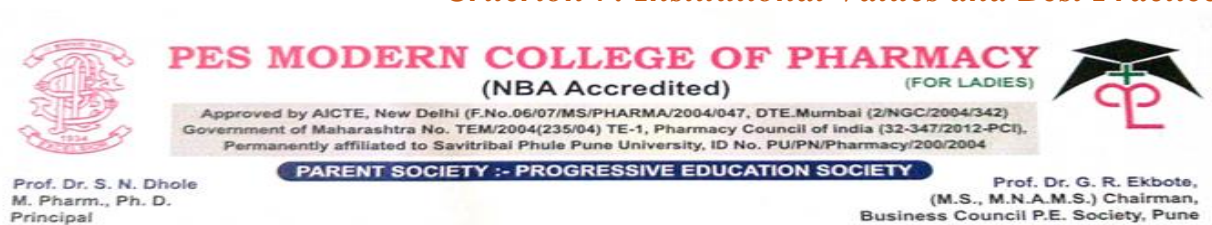


Criterion 7: Institutional Values and Best Practices



Best Practice 1

Title of the Practice Innovative Resources and Tools for Academic Excellence

Objectives of the practice

1. To enhance education quality using diverse teaching aids, interactive multimedia tools, and efficient Learning Management Systems (LMS) to create an engaging and comprehensive educational experience for visual, auditory and kinesthetic learners.
2. To enhance the educational experience by identifying and addressing gaps in the syllabus.
3. To bridge theoretical knowledge with practical applications through experimental lab work and projects.
4. To enhance academic performance and eliminate dropouts.

The context

In today's dynamic educational landscape, traditional methods alone can't meet students' diverse learning needs. Higher education must integrate resources and modern tools to foster excellence. Utilizing technology and varied strategies creates inclusive, stimulating environment that enhances understanding, retention, critical thinking and practical skills, preparing students for the modern workforce's complexities.

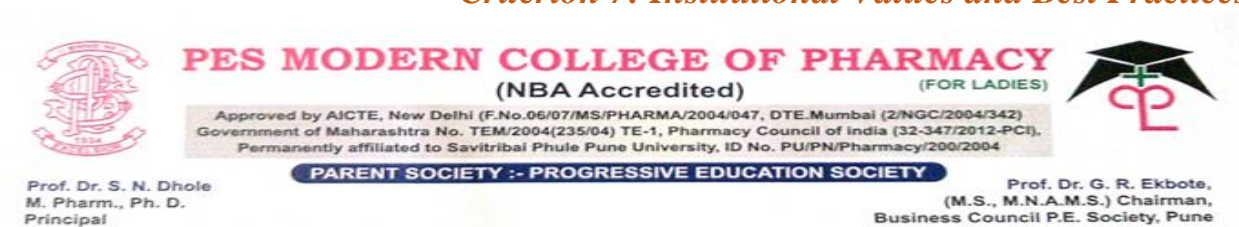
The practice

The College utilizes various resources, teaching and learning tools to enrich the academic experience. PowerPoint presentations deliver content visually, with meticulously designed slides enhancing comprehension and retention. Audiovisual aids, including videos, animations and interactive simulations, offer dynamic multimedia experiences that cater to diverse learning styles and foster deeper understanding.

Problem-based learning emphasizes critical thinking and problem-solving skills over rote memorization. Charts and model-making provide hands-on opportunities for students to conceptualize complex topics, reinforcing understanding and developing spatial reasoning skills.

LMS revolutionizes education by providing centralized platform for course materials, assignments, discussions and assessments. Lecture synopses succinctly summarized key lecture

Criterion 7: Institutional Values and Best Practices



points, aiding in revision and reinforcing learning objectives. Summary cards aid in quick review, helping students to consolidate information while flashcards test their knowledge.

Seminars encourage in-depth exploration of specific topics, promoting research, critical analysis, and oral communication skills. Experiential learning through industrial training, visits, and immersive experiences bridges theory and practice. Carefully designed content of practice school also offers novel experiential learning and updates the students with latest technologies. Additionally, project work fosters creativity, boosts research aptitude with problem-solving ability.

Faculty conducts syllabus gap analyses to identify areas needing enhancement. They design and teach additional content to deepen students' understanding, align with industry standards and ensure a comprehensive education.

Evidence of success

The overall average result across the five years is 98.77%. This consistency in high results indicates a stable and effective teaching methodology with robust academic support system. The number of students qualifying in competitive exams has generally risen over the years, reaching a high of 22 in the 2022-23 academic year. This indicates a positive trend and highlights the increasing success of the students.

Teaching content beyond the syllabus, accompanied by its assessment and feedback, enriches students' subject knowledge.

