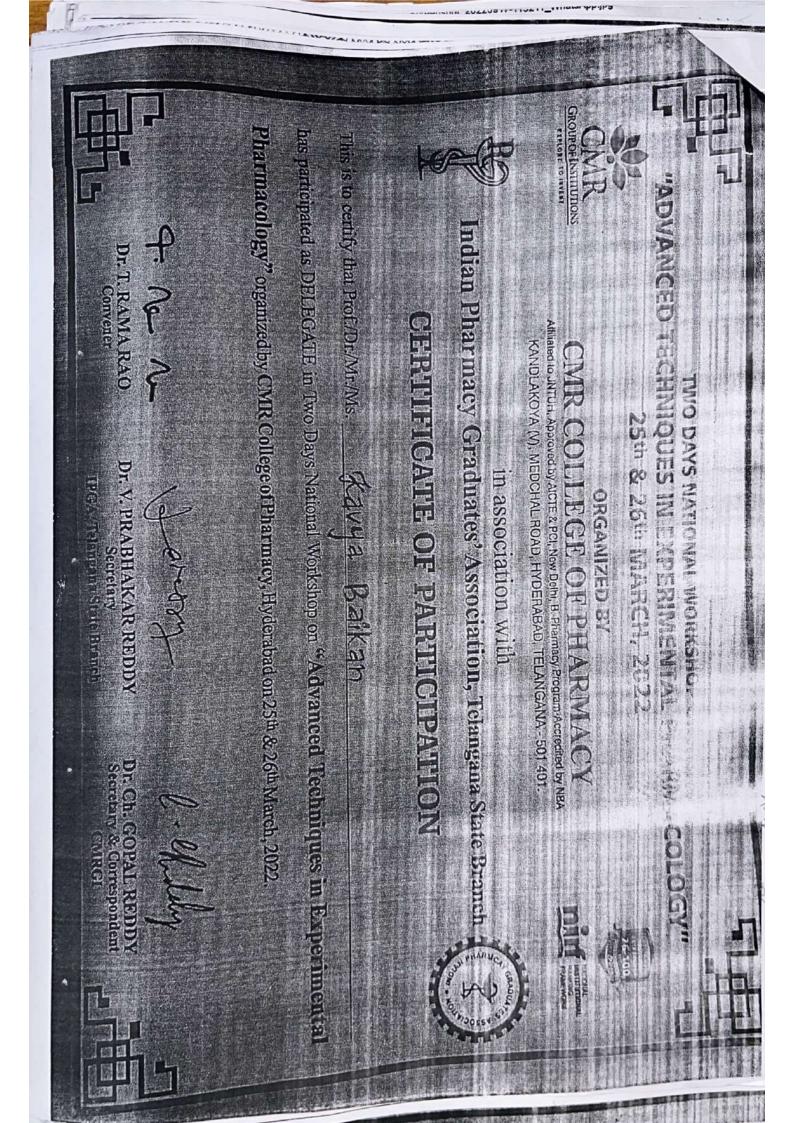
ias Participated in <u>Veni</u> Topic & Secured **Thina** 

Hard Work, Dedication & Achievement of the Participant will be Cherished

Date: 82/11/20

Academic Mcharge





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

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Dr. Mutahar					Dr. Sibnath Kamila			Mrs. Azka Fatima					Mrs. Azka Fatima.					Dr. Srikanth				Mrs. Harita					Ms. Pushpa Twila					Dr. Nahid			
Studies on Formulation and Characterization of Acyclovir Sustained Release Matrix Tablets by Using Natural Polymers.					Formulation And Evaluation of Herbal Gel having Analgesic Action.		of Anastrozole in Pharmaceutical Dosage Form by RP-HPLC.	Analytical Method Development and Validation for the Determination				lloperidone in Bulk and Tablet Dosage Form	Development and Validation of RP-HPLC Method for the Estimation of					. Biological Evaluation of Essential Natural Oils as Potential			Chlorella	Exploration of Potential Antiurolithiatic Activity of Marine Product				Antibacterial Activity	Formulation and Evaluation of Polyherbal Handwash with Potential				Pharmacy	Over the Counter Sale of Dispensing Antibiotics in Community			

### TECH FEST -2021

16.

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Dr. Mutahar

Formulation And Invitro Evaluation Of Nicotinic Acid.

18171R0061

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## E-Cell (IIT Kharagpur Event)

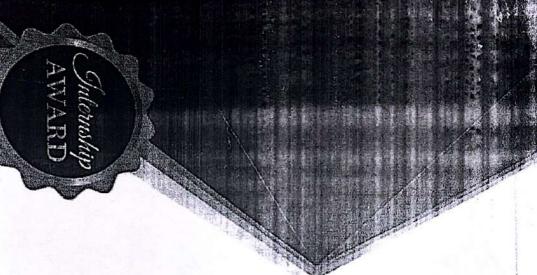
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Phaleipaled in National Workshop cam Fraining on Olinical Research

Conducted by Bharat Institute of Technology, Telangana in collaboration with

Zonal Championship and E-Cell IIT Kharagpur Event from 6th to 10th December 2021



## CERTIFICATE

OF INTERNSHIP

TO C

THIS CERTIFICATE IS PROUDLY PRESENTED TO:

### Muttupuri Jayasri

Content Writer Intern from 25th October, 2021 to 31st December, 2021

The intern has completed all the given tasks and duties on time and with great efftorts. The job was very appreciable and TDPVista wishes luck and success for the intern's entire journey ahead.

31/12/2021

DAT

Divyanshu Pateria (Founder & CEO)



Approved by A.I.C.T.E. & P.C.I. and Affiliated to J.N.T.U.H.

Mangalpally (V), Ibrahimpatnam (M), Ranga Reddy Dist - 501 510, Telangana, India



his certificate of Appreciation is awarded to Abr. 1-Nos.

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Date: 35///202

Academie Incharge



# lelangana Development Forum USA

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### \* TDF USA ··

### Volunteen Centificate

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K. AUSTINIA

on the P'''''' Duy ulf December <math>2(D) at  $R_{min,loc} lpha_{lhow}$ as completed 6 #wm of service for Event 9 munst Selvi

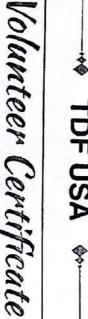
Kavita Challa President 107/05/

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### leiangana Development Forum USA 9 LEVAN CT, BRIDGEWATER NJ 08807

TDF USA 💝



This is to certify that

> Grautbam Chandra

has completed 6 Hours of service for Event Pravasi Selangana Divas 2021

on the 12th Day of December 2021 at Ravindra Bharathi, Hyderabad.

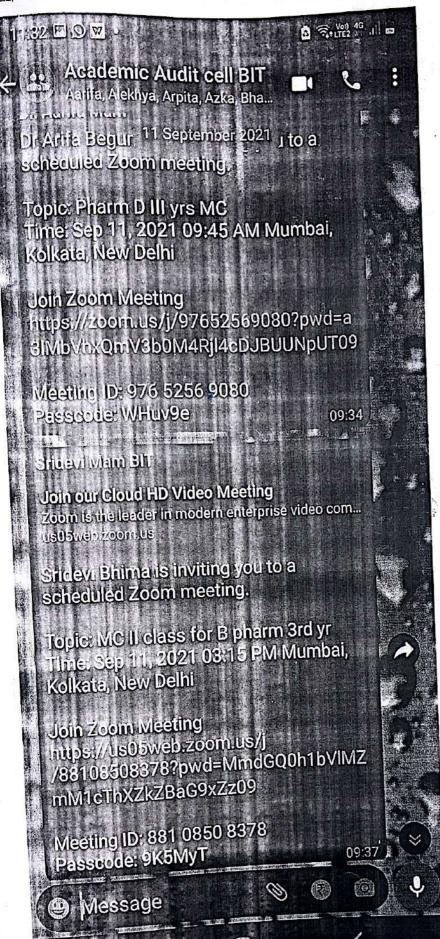
Kavita Challa

President TDF USA

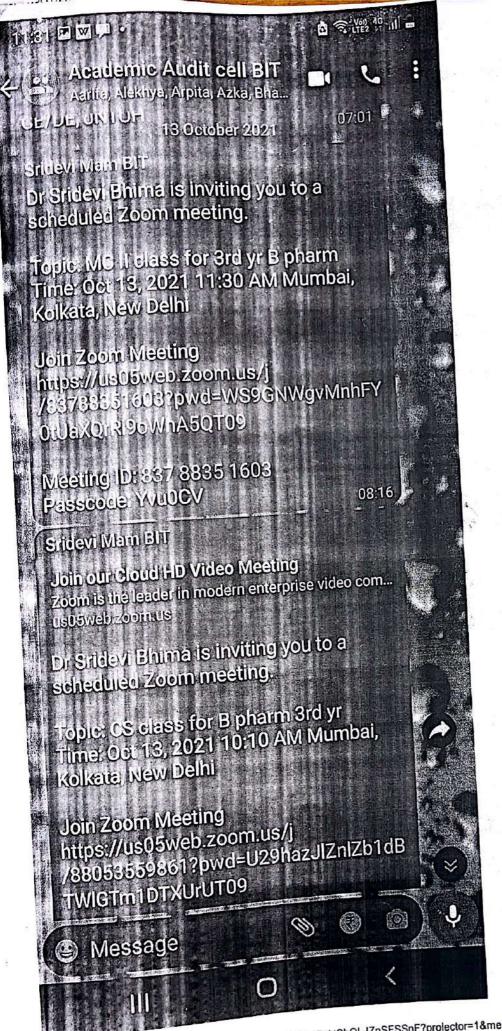
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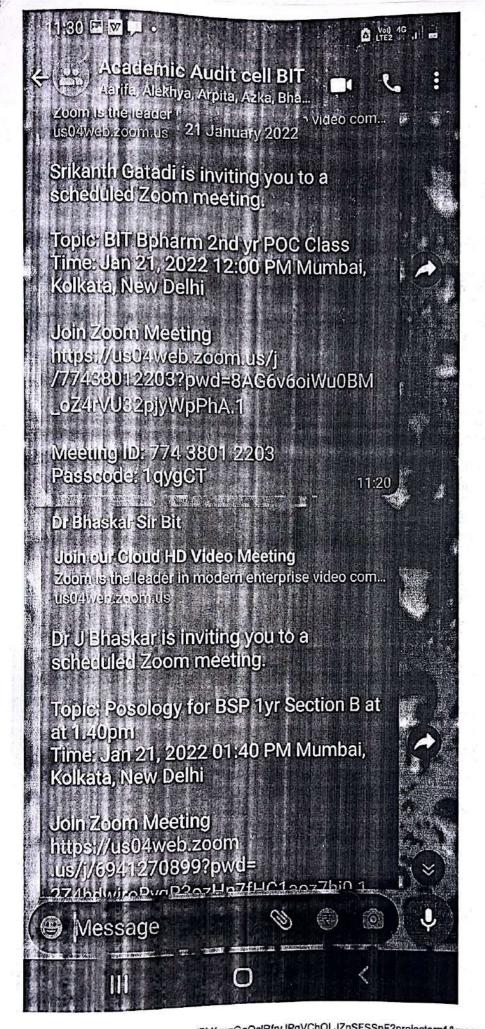
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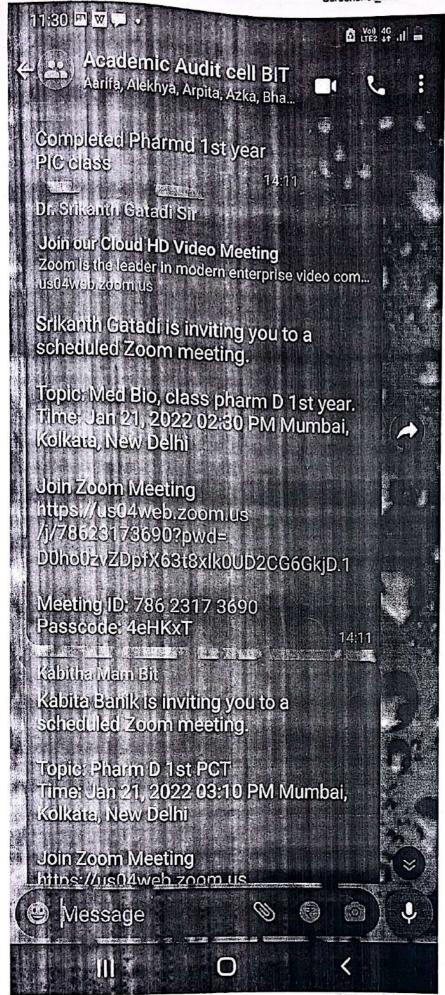
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### BHARAT INSTITUTE OF TECHNOLOGY MANGALPALLY, IBRAHIMPATNAM, HYDERABAD

DATE:28/9/21

### **AICTE Internship Programs**

https://internship.aicte-india.org/recentlyposted.php

https://internship.aicte-india.org/fetch\_city.php?city=Hyderabad

All students are encouraged to join these internship programs as it would be an added value in your bio-data and career profile building

All students are instructed to visit the AICTE portal and register themselves in the program of their interest.

Treat this an opportunity and utilize this to the optimum to explore your knowledge and grow competitively in your career

Interested students apply in AICTE internship portal and update to the <u>ACADEMIC</u> INCHARGE immediately without fail.

Bharat Institute of Technology Mangalpally (V), Ibrahimpatnam (M), R.R. Dist - 501 510, Telangana.

### 1. PYTHON/MACHINE LEARNING/DATA SCIENCE INTERNSHIP AJA TECHNOLOGIESS

Virtual Internship	9 9 05-09-20	21 @ Tamilnado			
Start date Immediately	Duration 3 Months	Stipend  D/month	田 Apply by 05-10-2021		
Virtual Internship					
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Perks	widely used in the do not have an er		ch communities is because of its nd. It is also more suited for qui or technology up gradation and o	on prototyping.	s which makes it easy to

https://internship.aicte-india.org/internship-details.php?uid=INTERNSHIP 1630835901613494bdd6377

All students are encouraged to join this intership programs as it would be an added value in your biodata and career profile building

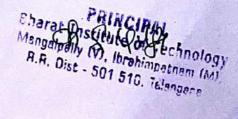
Intrested students apply in AICTE internship portal and update to the Academic incharge immediately on or before 30/9/21

### 2 MASTERING PYTHON PROGRAMMING

**Almanet Professional Services** 

Start date	∰ Duration	Stipend	∑ Apply by		
Immediately	8 Weeks	□ /month	01-10-2021		
Vetual Internship					
About the pro	gram				
he internship will foc	us on Programming te	echniques and it's	applications to solving real-	ime problems.	
erks					
Perks ertificate After succe	sful completion, selec	ted students will b	pe given options to work on	full-time projects.	
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### 3. UI DESIGNER

### Indian Servers Private Limited

Start date  Immediately	Duration 3 Months	Stipend	夏 Apply by 05-10-2021	
Virtual Internship				
About the prog	Jram			
We need UI Designers enthusiastic, and sincer	for an AI project b e person is the id	ased on medical tec eal candidate for the	chnology for disease recognition. This is a position. Participants will gain exposure	on unpaid internship for freshers. A creative. to new skills and learn more about the industry
Perks				
Certificate of Completion	on LoR			
Who can apply	?			
Only those candidates	can apply who:			
1. are from Any				
2. and specialisatio	n from Any			

https://internship.aicte-india.org/internship-details.php?uid=INTERNSHIP 1632798104615285980fd29

### 4. WEB DEVELOPER

### **DataNutts IT Solutions**

Immediately	Duration Stipend 6 Months U5000 /n	2 Apply by nonth 15-10-2021	
F <sub>2</sub> 8 Time			
About the progra	ım	haire development with knowledge of	using various themes
inowledge and Experience	of Wordpress and PHP for we	ebsite development with knowledge of	
Perks			in the company with CTC as our industry standards
AND THE RESIDENCE OF THE PROPERTY OF THE PARTY OF THE PAR	ndidates shall be revised after	2-3 months and they will be absorbed	in the company with CTC as per industry standards
Stipend of Outstanding car			
Stipend of Outstanding car  Who can apply?  Only those candidates can	apply who:		

https://internship.aicte-india.org/internship-details.php?uid=INTERNSHIP 16327152886151421853250

Q.S.R.B.

### 9. PRE SALES

# Mumbai Nest Real Estate Advisory pvt ltd

#### About the program

Industry Exposure in the following: Customer Behavior B2B and B2C Product Life Cycle Negotiation Skills 7 Ps functioning Objection Handling 360 interface in Sales and Marketing

#### Perks

#### Who can apply?

Only those candidates can apply who:

- 1. are from Any
- 2. and specialisation from Any
- 3. are available for duration of 6 Months
- 4, have relevant skills and Interests

https://internship.aicte-india.org/internship-details.php?uid=INTERNSHIP 1632577088614f2640a833a

#### 10. HELP DESK

BluePlanet Infosolutions India Pvt Ltd

BluePlanet Infosolutions India Pvt	Ltd 1
th Full Time 5 24-09-2021 ♥ P	
	AN INDIA
O Start date 🗑 Duration t	Stipend 🖫 Apply by
Immediately 6 Months	D0.00 /month 24-10-2021
t all areas	
About the program	ts are the go-to people for providing technical assistance and support related to computer systems,
	its are the go-to people for providing technical assistance and support related to computer systems, see for answering queries and addressing system and user issues in a timely and professional manner. If the for answering expension system is not a factive and software. Analytical thinking skills.
	its are the go-to people for providing technical assistance and support related to computer systems, sile for answering queries and addressing system and user issues in a timely and professional manner. others. knowledge of computer operating systems, hardware and software. Analytical thinking skills, smology. To be thorough and pay attention to detail. Customer service skills. Excellent verbal communical
nardware, and software. They are response Requirements The ability to work well with a Knowledge of engineering science and tech skills.	

https://internship.aicte-india.org/internship-details.php?uid=INTERNSHIP 1632482580614db5142ea3c

# 11. EVENT MANAGEMENT INTERN

# BluePlanet Infosolutions India Pvt Ltd

S Full Time 3 24-0	9-2021 P PAN	NINDIA			
Start date	Duration 6 Months	Stipend D0.00 /month	置 Apply by 24-10-2021		
ful Time					
ESPONSIBILITIES Planning	An ermet 6	t to finish, Generatin	g ideas for the event. Managin	ng event budgets. Sponsors	hip negotiations. Managing
RESPONSIBILITIES Planning ogistics and event venues, written English Ability to we organized, comfortable with	an event from star Managing audio a		g ideas for the event. Managir panies. Putting together event ir team Problem solving skills a idapt and learn new tasks and		
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### 12. 3D MODELING AND ANIMATION

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Bharat Institute of Technology
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# 13. CONTENT WRITING

#### **TDPVista**

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### 14. VIDEO EDITING

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Bharat Institute of Technology Mangalpally (V), Ibrahimpatriam (N), R.R. Dist - 501 515, Teisr 1303

### 15. CONTENT WRITING

#### Scientific Temperament

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About the progr	ram
	ip, the intern will be writing content related to Science, technology, and career oriented domains.
perks	
You will be getting real w	vorld experience in the field along with nationally recognized certificate.
Who can apply?	
Only those candidates ca	on apply who:
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#### 16. WEBSITE CONTENT WRITER

#### Meena Techno Solutions

About the program
require a creative professional that writes copy for websites, blogs, social media, whitepapers, ebooks and many other platforms. The writer works with the business to understand their tone of voice and find the best sources information.

Perks
Not Available

Who can apply?
Only those candidates can apply who:

1. are from Any
2. and specialisation from Any
3. are available for duration of 12 Weeks
4. have relevant skills and interests

Terms of Engagement
The Terms of Engagement will be as per TULIP Handbook and TULIP Guidelines

Number of openings

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Bharat Institute of Jeconology
Mangalpalu (N), Abrahimpatnam (M),
R.R. Dist - 501 510. Talangana.

# 17. GRAPHIC DESIGNER INTERN

### Indian Servers Private Limited

#### About the program

Graphic Designer Intern This is an unpaid internship for freshers. A creative, enthusiastic, and sincere person is the ideal candidate for the position. During the internship, free training will be given. Participants will gain exposure to new skills and learn more about the industry Responsibilities Create compelling social media posts for different platforms Creating presentation and graphic elements for the company Coordinate with the team to maintain consistency for designs on various media platforms Qualification BE 8.Tech or Any Other Degree Pursuing candidates can also apply Have a laptop or working device Know a graphic design program, such as Adobe Illustrator, Canva, Photoshop, etc. A strong desire to learn Duration; 2 Months perks: Certificate of internship, LoR, and other benefits Note:- Unpaid internship.

#### Perks

perks: Certificate of internship, LoR, and other benefits

#### Who can apply?

Only those candidates can apply who:

- 1. are from Any
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- 3. are available for duration of 2 Months
- 4. have relevant skills and interests

#### **Terms of Engagement**

The Terms of Engagement Will be as per TULIP Handbook and TULIP Guidelines

#### **Number of openings**

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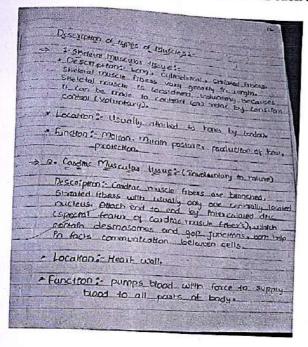
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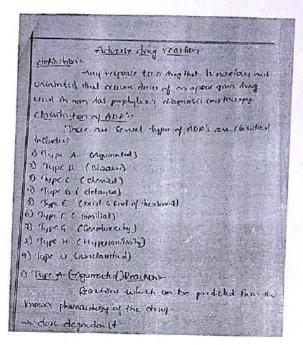
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Assignment: Assignments are given to the students as part of the curriculum. MID marks are for total 25 marks in which 5 marks is given for the students as an Internal Assessment. There will be two MIDS in each semester for B.Pharmacy.









