

Best Practice 1

1. **Title of the Practice** - Germinating competence.

2. **Objectives of the Practice-**

- To motivate students to undertake higher studies by ensuring success in competitive exams
- To adopt the process for in-house preparation for competitive examination
- To involve the individual learning methods of preparation and practice student centric methods learning
- To conduct preparative drills for better management of examination related stress
- To inculcate the culture of competitiveness and enhance the enrollment of the students for competitive exams
- To help the students to achieve future goals and plans related to higher studies

3. **The Context**

Although the good teaching learning methods to enhance the technical knowledge are adopted, the enrollment of the students for higher studies in reputed institute is based on the GPAT or GATE or other entrance examinations. Students appearing for university examination mainly prepare themselves for subjective content and therefore the rate of success in the competitive examination based on objective learning is relatively low without any coaching or extra classes. Most of the students are from the families with low annual income and therefore present their inability to accommodate the expenditure. Success in the competitive exam earns the berth for higher studies in institute of repute alongwith fellowship to meet the expenses. Coaching available outside the campus may not be sufficient or monetarily out of the reach of most of the students.

Hence, Institute has designed and adopted the practice of in-house extra classes for objective based learning for development of the students with the objective to provide guidance to undergraduate students to increase the enrollment of students for competitive examination for the students aiming for higher education or job. Faculty available at the institute is highly qualified and able to contribute to the effective objective learning and training of interested students. Additionally, mock test conducted during practice session help to reduce the examination phobia and manage examination stress.

4. **The Practice**

- Most of the students admitted to undergraduate courses are from rural area with inadequate access to the information. Importantly, the career options

considering the individual capability and interest are not well workout or counseled. The mentoring system available at the institute along with the interactive sessions conducted helps the students for SWOT analysis and to know the career or placement options.

- Students who have made the mind and intended to go for higher studies are enrolled for the extra coaching classes conducted at institute free of any charge.
- Classroom teaching or tutorial sessions are conducted for the students. Depending on the student demands on an average 23-29 sessions or lectures are conducted.
- Some lectures are conducted by the outsider faculty from ANA willing to work or collaborate voluntarily. Alumni who wants to engage sessions on the guidance on competitive exams are also the part of this initiative.
- Students are guided for the applications process to competitive exams like GPAT/GATE.
- Mock test are conducted to rehearse the students for examination and to identify the area for improvement
- Interactive feedback is taken post result.

5. Evidence of Success

- The enrollment of the students opting for higher education through competitive examination has increased.
- Number of student opting and appearing for the competitive examination other than GPAT or GATE is also scaling up.
- The enrollment for higher studies is observed not only for traditional pharmacy or technology post graduations but also in stream such as paint and surface technology, perfumery, colors and dyes.
- Ranks secured by the students in competitive exams is satisfactory e.g. GPAT-2019: AIR-260 (Nilesh Bajad); GPAT-2018: AIR-249 (Mangalsingh Rathod); GPAT-2017: AIR-116 (Kshirsagar Bhavesh), AIR-157 (Khedkar Manish); GPAT-2016: AIR-137 (Lingayat Deshbhushan), AIR-158 (Ingale Ketan); AIR-123 (Kokate Mahesh).
- All the qualified students are persuing higher studies with stipend from national institutes as well as state universities and reputed colleges affiliated to universities.

6. Problems Encountered and Resources Required

- Most of the students are from provincial background and hence hesitate to explore metro cities where the premiere education institutes are located

- Many students belong to financially weaker section and many of them are first generation learners in professional education, hence needs confidence building and shift in approach and attitude for succeeding in competitive examinations for higher studies
- Students being from rural and low educational status family, are poor in oral English communication.
- Online or mobile based applications for mock test or resource material will be useful for more effective and outcome oriented implementations to overcome these weaknesses.

Best Practice 2

1. Title of the Practice – Environmental, societal and community, responsibility and consciousness.

2. Objectives of the Practice-

- The main objective of this practice is to sensitize the students on their responsibility toward community and society as health care professionals
- Students are made to understand importance of environment in the societal health and to imbibe the conscious on environment
- To promote participation of the students in different programmes related to community health, societal responsibilities and environmental conscious.
- To involve students into the activities to promote the realization of societal issues to attract their attention for their role in the society
- To equip students with human values and transform them into responsible citizen of India.
- Provide exposure and acquaint students on latest developments contributing to the skill development which helps in improving possibilities for employment.

3. The Context

Apart from the technical knowledge acquired with typical classroom and laboratories, we believe that strong will and potent force that drives ones career is the sensitive and conscious understanding of the basic objectives of education for the service to society. Education, in the current context, has to be indulging values and sensitize for the social responsibilities and duties. Therefore, to understand the importance, responsibility and their necessity as healthcare professional and as individual citizen students needs to participate and work community health to learn and handle the actual practice of pharma professionals. Epidemiological status of different diseases in the society could substantiate the activities related to control, irradiate, prevent the disease and may promote the innovation for the same. A professional should be touched and driven by understanding the substantial role of environment on the health. Tree plantation and cleaning activities need participation by students to make them understand the importance of environmental maintenance and energy use and conservation in the societal health.

4. The Practice

- Institute allows and promotes the involvement of the students to collect the data on epidemiological status of the community.
- Students are involved in the national programs to make aware the people about health, environmental and societal issues.
- Students partake in the dialogues among community components in organized manner.
- Students are involved in the work in an organized and active way towards a social goal to spread the knowledge of schemes, measures and solution available with the authorities among affected people.
- Students encouraged for their involvement in collaborations with government, non-government and NGO on community problems to inculcate the team spirit.
- Students offer general and personal assistance to the hospital outpatient and inpatient services
- Student engagement with physicians on ward rounds to undertake clinical case studies.
- Active participation by the students in on campus plantation and cleanliness initiative.

5. Evidence of Success

All the students have participated in several programs which helped in developing a sense of responsibility toward community, societal and environmental issues as well as consciousness on their role in the society as a responsible citizen. Recognition and appreciation received for contribution as well as inspirational interaction with the personalities during the participation of the programs encourages the students to maintain high motivation.

Community engagements:

- Students have conducted the survey for the detection thalassemia and leprosy in Amravati district under National Health Programme
- Malnutrition survey and nutritional status of mother and children was conducted by the students
- Students have conducted the health check up camp
- Clinical case studies, ward rounds, dispensing practices, patient counseling, drug information centre, outpatient and inpatient services, blood donation under urgency delivering the responsibilities for society

Societal Responsibilities:

Students participated in Unnat Bharat Abhiyan, road safety campaign, tree plantation, blood donation, Beti Bachao, NSS and other programmes

Environmental Consciousness:

Student contribution in tree plantation, plastic free campus, Swachha Bharat Abhiyan, save water, irrigational promotion has received the appreciation from the stakeholders. Further

to add institute demonstrates environmental consciousness through solar passive building, green and environment friendly campus and saves energy thereby generates the energy.

6. Problems Encountered and Resources Required

- Students face to communicate in local language during the community engagements
- Poor facility in the remote region or low level of health facilities makes Rural Health care as biggest challenge responsible for high mortality
- Low educational level makes the society vulnerable to misbeliefs and antisocial practices like addiction
- Acceptance of Pharma professional as an active community health professional is not much welcomed by other health professional as well as society