YEARLY STATUS REPORT - 2022-2023

Part A	
Data of the Institution	
1.Name of the Institution	**BHARAT INSTITUTE OF TECHNOLOGY**
• Name of the Head of the institution	**DR.ANUVRAT SHARMA**
• Designation	**PROFESSOR PRINCIPAL**
• Does the institution function from its own campus?	**Yes**
• Phone no./Alternate phone no.	**9640909041**
• Mobile no	**9640909044**
• Registered e-mail	**principal.bit@biet.ac.in**
• Alternate e-mail	**principal.bit@biet.ac.in**
• Address	**mangalpally**

- City/Town	**Hyderabad**
- State/UT	**telangana**
- Pin Code	**510501**

2.Institutional status

- Affiliated /Constituent	**JNTUH**
- Type of Institution	**Co-education**
- Location	**Rural**
- Financial Status	**Self-financing**
- Name of the Affiliating University	**Jawaharlal Nehru Technological University Hyderabad**
- Name of the IQAC Coordinator	**Dr.Arifa Begum**
- Phone No.	**9640909041**
- Alternate phone No.	**9640909044**
- Mobile	**9640909041**
- IQAC e-mail address	**principal.bit@biet.ac.in**
- Alternate Email address	**principal.bit@biet.ac.in**
3.Website address (Web link of the	**http://www.bitpharmacy.org/**

AQAR (Previous Academic Year)	
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	**http://www.bitpharmacy.org/institutional%20calender%20%2**

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from
Cycle 1	**B**	**2..36**	**2018**	**30/11/2018**

6.Date of Establishment of IQAC	**01/01/2018**

7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World etc.,

Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with du
NIL	**NIL**	**NIL**	**NIL**

8.Whether composition of IQAC as per latest NAAC guidelines	**Yes**
• Upload latest notification of formation of IQAC	**View File**
9.No. of IQAC meetings held during the year	**4**
• Were the minutes of IQAC meeting(s)	**Yes**

and compliance to the decisions have been uploaded on the institutional website?	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	**No**

11.Significant contributions made by IQAC during the current year (maximum five bullets)

IQAC has evolved an operational framework for quality assurance by inte academic and administrative operations of the institution. • It associa every academic operation of the institution to ensure that all operatio structured strategies and well-defined processes of delivery. This enab measurement of performance, which will serve as a reference for sustain improving the quality of future initiatives. • It closely observes stud initiatives being delivered at various touch-points across the system, deviations from student-centric approaches. Once such shortcomings are IQAC actively involves in the amendment and modification of processes/s communicates the same, and also plays a key role in ensuring firm adher modifications. • It also continuously validates the conformity between administrative delivery, to ensure that there is no disconnect in compr effectiveness.

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Q and the outcome achieved by the end of the Academic year

