

Best Practices

Pedagogical initiatives to achieve Knowledge, Skills and Behavior of the students

Response:

1. Title of the Practice

Pedagogical initiatives to achieve Knowledge, Skill and Behavior of students

2. Objectives of the Practice

- Technical and knowledge based initiatives for overall development of students
- Practical approaches in developing GAP experiments of curriculum for enhanced learning
- Utilizing and motivating “ICT based Teaching-Learning Process”
- Up gradation of knowledge, practical skills and behavioral development of students

3. The Context

The design and application of the new knowledge and practical oriented pedagogical learning-centric method meet the needs of such diversity in various dimensions of pharmaceutical education in our institution.

4. The Practice

Inspired and imbibed with “The Seven Habits of Highly Successful People” at all a level, encourages intrinsic motivation.

1. Real-time application-based learning is achieved by “WIT and WIL TM “Story Board” and “SPCP Lab Protocol TM “. Each lab of the respective department has structured and well-framed lab manuals that provide the validated methods along with Standard operating procedures (SOPs) of the equipment which helps the students to operate and manage the equipment for their practical works.
2. The communications skills lab right form B. Pharmacy Ist year enhances the personality and communication skills of the students that promote them to project with confidence during placement drive.
3. “Think-Pair-Share” “Learning by Doing” and “Process Oriented Guided Inquiry Learning (POGIL)” fosters cooperative learning and addresses different learning levels and styles.

4. “Industry oriented career based Visionary Approach” sets the goals for Teacher and student. Many workshops on research methodology, IPR and entrepreneurship in association with Climed research solutions were conducted as a part of institutional activity that imparted the industry oriented skills.
5. “Course-Based live Projects” provides platform and application in pharmaceutical industry. The IIIrd and Final years of B. Pharmacy, IInd year of M. Pharmacy, 5th and 6th years of Pharm. D as part of curriculum are required to submit live project with high impact publication based on the practical training imparted in each of departments at institutional level.
6. “Flipped classroom & Blended learning program under ICT fosters knowledge beyond classroom learning.

5. Evidence of Success

1. The pedagogical initiatives reinforced the skills, knowledge and overall development of students in terms of enhanced the team spirit, learning and practical capabilities along with social responsibility.
2. The student’s orientation towards research projects with practical knowledge leading to quality indexed publications, startup and patents
3. Success rate of the placements.

Number of entrepreneurship based internships

S. No	Year	Internships
1	2016-17	0
2	2017-18	0
3	2018-19	0
4	2019-20	0
5	2020-21	5

High impact publications during

S. No	Year	Total no. of publications
1	2016-17	8
2	2017-18	5
3	2018-19	15
4	2019-20	17

5	2020-21	40
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6. Problems Encountered and Resources Required

1. Adaptation of ICT teaching methodologies is the most challenging
2. Learning styles and retention vary across the student fraternity creating a challenge to the classroom deliverables.

7. Resources Provided

The resources include

- Professional training outside by successful entrepreneurs motivating potential candidates to transform from job seekers to job creators. Influencing the potential candidates to take up entrepreneurship as their career. Enabling potential candidates to acquire entrepreneurial qualities.
- As in academic field, entrepreneurship accommodates different schools of thought. It has been studied within disciplines such as management, economics, sociology and economic history. Some view entrepreneurship as allocated to the entrepreneur. These scholars tend to focus on what the entrepreneur does and what traits that an entrepreneur has. This is sometimes referred to as the functionalistic approach to entrepreneurship.

Short-term objectives:

These are goals which are set to be achieved immediately. In the short-term, the individual students/members are trained to be an entrepreneur and made competent enough to scan the existing market situation and environment. The person, who would be the future entrepreneur, should first set the goal as an entrepreneur. The information related to the existing rules and regulations is essential at this stage.

Long-term objectives:

The ultimate objective is that the trained individuals successfully establish their own business and they should be equipped with all the required skills to run their business smoothly.

- Cutting edge training program by expertise faculty, video lectures on topics in communication and aptitude, exams for practice purpose, specific mock tests, etc are additional learning methods incorporated.
- Through these tests and exams it helps in determining and to measure the student's ability to acquire, through future training, some specific set of skills (intellectual, motor, and so on).

