



MOTHER TERESA COLLEGE OF PHARMACY

(Approved by AICTE & Affiliated to O.U. & Recognised by P.C.I.)

N.F.C. Nagar, Ghatkesar, Medchal Dist. T.S.

1. Curricular Aspects 1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum delivery through a well-planned and documented process

The institute offers B. Pharm., M. Pharm. programme and affiliated to Osmania University therefore, follows the curriculum, calendar events, evaluation pattern etc. designed by parent University and Pharmacy Council of India.

Academic Planning

1. University academic calendar
2. Prior to the beginning of the academic year, institutional academic calendar is prepared by programme/academic committee
3. Number of working days- It helps teachers to plan the course delivery in stipulated time.
4. Preparation of time table and distribution of workload by HOD's of respective department
5. Preparation and approval of lesson Plan-Faculty members plan the course delivery along with course outcome and get it approved by HOD and the principal.
6. The academic committee of the institute prepares course outcome in consulting with respective heads
7. Students are made aware about curricular mapping and course outcomes during orientation program.

Academic implementation and monitoring

1. Monthly meeting by HODs and academic committee to review syllabus completion as per plan.
2. Review of syllabus completion report and continuous assessment activities
3. Planning of extra classes schedule Completion of the syllabus by the subject teachers as per proposed plan is periodically reviewed by the program committee. If required, schedule for extra classes, tutorials and remedial classes are also planned accordingly for slow learners which ensure catering to student's diversity.

Content Beyond syllabus

1. Identification of curricular gaps- IQAC and program/academic committee of the institute along with opinions from industry expert's reviews curriculum when syllabus revised by Parent University and identifies curricular gaps.
2. Identification and conduct of content beyond syllabus activities to bridge the curricular gaps Based on the inputs of IQAC and industry experts, activities such as value added courses and



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skill based programmes, design of short projects, training on sophisticated instruments, topics for guest lecture, seminar, workshop and conferences, promotion of online courses, collaborative learning through model, flyer competition, industrial visits, etc. are well planned to bridge curricular gaps.

Skill up-gradation of faculty members for effective curriculum delivery through an orientation program and Faculty Development Program

1. Orientation programmes have been organized to acquaint newly recruited faculties about the institutional policies regarding academics, research, and examination. These orientation programs help newly appointed faculties to plan and execute effective curricular delivery.

2. Faculties are encouraged to participate in Syllabus orientation programs organized by the parent university to get an idea for effective delivery of the course content whenever change in syllabus implemented by the parent university.

3. Faculty members are timely deputed to FDP's to upgrade themselves for current advancement in curricular content and its delivery.

4. Faculty members of the institute do effective delivery of curriculum by ICT enabled teaching and modern pedagogical methods. Student Centric learning via different modes of teaching is adopted by the faculty and content beyond syllabus activities are conducted for overall development of the students.

5) Various reforms initiated on Continuous Internal Evaluation system at the institutional level. The institute has provided students with continuous assessment books to attempt the continuous assessments. Subject teacher conducts topic wise tests, MCQ's and question answer sessions. This practice helps students to study regularly and to score excellent grades.

6) Activity-based assessment in the form of models, assignments, project task, posters, and flyers equip students with skills in problem-solving, critical analysis and creativity. Periodical MCQ-based online tests were conducted on the LMS portal which imparts comprehensive evaluation of students learning outcomes.

7) Continuous internal evaluation consists of sessional and continuous assessments are conducted as per norms and due weightage prescribed by affiliating university.

Conclusively, the institution adheres to the academic calendar and bound to conduct activities as per planned schedule.

PRINCIPAL
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