

1.4.2 (QnM) Feedback process of the institution may be classified as follows: (10)

- A. Feedback collected, analysed and action taken and feedback available on website
- B. Feedback collected, analysed and action has been taken
- B. Feedback collected and analysed
- D. Feedback collected
- E. Feedback not collected

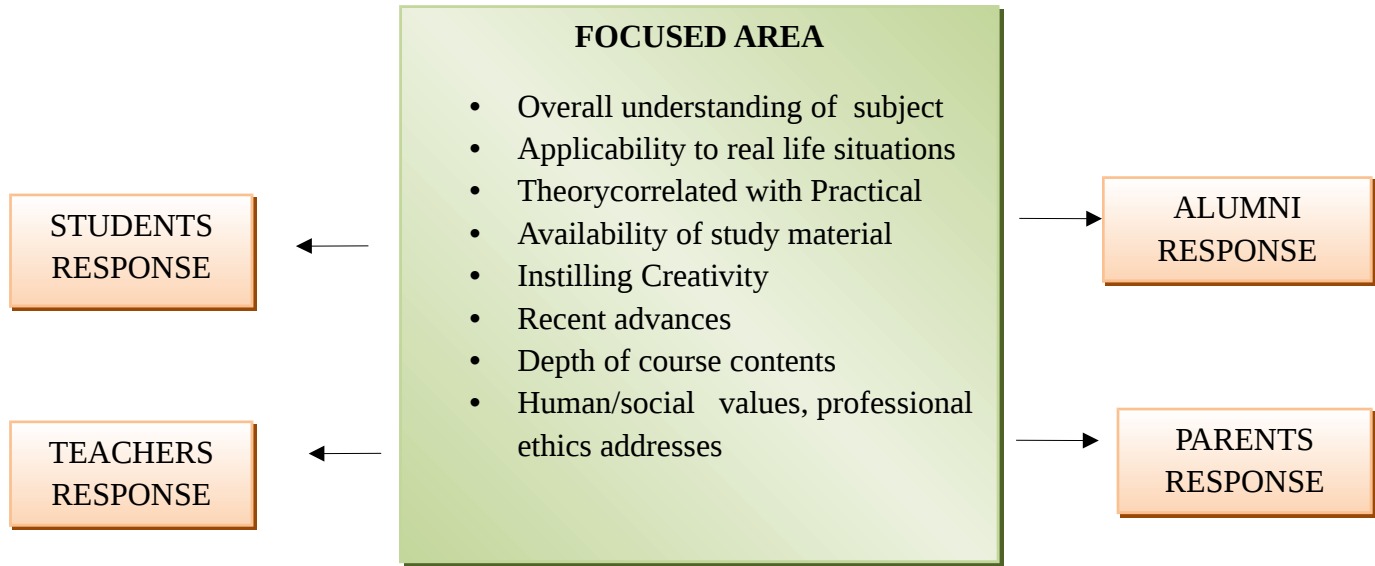
Opt One

Documents:

Upload Stakeholder feedback report, Action taken report on it as minuted by the Governing Council, Board of Management

A. Feedback collected, analyzed and action taken and feedback available on website

1.4.2 Feedback process on curriculum



Process of feedback collection system

ACTION PLAN

DESIGNING

ANALYSIS

COLLECTION

TEACHERS

STUDENTS

PARENTS

ALUMNI

FEEDBACK

Action taken Report on Teachers Feedback

Based on the report of analysis (Table 1.4.2.6) actions has been taken by the institution are as follows:

Parameter 1:Depth of course contents

Action taken: For all courses of B. Pharm semester I, III, V, VII, M. Pharm semester I; teachers opted feedback above scale 3 (Excellent, Very Good and Good). Depth of course content was marked good and appropriate for all the other courses for curriculum/syllabus designed by SavitribaiPhule Pune University.

