



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**BALAJI INSTITUTE OF PHARMACEUTICAL SCIENCES**

LAKNEPALLY (VILLAGE), NARSAMPET (MANDAL), WARANGAL (DISTRICT),

TELANGANA

506331

[www.bipswgl.org.in](http://www.bipswgl.org.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

The Balaji Institute of Pharmaceutical Sciences (BIPS) has been established in the academic year 2005 by Maheshwara Educational Society, Warangal with the motto of providing quality pharmacy education to the students. College is located in Laknepally village in Narsampet Mandal, Warangal District of Telangana. Maheshwara Educational Society is formed by an elite community with the aim and objective of imparting quality education to the students without any compromise. Members of the society are highly educated professionals belonging to Medical, Engineering, Software and Nursing fields. Sri. Dr. Rajendra Prasad Reddy, Chairman of Balaji Group of Institutions is a Gynaecologist Doctor giving his service to Public as well as serves the student community in imparting quality education. Under his stewardship, BIPS has been making excellent progress in the field of Pharmacy. The landscape of the magnificent and green campus of the Institute is spread over 2.35 acres with an enormous built-up area of approximately 5721sq.mts. The institute is dedicated to nurturing students through knowledge, innovation and the social and scientific perspective of academic excellence.

The institute offers an undergraduate program (B.Pharm), Post-graduate programs M. Pharmacy in Pharmaceutics, Pharmaceutical Analysis, Pharmaceutical Assurance and Pharm.D. All the programmes are approved by the Pharmacy Council of India (PCI) and affiliated to the Kakatiya University, Warangal. The institute has ISO certification also since 2019. The college features a well-developed infrastructure, spacious classrooms, cutting-edge laboratories, laboratories equipped with sophisticated instrumentation, a well stacked library with e-resources, a herbal garden, and CPCSEA approved animal house. The institute has been recognized for National Service Scheme (NSS).

At BIPS, academic excellence is a goal that is pursued through student-centered teaching methods, extension programmes, collaborative activities, innovation and research activities, awareness programmes, and initiatives like Pharmasthra.

### **Vision**

### **Vision**

To become a premier institute of national and international reputation by delivering outstanding pharmaceutical education and research to develop high-caliber pharmaceutical professionals to meet the healthcare needs of the community and the technological requirements of pharmaceutical industries.

### **Mission**

### **Mission**

- M1 – To establish ourselves as a leading educational and research institution in the field of pharmaceutical education in order to earn national and international acclaim.
- M2 – To ensure that students get exposed to the latest Pharmaceutical industry technology and trends in

the curriculum.

- M3 – To educate and develop high – caliber pharmaceutical graduates and post graduates order to enable them ready to complete for employment on a global scale.

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

#### **Institutional Strength**

1. The personnel of the BIPS is highly skilled, seasoned, and devoted.
2. Faculty members having advanced degrees and specialization-specific knowledge.
3. A favorable student-teacher ratio encourages individualized instruction.
4. The curriculum is designed to match state-of-the-art technology, and all laboratory facilities are up to code.
5. A quiet environment that is ideal for learning and research.
6. Excellent library, independent departmental libraries, and internet access are all available in excess of the minimum requirements.
7. Faculty members can interact with students and encourage them to improve their abilities by directly mentoring pupils.
8. Consistently excellent outcomes.
9. Impressively strong performance in competitive exams.
10. Active involvement in a variety of events, including conferences and gatherings both inside and beyond the college.
11. The advantage of a huge, attractive campus spread across 2.35 acres of land for future growth.

### **Institutional Weakness**

#### **Institutional Weakness**

1. English communication skills are poor among students coming from remote areas.
2. There should be more books in the departmental libraries.
3. The institute's industry cell's operations are needed.
4. Additional work is required to get state/central government funding for programmes that will boost the

development of the college.

5. Students' soft skills and communication abilities need to be developed.
6. More faculty and students should be motivated to present papers at national and international conferences, workshops, and seminars.

### **Institutional Opportunity**

#### **Institutional Opportunity**

1. The need for Pharmacists has grown in the health care industry.
2. More prospects for employment in many allied health areas.
3. Be given the chance to further your education.
4. Expand the opportunities for better research to be done in the related pharmaceutical sciences domains.
5. The ability to achieve success by utilizing the perks and support provided by the management.
6. More job opportunities in research institutions and organizations including NIPER, IICT, CCMB, and CDRI, among others.
7. The potential for the creation of multidisciplinary projects that benefit society.

### **Institutional Challenge**

#### **Institutional Challenge**

1. The global economic downturn may limit students' ability to find employment. The desired course objectives and outcomes must be satisfactorily met in order to overcome such difficulties.
2. To develop and implement teaching-learning approaches those bridge the gap between industry and institutions, as well as an effective curriculum.
3. The advancement of cutting-edge teaching and learning approaches, individualized instruction through the creation of smart classrooms, and systems for efficient evaluation.
4. Encouraging students to use technology for learning.

## **1.3 CRITERIA WISE SUMMARY**

## **Curricular Aspects**

Balaji Institute of Pharmaceutical Sciences (BIPS) has specified its Vision and Mission in which Goals and Objectives are stated. BIPS is established in the academic year 2005 by Maheshwara Educational Society, Warangal with the motto of providing quality Pharmacy education to the students. The College is a self-supporting private college connected to Kakatiya University in Warangal, Telangana, and it has PCI approval in all areas, including curriculum design and delivery. Following the academic calendar established by Kakatiya University for all programmes and creating various committees to oversee academic activities and ensure compliance with the institution's vision and mission statements are two ways to maintain the curriculum effectively.

Regular committee meetings guarantee that the curriculum is covered, internal exams are conducted, attendance is tracked, and actions are taken to improve student outcomes. Since 2017, the CBCS system has been used in B.Pharmacy, and PG programmes follow NON-CBCS, allowing students more freedom to select the electives that interest them. BIPS offers Pharm.D (integrated PG), M. Pharmacy, and B. Pharmacy (UG) studies. Pharmaceutics, Pharmaceutical Analysis, and Pharmaceutical Assurance are all areas of study for the M. Pharmacy. The institute trains students in diverse Pharmaceutical sectors and encourages multidisciplinary and interdepartmental collaborations. The school organizes Industrial Visits, Hospital Visits, and Guest Lectures of notable persons from academia, research organizations, and industries to update the technical abilities. It also offers Hands-on Training in Sophisticated Instruments. Students are given a cutting-edge education by TASK through certificate curricula in statistical analysis system (SAS), medical coding, and Pharmacovigilance, as well as training packages in soft skills and communication.

The institution's curriculum is enriched by the various cross-cutting activities like Women Empowerment Programmes, Youth Programmes, and Social Activities, Health Awareness Programmes, First Aid & Cardio Pulmonary Resuscitation Training, Fire & Industrial Safety, Health Camps, annual Workshops/Conferences/Guest Lectures, and Industrial Visits. Yoga and karate sessions emphasize developing students' physical fitness and moral fortitude in order to meet life's obstacles. When necessary, the institution makes changes to the technique based on the input it receives from all of its stakeholders.

## **Teaching-learning and Evaluation**

"Teaching - Learning" is the focus of education, which is essential for knowledge societies to thrive. The academic process at the college is built around student-centered learning and experiential learning. Merit and the Telangana government's fee reimbursement programme are used to determine which students are admitted. A prerequisite entrance exam for admission is the EAMCET.

BIPS offers them a supportive environment as well as knowledgeable and inspiring professors who can support them in various ways. Following acceptance, students are classified as slow learners or advanced learners using an effective tutoring framework used by BIPS, based on their progress in academics and learning ability.

As advanced learners are motivated by giving rewards, they are also encouraged to take SWAYAM, NPTEL, and MOOC courses, among other things, while slow learners are helped in special classes, extra care, exam, and remedial classes. They are also instructed to appear for important exams like the NIPER, GRE, and TOEFL, among others. All students are required to attend specific classes in preparation for the PGECET and GPAT selection exams, and they are also asked to organize extracurricular activities. Upgraded lab courses, model creation, research projects, distribute, and contemporary preparations all contribute to the understudies

leaving the organization at the end of the programme performing better. The mentor-mentee proportion is 1: 10, showing individual consideration of each understudy by the workforce in sustaining and drawing out their insightful and imaginative capacities. Faculty are generally engaged with further developing their insight base by going to Conferences/ Workshops/FDPs, introducing research papers and getting articles distributed in quality diaries.

The criteria used to construct a good teaching learning framework include adherence to the academic calendar, evaluation of research projects, internal assessment technique, and creation of assessment papers. Teachers use ICT tools to create engaging and effective learning environments. During Viva Voce evaluations, employees use systems to present ideas, speak honestly and seriously, and think broadly about, analyze, and deal with a problem. They are also taught how to cooperate with others, develop moral character, and broaden public relations.

### **Research, Innovations and Extension**

The college formed the Research & Development Cell, which oversees internal research initiatives and promotes joint research. A number of young faculty members are given access to research facilities in order to fulfill their dual goals of teaching and earning a PhD. Additionally, the faculty members actively participate in publications, patent applications, and presentations of research findings at conferences, workshops, and seminars held by various institutions of higher learning for pharmacy. The institute offers financial support for conducting research as well as attending conferences, seminars, and workshops where the research findings are presented. The institute has cutting-edge tools for conducting research.

Institutional Innovation Council (IIC) and Intellectual Property Rights (IPR) Cell at the institute organize various activities to encourage the faculty and the students toward research and Innovations. E-resources such as DEL NET, National Digital Library (NDL), Shodhganga, digital library, Clinirex and subscriptions to national and international journals help faculty and the students to get acquainted with the latest research trends in pharmaceutical sciences. Animal house approved by CPCSEA is facilitated to carry out animal experiments. Institutional Animal Ethical Committee (IAEC) at the institution level monitors the research projects regularly whether the ethical procedures are followed or not.

National and International level pharmaceutical conferences and workshops which are being organized frequently by BIPS in association with national bodies like the Scientific & Applied Research Centre (SARC), Science and Engineering Research Board (SERB), Telangana Academy of Sciences (TAS), National Implementing And Monitoring Agency For Training (NIMAT) And Association of Pharmaceutical Teachers of India, (APTI), and the Indian Pharmaceutical Association (IPA) inculcate research interest in faculty and students.

The goal of scientific seminars is to bring together pharmacy experts on one stage for interaction with researchers, scientists, and various college students in order to keep them informed of the most recent developments in the field of pharmacy. The NSS Unit conducts extension initiatives like women's empowerment and gender awareness. Activities like Swachh Bharath and Plastic Free Campus engage the public and aid in teaching students about social responsibility. Additionally, the students run blood donation camps. Students and faculty members can interact to stay current on knowledge thanks to MoU with industries, hospitals, and other institutions.

## **Infrastructure and Learning Resources**

The institution has cutting-edge facilities, well-equipped, roomy labs and classrooms, a highly qualified, devoted faculty, a well-stocked library, and an opulently furnished dining facility. OHP/LCD projectors, screens, and other infrastructure are all present in the classrooms to support efficient teaching and learning. The institute has first-rate pedagogical techniques and infrastructural resources that are excellently maintained and updated in accordance with the needs of higher education and comply with PCI regulations.

The institute features a seminar room with ICT capabilities, a drug museum, a lovely exhibition, display areas in each hallway, and a garden of medicinal plants. Undergraduate students can use well-equipped labs, and graduate students can use research labs. Numerous labs that investigate various elements of pharmaceuticals, such as physical, chemical, analytical, organic, inorganic, biochemical, medicinal, and pharmacological studies, are well-equipped with the essential tools. The institute also features an animal home that has CPCSEA clearance and is kept up to standards.

Every needed faculty cabin as well as the labs have Wi-Fi access. In addition, the college plans sporting events, cultural activities, etc. for each student's overall growth. We have a sizable collection of books in our library, divided up by authors, subjects, topics, magazines, and newspapers. A crew of librarians equipped with a mechanized search technology and trained to address all student problems services an entire silent area. The students have access to large, comprehensive library services that include e-journals, e-resources, and textbooks.

Through library subscriptions, students get access to more than 388 online journals (DELNET), E-Books, and other E-resources from the Digital library. Every year, fresh articles, books, and abstracts are added to the library. The college has a separate maintenance department that is in charge of keeping up with all of the shared amenities and support systems, such as water, electricity, backup power, internet, green initiatives, gardens, sports fields, cultural centers, security, and other sporting and recreational facilities.

## **Student Support and Progression**

The holistic development of kids is a priority for BIPS. Once admissions are finalized, an induction programme will be held for the new college students. Our faculty members use several teaching-learning techniques with the students to keep their topic knowledge up to date. There are also specialized classes for students, including communication skills classes, seminars and guest lecturers. Students take part in a variety of festivities as well as the Swachh Bharat initiative.

Through the Post Metric Scholarship Programme, the Government of Telangana offers scholarships and free ships to students who qualify. Additionally, management merit scholarships and freeships are offered to economically disadvantaged students and merit students, respectively. Through initiatives implemented by the institution, students are given training in areas such as soft skills, language and communication skills, and life skills (Yoga, Karate, physical fitness, hygiene, and ICT/Computing Skills). Students also gain from the institution's provision of career counseling and preparation for competitive exams like GPAT and PGECET.

