



## **BEST PRACTICES-1**

### **1. Title of the Practice**

#### **SEEDING AND NURTURING LEADERSHIP IN STUDENTS**

### **2. Objectives of the Practice**

Students who are admitted to various programs in the campus come from different social and cultural backgrounds. They come in with their individualized skill sets and knowledge base. Once in the alma mater, the objective is to harness their hidden potential to improve their overall personality. Given a platform, those who have some skill set will get to enhance their potential and win laurels to the institute while the other will get to break barrier and explore new avenues. Leading themselves first has to imbibed in them so that they may rise to lead a team.

### **3. The Context**

It is well known that the student community is a potential resource for knowledge and innovation. Commonly those who are self-motivated and confident will keep pursuing their dreams while many others stay inhibited or are unaware of their potential. Among peers and friends on a social platform they tend to be interactive and energetic but on a professional platform the same enthusiasm is not perceived. In order to kindle the professional spirit, team building and leadership quality with inclination to domain knowledge student led events have been conducted.

### **4. The Practice**

During the academic year several workshops, seminars, industry visits, poster presentations have been conducted as part of the curriculum / co-curricular activity. Around 45 speakers have delivered talks until August 2017. For every seminar/workshop various committees are constituted for smooth conduct. These tasks have been allotted to the students to discuss organize themselves and execute the task supported by the guidance of the faculty members. The tasks taken up and executed include registration work, master of ceremonies, photography, delegate hospitality. Each task had a team with a representative who would report to the faculty members.



## **Acharya & BM Reddy College of Pharmacy**

Acharya Doctor SarvepalliRadhakrishnan Rd,  
Soladevanahalli, Bengaluru Karnataka 560107

This formative training practice to organize and conduct events led to the organization of the MILLENNIAL PHARMA STUDENT'S CONGRESS (MPSC 2017) on the 10-11 November 2017. In addition to being a part of the organizing committee and as volunteers, there was enthusiastic participation of the students in various technical and non-technical contests conducted and cultural events organized during the MPSC 2017. The events were proposed and led by students which are first in the type to be conducted on any pharmacy platform. The events were designed to stimulate innovation and entrepreneurship for which leadership is a prerequisite.

### **5. Evidence of Success**

The successful conduct of the events is reflective of the team work and leadership spirit executed by the student members of the organizing committees of the seminars. Regarding the outcome of MPSC 2017, students of ABMRCP participated and secured prizes in the events organized. Many students from the first year showed enthusiastic participation. The students have been motivated and took steps to participate without feeling any inhibition. Additionally the events were team events. App designing has been one noteworthy area proposed by students. Many of our students secured prizes in the events. One of the laurels was the entitlement to free registration to all the winners of various events for the Indian Pharmaceutical Congress 2017 program. The MPSC 2017 was successfully conducted by the students of ABMRCP.

### **6. Problems Encountered and Resources Required**

For regular events with an audience of around 100, there is not much inconvenience. But for MPSC with over 1000 delegates from across the country, accommodating under one roof was a challenge. The management extended dedicated and exhaustive support in putting up a hall for the same. The facility could be improved further. Other hospitality and transport issues were a challenge due to the large numbers of delegates. Portable toilets have been arranged and buses for plying within premises too have been taken care of.



## **Acharya & BM Reddy College of Pharmacy**

Acharya Doctor SarvepalliRadhakrishnan Rd,  
Soladevanahalli, Bengaluru Karnataka 560107

### **7. Conclusion:**

The motivated students took steps to participate without feeling any inhibition. Additionally the events were team events. App designing has been one noteworthy area proposed by students.



## **BEST PRACTICES-2**

### **1. Title of the Practice**

#### **OUTCOME BASED EDUCATION**

### **2. Objectives of the Practice**

In recent years, the world is undergoing rapid and multiform transitions. At times like this, recruiters demand a workforce with T-shaped skills. T-shaped model is a metaphor used by recruiters, where the vertical bar of “T” indicates the depth of knowledge, skills, and expertise in the respective field, and the horizontal bar represents the ability of the person to apply the learned expertise in other disciplines and collaborate with. In these circumstances, Outcome Based Education (OBE), provides a platform for graduates to develop cross-sectional capabilities along with specialized knowledge through revolutionizing curriculum framework and standards-based assessment methodologies. Actual doing and applying the expertise is a prime concern than understanding and knowing which can be inculcated in graduates through outcome-based education.