Parameter 2:Recent advances in course are covered/Not

Action Taken: Teachers of B. Pharm semester I, III, V, VII and M. Pharm semester-I opted twenty six courses out of total curriculum more than 3 i.e. (Excellent, Very Good, Good); six courses of curriculum of semester I, III, V, VII less than scale 3 i.e. (Satisfactory, Unsatisfactory). Semester I courses which includes Pharmaceutics-I, Modern Dispensing Pharmacy, Pharmaceutical Inorganic Chemistry and Pharmaceutical Organic Chemistry-I do not include recent advances. Pharmaceutical Inorganic Chemistry and Pharmaceutical Organic Chemistry-I are core basic courses and curriculum is totally based on basic theoretical concepts. Pharmaceutics-I and Modern Dispensing Pharmacy also contains basic information of the pharmacy and dosage forms. Action has been taken on suggested feedback for Pharmaceutics-I and Modern Dispensing Pharmacy during regular teaching by teachers by providing extra information on recent advances in these courses.

Semester III course Pharmacognosy and Phytochemistry-I includes basic information of herbal drugs. Action has been taken for Pharmacognosy and Phytochemistry- I during regular teaching by teacher by providing extra inputs of information on recent use of herbal drug uses. Semester VII course contains Pharmaceutical Jurisprudence which is based on fundamental information of law. Therefore, action has been taken during regular teaching hours by teachers by providing additional information regarding recent amendments in laws.

In addition to that industrial visits for B. Pharm students and field visits for M. Pharm are organized by institute to fulfill the gap between curriculums. During these visits students understand recent advances in industry, new techniques, advanced machinery which is not covered in the curriculum. Every year institute organizes one/two day's seminars in collaboration with SavitribaiPhule Pune University to understand recent advances in pharmacy

field like ‘Emerging Trends, Challenges and Innovative Approaches in Preclinical and Clinical Research’ conducted on 13th and 14th October 2016.

Students of B. Pharm and M. Pharm participate in IPC ‘Indian Pharmaceutical Congress’ which is organized every year by Indian Pharmaceutical Congress Association in various cities of India; where students learn new techniques, recent advances in machineries and interact with professional personalities.

Parameter 3: Applicability/relevance to real life situations

Action Taken: Teachers of B. Pharm semester I, III, V, VII and M. Pharm semester-I marked 28 course of curriculum on scale more than scale 3 i.e. (Excellent, Very Good, Good); Pharmacy program is based on knowledge about health sciences, therefore, almost all courses highlight applicability and relevance to real life situations. Teachers highlighted 4 courses of curriculum of semester III, V, VII less than scale 3 i.e. (Satisfactory, Unsatisfactory).

Being need to acquire basic knowledge in Physical Pharmaceutics-I of Semester III, curriculum marks less applicability and relevance to real life situations. To fulfill this gap, teacher takes necessary action during regular teaching by including some of the examples relating to real life situations.

Semester III contains Pharmaceutical Organic Chemistry- III and Pharmaceutical Analysis-III, which has less applicability and relevance to real life situations due to core basic curriculum containing theoretical concepts of organic and analytical chemistry, respectively.

Pharmaceutical Jurisprudence of Semester VII has less applicability and relevance to real life situations because curriculum is based on basic information of Pharmacy laws.

Parameter 4: Does the course instills creativity

Action Taken: Teachers of B. Pharm semester I, III, V, VII and M. Pharm semester-I marked 25 course of curriculum on scale more than scale 3 i.e. (Excellent, Very Good, Good); 7 course of curriculum from B. Pharm semester I, III, V, VII have given feedback below scale 3 i.e. (Satisfactory, Unsatisfactory).

Pharmaceutical Inorganic Chemistry and Pharmaceutical Organic Chemistry of Semester I are core basic courses. Curriculum of these subjects is contains basic theoretical concepts, therefore, shows lack of creativity. To overcome this gap, teachers make subject interesting by using animations of reaction mechanisms.

Pharmacology-I and Pharmacognosy&Phytochemistry-I of semester III is based on fundamental information, therefore, subject lacks creativity. Use of softwares and videos of animal study during regular teaching address the creativity in the subject Pharmacology-I. Hands on practical knowledge about crude drugs and its blend with medicinal plant garden available at our institute increases creativity in the subject Pharmacognosy&Phytochemistry.

Pharmacology-II and Active Pharmaceutical Ingredient Technology of semester V demands basic theoretical information, therefore, lacks creativity, is addressed by use of videos and softwares. Using animations and videos of different industrial manufacturing process and unit operations of Active Pharmaceutical Ingredient Technology makes the subject interesting and interactive.

