BLDEA'S
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COLLEGE OF PHARMACY & RESEARCH CENTRE, VIJAYAPURA

BEST PRACTICE - 1

Title of the Practice	**STRENGTHENING OF TEACHING SKILLS BY ADAPTING NEW TECHNOLOGIES**
Objectives of the Practice	**Strengthen Teacher's Tech Skills:** With changing scenario in learning ability, teachers must learn new technology and electronic presentation skills exist to reach students prospects. **Self-Centred Development:** Teacher, first he is lifelong learner, he has to update himself to face challenges of teaching in current trends. **Brush up on Pedagogy:** The sea change in the pedagogy, one has to update himself to address new generation learners. **Improve Classroom Management:** Now a day's classrooms are well equipped with ICT tools, and the role of a teacher is changing to facilitator. **Student-Centred Development:** Teacher should facilitate, guide, and mentor the learners for their holistic growth.
The Context	The education system is mainly based on the curriculum and the teachers. The strengthening of education system is depends on these two parameters. Any impairment in these two decreases the quality of education and name of the institution and affects the learners. In view of this the BLDEA's SSM COP & RC, is continuously organising the basic education methodology programs supported by Rajiv Gandhi University of Health Sciences (RGUHS), Bangalore to strengthen the teachers ability to deliver the effective teaching and also improving the confidence among the teachers. Improving teacher quality is at the heart of our national effort to achieve excellence in the classroom. The BLDE association has established Standard Operating Procedure Cell to imbibe the quality and quantity cognizant in all arena of education & research and also to establish quality bench mark in educational ecosystem through adoption of dynamic standard operating procedures. This comes at a time when the very structure of education is going through a profound change. The BLDEA's SSM COP & RC has implemented **CollPoll**, a web and mobile based AI-powered campus automation, digital learning and analytics platform designed to address the rising complexity, competition, and digital compliance for the smooth operation. The class rooms are equipped with ICT enabled tools to facilitate the effective teaching and create interest in learners.
The Practice	**Strengthen Teacher's Tech Skills:** During the last 10-15 years, education has moved at light speed in the area of educational technology. The black board teaching not fulfil the learners thrust, hence our institute use various platforms of modern technology to reach out students. Our classrooms are equipped with smart boards, lecture capture systems, interactive panels, visualizers, LCD projectors, PCs and use of LMS. To use effectively, institute conducts training sessions/workshops from experts from outside and senior colleagues of our institute. **Self-Centred Development:** Teachers can attain this development in two

manners – Formal and Informal. Formal methods include: attending conferences, workshops, webinars, seminars, symposiums with a view to enlightening teachers on latest developments in the field of education, which help them update with latest concepts that are required for professional development. Writing articles/books, material production, publication of research papers, etc also help a lot in this form of development.

Brush up on Pedagogy: Under the Informal manner, teachers must develop their portfolios to illustrate their personal works, professional growth and abilities. Attending in-house training sessions are advised, preparing lesson plans and using critical incidents for informal research boost the development.

Improve Classroom Management: The effective implementation e-governance is the prime intention of the institution so the institution has implemented e-governance in admission and academia, in admission the students can apply, enrol in the students register and also can pay the institution fee by sitting in the home itself. In academia with the help of CollPoll the staff can enter the student's attendance, internal assessment marks, provide e-books, PPTs, notes etc. and helps in monitoring the students' performance.

Student-Centred Development: Teachers, in order to let learners learn in the best possible ways, have to adapt to the changes from time to time. Learners live in a different setup as compared to teachers. This gap can be bridged by teachers only when they reach out to the mental level of the learners. Over a period of time there have been tremendous changes in the setup of our education system. Teachers have demonstrated that they possess some special characteristics to handle the changing times and trends in education sphere. Teaching through pneumonic, group discussion, organising quizzes are routine practices of our institute.

Evidence of Success	The staffs are adopting the teaching learning and evaluation methods regularly. Students can enrol by sitting in home Involved in research and publishing the research articles Continues participation in FDP Punctuality Publishing bulletin
Problems Encountered and Resources Required	Need technical support, Takes time to adopt newer ICT tools. Rural students facing network issue.

BEST PRACTICE - 2

Title of the Practice	**MENTORING SYSTEM FOR HOLISTIC GROWTH AND INCULCATING INNOVATION.**
Objectives of the Practice	**Mentoring of junior students by senior student:** for better understanding of course and institute environment.
	Mentoring of students by teachers: for helping students to understand how their ambitions fit into graduate education, department life and career choices.
	Mentoring through holistic approach: Students are exposed to various environments where their thought process will find evidences. Organisation of TED talks, heritage walk, outdoor recreational activities.
	Mentoring of a new teacher by an experienced colleague: New teacher is mentored by an experienced colleague with respect to imbibing teaching skills. Experienced teachers who are expert in technology are mentoring other colleagues of the institute.
The Context	An effective mentoring relationship develops over time. The student benefits from the mentor's support, skills, wisdom and coaching. This will facilitates mentor & mentee deepen their working relationship. Sometime the exercise helps more when the student develops into a junior colleague. Students expose to new environment facing so many problems related to college, campus, course, seniors, health etc. Mentoring is required for students to achieve emotional stability and to promote clarity in thinking and decision making for overall progress. In this context, institute has adopted two tiered system of holistic mentoring; where senior students and staff members are sharing the responsibility. The effective mentorship will make a student to i) acquire a body of knowledge and skills, ii) learn techniques for collaborating and networking, iii) gain perspective on how a discipline operates academically and socially. Collaborative problem solving, creativity, innovation and continuously improved performance outcomes are the normative expectations of this practice.
The Practice	SSMCOP focused on using an innovative mind-set to create meaningful and substantial relationships between mentees and mentors
	Mentoring of junior students by senior student: A unique practice is being adopted by BLDEA's SSM COP and RC, Vijayapur, in which the final year M. Pharm. students are mentoring first year B. Pharm. students, final year B. Pharm. students are mentoring first year D. Pharm. students and final year Pharm. D students are mentoring first year Pharm. D. students for better

understanding of course and institute environment. Final year students are assigned with maximum ten junior students and are advised to continuously interact with their juniors to understand their problems in studies and report to concerned teachers and also help in their studies.

Mentoring of students by teachers: Teacher-student mentorship is our regular practice for helping students to understand how their ambitions fit into graduate education, department life and career choices. Each staff member is allotted twenty students and follows the mentorship guidelines of the institute.

Mentoring through holistic approach: Students are exposed to various environments where their thought process will find evidences. Institute regularly organises TED talks video sessions, heritage walk, outdoor recreational activities for understanding about current trends, historical background and develop inclusiveness.

Mentoring of a new teacher by an experienced colleague: Mentorship is not only to students, but also to new teachers, New teacher is mentored by an experienced colleague with respect to imbibing teaching skills and more important one is how address students personal and study related problems. Experienced teachers who are expert in technology are mentoring other colleagues of the institute.

Evidence of success	Minimized dropouts through personal interaction with students. Improved confidence level of students to remain in college. Evidence of success of the practice also includes better results in the internal examination and also in final examinations, more regular attendance, increased participation in co-curricular activities, better discipline on campus and respectful relationship between teachers and students. It is needless to say that a mentor gets the job satisfaction.
Problems Encountered and Resources Required	Continues monitoring of students, Maintaining students records