



BHASKAR PHARMACY COLLEGE

Approved by AICTE, PCI New Delhi & Affiliated to JNTU, Hyderabad.

(Sponsored by J.B. Educational Society)

Bhaskar Nagar, Yenkapally(V), Moinabad (M), Himayathnagar (P.O.), R.R. Dist., Hyderabad -500 075, Telangana.

Phone No : 08413 - 235027 E-mail : principal@bpc.edu.in Website: www.bpc.edu.in

7.2.1

Two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

Best Practice 1

Title of the Practice: Enhanced Employability skills and Life skills learning.

The practice of establishing and applying for Enhanced Employability and Lifeskills Learning has been one of the top priorities in Bhaskar Pharmacy College (BPC) Hyderabad.

Objectives of the practice:

- To help the students acquire employability skills.
- To enhance employability skills to practical approach.
- To apply technical knowledge in promoting employability skills.
- To create interest among the students in lifelong learning.
- To develop essential life skills.
- To create a sense of passion to achieve personal and professional goals.

The Context:

According to recent survey, the majority of engineering graduates remain unemployed despite of possessing good knowledge.

The essence of survey is that, there is a huge gap between acquisition of knowledge and application of knowledge. The application of knowledge requires skill and attitude which are unfortunately low among engineering graduates. In other words, today's engineering graduates are more knowledgeable and less skillful. Hence, there is a need to train the students in employability and lifelong learning.

To address the above context, BPC approached industry partners like: Circumpent and sought some suggestions/ guidelines on design and development of curriculum. The curriculum has been designed to promote soft skills, address social issues, bridge the gap between knowledge and skill, and develop mastery in communication to students. The complete curriculum and the proper training help the students to become potential.



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It comprises of four major attributes:

- a) Soft skills
- b) Employability skills
- c) Technical skills
- d) Lifelong learning

The Practice:

Step 1: The Identification of Target Beneficiaries:

The target beneficiaries are the students of B. Tech programme.

Step 2: Need Assessment:

Need assessment is done via training and need analysis where the students are given certain real-life situations, case studies to reflect upon and later on, their views/ ideas are judged.

Step 3: Design and Development of Curriculum

In design and development of curriculum, valuable inputs/ suggestions are taken from experts, industries like: CIRCUMPENCT and academic institutions like: ICT Academy, T-Hub etc. A series of activities are included to involve students in the process of learning by doing.

Step 4: Implementation

CIRCUMPENCT helps in training the faculty of BPC, who in turn train the students in employability skills. The sessions are planned for a semester and scheduled in regular time table as a lab subject. The major part of implementation is activity based, where the students talk time is more and the faculty trainers talk time is less. The faculty trainers act as facilitator. Curriculum is designed to provide learning by gamification.

Step 5: Evaluation

The students are evaluated on their performance in diagnostic, formative and summative tests.



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Evidence of Success:

The practice of Employability skills and Lifeskills and lifelong Learning has been successful since its inception in 2018-19. To mention some major evidences of success:

- 1) The students have been pursuing the course since 2018 and appreciating its significance.
- 2) The students are able to show significant performance in placement interviews and secure higher number of job opportunities.
- 3) The practice has become an added advantage to the students who aim to pursue higher education in India and abroad.
- 4) The practice helps the students to become successful entrepreneurs and innovators.

Problems Encountered and Resources Required:

Problems encountered:

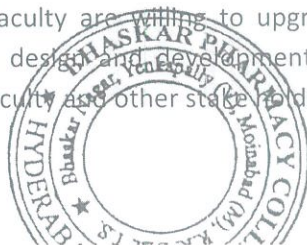
- 1) Time: The problem of the course implementation is time. Since, the practice is based on activities, and case studies, it consumes more time than the other courses.
- 2) Participation: A few students hesitate to participate in activities. The faculty trainers had to spare their time on motivating them

Resources required:

- 1) Trainers: Skillful trainers are required for successful implementation of the practice which were done.
- 2) Labs: At least two labs are required for engaging students in activities to ensure better learning which was done.
- 3) Industry experts: the help of industry experts is essential to update the curriculum which was done.

