



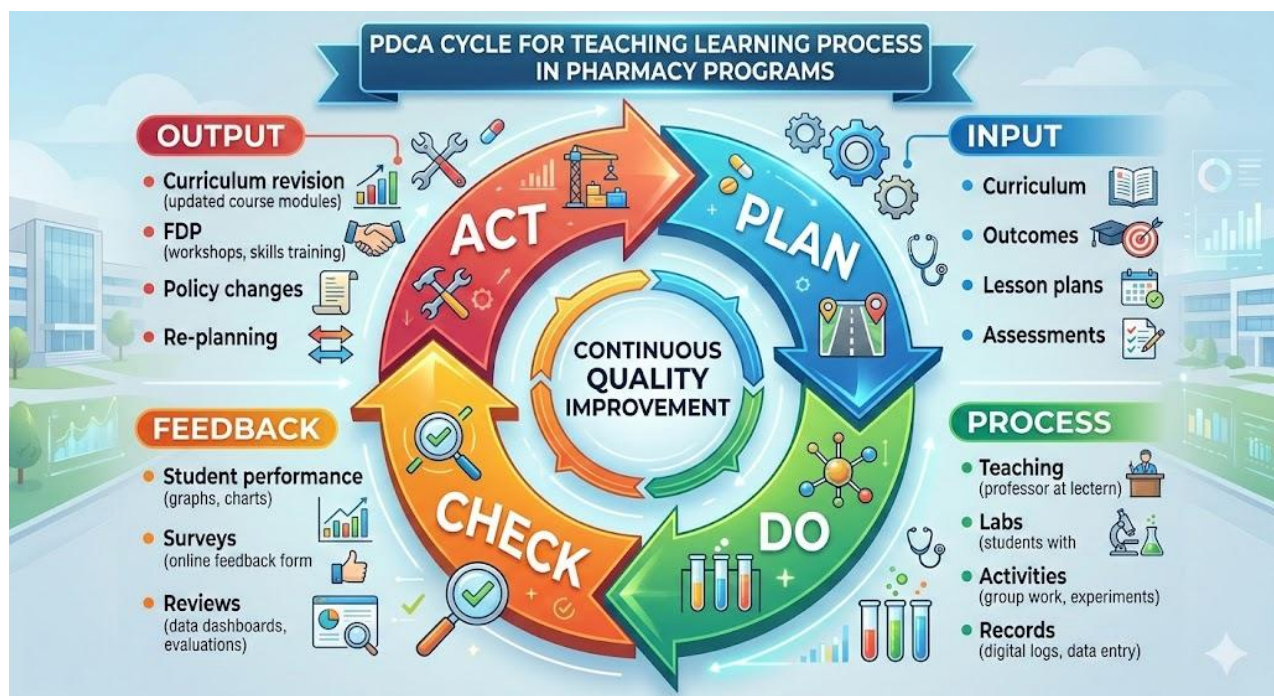
IQAC CELL

Below is a **PDCA based framework for the Teaching-Learning Process** in the Pharmacy programs (D.Pharm, B.Pharm, M.Pharm, etc.) at aligned with NBA/NAAC quality assurance standards and adopted to our institutional context.

Visualization

“PDCA Cycle for Teaching Learning Process in Pharmacy Programs” involve:

- **Plan** → Input: Curriculum, outcomes, lesson plans, assessments.
- **Do** → Process: Teaching, labs, activities, records.
- **Check** → Feedback: Student performance, surveys, reviews.
- **Act** → Output: Curriculum revision, FDP, policy changes, re planning.





Teaching Learning Process Flow Chart

Academic Calendar

- Academic Calendar Semester Wise
- Teaching Days
- Holidays
- Commencement of Classes
- Induction/Orientation Programs
- Schedule of Mid Term Exams
- Preparatory Holidays
- End Semester Examinations

Course/Subject Allotment

- Course allotment as per Specialization
- Course allotment as per the Subject Expertise
- Course allotment as per Faculty Choice

Elective Subject Choice

- Elective Subject Selected by Student

Course Plan and Course File

- Preparation of Course File
- Division of Syllabus
- Course Outcome
- Module Learning Outcome
- Mapping of PO-CO-LO
- Lecture Plan
- Assignment Plan

Curriculum

Time Table

- Class wise Time Table
- Faculty wise Tim Table

Teaching Learning Process with Continuous Evaluation and Monitoring

Teaching Methodologies

- Interactive Lectures
- Tutorials
- Assignments
- Group Discussion
- Presentations
- Content Beyond Syllabus
- Expert Lectures
- Brain Storming Session
- Industrial Visits
- Laboratory Demos
- Laboratory Manuals
- Individual and Team based Learning

Pedagogical Initiatives

- NPTEL
- MOOCs
- Swagam
- Online Courses
- Video Presentations
- Charts and Models
- Reflective Writing
- Z-A Technology
- Story Telling
- Real world Examples
- Software Demos
- Language Lab