The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases. Suggestions dropped in the Suggestion box are collected and problems there of are resolved regularly. The Training and Placement Cell has provided employment to many students in many Pharmacy organizations of repute, some of the students have cleared national level competitive examinations

and either has progressed to higher levels of learning or employment.

Campus Recruitment & Training improves computing skills etc., in addition to the curricular and co-curricular activities which enhance the employability skills of students. Numerous committees look out for the welfare of students and make sure they are actively involved in college events. Students who want to pursue further education overseas are offered transcripts and reference letters. Student Participation in Different Activities the Institute organizes co-curricular and extracurricular activities at the Institute to promote the diverse abilities of the students and also are inspired and led to engage in events at Different Levels. Students are helped and given access to suitable sporting facilities.

### **Governance, Leadership and Management**

Governance at the academic, administrative, extension, and outreach levels is demonstrated by total openness in Organization and Governance and efficient decentralization. A well defined organogram is established in accordance with our quality policy for the efficient monitoring and execution of future plans and policies.

For safety and security, the ground level has a grievance system, internal complaint committee, and anti-ragging committee. For planning, development, administration, finances, accounts, student admission, support, and examinations, the institution has converted to e-governance. Both teaching and non-teaching personnel can take advantage of a variety of welfare services, including provident funds, gratuities, loan options, financial aid for attending conferences and seminars, FDP, etc. A functioning, strong performance appraisal system analyses data at the management level and takes appropriate action. Every year, the college creates a preliminary budget.

The primary sources of funding are fees and other grants, and appropriate measures are made to ensure that they are used as effectively as possible for salaries, procurement, operational, administrative, and student costs. The accounts are audited by paid auditors twice a year internally and once a year outside. The auditors have not yet discovered any significant errors. Internal Quality Assurance Cell (IQAC) was founded in 2020 to carry out the institution's vision, purpose, and goals. All areas of institutional growth have shown a slight improvement as a result of IQAC policies and tactics.

Regular external academic audits are also carried out. Every year, teachers are urged to do a self-evaluation to better understand the efficiency of their methods and the effects they have on learners. The College uses a performance review process. Each employee is therefore required to complete an Annual Performance Appraisal Report (APAR) and turn it in to the appropriate authority. The IQAC, which is presided over by the principal, continues to hear the complaints. The college regularly performs internal and external financial audits.

### **Institutional Values and Best Practices**

BIPS encourages moral education and instills professionalism and humanism in its students. As a result, in addition to institutional operations, the institution promotes a number of initiatives that the Government of India, the State Government, and the affiliated University have recommended. To protect the rights and self-worth of women in the college, Anti-Sexual Harassment Committee and Gender Sensitization Committee were established. By enabling women to participate in all college activities, they were given the confidence that they



were no longer subordinate to men. Regularly held seminars on gender sensitization for all faculties and students as well as programmes on gender equality are offered.

To monitor student safety, CCTV is installed throughout the building. For all of its energy needs, the university dedicates solar energy to just one college building. In order to reduce energy use, LED lamps are employed. An agreement between the institution and solid waste management and e-waste management for recycling exists. SOPs ensure safe chemical handling, storage, and disposal in laboratories. Water bodies and a water distribution system are supplied on campus as part of the water conservation amenities offered by the institution.

There are opportunities for teachers and students to stay current with the literature and learn how to evaluate reviews and research articles critically. Promote different research partnerships to develop best practices for healthcare.

Community Service will be one of the National Pharmacy Week (NPW) programmes at the college. Providing community services including breast cancer screening clinics, COVID-19 awareness programmes, and efforts to educate villagers on safe medication use has been popular for the past five years.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	BALAJI INSTITUTE OF PHARMACEUTICAL SCIENCES
Address	LAKNEPALLY (Village), NARSAMPET (Mandal), WARANGAL (District), TELANGANA
City	NARSAMPET
State	Telangana
Pin	506331
Website	<a href="http://www.bipswgl.org.in">www.bipswgl.org.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	A Shyam Sunder	08718-98660500		08718-23052 1	
IQAC / CIQA coordinator	P Ravi	08718-9866050044	9963221695	08718-23052 1	ravipharma2485@gmail.com

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Telangana	Kakatiya University	<a href="#">View Document</a>

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
PCI	<a href="#">View Document</a>	17-06-2023	12	

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	LAKNEPALLY (Village), NARSAMPET (Mandal), WARANGAL (District), TELANGANA	Rural	2.35	5721

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BPharm,B Pharm,	48	INTERMEDIATE	English	100	102
PG	Pharm D,Pharm D,	72	INTERMEDIATE	English	30	32
PG	MPharm,M Pharm,PHARMACEUTICS	24	B.PHARMACY	English	15	11
PG	MPharm,M Pharm,PHARMACEUTICAL ANALYSIS	24	B.PHARMACY	English	15	11
PG	MPharm,M Pharm,PHARMACEUTICAL QUALITY ASSURANCE	24	B.PHARMACY	English	15	12

**Position Details of Faculty & Staff in the College**

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	9				33				17			
Recruited	8	1	0	9	17	16	0	33	6	11	0	17
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				15
Recruited	10	5	0	15
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				4
Recruited	4	0	0	4
Yet to Recruit				0

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	8	1	0	0	0	0	0	0	0	9
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	17	16	0	6	11	0	50
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
	3		0		3

**Provide the Following Details of Students Enrolled in the College During the Current Academic Year**

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	18	43	0	0	61
	Female	41	0	0	0	41
	Others	0	0	0	0	0
PG	Male	20	12	0	0	32
	Female	33	1	0	0	34
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	4	5	11	8
	Female	8	21	10	20
	Others	0	0	0	0
ST	Male	3	5	4	5
	Female	5	2	5	3
	Others	0	0	0	0
OBC	Male	13	22	24	17
	Female	36	46	35	48
	Others	0	0	0	0
General	Male	22	44	45	52
	Female	9	13	13	9
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		100	158	147	162

### Institutional preparedness for NEP



<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Our Balaji Institute of Pharmaceutical Sciences (BIPS) shares the vision of the National Education Policy of providing high-quality education to develop human resources in our country as global citizens. A conversation has begun among faculty members about the core concepts of NEP, such as variety for all curricula and pedagogy with technological advancements in teaching and learning, supporting logical decision making and innovation, critical thinking, and creativity. The institute is associated with Kakatiya University Warangal, where academic curricula have been modified to incorporate Multidisciplinary/Interdisciplinary courses as electives, and the institute has begun to provide these electives to students. Inter-disciplinary curricula, which allow students to select their preferred options from the spectrum of programs offered by the school, have been recommended as a means of fostering students' overall academic growth. Along with other PG programs like Pharm.D and M.Pharmacy Courses, the institute offers a UG course in B.Pharmacy called Choice Based Credit System (CBCS). A select few of them also offer other courses that provide value, such as professional ethics, environmental studies, management principles, Pharmacovigilance, SAS, patent writing, etc. It may be claimed that the Institute is actively striving to put the NEP Guidelines' recommendations into practice.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Balaji Institute of Pharmaceutical Sciences (BIPS) is established in the year 2005 and is affiliated to Kakatiya University, Warangal. From the academic year 2017–18 onward, the college has been using the Choice Based Credit System (CBCS), which was created for the B.Pharmacy program by KU. This system includes professional elective and open elective courses in the curriculum to offer a multidisciplinary approach to solving various problems. The University's definition of the Assessment Structure is as follows: Internal Evaluation: Theory Courses: There are two sessional exams. Exams given during sessions must be computed for 15 marks out of a possible 30 for theory. On the basis of the assignments, seminars, attendance, academic activities, and student-teacher interaction, an additional 10 marks will be awarded as part of the continuing mode. Similarly the practical</p>

sessional test will be given for 40 points and worth 10 points. Continuation mode will provide an additional 5 points depending on attendance and performance in the practical. Each sessional test receives a weighted average of 25 internal theory points and 15 internal practical points per semester. By averaging the results of the two midterm tests, the final grades are determined. The students complete two projects: Practice School and Major Project. To review the project works, a Project Review Committee (PRC) is constituted with the help of the department head, the project coordinator, and an internal guide. The department head, internal Guide and external examiner chose by the university each award 150 marks for practice school and 150 marks for major projects. NON Choice Based Credit System (NCBCS) is used for the M.Pharm and Pharm.D. Courses. The University's definition of the Assessment Structure is as follows: Internal Evaluation: Pharm.D. Theory Courses - Every year, there are three theory sessional exams and two practical sessional exams. Exams given during sessions must be 30 marks for both the theory and the practical. By averaging the sessional tests, the final grades are determined. For each semester's two sessional exams for the M.Pharmacy, the same procedure will be used. 250 marks are awarded for the project work. A few instructional strategies that the faculty uses as Active Learning Methods (ALMs) include: Group discussions involve the students in an active discussion of current events to weigh the benefits and drawbacks of proposed policies. To review and update the concepts, the faculty administers a technical quiz on the subject or topic that was previously addressed. Case studies teach with a variety of case studies will make it easier for the students to solve challenges in real life. Assignments giving to the students' homework will improve their critical thinking skills and aid in their understanding of the overall course material. Interactive Seminars in the class will prepare and present a contemporary research technology or topic during their presentation. Workshops, seminars, and conferences are held on a regular basis to allow participants to exchange ideas with specialists on a single platform in order to advance their knowledge and expand their research potential.

### 3. Skill development:

The systematic and ongoing development of one's abilities to carry out tasks associated to employment. An ability or capacity to perform complex activities or job functions with ease and adaptability involves the use of cognitive skills, technical skills, and interpersonal skills. Skills include teamwork, communication, critical thinking, networking, working under pressure, and willingness to learn. Skills are recognized, practiced, and internalized towards execution of skills. BIPS offers a variety of training packages and programs to help students improve their communication skills. The acquisition of skills is widely seen as essential to finding fruitful job. As a result, it is a crucial tool for raising productivity, promoting inclusive economic growth, reducing poverty, and changing the economy's structure to favor high productivity. This calls for a workforce that is more versatile and better educated, which can encourage both domestic and foreign investment. To ensure relevance, policy coherence, coordination, and alignment, it is crucial to link skill development to larger education and employment, growth, and development policies and processes. Skills development is often used to refer to the productive talents obtained through all stages of learning and training, occurring in formal, informal, and on-the-job contexts. Skills development is used to refer to employment in an educational system that gives possibilities for lifelong learning. The development of these skills is influenced by a variety of variables, including a supportive learning environment and a lifelong learning system of high caliber. There are several categories of talents needed for employment, including:

- Fundamental and foundational skills, which are learned through active learning, oral expression, reading comprehension, written expression, and literacy. These are necessary prerequisites for learning other skills that will improve your chances of finding long-term work.
- Transferable talents, such as the capacity to manage one and others, solve issues, effectively express ideas, and think critically and creatively. People can use these talents to adapt to various work contexts and increase their chances of advancing their careers. Technical and vocational skills are specialized abilities, information, or know-how required to carry out particular activities or duties, primarily in a professional setting.
- Personal and professional

	<p>abilities, including qualities like honesty, integrity, dependability, work ethic, and judgment that are important for the workplace. Additionally essential to increase the caliber of learning and training activities is interaction with the workplace. Enhancing quality also makes skill-training programs more appealing. Employers can get more actively involved in skill development and quality improvement by putting apprentices through training. • Improving delivery capacity: Effective systems for skill assessment, recognition, and certification a system like this are required to support flexible learning and training courses, as well as workforce mobility.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Utilizing online courses to teach Indian language and culture requires a strong integration with the Indian knowledge system. Our faculty will receive training through being encouraged to take orientation courses and participate in faculty development programs (FDPs), especially those focused on the Indian knowledge system. Through UGC-run faculty development programs and participation in conferences, workshops, and seminars, several faculties have already gained awareness.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>In order to help faculty plan course delivery and assessment with the end in mind, Balaji Institute of Pharmaceutical Sciences (BIPS) adopted outcome-based education in a student-centric learning paradigm. This model allows faculty to detect curriculum gaps and add values to cover the gaps. In the online method of class activities, practical courses (laboratories), including virtual labs, are made mandatory. Each student is required to complete a project as part of the curriculum in which they can pick a field of interest and put their creativity into practice. Industrial, field, and/or internship experiences at recognized institutions are required. Case Study topics pertaining to each course's subject are provided by the teaching staff for study and discussion. Giving tests and assignments at the conclusion of each unit's instruction is mandatory in our institution. Rough careful policy development and training is established. On the KU curriculum, a good teaching-learning process was established with BIPS . We concentrated on the bloom's taxonomy as an efficient gauge of objectives and results. Course objectives, POs, course outcomes, and knowledge acquisition are all created in accordance with this. It</p>