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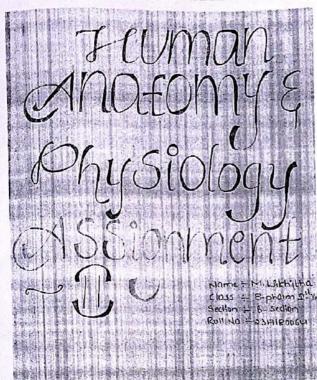
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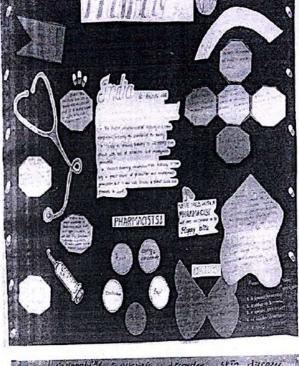
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### **Blood Donation Camp Report**

#### Introduction

A blood donation camp is a significant social initiative aimed at saving lives by ensuring a regular and safe supply of blood. With increasing demand for blood in hospitals for surgeries, emergencies, and chronic illnesses, blood donation camps play a vital role in fulfilling these needs. These camps are organized by various institutions like hospitals, NGOs, educational institutions, and government bodies to encourage voluntary blood donation and raise awareness about its importance.

### Objectives of the Blood Donation Camp

- 1. Raise Awareness: Educate people about the importance of blood donation and its role in saving lives.
- 2. Promote Voluntary Donation: Encourage individuals to donate blood regularly and voluntarily.
- 3. Ensure Safe Blood Supply: Collect safe and adequate blood for hospitals and medical emergencies.
- 4. Debunk Myths: Address misconceptions related to blood donation and promote the benefits of this practice.

# Planning and Organizing the Camp

- 1. Venue and Collaboration: The camp was held at [Location Name], in collaboration with [Name of Hospital/Blood Bank]. The venue was chosen for its accessibility and spaciousness to accommodate donors and medical personnel.
- 2. Publicity and Promotion: To attract more donors, promotional activities were carried out through posters, social media, and announcements. Local institute of Technology communities, schools, and workplaces were informed about the event communities, schools, and workplaces were informed about the event communities, schools, and workplaces were informed about the event communities, schools, and workplaces were informed about the event communities, schools, and workplaces were informed about the event communities, schools, and workplaces were informed about the event communities, schools, and workplaces were informed about the event communities, schools, and workplaces were informed about the event communities, schools, and workplaces were informed about the event communities.

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- 3. Medical Team and Equipment: A medical team comprising doctors, nurses, and technicians from [Name of Hospital/Blood Bank] was present to ensure the safety and smooth running of the camp. All necessary equipment, such as blood collection kits, beds, and refreshments, was arranged.
- 4. Pre-Donation Check-Up: Before donating blood, donors underwent a basic health check-up that included a hemoglobin test, blood pressure check, and medical history screening. This ensured that only healthy individuals were eligible to donate blood.

### Key Activities at the Camp:

- 1. Registration: All participants registered their names, age, and contact details before proceeding for the donation process.
- 2. Health Screening: Each donor's health status was evaluated to confirm their eligibility for blood donation. Individuals with conditions such as low hemoglobin levels, recent surgeries, or infections were not permitted to donate.
- 3. Blood Collection: Blood was collected under strict hygienic conditions, and each donor provided approximately 350-450 ml of blood. The process took about 10-15 minutes per donor.
- 4. Post-Donation Care: After donating, individuals were advised to rest briefly and were provided with refreshments to restore their energy. A small token of appreciation, such as a certificate or badge, was also given to each donor.
- 5. Record Keeping: All collected blood was carefully labeled and stored according to the blood bank's protocols. Detailed records of each donor were maintained for future reference and safety.

# Outcomes of the Blood Donation Camp

1. Number of Donations: A total of 100 units of blood were collected during the camp. The participation of volunteers exceeded expectations, showcasing the community's enthusiasm for the cause.

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- 2. Increased Awareness: Many first-time donors were educated about the process and the safety of blood donation. The camp helped dispel myths about the effects of donating blood on health.
- 3. Support for Medical Needs The donated blood was sent to [Name of Hospital/Blood Bank], where it was screened, processed, and made available for patients in need of transfusions, surgeries, and treatments for blood-related disorders.
- 4. Strengthened Community Engagement The event fostered a sense of community and social responsibility, encouraging regular and voluntary blood donation among participants.

# Challenges Faced

- 1. Donor Eligibility: Some individuals were disqualified from donating due to low hemoglobin levels, medical conditions, or recent travel history. However, they were encouraged to return after improving their health.
- 2. Logistics: Managing a large crowd and ensuring that all donors were attended to promptly required careful coordination between volunteers and medical staff.
- 3. Public Misconceptions: Despite efforts, a few potential donors were hesitant due to misconceptions about blood donation affecting their health. Continuous education and reassurance helped alleviate these fears.

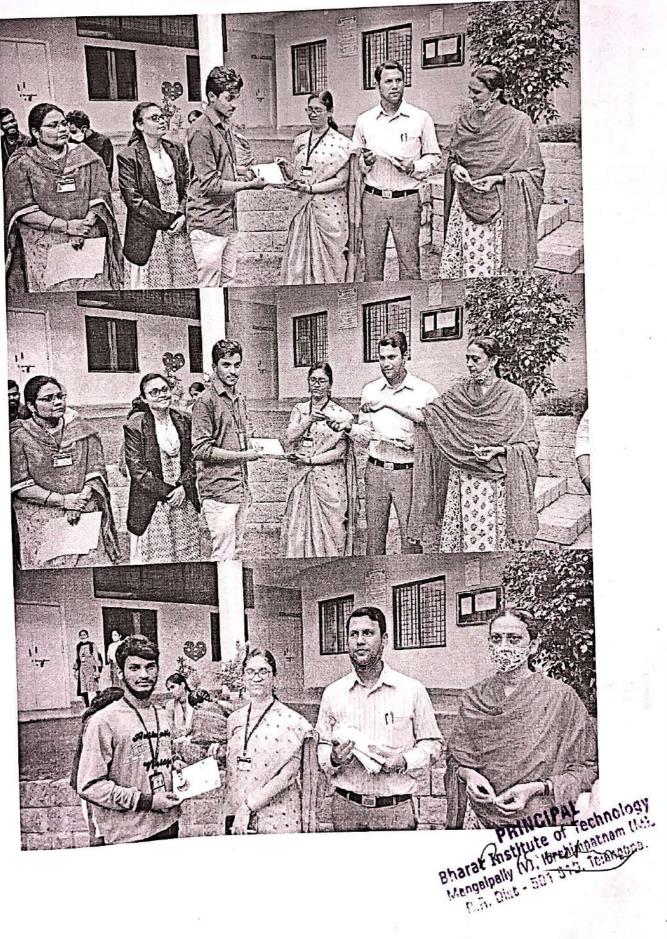
### Conclusion

The blood donation camp was a resounding success, fulfilling its goals of collecting blood for medical use and raising awareness about the importance of voluntary blood donation. It was heartening to see the enthusiastic participation of the community, and the event helped create a positive impact by potentially saving many lives. Continued efforts are essential to ensure a steady supply of Bharat Institute of Technol W. Clorenimpernam (M). safe blood through regular camps and awareness programs.

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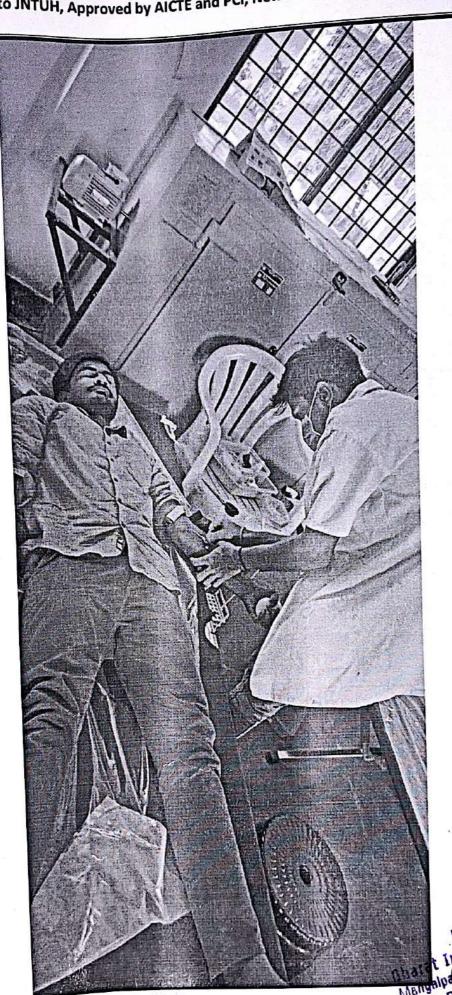
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# Blood donation camp



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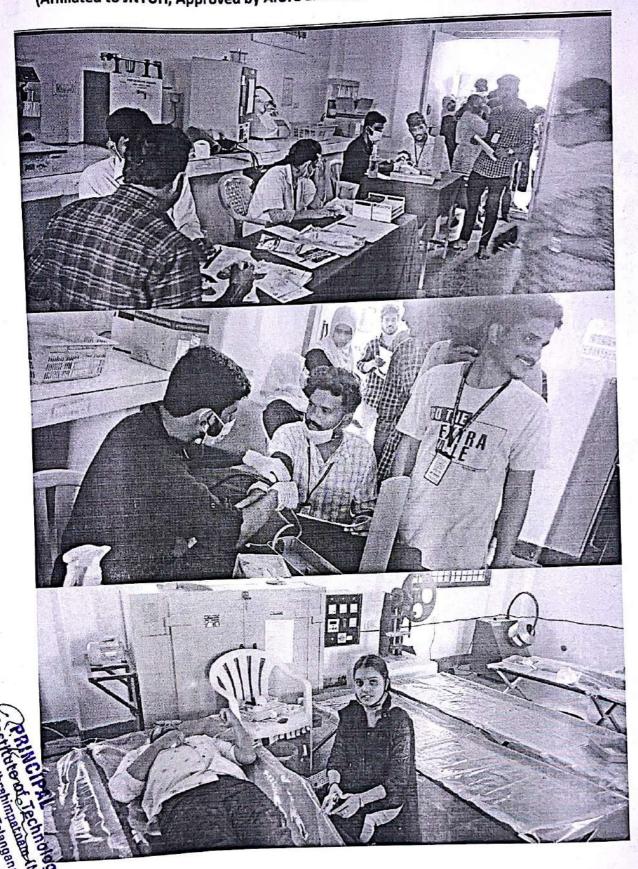
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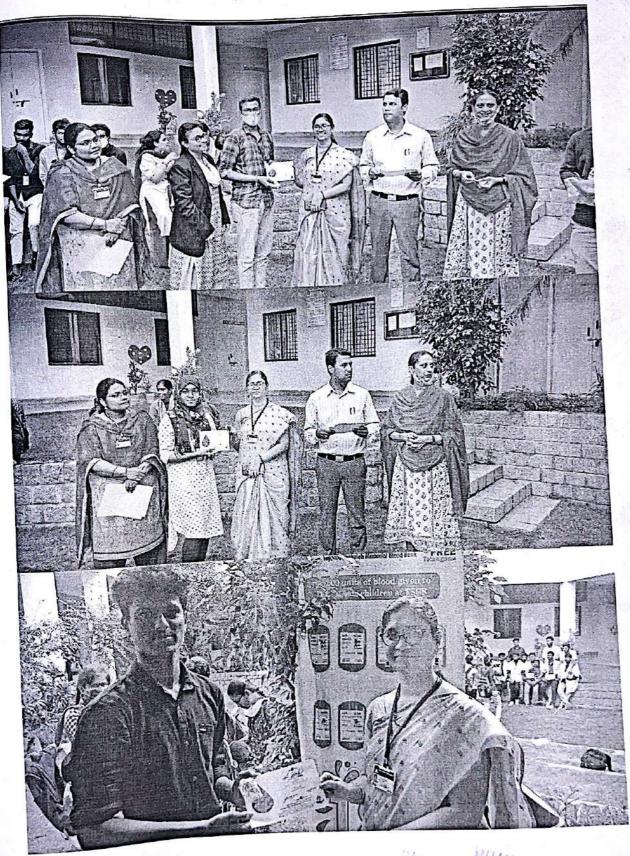
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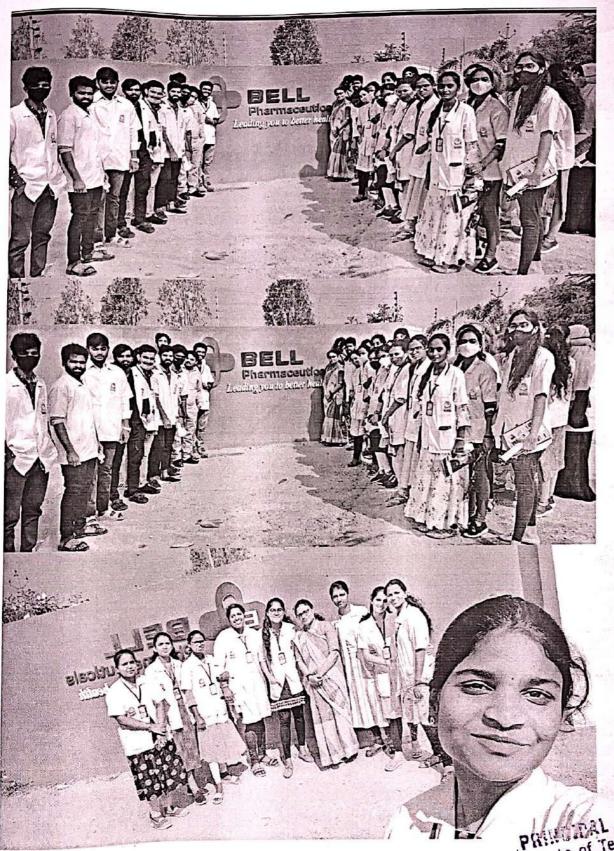
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## **Industrial Visit**



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#### TASK REPORT

#### Introduction

The Telangana Academy for Skill and Knowledge (TASK) is an initiative launched by the Government of Telangana to address the skill gap among students and enhance their employability. Established in 2014, TASK aims to build a bridge between academia, industry, and students by providing relevant skill development programs, industry-specific training, and certifications. The goal is to equip students with the technical and soft skills necessary for the modern job market.

# Objectives of the TASK Programme

- 1. Enhance Employability: Equip students with industry-relevant skills to improve their job prospects.
- 2. Bridge the Skill Gap: Address the disparity between the skills taught in academic institutions and those required by industries.
- 3. Promote Entrepreneurship: Encourage and train students to become entrepreneurs by providing them with the necessary business and leadership skills.
- 4. Facilitate Industry-Academia Interaction: Foster collaboration between academic institutions and industries to ensure that training programs are aligned with market needs.
- Support Rural Students: Provide equal opportunities for students from rural and underprivileged backgrounds to access skill development programs.

# **Key Initiatives under TASK**

- Skill Development Programs: TASK offers various courses in emerging technologies such as artificial intelligence, machine learning, data analytics, cloud computing, and more. These courses are designed in collaboration with industry experts to ensure they meet the current needs of the job market.
- 2. Workshops and Boot Camps: TASK regularly conducts hands-on workshops, boot camps, and hackathons that focus on practical learning.

  These activities help students apply theoretical knowledge to real world problems.

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- Workshops and Boot Camps: TASK regularly conducts hands-on workshops, boot camps, and hackathons that focus on practical learning. These activities help students apply theoretical knowledge to real-world problems.
- 3. Soft Skills Training: In addition to technical skills, TASK emphasizes the importance of communication, teamwork, leadership, and other soft skills. Workshops on personality development, resume building, and interview preparation are conducted to prepare students for the recruitment process.
- 4. Industry Internships: Through partnerships with leading companies, TASK facilitates internships and on-the-job training for students. This exposure gives them a chance to work in real-world environments and understand industry expectations.
- 5. Faculty Development Programs: TASK also offers training for faculty members to ensure they are updated on the latest industry trends and teaching methodologies. This helps in improving the overall quality of education at participating institutions.
- 6. Entrepreneurship Development: TASK promotes entrepreneurship by organizing events, mentorship sessions, and funding opportunities for students interested in starting their own businesses. Various incubation centers and start-up accelerators collaborate with TASK to nurture innovative ideas.

### Impact of the TASK Programme

- 1. Improved Employability: Thousands of students who have undergone TASK training have been successfully placed in reputed companies across various sectors. The programme has significantly improved the employability of students, especially those from engineering and technical backgrounds.
- 2. Increased Industry Engagement: Through partnerships with companies like Infosys, Microsoft, IBM, and others, TASK has strengthened the interaction between industry and academia, ensuring that students receive relevant and up-to-date training.

3. Skill Development in Rural Areas: TASK has reached out to students in rural and underserved areas, offering them the same opportunities as their

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urban counterparts. This has helped bridge the urban-rural divide in terms of access to quality education and training.

- 4. Entrepreneurial Success: TASK's entrepreneurship programs have resulted in several students launching successful start-ups. The programme's focus on innovation and leadership has encouraged more students to consider entrepreneurship as a viable career option.
- 5. Enhanced Faculty Capabilities: Faculty development programs under TASK have helped educators upgrade their skills and stay aligned with industry needs, thereby improving the quality of teaching and learning.

### **Challenges Faced**

- 1. Awareness and Participation: Despite its success, there are challenges in creating awareness about TASK among students and institutions, especially in rural areas.
- 2. Continuous Upgradation: With the rapidly evolving technological landscape, there is a constant need to update the curriculum and course offerings to remain relevant to industry needs.
- 3. Resource Constraints: Ensuring that all participating institutions have access to the necessary infrastructure and resources, especially in remote areas, remains a challenge.

Conclusion The TASK programme has made a significant impact on the skill development landscape in Telangana, helping students acquire the necessary skills to thrive in the modern job market. By focusing on both technical and soft skills, TASK has successfully bridged the gap between academia and industry. The initiative's emphasis on entrepreneurship and innovation has also fostered a spirit of self-reliance among students.

With continued efforts, TASK can further expand its reach and continue to support the growth of a skilled, employable workforce in Telangana, contributing to the overall development of the state and the country.

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workshop Schedule bit

" Workshop on 21st Century Tranferable skills" Organized by



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Mangalpally, Ranga Reddy,
Telangana
NACC Accredited, Approved by PCI, AICTE and Affiliated to JNTU-H
In Association with



November(9/11/2022 - 11/11/2022)

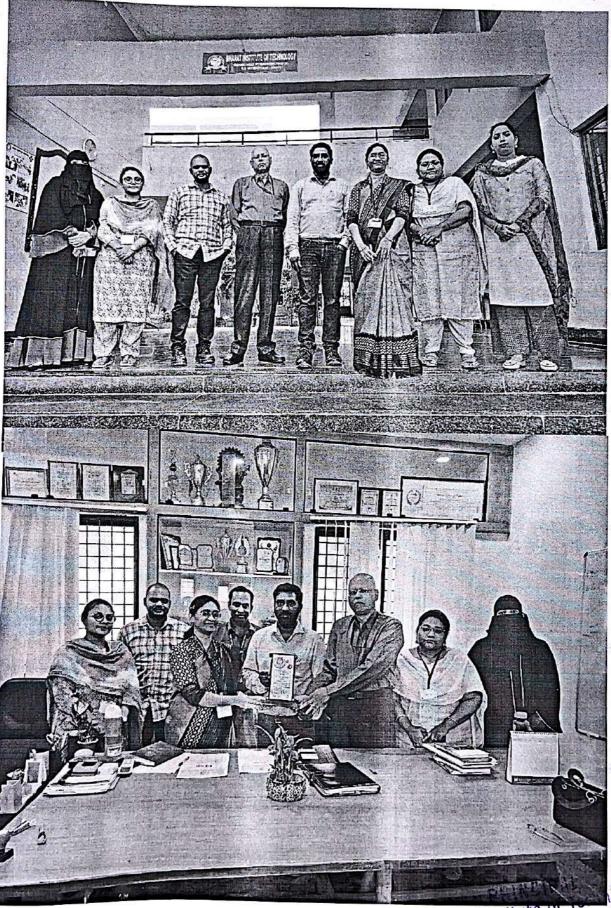
# " Workshop on 21st Century Tranferable skills" schedule

Addressing The Gathering	9.40 AM - 9.45 AM	Mrs.Azka Fathima
Prayer Song	9.45 AM- 9.50 AM	B.PHARMACY 1V TYR
Few Words By	9.55AM To 10.00AM	Director sir & Principal sir
Significance of TASK	10.AM To 10,0SAM	Sravani (Regional Officer)Rangareddy
Introduction of Speaker & Significance Of	10.05AM To 10,10AM	Dr.Arifa Begum SK
Workshop Introduction Session Start	10.15AM	MR.Mark Louis Horne-Trainer

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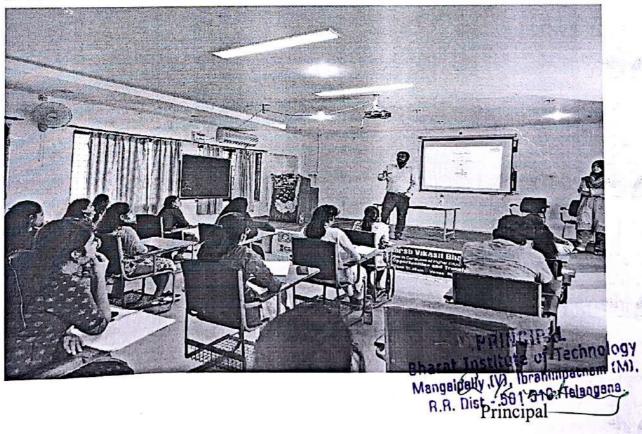
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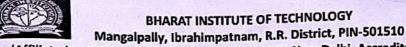


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#### CIRCULAR

This is to inform all students, teaching and non teaching staff that the invited lecture on "Hypnotism and Myths: A key to build Confidence" is going to be held on Wednesday, Oct. 27, 2021.