Teaching Aids

- Chalk & Board
- White Board
- Projector
- Smart class room
- Webinar
- Online Tutorials

Class Progress Monitoring

- Meeting of Class faculty
- Syllabus Coverage
- Attendance of Students
- Overall Performance

Student Evaluation

- Attendance
- Student Teacher Interaction
- Assignment Completion
- Class Test/Surprise Test
- Mid Term Exams
- Lab Assessment
- End Term Exam

Student Identification Based on their Academic Performance

Fast Learners/ Bright Students

- Extra Library Books
- Reference Books
- Review Articles
- Motivation for Competitive Exams
- Motivated for Seminars/Webinars
- Fee Concession
- Way to improve the Marks in Exams
- Presentations and Co-curricular Activities

Slow Learners/Academically Weak Students

- Self-Learning Material
- Short Learning Material
- Important Questions
- Personal Attention
- Remedial Classes
- Videos-PPT
- Online Books
- Clubbed with Bright Student
- Extra Class by Senior Faculty

Feedback/Suggestions

- Verbal Feedback/Suggestion
- Written Feedback from Students
- Online Feedback from Students
- Remedial Action

1. PLAN (Plan Phase)

Define objectives, curriculum design, and teaching strategies for pharmacy programs.

- **Curriculum & outcome planning**

- Map Program Education Outcomes (PEOs) and Program Outcomes (POs) to PCI, and NBA/NAAC guidelines.
- Plan course-wise **Theory + Practical + Active-learning** components (PBL, case-based, self-study, test, discussion) for each semester.

- **Teaching methodology plan**

- Implemented in blended mode:
 - Lecture + tutorials + flipped classroom elements.
 - Simulation, lab based experiential learning, and hospital/industry visits.
- Assign course coordinators for each program (D.Pharm/B.Pharm/M.Pharm) to plan **lesson plans, AQPs, and RPs** semester wise.

- **Assessment & feedback plan**

- Plan internal assessment (CIA, quizzes, assignments, viva) and external examination patterns as per autonomous status.
- Decide tools: doubt-clarification sessions, mid-semester feedback, suggestion boxes, and online surveys.

- **Faculty & resource planning**

- Identify training needs (FDPs, workshops, IQAC type activities) and allocate teaching loads.
- Ensure availability of upgraded labs, SOPs, and e-resources for pharmacy programs.

2. DO (Implementation Phase)

Execute the planned teaching-learning activities across all pharmacy programs.

- **In-class and lab-based delivery**

- Faculty conduct lectures using outcome-based, student-centred methods (case-studies, quizzes, problem-solving).
- Labs and experiential sessions follow SOPs with safety, documentation, and record keeping.

- **Academic activities**

- Conduct seminars, journal clubs, poster presentations, and viva voce for pharmacy students.
- Schedule industrial visits, hospital rotations, and community pharmacy exposure as per curriculum.

- **Monitoring & documentation**

- Maintain attendance, Continuous Internal Assessment records, lab records, and feedback forms.
- Track implementation against lesson plans and academic calendar.

3. CHECK (Evaluation Phase)

Assess effectiveness of teaching learning using multiple indicators.

- **Student performance metrics**

Parameter	What to check
End semester pass %	By course, year, and program.
CIA averages	Compare with last year and internal targets.
Attendance	Minimum % for eligibility and performance correlation.
Lab/clinical skills assessment	Rubric based scoring.

- **Process feedback tools**

- Student feedback (end of semester, mid semester) on content, delivery, and assessment.
- Focus group discussions with students and alumni for program wise feedback.

- **Faculty and peer review**

- Peer review of teaching, lesson plans, and exam question papers.
- IQAC/BoS/Program Committee reviews of academic KPIs and feedback.

- **External benchmarks**

- NBA/NAAC criteria, PCI norms, and autonomous status expectations.
- Alumni placement and higher education data (if available).

4. ACT (Improvement Phase)

Initiate and Execute corrective preventive actions based on evaluation findings.

- **Curriculum refinement**
 - Revise course content, hours, and delivery methods where outcomes are not met.
 - Introduce new elective or skill oriented courses (e.g., clinical pharmacy, pharmacovigilance, regulatory affairs).
- **Pedagogy enhancement**
 - Train faculty in active learning, blended learning, and outcome based education.
 - Institutionalize best practices (e.g., STQD style self study test discussion) in selected pharmacy courses.
 - Segmentation of Students (Slow Learner/Average/Fast Learner): Remedial Classes, Advance Capsule, Grouping of students etc.
- **Assessment & feedback reform**
 - Standardize question paper patterns and rubrics across programs.
 - Link feedback scores to **Faculty Development Plan (FDP)** and promotions/rewards.
- **Documentation & closure**
 - Record PDCA actions in **IQAC/BoS minutes, annual quality assurance reports, and NBA/NAAC self study documents.**
 - Communicate key changes to students, staff, and stakeholders via notices, meetings, and college website.