	<p>is important to design program results and domain-specific outcomes. Simplified recall and knowledge of taxonomies encourage and promote slow learners. Students at BIPS receive instruction, support, and transformation in order to achieve through training and raising awareness. At the conclusion of the course, the learning outcomes are assessed, and ongoing improvement is undertaken. Importance of changing our curriculum in a way that ensures our graduates will have the information, skills, and attitudes necessary for employment. This model is student-centered and focuses on evaluating student performance on outcomes, which includes knowledge, skills, and attitudes. BIPS has successfully implemented and maintained it in its entirety.</p>
<p>6. Distance education/online education:</p>	<p>Balaji Institute of Pharmaceutical Sciences (BIPS) is established in the year 2005 and is affiliated to Kakatiya University, Warangal. We don't have any distant learning or online programmers because we are an associated college. However, in addition to using traditional approaches, our institution always encourages faculty to use modern teaching methodologies. We are permitted by the institution to use Power Point presentations, working models, and video lectures, as well as Zoom meetings, Microsoft Teams, Google Classrooms, and Google Forms for note-sharing and quiz practice. To develop their critical thinking, the institute constantly encourages students to take part in group discussions, seminars, tests, interactive lessons, and project-based learning. Due to the COVID-19, which has disrupted conventional in-person education and forced many students and instructors to use online platforms, online learning has grown in importance in recent years. Without physically attending classes on campus, students can further get their knowledge through online courses. Our college has fully functional digital classrooms for every department with strong internet access, enabling professors to offer lectures without any issues. As long as they have an internet connection, this enables students to access course materials and attend lectures from any location, at any time. These also enable students to set their own pace for learning and personalize it to suit their objectives and needs.</p>

**Institutional Initiatives for Electoral Literacy**

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The Balaji Institute of Pharmaceutical Sciences (BIPS) established the Electoral Literacy Club in 2021 with the main goal of educating the student body about democratic rights, including the right to vote in elections. An electoral literacy club is a venue for involving students in engaging activities and practical learning experiences that educate them about their rights as voters and acquaint them with the registration and voting processes. To provide the experience-based learning of the democratic system, we undertake mock voting activities. We also hold debates, essay contests, poster presentations, and other events to raise understanding of election processes.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The Institution has the ELC functional with the following office bearers. S.No Name Designation Functional Role 1 Dr P. Ravi Professor ELC Coordinator 2 Mr. G. Venkata Ramana Associate Professor ELC Additional Coordinator 3 Mr. T.Naveen Singh Final Year Male Student Representative 4 Ms. M.Sathwika Final Year Female Student Representative
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Activities carried out by the BIPS ELC. 1. To inform the populace in the adjacent villages, our students take part in voter awareness campaigns. 2. To promote awareness and interest through seminars among academic staff and students. 3. To provide practical experience-based education to the target people regarding voter registration, the electoral process, and associated topics.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Yes, Our institution has been conducted many events related to issues surveys and awareness drives 1.To make sure the target audience understands the importance of voting so they can use their right to vote in a self-assured, relaxed, and moral manner 2. To promote electoral participation and increase the amount of informed and moral voting
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by	Students over the age of 18 who must register as voters are made aware of their democratic rights,

ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.

which include the right to vote in elections. To provide an experiential learning of the democratic system, we undertake simulated voting activities. We also hold debates, essay competitions, poster presentations, and other events to raise public understanding of political processes.

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
576	509	443	392	347

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 2 Teachers

#### 2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 88

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 2.2

Number of teaching staff / full time teachers year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
59	61	54	52	50

### 3 Institution

#### 3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
58.61	52.26	30.47	45.59	61.08



File Description	Document
Upload Supporting Document	<a href="#">View Document</a>

## 4. Quality Indicator Framework(QIF)

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### Criterion 1 - Curricular Aspects

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#### 1.1 Curricular Planning and Implementation

##### 1.1.1

**The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment**

**Response:**

Balaji Institute of Pharmaceutical Sciences (BIPS) is affiliated to Kakatiya University (KU), Hanamkonda and approved by Pharmacy Council of India (PCI). BIPS is following the academic curricular program framed by the PCI and as per the guidelines of Kakatiya University. Choice Based Credit System (CBCS) is offered for B.Pharm and a non-CBCS for Pharm.D and M.Pharm programs as per the Kakatiya University regulations. All courses' syllabi is designed and timely modified by Kakatiya University as per the research and professional requirements.

BIPS follows following strategized ways to strengthen the teaching-learning process:

- Advanced planning of academic activities and calendar in alignment with the University issued Calendar of Events.
- Formulation of objective driven teaching plan at the beginning of the semester.
- Regularly administering slip tests, unit tests, seminars, and assignments to help students to improve their academic performance and presentation abilities.
- Adopting new and innovative teaching methods in addition to the traditional lecture method, such as assignments, internet videos, group discussions, use of NPTEL lectures, case studies, projects, surveys, quizzes, etc., to engage students in the teaching and learning processes.
- Strictly adhering to the Kakatiya University's almanac and organizing tasks like doing Continuous Internal Assessment/Evaluation (CIE) in advance.
- An academic calendar that breaks down events is also created at the institute level. Information like the total number of working days, holidays, and suggested sessional test dates are included in the institute's calendar of events.
- Faculty members can arrange their individual course delivery, research projects, academic and extracurricular activities with the use of academic calendars.
- Faculty members create their own lesson plans for their courses, which outline the topics that will be covered in each unit during each class session. This facilitates the effective and timely delivery of lectures with sufficient preparation.
- Through academic progress committee meetings, the academic progress committee routinely supervises and monitors the completion of the curriculum in accordance with the almanacs.
- Ensuring a highly well-thought-out, rigorous academic curriculum by having the faculty provide complete course files for each subject individually, complete with a vision statement, mission statement, lesson plans, course-program outcomes, mapping and attainment.
- Academic progress reports for each course are regularly checked to ensure that the syllabus is being covered and that faculty members are instructing students effectively.
- As part of the Continuous Internal Evaluation (CIE), it is verified that Internal Assessment tests

(IA), assignments, quizzes, and seminars are completed on time and feedback on faculty's performance is taken from student to improve output.

- Lab courses, projects, seminars, and internships all undergo ongoing evaluation and assessment.
- Conduction of laboratory experiments and viva, Submission of records are the major components of laboratory course evaluation.
- Parent teacher meetings are conducted throughout year to make parent aware of their child's attendance and performance, and also to take feedback from parents regarding academic planning and evaluation.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1

**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)**

**Response:** 26

File Description	Document
List of students and the attendance sheet for the above mentioned programs	<a href="#">View Document</a>
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Evidence of course completion, like course completion certificate etc. Apart from the above:	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### Other Upload Files

1

[View Document](#)

### 1.2.2

***Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years***

**Response:** 74.59

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
420	342	312	328	289

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 1.3 Curriculum Enrichment

#### 1.3.1

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

**Response:**

In order to integrate the cross cutting issues related to professional ethics, gender, human values, environment and sustainability, the institute has included different types of courses in the curriculum. Two courses are already part of study curriculum designed by the University, like for B.Pharm, Environmental Sciences (II semester subject) & Professional ethics (a topic in V semester subject – Pharmaceutical jurisprudence). Courses like gender sensitivity and human values are additionally added as two week ad on programs (daily 2 hours). These courses are designed to make students aware of current environmental issues, significance of maintenance of human values and ethics in every profession, importance of awareness about gender sensitivity, discriminations and best practices with respect to gender equality.

***Environment studies:***

A course of 3 credits is included in B.Pharm programme.

The objectives of including the environmental studies at UG level is to

- Increase learners' awareness of environmental challenges.
- Impart basic knowledge about the environment and its allied problems.

- Create an attitude of environmental concern.
- Encourage participation in environmental protection
- Develop the abilities to assist those who are concerned in recognising and resolving environmental issues.
- Aim to achieve harmony with nature.

**Professional Ethics:** As a topic in a subject of B.Pharm program, the objective of including “code of ethics of pharmacy profession” is to make the learner aware of Ethics of Pharmacist in relation to his job, trade, medical profession and his profession. It also includes Pharmacist’s oath to sensitize the students regarding professional ethics during duty.

**Gender Sensitization:** It is included as an additional two week program (daily 2 hour) for UG students. The objective of including this course is

- To increase students' awareness of gender issues in contemporary India.
- To offer a critical view point on how men and women are socialised.
- To enlighten students on some important biological characteristics of gender.
- To introduce students to discussions on the politics and economics of the workplace.
- To support students' critical reflection on gender violence.
- To provide pupils a better understanding of how men and women interact with one another.

**Human Values:**

- To assure prolonged pleasure and prosperity, which are the fundamental goals of all people, by assisting pupils in understanding the important complementary relationship between "VALUES" and "SKILLS."
- To assist students in developing a holistic perspective on life, work, and happiness that is founded on an accurate understanding of human reality and all of existence. Such a comprehensive viewpoint naturally serves as the foundation for value-based living.
- To draw attention to realistic ramifications of such a holistic view with regard to moral behaviour, trustworthy and mutually satisfying behaviours among people, and mutually beneficial interactions with nature

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 1.3.2

**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)**

**Response:** 39.41

### 1.3.2.1 Number of students undertaking project work/field work / internships

Response: 227

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 1.4 Feedback System

### 1.4.1

*Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website*

**Response:** A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Action taken report on the feedback analysis	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 85.56

##### 2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2022-23	2021-22	2020-21	2019-20	2018-19
168	162	147	152	106

##### 2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
187	182	170	185	135

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

#### 2.1.2

*Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years*

**Response:** 81.86

##### 2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

2022-23	2021-22	2020-21	2019-20	2018-19
70	73	70	79	51

### 2.1.2.2 Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
88	85	85	93	68

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule ( Translated copy in English to be provided as applicable)	<a href="#">View Document</a>

## 2.2 Student Teacher Ratio

### 2.2.1

**Student – Full time Teacher Ratio**  
(Data for the latest completed academic year)

**Response:** 9.76

## 2.3 Teaching- Learning Process

### 2.3.1

**Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process**

**Response:**



The teaching-learning process is one major objective and the strength of our college. Experiential learning, participative learning and problem solving methodologies are well adopted to ensure the holistic development of students and facilitate lifelong learning and knowledge management.

#### **a. Experiential learning**

- 1.Experienced faculties are conducting various workshops like Hands on HPLC, Dissolution of tablets, Handling of experimental animals and screening techniques, Computer aided drug design, Plant Extraction techniques by using Audio video visuals to impart knowledge related to pharmaceutical industry
- 2.Practical courses are made compulsory in connection with theoretical knowledge.
- 3.The inclusion of Internship is develops good practices and innovative methods of learning, The traditional lecture and laboratory activities have evolved into more open ended, Internship-based experiences that help students develop additional skills and contextualize the learning of theories.
- 4.Content beyond the experiments are assigned to the student to fill the gap between curriculum and industry requirements.

#### **b. Participative learning**

- 1.Students are involving group discussion and also seminar presentation in very course related topics.
- 2.Students are encouraged and presently made mandatory to take Online Courses/webinars offered by premier institutions of the country.
- 3.Each course handling conducting Quiz, Debate for the sharing of the student technical knowledge.
- 4.Periodical Guest lectures on topics relevant to employment skills by personnel from respective organizations / industry.
- 5.Industrial / field visits / internship at Industry and/or renowned institutions are mandatory.

#### **c. Problem solving methodologies**

- 1.Each course handling faculties are giving Case Study/assignment topic related their subject for analysis and discussion.
- 2.Faculties are conducting subjects of highly analytical nature, with the objective to increase problem solving capabilities, analytical thinking and logical ability.
- 3.Faculties are support to the students to attempt and solve problems individually and independently.
- 4.Giving assignments and quizzes at the end of instruction of each unit. All academic activities are aimed at elevating the student's knowledge, skills and build confidence in them.

**D. ICT Tools** are used by faculty members for effective teaching.

- 1.**Online Teaching:** During Covid pandemic situation for effective teaching each faculty adopt zoom platform containing power point presentations and conducting exams using google forms. We made student whatsapp group to convey the essential information rapidly.
- 2.**Online Evaluation:** We conducted online live quiz competitions for students using QUIZIZ.com & Google forms, Edmodo software. We also made students into teams and conducted group quiz to encourage team work.

3. **Smart classes:** All classes are well equipped with projector and high speed Wi-Fi, which are used for PowerPoint presentation to easy understand by students.
4. **Models for explanation:** Faculty will teach the topics by using various human models in anatomy, Tissue models in Pharmacognosy, Atomic models in pharmaceutical Chemistry.
5. **ICT enabled experiments:** Ex-pharma series software and Clinirex for pharmacology experiments.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

**Percentage of full-time teachers against sanctioned posts during the last five years**

**Response:** 100

#### 2.4.1.1 Number of sanctioned posts year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
59	61	54	52	50

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 2.4.2

**Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)**

**Response:** 11.23

#### 2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
9	8	4	5	5

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	<a href="#">View Document</a>
Institution data in the prescribed format	<a href="#">View Document</a>
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

### 2.5.1

**Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient**

#### Response:

Balaji Institute of Pharmaceutical Sciences is affiliated to Kakatiya University; Warangal has adopted methods of assessing the student's academic performance on continuous monitoring basis. Rules and regulations are followed in tune with the affiliating Kakatiya University and PCI, so as to conduct the continuous internal evaluation bringing larger transparency.

