



Shri WagheshwarGramvikasPratishthan's
**LOKNETE SHRI DADAPATIL PHARATE COLLEGE OF
PHARMACY**

A/p-MandavganPharata, Tal-Shirur, Dist-Pune, 412211.



Hon. Mr. R. V. Pharate
Founder President

Hon. Mrs. M. R. Pharate
Founder Secretary

Dr. H. V. Kamble
Principal

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

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1	<u>Institutionalizing the quality assurance strategies and processes, reviews of teaching learning process, structure and methodologies of operations and learning outcomes at periodic intervals and record of the incremental improvements in various activities.</u>

Institutionalizing the quality assurance strategies and processes, review of teaching learning process, structure and methodologies of operations and learning outcomes at periodic intervals and record of the improvements in various activities.



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The IQAC reviews teaching learning process, structures and methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities.

The IQAC plays a dynamic role in guaranteeing operations of effective teaching learning processes steering students' centric activities and recording the learning outcomes as per the systematic processes defined.

The periodic mechanism for reviewing the teaching learning and evaluation process involves:

- I. Review of Teaching-learning process through
 - Departmental meetings
 - Feedback systems for teaching- learning
 - Academic audits
- II. Review of learning outcomes
 - CO and PO attainment
 - Result analysis

Above mechanisms are in place. Following examples will illustrate IQAC's initiatives and systematic procedures set to ensure effective implementation of teaching learning

Mechanism: Feedback system

The college has a rigorous feedback mechanism for effective implementation of curriculum enrichment. College opts following feedbacks which is being collected, analyzed and utilized for overall teaching learning process and development of the institution:

1. Feedback on curriculum by teachers:

The focus of this feedback is to understand curriculum based clarity of learning objectives, involvement of students in learning, etc. It attempts to focus contribution of curriculum to meet the needs of current and contemporary requirements, relevance of subjects to meet industrial standards, benefits of curriculum to society and environment etc

2. Feedback on curriculum by students:

This feedback focuses on the level at which curriculum contributes to the students in providing basic knowledge comprehension with pharmacy profession, level of skill of critical analysis in decision making, critical thinking, level of abilities of selection, learning and using modern tools, understanding analysis and communicating the values of professional roles with respect to health and



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Legal issues of society, level of skills in writing reports, making presentations, preparing documents, etc.

1. Feedback on curriculum by employers:

Employers are the major stakeholders to contribute for the institute to achieve industrial standard by providing meaningful feedback about the accomplishment of the curriculum. In this context institute has designed industry oriented feedback form in order to seek the feedback of employers about the delivery of the curriculum and its relevance to industrial needs. The feedback sought from the employers is very vivid to prove that the content delivery of the curriculum

2. Feedback on curriculum by alumni:

Alumni of the college are major stakeholders to contribute for quality enhancement and sustenance. A feedback is collected from alumni to seek their inputs regarding the effective translation of the curriculum and subsequent transformation of graduates after the successful completion of program. Competencies expected out of the course, relevance of subjects in syllabus in relevance to the course, relevance of textbook and reference books by their international recognition to the subjects, size of the syllabus in terms of the load on the student etc, are the parameters in the feedback.




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A
G

Filled Feedback Sample Form on Curriculum by Teachers

(B.Pharmacy)

Academic Year 2022-23

Shri Wagheshwar Gramvidya Pratishthan's
LOKNETE SHRI DADAPATIL PISARATE COLLEGE OF PHARMACY
Marwagan Pharata, Shirur, Pune, 412 211

Teachers Feedback on Curriculum

A.Y. 2022-23

Name of Faculty Dr. Mandamao mane

Department Pharmaceutical chemistry

UG/PG UG

Select your ranking on scale of 1-4 for each of the following parameters

1	2	3	4
Average	Good	Very Good	Excellent

Sr. No.	Parameter	1	2	3	4
1	The learning objective are addresses effectively in syllabus.			✓	
2	The course are clear and appropriate to the needs of students.				✓
3	The timely coverage of syllabus is possible in the mentioned number of hours /The curriculum and syllabus are well organized and easy to follow.	✓			
4	The practical's related to the theory content.				✓
5	The recommended textbooks are adequate and map onto the syllabus.			✓	
6	The provided assessments methods accurately measures student learning.				✓
7	It would be easy for a new Teacher to teach this course.				✓
8	Your opinion about library holdings for the course.				✓