Plan of Action	Achievements/Outcomes
Guest Lecture conducted	attended

13.Whether the AQAR was placed before statutory body?	**No**

- Name of the statutory body

Name	Date of meeting(s)
Nil	Nil

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2021-2022	03/03/2023

15. Multidisciplinary / interdisciplinary

BHARAT INSTITUTIONS Vision of the Institution:- To build the nations on centre's of excellence engaged in providing overall pharmaceutical educ training and Research Bharat Institute of Technology (Pharmacy) firmly right knowledge and ethical responsibility derives individual commitmen service of the mankind. To bring the students India's best education as of teaching theory and practically application of knowledge and Pharmac In order to train them to many positions of leadership and responsibili Pharmaceutical Industry academic and health care sector. To impart educ conductive ambience as comprehensive as possible with the support of mo technologies and pedagogic tools, and thereby develop in students the a passion to work wisely, creatively, effectively for the betterment of t impart a value based education where the mind, body and the soul are ho developed. Major purpose of life is seen by mankind and meeting the gre the future. Institutional approaches towards integration of the Humanit with STEM:- In Bharat Institute of Technology, Humanities courses like Professional ethics &social and preventive pharmacy help to teach STEM think creatively, reason, and analyze situations. The Bharat Institute emphasizes developing logical and critical thinking skills by allowing learn and understand things from the perspective of the real world. In of Technology, STEM education equipped students with the skills that ar their respective careers whether it be in jobs, entrepreneurship, etc T educational approaches on students, is available research and it does p broad conclusions to be made: Aggregate evidence indicates that some ap integrate the humanities and arts with STEM have been associated with p outcomes. Among the outcomes reported are increased they are Critical t abilities, Higher-order thinking Deeper learning, Content mastery, Prob Teamwork Communication skills, and General engagement and enjoyment of integration of STEM content and pedagogies into the curricula of studen humanities and arts may improve science and technology literacy and can tools and perspectives for artistic and humanistic scholarship and prac integration of the arts and humanities with medical training is associa outcomes such as increased empathy, resilience, and teamwork; improved diagnostic skills; increased tolerance for ambiguity; and increased int communication skills. Many faculty have come to recognize the benefits arts and humanities activities with STEM fields and offer firsthand tes positive student learning outcomes they observe as associated with inte curricula. Abundant interest and enthusiasm exist for integration withi education, as evidenced by the groundswell of programs at colleges and various sectors of American higher education. An important observation kinds of outcomes associated with certain integrative approaches in hig including written and oral communication skills, teamwork skills, ethic making, critical thinking, and the ability to apply knowledge in real-w are the educational outcomes that many employers are asking for today. Curriculum:- As per Bharat Institute of Technology, the innovative curr

all the subjects or courses that a student takes in the course of an ed
journey in a new way. It is the introduction of new and improved practi
into how students are taught. It covers both planning and implementatio
include learners, teachers, guardians, and education experts, among oth
recent research and projects of B.Pharmacy and M.Pharmacy like preparat
ethosomes, liposome, nanoparticle, microbits etc. It also includes inst
practices, performance assessments and learning experiences to the stud
Based Courses:- Bharat Institute of Technology is affiliated to Jawahar
Technological University-Hyderabad (JNTU-H). The credit based courses i
Communication skills, Computer Applications in Pharmacy lab, Gender sen
Environmental sciences, Human Values and Professional Ethics, Practice
Industrial training. These courses helped to implement the moral ethics
being human. The Institutional plan for offering interdisciplinary flex
curriculum:- In Bharat Instute of Technology an interdisciplinary curri
flexible and beneficial to student education is followed. The perceived
time, commitment, and workload required to produce accountable knowledg
student's personality. In our Institution we believe in providing suffi
the cultivation of unique skills, interest, attitudes and appreciations
and students. A good curriculum is not rigid- it allows room for flexib
monitoring and evaluation by administration. And we ensure to have flex
that allows students to explore their classes more freely without being
taking certain requirements. Since students are not required to make a
their major until the end of their sophomore year, there is a lot of ti
exploration. The Plans to engage more research oriented society pressin
per our institutional ethics, Research offers an opportunity for invest
explore unanswered questions, highlight best practices, and engage in c
with industries. For Pharm-D, The Clinical research is used to identify
procedures to enhance patient care, quality of life, and outcomes. It a
experiences in a unique practice site or teaching methodology of traine
patients. Our college also helps in balancing the society pressurizing
the students by offering them mental peace by extracurricular activitie
meditation & club activities. In Yoga and meditation, Everyday we are a
students to practice morning-10 minutes and evening -10 minutes or Ana
of incoming and outgoing breath). breath is strongly connected to the
emotions like whenever we have tension, anger, anxiety, hatred, afraidn
will be abnormal or little fast. So we are training the students whenev
negativity in the mind arises just observe the breath till it becomes n
negativity will pass away, mind becomes calm and balanced, then the act
decisions we do will be good for oneself and others. And also it leaves
peaceful life in any environment. This is the art of living and this is
rid of depression/ anxiety or any kind of stress in scientific way. The
that are held in our institution is for either gender which includes al
outdoor sports and fun sessions like rangoli, mehendi(henna stain) on h
and dancing etc. This helps to elevate the mood in an enthusiastic way.

16.Academic bank of credits (ABC):

Academic Bank of Credits (ABC) Academic Bank of Credit is a national-le
based, studentcentric, and highly flexible digital platform for student
academic credits earned from various recognized Higher Educational Inst
ABCstores the academic credits earned by students from various recogniz

Educational Institutions so that degrees can be awarded by considering earned and stored in the ABC platform.