The assessment will be carried out as follows

- 25 marks are allotted for B.Pharmacy theory (For subjects having University examinations) internal assessment (**10 marks for continuous mode** includes attendance, academic activities, Student teacher interaction & **15 marks for Sessional examination** which is the computed average of two Sessional examination (descriptive type) conducted for 30 Marks)
- 15 marks are allotted for B.Pharmacy theory (For subjects having Non-University examinations) internal assessment (**5marks for continuous mode** includes attendance, academic activities, Student teacher interaction & **10 marks for Sessional examination** which is the computed average of two Sessional examination (descriptive type) conducted for 30Marks)
- 15 marks are allotted for B.Pharmacy practical (For subjects having University examinations) internal assessment examinations (**5 marks for continuous mode** includes attendance, record, viva & **10 marks for Sessional examination** which is computed from practical Sessional

examination conducted for 40Marks)

- 10 marks are allotted for B.Pharmacy practical (For subjects having University examinations) internal assessment examinations (05 marks for continuous mode includes attendance, record, viva & 05 marks for Sessional examination which is computed from practical Sessional examination conducted for 40 Marks)

For Pharm.D and M.Pharmacy, 30 marks are allotted for both internal theory examination (Descriptive type) & internal practical examination

The mechanisms for evaluation system based on OBE are

- Blooms taxonomy is followed while setting the internal examination question papers and COs also mentioned
- Question are uniformly distributed across the syllabi
- Rubrics are drafted and used in theory, laboratory, assignments, seminars, projects. Formation of course outcome for all theory and laboratories are made by using action verbs of bloom's taxonomy and mapped to the programme outcomes and programme specific outcomes.
- The attainment of the course outcomes is evaluated with continuous internal evaluation and University end examinations.

An efficient and transparent system is followed in BIPS in terms of dealing with internal examination-related grievances.

**At institute level:**

An examination grievance committee, comprised of a principal as Chairman and senior teachers and Coordinators and other teaching personnel as members, is formed at the institute level to manage assessment process difficulties.

The teacher provides evaluated answer scripts to pupils and addresses any clarifications or grievances. If the student is dissatisfied with the marks awarded, even after the matter has been settled by the teacher, he/she may appeal to the Examination Grievance Committee by writing an application. All such representations are reviewed by Committee members. The committee decisions will be conveyed to students at the earliest.

**AT UNIVERSITY LEVEL:**

If student has complaints about the evaluation of university answer scripts, they can submit an application regarding the problem to Examination Grievance Committee. It will be verified and then it will be forwarded to the Examination branch, Kakatiya University through online/offline method for further action.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

*Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website*

#### **Response:**

Outcome based Education (OBE) system is our college policy by implementing Blooms Taxonomy in teaching and framing question papers along with well designed course outcomes to enlighten student quality and capability. OBE system is able to measure what the students are capable of doing. This is a model which not only gives much better theoretical and practical knowledge but also gives emphasis on the development of affective domain attributes which are needed in workplace, e.g. interpersonal skills, analytical skills, computer skills, organizational skills, leadership skills, self-confidence, creativity, strong work ethics, motivation, initiative, flexibility and adaptability.

The course outcomes (COs) represent the level of knowledge and skills that the students can acquire at the end of the course. COs of all courses offered are prepared by the respective course instructor at the start of the semester and uploaded on the college website. Every IQAC meeting and college committee meeting has discussed the importance of the learning outcomes with the teachers through tutorial meeting.

#### **Programme Outcomes (POs)**

1. **Pharmacy knowledge:** Posses knowledge and comprehension of the core and basic knowledge associated with the profession of pharmacy, including biomedical sciences, pharmaceutical sciences, behavioral, social and administrative pharmacy sciences and manufacturing practices.
2. **Planning Abilities:** Demonstrate effective planning abilities including time management, resource management, delegation skills and organizational skills.
3. **Problem analysis:** Utilize the principles of scientific enquiry, thinking analytically, clearly and critically, while solving problems and making decisions during daily practice. Find, analyze, evaluate and apply information systematically and shall make defensible decisions.
4. **Modern tool usage:** Learn, select, and apply appropriate methods and procedures, resources, and modern pharmacy-related computing tools with an understanding of the limitations.
5. **Leadership skills:** Understand and consider the human reaction to change, motivation issues, leadership and team-building when planning changes required for fulfillment of practice, professional and societal responsibilities.
6. **Professional Identity:** Understand, analyze and communicate the value of their professional roles in society (e.g. health care professionals, promoters of health, educators, managers, employers and employees)
7. **Pharmaceutical Ethics:** Honor personal values and apply ethical principles in professional and social contexts. Demonstrate behavior that recognizes cultural and personal variability in values, communication and lifestyles.
8. **Communication:** Communicate effectively with the pharmacy community and with society at large, such as, being able to comprehend and write effective reports, make effective presentations

and documentation, and give and receive clear instructions

9. **The Pharmacist and society:** Apply reasoning informed by the contextual knowledge to assess societal, health, safety and legal issues and the consequent responsibilities relevant to the professional pharmacy practice
10. **Environment and sustainability:** Understand the impact of the professional pharmacy solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development
11. **Life-long learning:** Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change. Self-asses and use feedback effectively from others to identify learning needs and to satisfy these needs on an ongoing basis

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.6.2

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

The institution's Programme Outcomes (POs) and Course Outcomes (COs) discuss the caliber of the education the college offers. The institution's programme outcomes focus on developing students' abilities and skills for employment, research, problem-solving, social responsibility, ethics, environmental protection, and empowerment via education. What the student should be able to do at the end of the course is measured by the course outcomes. It is an effective ability with traits, abilities, skills, and knowledge to carry out the stated action successfully. The most crucial CO property should be observable and quantifiable. While achieving and rating POs and COs, the following factors are taken into account.

Direct Assessment and Indirect Assessment are used to evaluate CO and PO accomplishment.

**Direct Assessment Method:** Assignments, semester-end exams, and constant internal midterms are used to evaluate COs. The COs is mapped against each question, and faculty members do COs analysis for each course while also documenting their findings. Internal evaluation including sessional exams and continuous mode like assignments, seminars, unit tests, quizzes etc results, which represent 25% of marks and external examination represents 75% of marks are taken into account when evaluating COs. On a scale of 1 to 3, attainment is determined (High 3, medium 2 and low 1).

**Indirect Assessment Method:** In addition to university exams, Course Outcome exit survey for students, Course Contents exit survey for students, Faculty/Employer Survey

The attainment level (3 for >70%/2 for >60%/1 for >50%) will be assigned for Direct Assessment and Indirect Assessment

Attainment based on internal assessment = Average of sessional I,II & Continuous mode.

Direct CO Attainment Level (DA) = 30% IA + 70% EA

Indirect CO Attainment Level (IA)

Finally, Course Outcome Attainment (COA) level = 80% of DA and 20% of IA

**Then we will perform** the PO/PSO Attainment Calculations as shown below:

PO/PSO Attainment = COA x M/3      Where M=Mapping value

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 2.6.3

**Pass percentage of Students during last five years (excluding backlog students)**

**Response:** 92.07

**2.6.3.1 Number of final year students who passed the university examination year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
64	92	88	65	86

**2.6.3.2 Number of final year students who appeared for the university examination year-wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
73	98	90	80	88

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	<a href="#">View Document</a>
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1

**Online student satisfaction survey regarding teaching learning process**

**Response:** 3.86

<b>File Description</b>	<b>Document</b>
Upload database of all students on roll as per data template	<a href="#">View Document</a>



## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

*Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)*

**Response:** 10.87

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0.7	1	3.80	5.37

#### File Description

#### Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

### 3.2 Innovation Ecosystem

#### 3.2.1

**Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident**

**Response:**

The Balaji Institute of Pharmaceutical Sciences (BIPS) innovation ecosystem owns a tradition of cognitive and intellectual brilliance. The institute boasts a team of highly skilled, accomplished and experienced faculty members who actively engross in next generation research. They serve as mentors and facilitators to students, encouraging them to explore trailblazing study hypotheses and providing valuable insights to address complex innovative challenges. The institute also collaborates with industry connoisseurs, innovation labs, think tanks, regulatory bodies and research organizations to facilitate interdisciplinary research and promote the translation of investigative conclusions into real world applications.

The institute invests heavily in cutting edge infrastructure, including laboratories well equipped with suave instruments like Gradient & Isocratic HPLC, UV-Visible double beam Spectrophotometer, Brookfield Viscometer, Texture Analyzer, Bruker FTIR spectrophotometer Hanil Lyophilizer,

Dissolution apparatus, Bulk density apparatus, Rotatory Flash evaporator, Tablet punching machine, Auto analyzer (R 3000), Laminar air flow chamber, BOD incubator, Soxhlet apparatus and Clevenger apparatus etc. as per the demand of the course, advanced research facilities, and tech-enabled class rooms. These resources strengthen students and researchers to carry out experiments, analyze data, and develop innovative remediation. The infrastructure at BIPS is systematically revamped to keep tempo with the transforming needs of the pharmaceutical industry and to support pioneering research. The AMC monitoring center is established under Pharmacovigilance Programme of India, Ghaziabad. The drug information softwares like Clinirex are available and Simulation softwares like ExPharm Pro, X Cology Pro were subscribed, Institute has e-library subscription services like DELNET.

BIPS fosters an entrepreneurial spirit among its students, encouraging them to metamorphose innovative ideas into sustainable businesses. The institute provides committed support for sprouting entrepreneurs, including mentorship, incubation facilities, and access to a network of investors and industry experts. The MHRD IIC has acknowledged the institute, assists in the development of cost-effective ideation in innovative related initiatives. BIPS has a Intellectual property Professional nominated by DPIIT, GOI, During last five years 17 IPRs are granted (Patents and Copyrights), BIPS also organizes entrepreneurship augmentation programs, workshops, and guest lecturers to equip students with the imperative skills and knowledge to triumph in the competitive start-up vista. This entrepreneurial ecosystem cultivates a culture of risk-taking, creativity, and innovation among the students. Institute has a CPCSEA approved animal house (**No.1694/PO/Re/S/13/CPCSEA**) fostering pharmacological investigations.

BIPS has a committed team at R&D cell which motivates high impact research publications, book chapters from reputed publication houses and encourages faculty members to present their innovative research at national (IIT-Bombay, ICT,Technology Hub-Hyderabad) and international forums (Controlled Release Asia Meeting, Singapore) in fostering a culture of continuous learning and intellectual dissemination. BIPS provides a supportive academic milieu that encourages innovation and creativity. The course is designed to impart theoretical knowledge and practical skills, enabling students to apply their learning to tangible concerns. BIPS also advocates a culture of inclusivity, diversity, and broad-mindedness, fostering an ambiance where ideas can bloom and unconventional strategies are encouraged.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 3.2.2

***Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years***

**Response:** 30

**3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during**

**last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
07	06	04	08	05

<b>File Description</b>	<b>Document</b>
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**3.3 Research Publications and Awards****3.3.1**

**Number of research papers published per teacher in the Journals notified on UGC care list during the last five years**

**Response:** 0.8

**3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
13	17	16	20	04

<b>File Description</b>	<b>Document</b>
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	<a href="#">View Document</a>
Link to re-directing to journal source-cite website in case of digital journals	<a href="#">View Document</a>
Links to the papers published in journals listed in UGC CARE list or	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.3.2**

**Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**

**Response:** 0.5

**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
13	00	01	23	07

<b>File Description</b>	<b>Document</b>
List of chapter/book along with the links redirecting to the source website	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.4 Extension Activities****3.4.1**

**Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.**

**Response:**

Balaji Institute of Pharmaceutical Sciences (BIPS) is a prominent institution committed in providing standard education in the domain of pharmacy. Apart from its academic distinction, BIPS has actively involved in various extension activities in the neighborhood community. The mission of these activities is to sensitize students to community challenges, contribute to their holistic development, and create an enhancing outcome. BIPS strongly opines in the relevance of community engagement and social responsibility. Over the years, the institution has coordinated numerous programs, campaigns, and endeavors to actively involve its students in serving the neighborhood community.

One of the vital extension activities carried out by BIPS are health camps and awareness programs like National Pharmacy Week. These initiatives aimed on promoting health and well-being among the

impoverished sections of community. BIPS students, along with faculty members, visit neighboring villages to conduct free health camps, provide medical counsel, and raise awareness about various health-related deficiencies such as hygiene, nutrition, and disease restraint. These efforts had upgraded the health condition of the people and also enabled the student's practical knowledge and a deeper understanding of the challenges faced by downtrodden.

BIPS has been actively involved in environmental guardianship initiatives. The institution routinely organizes plantation drives, cleanliness promotions, and awareness programs on sustainable practices. Students diligently take part in these activities, understanding the value of preserving the environment and taking accountability for a greener tomorrow. Through these initiatives, BIPS has raised awareness about environmental issues, and nurtured a sense of environmental importance among the students. Apart from this, our NSS unit is organizing Swachh Bharath and Plastic Free Campus activities in and around the college campus and also in adopted village. Under 'Swachh Bharat Abhiyan', Students initiate drives to create awareness about overflowing garbage bins, cleanliness of roads by having rallies with posters and placards to make the students and the community focus on sanitation.

Awareness seminars and workshops on social issues like women empowerment, gender sensitization were organized. Blood donation camps in collaboration with Indian Medical Association, Lions Club, Pavani Nursing Home and Indian Red Cross Society is a regular feature. These events were promoted by the leading newspapers and news channels. The huge response and success of these events exhibits the effort and sincerity of the members.

Furthermore, BIPS has immensely participated in social awareness campaigns and fundraisers for diverse causes. Students coordinated different events to support charities and created awareness about issues such as drug abuse, and mental health. These campaigns served as a stage for students to verbalize their creativity, leadership skills, and social consciousness. The impression of these extension activities on the students of BIPS has been profound.