Key points: Introduction, Principles of Hypnotism, Myths, Role in building confidence and Personality development.

Title

Hypnotism and Myths: A key to build Confidence

Speaker

Dr. Gatadi Srikanth Ph.D

Date

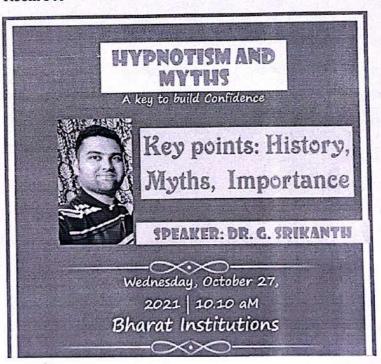
27/10/2021

Time

10:10 AM - 11:00 AM

Venue

Room 305



Vision

PRINCIPAL

Bharat Institute of Technology

Mangalpally (V): Ibrahimpetnam (M),

6.7. Dist - 501 515. Talangera.

# BHARAT INSTITUTE OF TECHNOLOGY Mangalpally, Ibrahimpatnam, R.R. District, PIN-501510

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#### CIRCULAR

This is to inform all students, teaching and non-teaching staff that the invited lecture on "Aura: A manifestation of Personality" is going to be held on Wednesday, Nov. 03, 2021.

Key points: Introduction, Principles, Role in Health and Personality development.

Title

Aura: A Manifestation of Personality

Speaker

Dr. Gatadi Srikanth PhD

Date

03/11/2021

Time

10:00 AM - 11:00 AM

Venue

Room 305

#### Vision

To build the nations one among the best centers 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 drives individual's commitment for the service of mankind.

#### Mission

M1: To bring to students India's best education, as a combination of teaching theory and practical application of knowledge and research in pharmaceutical sciences in order to train them to many positions of leadership and responsibility in the pharmaceutical industry, academics and health care sector.

M2: To impart education, in a conducive 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 and effectively for the betterment of the society.

M3: 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 challenges of the future.

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# SRI PADMAVATHI SCHOOL OF PHARMACY

MOHAN GARDENS, VAISHNAVI NAGAR, TIRUCHANOOR, AP-517503 IN ASSOCIATION WITH

INDIAN PHARMACEUTICAL ASSOCIATION TIRUPATI LOCAL BRANCH





# CERTIFICATE OF APPRECIATION

PharmaGyaan eQuiz Module-II

This certificate declares that

JE.RACHEL NIVEDITA

of BHARAT INSTITUTE OF TECHNOLOGY

has participated and performed excellently in the "PharmaGyaan eQuiz Module-II" conducted by Sri Padmavathi School of Pharmacy, Tiruchanoor in Association with Indian Pharmaceutical Association, Tirupati Branch.

Certificate ID: T2CEIQ-CE000026

Coordinator

Dr.A.S.Charan

Co-convener

Dr.K.K.Rajasekhar

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Convener

Dr.C.Sridhar

De I

Principal

Prof.D.Ranganayakulu

pr

Chairperson

Smt.P.Sulochana

Mangalpally, Ibrahimpatnam, R.R. District, PIN-501510

(Affiliated to JNTUH, Approved by AICTE and PCI, New Delhi. Accreditated by NAAC)

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# BHARAT INSTITUTE OF TECHNOLOGY Mangalpally, Ibrahimpatnam, R.R. District, PIN-501510

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R.N. Dist - 581 518. Talangana.

## Participative learning session's certificate:



#### **BHARAT INSTITUTE OF** TECHNOLOGY

PPROVED BY PCI &AICTE



CONGRATULATIONS

E-CERTIFICATE OF PARTICIPATION

Ms. B.M.Jothsnavi

has Participated and successfully completed the Certificate Course Program on "Personality and Life Skill Development" held from 17/05/2021 to organized by Department of Pharmacy, Bharat Institute of Technology.

TRAINING CO-ORDINATOR



#### **BHARAT INSTITUTE OF TECHNOLOGY**

APPROVED BY PCI &AICTE y;lbrahimpatnam,Telangana,501510



CONGRATULATIONS

E-CERTIFICATE OF PARTICIPATION

Mr. Ardha Jashwanth Reddy

has Participated and successfully completed the Certificate Course Program on "Communication Skill Development (CSD)" held from 24/05/2021 to 29/05/2021 organized by Department of Pharmacy, Bharat Institute of Technology.

TRAINING CO-ORDINATOR

PRINCIPAL



#### CERTIFICATE

Mullupuri Jayasri



#### **BHARAT INSTITUTIONS** (PHARMACY)



#### "ROISTER- 2K22" PHARMA TECH FEST CERTIFICATE OF PARTICIPATION

This conduste is presented to Mr Ms .....

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A WASHINGT PHARMA TECH FEST, from 28 07 2022 to 6:07 Aven

rured by Department of Pharmers, Bharat lastitutions,

Dr. R K Mutahar

Sri CH Venugopal Reddy Garu Charanas & Services Bhasat Institutions

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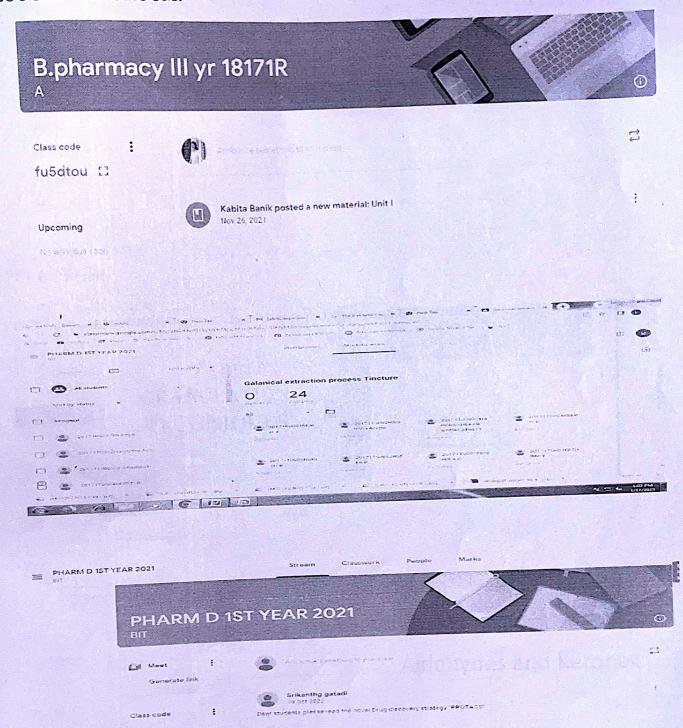
# 2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process.

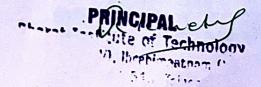
- The faculty members used Google meet or Zoom to conduct tests and for lecture delivery. Also used many interactive methods for effective teaching such as PPT with animations, Video clippings, Use of online resources from NPTEL, Coursera, youtube links, Simulation tools, Virtual labs, online assessment tools like mentimeter -
- WhatsApp group used as platforms to communicate, make annoucements, address queries, and share information.
- All teaching materials and instructional material for conducting Experiments are uploaded by faculty members in advance on google class room. Online tests are conducted and e-assignments are given through google class room.
- Other imporatnt activities such as 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.
- All the departments conduct webinars, workshops and guest lectures on the new developments in the core subjects for effective teaching and learning by Industry experts and Alumni on Zoom platforms and also broadcasted the same on Youtube.

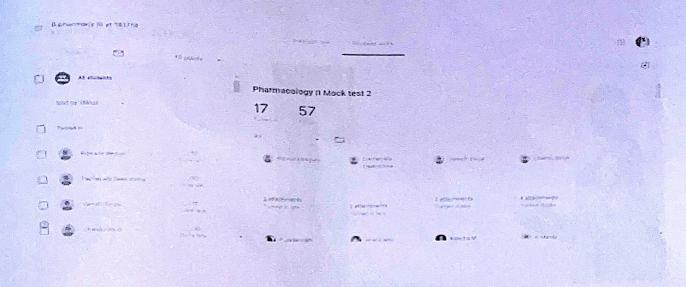
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Speakers	adequate
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Software tools	Adequate
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Telangana Academy for Skill and Knowledge(TASK)	
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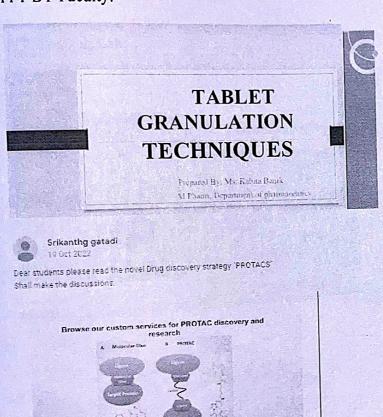
#### GOOGLE CLASS ROOM:







#### PPT BY Faculty:



PREFORMULATION STUDIES:
PHYSICOCHEMICAL CHARACTERIZATION OF
NEW DRUG MOLECULES

BY: Kabita Banik BIT, Assistant Professor. Department of Pharmaceutics.

# Aldehydes and Ketones

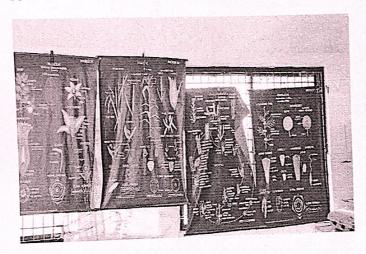
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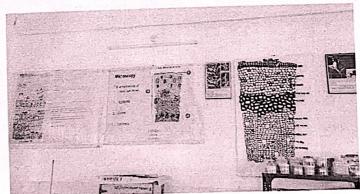
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#### ICT Tools in Lab:





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# Computer Lab:



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R.R. Dist - 501 510. Telangana.

RANAAH Institute of Technology



(Autonomous Institute, Affiliated to VTU)

MSR Nagar, Bengaluru - 560054





OF PARTICIPATION
THIS CERTIFICATE IS PROUDLY PRESENTED TO

# DR. SHIBNATH KAMILA

BHARAT INSTITUTE OF TECHNOLOGY

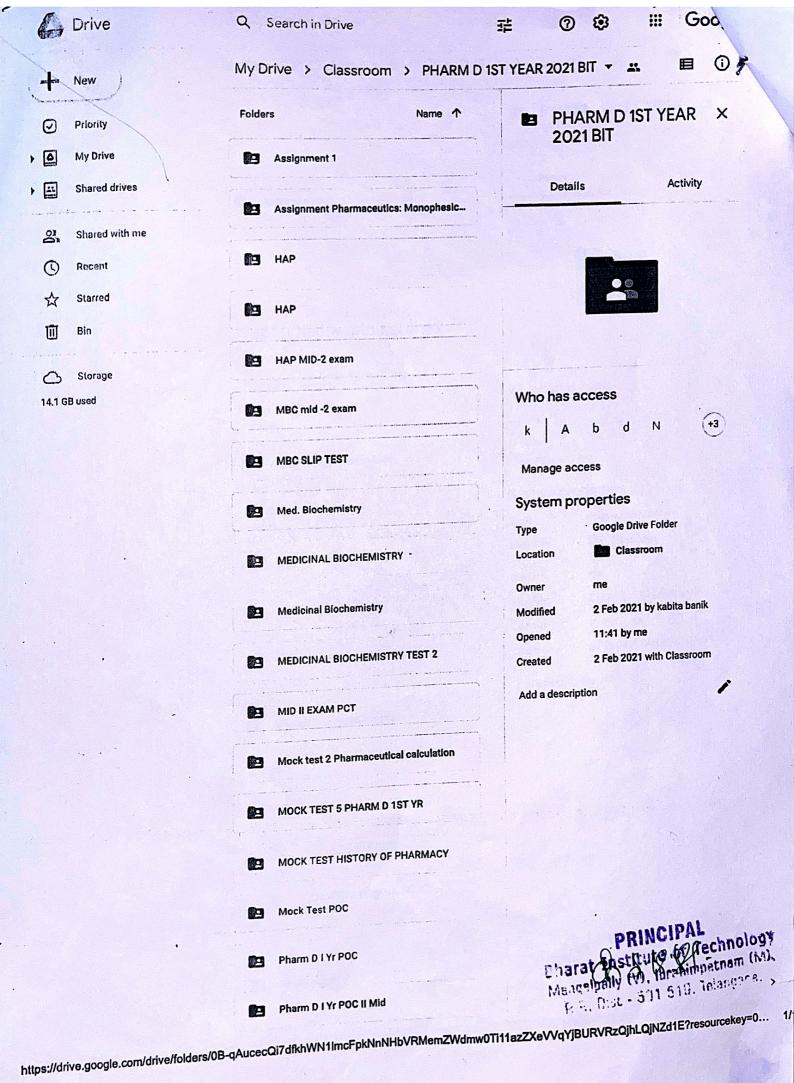
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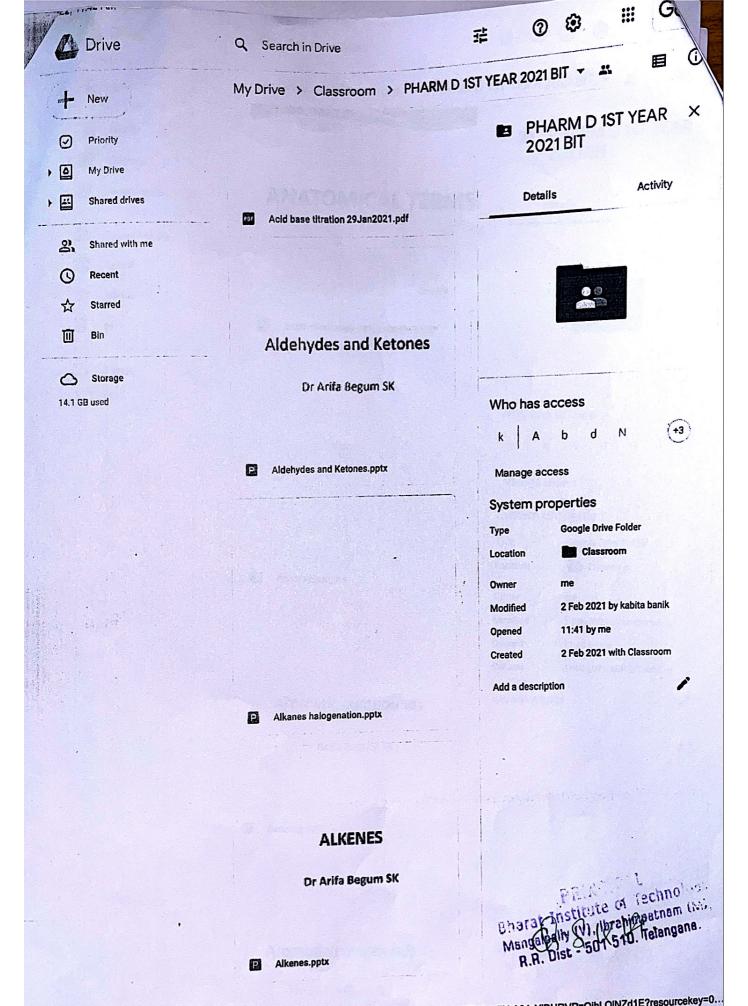
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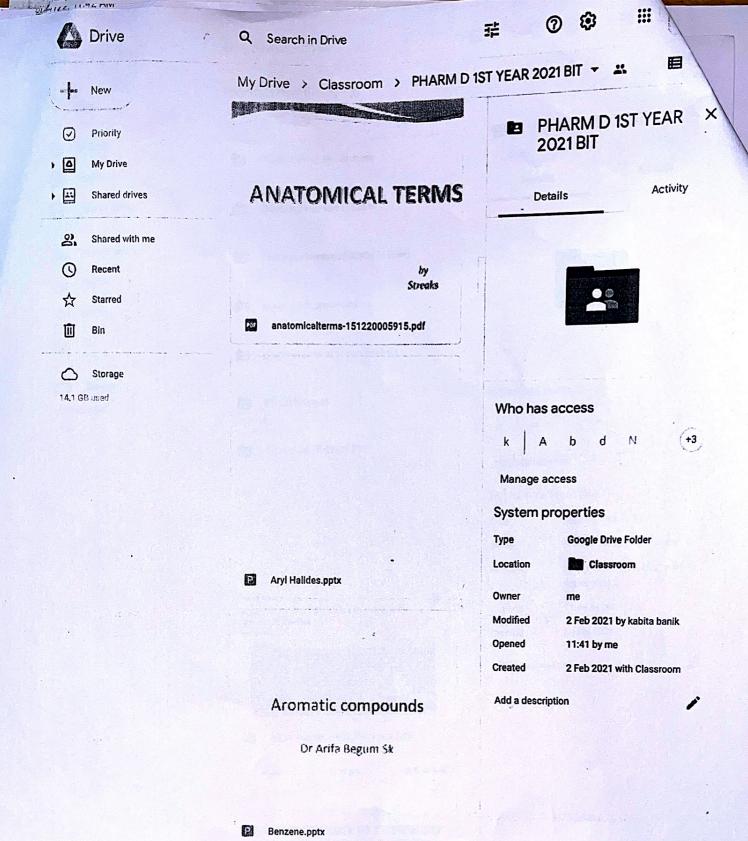


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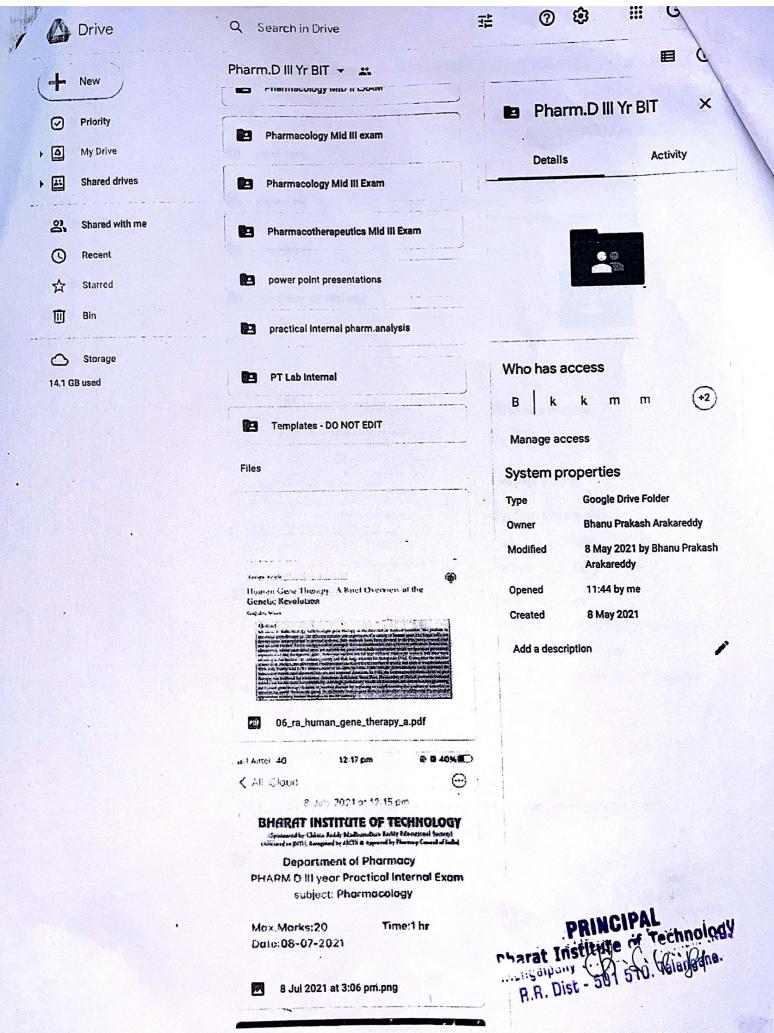
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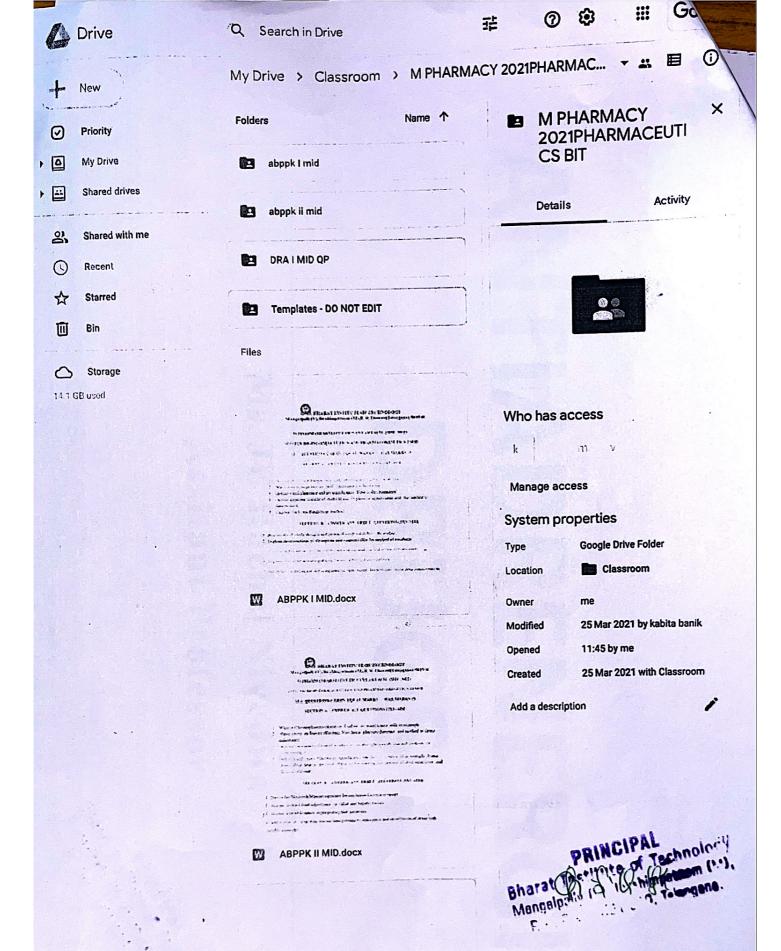
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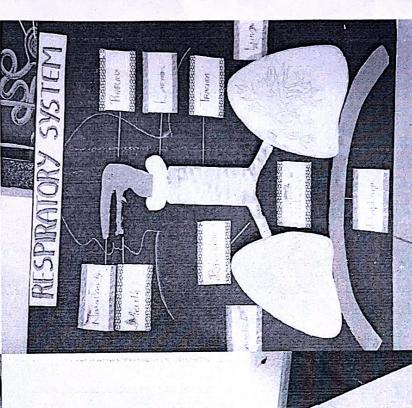
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### CPR Awareness Programme Report

The Cardiopulmonary Resuscitation (CPR) Awareness Programme is a lifesaving initiative aimed at educating the public on how to perform CPR in emergency situations. CPR is a critical skill that can significantly increase the chances of survival for individuals experiencing cardiac arrest. With timely intervention, CPR can maintain blood flow to vital organs until professional medical help arrives. The programme aims to equip participants with the knowledge and confidence to act quickly in emergencies and potentially save lives.