Note:

As the course is beneficial for the students, the institute continues its commitment in promoting the practice life skills and employability skills and Lifelong Learning. The members of faculty are willing to upgrade their knowledge and skills to implement the practice. The design and development of curriculum were updated based on students, members of faculty and other stakeholders like CIRCUMPENCT.



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Best Practice 2

Title of the Practice: Faculty Development through Intensive Teaching Workshop

Holistic Faculty Development through Intensive Teaching Workshop is an important practice to refresh, enhance and upgrade the teaching-learning practices of the faculty.

Objectives of the Practice:

- To train the members of faculty on pedagogical teaching and learning.
- To help the faculty on the use of modern concepts of teaching.
- To promote outcome-based education in teaching and learning.
- To impart the importance of using ICT tools in teaching.
- To educate the faculty on new innovations and practices of teaching.
- To enhance domain-based and research-based training through workshop.
- To attain better performance in teaching.

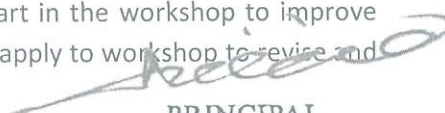
The Context:

Generally, the institute organizes FDP, which are regular and routine in nature are conducted for three to twenty days depending upon topic, availability of faculty and time. For faculty members, who cannot afford to attend FDPs, conferences, seminars, and workshops organized by other institutes of faraway places, Holistic Faculty Development through Intensive Teaching Workshop is an alternative. It was proposed that the training should be a continuous process.

The Practice:

Holistic Faculty Development through Intensive Teaching Workshop is a regular practice as per the following procedure.

A) Faculty members who are not good at teaching and not able to satisfy students results will be identified by the concerned HODs and they are directed to attend the workshop. Many faculty members out of their wish take part in the workshop to improve their teaching skills. Similarly, many senior faculty members apply to workshop to revise and improve their teaching practice.


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- B) To conduct the workshop, one organizing committee is formed consisting of four Faculty members.
- C) The committee evaluates all the applications of workshop and finalize candidates to practice.
- D) CIRCUMPENCT coordination panel appoints judges.
- i) To asses language and confidence.
- ii) To monitor adherence to correct teaching learning process.
- D) Everyday a guest lecture is delivered for 30 minutes, which will be followed by presentations of 3 participants, each presentation for 10 minutes. This presentation will be evaluated by expert committee, which will give them suggestions to improve further in the delivery performance. This process will be repeated for several weeks and participants will be asked to assess their own improvement during feedback process.

Evidence of Success:

The feedback obtained from

- a) Participants,
- b) The Judges
- c) Overall performance appraisal by the workshop coordinators,
- d) Feedback of the faculty members before and after attending the workshop, proved the workshop is a successful program.

The entire feedback given by the judges and expert faculty is a good measure of the efficacy of the workshop process. In general, faculty members were found having improvement in their student feedback post attending the workshop. Their result was also improved.

The workshop has become very popular among faculty members, as they do not have to go out to attend FDPs, conferences, seminars, workshops on leave. Instead, they can stay on campus, participate in workshop and upgrade their knowledge and skills.



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Problems Encountered and Resources Required:

Problems Encountered:

- I. Major problem encountered initially in the process of conducting workshop, is the stigma among the candidates attending the workshop. Initially it was tough to identify the faculty who to be trained.
- II. Identifying the experienced members of guest faculty is a problem.

Resources Required:

- I. Access to technology enabled tools.
- II. Identifying the faculty experts.

Note:

Faculty Development through Intensive Teaching Workshop has been found to be the successful programme. Several members of faculty enhanced their knowledge and refined their skills in Teaching and Learning. The institute is aiming to find innovative methods and materials to promote the programme to the next level/ online.

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