The active involvement of students in problem-solving had fortified their practical knowledge, communication skills, and empathy towards the community. Moreover, these activities had showcased them with a special potential to apply their conceptual learning in real-life scenarios, preparing them for the challenges they may face as future pharmacists.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 3.4.2

**Awards and recognitions received for extension activities from government / government recognised bodies**

**Response:**

Balaji Institute of Pharmaceutical Sciences is an acclaimed educational institution focused to provide excellent pharmaceutical education and research. Over the years Balaji Institute of Pharmaceutical Sciences has intensely engaged in various extension activities that have acquired recognition and awards from government and government-recognized bodies. These distinctions are a testament to the institution's promise to social responsibility and its support to the community.

The appreciation received by Balaji Institute of Pharmaceutical Sciences from Kerala government for its donation towards flood relief, this prestigious recognition shows BIPS exceptional efforts in conducting extension activities that benefit society at large. The institution has consistently organized medical camps, awareness programs to enlighten the marginalized sections and educational campaigns in association with government agencies to promote community health and pharmaceutical literacy. BIPS dedication to community welfare has resulted in improved healthcare access and awareness in rural areas. The TASK (Telangana association of skills and knowledge) has collaborated with institute and encouraged students with hands on training in team work and entrepreneurship development. The MHRD IIC in association with AICTE encouraged students to seek knowledge in the area of innovation. The AMC monitoring center is established under Pharmacovigilance Programme of India, (PvPI) Ghaziabad. The Clinirex research solution has imbibed training in clinical drug research and drug monitoring in disease management and awareness.

In addition to government awards, BIPS has also received recognition from renowned medical institutions for its contributions during covid 19 pandemic. The institution was honored with the Certificate of appreciation from Indian red cross society Warangal for exceptional blood donation camps, Indian Medical Association (IMA), Warangal for organizing health camps at laknepally and nachinapally which transformed the lives of rural people. The institute received applause from Lions Club, narsampet for its philanthropic gesture in providing stationary and audio-visual equipment for orphanage at Narsampet. The Institute encouraged meritorious students from Govt Zilla Praja Parishad Secondary school, nachinapally by providing merit scholarships from class VI to X class.

This endorsement acknowledges BIPS outstanding performance in encouraging the role of pharmacists in healthcare system. The institution has vibrant participation in Pharmacy Council of India's active programs such as National Pharmacy Education Day, National Pharmacy Week and National Pharmacist day, where students and faculty had organized medical check-ups, health counseling sessions, and awareness drives for safe medication practices. BIPS has organized seminars, workshops, and interactive sessions with experts to educate students on various medical health related topics like ADRs and medication errors, Role of clinical pharmacist in health care system and promoting awareness on life style diseases.

The Faculty of BIPS have received accolades from various government and recognized government professional bodies for their outstanding performance in academics. These awards and recognitions serve as a patrimony to the institution's holistic approach towards education and community welfare. BIPS dedication towards social responsibility and healthcare crafted it as a pioneer institute in imparting quality Pharmacy education.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**3.4.3**

*Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.*

**Response:** 29

**3.4.3.1 Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
13	3	6	4	3

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.5 Collaboration****3.5.1**

*Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.*

**Response:** 19

<b>File Description</b>	<b>Document</b>
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	<a href="#">View Document</a>
List of year wise activities and exchange should be provided	<a href="#">View Document</a>
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>



## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

**The Institution has adequate infrastructure and other facilities for,**

- teaching – learning, viz., classrooms, laboratories, computing equipment etc
- ICT – enabled facilities such as smart class, LMS etc.

**Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)**

#### **Response:**

The institution has excellent infrastructural facilities and pedagogical Balaji institute of pharmaceutical sciences, is situated on a sprawling 2.35 acres of campus in a rural setting near Laknepally on the Warangal – Narsampet Highway and is well connected to the city and nearby Villages. The outstanding infrastructure facilities were supported for Under Graduate and Postgraduate teaching programs, including the state-of-the-art classrooms, equipment, aesthetically designed buildings and individual departments with lively shapes and outlooks. The infrastructure was being facilitated in such a way that sureties its most excellent ideal utilization according to KakatiyaUniversity and PCI norms.

The Institute has well equipped and operational laboratories with all the required advanced infrastructural facilities for effective operations. The Institute also has ICT equipped conference & seminar hall, drug museum, beautiful exhibition & display sections in each corridor and medicinal plants garden. The institute has provided special ramps for easy movement of wheel chairs and specialized corridor facility for differently-abled persons. Students are trained and promoted to use highly sophisticated instruments like HPLC, FTIR Spectrophotometer, tablet coating machine, Stability chamber, Probe Sonicator, Brookfield viscometer, Texture analyser and Homogeniser etc. Institute has properly maintained SOPs for all the sophisticated instruments and monitors the usage through Log books. Annual maintenance contract is in place for maintenance of all the sophisticated instruments. Institute also has Animal house maintained as per CPCSEA guidelines.

Adequate ventilation is provided to the classrooms and laboratories ensuring the protection of the students. Fire extinguishers are also installed in all the laboratories and corridors of the building. Every workplace in the institute, including faculty rooms, offices, computer labs, library and administrative offices, has network connectivity with internet access through Wi-Fi connectivity. The campus is protected by concrete wall and CCTV cameras are also installed for security and safety.

At the heart of this institution's educational endeavor are its meticulously designed classrooms. Spacious, technologically enriched, and ergonomically designed, these classrooms provide a conducive environment for effective teaching and interactive learning. Equipped with modern audio-visual aids, they facilitate dynamic presentations, discussions, and multimedia-assisted lectures that cater to diverse learning styles. The institute recognizes that a comfortable and technologically advanced classroom environment is pivotal in nurturing engaging and effective educational experiences. The institute provides water facilities and sanitation. The institute provides girls waiting room.

Laboratories constitute another cornerstone of the institute's commitment to practical, hands-on learning. The Balaji Institute of Pharmaceutical Sciences boasts a wide range of specialized laboratories that cater to various disciplines within pharmaceutical sciences.

The library, often referred to as the soul of an educational institution, is yet another jewel in the institute's crown. The library at the Balaji Institute of Pharmaceutical Sciences houses a vast collection of books, research journals, e-books, and periodicals spanning various facets of pharmaceutical sciences. This treasure trove of knowledge provides students and faculty with valuable resources for academic pursuits and research endeavors. In addition to these facilities, the institute fosters a culture of research and innovation.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

#### 4.1.2

*Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years*

**Response:** 37.47

**4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
17.44	23.08	15.38	25.42	11.6

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

### 4.2.1

*Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students*

**Response:**

Library is the soul of our education institution keeping in view intensive and extensive use the library being constantly enriched by the acquisition of latest books and journals.

Well equipped with modern facilities the library is with area of 155 Sqm. Seating capacity 100 persons and fallow open access system. Our collection has over 10446 volumes of books with 1358 Titles. The college subscribed about 40 National and International Journals. And E-journals like DELNET, NDLI, and e-shodhsindhu

**Admission to the Library**

Students are allowed to library only of production of their authorised valid Identify cards. Person who is not a member of the library should not be admitted into the library. However Non-members should be admitted only by the special permit to be issued from the Principal and Librarian or his deputy should be final.

Membership or Identity card shown at the counter when requested and every member should enter his/her name and membership number (Branch/Admission Number) in the gate register. An ILMS is usually comprised of a relational database and software to act on that database and two graphical user interfaces (one for patrons, one for staff). Most of the ILMS software functions in discrete programs called modules, which are then integrated into a unified interface. Examples of modules include: acquisitions (ordering, receiving, and invoicing materials), cataloguing (classifying and indexing materials), circulation (lending materials to patrons and receiving them back), serials (tracking magazine and newspaper holdings), and the OPAC (public interface for users). Each patron and item has a unique ID in the database that allows the ILS integrated library system) to track its activity

ONEDU LIB is an Integrated Library Management System developed Winnou System and Services(P) Ltd. Hyderabad, India and it was released in March 2009.

Digital Library was established 20 systems with high speed Internet connection. Open Access Catalogue (OPAC) is extended to students through Pentium system. The Barcode scanning facility at the library is on par with that most, modern libraries and it helps keep track issue and return of books.

**Circulation Issue System**

Books will be issued on presentation of the library card along with the ID card. Students are instructed to check the books while borrowing and they will be responsible for any type of damage or mutilation noticed at the time of return.

**Book Bank**

SC/ST student members of the book bank will be issued 5 textbooks for each semester.

## Reference Section

This section has Encyclopaedia, Dictionaries, Text books, Reference books and Back Volumes etc. which are only available for reference. User can make use of these resources.

## Journal Section

In this section journal, magazines and News letter are available. They are arranged Subject wise .The latest issues are displayed on display rack and other previous issues are arranged in the drawer.

## Care of Library Books

Students are required to handle the Books/ Journals very carefully; marking with pencil; writing or highlighting, tearing the pages or mutilating the same in any other way will be viewed very seriously.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 4.3 IT Infrastructure

### 4.3.1

**Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection**

*Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words*

#### Response:

The Balaji Institute of Pharmaceutical Sciences stands as a beacon of excellence in the field of pharmaceutical education, renowned for its commitment to academic innovation and technological advancement. One of its key distinguishing features is its unwavering dedication to frequently updating its IT facilities, prominently highlighted by its robust Wi-Fi infrastructure and seamless computer response.

Established with the vision to nurture competent pharmaceutical professionals who can contribute to the healthcare sector, the institute has consistently strived to provide students with an environment conducive to holistic learning. In this digital age, the significance of incorporating cutting-edge technology into education cannot be overstated. Recognizing this, the Balaji Institute Pharmaceutical Sciences has set a precedent by prioritizing the continuous enhancement of its IT facilities. The institute provides REACH internet facility by MITHRIL TELECOMMUNICATIONS Pvt limited. The available internet bandwidth is 500 MBPS provided and 160 computers were provided.

Central to the institute's technological framework is its Wi-Fi infrastructure. A high-speed, campus-wide network empowers students and faculty members with constant connectivity, granting them access to a vast reservoir of knowledge and resources on the internet. This connectivity extends beyond the confines of the classroom, enabling students to engage in independent research, collaborate with peers on projects, and stay updated with the latest advancements in their field. The seamless Wi-Fi connectivity fosters an environment of constant exploration and learning, reflecting the institute's commitment to nurturing well-rounded pharmaceutical professionals.

Equally important is the institution's emphasis on ensuring optimal computer response. In an era where digital literacy is imperative, the Balaji Institute Pharmaceutical Sciences stands out by ensuring that its computer systems are not only up-to-date but also highly responsive. This translates into efficient and effective learning experiences for students. Whether it's conducting research, accessing online libraries, participating in virtual simulations, or engaging in e-learning modules, students can do so without the frustration of sluggish systems. This commitment to seamless computer response underscores the institute's dedication to providing students with a technologically advanced learning environment.

The proactive approach of the Balaji Institute in updating its IT facilities aligns with its broader mission of preparing students for the challenges and opportunities presented by the pharmaceutical industry. As the industry rapidly evolves, professionals need to be well-versed in utilizing technology to drive innovation, research, and development. By instilling a tech-savvy mindset within its student body, the institute ensures that its graduates are not only well-versed in pharmaceutical sciences but also equipped with the digital skills necessary to excel in a competitive job market.

The Balaji Institute of Pharmaceutical Sciences has established itself as a trailblazer in the realm of pharmaceutical education through its consistent and focused efforts in upgrading its IT facilities. The robust Wi-Fi infrastructure and responsive computer systems speak volumes about the institution's commitment to providing a technologically enriched learning environment. By doing so, the institute empowers its students to harness the power of technology in their pursuit of knowledge, research, and professional growth.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

<p><b>4.3.2</b></p> <p><b>Student – Computer ratio (Data for the latest completed academic year)</b></p> <p><b>Response:</b> 4.97</p>
<p><b>4.3.2.1 Number of computers available for students usage during the latest completed academic year:</b></p> <p><b>Response:</b> 116</p>

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 4.4 Maintenance of Campus Infrastructure

##### 4.4.1

*Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)*

**Response:** 2.17

**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0.78	2.11	0.91	0.04	1.53

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

*Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years*

**Response:** 91.13

**5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
498	466	439	362	301

#### File Description

#### Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

#### 5.1.2

*Following capacity development and skills enhancement activities are organised for improving students' capability*

- 1. Soft skills*
- 2. Language and communication skills*
- 3. Life skills (Yoga, physical fitness, health and hygiene)*
- 4. ICT/computing skills*

**Response:** B. 3 of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	<a href="#">View Document</a>
Report with photographs on ICT/computing skills enhancement programs	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.1.3

**Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years**

**Response:** 51.43

**5.1.3.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
288	254	225	178	221

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.1.4

***The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases***

- 1.Implementation of guidelines of statutory/regulatory bodies**
- 2.Organisation wide awareness and undertakings on policies with zero tolerance**
- 3.Mechanisms for submission of online/offline students' grievances**
- 4.Timely redressal of the grievances through appropriate committees**

**Response:** B. 3 of the above



File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	<a href="#">View Document</a>
Proof related to Mechanisms for submission of online/offline students' grievances	<a href="#">View Document</a>
Proof for Implementation of guidelines of statutory/regulatory bodies	<a href="#">View Document</a>
Details of statutory/regulatory Committees (to be notified in institutional website also)	<a href="#">View Document</a>
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1

**Percentage of placement of outgoing students and students progressing to higher education during the last five years**

**Response:** 88.35

**5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
59	86	78	49	77

**5.2.1.2 Number of outgoing students year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
64	92	88	65	86

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	<a href="#">View Document</a>
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.2.2

*Percentage of students qualifying in state/national/ international level examinations during the last five years*

**Response:** 31.71

**5.2.2.1 Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)**

2022-23	2021-22	2020-21	2019-20	2018-19
4	3	3	3	0

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.3 Student Participation and Activities

**5.3.1**

**Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years**

**Response:** 48

**5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
11	11	09	09	08

**File Description****Document**

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

**5.3.2**

**Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)**

**Response:** 4.2

**5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
4	5	3	4	5

**File Description****Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

## 5.4 Alumni Engagement

### 5.4.1

**There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services**

**Response:**

The Institute has a registered Alumni Association and named has BIPSAA (Balaji Institute of Pharmaceutical Sciences Alumni Association). It for builds strong bond between former students and present students. The alumni association give support to the freshers through interaction, career guidance, placements, financial funding and made them protective to face current challenges. Many of them are in good positions either private or government sector in India or abroad and have brought accolade to the institute. Majority of the alumni always contributed their knowledge in the form of lectures and helped the institute in different ways. The mission of the Alumni Association is to foster a mutually beneficial relationship between the Institute and its alumni.