### Objectives of the CPR Awareness Programme

- 1. Raise Awareness: Inform people about the importance of CPR and how it can help save lives in the event of sudden cardiac arrest.
- 2. Teach CPR Techniques: Provide hands-on training in the correct method of performing CPR, including chest compressions, rescue breaths, and the use of automated external defibrillators (AEDs).
- 3. Increase Bystander Intervention: Encourage participants to feel confident in stepping in during emergencies and administering CPR until medical professionals arrive.
- 4. Promote AED Accessibility: Create awareness about the availability and usage of AEDs in public spaces to improve survival rates in cardiac emergencies.
- 5. Prepare for Emergencies: Equip participants with the ability to recognize the signs of cardiac arrest and respond appropriately.

### **Activities Conducted During the Programme**

1. Hands-on CPR Training: The core activity of the programme was practical training sessions where participants learned how to administer CPR on mannequins. These sessions were led by certified instructors, often from local hospitals, ambulance services, or the Red Cross. Participants practiced chest compressions, rescue breathing, and the correct positioning of the hands for effective CPR.

2. Demonstrations on AED Use: As part of the CPR training, participants were also introduced to Automated External Defibrillators (AEDs) The

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### BHARAT INSTITUTE OF TECHNOLOGY Mangalpally, Ibrahimpatnam, R.R. District, PIN-501510 NTUH, Approved by Alexandram, R.R. District, PIN-501510 Affiliated to JNTUH, Approved by AlCTE and PCI, New Delhi. Accreditated by NAAC)

CPR on mannequins. These sessions were led by certified instructors, often from local hospitals sessions were led by certified instructors, or the Red Cross. often from local hospitals, ambulance services, or the Red Cross.

Participants practiced chart ambulance rescue breathing, and the Participants practiced chest compressions, rescue breathing, and the correct positioning of the hor correct positioning of the hands for effective CPR.

- 2. Demonstrations on AED Use: As part of the CPR training, participants were also introduced to A part of the CPR training, participants. The were also introduced to Automated External Defibrillators (AEDs). The instructors demonstrated including how to place the instructors demonstrated how to use AEDs, including how to place the pads on the victim's about the victim's about the pads on the victim's about the pads of the victim's about the victim's abou pads on the victim's chest and follow the device's instructions to deliver a shock if needed shock if needed.
- 3. Public Awareness Sessions: Open sessions were held in public spaces such as malls parks and these sessions, short such as malls, parks, and community centers. During these sessions, short demonstrations were demonstrations were conducted to engage passersby and encourage them to sign up for full CPR training.
- 4. First Aid Education: Along with CPR, participants were provided with basic first aid training, such as how to handle choking incidents, bleeding, and fractures. This comprehensive approach ensured that participants could respond to a variety of medical emergencies.
- 5. CPR in Schools and Colleges: Special programs were organized in educational institutions to train students, teachers, and staff on how to perform CPR. Students were particularly encouraged to learn these lifesaving techniques and spread awareness in their communities.
- 6. Distribution of CPR Guides: Informative pamphlets, booklets, and posters detailing the steps of CPR were distributed to participants and the general public. These materials provided a quick reference for anyone who might need to perform CPR in the future.
- 7. CPR Challenge Events: To create engagement and excitement around the training, CPR challenge events were held where participants could compete to demonstrate their knowledge of CPR techniques. These friendly competitions helped reinforce the learning experience.

### Impact of the Programme

1. Increased Knowledge and Confidence: Participants reported feeling more confident in their ability to perform CPR after the hands-on training sessions. Many were previously unaware of how CPR works, and the programme equipped them with essential life-saving skills. PRINCIPAL

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- 2. Improved Community Preparedness: By training a large number of people across various 1. people across various locations, the programme contributed to a more prepared community. In the programme contributed to a more prepared community. In the event of cardiac emergencies, there is now a higher chance that a large of cardiac emergencies, there is now a higher chance that a bystander can intervene and provide CPR until emergency services arrive.
- 3. Promoted AED Awareness: The demonstration of AEDs helped demystify the day. demystify the device for the general public. Many participants were unaware of AED-1. unaware of AEDs before the programme and were surprised to learn that they are available in public spaces. This awareness is expected to lead to quicker intervention during cardiac emergencies.
- 4. Wider Reach Through Schools: By targeting schools and colleges, the programme reached a younger demographic and created a ripple effect as students often shared their new knowledge with family and friends. This long-term impact of educating youth ensures future generations are more aware and capable in emergencies.
- 5. Encouragement of Lifelong Learning: Many participants expressed interest in attending advanced first aid and CPR certification courses after the introductory programme. The initiative sparked a curiosity to learn more about life-saving techniques and health-related skills.

### Challenges Faced

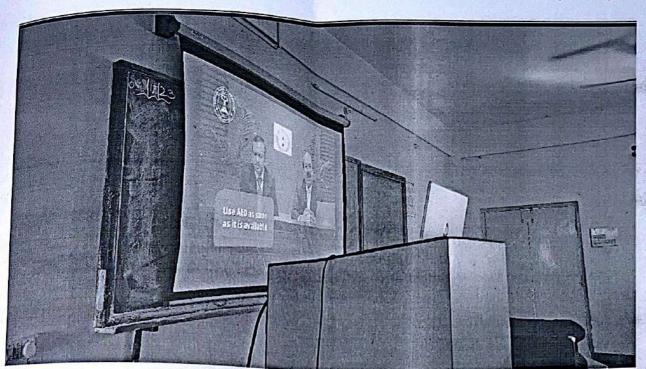
- 1. Public Hesitation to Participate: Some people were hesitant to participate in the programme due to a lack of awareness or fear of performing CPR incorrectly. Overcoming this hesitation required additional effort in promoting the importance of learning CPR.
- 2. Limited Accessibility in Rural Areas: While the programme successfully reached urban and semi-urban areas, it faced challenges in conducting sessions in rural locations due to logistical constraints and a lack of trained instructors.
- 3. Retention of Knowledge: Although participants were trained in CPR, ensuring long-term retention of the knowledge is a challenge. Refresher courses and continuous practice are needed to ensure that participants can perform CPR effectively when required.

The Control of the Co

Conclusion The CPR Awareness Programme was a successful Philipping In Bharat Institute of Technology promoting life-saving skills within the community. Mangalpaly (M), Wrahimpatham (M).
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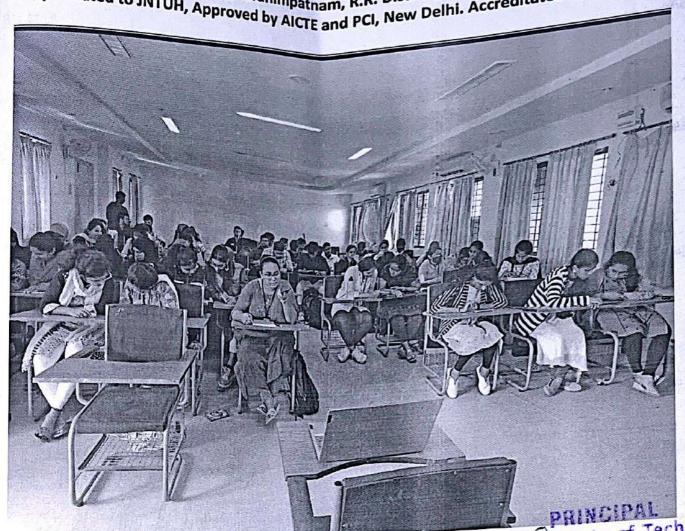


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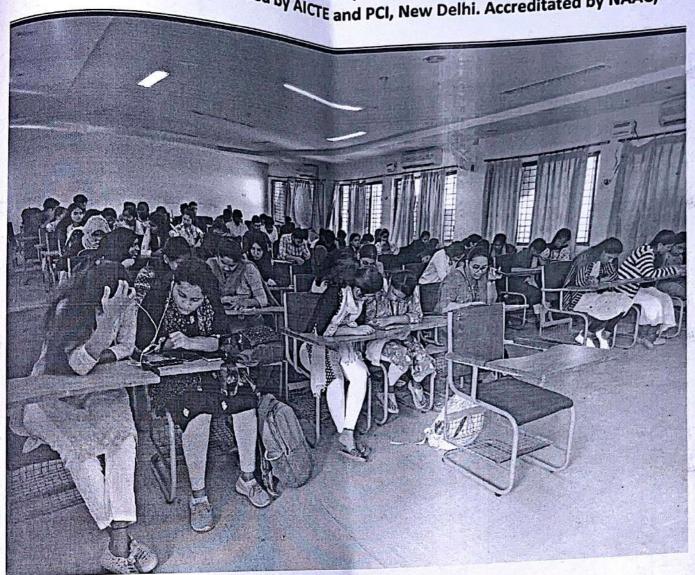
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## Vote Awareness Programme Report

### Introduction

The Vote Awareness Programme is a crucial initiative aimed at educating citizens about the importance of voting in a democratic system. Voting is a fundamental right and civic responsibility that empowers individuals to influence the government and its policies. Despite this, many eligible voters, especially young people and rural citizens, often do not participate in elections due to lack of awareness, voter apathy, or misconceptions about the electoral process. The Vote Awareness Programme aims to address these challenges by increasing voter participation, ensuring informed voting, and promoting a fair democratic process.

## Objectives of the Vote Awareness Programme

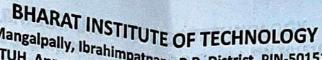
- 1. Increase Voter Turnout: Encourage maximum voter participation, particularly among first-time voters, women, and marginalized communities
- 2. Educate on Voting Rights: Inform citizens about their right to vote, the importance of voting, and how their vote impacts the future of the nation.
- 3. Promote Ethical Voting: Encourage voters to choose candidates based on merit and policies, not based on external influence like money, gifts, or pressure.
- 4. Clarify the Voting Process: Guide people on how to register as voters, update their details on the electoral roll, and how to vote on election day.
- 5. Combat Voter Apathy: Address misconceptions and promote the idea that every vote counts and can make a difference in the outcome of elections.

### **Activities Conducted During the Programme**

1. Public Seminars and Workshops: Interactive sessions were organized to educate people about the significance of voting, the power of the vote in shaping government policy, and the impact of low voter turnout on governance. These workshops targeted students, working professionals, and community groups.

2. Voter Registration Drives: Volunteers were stationed at key locations like educational institutions, public squares, and community senters to

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governance. These workshops targeted students, working professionals, and community graves and community groups.

- 2. Voter Registration Drives: Volunteers were stationed at key locations like educational in the Prives: Volunteers were stationed at key locations to like educational institutions, public squares, and community centers to assist eligible citizens in registering to vote. This included setting up voter registration booths and distributing forms to those who were not yet on the electoral roll.
- 3. Social Media Campaign: A digital campaign was launched on platforms like Facebook, Instagram, and Twitter to reach a wider audience, particularly younger voters. The campaign included infographics, videos, and testimonials encouraging people to vote, along with information on how to register and check their voting status online.
- 4. Rallies and Street Plays: Public rallies and street plays were organized in urban and rural areas to spread awareness about the importance of voting. Volunteers performed skits and dramas that highlighted the consequences of not voting and the benefits of an informed electorate.
- 5. Engagement with Schools and Colleges: Special sessions were held in schools and colleges to engage first-time voters and make them aware of their responsibility. Mock elections were conducted to familiarize students with the voting process.
- 6. Voter Pledge Campaign: A pledge campaign was organized where citizens were encouraged to take an oath to vote in the upcoming elections and to vote ethically. Pledge cards and wristbands were distributed as reminders of their commitment to democracy.
- 7. Collaborations with Local Leaders and NGOs: Local community leaders and NGOs were involved to spread the message, especially in areas with traditionally low voter turnout. Their involvement helped build trust and ensured the message reached a diverse audience.

### Impact of the Programme

- 1. Increased Voter Registration: The voter registration drives resulted in a significant increase in the number of eligible voters who registered to vote, particularly among youth and first-time voters.
- 2. Higher Voter Turnout: During subsequent elections, areas where the awareness programme was conducted saw a noticeable rise Indivoter Bharat Institute of Technology

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turnout. This was particularly evident among previously underrepresented groups, including women groups, including women and rural voters.

- 3. Informed Electorate: Citizens who attended the seminars and workshops were more informed about the candidates, their policies, and how the electoral process were electoral process works. This led to more thoughtful voting decisions and less influence from external factors like vote-buying.
- 4. Reduction in Voter Apathy: Many citizens who were previously indifferent to indifferent to voting became more engaged with the democratic process after learning how their vote could impact the future of their community and nation.
- 5. Empowerment of Marginalized Communities: The programme empowered marginalized communities by educating them about their rights and encouraging them to participate in the electoral process, which in turn gave them a stronger voice in governance.

### **Challenges Faced**

- 1. Misinformation and Rumors: Some areas faced challenges in combating misinformation about the voting process, such as the belief that votes do not matter or that the system is rigged. Overcoming these misconceptions required sustained efforts.
- 2. Logistical Difficulties in Rural Areas: Reaching remote rural areas where literacy rates are low and access to information is limited was challenging. In some regions, physical infrastructure for voter registration and education was lacking.
- 3. Apathy Among Youth: Despite extensive outreach efforts, some young people remained apathetic, seeing voting as irrelevant to their lives. Continued engagement and creative outreach were necessary to change this perception.

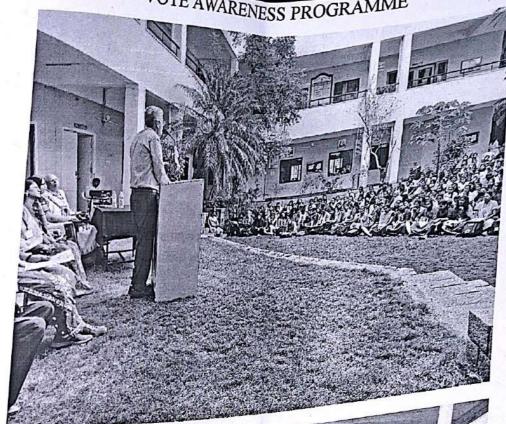
Conclusion The Vote Awareness Programme played a significant role in encouraging voter participation and promoting a fair and transparent electoral process.

The success of the programme highlights the importance of continued efforts to promote voter education and engagement.

Bharak institute of Technology to Bharak institute of Bh Mangalpally (1); Ib shimbarnam (M), promote voter education and engagement. R.R. Dist - 501 510 Telangana.

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# VOTE AWARENESS PROGRAMME





Sharat Inch of Tachno Mangalpa Principal J. Telongana.

Mangalpally, Ibrahimpatnam, R.R. District, PIN-501510
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### **Collaborative Learning**

Collaborative learning is an educational approach involving joint intellectual effort by students or students and teachers together. It emphasizes the idea that learning is inherently a social process and that knowledge is constructed through interaction and collaboration with others. Here are key aspects and benefits of collaborative learning:

### Key Aspects

### 1. Group Work:

- Students work in small groups to discuss concepts, solve problems, or complete tasks.
- Each group member contributes their understanding and perspective.

### 2. Active Participation:

- o Encourages active engagement and participation from all members.
- Students share responsibility and take ownership of their learning.

### 3. Interdependence:

- Success depends on the collaborative efforts of all group members.
- o Tasks are designed so that group members must rely on each other to succeed.

### 4. Interaction:

- o Promotes dialogue and discussion among students.
- Encourages questioning, explanation, and elaboration of ideas.

### 5. Diverse Perspectives:

- Brings together diverse perspectives, enhancing creativity and critical thinking.
- Encourages appreciation and understanding of different viewpoints.

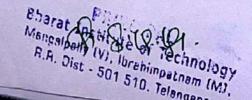
### Benefits

### 1. Enhanced Learning:

- o Facilitates deeper understanding through peer explanation and discussion.
- Students retain information better when they teach others.

### 2. Development of Social Skills:

- Improves communication, teamwork, and conflict resolution skills.
- Fosters a sense of community and collaboration.
- 3. Critical Thinking:



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- Encourages higher-order thinking skills, such as analysis, synthesis, and evaluation.
- Promotes problem-solving and decision-making abilities.
- 4. Preparation for Real-World Scenarios:
  - Mirrors collaborative work environments found in most professional settings.
  - Prepares students for future careers by developing collaborative skills.

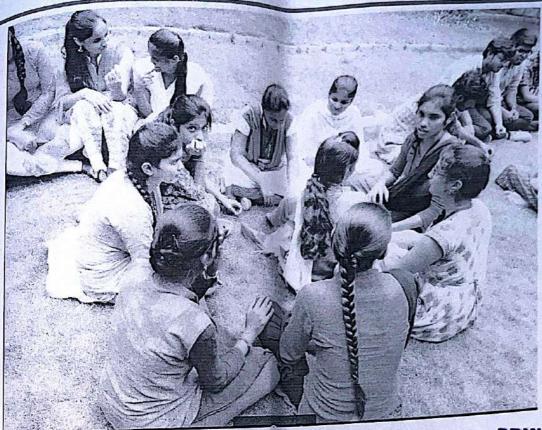




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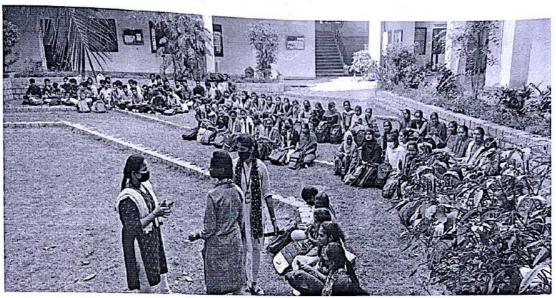


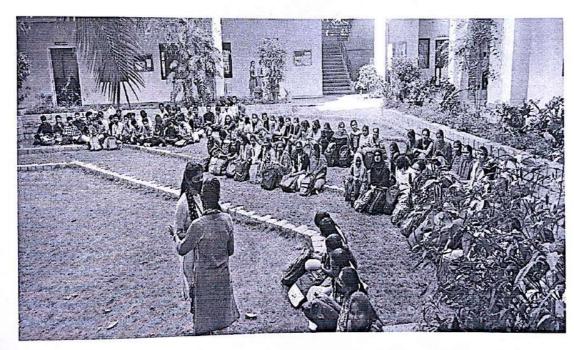
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### Group Discussion and Peer learning

Group discussions and peer learning are collaborative learning strategies that promote active participation, critical thinking, and knowledge sharing among them to think critically about different perspectives. Participants practice articulating their thoughts clearly and listening to others, which enhances their verbal communication skills.





