SULTAN-UL-ULOOM COLLEGE OF PHARMACY

(Estd.by Sultan-ul-Uloom Education Society)
Approved by AICTE & Pharmacy Council of India
Affiliated to Jawaharlal Nehru Technological University, Hyderabad.
B.Pharm Program Accredited by NBA
Recognized Under Section 2(f) & 12(B) of the UGC Act, 1956

Prof. Anupama Koneru
M.Pharm., Ph.D
Principal
Mobile : 98666 55547

Office : MOUNT PLEASANT
8-2-249 to 267, Road No.3
Banjara Hills, Hyd - 500 034. Telangana
(O) : 040-23280222 / 33
Fax : 040-23350605
E-mail : principal@sucp.ac.in
suucop@yahoo.com
Website : www.sucp.ac.in

Institutional Preparedness
for
National Education Policy Implementation

1. Multidisciplinary/interdisciplinary:

The Vision of the institution is in consistency with National Education Policy (NEP)–2020 and focuses on skill, competencies and relevant knowledge to empower students to become global citizens. A multidisciplinary education encompassing cognition, skills, social, physical, emotional and moral development leading to holistic personality development among students is the main focus. This kind of comprehensive learning leads to entrepreneurship, innovation and placement.

Emphasizing the key principles of NEP, the college provides diversity for all curriculum and pedagogy with technological innovations in teaching and learning, encouraging logical decision making and innovation, critical thinking and creativity. The syllabus designed by Pharmacy Council of India and Jawaharlal Nehru Technological University, includes Sciences and Humanities in the curriculum besides technology driven topics. Choice Based Credit System (CBCS) is followed based on the structure defined by the affiliating university, JNTUH.

The faculty of the various departments of the institution guides students to perform mini and major projects based on interdisciplinary and multidisciplinary areas of their interest. The institution allocates funding for research, innovation and entrepreneurship in the annual budget. Women faculty and girl students are encouraged and empowered equally as their male counterparts.

Emphasis is given to industrial visits as well as research projects based on field studies/industrial visits.

For the integration of computer and information science in pharmacy, subjects as evidenced using Computer Aided Drug Design (CADD) software and different simulations are offered as an alternative to undergraduate animal experimentation, biotechnological orientation as evidenced by plant tissue culture techniques, vaccine studies, research on stem cells and regenerative medicine. Since, the stream deals with formulation of medicines, emphasis is also given for natural products, synthetic and semi synthetic project works.

Additionally, collaborative research wok in association with industries and academic institutes, various co-curricular activities enhance the scope of multidisciplinary approach. The institute is already practicing multidisciplinary/ interdisciplinary approach by introducing Pharm.D and Pharm D PB programmes.

Due importance is given to innovative interdisciplinary research projects for the post graduate students of Pharmaceutics, Pharmaceutical Quality Assurance, Pharmaceutical Chemistry, Pharmacology and Pharmacy Practice leading to several publications and patents. The college has linkages to various academic, industry, hospitals and voluntary organizations which help the management to prepare the students as per the demands of the global industry. Thus, the vision of the institution has envisaged the salient features of NEP.

2. Academic bank of credits (ABC):

The institute has positively responded to the new Academic Bank of Credits concept that was presented in NEP 2020. The institution's preparedness in implementation of Academic Bank of Credits depends upon the guidelines of the affiliated university, (JNTUH) and Higher Education Department. JNTUH is registered on www.nad.digilocker.gov.in and a centralized database is established by the University. The institution also maintains the database of the students and digitally stores the academic documents of the students starting from their 10th class marks memos, credits earned by the student from various courses and project works.

3. Skill development:

Apart from imparting professional UG and PG programs, the institutions also offers add-on certificate courses for which students are voluntarily opting. Value education is inculcated through co-curricular and extracurricular activities, our institution is focusing on the overall development of students by providing human orientation and experiential learning on human values, societal concern, and environmental awareness.

Extra-curricular Committees along with NSS unit are actively engaged in social activities. Owing to their constant encouragement, large number of students are actively involved in various social activities and showcase their responsibilities towards society. Celebrating various national commemorative days inculcate universal values and develop social responsibility among students.

Apart from celebrating these days, institution also invites experts to deliver lectures to bridge the curricular gaps. Our NSS team and extracurricular clubs conduct street plays, awareness rallies, programs, etc that play a vital role in instilling human values and environmental awareness in our students

The Institutional Innovation Council is organizing lecture series and conducts various activities which provide a platform for the students to nurturing their start up and entrepreneurship abilities.