**Objectives of the alumni association:**

- To provide a Forum for members of the Society for interaction.
- To foster a feeling of close relations between institute & alumni and among the members of the society.
- To promote relations through interactive meetings and get-togethers.
- To enrol the members from time to time and keep them abreast with the activities of the Society and the College.
- To play important role in the training and placement of current students in the esteemed organizations.
- To assist and supporting the efforts of the Institution in acquiring funds for development.
- To collect, publish and distribute such information may be useful to the alumni and their Alma Mater.
- To provide Alumni were invited to share their insights and success stories with fresher to make them aware of the academic and extra academic activities for overall development of institution.

**Plan of Action**

- Conducting periodic meetings of the committee for plan of action.
- Conducting training sessions and professional approach by industry professional alumini.
- Felicitation to achievers.

**Activities and Contributions of the Alumni association:**

- Alumni are included as members in the Board of studies of all departments. They are invited for meetings at the college and they interact with their teachers and express their suggestions on curriculum revision.

- To enhance the memberships of the society
- The Association has granted free-ship Scholarships, Prizes, Financial assistance, books and stationery to the poor and deserving students.
- Various social welfare and awareness activities organized by the institute such as Swachata Abhiyan, Tree plantation, Blood Donation Camp, Free Medical and Covid Vaccination drive to the needy.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

*The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.*

#### Response:

BIPS is established in 2005 to provide an exciting, challenging, learning, rewarding carrier as a practicing pharmacist. It also prepares the student innovative, create ideas, generate awareness and build confidence among the pharmacy student community and urge them towards professionalism.

BIPS, Narsampet, Warangal offers B.Pharm, M.Pharm, Pharm.D programs/Programme and affiliated to the Kakatiya University, Warangal and approved by All India Council for Technical Education (AICTE) until 2022, Pharmacy Council of India (PCI), New Delhi.

#### Vision

To become a premier institute of national and international reputation by delivering outstanding pharmaceutical education and research to develop high-caliber pharmaceutical professionals to meet the healthcare needs of the community and the technological requirements of pharmaceutical industries.

#### Mission

- M1 – To establish ourselves as a leading educational and research institution in the field of pharmaceutical education in order to earn national and international acclaim.
- M2 – To ensure that students get exposed to the latest Pharmaceutical industry technology and trends in the curriculum.
- M3 – To educate and develop high – caliber pharmaceutical graduates and post graduates order to enable them ready to complete for employment on a global scale.

#### Quality Statement

1. The goals and outcomes of pharmaceutical education are aligned with the institute's vision and mission. The institution's efforts to achieve its objectives and goals are undoubtedly reflected in the ongoing and successful coordination of all academic and administrative activities, with methodical planning and effective execution.
2. Best teaching-learning including modern laboratory facilities are provided. Creating competent to face challenges in ethical standards and social concern.
3. Qualified, experienced faculty shall be appointed and sustained. An environment for quality research shall be created for the faculty to pursue the new horizons of knowledge.
4. The students shall be trained in soft skills such as communication skill, leadership skill, and time management.

**Internal Quality Assurance Cell (IQAC):** To initialize the Quality Assurance and Teaching Learning Processes, IQAC was established as per the norms. The institution checks the Quality Assurance with the help of the 32 various committees.

All these committees function under the guidance of the Principal. Institute Quality Assurance Cell gives suggestions to fill the gaps identified in the academic audit. Accordingly, the departments take actions and it has resulted reasonable improvement. It fulfils in all the parameters. The Principal monitors Academic and Administrative matters. The HODs, Coordinators and in-charges provide academic support to the Principal. Establishment Section assists the Principal in the Administrative activities. Training and Placement Cell conducts training in skill development and provides placement assistance. Examination Cell conducts the internal and external examinations.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

*The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc*

#### **Response:**

The Institute is managed by the Governing Body (GB), a decision making body which steers direction of the institute in a progressive mode. The members of the GB discuss and decide policies and action plans for fulfillment of the vision of the institute. The Principal is the academic & administrative head who monitors the overall functioning and has powers for academic, administrative, finance and institute's growth. Governing Body of the college meets once/ twice in a year in order to discuss various issues and aspects related to the development of the college and its academic standards. It includes considering and approving the institution's strategic plan which sets the academic aim and objectives of the institution and identifies the financial, infrastructural needs and staffing strategies. It chalks out a roadmap in order to achieve the goals of the institute.

#### **Functions of the Governing Body:**

Taking decisions or giving approval for decisions taken by sub committees regarding matters such as building construction, purchase of major equipment, applications for new courses/ additional intake, affiliation of courses, staff matters, faculty recruitment, major student welfare measures etc.

## 1. Appointments:

The Management/ Principal are the competent authority to appoint any employee based on the recommendations of the selection board. The appointment orders shall be issued by the Management. The Management / Governing Body may in special circumstances appoint qualified persons by invitation/deputation/ contract basis year after year up to a maximum of Five years. The selections of faculty members will be duly ratified by the affiliating University and obtained selection committee minutes.

## 2. Service Rules

These rules shall be called as “Balaji Institute of Pharmaceutical Sciences Rules’. They shall be deemed to have come into effect from 1st. July, 2006. The rules prescribed for selection of employees from time to time by University / State Government shall be followed. A post shall be filled up by direct recruitment through open advertisement or by promotion from amongst qualified and eligible internal candidates by a selection committee as directed by the Governing Body.

“Teaching Staff” comprises the following categories:

- Principal
- Professors
- Associate Professors
- Assistant Professors

Institutes organizational structure represents Governing Body as an apex body in which Principal is the member. Academics, IQAC & Administrative wings function under Principal and concerned authorities report to Principal. Curricular, co-curricular and extracurricular sections represent academics wing. All curricular issues are taken care by Heads of the Departments, Faculty, Non Teaching staff and technicians. Examination branch conducts all examinations looks after all exam oriented issues.

- Co-curricular affairs are looked after by R&D Cell, Library, Training & Placement cell and IPR Cell.
- Extracurricular programmes are organized by coordinators of NSS & Cultural Committee. Sports are conducted by Physical Director.
- IQAC receives recommendations from all HoDs regarding all issues for student, faculty development and overall development of the institute.
- The administrative wing is headed by Administrative officer who takes care of Establishments, Accounts, Hostels, Canteen, Transport, and Security & Dispensary.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>



**6.2.2*****Institution implements e-governance in its operations***

- 1. Administration**
- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examination**

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**6.3 Faculty Empowerment Strategies****6.3.1**

**The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression**

**Response:**

The welfare measures for teaching/ non-teaching staff during their employment at the Balaji Institute of Pharmaceutical Science are as mentioned below.

1. Employee Provident Fund: The Institute provides EPF Scheme to its non-teaching staff. Every month the specified amount will be deducted from employee's salary and deposited along with the management's share to the EPF Account.
2. Uniform is being provided for drivers, lady sweepers, attenders and security personnel.
3. Health Camp for Teaching, Non-teaching Staff & Students is being conducted frequently where free physical examination along with blood sugar test and blood pressure are monitored.
4. Maternity leave: Six Months maternity leave is provided to woman employees after completing their Probationary period.
5. Festival salary advances for Teaching and non teaching staff are provided.

6. Free transport for non-teaching and subsidized rate for teaching staff is offered. The salary is directly credited to the employee's bank account of Union Bank of India, Narsampet Branch.
7. The staff rooms are provided with the Wi-Fi facilities.
8. Pure drinking water facility is provided.
9. Separate rooms are allotted to senior faculty of departments wherever necessary.
10. Computer and Internet facilities are made available to teaching and non – teaching staff.
11. CCTV Cameras for security purpose.
12. Common Canteen facility.
13. Fire safety equipment at the institution
14. Adequate Space is provided for parking of vehicles.

#### **Leave facility:**

Various leave facilities for both teaching and non-teaching staff: Staff members can avail the leave facilities as per the eligibility criteria and norms of Balaji Policy:

- Casual Leave
- Compensatory Casual Leave
- Combination of leave
- Medical Leave
- Maternity Leave
- Study leave
- Special leave
- Leave on loss of pay
- Early permission/Movements
- Summer Vacation

#### **Institutions Performance Appraisal System for teaching and non-teaching staff**

1. Performance Appraisal system is one of the essential significant features for providing quality education.
2. Performance Appraisal System includes Self Appraisal for both teaching and non-teaching staff.
3. Performance of the teaching faculty in professional development activities is evaluated through their performance against important academic aspects such as academic workload for each semester.
4. Technical guidance in students' projects, initiatives and participation in various activities like seminar, workshop, FDP.
5. Faculty Paper and Journal publications, Conferences attended, Pursuing higher studies, Consultancy projects, Ongoing and completed Sponsored Research projects, Honors/Awards/medals received, Professional body Memberships, Value added courses, Textbooks authored, Editor/ Journal Reviewer, Resource person, Coordinators at college and department level, Service to institution and any other achievements.
6. It also involves the reviews and comments of the HOD, team work and contribution to the department, instruction compliance, commitment to the department and institution, mentoring ability and organizational skills in conducting events.
7. Assessment of performance of Non-teaching staff is based on the factors such as higher studies, certification programs, workshops attended and training programs participated. At the end of each year, staff is evaluated for their performance.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**6.3.2**

**Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years**

**Response:** 1.45

**6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	0	3	0

File Description	Document
Policy document on providing financial support to teachers	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	<a href="#">View Document</a>
Audited statement of account highlighting the financial support to teachers to attend conferences / workshops and towards membership fee for professional bodies	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**6.3.3**

***Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years***

**Response:** 22.91

**6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
17	7	25	25	11

**6.3.3.2 Number of non-teaching staff year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
19	19	19	19	19

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>
Annual reports highlighting the programmes undertaken by the teachers	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

**Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)**

**Response:**

Balaji Institute of Pharmaceutical Science carries out internal as well as external financial audits regularly. Employees of institute take care of internal audit while external auditors representing an outside audit firm conducts external audit. Internal Auditors submit the audit report to Audit Committee which in turn submits to Management. They involve in designing Institute's systematic approach to

evaluate and enhance the effectiveness of financial processes and also develop specific risk management policies. They also ensure that all policies are implemented effectively.

- Internal Audit is performed by officials deputed from the institute periodically and the reports are obtained before the conduct of the external audit after the closure of the accounts in all respects. During the course of internal audit, all required steps are taken to regularize the accounts, to obtain confirmations for the credit balances and to collect documentary evidences wherever required and will look into reconciliation of unit wise balances with the control accounts and banks reconciliations.
- External audit is done by statutory auditors after the financial year. External auditors are independent of our organization. They report to the Institution's shareholders. They provide their experienced opinion on the truthfulness of the Institution's financial statements.
- They observe accounting heads like Fees collected from students, various expenses made, Provident Fund, Profession Tax, TDS, Assets and Liabilities etc. A thorough check and verification of all vouchers of the transactions is carried out in each financial year. The observations given by the auditors are duly complied with.
- Based on the consolidated reports, our Institution submits the annual returns every year to Income tax authorities and the other relevant authorities concerned.

**Institutional strategies for mobilization of funds:**

- Admissions are made as per Telangana Government Higher Education norms.
- Fees amount is collected from each student as per the norms laid by the Telanga Admission & Fee Regulatory Committee (TAFRC) of State Government.
- The amount towards fee collection is deposited in Public sector banks as short term fixed deposits. The amount of fees and the interest earned from the deposits are utilized for the development of the college and recurring expenses like salaries, electricity maintenance, vehicle fuel, infrastructural maintenance etc.
- Alumni association fund is also utilized towards recurring expenses.
- Grants and sponsorships received from various organizations including Professional Bodies to conduct Symposiums, Seminars, National and International Conferences and other similar activities.
- The innovation activities like students project work and research activities of students and faculty are supported by Institute. Institute also supports for Green infrastructure development in the college atmosphere and for waste management activities.
- The College also gets various sponsorships from industries, private firms, and individuals for the development of laboratories and library in the form of models, equipment, books etc.
- The college is functioning under Maheshwara Educational Society. The Corpus fund of the Society is also allocated to the college.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

### 6.5.1

**Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities**

#### Response:

Internal Quality Assurance Cell (IQAC), which plans and monitors academic excellence was started in 14 th December 2020 and has been functioning to foster several of activities to make everyone aware of quality assurance strategies and processes.