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### Seminars and conferences

Seminars and conferences are integral components of academic and professional development, providing platforms for knowledge exchange, networking, and skill enhancement. These events bring together experts, researchers, professionals, and students to discuss advancements, share insights, and explore new ideas in various fields.

### **Objectives of Seminars and Conferences**

- 1. Knowledge Sharing: To disseminate recent research findings, innovations, and advancements in specific fields.
- 2. Networking: To facilitate interactions and collaborations among participants from diverse backgrounds and institutions.
- 3. Professional Development: To enhance the skills and knowledge of participants through workshops, presentations, and discussions.
- 4. Innovation and Inspiration: To inspire new ideas and foster creativity by exposing participants to cutting-edge research and trends.
- 5. Career Opportunities: To provide a platform for career guidance, mentorship, and job opportunities through interactions with industry leaders and academics.

### **Benefits of Conducting Seminars and Conferences**

- 1. Up-to-Date Information: Participants gain access to the latest research, trends, and technologies, keeping them updated in their field of interest.
- 2. Interactive Learning: Seminars and conferences offer interactive sessions, workshops, and hands-on training, enhancing the learning experience.
- 3. Collaborative Opportunities: These events provide opportunities to establish collaborations for research projects, publications, and other professional endeavors.
- 4. Exposure to Diverse Perspectives: Attendees are exposed to different viewpoints and methodologies, broadening their understanding of the subject matter.

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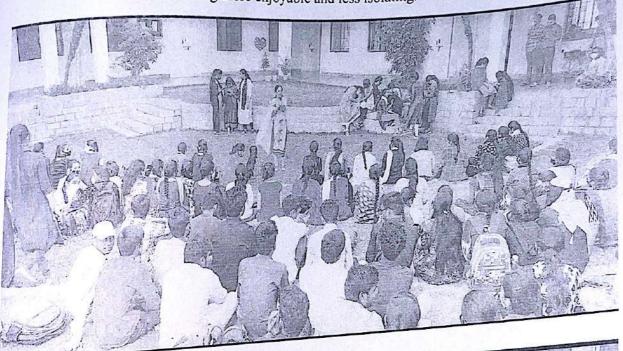
### Development of Social Skills:

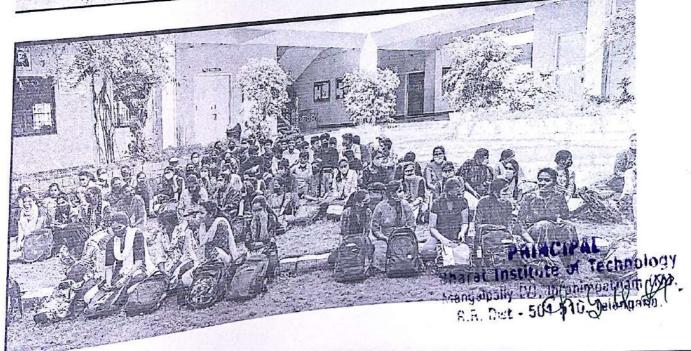
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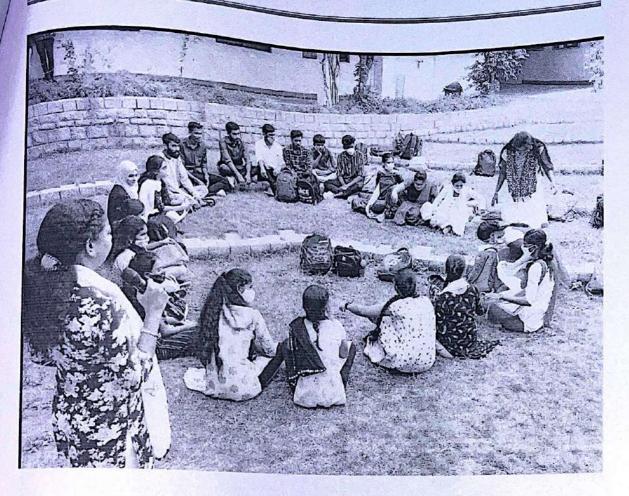
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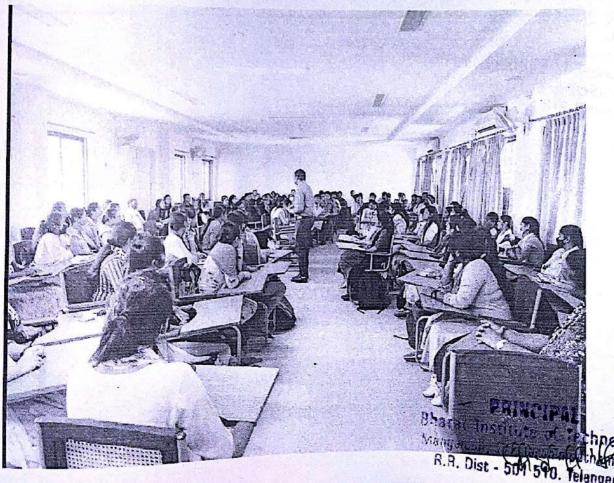
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- Promotes problem-solving and decision-making abilities.
- 4. Preparation for Real-World Scenarios:
  - Mirrors collaborative work environments found in most professional settings.
  - Prepares students for future careers by developing collaborative skills.
- 5. Engagement and Motivation:
  - o Increases student motivation and engagement through interactive and dynamic learning experiences.
  - Makes learning more enjoyable and less isolating.





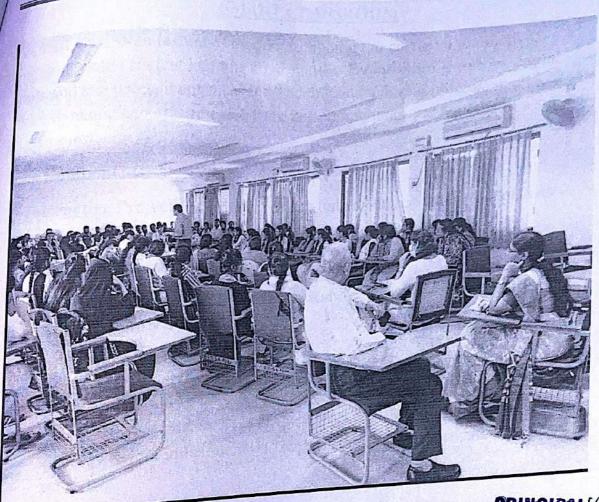
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### SMART CLASSROOM

A smart classroom leverages modern technology to create an interactive, engaging, and efficient learning environment. By integrating various digital tools and resources, it enhances the teaching and learning process, making it more dynamic and effective. Here are key components and benefits of a smart classroom:

### Key Components

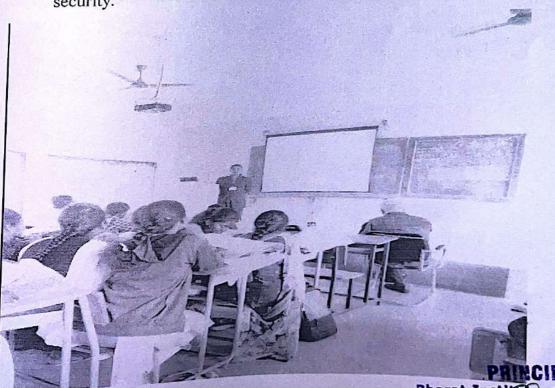
1. Interactive Projectors: Project content onto a surface where students and teachers can interact with the material.

### 2. Audio-Visual Equipment:

Speakers and Microphones: Ensure clear audio during presentations and discussions.

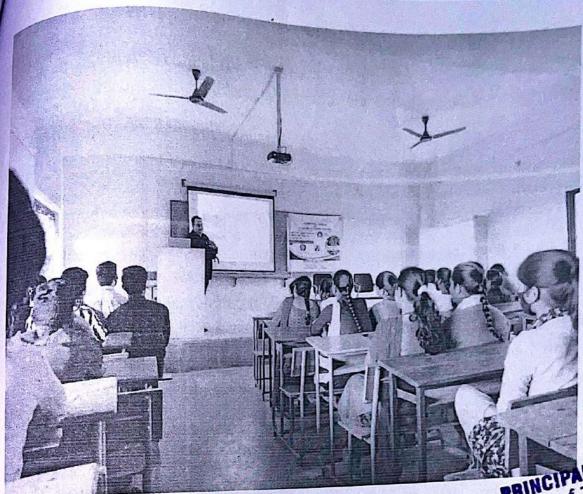
### 3. High-Speed Internet and Networking:

- Reliable Wi-Fi access for seamless connectivity and access to online resources.
- Secure network infrastructure to support multiple devices and ensure data security.



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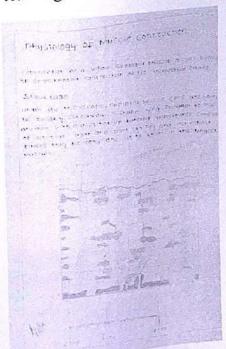
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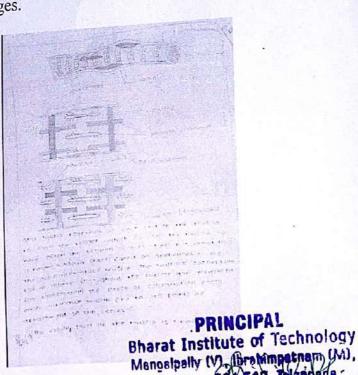
### **ASSIGNMENTS**

Assignments play a crucial role in the continuous internal assessment process, designed to ensure active student participation and self-directed learning.

# Key Aspects of Assignments:

- 1. Relevance to Course Objectives: Assignments are designed to align with the course objectives, ensuring that students apply the theoretical knowledge gained in class to practical scenarios.
- 2. Diverse Formats: Assignments can take various forms, such as essays, case studies, research papers, project reports, problem-solving tasks, and creative projects, catering to different learning styles.
- 3. Integration with Technology: Leveraging ICT tools like Moodle and Google Classroom, assignments can be distributed, submitted, and graded electronically, facilitating easy tracking and management.
- 4. Collaborative Learning: Group assignments encourage collaboration among students, promoting teamwork, communication, and peer learning.
- 5. Real-World Applications: Assignments often involve real-world problems and scenarios, helping students develop practical skills and relate their... learning to actual industry challenges.





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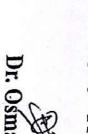
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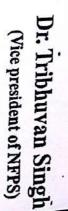
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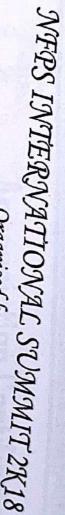












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Dr. Tribhuvan Singh (Vice president of NFPS)















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15<sup>th</sup> & 16<sup>th</sup> March 2019

Organised by: Department of Pharmacology and Department of Pharmaceutical

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Pharmacology and Bioanalytical Techniques" (EPBAT-2019) Organized by School of Pharmacy, ANURAG GROUP

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Professor, Dept. of Pharmacology Dr. R. Padmavathi **Chief Coordinator** 

Redeville

Associate Prof., Dept. of Pharmacology

Dr. B. Madhava Reddy Convener C

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Dr. B. Veeresh

Professor, Dept. of Pharmacology

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Dr. R. Padmavath chief coordinator

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# VALLA NARASIMHA REDDY

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One Week Short Term Training Programme on

INTELLECTUAL PROPERTY INTELLIGENCE & PATENT DRAFTING (IPIPD-2018)

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Institutions from 17th to 22th December, 2018. & Patent Orafting" organized by ISTE Chapter (2134) Nalla Narasimha Reddy Education Society's Group of

Dr. Krishna Mohan Chinnala
Dean - School of Pharmacy, NNRG
Course Coordinator IPIPD

Mr. T. Pavan Kumar Secretary cum Treasurer, ISTE-Chapter, NNRG Course Coordinator IPIPD

Dr. C.V. Krishna Reddy Director, NNRG Patron IPIPD



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Dr. Krishna Mohan Chinnala Dean - School of Pharmacy, NNRG Course Coordinator IPIPD-

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Secretary cum Treasurer Course Coordinator IPIPL Mr. T. Pavan Kumar ISTE-Chapter, NNRG.

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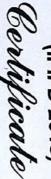




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Dr. Y. Padmanabha Reddy / Convenor Principal, RIPER

Co-convenor Director, R&D, RIPER Dr. P. Ramalingam



Pharmacy Council of India (PGI)

Sponsored Continuing Education Programme or

TRANSLATIONAL MODELS IN TEACHING & RESEARCH A way to build Socially Sensible Pharmacists

Organized by

An Autonomous Institution affiliated to JNTUA, Accorded 2(f) & 12(B) by UGC, and accirclifed by NAAC & NBA (UG) Raghavendra Institute of Pharmaceutical Education & Research (RIPER)

This is to certify that Br./Mr./Ms. Pasupulati Hayê Ha Certificate

of Bharat Inctatute of Technology-Pharmary has participated

as a delegate in the Continuing Education Programme on "TRANSLATIONAL

Pharmacists" held at Raghavendra Institute of Pharmaceutical Education and Researc MODELS IN TEACHING & RESEARCH : A way to build Socially Sensibil

Anantapuramu, Andhra Pradesh, India. The participation carries 12 credits

Dr. Y. Padmanabha Reddy Convenor Principal, RIPER

August, 2018

10<sup>th</sup> - 12<sup>th</sup>

Co-convenor Director, R&D, RIPER Dr./P. Ramalingam



### अखिल भारतीय तकनीकी शिक्षा परिषद South Central Regional Office (दक्षिण मच्च वेत्रीय कार्यालय) (A Statutory Body of the Gort, of India) Hemitage Office Complex, 5th Floor, Block No. 503 & 504, Hill Fort Road, Hyderabad-500004, Telangana State,

Phone: (040) 2334 5071, 23341036, e-mail: scro@aicze-india.org

25.00

Date: 14-12-2018

### CERTIFICATE

This is to certify that Prof/Dr/Mrs. G. Sunclost.

iron: Shasar Lathedre of Technology Workshop on "Examination Reforms" organised by All ...

has participated in the One Day Workshop on "Examination Reforms" organized by All India Council for Technical Education, South Central Region, Hyderabad on 14-12-2018 at JNTU, Kukatpally, Hyderabad.

(Jun

DIRECTOR & REGIONAL OFFICER

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Da. Mihis y Yeshman

has attended DIACON 2018 from 21 - 23 September, 2018 at Hyatt Regency, Ahmedabad as a Delegate

8 CME Credit Hours by Gujarat Medical Council

and has been granted

Organized by:

Dr. S. M. Sadikot

Dr. Shashank Joshi Program Director

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Dr. Banshi Saboo Org. Chairman

Dr. B. B. Solanki GMC Observer

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### Ms. JE Rachel Nivedita

**Assistant Professor** 

Mangalpally, Ibrahimpatnam, R.R. District, PIN-501510 (Affiliated to JNTUH, Approved by AICTE and PCI, New Delhi. Accreditated by NAAC)

### Traffic Awareness Programme Report

### Introduction

The Traffic Awareness Programme is a crucial initiative aimed at promoting road safety and educating citizens about the importance of following traffic rules. With increasing road accidents and traffic violations, creating awareness about safe driving practices, pedestrian safety, and responsible behavior on the road is essential to reduce accidents and ensure a safer environment for everyone. The programme focuses on educating all road users, including drivers, pedestrians, and cyclists, about their responsibilities in maintaining orderly traffic and preventing road accidents.

### Objectives of the Traffic Awareness Programme

- 1. Promote Road Safety: Educate citizens on the importance of following traffic rules to reduce accidents and fatalities.
- 2. Create Awareness on Traffic Rules: Inform road users about the basic traffic rules, such as speed limits, traffic signals, lane discipline, and the importance of using seat belts and helmets.
- 3. Encourage Responsible Driving: Promote responsible driving habits, including avoiding distractions, driving under the influence, and overspeeding.
- 4. Educate Vulnerable Road Users: Ensure that pedestrians, cyclists, and children are aware of safe practices, such as using crosswalks, wearing reflective gear, and avoiding jaywalking.
- 5. Reduce Traffic Violations: Discourage behaviors like running red lights, using mobile phones while driving, and overtaking in dangerous conditions.

### **Activities Conducted During the Programme**

- 1. Workshops and Seminars: Educational workshops were organized in schools, colleges, and public places to inform citizens about traffic rules, road signs, and the dangers of reckless driving. Traffic police officers and road safety experts conducted these sessions.
- 2. Street Plays and Demonstrations: Street plays and live demonstrations were conducted in busy areas to show the consequences of not following traffic rules. These interactive performances were designed to datch the traffic rules. These interactive performances were designed to datch the traffic rules. These interactive performances were designed to datch the traffic rules. These interactive performances were designed to datch the traffic rules. These interactive performances were designed to datch the traffic rules.

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road signs, and the dangers of reckless driving. Traffic police officers and road safety experts conducted these sessions.

- 2. Street Plays and Demonstrations: Street plays and live demonstrations were conducted in busy areas to show the consequences of not following traffic rules. These interactive performances were designed to catch the attention of passersby and leave a lasting impression on them about the importance of road safety.
- 3. Traffic Safety Campaigns in Schools: Special sessions were held in schools to educate students about safe walking and cycling practices. Children were taught to use pedestrian crossings, follow traffic signals, and avoid running on roads. This initiative also encouraged students to influence their families and friends to follow road safety norms.
- 4. Distribution of Reflective Stickers and Helmets: Reflective stickers were distributed to cyclists and pedestrians to enhance visibility at night. Helmets were also given to motorcyclists to promote the habit of always wearing protective gear.
- 5. Road Safety Walks and Rallies: Public rallies and road safety walks were organized to raise awareness about the importance of adhering to traffic rules. Participants carried placards and banners with messages on road safety, speed limits, and the dangers of distracted driving.
- 6. Traffic Simulation Exercises: To give participants a practical understanding of road safety, simulation exercises were conducted. These included mock drills demonstrating how to safely cross roads, follow lane discipline, and react in emergencies.
- 7. Campaigns on Drunk Driving: Awareness campaigns about the risks of driving under the influence were conducted in collaboration with local bars, restaurants, and community centers. These campaigns included the distribution of flyers and posters with statistics on accidents caused by drunk driving.
- 8. Public Service Announcements: A media campaign was launched with public service announcements on radio, TV, and social media. These short ads focused on safe driving, the importance of wearing helmets and Charat Institute of Technology seat belts, and adhering to traffic rules.

Impact of the Traffic Awareness Programme

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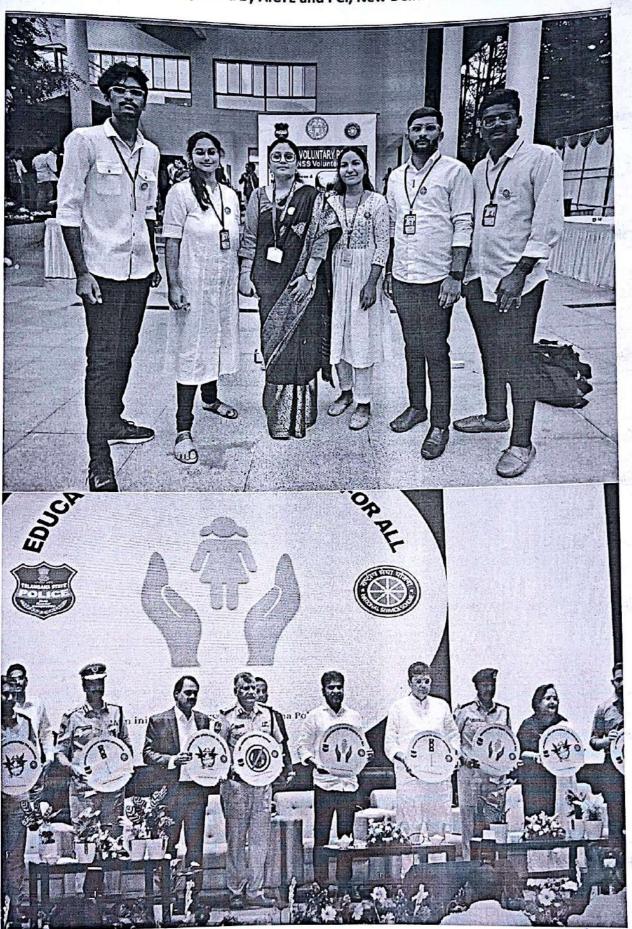
- 1. Increased Awareness: The programme resulted in heightened awareness of traffic rules and safety measures. Many citizens, especially younger individuals, reported being more mindful of road safety after attending the workshops and rallies.
- 2. Improved Compliance with Traffic Rules: Traffic police reported an increase in the use of helmets and seat belts, as well as better lane discipline, following the campaign. This indicated a positive shift in the
- 3. Reduction in Traffic Violations: During the period following the programme, there was a noticeable reduction in traffic violations, such as running red lights, using mobile phones while driving, and driving under
- 4. Safer Driving Habits: The initiative fostered a culture of responsible driving, with more drivers adopting safer practices like reducing speed in residential areas, avoiding distractions, and yielding to pedestrians.
- 5. Increased Safety for Pedestrians and Cyclists: Vulnerable road users, such as pedestrians and cyclists, benefited from the awareness programme. The distribution of reflective stickers and educational sessions on road safety led to a reduction in accidents involving these groups. THE LIVE FREE TO

### Challenges Faced

- 1. Reaching Remote Areas: Some rural and remote areas were difficult to reach due to logistical challenges. As a result, awareness efforts were more concentrated in urban areas, leaving rural regions less covered.
- 2. Behavioral Change: Despite the efforts, changing deep-rooted habits like speeding, reckless driving, and ignoring seat belts and helmets required more sustained efforts. Continuous monitoring reinforcement of traffic rules were necessary to bring about long-term change.
- 3. Public Apathy: In some cases, people were indifferent to traffic rules, believing that enforcement was lax. This mindset was a challenge to overcome, requiring strong cooperation between traffic authorities and PHINCIPAL the public.