In retrospect, the diverse array of teaching and learning tools employed in education enhanced engagement, deepened understanding, cultivated essential skills.

Problems encountered and resources required

During the gap analysis and the process of teaching content beyond the syllabus, teachers might have encountered problems such as few students' resistance to learning new content. Accommodating various learning styles requires careful planning and flexibility in teaching approaches. Time constraints limit the ability to cover additional material.

Criterion 7: Institutional Values and Best Practices



Best Practice 2

Title of the practice Cultivating Excellence: Integrated Skill Development for the College Community

Objectives of the practice

1. To offer specialized skill development certificate programs tailored to students' interests career goals and to make job ready professionals.
2. To expand knowledge beyond the traditional curriculum to develop proactive, pragmatic, devoted and talented women pharmacists.
3. To motivate faculty to attend FDPs and improve pedagogical practices, instructional technology skills, professional growth and continuous improvement.
4. To enhance the skill set of staff by providing opportunities for professional growth.

The context

This comprehensive initiative enriches the educational experience in the College environment. It aims to equip College community with diverse skills essential for personal and professional success. Against the backdrop of evolving academic landscapes and increasing demand for multifaceted skillsets, this practice emerges as a response to the imperative of holistic development. Complementing student-focused efforts, the initiative extends support to faculty and staff.

The practice

This holistic initiative aims to enhance student development and the professional growth of faculty and staff through a multifaceted approach. It addresses its objectives by offering tailored add-on courses for students and development programs for faculty and staff.

The certificate courses for students include Clinical Research, Pharmacovigilance, Medical Coding, Clinical Data Management, Interview Skills, and Clinical Trials, Regulatory Affairs etc. To promote collaborative learning and interdisciplinary research, the college has established MoUs with organizations such as Elite Institute of Pharma Skills, Ingenious Healthcare, Step-Up Pharma, and Royal Academy of Career Excellence. Additionally, the college has set up a

Criterion 7: Institutional Values and Best Practices



SWAYAM NPTEL local chapter to encourage students to enroll in and complete online certificate courses through NPTEL.

Faculty design and conduct various certificate courses and trainings, such as Clinical Trials, Design of Experiments, Computer-Aided Drug Design, and GraphPad Prism Software. These courses are meticulously planned, assessed through multiple-choice and/or descriptive evaluations, and certificates are awarded upon successful completion. Over the past five years, more than 51.61% of the College's students have completed 36 online, value-added or certificate courses.

Students are encouraged to participate in inter-collegiate competitions and acquire employability skills through industrial training and hospital visits. The College has developed MoUs with industries like Cure Pharma NuLife Pharmaceuticals and start up like SynThera Biomedicals to facilitate interdisciplinary research. Students are prepared for industrial demands by developing communication skills, interview skills, professional ethics, and soft skills.

The initiative also supports faculty and staff participation in FDPs and quality enhancement programs through financial and related support, promoting a culture of continuous improvement and adaptation to evolving educational trends. The College allocates sufficient resources, prioritizes professional development initiatives, and establishes supportive policies and structures conducive to holistic skill development.

Evidence of success

This strategic focus on expanding educational offerings was likely contributing to the overall success of students, as evidenced by the impressive average placement rate of 68.32% over the last five years.

FDP contributed to improvements in teaching methodologies by equipping faculties with new pedagogical techniques, integrating technological advancements and updating curriculum strategies. Non-teaching staff consistently participated in FDPs over five years, showing sustained interest in professional development. Overall, 70.42% faculty and staff have completed such programmes during last five years.

Criterion 7: Institutional Values and Best Practices



PES MODERN COLLEGE OF PHARMACY
(NBA Accredited) (FOR LADIES)

Approved by AICTE, New Delhi (F.No.06/07/MS/PHARMA/2004/047, DTE.Mumbai (2/NGC/2004/342)
Government of Maharashtra No. TEM/2004(235/04) TE-1, Pharmacy Council of India (32-347/2012-PCI),
Permanently affiliated to Savitribai Phule Pune University, ID No. PU/PN/Pharmacy/200/2004

PARENT SOCIETY :- PROGRESSIVE EDUCATION SOCIETY

Prof. Dr. S. N. Dhole
M. Pharm., Ph. D.
Principal

Prof. Dr. G. R. Ekbote,
(M.S., M.N.A.M.S.) Chairman,
Business Council P.E. Society, Pune

Problems encountered and resources required

Professional development programs necessitate effective time management and institutional support to attend the sessions. Furthermore, coordinating schedules, securing appropriate facilities and managing administrative tasks pose challenges.




PRINCIPAL
PES Modern College of Pharmacy
(For Ladies)
Borhadewadi, AUPest-Moshi,
Tal.- Havell, Dist. Pune- 412 105