



Children's Education Society (Regd.)

The Oxford College of Pharmacy

(Recognised by the Govt. of Karnataka, Affiliated to Rajiv Gandhi University of Health Sciences, Karnataka;

Approved by Pharmacy Council of India, New Delhi)

Accredited by NAAC and International Accreditation Organization (IAO)

7.2.1 - Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

The Oxford College of Pharmacy has sensed the societal requirements and provided excellent opportunities that are responsive to the needs of the community in order to create a vibrant and supportive community by significantly increasing opportunities to connect and explore ideas for the benefit of the nation and its people. Our educational institution support students in overcoming economic, social, creative, and environmental obstacles so they can take an active role in determining their own future. Our best practices will guarantee the opening up of higher order thinking and problem- solving frontiers to inculcate and ignite creative sparks that lie in the young aspirants through the delivery of a variety of programmes. The actions/initiatives taken by our institute encourage the coordination of ideas and deeds by learning through the sharing of knowledge, skills, and best practices.

1. Title of the Practice: MENTORING SYSTEM FOR STUDENTS

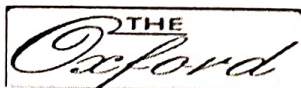
2. Objectives of the Practice:

- To enhance academic learning experience by ensuring the holistic student learning.
- To groom students as global citizens by ensuring professional and personal growth of the students also to make them prepare and handle real life situations.
- To make students to excel in the academic initiatives and encourage them to attain academic excellence.

3. The Context: Students undergo various problems of stress- personal, academic, physical, mental. Students are new to professional college life. It creates a lot of stress, especially to hostel students who are away from family for the first time. Students from educationally weak background feel complex and hesitations in class and unable to perform well due to inhibitions. Statistics reveal increasing number of suicides and dropouts. Considering the student-teacher ratio in classrooms, it is difficult at times to give personal attention to students in class. One solution therefore is a 'Mentor' who can form the bond with students in the true sense. Mentoring is required for students to achieve emotional stability and to promote clarity in thinking and decision making for overall progress.

4. The Practice:

- To make students' academic oriented and enable them to incline into learning initiative.
- To accommodate this the institute has developed a practice of mentor-mentee system where in each faculty would be allotted 10 students for grooming them the mechanism followed will be vertical hierarchy mentoring system.
- The class coordinators and mentors together try to understand the learning capacity of each student from the very beginning of the program. The learning capacity of every student is different that is some students



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have slow pace of learning (Slow learners) and some are average (Neutral learners) but some are gifted learners (Advanced learners).

- Further the students are after sessional exams are categorized on the basis of learning capacity and it made mandatory for slow learners to attend remedial classes where they are provided with solved previous papers. Some tutorial classes are also taken. Staff mentors also guide them to overcome the learning difficulties. Improvement exams are conducted so that they are given a chance to score better marks.
- Similarly, the neutral learners are counselled by the subject teachers as well as the respective mentors to perform better in their studies so that they can be turned into advanced learners.
- The advanced learners are also encouraged to participate in experimental learning, participative learning and problem-solving based learning. They are motivated to participate in field visit, and to attend expert talk, guest lectures, encouraged for group discussion, journal club and case study. Students are also motivated to publish review and research articles in various reputed journals.
- The same way mentors encourage the students to participate in co-curricular and extracurricular activities and sports.
- Their academic performance and other activities are all recorded.
- They meet at least once a month to discuss, clarify and share various problems which may be personal or academic, etc.
- The identified students with any kind of issues related to above are counselled with counsellor of the sister concern institutions within 15 days gap or whenever required according to the need.
- The mentors also counsel the students in need of emotional problems. Apart from the mentoring system, the institute have counselling facility provided by the sister Institutions. Mentoring done by faculty members and students who are in need are referred to the medical counsellor personnel for further counselling. The external counsellor visits the campus every 15 days and whenever need arises. The institute also has provision of group as well as individual counselling.
- The mentors also keep in touch with the parents on their attendance, test performance, fee payment, examinations etc on weekly basis.
- When the students have any problem in any department either with the staff or with work completion the mentors speak with the respective staff and sorts out the problem.
- Mentors take special care of weak students, who are given advice on how to study, prepare a time table for study and clarify the doubts and also given notes to study.



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- The Chairperson of Mentoring Committee takes the progress of counselling of students by mentors.
- Students problems are discussed with the concerned departmental heads, faculties and necessary action taken to solve it.

5. Evidence of Success:

The evidence of success of this practice includes enabling students in attaining academic excellence by students where the pass percentage is 100 % for UG as well as PG courses, increased participation in co-curricular and extra-curricular activities, better discipline on campus and respectful relationship between teachers and students. Few students of advances learner category were successful in publishing articles in quality indexed journals. The students are more relaxed and have a healthy relationship with the staffs.

6. Problems Encountered and Resources Required:

Students often find it difficult to meet their mentors due to the hectic academic schedule. To address this, common free slot in the time table is provided wherever possible. This practice requires committed teaching staff who has the desire to help students beyond teaching hours. Training session for counselling and guidance by the experienced staff is required for the fruitful results of this mentor mentee practice.

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1. Title of Best Practice – ADOPTION IN INNOVATIVE TEACHING LEARNING PEDAGOGY

2. Objectives of the Practice:

- To incorporate innovative teaching learning methodologies into the pedagogy so as to create and enhance learners' centric experience.
- Adoption of ICT initiatives and incorporation of e-content /e- resources into the teaching learning processes

3. The Context: Different teachers use different methods to teach in class. They teach at different paces. It was observed that syllabus coverage remains a challenge when there is need of uniformity. The teachers find it difficult to keep pace with the techno – savvy student learners. There was a need of uniformity and standard setting so that everyone is able to meet the objective of best teaching practices. It has become essential for teachers to adopt to the latest pedagogic styles and include ICT in class room teaching. The mismatch between the student learner and the teacher in the use and comfort of handling varieties of tools available for teaching – learning needs to be bridged.

4. The Practice:

- To enhance learner centric experience the institution has initiated the incorporation of innovative teaching learning methodologies into the pedagogy. Accordingly, all the plan of study, lesson plan, syllabus completion reports would be framed.
- The teachers are encouraged by the Head of the respective departments who are given flexibility to choose and to adapt advance teaching learning methodologies such as Journal Club, Problem Based learning, case studies etc. including ICT adoption in class room teaching on the basis of their course syllabus so as to increase interest level in students.
- The heads of different departments monitor the pace of coverage of the syllabus
- Timely Feedback is obtained from students regarding the content delivery by different teachers.
- Assignments, tests and evaluation are conducted at scheduled dates to improve performance in the semester – end examinations.
- Timeline of Assignments, syllabus coverage is monitored by Dean academics at regular intervals
- e-content/e-resources materials are used by the respective teachers of different subjects to the students to make learning process interesting.

5. Evidence of Success:

- All teachers have adopted modern pedagogic styles and ICT in their classes leading to paced and timely completion of syllabus.



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- The incorporation of these innovative methods enhanced learners centric experience leading to improvement in results.
- The advanced learners are also encouraged to participate in experimental learning, participative learning and problem-solving based learning. They are motivated to participate in field visit, and to attend expert talk, guest lectures, encouraged for group discussion, journal club and case study. Students are also motivated to publish review and research articles in various reputed journals.

6. Problems encountered and Resources required:

Adherent to rapid changes and new innovative patterns is a challenge for the faculty as the plan of studies and lesson plan along with curriculum development programs are fixed and shared with concerned stake holders at the beginning of academic year itself. However, faculty have taken extra efforts to imbibe these innovative practices into the teaching learning process to make learning experience more creative.

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