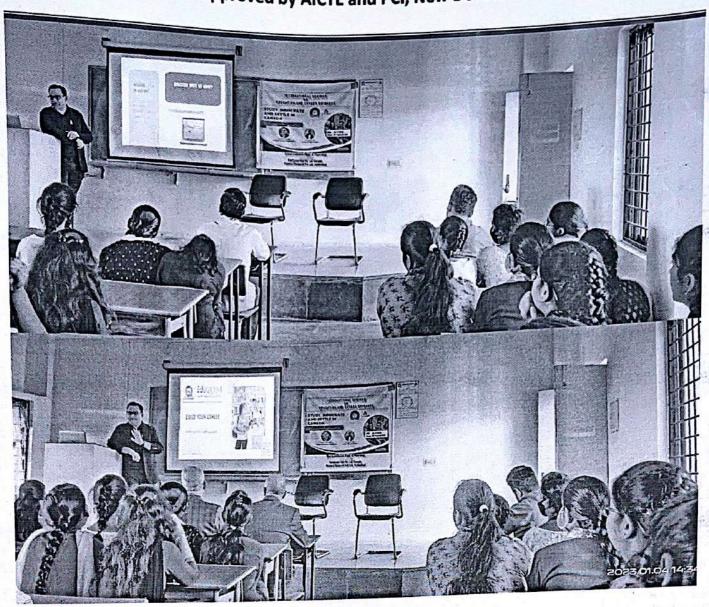
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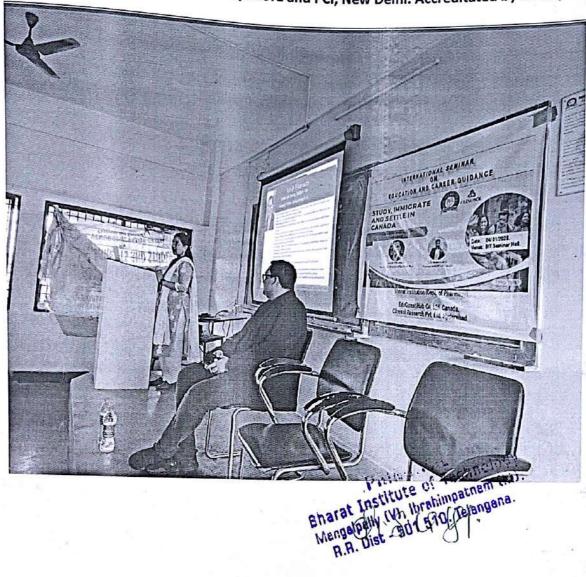
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### Clean India

Clean India Campaign (Swachh Bharat Abhiyan) Report

### Introduction

The Clean India Campaign, also known as the Swachh Bharat Abhiyan, is a national movement initiated by the Government of India on October 2, 2014. It aims to clean streets, roads, and infrastructure of India's cities and rural areas. Launched by Prime Minister Narendra Modi, this initiative was a tribute to Mahatma Gandhi, who emphasized cleanliness as a key aspect of a healthy nation. The main objective of the campaign is to eliminate open defecation and improve solid waste management, making India cleaner, healthier, and more sustainable.

### Objectives of the Campaign

The Swachh Bharat Abhiyan has several key objectives:

- 1. Eradicate Open Defecation: The campaign aims to build millions of toilets across rural and urban India, providing safe sanitation for all.
- 2. Improve Solid Waste Management: Proper management of waste, including segregation of waste at the source, is a major goal.
- 3. Promote Cleanliness: By encouraging the public to maintain cleanliness in their surroundings, the campaign seeks to change people's mindset.
- 4. Awareness Programs: Various awareness programs and activities are organized to educate people about hygiene, sanitation, and waste management.

### Key Initiatives and Achievements

- 1. Construction of Toilets: As of 2019, over 100 million toilets have been constructed in rural India. Many villages have declared themselves Open Defecation Free (ODF), which has significantly improved rural sanitation.
- 2. Solid Waste Management: Urban areas have seen improvements in waste collection, with door-to-door waste collection being introduced in the cities

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campaign promotes the segregation of biodegradable The biodegradable waste at the household level.

- 3. Behavioral Change: Through mass media campaigns, public figures, and local volunteers. local volunteers, the campaign has focused on changing people's attitudes toward cleanliness toward cleanliness and hygiene. Regular cleanliness drives, awareness programs, and school activities have involved citizens from all walks of life.
- 4. Corporate and Community Participation: Companies, NGOs, communities have actively participated in cleanliness drives, sponsoring sanitation infrastructure, and organizing clean-up activities.

### Challenges

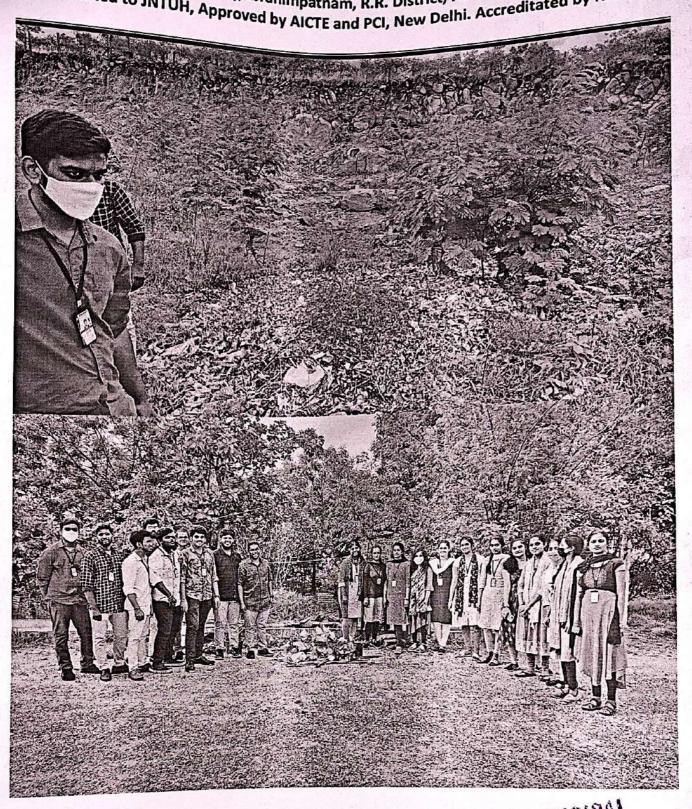
Despite its success, the campaign has faced several challenges:

- 1. Sustainability of Efforts: Maintaining cleanliness and hygiene requires consistent efforts. Some areas, after initial clean-up drives, have seen a return to poor sanitation practices.
- 2. Waste Segregation: While efforts are made for waste segregation, many places still lack proper infrastructure and awareness about separating waste at
- 3 Funding and Resources: Adequate resources and funds are needed to sustain the campaign, particularly in rural areas where waste management infrastructure is limited.

The Clean India Campaign has brought about significant changes in the cleanliness and sanitation landscape of India. While much progress has been made, ongoing efforts are necessary to maintain the momentum and ensure that cleanliness becomes a permanent part of the culture. With continued public participation, government initiatives, and sustained focus on hygiene, India can achieve its goal of a clean and healthy environment for all citizens.

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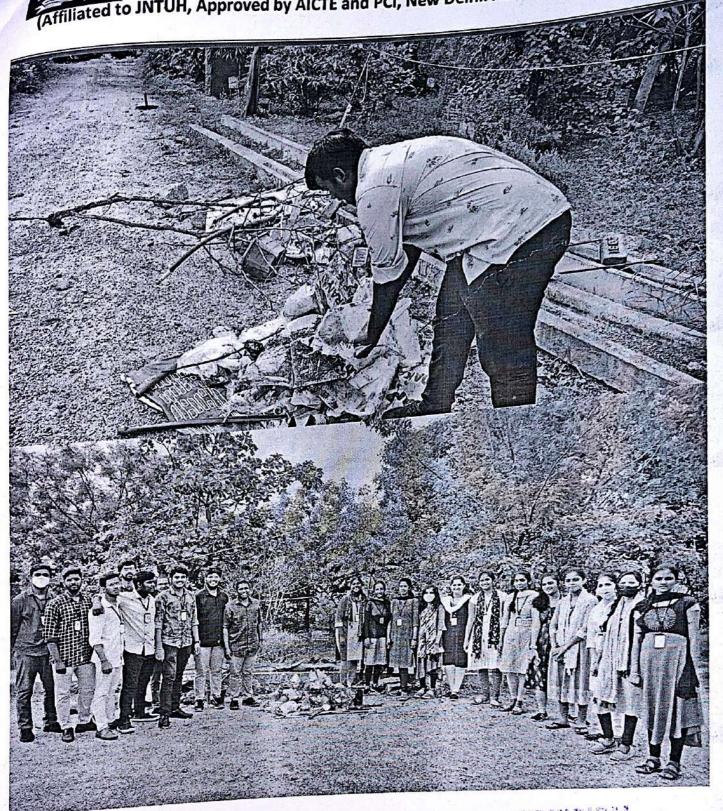
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SI. NO.	· E-resources	
1	E-journals	YES
2	CD.s	YES
3	You-tube	yes
4	Web resources	YES
5	Podocasting	YES
6	virtual learning	YES
7	zoom class room	YES

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### **Industrial Visits**

Industrial visits play a crucial role in bridging the gap between theoretical learning and practical application. They provide students with first-hand exposure to industry environments, operations, and practices. These visits are integral to our educational approach, aiming to enhance experiential learning and prepare students for real-world challenges.

### **Objectives of Industrial Visits**

- 1. Practical Exposure: To provide students with a practical understanding of industry operations and workflows.
- 2. Industry Interaction: To facilitate direct interaction between students and industry professionals, allowing students to learn from their experiences and insights.
- 3. Application of Theoretical Knowledge: To enable students to observe the application of theoretical concepts in real-world scenarios, reinforcing their academic learning.
- 4. Career Insights: To offer students insights into various career paths, job roles, and industry expectations, aiding in informed career choices.
- 5. Skill Development: To help students develop essential skills such as critical thinking, problem-solving, and professional communication through observation and interaction.

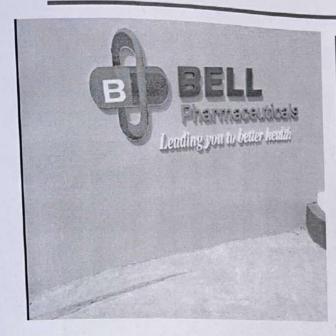
### Structure of Industrial Visits

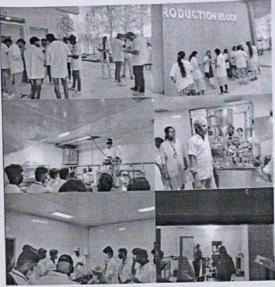
Industrial visits are carefully planned and structured to maximize learning outcomes. Each visit typically includes the following components:

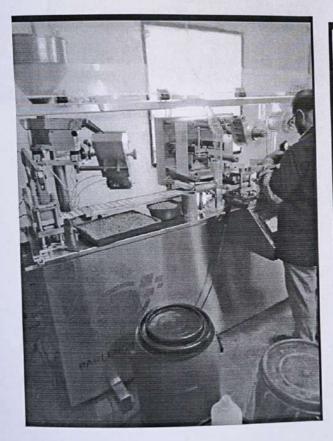
- 1. Pre-Visit Preparation: Students are briefed on the objectives of the visit, the industry or organization they will visit, and the key areas of focus. This preparation includes background research and discussions to ensure students are well-prepared to make the most of the visit.
- 2. On-Site Experience: During the visit, students tour the facilities, observe operations, and interact with professionals. They are exposed to various departments and processes, gaining a comprehensive understanding of the organization's functioning.
- 3. Interactive Sessions: Interactive sessions with industry experts and professionals are a key part of the visit. These sessions allow students to ask questions, seek clarifications, and engage in discussions, enhancing their learning experience.
- 4. Post-Visit Reflection: After the visit, students participate in reflection sessions where they discuss their observations, insights, and learnings. This reflection helps consolidate their understanding and relate it to their academic knowledge.

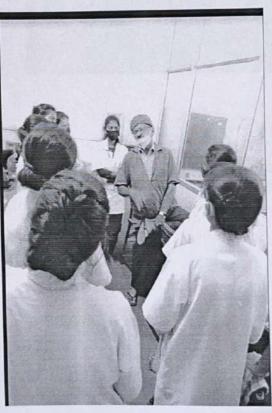
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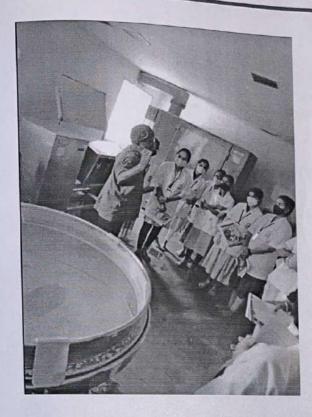


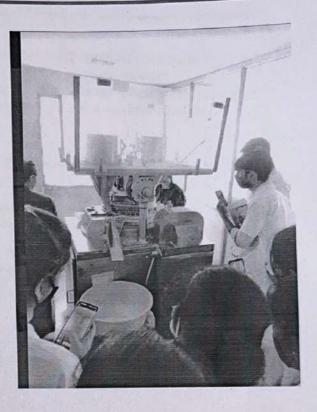
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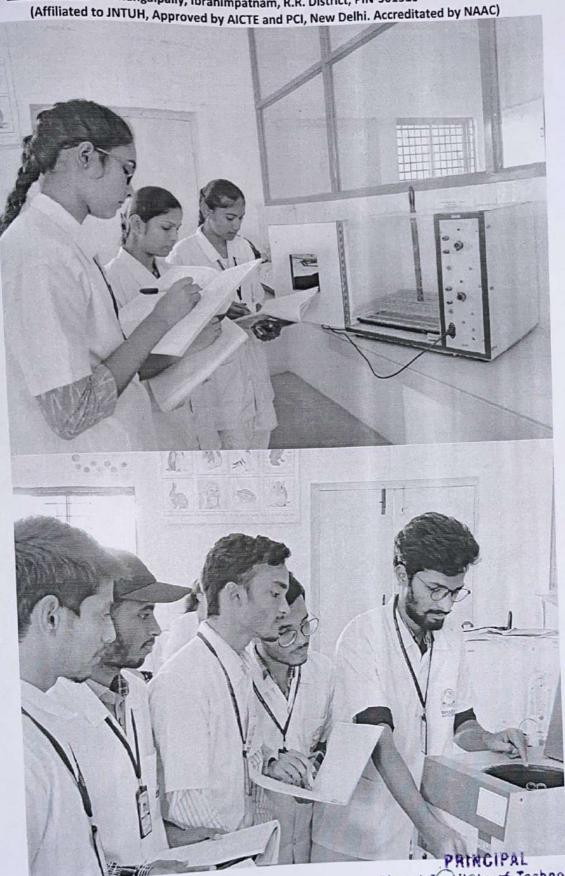




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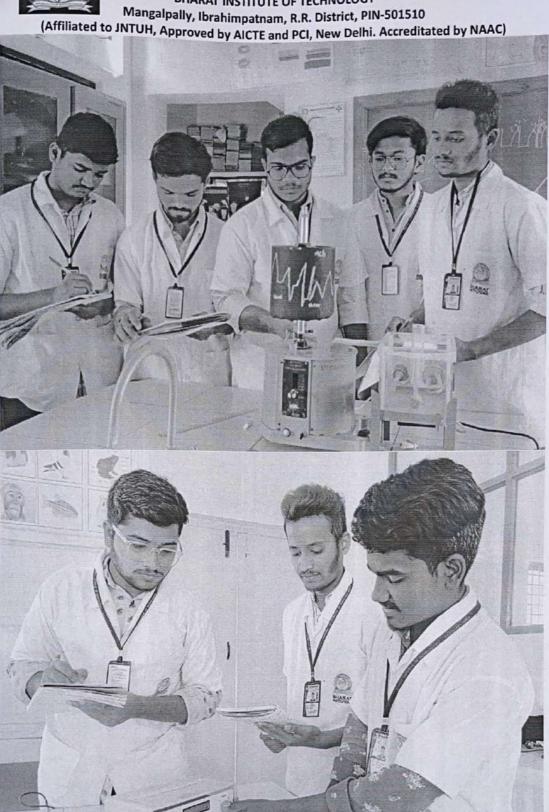


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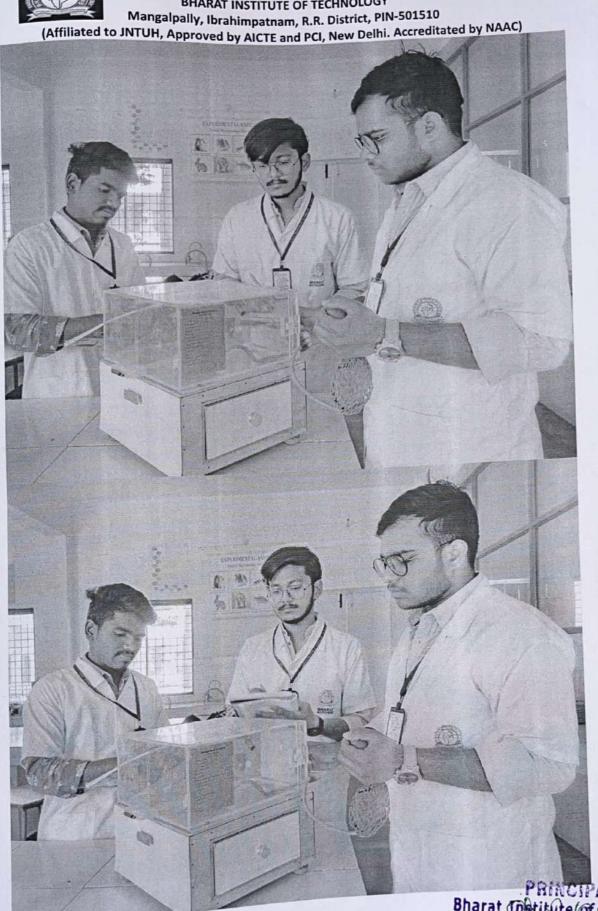
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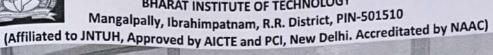


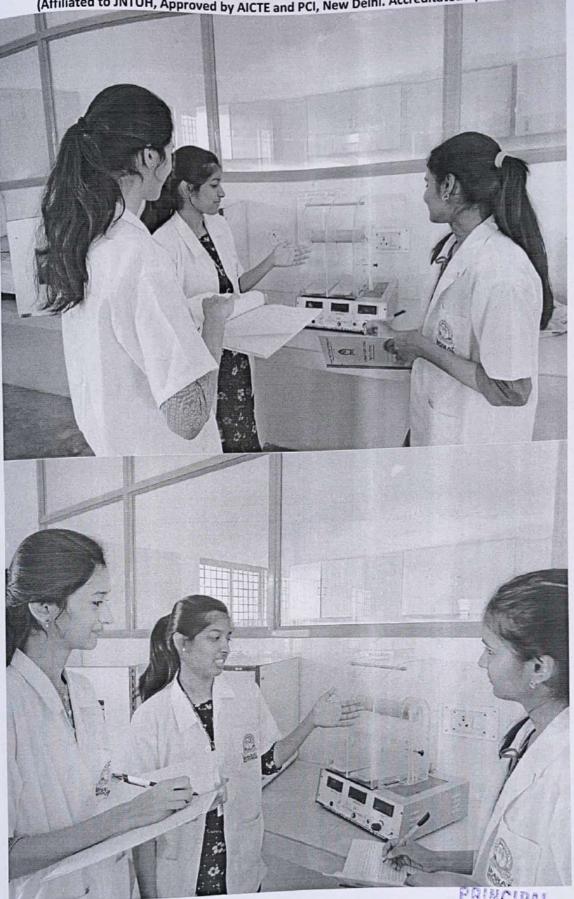
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### **Collaborative Learning**

Collaborative learning is an educational approach involving joint intellectual effort by students or students and teachers together. It emphasizes the idea that learning is inherently a social process and that knowledge is constructed through interaction and collaboration with others. Here are key aspects and benefits of collaborative learning:

### Key Aspects

### 1. Group Work:

- Students work in small groups to discuss concepts, solve problems, or complete tasks.
- Each group member contributes their understanding and perspective.

### 2. Active Participation:

- o Encourages active engagement and participation from all members.
- Students share responsibility and take ownership of their learning.

### 3. Interdependence:

- Success depends on the collaborative efforts of all group members.
- o Tasks are designed so that group members must rely on each other to succeed.

### 4. Interaction:

- Promotes dialogue and discussion among students.
- Encourages questioning, explanation, and elaboration of ideas.