Any suggestions on improving the curriculum

  PRINCIPAL LOKNETE SHRI DADAPATIL PISARATE COLLEGE OF PHARMACY Marwagan Pharata, Shirur, Pune, 412 211

Name and Signature of sub. Teacher

(Dr. Mandamao mane)

Filled Feedback Sample Form on Curriculum by Teachers

(M.Pharmacy)

Academic Year 2022-23

Teachers Feedback on Curriculum

A.Y. 2022-23

Name of Faculty *Dr. kandhare Amit Dadhedaray*

Department *pharmacology*

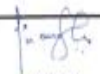
UG/PG *PG*

Select your ranking on scale of 1-4 for each of the following parameters

1	2	3	4
Average	Good	Very Good	Excellent

Sr. No.	Parameter	1	2	3	4
1	The learning objective are addresses effectively in syllabus.				✓
2	The course are clear and appropriate to the needs of students.			✓	
3	The timely coverage of syllabus is possible in the mentioned number of hours /The curriculum and syllabus are well organized and easy to follow.				✓
4	The practical's related to the theory content.				✓
5	The recommended textbooks are adequate and map onto the syllabus.				✓
6	The provided assessments methods accurately measures student learning.				✓
7	It would be easy for a new Teacher to teach this course.				✓
8	Your opinion about library holdings for the course.			✓	

Any suggestions on improving the curriculum

  PRINCIPAL SHRI LOKNETE SHRI DADAPATHI PHARATE COLLEGE OF PHARMACY Madavgan Pharata, Shirur, Pune-412211

Name and Signature of sub. Teacher

(Dr. kandhare Amit Dadhedaray)

Feedback Analysis Report on Curriculum by Teachers
(B.Pharmacy)
Academic Year 2022-23



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FEEDBACK ANALYSIS

Total No. of Feedback/Responses: 29



Sr. No.	Parameters	Evaluation Scale			
		Agree	Good	Very Good	Excellent
1	The learning objectives are addressed effectively in the syllabus	0	1	22	06
2	The course outcomes are clear and appropriate to the needs of the students.	0	0	5	24
3	The timely coverage of syllabus is possible in the mentioned number of hours/The curriculum and syllabus are well organized and easy to follow.	2	0	16	11
4	The practical's relates to the theory content.	1	0	8	20
5	The recommended textbooks are adequate and map onto the syllabus	0	0	11	18
6	The provided assessments methods accurately measure student learning and presentation skills	0	0	15	14
7	It would be easy for a new Teacher to teach this course	0	0	10	19
8	Your Opinion about library holdings for the course	0	0	08	21



[Signature]

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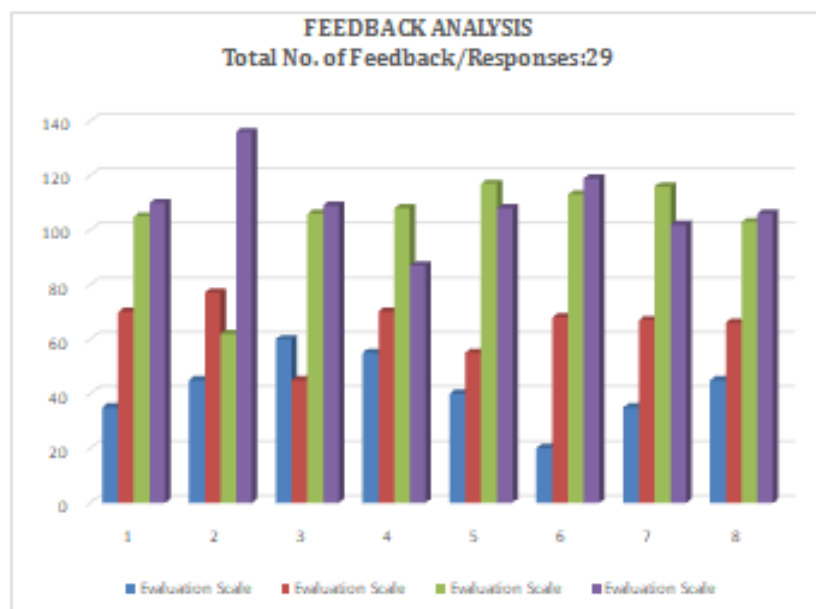
Hon. Mr. R. V. Pharate
Founder President