For every course, comprehensive plan comprising module wise planning of lectures and practical / tutorials, list of books and assignments, beyond syllabus activities, study materials etc. is prepared by faculty. As per the suggestions by IQAC, the plan is further streamlined and strengthened every year with incremental improvements by incorporating required components.

#### Functions:

- The institution through its IQAC makes rigorous and continuous efforts to study, analyze and improvise every strategy, activity, process and procedure in all the domains of the institutional activity with a view to achieve, sustain and enhance quality with a aim to achieve excellence.
- Continuous feedback, Academic Audit, Feedback from alumni, industry, parents, students, experts and the community helps it to establish quality culture.
- The quality is maintained at every stage be it academics, administration, infrastructure etc.
- Ensuring timely, efficient and progressive performance of academic, administrative and financial tasks.
- The relevance and quality of academic and research programmes.
- Equitable access to and affordability of academic programmes for various sections of society. Optimization and integration of modern methods of teaching and learning.
- The credibility of evaluation procedures.
- Sharing of research findings and networking with other institutions.
- Development and application of quality parameters for various academic and administrative activities of the institution.
- Facilitating a learner-centric environment conducive to quality education and enabling faculty get maturity to adopt the required knowledge and technology for participatory teaching and learning

process.

- Arrangement for feedback response from students, parents and other stakeholders.
- Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles.
- Documentation of the various programmes/activities leading to quality improvement.
- Acting as a nodal agency of the Institution for coordinating quality-related activities, including adoption and dissemination of best practices.
- Development and maintenance of institutional database through college website for the purpose of maintaining and enhancing the institutional quality.
- Development of Quality Culture in the institution.

**MENTORING SYSTEM** The College has established Mentoring System. Each faculty will be the mentor for a group of 10 students

**Responsibilities of Mentors:**

1. To meet the group of students at least once in a Week.
2. To continuously monitor, counsel, guide and motivate the students
3. To advise students regarding choice of internship, project, summer training and placements.
4. To contact parents/guardians if situation demands e.g. academic irregularities, negative behavior and interpersonal relations, detrimental activities etc.
5. To provide professional guidance to students in their career development.
6. To keep contact with the students even after their graduation.
7. To intimate HOD and suggest if any administrative action is called for.
8. To maintain a detail progressive record of the student.
9. To maintain a brief but clear record of all discussions with students.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**6.5.2**

**Quality assurance initiatives of the institution include:**

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Participation in NIRF and other recognized rankings**
- 5.Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

**Response:** B. Any 3 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	<a href="#">View Document</a>
NIRF report, AAA report and details on follow up actions	<a href="#">View Document</a>
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
Link to Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>



## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

**Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.**

*Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words*

#### **Response:**

Balaji Institute of Pharmaceutical Sciences has a strong ethical work culture that is based on inclusivity. Gender sensitization presides over gender sensitivity the modification of behavior by raising awareness of gender equality concerns. It is a social construct that denotes the social relation between men and women. Equal opportunities are provided to all individuals irrespective of gender, race, caste, color, creed, language, religion, political or another opinion, national or social origin, property, birth, or another status. Its unique work culture, healthy traditions, and ethos have led to the enrolment of women students and women staff. Gender sensitivity is an inherent value in the cultural ethos of the institute and its neighboring community, as is evident by the following facilities.

Gender Sensitization in the domain of Humanities and Social Sciences is seen as awareness informed proclivity which aims at changing behavior so that it is sensitive to certain issues. Gender sensitization may be seen as the awareness informed propensity to behave in a manner which is sensitive to gender justice and gender equality issues.

#### **Gender sensitization cell**

BIPS constituted a Gender sensitization cell which is committed to gender equity and increasing the representation of women in senior roles and involving women to be an integral part of all the activities, to monitors all issues and grievances related to women. Gender sensitization cell celebrates women's day every year by inviting eminent women professionals. To prevent gender discrimination and promote gender equity, the institute conducted many gender equity programs on the campus which includes,

- Women empowerment in India.
- Women's safety in the working place.
- Women's role in health care.
- Women's health, safety, and freedom from violence.
- Education equalities

#### **Facilities for Women at Balaji Institute of Pharmaceutical Sciences**

##### **A) SAFETY AND SECURITY**

The campus is proved to be very secure due to its well-maintained security system. Security checkpoints and ample lights at all campus entries and exits

CCTV cameras are installed throughout the campus. These are connected to the Principal's mobile as well as various teacher in-charges mobiles for 24 x7 monitoring.

The campus is fortified by high compound walls and the entry gates are guarded by security guards. Strict implementation of Anti-Ragging measures are there in the campus.

## **B) COUNSELING**

Formal and informal avenues for counseling male and female students and staff are done for academic and other issues/problems.

Different committees and cells are available for counseling and solving the problems of both male and female students.

## **C) COMMON ROOMS**

Most of the common rooms have been allocated for men and women separately, which also facilitates meetings and discussions.

## **D) OTHER MEASURES**

As part of NSS activities, free multi-specialty medical camps are organized fortnightly in villages, which help transform rural women by building awareness about health, hygiene, and the importance of child education.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### **7.1.2**

**The Institution has facilities and initiatives for**

- 1. Alternate sources of energy and energy conservation measures**
- 2. Management of the various types of degradable and nondegradable waste**
- 3. Water conservation**
- 4. Green campus initiatives**
- 5. Disabled-friendly, barrier free environment**

**Response:** A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 7.1.3

**Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following**

- 1.Green audit / Environment audit**
- 2.Energy audit**
- 3.Clean and green campus initiatives**
- 4.Beyond the campus environmental promotion activities**

**Response:** C. Any 2 of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	<a href="#">View Document</a>
Policy document on environment and energy usage Certificate from the auditing agency	<a href="#">View Document</a>
Green audit/environmental audit report from recognized bodies	<a href="#">View Document</a>
Certificates of the awards received from recognized agency (if any).	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 7.1.4

**Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of**

**students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)****Response:**

Balaji Institute of Pharmaceutical Sciences (BIPS) has students and staff from different socioeconomic, linguistic, regional, communal and cultural backgrounds in our college. It takes significant institutional efforts and initiatives to provide an inclusive environment that helps or encourage tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities among its students, faculty, and staff. The institution recognizes the importance of diversity in enriching the learning experience and nurturing well-rounded individuals. Here we conduct various activities to sustain an environment that fosters fairness and equality for all. BIPS organizes and conducts various activities, including sports, to promote an environment of ethical, cultural and spiritual values among its students and staff. Such celebrations as Bathukamma, Bonalu, Northeast Culture, New Year's Day, Fresher Party, Teacher's Day, Orientation Programme and Farewell Program, Induction Program, Rally, Plantation, Women's Day, Yoga Day, Iftar, Sankranti celebrations. The institute has various grievance redressal bodies which deal with grievances without considering racial or cultural background, which promotes emotional and religious feelings among students and faculty. On the initiative and with the support of the management, commemorative days are celebrated to promote unity and social harmony.

BIPS recognizes that language can sometimes be a barrier for students from diverse language backgrounds. To address this, the institution provides language support services, including language workshops, communication training, and multilingual resources to help students improve their language skills and enhance their overall learning experience, especially for Northeastern students.

The institution promotes innovation ecosystem inclusive and culturally sensitive curriculum through sensitization workshops and training sessions for faculty, staff, and students. These workshops cover topics like gender fairness, ICT usage, green initiatives, and science expos and fostering an inclusive environment. This method helps students from specific backgrounds to hook up with constitutional education to expose their abilities & guarantees equal opportunities for all students, regardless of their socio-monetary historical past. BIPS also offers scholarships and financial assistance to deserving students, ensuring equal opportunities for all students.

BIPS aims to bridge religious and communal gaps through motivational lectures, personality development, role-playing exercises, observe national events like Constitution Day or Independence Days by organizing special programs, and awareness campaigns. It promotes student-led initiatives, online resources, and e-learning platforms to foster responsible citizens and promote social harmony and national integration.

Balaji Institute of Pharmaceutical Sciences (BIPS) stands out as an institution that is dedicated to creating an inclusive environment that embraces and celebrates diversity, strives to ensure that every member of its community feels respected, valued, and empowered to thrive in their academic journey. These institutional efforts contribute to a positive and enriching educational experience for all students, preparing them to be compassionate and open-minded professionals in the pharmaceutical field and beyond.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

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

**Response:**

#### **BEST PRACTICE-I:**

**1. Title of the Practice:** Sustainability Education Is A Part Of Our Curriculum.

**2. Objectives of the Practice:** The constructivist approach to develop the skills, knowledge, behavior, research to enrich globally in their field. Education is an essential tool that provides any possible knowledge, skills, attitudes and economic well-being, social equity, democratic values are necessary to shape the future, to propose a vision for education in sustainable development.

- It is holistic and transformational education for all students.
- It entails cognitive, socio-emotional, and behavioral dimensions of learning; as well as pedagogy and the learning environment.
- It aids in the development of novel ideas and boosts the number of publications in indexed journals, to bring best practices in health care.
- Increase the number of research projects among the staff and help to carrier of students.
- Encourage diverse research collaborations Faculty members' benefit from professional development and initiation credits.

#### **1. The Context:**

"Sustainable development is the pathway to the future we want for all. It offers a framework to generate economic growth, achieve social justice, exercise environmental stewardship and strengthen governance"-Ban Ki-moon

Education for sustainable development can help to shape our future. With the continuous support from the college, appropriate regulations, to serve the society, promoting education in a more holistic way with the vision of 'creating a better pharmacist and also requires conceptary teaching and learning methods that motivate and empower students to sustain in their field.

It consequently promotes competencies like critical thinking, imagining future scenarios and making decisions in a collaborative way and aim to work towards their future in different aspects of the world.

An essential component of professional life is research. Writing and publishing research papers can assist create best practices in addition to advancing knowledge and increasing the number of projects

undertaken.

#### **4) The Practice:**

Sustainability education is a vital part of the curriculum at Balaji Institute of Pharmaceutical Sciences (BIPS). It recognizes the importance of instilling sustainable practices and principles in its students, as they play a critical role in shaping the future of the pharmaceutical industry and society at large. BIPS integrates sustainability education into various aspects of its curriculum, promoting environmental consciousness, ethical decision-making, and responsible citizenship among its students.

BIPS emphasizes the significance of sustainable pharmaceutical practices in drug discovery, development, and manufacturing. Students are educated to the principles, which focus on minimizing the environmental impact of pharmaceutical processes, reducing waste, and using eco-friendly solvents and reagents. The curriculum emphasizes Good Manufacturing Practices (GMP) for pharmaceutical safety and sustainability, encouraging research and exploration of alternative drug delivery systems, eco-friendly formulations and Green synthesis etc to encourage students as well as faculties to engage in research, this research focus fosters a culture of innovation that aligns to reach their goals.

Students participate in awareness campaigns on waste management, environmental protection, and health-related issues. These initiatives create a sense of responsibility towards the environment and society among the students.

The curriculum at BIPS incorporates modules on ethical decision-making and social responsibility. Students are taught to consider the ethical implications of pharmaceutical research and commercialization. They learn about the importance of conducting clinical trials ethically, respecting patient rights, and ensuring that pharmaceutical products are safe and effective for all populations.

BIPS actively practices Green Initiatives on its campus. It promotes recycling, energy conservation, and water-saving initiatives. These are integrated into the daily operations of the college, setting an example for students and encouraging them to adopt sustainable habits in their personal and professional lives.

BIPS collaborates with the pharmaceutical industry to promote sustainable practices and innovations. It encourages partnerships with pharmaceutical companies that provide students with exposure to industry best practices and real-world applications. Internal quality Assurance Cell (IQAC) has made steps to promote lifelong learning and quality education, which aids in the improvement of Research, Innovation, and Incubation activities. It has made steps to promote lifelong learning and quality education, which aids in the improvement of Research, Innovation, and Incubation activities.

The first part of the practice includes encouraging teachers to write scientific papers as well as to present in workshops, conferences, national and international journals.

#### **5) Evidence of Success**

Sustainability education at Balaji Institute of Pharmaceutical Sciences (BIPS) reflects the institution's commitment to producing environmentally conscious and socially responsible pharmaceutical professionals. Through these efforts, BIPS not only prepares students for successful careers but also nurtures responsible global citizens who are mindful of their impact on the planet and society.

The faculty exert oneself enthusiastically, and members have consistently expressed their willingness in the time allotted despite of their busy academic schedules.

