## I) The institution assesses the learning levels of the students, after admission and organizes special programs for advanced learners and slow learners

Students of B. Pharmacy and Pharm. D come to our institution through EAMCET program. We have a streamlined mechanism for continuous monitoring and evaluation of the students.

**Students are identified based on:**

Performance in intermediate examination.

EAMCET rank of the student.

This helps us to categorize students as slow learners and advanced learners in a class. After the commencement of classes, and completion of two chapters, again the students are categorized based on their weekly examination marks. This helps to encourage students to learn and create enthusiasm in class.

**For Slow learners:**

College organizes special programs for the slow learners. Slow learners are kept in separate section and exams are conducted to them. Our aim is mainly to increase the pass percentage of the students. The student counselor assesses the nature of their problems and then motivates them in a friendly way to reach their academic goals.

Extra classes are organized to clarify doubts, re-explaining of critical topics for improving performance. Appropriate counseling with additional teaching, eventually helps to attend classes regularly.

**For quick Learners:**

Quick learners are identified through their performance in examinations, interaction in class room and laboratory, their fundamental knowledge, concept understanding and articulation abilities etc. The Institute promotes independent learning that contributes to their academic and personal growth.

The purpose of assessment is to engage a campus community collectively in a systematic and continuing process to create shared learning goals and to enhance learning. Those who have direct instructional and supportive contact with the students and those who lead assessment initiatives are responsible for motivating and involving the rest of the campus community.

**Strategies adopted for student improvement:**

1. Remedial classes are organized to clarify doubts.
2. Re-explaining of critical topics for improving performance.
3. Daily attendance is reported to the parents through SMS and phone calls.
4. Motivational classes are conducted to improve the mental ability of student to analyze problems and to encourage student to regularly attend classes.
5. Additional details are given in each class regarding the topic.
6. Students can discuss their personal issues with teachers for proper guidance.
7. Career counseling sessions are provided to students regarding various fields in which pharmacy students can do wonders. Foreign career counseling is also provided by associated organizations.

All the staff members maintain good relation with students and deal with their problems in a gentle manner.

**II)    Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences**

We provide a course mission that fosters a learning environment that nurtures exploration and critical thinking. This presents new opportunities for us as academics in architecture to strengthen our courses, to enhance our role in shaping architectural education, and to improve the quality of the education.

**Experiential learning** is a process of learning through experience. Experiential learning considers the individual learning process. A group of students are allotted to a faculty member who looks after them and nurtures them with his/her experience in industry or academic level.

The Participatory learning environment can also refer to specific forms of advanced learning techniques that are based on both situated and constructionist principles. It includes activity learning, group discussions, and case studies, community surveys, describing visual images and tours and excursions. Active learning is a form of learning in which teaching strives to involve students in the learning process more directly than other methods.

**Collaborative learning** is an approach to teaching and learning that involves groups of students working together to solve a problem, complete a task, or create a product during this interactions, the learner creates a framework and meaning to the discourse. It is like group discussions, where a group of three or four students are allotted a particular topic of subject and they are given specific period of time to analyse the concept, and to discuss and at last presented in classroom. Both positive and negative feedback is collected from the students and staff.

There are many different problem-solving steps and methods, but the one we generally teach our students is:

1.    Identify and define the problem.
2.    Analyze the problem; frame its scope and significance.
3.    Identify or formulate possible solutions.
4.    Evaluate the strengths and limitations of those solutions.
5.    Select and defend the best solution.


The first step is to identify and define the problem. Next to focus on the problem, but not on idea. It is important to think through all aspects of the problem before even considering solutions, because doing so will cloud your true understanding of the problem.

# Innovation and creativity in teaching-learning

**Objective questionnaire:** A questionnaire is prepared by the students of our classes and they are asked to share answers in the classroom. This encourages both student and teacher to interact with each other. The undergraduate students are given home work to analyze other students work and to correct the respective papers.

**Problem based learning:** Problem based learning is encouraged among B.Pharmacy and Pharm.D students. It involves small group of learners. It is focused on students reflection and reasoning to construct their own learning. Yearly seminars are given by industrial scholars to explain problem based learning in groups. This erases a knowledge gap between academic teaching and industrial way of approach.

**Weekly tests:** Students scoring less than 60% are regularly monitored by weekly tests. Subjective faculty are conducting test by the end of a chapter.

### III) Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

One of the major components of the college is examinations. The entire effort put in by the teachers on teaching and the student on learning is centered on getting good results in the examinations. Several committees and commissions were constituted from time to time to suggest reform in education in general and examinations in particular. Here Andhra University syllabus and academic calendar is followed through the academic year.

Question papers are prepared by the individual faculty member, taking care of the previously repeated question papers in Andhra university sem-end examination. The question papers are submitted to the Examination-in-charge in a closed envelope, much prior to the examination. On the day of examination, Principal reveals the question paper and the examinations are conducted under strict scrutiny of invigilator. The faculty members are asked to submit the evaluated answer sheets within 7 days of completion of examination.