Due to basic information of Pharmacy laws in Pharmaceutical Jurisprudence of Semester VII, subject does not involve creativity.

Apart from these actions, students are motivated to participate in various poster presentations, model making competitions which increase creativity in the course.

Parameter 5: Does the course address about human/social values, professional ethics

Action Taken: Teachers of B. Pharm semester I, III, V, VII and M. Pharm semester-I marked 21 courses' curriculum on scale more than scale 3 i.e. (Excellent, Very Good, Good); 11 courses' curriculum of B. Pharm semester I, III, V, VII and M. Pharm semester I below scale 3 i.e. (Satisfactory, Unsatisfactory).

Pharmaceutical Inorganic Chemistry and Pharmaceutical Organic Chemistry-I of semester I; Physical Pharmaceutics I, Pharmaceutical Organic Chemistry III, Pharmaceutical Biochemistry, Pharmacognosy&Phytochemistry I of semester III; Pharmaceutical Analysis III, Medicinal Chemistry I of semester V; and Advanced Analytical Technique and Research Methodology of M. Pharm semester I do not address about human/social values, professional ethics.

To address human/social values, institute has organized Pharma Rally during National Pharmacy Week September 2017, regarding awareness of swine flu and dengue to create awareness related to health care and hygiene. Students performed street play for creating awareness regarding these emerging diseases. Institute have also organized Blood donation camp, Gram SwachattaAbhiyan, Pulse Polio Program, Tree Plantation to address about human/social values by creating awareness in public places. Patient counseling at medical shop to make the pharmacists aware in pharmacy shop regarding the safe usage of medicine address professional ethics in students.

Students participated in various competitions like poster, paper presentation, pharma detailing, patient counseling, etc. which helps in building their professional ethics.

Action taken Report on Parents Feedback

Based on the report of analysis (Table 1.4.2.8) some actions has been taken by the institution are as follows:

Parameter 1:Applicability/relevance to real life situations

Action taken: Feedback marked by parents is as follows: Hundred and one parents- above scale 3; six parents- below scale 3. Based on the feedbacks received, teachers fulfill the gap between curriculum by highlighting various examples and situations related to real life.

Parameter 2:Awareness regarding health care/ medication/hygiene

Action Taken: Feedback given by parents is as follows: Hundred parents- above scale 3; seven parents- below scale 3. To fulfill these gaps in the curriculum, institute organized Pharma Rally and street play during National Pharmacy Week September 2017, regarding awareness about swine flu and dengue in context to health care and hygiene. Patient counseling helped to create awareness regarding the safe usage of medicine to pharmacist at medical shop.

Parameter 3: Does the course address about human/social values, professional ethics

Action Taken: Feedback responded by parents is as follows: Hundred and three parents- above scale 3; four parents- below scale 3. Curriculum of B. Pharm addresses about human/social values, professional ethics in Pharmaceutics, Human Anatomy and Physiology, Pharmacology, Pharmaceutical Jurisprudence. To rectify the curriculum gap in other subjects, institute organizes Pharma Rally, Street Play, Blood Donation Camp, Gram Swachh Bharat, Pulse Polio Program, and Tree Plantation.

Parameter 4: Does program inculcate attributes such as personality development /professional skills/ employability

Action Taken: Feedback suggested by parents is as follows: Ninety eightparents- above scale 3; nine parents- below scale 3. To address the gaps in the curriculum institute has separate Training and Placement cell which conducts campus interview of pharma companies. Institute every year organizes guest lectures and initiated certificate course in 'Personality and soft skill development' to groom students' personality and interview skills. Institute motivates students to participate in various competitions such as poster and paper presentations at National Pharmacy

Week. Institute motivate students to participate in technical event like Avishkar organized by SPPU.

Action taken Report on Students Feedback

Student's feedback: First year B. Pharm Sem I

Based on the report of analysis (Table 1.4.2.16) feedback actions has been taken by the institution are as follows:

Parameter 1:Overall understanding of the subject

Action taken: For about all courses of F. Y. B. Pharm semester I; students responded feedback above scale 3 i.e. (Excellent, Very Good, Good). Overall understanding of all courses is good. Human Anatomy and Physiology curriculum needs in-depth understanding which is supported by practical performance, use of models and charts. Students are motivated to make working models based on curriculum. Students are encouraged to participate in model making competitions.