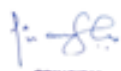
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FEEDBACK ANALYSIS (2022-23)

Charts




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MandavganPharata, Tal: Shirur, Dist: Pune-412211

Feedback Analysis Report on Curriculum by Teachers

(M.Pharmacy)

Academic Year 2022-23



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Dr. H. V. Kamble
Principal

TEACHER FEEDBACK ON CURRICULUM

Feedback Analysis Report

Teacher PG (M. Pharm)

2022-23

Sr. No	Parameters	Excellent	Very Good	Good	Average	Total
1	The learning objective are addresses effectively in syllabus.	7	11	0	0	18
2	The course are clear and appropriate to the needs of students	11	6	1	0	18
3	the timely coverage of syllabus is possible in the mentioned number of hours/The curriculum and syllabus are well organized and easy to follow.	8	9	1	0	18
4	The practical's related to the theory content.	9	8	0	0	17
5	The recommended textbooks are adequate and map onto the syllabus	10	7	1	0	18
6	the provided assessments methods accurately measures student learning.	10	7	1	0	18
7	It would be easy for a new teacher to teach this course.	8	9	0	0	17
8	Your opinion about library holdings for the course.	11	7	0	0	18
Total		74	64	4	0	



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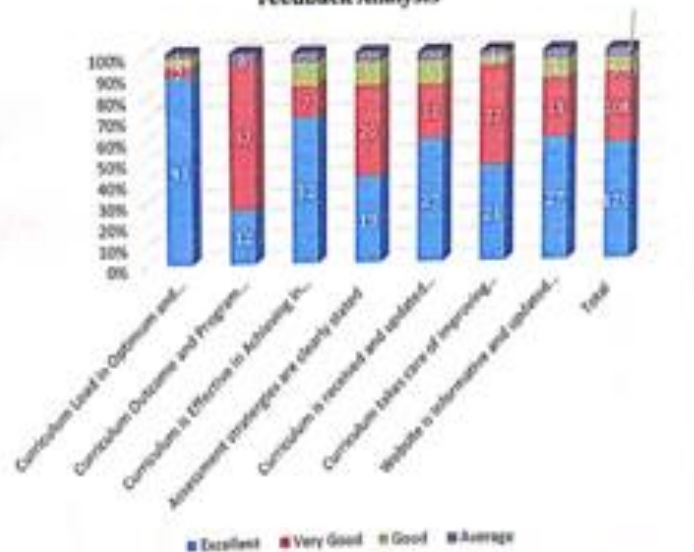


Dr. H. V. Kamble
Principal

ANALYSIS CHARTS

Second Year m. Pharm
2022-23

Feedback Analysis



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Dr. H. V. Kamble

Action taken report of feedback responses on curriculum by teachers

(B.Pharmacy)

Academic Year 2022-23



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ACTION TAKEN REPORT

Stakeholder (Teachers)	Feedback response	Action taken on curriculum response	Action taken by SPPU, Pune	Action taken by Institute
2022-23	Hospital/Industrial Related case study should be given to understand current scenario	Issue raised and communicated to BOS Chairman via letter reference no.lsdp/lett/2022- 23/101-5	-	The institute intends to act on the proposals made in the coming academic year




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Action taken report of feedback responses on curriculum by teachers

(M.Pharmacy)

Academic Year 2022-23



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ACTION TAKEN REPORT

Stakeholder (Teachers)	Feedback response (M.Pharmacy)	Action taken by SPPU, Pune	Action taken by institute
2022-23	Overall guidelines of safety management in pharmaceutical industry must be included.	NA	Safety guidelines displayed in the every lab of college
	Practical reference books must be updated in syllabus	NA	Reference book list provided by library to students



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Feedback related communication to SPPU authority

(BOS Chairman)

Academic Year 2022-23



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Ref: SWGP's/LSDP/2023/324

Date: 01/06/2023

To,
Dr. K. S. Shinde,
Dean, Faculty of Science and Technology,
Savitribai Phule Pune University, Pune

Subject: Regarding to feedback from employers about B. Pharm and M. Pharm curriculum

Respected sir,

As per the feedback from employers, following are the recommendation regarding the syllabus which needs to be improved in to the B. Pharm and M. Pharm syllabus.

1. More preference should on cosmetics and dermal formulations in curriculum.
2. Syllabus must contain subject related to pharmacovigilance and clinical research.