Eligibility Criteria for approval of HEIs to register with Academic Ban Universities and Autonomous Collegeswhich are accredited by either Nati and Accreditation Council with minimum 'A' Grade or by National Board o for at least three programme(s) with a minimum score of 675 individuall the number of programme(s) being run by the Institution is less than th of the programmes should secure 675 or more marks). Accreditation or ra must be valid at the time of registration with Academic Bank of Credits obtain approval from their respective statutory authorities such as the Executive Council or Syndicate or Board of Management or Academic Counc apply for registration with Academic Bank of Credits. Registered Higher Institutions shall be required to admit students to individual courses, their admissions to full degree programmes. HEI shall be permitted to h (supernumerary) seats in such course(s), subject to prior approval by t professional standards setting body. not coming under the purview of an standards setting body the Registered HEI may, subject to availability infrastructure, create supernumerary seats with the approval of its sta authorities. Registered HEI may also offer a set of Courses, exclusivel purpose of the Academic Bank of Credits Scheme. Registered Higher Educa shall have the appropriate educational infrastructure in terms of audio facilities, e-resources, Virtual classrooms and studios etc., and speci bandwidth internet connectivity to support ODL.

Or On-line courses or programmes and other infrastructural facilities f theory or practical/ or training courses as specified, from time to tim relevant University Grants Commission Regulations and/or Statutes or Or Higher Education Institution. A Registered Higher Education Institution a webpage on its website containing details of the facility of Academic Credits, list of all Registered Higher Education Institutions, guidelin Operating Procedures for the students to utilise the facility effective link to the website of Academic Bank of Credits. Academic Bank of Credi Implementation methodology Registered HEI shall, with the approval of t authorities, amend the extant Ordinances relating to, inter alia, Cours Course requirements, acceptance for inter-disciplinary and multi-discip Credits to be offered to such courses, Credit transfers and Credits acc other approved Higher Education Institutions, nature of grades to be aw Registered HEI shall encourage and enable students to customise or desi degrees utilising Courses selected by the student from among courses of more of the Registered Higher Education Institutions: student shall be at least fifty per cent of the credits from the Higher Education Instit the degree or diploma or certificate. student shall be required to earn number of credits in the core subject area necessary for the award of t Diploma or Certificate, as specified by the degree awarding Higher Educ Institution, in which the student is enrolled.

17.Skill development:

BHARAT INSTITUTIONS Bharat Institute of Technology has a permanent regi the TASK (TELANGANA ACADEMY FOR SKILL AND KNOWLEDGE): Telangana Academy Knowledge was established by the Government of Telangana to enable a pl

Government, Academia and Industry to enhance the employability quotient
state. TASK is a unique skill development initiative from the IT, E&C D
at improving the quality of graduates coming out of colleges by imparti
grade skill sets. More than 800 colleges have registered with TASK and
youth from across Telangana have been skilled since TASK's inception in
has also bagged the prestigious SKOCH Platinum award for Revamping Skil
for youth in Telangana. The key focus at Telangana Academy for Skill an
to enhance the employability quotient of young graduates in our state a
to choose multiple avenues as they graduate. TASK enables a collaborati
between Government, Academia and Industry to enhance skilling, research
entrepreneurship among youth in Telangana.

Some of the key initiatives at TASK include: Soft Skill development pro
Graduates. Faculty Development Programs at colleges. Initiatives that n
innovation among students & faculty in collaboration with JNTU and HYSE

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

.How Does TASK Related to Us:

Value for Students

- Access to various modules to enhance their technology skills, perso
  organization skills.
- Online access to e-learning content.
- Access to practice tests.
- Guest lectures by corporates on various topics.
- Access to English Speaking Courses.
- Access to Virtual Labs for online experiments – IIIT, MHRD
- ? Entrepreneurship Development – ISB, JNTU, HYSEA.
- Opportunity to participate in placement drives across organizations
- Internship Opportunities.
- Participation in various competitions and fests

. Value for Colleges :

Faculty Development Programs.

Positioning the college to corporates / nodal learning agencies.

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

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

Access to Virtual Labs for online experiments at IIIT.

Exposure to various avenues for guest lectures.

Connect to placement drives.

Industry Projects/Visits.

Exposure to other initiatives rolled out from time to time.