### **3. The Context**

Current social, economic, and technological circumstances are on the verge of making traditional teaching methodology obsolete, because of its teacher-centric, rigid nature that emphasizes the mere accumulation of knowledge and marks, just focusing on what is being taught. Contrary to this, outcome-based education (OBE) is student-centric, flexible, and focuses on imparting skill and attitude along with knowledge. Standard, need-based, and up-to-date curriculum, observable and measurable learning outcomes, standardized evaluation forms the basis of OBE. It emphasizes critical thinking, reasoning, problem-solving skills that can be instilled in students by means of several teaching-learning and evaluation methodologies tailored to suit current technological, industrial demands.

### **4. The Practice**

The basic teaching model consists of learning outcomes, teaching-learning methods, and evaluation along with many supporting aspects like, lesson planning, formative and summative assessments, and finally measuring the achievement.



## **Acharya & BM Reddy College of Pharmacy**

Acharya Doctor SarvepalliRadhakrishnan Rd,  
Soladevanahalli, Bengaluru Karnataka 560107

At the commencement of the academic year, the academic calendar, curriculum, lesson plan, set learning outcomes, assessment methodology will be made available to students in the form of ppts, documents (soft copies). As learning outcomes focus on applying and integrating the knowledge and skills acquired during the course/program, helps to tap skills out of the student, they are written using action verbs as per Bloom's Taxonomy. Hence, they play a key role in assessment and evaluation, further, all learning outcomes are analyzed for their attainment.

The curriculum involves the syllabus set by University along with augmented content based on feedback obtained by various stakeholders. Delivery of curriculum is achieved by means of a large group as well as small group Teaching-Learning Methods (TLM). Lecturing and seminar, the large group TLM are used to provide basic information in a specific organized manner. Among small groups, TLM, laboratory experiments, guest lectures, industrial visits, tutorials, industrial/hospital training, short project are used. Continuous assessment, in the form of small tests or quizzes and one-to-one viva is done in every practical class. Apart from this, short presentations by students, group discussion, are in practice along with usual summative assessment like final year/end semester exam. In the end, the attainment of each learning outcome is analyzed.

### **5. Evidence of Success**

OBE has equipped students to meet the current day needs of the world. The practice of OBE has resulted in receiving university gold medals, subject wise and overall ranks, is increasing even after changes from annual scheme to semester scheme. The number of students getting placed in MNCs and USFDA approved industries has grown significantly. Many of the students who opted for higher studies are clearing national-level competitive exams, getting seats in internationally recognized educational institutions.

### **6. Problems Encountered and Resources Required**

The major challenge is the substantial amount of time required in planning. It demands training of teachers for the development of lesson plans, evaluation models, assessment of learning outcomes which takes most of the teachers' time and further hinders the time line. On the other hand, making students familiar with the concept of outcome-based education, evaluation methodology also demands much time where there is a



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Acharya Doctor SarvepalliRadhakrishnan Rd,  
Soladevanahalli, Bengaluru Karnataka 560107

huge chance that students miss the objective of the whole concept even after participating actively and performing successfully in all evaluations. Another major challenge is being an affiliated institution to university, merging of two different objectives, patterns and implementing successfully.

### **7. Conclusion:**

OBE system is a proven success and is used widely across the world. It has helped educational institutions to assess themselves through vision, mission, program educational objectives, program outcomes and at the same time it helped students to develop intellectual skills, cognitive strategy, attitude, verbal and motor skills effectively. Significant aspects of OBE are clarity of focus on developing effective outcomes, establishing a way to achieve expanded opportunities and performance by working backward while designing curriculum, being flexible towards selection of pedagogies, and the most important one is making students involve actively and making them feel responsible for their learning as well as considering parents, employers, alumni as stakeholders and participate actively.