Parameter 2:Applicability/relevance to real life situations

Action taken: Courses Pharmaceutical Inorganic Chemistry and Pharmaceutical Organic Chemistry-I are core fundamental courses based on theoretical concepts, lacks applicability/relevance to real life situations.

Parameter 3:Theoretical concepts of syllabus supported by Practical/Experiments

Action taken: Course Communication and Soft skill development's curriculum does not have practical sessions, therefore, theoretical concepts of syllabus are not supported by Practical/Experiments. To understand theoretical concepts properly teacher included various videos and presentations during their regular teaching.

Parameter 5:Does the subject instills creativity

Action taken: Course Pharmaceutical Inorganic Chemistry is core basic course and curriculum is totally based on basic theoretical concepts.

Student's feedback: Second year B. Pharm Sem III

Based on the report of analysis (Table 1.4.2.14) feedback actions has been taken by the institution are as follows:

Parameter 1: Overall understanding of the subject

Action taken: Students of S. Y. B. Pharm semester III responded feedback above scale 3 i.e. (Excellent, Very Good, Good). Overall understanding of all courses is good.

Parameter 2: Applicability/relevance to real life situations

Action taken: Curriculum of Pharmaceutical Organic Chemistry-III is core basic course. Due to this, curriculum has less applicability/ relevance to real life situations.

Parameter 3: Theoretical concepts of syllabus supported by Practical/Experiments

Action taken: Pharmacology I curriculum does not have practical sessions, therefore, theoretical concepts of syllabus are not supported by Practical/ Experiments. To understand theoretical concepts properly teacher includes various videos and presentations during their regular teaching.

Parameter 5: Does the subject instills creativity

Action taken: Due to fundamental knowledge and no practical sessions to of Pharmacology I curriculum, students responded for less creativity in this course. To increase the creativity teacher has included animations, videos during their regular teaching.

Student's feedback: Third year B. Pharm Sem V

Based on the report of analysis (Table 1.4.2.12) feedback actions has been taken by the institution are as follows:

Parameter 1: Overall understanding of the subject

Action taken: T. Y. B. Pharm semester V students marked feedback above scale 3 i.e. (Excellent, Very Good, Good). Overall understanding of all courses is good.

Parameter 2: Applicability/relevance to real life situations

Action taken: Course Pharmacology II does not address handling of animals during practical sessions. Therefore, to create applicability to real life situations software based on animal studies and experiments are used. Due to basic concept based course of Active Pharmaceutical Ingredients Technology, course does not deal with applicability/ relevance to real life situations.

Parameter 3: Theoretical concepts of syllabus supported by Practical/Experiments

Action taken: Course Pharmacology II, practical based on handling of animals is not prescribed in the syllabus. To create applicability to real life situations software based on animal studies and experiments are used. Course Active Pharmaceutical Ingredients Technology does not include practical in the curriculum and based on theoretical concepts.

Parameter 5: Does the subject instills creativity

Action taken: Course Active Pharmaceutical Ingredients Technology curriculum is totally based on theoretical concepts without practical sessions, therefore, students have less creativity in this course. To increase the creativity teacher has included animations, videos during their regular teaching.

Student's feedback: Final year B. Pharm Sem VII

Based on the report of analysis (Table 1.4.2.10) feedback actions have been taken by the institution are as follows:

Parameter 1: Overall understanding of the subject

Action taken: Feedback obtained from Final Y. B. Pharm Semester VII students marked above scale 3 i.e. (Excellent, Very Good, Good). Overall understanding of all courses is good.

Parameter 2: Applicability/relevance to real life situations

Action taken: Course Pharmaceutical Analysis V curriculum is based on theoretical concepts of analysis, therefore, students responded less applicability and relevance to real life situation.

Parameter 3: Theoretical concepts of syllabus supported by Practical/Experiments

Action taken: Course Pharmaceutical Jurisprudence curriculum does not have practical sessions, therefore, theoretical concepts of syllabus are not supported by Practical/ Experiments. During teaching sessions, teachers elaborate the subject with examples of real life situations in Pharma industries.