### 5. Diverse Perspectives:

- Brings together diverse perspectives, enhancing creativity and critical thinking.
- Encourages appreciation and understanding of different viewpoints.

### Benefits

### 1. Enhanced Learning:

- Facilitates deeper understanding through peer explanation and discussion.
- Students retain information better when they teach others.

### 2. Development of Social Skills:

- Improves communication, teamwork, and conflict resolution skills.
- Fosters a sense of community and collaboration.

3. Critical Thinking:

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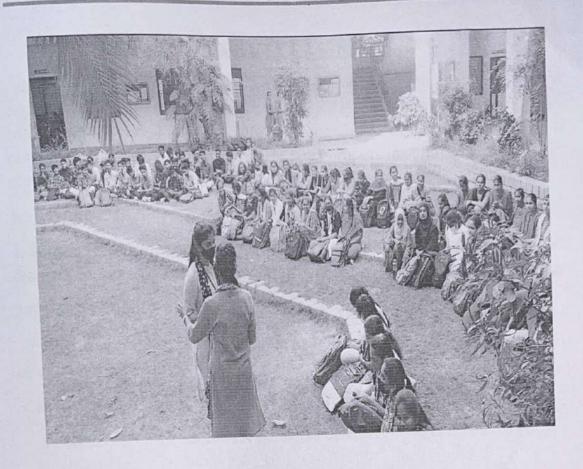
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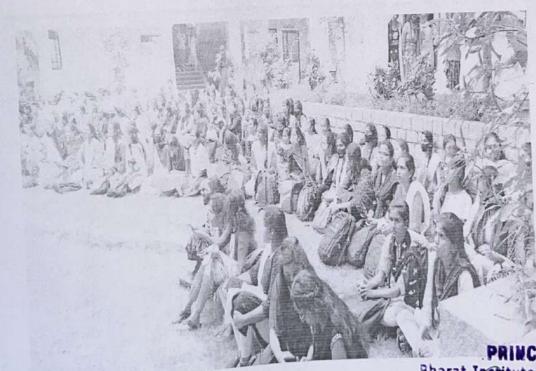
- Encourages higher-order thinking skills, such as analysis, synthesis, and evaluation.
- Promotes problem-solving and decision-making abilities.
- 4. Preparation for Real-World Scenarios:
  - Mirrors collaborative work environments found in most professional settings.
  - Prepares students for future careers by developing collaborative skills.





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### SMART CLASSROOM

A smart classroom leverages modern technology to create an interactive, engaging, and efficient learning environment. By integrating various digital tools and resources, it enhances the teaching and learning process, making it more dynamic and effective. Here are key components and benefits of a smart classroom:

### **Key Components**

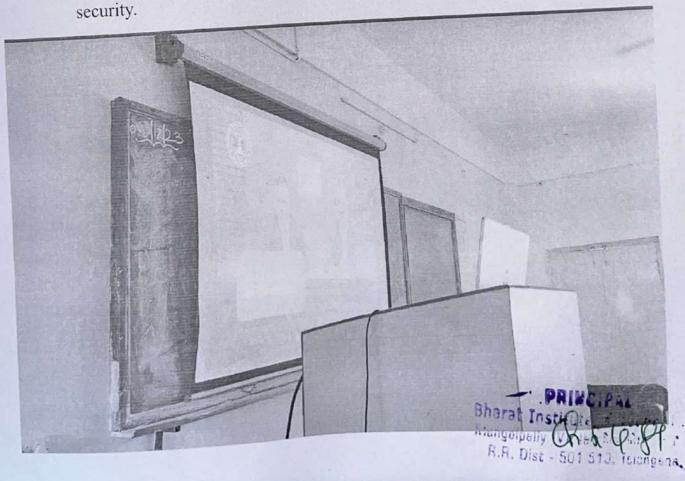
1. Interactive Projectors: Project content onto a surface where students and teachers can interact with the material.

### 2. Audio-Visual Equipment:

Speakers and Microphones: Ensure clear audio during presentations and discussions.

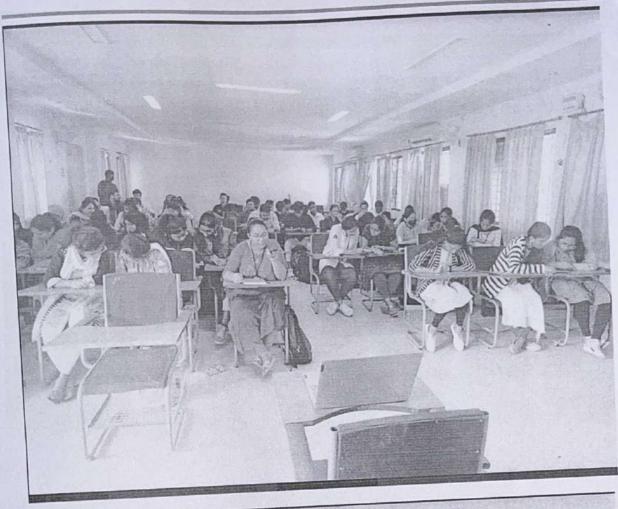
### 3. High-Speed Internet and Networking:

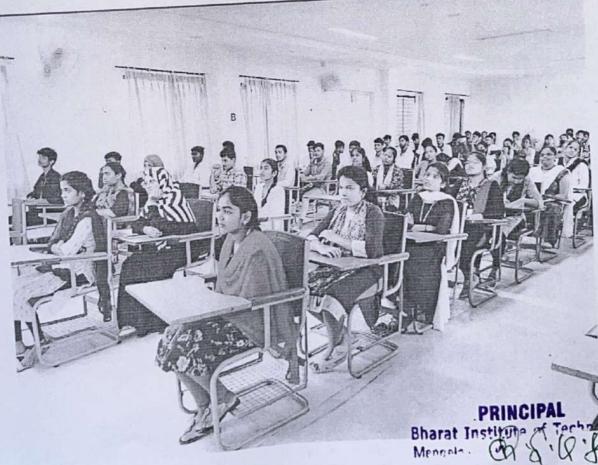
- Reliable Wi-Fi access for seamless connectivity and access to online resources.
- Secure network infrastructure to support multiple devices and ensure data security.



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### **ASSIGNMENTS**

Assignments play a crucial role in the continuous internal assessment process, designed to ensure active student participation and self-directed learning.

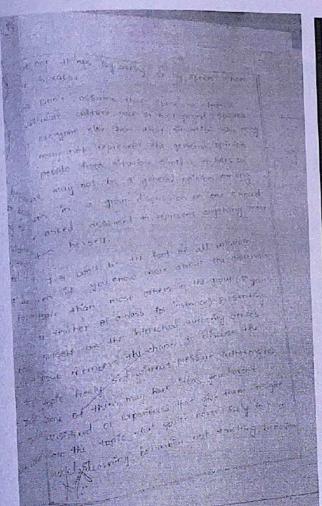
### Key Aspects of Assignments:

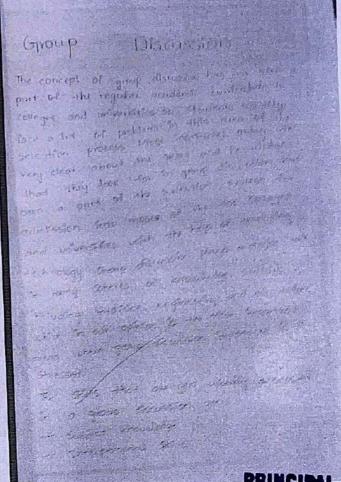
- Relevance to Course Objectives: Assignments are designed to align with the course objectives, ensuring that students apply the theoretical knowledge gained in class to practical scenarios.
- Diverse Formats: Assignments can take various forms, such as essays, case studies, research papers, project reports, problem-solving tasks, and creative projects, catering to different learning styles.
- Integration with Technology: Leveraging ICT tools like Moodle and Google Classroom, assignments can be distributed, submitted, and graded electronically, facilitating easy tracking and management.
- 4. Collaborative Learning: Group assignments encourage collaboration among students, promoting teamwork, communication, and peer learning.
- 5. Real-World Applications: Assignments often involve real-world problems and scenarios, helping students develop practical skills and relate their learning to actual industry challenges.

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### Case study

Case studies are a powerful pedagogical tool in PharmD programs, offering students the opportunity to apply theoretical knowledge to real-world scenarios.

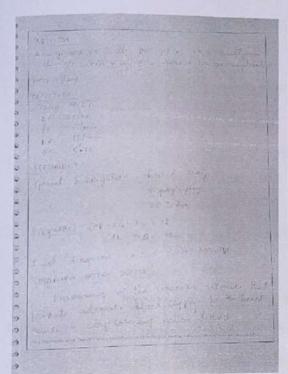
- Clinical Scenarios: Case studies typically involve detailed clinical scenarios that mimic real-life patient cases. These scenarios cover various aspects of pharmacy practice, including pharmacotherapy, patient counselling, and clinical decisionmaking.
- Interdisciplinary Approach: Case studies often require an interdisciplinary approach, involving knowledge from pharmacology, therapeutics, pathology, and other related fields, reflecting the collaborative nature of healthcare.
- Problem-Solving: Students are presented with problems that require critical thinking and problem-solving skills. They must analyse patient data, identify issues, and propose appropriate solutions or interventions.
- 4. Ethical Considerations: Case studies often incorporate ethical dilemmas, prompting students to consider the ethical implications of their decisions and actions in a clinical setting.
- Communication Skills: Effective communication is crucial in pharmacy practice. Case studies provide opportunities for students to practice and develop their communication skills, particularly in patient counselling and interdisciplinary collaboration.

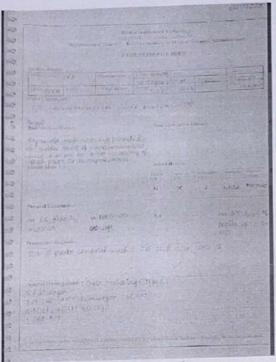
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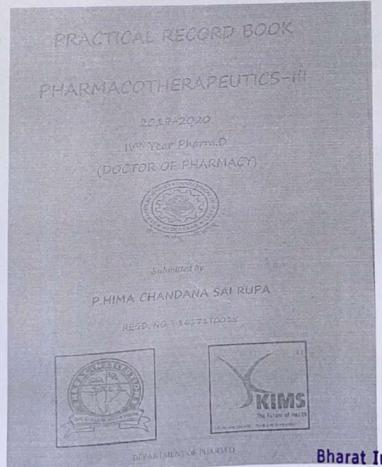
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### **Model Making**

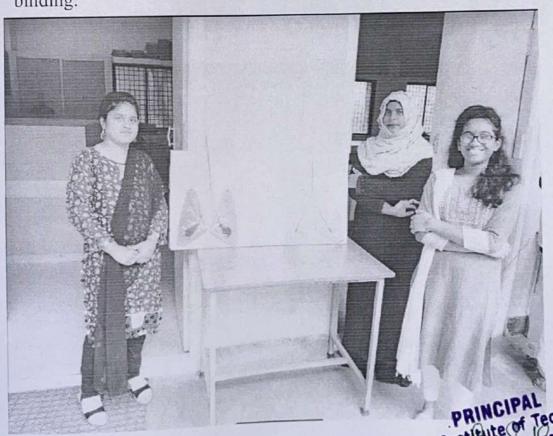
Model making in Pharmacy education involves creating physical or virtual representations of concepts, structures, or processes relevant to pharmacy practice. This hands-on approach enhances understanding, retention, and the application of complex information.

### **Anatomical Models:**

- Purpose: To provide a detailed understanding of human anatomy and physiology, particularly the systems most relevant to pharmacology, such as the cardiovascular, nervous, and gastrointestinal systems.
- Examples: Models of the heart, brain, liver, kidneys, and digestive tract.

### Molecular Models:

- Purpose: To illustrate the structure of drugs, their molecular interactions, and the principles of medicinal chemistry.
- Examples: Models of drug molecules, enzyme active sites, and receptor binding.

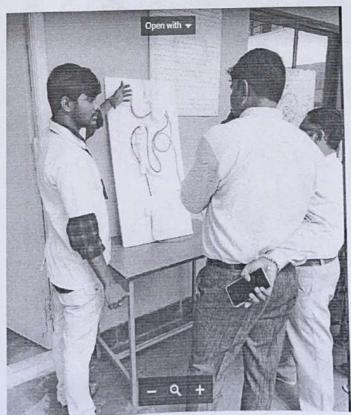


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Novel Insights in Pharmaceutical Sciences During COVID-19 Pandemic Three Days Online Webinar Series (22 to 24th May 2020) Indian Pharmaceutical Association (IPA) has participated in online webinar Series on conducted during 22nd to 24th May 2020. Nandyal - 518 501, Kurnool(Dt), Andhra Prades Dr A V BADARINATH In Association with This is to certify that Certificate Shirt Shirt

Dr.M. Sreenivasulu

Dr.R.E.Ugandhar

Dr.C.Madhusudhana Chetty

Dr. D.V.Ashok Kuma

Dr. T. V. Narayana

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Internal Quality Assurance Cell (IQAC)

Bapatla College of Pharmacy, Bapatla, Andhra Pradesh, India

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### CERTIFICATE

Is hereby granted to

### Haritha Pasupulati

For successful completion of

ONE WEEK ONLINE · INTERNATIONAL FACULTY DEVELOPMENT PROGRAM ON PHARMACEUTICAL EDUCATION & RESEARCH

13th - 18th May 2020

Dr. Mahendran Selear

Dr. Kamal Perera

Dr. Pharkphoom Partchagapakaronant

Universiti Kuala Lumpur

University of Colombo

Prince of Songkla University

Chitwan Medical College

Malaysia

Srilanka

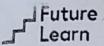
Thriland

Dr. M. Sathish Kumar

IQAC Coordinator, Bapatla College of Pharmacy 

T. Go Edabrish Dr. T.F. G.K. Murthy

Principal, Bapatla College of Pharmacy



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Certificate of Achievement

### Shibnath Kamila

has completed the following course:

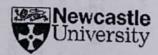
DEMENTIA CARE: STAYING CONNECTED AND LIVING WELL NEWCASTLE UNIVERSITY

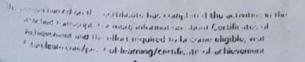
This online course explored ways to connect and care for people living with dementia. Course topics included understanding dementia and the person, recognising good communication, recognising challenging behaviour and supporting insights for future innovations.

4 weeks, 2 hours per week

Ryme Cover

Dr. Lynne Corner
Director of Engagement, Newcastle University Institute for Ageing and
Dementia Innovation Hub
Newcastle University







This learner has not verified their identity.

The combinate and transcript do not imply the award of credit or the combinment of a Newcastle University qualification.

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Universiti Kuala Lumpur

Malaysia

Dr. Kamu: Perera University of Colombo

Srilanka

Dr. Pharkphoom Punichayupa's aranant

Prince of Songkla University

Thailand

Nepal

Dr. T.E. G.K. Murthy T. gotalapring

Principal, Bapatla College of Pharmacy

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IQAC Coordinator, Hapatla College of Pharmacy

Dr. M. Sathish Kumar



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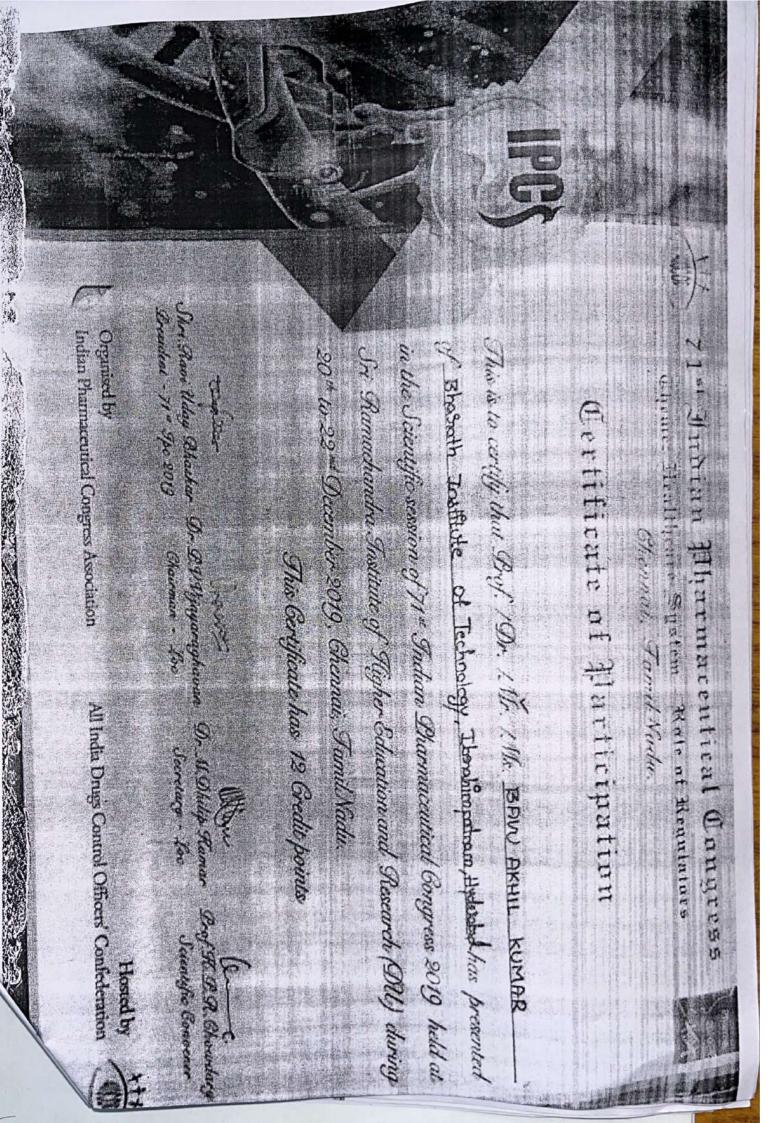
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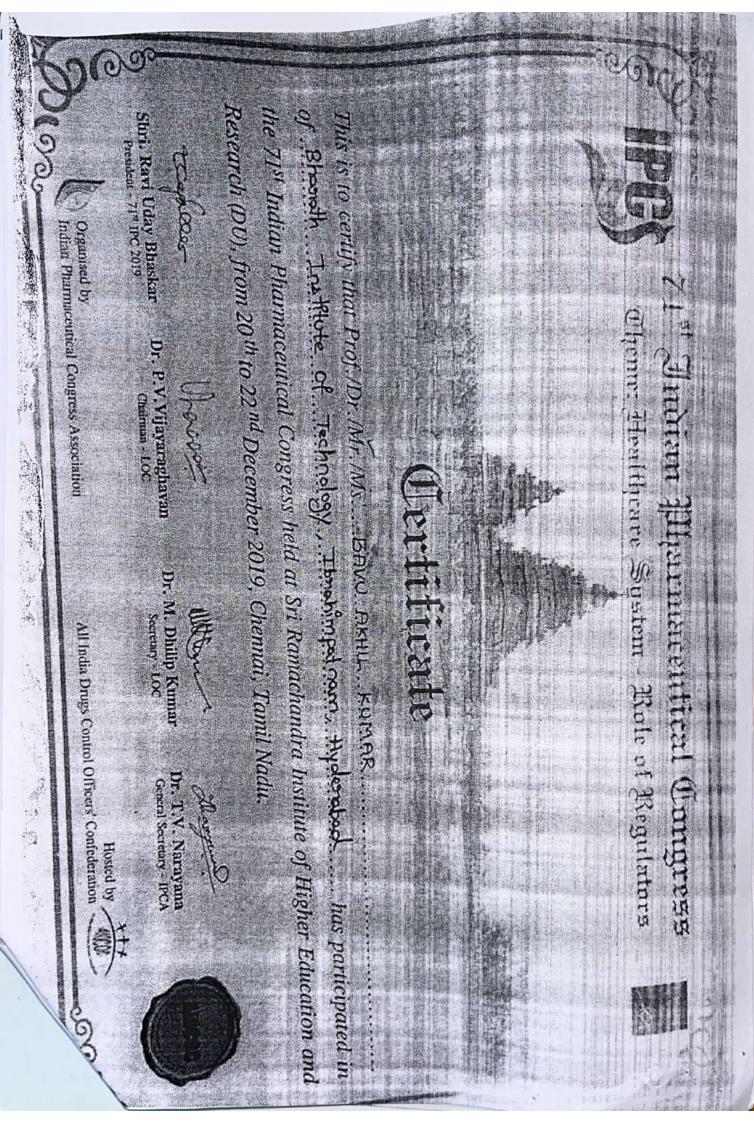
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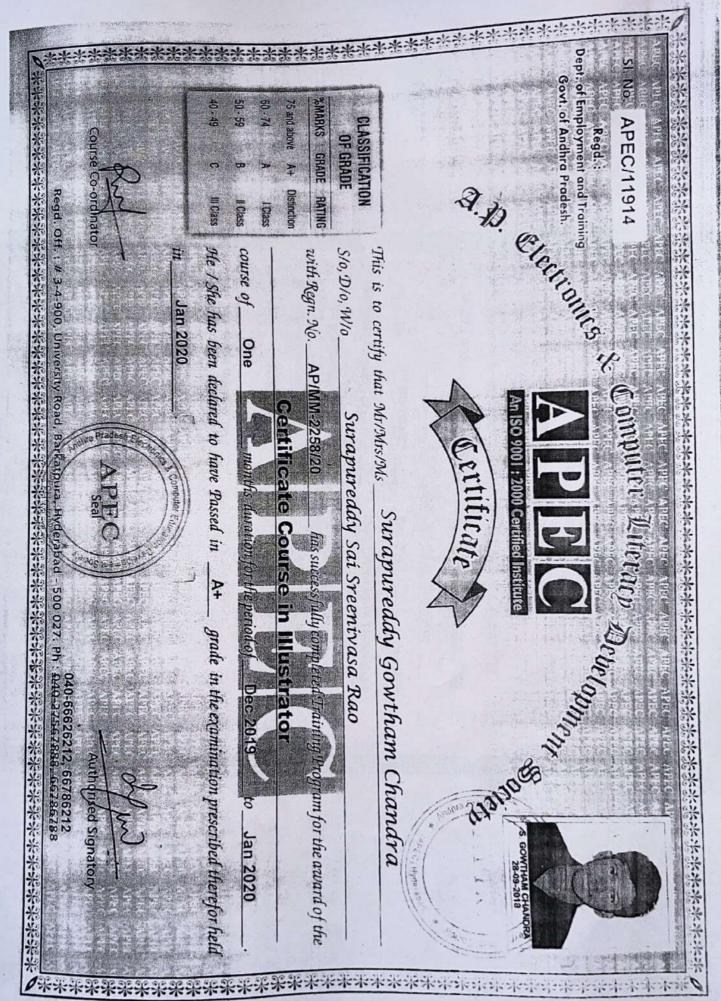


Physiology

HANGE BELLEY

PowerPoint® Seminar Slide Presentation prepared by Ms. JE Rachel Nivedita, Assistant Professor





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### **HIV Awareness Program Report**

### Introduction

Human Immunodeficiency Virus (HIV) is a significant global health challenge, as it leads to Acquired Immunodeficiency Syndrome (AIDS), a condition that severely weakens the immune system. HIV awareness programs are crucial for educating the public about the virus, methods of transmission, prevention strategies, and available treatment options. The primary aim of these programs is to reduce stigma, encourage testing, and promote safe practices to prevent the spread of HIV.