The institution is partnered with Life Sciences Sector Skill Development Council (LSSSDC), Confederation of Indian Industry (CII) and registered with MSME. Our Training and Skill Development team oversees technical and soft skill trainings through in-house and external collaborations and are imparted through various, Training Programs, Add-on Certificate Courses, Hands-on Training workshops, Entrepreneurship skills and Seminar/Conference/FDPs, enriching employability skills, interpersonal skills, communication skills.

4. Appropriate integration of Indian Knowledge System (teaching in Indian language, integrating Indian culture and traditional medicinal knowledge):

The institution is governed by PCI/JNTUH regulations and their curriculum and hence it is imperative that all pharmacy programs adhere to the use of the English language as the medium of communication and for the conduct of course work. However, during remedial and tutorial classes, efforts are made by the subject teacher to explain the difficult concepts in regional/national language.

The college annual cultural festival includes a variety of plays as well as musical performances in Indian languages. Pharmacy aims at finding new chemical entity, molecules from the natural resources and are in high demand hence our institute encourages and promotes research, studies in the fields of Ayurveda, Unani, Herbal Medicines and Neutraceuticals.

The institution annually celebrates Yoga Day educating the next generation about the health benefits of yoga. Thus, the Institute devotes all its efforts to the incorporation of the Indian Knowledge System into its operational culture and to the dissemination of this knowledge.

5. Focus on Outcome Based Education (OBE):

Outcome-Based Education (OBE) is a pedagogical model that entails the restructuring of curriculum, pedagogy and assessment practices to reflect the

achievement of high-order learning. The objectives set out in the NEP on OBE are competency, standard, benchmarks and attainment of targets.

In addition to this, the OBE incorporates three elements - theory of education, a systematic structure of education and a specific approach to instructional practice. Our institution has adopted the outcome-based education model notified by PCI/AICTE/JNTUH. The POs, COs, PSOS and their attainments are worked out in accordance with the requirements of the National Board of Accreditation and the All India Council for Technical Education.

Exams and other forms of student assessment play a significant part in determining the overall quality of an educational experience. They are required to not just evaluate the accomplishments of the students (and their grades), but also to determine whether the specified learning goals have been attained. It is essential to demonstrate that accurate and reliable evaluations are conducted in order to demonstrate that programme objectives and results have been achieved.

The following reforms were introduced in evaluation

1. Drafting of question paper by including and incorporating Revised Bloom's six levels of competencies within the cognitive domain
2. Assessment and attainments of Course outcomes and Programme outcomes and their mapping. The institution's current assessment and evaluation methodology is in line with the requirements of NEP 2020 and any new inputs will be applied in accordance with the recommendations provided by the competent authorities.
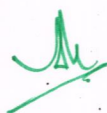
Thus, in order to achieve the learning outcomes, a variety of approaches in teaching learning process like lectures, seminars, tutorials/workshop/practical and project-based learning field work, technology enabled learning, internship and research work are adapted by the college.

6. Distance education/online education:

Offline or Face-to-face classes were suspended during COVID-19. Our faculty and students adapted to the lock down situation positively and maintained academics through online classes.

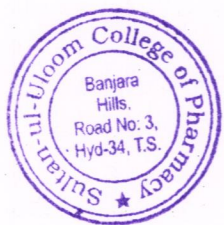Following initiatives/methods were employed to deliver online education
- Zoom and Google Meet was subscribed for uninterrupted delivery of theory and practical classes.

- Students received lecture notes and presentations via Google Class Room. Virtual labs, simulations and YouTube videos were used for practicals. Online sessions helped slow learners.
- WhatsApp groups enhanced student communication and comprehension.
- Content beyond syllabus and recent advancements were delivered by organizing Webinars/Workshops which included the experts from industry and academia through ZOOM and Google meet.
- Continuous assessments were conducted by short presentations, poster, and flyer preparations.
- Internal examinations were conducted through Google forms. The mode of examinations conducted were of Multiple Choice Questions and Subject based assessments.
- Before the online University examinations, students were trained on the revised examination pattern by conducting preliminary examinations. through online mode.
- Students and faculty are encouraged to undertake online skill development courses through SWAYAM/NPTEL Platforms.
- International and National level webinars were conducted using Zoom and Google Meet platforms.

Now online and offline modes of teaching are also included in NEP. The Institute promotes online education through organizing national and international FDPs, certification courses. The liberalization of the economy, including educational institutions, has paved the way for 'PHYGITAL' / Blended learning, which integrates online and offline resources. In this regard recently we have conducted conferences in PHYGITAL mode. Our institution is ready to adopt NEP 2020's Digital Education Policy due to the aforesaid facilities and practice.

PRINCIPAL
Sultan-ul-Uloom College of Pharmacy
Road No: 3, Banjara Hills, Hyderabad-34, T.S