Kindly request you to consider the above mentioned and hope for positive response in the forthcoming syllabus.

From,



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Mechanism 2: Attainment of programme outcomes and course outcomes:

Attainment of Programme outcomes and course outcomes are evaluated by the institution. The course outcomes (COs) are prepared for each course (each subject) considering the curriculum given by the Pharmacy Council of India, Vision and Mission statement, PEO's and program outcomes envisaged by NBA. The POs are assigned to Average course outcomes of each course (subject) in each year/semester. Each PO was given in the context of the course details as high (3), moderate (2) and low (1) attainment levels. Such course outcomes are made average for each PO. The POs are assigned for each course, and then each PO is averaged on the scale of 1 to 3 (slight to high) and taken to prepare CO-PO matrix of courses of all years of study. The assessment is based on the performance of the students in internal and external examinations, seminars, performance in practical, assignment co-curricular and extracurricular activities. Sample of CO-PO attainment is given below. CO-PO attainment for all subjects is in place.



A handwritten signature in blue ink, appearing to read "f. n. angale".

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Class: First Year B. Pharm (Semester-II) - 2019 Pattern

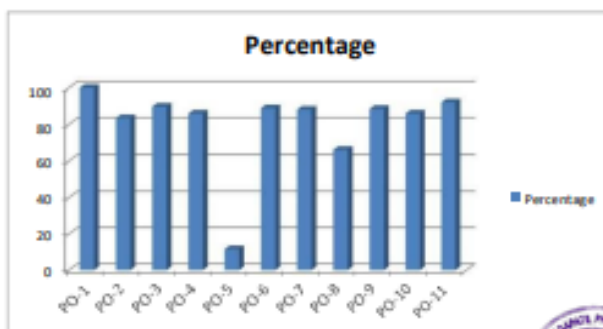
Course Title :Environmental Science (Theory)

Course Code:BP206T

Course Outcomes	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11		
BP206T-C01	3	2	3	2	0	2	2	2	2	3	2		
BP206T-C02	3	2	3	2	0	2	2	2	2	3	2		
BP206T-C03	3	2	3	2	0	2	2	2	2	2	2		
BP206T-C04	3	2	3	2	0	2	2	2	2	3	2		
BP206T-C05	3	3	3	2	0	2	2	2	2	3	2		
BP206T-C06	3	2	3	2	0	2	2	2	2	3	2		
Average	3	2.166667	3	2	0	2	2	2	2	2.833333	2	Desired Attainment Average	2.090909
Percentage	100	72.22222	100	66.66667	0	66.66667	66.66667	66.66667	66.66667	94.44444	66.66667	Final Average Percentage	69.69697

Sem. II Attainment

Final Attainment	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11
Percentage	100	83.38095	89.66667	85.904762	11.61905	88.80952	88.03175	66.11111	88.42857	85.93651	91.96825



Sem. II Final Attainment



[Signature]

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The activities strongly institutionalized and showing incremental growth:

Due to the constant efforts of IQAC the following best practices amongst many have been strongly institutionalized. The timely inputs, directions and reviews of IQAC are evident in incremental growth of institution during last five years.

Activity 01: Problem solving learning initiatives:

Objective: To improve critical thinking, interpretation, evaluation and problem solving skills among students.

IQAC initiatives: Student centric methods such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers also use online resources for effective teaching and learning process. Teaching learning is pivot of quality education and the faculty plays a pivotal role to enhance and sustain the process of teaching- learning. College is poised to adopt futuristic learning with relevance to the ever changing landscape of pharmacy education.

Initiatives for problem solving learning are given here. Research projects are mandated as per syllabus for post graduates of all courses. Also undergraduate students are encouraged to conduct research projects in all kinds of settings under the guidance of competent guides and submit their reports timely at the end of the year. Students are encouraged for participation and completion of other value added courses. Due to these types of approaches the learners are attracted to new challenge and can solve problem intuitively. This learning process also involves convincing new ideas, evaluation, analysis, interpretation, generalization and conceptualization. Following is the summary of outcomes as a result of problem solving learning initiatives. The data is incremental.



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**Summary of research projects completed by undergraduate and post graduate
students (Last 5 years)**

Sr. No	Academic Year	No. of research projects completed by	
		Undergraduate students	Post graduate students
1	2022-23	73	46
2	2021-22	124	47
3	2020-21	-	-
4	2019-20	-	-
5	2018-19	-	-



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