Parameter 5: Does the subject instill creativity

Action taken: Course Pharmaceutical Jurisprudence curriculum does not have practical sessions, therefore, theoretical concepts of syllabus are not supported by Practical/ Experiments. During teaching sessions, teachers elaborate the subject with examples of real life situations in Pharma industries.

Course Pharmaceutical Analysis V is fundamental subject based on theoretical analytical concepts.

Student's feedback: M. Pharm Sem I

Based on the report of analysis (Table 1.4.2.18) feedback actions have been taken by the institution are as follows:

Parameter 2: Applicability/relevance to real life situations

Action taken: Course Sterile Product Formulation Technology is based on theoretical knowledge of sterile products. To fulfill gaps of various recent advances are taught during

regular teaching. Advanced Analytical Techniques contains basic theoretical concepts of analytical chemistry. Curriculum is made interesting by use of examples in Pharma industries.

Parameter 3: Theoretical concepts of syllabus supported by Practical/Experiments

Action taken: Advanced Pharmaceutics demands theoretical knowledge, however, theoretical concept is supported by practical sessions. Courses Research Methodology and Sterile Product Formulation Technology do not have practical in their curriculum as per SPPU.

Parameter 4: Study material availability is adequate

Action taken: Courses Research Methodology and Sterile Product Formulation Technology is based on usage of journals and online research papers. Study material is available through e-facility.

Parameter 5: Does the subject instills creativity

Action taken: Curriculum of Advanced Analytical Techniques contains basic theoretical concepts of analytical chemistry. To instill creativity softwares, animations and videos are used to address applicability and relevance to real life situations. Course Research Methodology based on research knowledge applicability and course Sterile Product Formulation Technology is based on guidelines of sterile products. These courses also do not have practical sessions. Therefore, students creativity is addressed by motivating students to participate in poster and paper presentations based on these courses.

Action taken Report on Alumni Feedback

Based on the report of analysis (Table 1.4.2.20) actions have been taken by the institution are as follows:

Parameter 1: Applicability/relevance to real life situations

Action taken: Out of total number of feedback received from alumni, 29 alumni members responded above scale 3 i.e. (Excellent, Very Good, Good); 2 alumni- below scale 3 i.e. (Satisfactory, Unsatisfactory). Some of the courses of B. Pharm are core subjects and demands basic theoretical knowledge; therefore, students find it less applicability and relevance to real life situations

Parameter 2: Theoretical concepts of syllabus supported by Practical/experiments

Action taken: Twenty nine alumni responded feedback above scale 3 i.e. (Excellent, Very Good, Good); two alumni below scale 3 i.e. (Satisfactory, Unsatisfactory). Some courses do not address

practical sessions as per SPPU syllabus; therefore, their theoretical concepts are not supported by Practical/experiments skills. To support theoretical concepts with practical, various videos, presentations, animations are used during their regular teaching sessions. In addition to this, industrial visit, field visits are arranged for students to understand actual practical aspects of syllabus.

Parameter 3: Does the course address about human/social values, professional ethics

Action taken: Feedback forms collected from alumni based on human/social values, professional ethics are as follows: 28 alumni answered above scale 3 i.e. (Excellent, Very Good, Good); and 3 alumni below scale 3 i.e. (Satisfactory, Unsatisfactory).

Various course related to human/social values and professional ethics included in the curriculum are as follows: Human Anatomy and Physiology, Pharmacology. Courses like Pharmaceutical Jurisprudance, Pharmaceutical Business Management and Disaster Management, Active Pharmaceutical Ingredient Technology, Pharmacology includes professional ethics in the curriculum.

In addition to this, institute organizes Pharma Rally during National Pharmacy Week, regarding swine flu and dengue to create social awareness related to health care and hygiene. Students performed street play for creating awareness regarding these emerging diseases. Blood Donation Camp, Gram SwachattaAbhiyan, Pulse Polio Program, Tree Plantation, Road Safety Program are conducted to address about human/social values by creating awareness in public places. Patient Counseling program is done by students at medical shop to make the pharmacists aware in pharmacy shop regarding the safe usage of medicine. Industrial visits and field visits are arranged for students to understand professional ethics in industry.