

**Pravara Rural Education Society's
College of Pharmacy (For Women), Chincholi
Tal: Sinnar, Dist: Nashik**



MIDCOURSE IMPROVEMENT POLICY

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Introduction:

Mid-course improvements are an opportunity for students to gain knowledge which finds students difficult or enable to understand. It is opportunity for teachers to gather feedback on the curriculum and teaching approach while the course is in progress. This enables teachers to quickly act on the feedback and implement changes for continuous improvement. Making changes to the course early on can increase student engagement and learning.

Mid-course improvements are also beneficial as they establish an ongoing feedback dialogue with students. This gives students the opportunity to raise any concerns and directly benefit from the implemented course changes. Instructors benefit from mid-term evaluations as they gauge student expectations, provide quality data, enhance teaching effectiveness and improve end-of-term assessments.

Objective:

1. To improve the students who fails to attain the prescribed goal.
2. To increase the level of understanding the particular topic.
3. To make difficult topic to understand in simple and structured way.
4. To understand the topic through e-learning.
5. Mentoring students for subjects which are enable to understand.

Conduct of mid course Improvement:**• Time to take mid course improvement:**

When to conduct a mid-term evaluation depends on the length of course. It is recommended that mid-term assessments be administered half-way through the course delivery cycle. This gives students a significant amount of time to become integrated in the course and to provide insightful feedback.

• Communicate:

It is important to take the time in class to explain the mid-term evaluation process to students. Inform students that their responses will remain completely anonymous and will only be used to improve the course and their learning. It is useful to provide students with examples of how past student feedback made improvements to the course to increase engagement. Student feedback is

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taken in every semester and due to which the students can inform or express the view on particular subject in the feedback.

- **Interpret results:**

Once mid-term evaluations are completed, results are analyzed and interpreted. Basically the marks of Sessional Exam are considered. Accordingly results are analyzed and informed to students.

- **Share feedback:**

Devote class time to go over the mid-term feedback and let students know how they are going to address their concerns. Where we may not be able to implement all the indicated improvements we highlights 2-3 areas where we will be making curriculum or teaching approach alterations. Sharing the results with students will increase their interest and engagement with the course evaluation process.

- **Implement changes:**

Obtaining mid-term feedback is key to identifying areas for teaching and course improvement. The teaching areas for improvement act as the springboard for creating a professional development plan. If the feedback indicates that certain teaching approaches are not effective we can improve this by utilizing opportunities such as training, mentoring, workshops, tutorials, books, etc. If certain topics or materials are not resonating with the class, this feedback can form the basis for a curriculum change action plan.

Mid Course Improvement includes:**1. Conduct of Continuous Internal Evaluation:**

Every semester students has to go through the CIE. CIE Is Conducted as per University guidelines.

Continuous Assessment Guidelines as per SPPU, Pune

Theory	
Criteria	Marks
Academic activities (Any 2 activities e.g. quiz, assignment, open book test, class test)	20
Sessional Exam	20
Total	40
Practical	
Attendance	5
Based on Practical Records	10
Regular viva voce, etc	5
Sessional Practical Exam	20
Total	40

Internal assessment: Continuous mode as per PCI syllabus

The marks allocated for Continuous mode of Internal Assessment shall be awarded as per the scheme given below.

Scheme for awarding internal assessment: Continuous mode

Theory		
Criteria	Maximum Marks	
Attendance (Refer Table – XII)	4	2
Academic activities (Average of any 3 activities e.g. quiz, assignment, open book test, field work, group discussion and seminar)	3	1.5

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Student – Teacher interaction	3	1.5
Total	10	5
Practical		
Attendance (Refer Table – XII)	2	
Based on Practical Records, Regular viva voce, etc.	3	
Total	5	

Guidelines for the allotment of marks for attendance

Percentage of Attendance	Theory	Practical
95 – 100	4	2
90 – 94	3	1.5
85 – 89	2	1
80 – 84	1	0.5
Less than 80	0	0

Sessional Exams

Two Sessional exams shall be conducted for each theory / practical course as per the schedule fixed by the college(s). The scheme of question paper for theory and practical Sessional examinations is given below. The average marks of two Sessional exams shall be computed for internal assessment as per the requirements given in tables. Sessional exam shall be conducted for 30 marks for theory and shall be computed for 15 marks. Similarly Sessional exam for practical shall be conducted for 40 marks and shall be computed for 10 marks.

Question paper pattern for theory Sessional examinations

2. Assignments

Additional assignments are given to the students particularly from University Question paper. This helps the student to understand university question paper, marking scheme and weightage of marks for particular topic. Assignments are checked by respective subject incharge and suggestion for improvement are been given time to time.

3. Remedial Class

Students who fail to secure less than 40% marks in any of the first CIE conducted by respective subject teachers are identified. The remedial class schedule is then prepared for the

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students particularly after non working hours. The important topics are taught as well as discuss in detail in order to give them further basic details about the content of subject. The attendance of students is monitored by respective subject teachers. Interactive and open discussion session is arranged to come up with difficult topics for particular subject. Further an close track of that student is kept by respective subject teacher to check the performance of the student in her next CIE and accordingly it also helps to known the outcome of remedial classes conducted.

4. Tutorials

Tutorials are conducted as per the College Time Table. Tutorials help to boost and motivate both the slow and advance learners in order to meet their learning demands. In tutorials the respective subject teacher first gives questions to solve which are frequently asked in End semester examinations. Then the teacher discusses those question and provides an in depth insight solution for the particular question/problem. Also the bifurcation of marks of particular question is discussed and made known to the students. So student can properly analyze and solve a particular question as per weight age within a specified time.

Rules for Conducting Mid Course Improvement:

1. Those students who shows very low performance in Sessional Exam or Students who are slow learners are considered for mid course improvement.
2. The students identified by a particular mentor are required to attend for mid course improvement.
3. Any student who wish to attend the mid course improvement can also be the part of the course.
4. Students who have not understood the particular or specific topics are also can be participants for mid course improvement.
5. Every subject incharge are informed to take mid course improvement for students having less marks in Sessional exam.
6. Students have to complete assignments/Task/Home work given by respective subject teachers.

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7. Students should make every effort to understand the topic taught by the teacher in all regards and if any doubt can directly ask his/her teacher.
8. Students should interact with advanced learners regularly in practicals in order to gain as well as share knowledge from them.
9. Students should attend Industrial Visit/ Expert Lectures/Soft Skill Programme/Personality Programme/ Value added Courses time to time.
10. Students who show poor performance even after mid course improvement for them extra consideration is given by respective subject teacher.



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