Value for Corporates

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

Under the guidance of the highly skiled professionals the students of B Institutions are encouraged to participate in view various Skill develo like

The Three 21st Century Skill Categories: Each 21st Century skill is bro three categories:

1.Learning skills

2.Literacy skills

3.Life skills

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

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

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

Altogether, these categories cover all 21st Century skills that contrib student's future career Technology

- literacy
- Flexibility
- Leadershi
- Initiative Productivity
- Social skill
- These skills are intended to help students keep up with the lightn today's modern markets. Each skill is unique in how it helps studen have one quality in common. They're essential in the age of the Int 21st Century life skills are:
- 1.Flexibility: Deviating from plans as needed
- . 2.Leadership: Motivating a team to accomplish a goal.
- 3.Initiative: Starting projects, strategies, and plans on one's own

Being able to motivate yourself in the workplace is a skill that's impr regardless of the industry you're in. Taking initiative to pursue new t ideas and produce highquality work helps show commitment to your job an in advancing your career. Transferable initiative skills include: Self-achiever Process improvement Eagerness Goal setting.

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

5.Social skills: Meeting and networking with others for mutual benefit. the expression of someone's ability to adapt to changing circumstances. crucial to a student's long-term success in a career. Knowing when to c change, and how to react to change is a skill that'll pay dividends for entire life. Leadership is someone's penchant for setting goals, walkin the steps required, and achieving those goals.collaboratively. Leadersh include traits like strong communication, relationship building and dep can transfer leadership skills to many different industries because mos value people who can organize teams to reach shared goals.

True success also requires initiative, requiring students to be self-st Initiative only comes naturally to a handful of people. As a result, st learn it to fully succeed. This is one of the hardest skills to learn a Initiative often means working on projects outside of regular working h initiative, 21st Century skills require students to learn about product student's ability to complete work in an appropriate amount of time. By productivity strategies at every level, students discover the ways in w best while gaining an appreciation for how others work as well. That eq the practical means to carry out the ideas they determine through flexi leadership, and initiative. Still, there's one last skill that ties all Century skills together. Social skills are crucial to the ongoing succe professional. Business is frequently done through the connections one p others around them. This concept of networking is more active in some i others, but proper social skills are excellent tools for forging long-l relationships. While these may have been implied in past generations, t social media and instant communications have changed the nature of huma As a result, today's students possess a wide range of social skills. Te skills involve the ability to work with others towards a common goal. E teamwork requires several other qualities such as empathy, active liste communication. Providing successful teamwork examples during interviews employers understand how you'll work with others in their company.

Transferable teamwork skills include:

Relationship building Active listening

Collaboratio

Self-awarenes

Conflict resolution

CONCLUSION : Task had organized many programs which are very important every one. We gained knowledge in different aspects. They had conducted through those activities we have learnt about what would be the teamwor thinking, creativity, time management practically. And mainly we lost o this skills.

PROBLEM SOLVING SKILLS : Problem-solving skills are the ability to iden brainstorm and analyze answers, and implement the best solutions. An em problem-solving skills is both a selfstarter and a collaborative teamma proactive in understanding the root of a problem and work with others t wide range of solutions before deciding how to move forward. Examples o solving skills in the workplace include:

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

Why Are Problem-Solving Skills Important? Problem-solving skills are th after soft skill of 2022. In fact, 86% of employers look for problem-so student resumes, according to the National Association of Colleges and Outlook 2022 survey. It's unsurprising why employers are looking for th companies will always need people to help them find solutions to their Someone proactive and successful at problemsolving is valuable to any t are looking for employees who can make decisions independently, especia prevalence of remote/hybrid work and the need to communicate asynchrono Mochnacz, senior HR consultant at Red Clover, says. "Employers want to who can make well-informed decisions that mitigate risk, and they can d suffering from analysis paralysis."

STEPS IN PROBLEM SOLVING:

Identify The Problem

Analyze The Problem

Describe The Problem

Look For Root Causes

Devolop Alternate Solutions

Implement The Solution

Measure The Results

Step:1 Identify and analyze the problem Succesful problem -solvers take
identify and analyze the problem.it is very important to learn as much
the problem before taking any action. the first step to solving a probl
it accurately.