Andhra university also provides an opportunity to students, who have failed/have been absent in one paper in the final semester examinations, to write that one examination on their demand, so that they would not lose a precious year in their academic career.

Students, who are doing well in their sports career, are also encouraged to pass the examinations through re-examinations. If a student is absent for the examinations because of any sports meet, and then he/she is allowed to write the examination afterwards. He/she is given a set of question paper prepared by faculty and is asked to write an assignment on it and then a re-examination date is provided to the student. He/she is also given attendance consideration if he/she can submit the letter from the concerned sports authority; regarding his/her sports meet.

Each faculty member here is considered as mentee to a group of students. A group of students from each class is handed over to the concerned faculty. The faculty should be able to guide them through proper channels and must look after their examination results. Concerned faculty is considered responsible for the attendance also. He/she can report to the student's parents, if the result is not up-to-the-mark.

Year wise project submission/ workshops/ poster or paper presentations are conducted by the college management, which helps to increase the knowledge of subject as well as creates interest in studies for the students. Here the motto is not only to pass the examinations but also to overcome the fear of education and to acquire knowledge.

## IV) Mechanism of internal assessment is transparent and robust in terms of frequency and variety

Internal assessment in college is so transparent that every student has an idea about the standard internal evaluation process of the theory & practical subjects. The institute follows the regulations of Andhra University. Marks for the examinations (theory and practical) will be displayed in the department notice boards within a week time.

Marks obtained in all examinations are noted down in ledger. **"Slow learners are permitted to improvise their marks by rewriting the examination if they have scored low. All such modifications will be displayed in the department notice boards for student reference."**

Head of the departments are allowed to look at the re-examinations for the slow learners. The college prepares an Academic Calendar **in line with university calendar** prior to the commencement of the academic year in consultation. Then the College organizes orientation programs to acquaint themselves with the rules and regulations of the affiliating university, the college atmosphere, examinations, and evaluation process, Extra-curricular activities organized in the college. There are parent-teacher meeting conducted at the starting of every semester to acknowledge the parent regarding his ward's improvement in examinations. Class teacher communicates with the students regarding the labs and subjects of each semester.

## v) Mechanism to deal with examination related grievances is transparent, time-bound and efficient

College has created a mechanism for redressal of student's grievances related to academic and non-academic matters, such as assessment, victimization, attendance, charging of fees, conducting of examinations, harassment by colleague students or teachers etc.

There are Grievance Redressal Committees at the Institute levels to deal with the grievances of the students. Mid examinations are conducted according to the academic calendar provided by the Andhra University. Institution prepares an examination timetable according to the academic calendar provided by Andhra University and examination department showcases it much prior to the commencement of classes. Pattern of examination is given by faculty members in their respective classes. To increase transparency about marks in student community, marks are noted down by an office clerk in a ledger and students are allowed to see their marks. The mark sheet is also displayed on notice board.

An examination grievance cell is present to look after the issues. It consists of a committee with Principal as chairman and Head of examination department as Deputy Chairman. This committee will deal with all the Grievances directly which are related to the common problems at Institute level both academic and administrative nature. In addition, this committee will also entertain the appeal filed by the students' against the decision of the programme level committee.

1. There is a procedure for filing any grievance or any program related grievance shall make an application first to the Chairperson with a copy to the Deputy Chairman.
2. The Chairperson, after verifying the facts, will try to redress the grievance within a reasonable time, preferably within a week of the receipt of application of the student. If the student is not satisfied with the verdict or solution of the Programme Chairperson, then the same should be placed before the committee.
3. If the student is not satisfied with the decision of committee, he/she can submit an appeal to the Institutional Chairman within a week from the date of the receipt of the reply from the committee, addressing to the Director and copy to Deputy Chairman.
4. The Head of Institute, after verifying the facts after discussion with the Chairman of the committee, shall either endorse the decision of the committee or shall pass appropriate order in the best possible manner within a reasonable time, preferably within 10 days of receipt of application.

While dealing with the complaint, the Committee at all levels shall observe law of natural justice and hear the complainant and concerned people.

The institute tries to satisfy the needs of both student and the college.

## VI) The institution adheres to the academic calendar for the conduct of CIE

College of Pharmacy adheres to the academic calendar followed by the Andhra University. A committee of academic calendar is comprised by the institution. The committee consisting of Principal and Controller of Examinations prepare the academic calendar well in advance before the commencement of the semester. The calendar outlines the semester class work schedule, internal examination schedule and external examination schedule.

The faculty members of the concerned department gather the lists of courses for the coming semester. The head of the department finalizes the course allocation for the faculty members based on their choice and area of interest or expertise. The faculty members before the commencement of semester prepares the lesson plan, indicating the topics to be covered lecture wise including the evaluation process for each subject and it is duly reviewed by the one of the senior faculty in the department and approved by the head of the department. It is then, made available to the students. Timetable in-charge of each department prepares the timetable as per the guidelines of respective statutory bodies for the number of credit hours for each subject prior to the commencement of the semester. Time-table is uploaded on the system and displayed in the respective department notice boards.