- Students achieved the Ranks, medals and appreciation certificates in Academics as well as in various scientific expos.
- Faculty Received Certificate of Appreciation from Pharmacy Council of India for presenting concept note on the eve of National Pharmacy Education Day –PHARMA ANVESHAN-2023
- Received Education Excellence award –Teacher with most Innovative learning methods From Telangana Information Technology Association (TITA) -2022.
- Faculties are with quantum of knowledge striving towards excellence by innovative methods.
- Even faculties and students attended workshops, conferences, published/ presented papers in various National, International journals/conference.
- In Academics BIPS legacy has been continued with the >90% results in every year.
- Every year >80% students are placed in industries and health care systems.
- Successfully promoting the Sustainable practices that mandate the consideration of the developmental needs of future generations in all aspects.
- Received certification of TASK for the academic year 2021-22.
- 
- **6. Problems Encountered and Resources:**
- Pharmacy is moving towards a more sustainable future, balancing the needs of patients, legal requirements, economic considerations, and the safety and efficacy of medication poses a difficult task.
- Learning styles and retention vary across the student fraternity creating a challenge to the class room deliverables.
- Maintaining equilibrium between the research and academics.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Best practices as hosted on the Institutional website	<a href="#">View Document</a>

### 7.3 Institutional Distinctiveness

#### 7.3.1

**Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words**

**Response:**

#### **Institutional Distinctiveness**

Balaji Institute of Pharmaceutical Sciences has been established in the academic year 2005 by Maheshwara Educational Society, Warangal with the motto of providing quality holistic Pharmacy

education & Research focusing on the integrated personality of students. It has the unique characteristics and qualities that distinguish an educational institution from others in terms of its mission, vision, values, academic programs and support services usually because it has existed for a long time. The three pillars in the institution, namely the regulatory pillar, the normative pillar, and the cognitive cultural pillar, are the three elements that social theorists consider a vital element of the institution.

Vision of BIPS is to mold and empower students in the pursuit of knowledge, values and social responsibility and help them achieve excellence in various fields, thereby also preparing them to face global challenges, this is because the wealth of a nation and sustainable development lies in the quality of education and sense of social responsibility imparted to the youth. The college never faltered in inspiring the students towards holistic advancements. The purpose of value education is the development of the personality of the student.

Value-based education of ours along with regular curriculum aims at training the students to face the outer world with the right attitude. It is a process of overall personality development of a student which includes Character development, Personality development, Social conscience development and Spiritual development. Coordination between management, staff, non-teaching staff and students has created an organizational culture, which fosters innovation and enterprise for the successful implementation of the college's vision and mission. The college innovation ecosystem fortnightly organizes various workshops, programs, seminars etc. that provide opportunities for the students to conceptualize plan and implement the ideas with the changing dynamics of the world.

The theme of organization following key activities and initiatives:

1. Student representation on various committees such as, IQAC, Placement, NSS Volunteers, coordinators of Various Academic and Co-curricular Events committee and so on for their valuable suggestions and feedback.
2. Participation in gender sensitization cell activities to promote the gender equity
3. Organizing Industrial visits/meetings to provide exposure for future opportunities at global level.
4. Encourage the participation of students in various competitions and festivals to display talent in the area of performing arts, fine arts and literature.
5. The college is committed for inclusive learning and teaching. this is evident in its pedagogy and curriculum delivery as well as student assessment and feedback.
6. The College conducts TASK programmes to develop their skills for example – Personality enrichment, Employability skills development, Language skill development etc. Our college prepares students with global competencies and focuses on socioeconomic development and welfare. We organize welfare campaigns like mask distributions, hygiene products distribution, and woolen cloths distribution, instilling compassion and values in young generations.
7. Practice of yoga by students to guzzle the students with the highest set of morals and values for students to ensure the mental and physical wellbeing of the students.
8. The college has a mentorship programme wherein the faculty members are given training on mentor system and meet the students on day-to-day basis to listen to their issues and guide them on their overall personality development.
9. Our college promotes the concept of Student Volunteer .Volunteering for college events help students grow in their learning. Through these programs which are of diverse trends students gain real-world experience and practice important habits like leadership, problem-solving, and time-management.



*Navcharitha* is an academic initiative started in 2018 to renowned for its cognitive and intellectual brilliance, with experienced faculty actively involved in next-generation research, mentoring students, and collaborating with industry connoisseurs, innovation labs, think tanks, and regulatory bodies to facilitate interdisciplinary research from the last five years.

It offers a top-tier academic environment, research prowess, and entrepreneurship opportunities, preparing students to become leaders in the pharmaceutical sector and contributing to society's well-being. The institute organizes add on courses, seminars and workshops along with the regular degree and master's programs to fulfill the emerging needs of the industry, meet the global requirements & bridge the gap between the pharmaceutical industry and to disseminate knowledge in collaboration with industrial experts.

It collaborates with healthcare providers, IP solutions, and pharmaceutical companies, signing MoUs to improve research activity. The institute encourages online webinars on pharmaceutical sciences trends.

Teaching faculty can use cutting-edge infrastructure, and industrial visits are conducted to understand pharmaceutical operations. Research projects are encouraged for UG and PG, Pharm.D students as well as for faculty.

It Encourage students as well as faculties to engage in research, this research focus fosters a culture of innovation ecosystem that aligns to reach their goals.

BIPS emphasizes community engagement and social responsibility, involving students in neighborhood service programs and actively involved in environmental guardianship initiatives, organizing plantation drives, cleanliness promotions, and awareness programs. Students participate, raising awareness about environmental issues. The NSS unit organizes Swach Bharath and Plastic Free Campus activities, Awareness seminars, workshops, and blood donation camps in collaboration with various organizations, showcasing their efforts and sincerity, with significant success.

File Description	Document
Appropriate web in the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

#### Key Activities and Initiatives:

1. Student presence on several committees, including the IQAC, Placement, NSS Volunteers, and the committees in charge of organizing various academic and extracurricular events, for their insightful comments and suggestions.
2. Participation in events run by the gender sensitization cell to advance gender equity
3. Organizing industrial visits/meetings to expose participants to potential worldwide career prospects.
4. Encourage kids to enter contests and festivals to show off their skills in the performing arts, fine arts, and literature.
5. The college is committed to teaching and learning for all students. This is clear from its methodology, how the content is delivered, and the way students are evaluated and given feedback.
6. The college offers TASK programmes to help students advance their talents, including those in personality enhancement, employability development, language development, and other areas. Our institution places a strong emphasis on socioeconomic advancement and wellbeing while preparing students with global competences. In order to instill compassion and morals in the next generation, we organise welfare programmes such as mask distributions, hygiene product distributions, and wool clothing distributions.
7. Yoga is practised by students to infuse them with the finest ideals and values possible, ensuring their mental and physical welfare.
8. The college runs a mentorship scheme where faculty members receive mentor system training and meet with students regularly to listen to their concerns and offer advice on overall personality development.
9. Student Volunteering is encouraged at our college. Students' learning advances when they volunteer for campus events. Students learn valuable skills like leadership, problem-solving, and time management through these programmes, which follow a variety of trends.

### Concluding Remarks :

Balaji Institute of Pharmaceutical Sciences has been around for a while, it typically possesses the distinctive traits that set an educational institution apart from others in terms of its mission, vision, values, academic programmes, and support services. Our vision is to mould and empower students in their pursuit of knowledge, values, and social responsibility and help them achieve excellence in various fields, as well as prepare them to face global challenges.

Our value-based education, in addition to the standard curriculum, attempts to prepare the students to approach the outside world with the appropriate mindset. The process of a student's entire personality development encompasses the growth of their character, personality, social conscience, and spirituality. In order to successfully carry out the college's vision and mission, management, employees, non-teaching personnel, and students have collaborated to develop an organizational culture that encourages creativity and initiative. The college innovation ecosystem organizes a variety of workshops, programmes, seminars, etc. every two weeks to give students the chance to conceptualize, plan, and carry out their ideas while keeping up with the dynamics of the changing global environment.

Along with the regular degree and master's programmes, the institute offers supplemental courses, seminars, and workshops to address the industry's evolving needs, meet global standards, and close the knowledge gap between the pharmaceutical industry and other sectors by working with subject matter experts in those fields.

In order to increase research activity, it partners with pharmaceutical, IP, and healthcare providers. The institute promotes online webinars on developments in the pharmaceutical sciences.

Modern infrastructure is available to teaching staff, and industrial tours are organised to better comprehend pharmaceutical processes. Both professors and undergraduate, graduate, and Pharm.D. students are encouraged to conduct research projects.

It Encourage faculty and students to participate in research; this research focus cultivates an ecosystem of innovation that works together to achieve their objectives.

BIPS places a strong emphasis on social responsibility and community involvement.

Students are actively interested in environmental protection efforts, plantation drives, and campaigns to promote cleanliness. Students take part, spreading knowledge about environmental problems.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p><b>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :26</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>																				
1.2.2	<p><b>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</b></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>474</td> <td>378</td> <td>360</td> <td>387</td> <td>342</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>420</td> <td>342</td> <td>312</td> <td>328</td> <td>289</td> </tr> </tbody> </table> <p>Remark : As per revised data and clarification received from HEI, based on that DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	474	378	360	387	342	2022-23	2021-22	2020-21	2019-20	2018-19	420	342	312	328	289
2022-23	2021-22	2020-21	2019-20	2018-19																	
474	378	360	387	342																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
420	342	312	328	289																	
1.3.2	<p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</b></p> <p>1.3.2.1. <b>Number of students undertaking project work/field work / internships</b></p> <p>Answer before DVV Verification : 222</p> <p>Answer after DVV Verification: 227</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>																				
2.1.1	<p><b>Enrolment percentage</b></p> <p>2.1.1.1. <b>Number of seats filled year wise during last five years (Only first year admissions to be considered)</b></p>																				

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
168	162	147	153	106

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
168	162	147	152	106

**2.1.1.2. Number of sanctioned seats year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
175	170	170	185	135

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
187	182	170	185	135

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

**2.1.2 Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years**

**2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
74	81	76	91	52

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
70	73	70	79	51

**2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
88	85	85	93	68

Answer After DVV Verification :

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2022-23	2021-22	2020-21	2019-20	2018-19
88	85	85	93	68

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

**2.4.2 Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)**

**2.4.2.1. Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16	20	17	20	17

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	8	4	5	5

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

**3.1.1 Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)**

**3.1.1.1. Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1.80	1.60776	1.90	5.90	8.06849

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0.7	1	3.80	5.37

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

**3.2.2 Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years**

**3.2.2.1. Total number of workshops/seminars/conferences including programs conducted on**

**Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15	06	04	16	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
07	06	04	08	05

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

**3.3.1 Number of research papers published per teacher in the Journals notified on UGC care list during the last five years****3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15	18	16	20	104

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
13	17	16	20	04

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

**3.3.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years****3.3.2.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
29	13	01	23	07

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19

13	00	01	23	07
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Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

3.4.3 ***Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.***

**3.4.3.1. Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
23	05	08	08	07

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
13	3	6	4	3

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

3.5.1 ***Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.***

Answer before DVV Verification :

Answer After DVV Verification :19

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

4.1.2 ***Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years***

**4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
31.20	42.50	39.25	52.37	36.58

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
17.44	23.08	15.38	25.42	11.6



Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

4.4.1 ***Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)***

4.4.1.1. **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
33.705	40.682	22.470	34.8	21.100

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.78	2.11	0.91	0.04	1.53

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

5.1.1 ***Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years***

5.1.1.1. **Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
401	446	439	362	301

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
498	466	439	362	301

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

5.1.2 ***Following capacity development and skills enhancement activities are organised for improving students' capability***

***1. Soft skills***

2. **Language and communication skills**
3. **Life skills (Yoga, physical fitness, health and hygiene)**
4. **ICT/computing skills**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : As per revised data and clarification received from HEI, based on that DVV input is recommended.

5.1.3 **Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years**

5.1.3.1. **Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
246	232	211	148	187

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
288	254	225	178	221

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

5.1.4 ***The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases***

1. **Implementation of guidelines of statutory/regulatory bodies**
2. **Organisation wide awareness and undertakings on policies with zero tolerance**
3. **Mechanisms for submission of online/offline students' grievances**
4. **Timely redressal of the grievances through appropriate committees**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : As per revised data and clarification received from HEI, based on that DVV input is recommended.

5.2.1 **Percentage of placement of outgoing students and students progressing to higher education during the last five years**

5.2.1.1. **Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19

112	95	85	64	77
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
59	86	78	49	77

**5.2.1.2. Number of outgoing students year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
122	98	90	76	88

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
64	92	88	65	86

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

**5.3.2 Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)**

**5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
30	30	30	30	30

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	5	3	4	5

Remark : As per revised data and clarification received from HEI, based on that DVV input is recommended.

**6.3.2 Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years**

**6.3.2.1. Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

Answer before DVV Verification:

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2022-23	2021-22	2020-21	2019-20	2018-19
31	38	35	32	33

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	0	3	0

Remark : As per revised data and clarification received from HEI, based on that DVV input is recommended.

**6.3.3 Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

**6.3.3.1. Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
42	37	46	42	42

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
17	7	25	25	11

**6.3.3.2. Number of non-teaching staff year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15	13	10	06	15

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
19	19	19	19	19

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

**6.5.2 Quality assurance initiatives of the institution include:**

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**

2. **Academic and Administrative Audit (AAA) and follow-up action taken**
3. **Collaborative quality initiatives with other institution(s)**
4. **Participation in NIRF and other recognized rankings**
5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

7.1.3 **Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following**

1. **Green audit / Environment audit**
2. **Energy audit**
3. **Clean and green campus initiatives**
4. **Beyond the campus environmental promotion activities**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : As per the supporting documents provided based on that DVV input is recommended.

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p><b>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>88.48279</td> <td>80.98529</td> <td>60.37629</td> <td>73.24280</td> <td>80.23603</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>58.61</td> <td>52.26</td> <td>30.47</td> <td>45.59</td> <td>61.08</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	88.48279	80.98529	60.37629	73.24280	80.23603	2022-23	2021-22	2020-21	2019-20	2018-19	58.61	52.26	30.47	45.59	61.08
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