Step:2 Collect and analyze data Collect and analyze data related to the
yourself certain questions. -What do you need to know abot the problem
know -What information is available to help you to solve the problem? D
everything you will need?other questions may arise.Once you are satisfi
accurately defined the problem and collected all-important data,you can
possible solutions.

Step:3 Consider possible solutions. Consider possible solutions is the
actually solving the problem.

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

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

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

Step:4 Choose the best plan. - Two or the good ideas evaluate w=each in
problem, the evaluation criteria, and the constaints that you identifie

Step:5 Implement the plan.

Step:6 Observe, evaluate and adjust - planning must be carefully evalua
adjustments are needed, you have to be flexible to your plan if the pla
first time, return back to step1.

Problem-Solving Skills Examples: Problem-solving includes three main pa
the problem, analyzing possible solutions, and deciding on the best cou

1.Research Research is the first step of problem-solving because it hel
understand the context of a problem. Researching a problem enables you
problem is happening. For example, is revenue down because of a new sal
because of seasonality? Is there a problem with who the sales team is r
Research broadens your scope to all possible reasons why the problem co
happening. Then once you figure it out, it helps you narrow your scope
it.

2.Analysis Analysis is the next step of problem-solving. Now that you'v
problem, analytical skills help you look at what potential solutions th
"The goal of analysis isn't to solve a problem, actually it's to better
because that's where the real solution will be found.

3.Decision-Making Once you've figured out where the problem is coming f
solutions are, it's time to decide on the best way to go forth. Decisio

help you determine what resources are available, what a feasible action
and what solution is likely to lead to success.

How to Improve Problem-Solving Skills

1.Learn How to Identify Problems

Problem-solving doesn't just require finding solutions to problems that
there. It's also about being proactive when something isn't working as
would. Practice questioning and getting curious about processes and act
everyday life. What could you improve? What would you do if you had mor
this process? If you had fewer? Challenge yourself to challenge the wor

2.Think Digitally "

Employers in the modern workplace value digital problem-solving skills,
to find a technology solution to a traditional issue," Case says. "For
first started working as a marketing writer, my department didn't have
hire a professional voice actor for marketing video voice overs. But I
solution to the problem with an AI voiceover service that cost a fracti
of an actor." Being comfortable with new technology, even ones you have
is a valuable skill in an increasingly hybrid and remote world. Don't b
research new and innovative technologies to help automate processes or
efficient technological solution

. 3.Collaborate

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

4.Adapt

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

5.Put Yourself in the Middle of Tough Moments

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

CONCLUSION:

Medical coding sessions are very helpful to us.We gain knowledge about diseases and billing etc., and we learnt that how to prepare for CPT ex importance. 21st CENTURY TRANSFARABLE SKILLS Task had organized many pr very important to know for every one. We gained knowledge in different had conducted activities, through those activities we have learnt about the teamwork, critical thinking, creativity, time management practicall lost our stage fear by this skills.

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

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, cultu course)

- Teaching Indian Language and culture Bharat Institute of Technology of designing the Traditional ways of Teaching and Learning.
- The Traditional Teaching of India was ancient and the students kept under well expert trainer they used to study for years together in
- They were thought Morality how to live peacefully and harmoniously others.
- They are learning Vedas, Bhagavad-Gita, Ramayana and Upanishads. So learning Meditation others learning Yoga.
- The Institution has MOU with Vipasanna Meditation Center and also R These bodies help in the development of Moral/Mental and Ethical va student as well as faculty
- The Institution designs the regular programmes with these centers a various awareness programs including orientation session , Motivati
- Yoga and Meditation sessions etc Trainers are coming from Vipasanna Meditation centre and Ramakrishna Mat for Every month and when fres the college