### Objectives of the Program

The key objectives of an HIV awareness program are:

- 1. Educate the Public: Increase awareness about HIV transmission, prevention, and treatment.
- 2. Encourage Safe Practices: Promote the use of preventive measures like condoms and safe needles to reduce the risk of infection.
- 3. Reduce Stigma: Address misconceptions and stigma associated with HIV/AIDS to create a supportive environment for those affected.
- 4. Promote Testing and Treatment: Encourage individuals to get tested and, if necessary, access treatment like antiretroviral therapy (ART).
- 5. Support Affected Individuals: Provide resources and emotional support for those living with HIV, ensuring they receive proper care.

### Key Activities in the Program

1. Workshops and Seminars: Health experts conduct interactive sessions to educate participants on the basics of HIV, including symptoms, modes of transmission (such as unprotected sex, shared needles, and mother-to-child transmission), and available treatments.

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- 2. Community Outreach: Outreach programs in schools, colleges, and rural areas involve distributing informative pamphlets, posters, and brochures that highlight the importance of safe practices, regular testing, and early treatment.
- 3. Free HIV Testing Camps: Offering free and confidential HIV testing encourages more people to know their status, reducing the stigma surrounding testing and helping with early detection and intervention.
- 4. Guest Speakers: Testimonials from individuals living with HIV raise awareness about the realities of the virus and dispel myths. These sessions also help in reducing the stigma around the disease.
- 5. Peer Education and Counseling: Peer educators (trained volunteers) conduct sessions, especially among youth and vulnerable groups, to discuss HIV prevention, safe sexual practices, and available health services. They also provide counseling to those diagnosed with HIV.
- 6. Distribution of Preventive Materials: Distribution of condoms and needle exchange programs (for drug users) are carried out as part of preventive efforts.
- 7. Media Campaigns: Awareness campaigns through television, radio, social media, and newspapers play a critical role in reaching a wider audience, highlighting the importance of prevention and early detection.

### Impact of the Program

- 1. Increased Awareness: The program results in improved knowledge about HIV, particularly the distinction between myths and facts regarding the virus and how it spreads.
- 2. Reduction in Stigma: Through education and personal stories, the program contributes to reducing the stigma surrounding HIV/AIDS, encouraging more people to openly discuss and seek support.
- 3. Promotion of Safe Practices: Distribution of condoms and other materials encourages safe sexual practices and lowers the risk of transmission among Bharat Institute of Jechnolog# participants. Mangalpetty (V) ibkahingatnam (M).
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- 4. Higher Testing Rates: Free HIV testing drives lead to an increase in testing rates, which is critical for early diagnosis and timely treatment, ultimately helping to control the spread of the virus.
- 5. Support for HIV-Positive Individuals: Counseling and healthcare support help individuals living with HIV manage their condition, improving their quality of life and mental health.

### Challenges Faced

- 1. Cultural Barriers: In some communities, discussing HIV and sexual health remains taboo, making it difficult to engage participants fully.
- 2. Access to Healthcare: Rural areas and marginalized groups often lack adequate access to HIV testing and treatment centers, making outreach efforts challenging.
- 3. Sustainability: Ensuring that the awareness and prevention efforts continue over time is critical to the long-term success of the program.

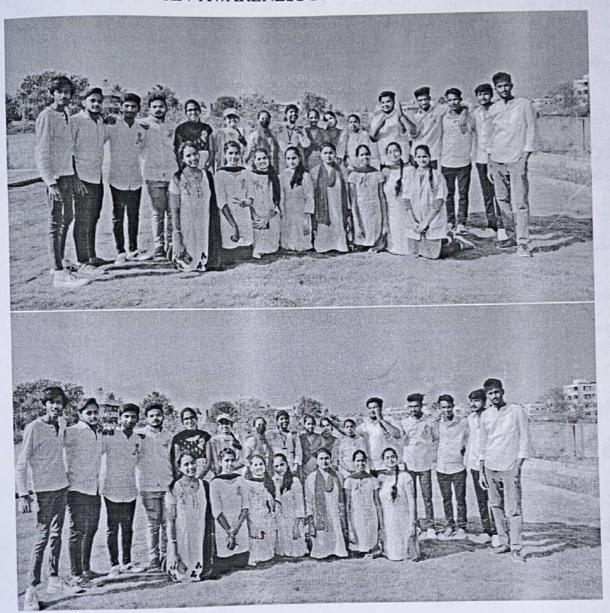
### Conclusion:

HIV awareness programs play an essential role in preventing the spread of HIV and supporting individuals living with the virus. With continued efforts focusing on education, testing, and stigma reduction, these programs contribute significantly to controlling the HIV epidemic and promoting a healthier, more informed society. Ongoing community involvement, government support, and global partnerships are key to sustaining the impact of these programs.

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### HIV AWARENESS PROGRAMME



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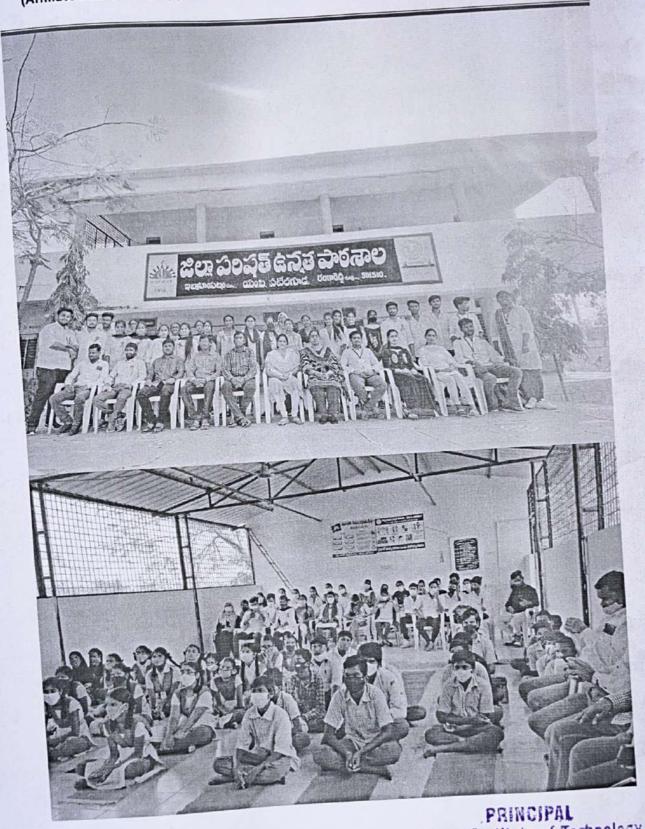
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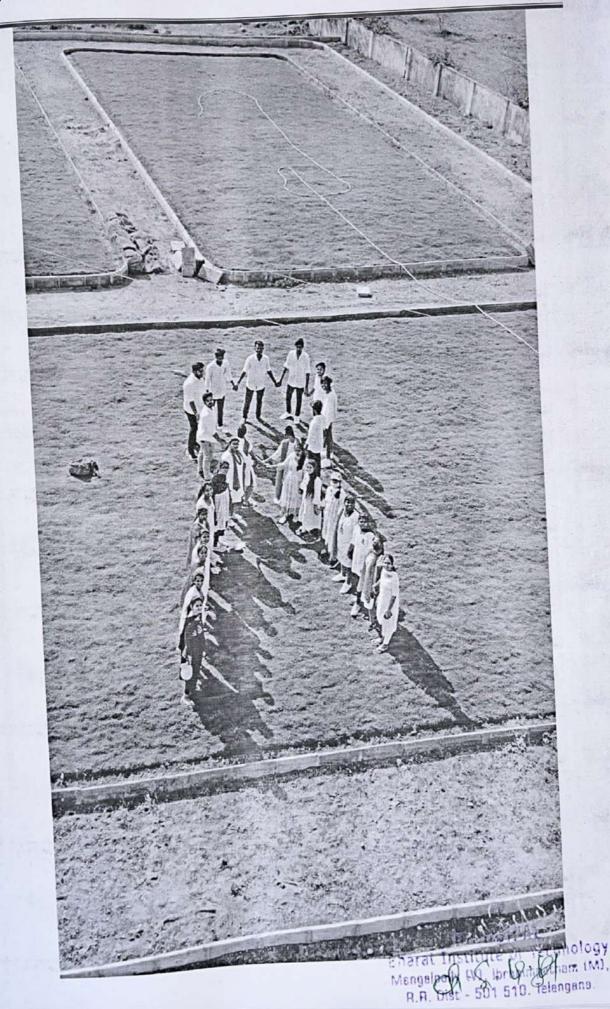
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Prevention is Better
Than Cure.
Especially when
something Has
NO CURE

DON'T CRY,
DON'T DIE,
WHEN AIDS
COMES NEAR,
SAY GOODBYE



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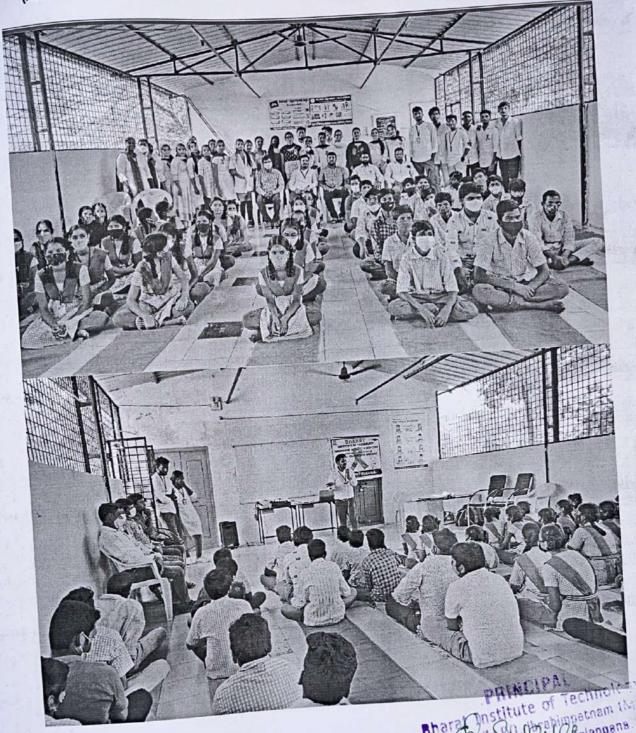
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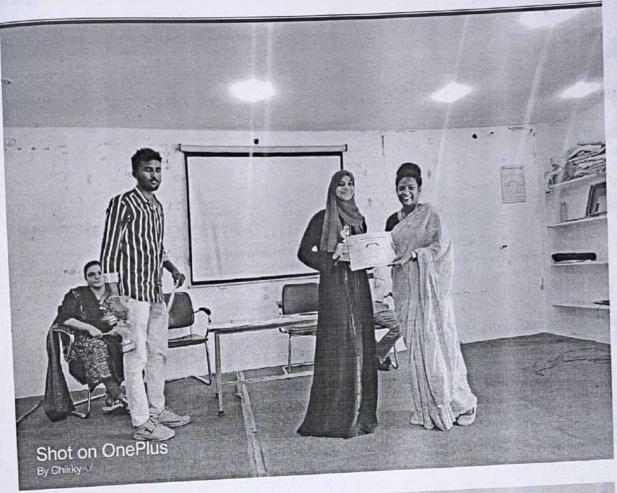
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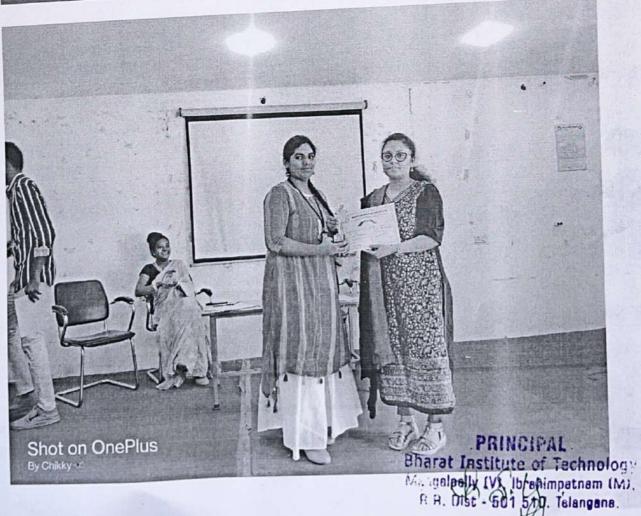
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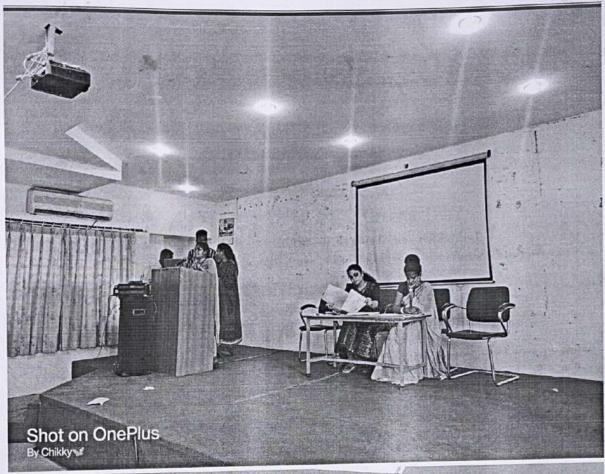
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APPROVED BY PCI & AICTE, Mangalpally; Ibrahimpatnam, Telangana, 501510

CONGRATULATIONS

# CERTIFICATE OF PARTICIPATION

### Dupati manasa

Has Participated in Online Quiz on "COVID-19 Awareness" held on 6th June, 2020, Organized by Bharat institutions, Department of Pharmacy

### Best wishes

Cordinators:

S.Namratha, Kabita Banik

Admin I/C Dr.P.Hyma

Academic I/C Dr. M. Sandhya

Chairman & Secretary

Hon'ble Shri C.H.Venugopal Reddy



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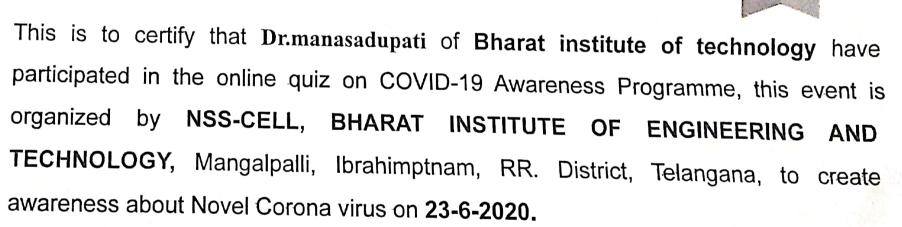
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### **National Service Scheme**

(Ministry of Youth Affairs And Sports Government of India)

AEMZVQ-CE000083

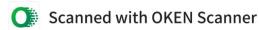
### Certificate of Appreciation



NSS Programme Officer
T.Ramachandru, M Tech
Department of Mechanics: Engineering

Principal Dr.Rambabu V, Ph.D







## Fwd: International Level E-Quiz on Outcome Based Education (OBE)

1 message

Rachel Nivedita <rachel.nivedita@gmail.com>

To: rachelje84@gmail.com

25 September 2024 at 17:01

Forwarded message

From: **Google Forms** <forms-receipts-noreply@google.com> <mark>Date: Fri, 19 Jun 2020, 14:08</mark>

Subject: International Level E-Quiz on Outcome Based Education (OBE)

To: <rachel.nivedita@gmail.com>

Thanks for filling out International Level E-Quiz on Outcome Based Education (OBE)

Here's what we got from you:

New Score

International Level E-Quiz on Outcome Based



### Education (OBE)

Bharat Institute of Engineering and Technology (BIET), Hyderabad, Telangana.

Welcome Dear Participants.

Greetings of the day...!!!!

The IQAC, Bharat Institute of Engineering and Technology is pleased to announce the National Level Quiz on Outcome Based Education (OBE).

About the Quiz

There are 20 Multiple Choice Questions to be solved.

Who can attempt the Quiz...???

All the staff members of colleges from Engineering & Technology, Pharmacy, MBA, Arts, commerce, Science and allied branches.

All the NAAC/NBA/NIRF coordinators, IQAC chairman/ coordinator/members

This will be helpful to one and all for creating the awareness about the NBA Accreditation.

This Quiz is FREE of cost for all.

E-CERTIFICATE

Participants will get E-certificate immediately if his / her score is 40% and above.

Stay Home, Stay Safe.

Thank You!!!

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HYDERABAD, TELANGANA

http://biet.ac.in/

Email address \*



Full Name (With Dr./Prof./Mr./Mrs) \*Note: This will be printed as it is on the Certificate \*

Ms. JE Rachel Nivedita

Name of the Institute/Organization \*

Bharat Institute of Technology

State/Country \*

Telangana

Phone Number \*

8801981904

national Level Quiz on Outcome

1. 21st-century challenges for teachers *	Student centric leaning	Critical thinking	OBE	All of the above	2. CO's are assessed after *	Semester	Mid and End exams	End of Program	3 to 4 years after program	3. What outcomes should the students have after completion of the program? $^{\ast}$	© Course outcome
		A STATE OF THE STA									

- Program outcome

- 4. What is the desired level of thinking about teaching in the 21st century?
- what students learn 0
- what teachers teach
- what teachers are
- Teachers qualification

- 5. The CO's contribute to the attainment of the PO's
- 0
- True
- False

6. what is it that we are evaluating in the final stage of

- OBE?
- Whether the teacher taught well.
- (
- Whether the learning outcomes were achieved.
- Whether the topics were covered.

- 7. Learning outcomes are the most important in OBE
  - True 0
- False

- 8. A Direct PO attainment is calculated using
  - Theory marks
- Lab Marks
- All of the above Project marks

- 9. Indirect PO attainment is calculated using
- Theory marks
- Lab marks
- Surveys
- All of the above

 $_{10}^{\prime}$  In Outcome based learning approach, the main 11. Which of the following is not an OBE Principle? Statements of a learning achievement on completion of the Statements of a learning achievement on completion of the Statements of learning experiences recorded as portfolio 12. What are Course Outcomes (COs)? To guide and mentor the student To provide a class room lecture To solve the unsolved problems role of the teacher is \* To teach the student Expanded Opportunity High Expectations Clarity of Focus Design Up program course (O 0

## Statements of achievement after graduation

- 13. Which of the following is not a keyword of program outcomes (POs)?
- Engineering Knowledge
- Ethics
- Entrepreneurship
- Environment & Sustainability
- 14. What are the major domains of Bloom's **Taxonomy?**
- Cognitive, Dispositional, Biological, Intrapsychic, Socialcultural, Adjustment
- Psychomotor, Experience, Conscientiousness, Extraversion, Agreeableness
- Cognitive, Psychomotor, Affective
- Affective, Biological, Experience, Conscientiousness

15. Which statement best describes a learner centric outcome \*

Affective, Biological, Experience, Conscientiousness

uniform motion in a straight line unless compelled to change The law states that every object will remain at rest or in its state by the action of an external force 0

## 16. The term outcome is lexically defined

- The way a thing turns out
- An end-product or a result (0)
- Something that follows as a result or a consequence
- All the above

### 17. In Outcome Based Education (OBE) approach all the activities are intended to

- Maintain the comfort zone for the student
- Produce a busy classroom
- Achieve specific goals 0

20. What sources of information are needed in the crafting of the Program Outcomes (PO)?

All the above

0

Faculty expertise