The performance of the students is assessed on a continuous basis by conducting two mid exams as per the Andhra University norms per semester where the average is taken of both. .In addition to the tests, assignments, mini-projects and quiz are also the part of Continuous Internal Evaluation. The evaluated answer books are returned to the students and an opportunity is given to the students to discuss the evaluation with the teacher. The teacher rectifies any error on the spot, if any. Finally the Internal Assessment is carried out for 20 marks.

**VII) Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students**

**Program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed on website and communicated to teachers and students**

The Program Outcomes are published at:

      i. Departmental Website:

      ii. College Website: **www**

      iii. Lab Manual

      iv. Department Laboratory

In addition to this, all the key stakeholders are made familiar with program outcomes through faculty workshops, student workshops, student induction programs, faculty meetings, parent teacher interaction, Industry interaction etc..

The Course Outcomes are communicated to the students by the respective faculty .In addition to this the course outcomes of all subjects are hosted in the respective department website, Lesson plan of a course contains the Cos and each class is marked according to the Cos.

Course outcomes of laboratory courses are published in the respective laboratory and in the lab Manual/Student Lab record.

### VIII) Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

The assessment tools and processes used for measuring the attainment of each of the Program Outcomes and Program Specific Outcomes are as mentioned below:

**Method of assessment of POs / PSOs**

The program outcomes and Program Specific outcomes are assessed with the help of course outcomes of the relevant courses through direct and indirect methods.

Direct methods are provided through direct examinations or observations of student knowledge or skills against measurable course outcomes.

The knowledge and skills described by the course outcomes are mapped to specific problems on University Examination, internal exams and home assignment. Throughout the semester the faculty records the performance of each student on each course outcome.

**Average attainment in direct method = University Examination (80%) +Internal assessment (20%)**

Indirect assessment strategies are implemented by embedding them in Student Exit Survey, Employer Survey and Alumni Survey. Few of the POs are assessed based on relevant developed rubrics. Finally, program outcomes are assessed with above mentioned data and Program Assessment Committee concludes the PO attainment level.

Average attainment in indirect method = Average (Alumni survey +     Employer survey + Exit survey)

The following scoring function is used to calculate the average attainment of each PO.

PO /PSO Attainment (%) = (weight age: 80%) x (Average attainment in direct method) + (weight age: 20%) x (Average attainment in indirect method)

According to the above, each POs/PSOs are assessed and finally found the attainments. The tools used for the assessment of POs/PSOs and their frequencies are given below:

| Sl.No | Assessment Tool | Descriptions | Mode | Frequency |
|---|---|---|---|---|
| 1 | End Semester University Examination | At the end of each semester university conducts examinations based on the result published by university the course outcomes are measured based on the course attainment level fixed by the program | Direct | End of each semester |
| 2 | Assignment | Assignments are given at the end of each module. The assignments are provided to students, such that students will refer the | Direct | End of each module |

| | | | | |
|---|---|---|---|---|
| | | text books and good reference books to find out the answers and understand the expected objective of the given problem. It is the responsibility of the concerned subject teacher to ensure that most students are able to work out the assignments honestly. The questions asked in assignments are mostly aligned with Course Outcome of the respective subject According to the performance of the student in answering each question, mapping is carried out with the respective COs for assessing the attainment level of the specific CO of the subject. | | |
| 3 | Mid Examination | Two internal examinations are conducted per semester for the following purposes: To ensure that students have achieved desired level of competencies at module level. To evaluate, whether corresponding COs are achieved or not. According to the performance of the student in answering each question, mapping is carried out with the respective COs for assessing the attainment level of the specific CO of the subject. | Direct | Twice per semester |
| 4 | Alumni Survey | Alumni survey is an important assessment tool | Indirect | Once in a year |

| | | to find out following important factors: Level of relevance of the curriculum with the expected skills of the industries. | | |
|---|---|---|---|---|
| | | The level of attainment of goal for the specified program. In the survey, specific questions are prepared by keeping in the view to support the assessment of level of attainment of POs. After receiving the response, the answer to the specific question are assessed and mapped with the corresponding POs to find out level of attainment of Pos | | |
| 5 | Employer Survey | Employer survey is conducted for finding out whether the knowledge, skill and attitude learned from this institution is adequately satisfying their expectation or not. Every year end the questionnaire is sent to the list of employers who have recruited to our students. After receiving the response, the answer to the specific question are assessed and mapped with the corresponding POs to find out level of attainment of POs | Indirect | Once in a Year |
| 6 | Student Exit Survey | The objective the conducting the survey is to identify following factors for future strategy framing To understand the impact of training they have just completed | Indirect | Once in a Year |

To understand the strength and weakness of various value added courses, pre-placement training imparted