The Eight Fold Noble path is divided in 3 divisions

1) The Morality

2) Samadhi

3) Panna Morality-

one should abstain from doing unwholesome actions at physical and vocal from Killing Abstain from speaking lies, harsh words, backbiting and us Abstain from stealing Abstain from sexual misconduct Abstain from Intox Mastery over the mind, One pointedness and to control the mind with an Truth within the frame work of the body, The object should be free from illusion, delusion, free from craving, aversion and ignorance. Wisdom W at the level of intellectual but at the actual level, Bhavanamaya panna the experiential level. In our college students were thought daily 10mi meditaion Anapana meditation is helping them to deal with stress Improv level About 2600 years back the local language of those days of India w time Buddha's teachings was popular and different people with different different background they use to practice. Buddha thought The Eight fol Morality, Samadhi-Mastry over the mind and wisdom.Purification of the m meditation means observe the things not just it appears to be, observat

way and in different angles at the level of bodily sensations. Every em
brings a sensation on the body, every feeling is impermanence by unders
experiential level one develops wisdom and live wholesome life. Coming
anger,fear, depression, tension ect negitivities Yoga: Weekly practicin
improve physical fitness They are practicing Surya namaskars Yoga asana
events wil help the students to buildup their mental and physical fitne
to focus on human morals and values.

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

Outcome Based Education (OBE)
OBE is an educational approach and a learning philosophy,focusing and o
entire academic programs
(curriculum). Outcomes are usually expressed in terms of a mixture of k
skills, abilities, attitudes and
understanding that a student will attain as a result of his/her success
in a particular set of higher education
experience.
OBE goes beyond usual 'structured tasks'. It demands the students to ac
in the learning process and demonstrate
his/her skills through more challenging tasks and higher order of think
provides a focus for assessment and help employers
understand program benefits.
The OBE model measures the progress of graduates in three parameters, t
· Program Outcomes (PO)
· Program Educational Outcomes (PEO) Course Outcomes (CO)
Program Outcomes (POs) are descriptions of the qualities, skills, abili
understandings, an institutional community agrees
that its students should develop as a consequence of the learning they
program of study in that institution. POs
also reflect the Vision, Mission and Core Values of the institution.

College program outcome includes:

PROGRAM OUTCOMES (POs)
PO1: Pharmacy Knowledge: Possess knowledge and comprehension of the cor
associated with the profession of pharmacy, including biomedical scienc
pharmaceutical sciences; behavioral, social, and administrative pharmac
manufacturing practices.
PO2: Planning Abilities: Demonstrate effective planning abilities inclu
resource management, delegation skills and organizational Develop and i
and organize work to meet deadlines.
PO3: Problem analysis: Utilize the principles of scientific enquiry, an
clearly and critically, while solving problems and decisions during dai
Find, analyze, evaluate and information systematically and shall make d
decisions
PO4: Modern tool usage: Learn, select, and apply appropriate methods pr
resources, and modern pharmacy-related computing tools understanding of
PO5: Leadership skills: Understand and consider the human reaction to m
issues, leadership and team-building when planning changes required for
practice, professional and societal responsibilities. Assume participat
responsible citizens leadership roles when appropriate to facilitate im

health wellbeing.

PO6: Professional Identity: Understand, analyze and communicate the val
roles in society (e.g. health care professionals, promoters health, edu
managers, employers, employees).

PO7: Pharmaceutical Ethics: Honour personal values and apply ethical pr
professional and social contexts. Demonstrate behavior that recognizes
personal variability in values, communication and lifestyles. Use ethic
apply ethical principles while making decisions take responsibility for
associated with the decisions.

PO8: Communication: Communicate effectively with the pharmacy community
large, such as, being able to comprehend and write effective reports, m
presentations and documentation, and give and clear instructions.

PO9: The Pharmacist and society: Apply reasoning informed by the contex
to assess societal, health, safety and legal issues and consequent resp
relevant to the professional pharmacy.

PO10: Environment and sustainability: Understand the impact of the prof
pharmacy solutions in societal and environmental contexts, and demonstr
knowledge of, and need for sustainable development

PO11: Life-long learning: Recognize the need for, and have the preparat
engage in independent and life-long learning in the broadest context of
change. Selfassess and use feedback effectively others to identify lear
to satisfy these needs on an basis.

Program Educational Outcomes (PEO) are broad statements that describe t
professional accomplishments that the
program is preparing the graduates to achieve. The audiences for educat
are external constituents such as prospective students, alumni, employe
institutions and student sponsors. While designing the curriculum in an
inputs from various stakeholders through feedbacks and surveys are to b
account.

College PEOs are given below:

PROGRAM EDUCATIONAL OBJECTIVES (PEOs)

PEO1 The graduates of pharmacy will have strong fundamental concepts an
competence in the core and frontier fields of pharmacy including the re
governing them.

PEO2 The graduates of pharmacy will possess planning abilities, skills
involved in various pharmaceuticals manufacturing, quality marketing an
processes using modern pharmaceutical tools

PEO3 The graduates of pharmacy will communicate effectively among healt
and to assume leadership roles appropriate to facilitate improvement in
well-being of society.

PEO4 The graduates of pharmacy will participate in life-long learning p
productive career and to relate the concepts of Pharmaceutical Sciences
professional identity, serving the cause of the society.

PEO5 The graduates of pharmacy will apply ethical principles in profess
health of society, environmental safety and sustainable development.

Course Outcomes (CO) are the measurable parameters which evaluates each
performance in blooms taxonomy levels

for each course that the student undertakes in every semester.The metho
of the candidates during the program is
decide course outcomes. The various assessment tools for measuring Cour
include Mid -Semester and End Semester
Examinations, Tutorials, Assignments, Project work, Labs, Presentations
Employer/Alumni Feedback etc.
These course outcomes are:

Course Outcomes (CO) Knowledge Level (Blooms Level)
After completing this course the student must demonstrate the knowledge
ability to:
CO1 Understand the importance of the subjects. L2: Understand
CO2 Analyze the significance of the subjects L4: Analyze
CO4 Apply the knowledge to solve the problems L3: Apply
CO5 Evaluate the complex problem and fix it. L5: Evaluate
These course outcomes are mapped to Program outcomes based on evaluatio

1. HOW PROGRAM OUTCOMES ARE ASSESSED:

PO1 Pharmacy Knowledge: Possess knowledge and comprehension of the core
knowledge
associated with the profession of pharmacy, including biomedical scienc
pharmaceutical sciences behavioral, social, and administrative pharmacy
manufacturing practices.; 3 Assignments / Mid

PO2 Planning Abilities: Demonstrate effective planning abilities includ
management, resource
management, delegation skills and organizational skills. Develop and im
and organize workto meet deadlines.
3 Assignments/Mid

PO3 Problem analysis: Utilize the principles of scientific enquiry, thi
analytically, clearly and critically, while solving problems and making
during daily practice. Find, analyze, evaluate and apply information sy
shall make defensible decisions
3 Assignments/ Mid

PO4 Modern tool usage: Learn, select, and apply appropriate methods and
resources, and modern pharmacy-related computing tools with an understa
limitations 2 GroupDiscussion Role

PO5 Leadership skills: Understand and consider the human reaction to ch
issues, leadership and team-building when planning changes required for
practice, professional and societal responsibilities. Assume participat
responsible citizens or leadership roles when appropriate to facilitate
health andwellbeing.3 Personality developmentseminar
PO6 Professional Identity: Understand, analyze and communicate the valu
professional roles in society (e.g. health care professionals, promoter
educators, managers, employers, employees).2 GroupDiscussion Role

PO7 Pharmaceutical Ethics: Honour personal values and apply ethical pri
professional and social contexts. Demonstrate behavior that recognizes

personal variability in values, communication and lifestyles. Use ethic apply ethical principles while making decisions and take responsibility outcomes associated withthe decisions.2 Personalitydevelopment seminar

PO8 Communication: Communicate effectively with the pharmacy community at large, such as, being able to comprehend and write effective reports presentations and documentation, and give and receive clear instruction developmentseminar

PO9 The Pharmacist and society: Apply reasoning informed by the context assess societal, health, safety and legal issues and the consequent res relevant to the professional pharmacy practice.

PO10 Environment and sustainability: Understand the impact of the profe solutions in societal and environmental contexts, and demonstrate the k need for sustainable development 2 Student Seminars

PO11 Life-long learning: Recognize the need for, and have the preparati to engage in independent and life-long learning in the broadest context technological change. Selfassess and use feedback effectively from othe learning needs and

to satisfy these needs on an ongoing basis.3 Assignments / Mid workshop

20.Distance education/online education:

S No	Name of the student	Roll Number	Course Enrolled	Course completion date
1	Bandaru Poojitha	21171R0005	Soft Skills	07/12/2023
2	Bandaru Dixitha	211R1R0003	Web Design 101 Free Full Course	06/12/2023
3	Gujjari Sagarika Laxmi	21171R0026	1. Clinical Risk Management in Aged Care Teaser Course 2. Health coaching Fundamentals	01/11/2023 06/11/2023
4	Kanchi Ramyasree	21171R0035	1. Digital Strategy Brand Marketing Workshop 2. Soft Skills	06/12/2023 06/12/2023
5	Domala Spandana	21171R0018	1. Digital Strategy Brand Marketing Workshop	07/12/2023
6	Daggula Lokesh Reddy	21171R0017	Colon Cancer Fundamentals	21/12/2021
7	Kasaraveni Sheethal	21171R0038	Digital Strategy Brand Marketing Workshop	07/12/2023

8	Nomula Kusuma	21171R0054	Graphic Design | Photoshop	07/12/2023
S No	Name of the student	Roll Number	Course Enrolled	Course completion date
1	Karnati Sathvila	22171R0051	Slot Antenna basics	09/01/2024
2	Archana Goud	22171R0033	Shaping the Future of Healthcare: The Promise Of Genes	19/01/2024
3	B. Pradeeptha Naik	22171R0008	Colon Cancer Fundamentals	06/12/2023
4	Kadari Mamatha	22171R0046	Critical Thinking Skills	06/12/2023
5	C. Sharath Chandra	22171R0016	Clinical Risk Management in Aged Care Teaser Course	14/11/2023
6	Bandarapu Tejaswi	22171R0009	Infection control	13/12/2023
7	Chakali Indu	22171R0017	Mastering your Personal and Professional Growth	21/11/2023
8	B. Sai Kiran	22171R0004	Job Networking	10/12/2023
9	Jammi Shivani	22171R0041	Online Medical English	06/12/2023
10	Cghakali Pandari	22171R0018	Health Coaching Fundamentals	09/12/2023

Extended Profile	
1.Programme	
1.1 Number of courses offered by the institution across all programs during the year	**4**
File Description	**Documents**

Data Template	View File

2.Student

2.1 Number of students during the year	620

File Description	Documents
Institutional Data in Prescribed Format	View File

2.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	113

File Description	Documents
Data Template	View File

2.3 Number of outgoing/ final year students during the year	131

File Description	Documents
Data Template	View File

3.Academic

3.1 Number of full time teachers during the year	59

File Description	Documents
Data Template	View File

3.2 Number of sanctioned posts during the year	15

File Description	Documents
Data Template	View File

4.Institution

4.1 Total number of Classrooms and Seminar halls	18
4.2	24,378,199.00

Total expenditure excluding salary during the year (INR in lakhs)	
4.3 Total number of computers on campus for academic purposes	135

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

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

Institution ensures effective curriculum delivery through wellplanned a process. Curriculum is specified by the University and the same will be University website along with academic calendar. . Institute will imple guidelines and the academic calendar specified by the university. Time prepared by academic committee before the commencement of each semester university guideline and provided to the concerned faculties/subject in table includes bridge classes for slow learning students and remedial c students. . Any curricular activities other than the subject, conducted also documented in the academic diary. . Syllabus completion report wil academic in charge or HOD's at frequent intervals for verification. All maintained by academic audit cell. Action will be initiated if the syll according to the lesson plan to ensure the timely completion ofcurricul handed over to IQAC for further process and will be documented.

File Description	Documents
Upload relevant supporting document	**View File**
Link for Additional information	**http://bitpharmacy.org/pdf/NAAC/AY_202**

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuo

At the start of the academic year, academic committee which constitutes academic coordinator, academic incharge,head of departments, respective and class representatives plans a meeting with all committee incharges the execution of various activities for the current academic year for r courses.The academic committee reviews the activity on a monthly basis principal.All the committee heads are bound to follow the scheduled aca the only exception of unavoidable circumstances. In the last academic y pandemic situation of COVID-19 has forced the institute to change the s Therefore, the institute has revised the activities from offline to onl accordingly, activities were conducted.The academic committee in coordi examination committee regularly monitors the JNTUuniversity academic ca change in conclusion date and declaration of the examination and inform committee heads about the change required, if any. Accordingly academic revised and actitivities are rescheduled.At the end of academic year, s activities with proposed dates and conducted dates is been prepared to adherence to the academic calendar.Various reforms initiated on Continu