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**Principal :**  
**Dr. S. B. Bari**  
**M.Pharm. Ph.D., D.I.M.F.J.C.**

## Teaching pedagogies

At HRPIPER, our dedicated faculty is committed to providing an enriching and transformative learning experience for our students. We have developed a range of cutting-edge teaching pedagogies like WordPress Website, Open Education Resources (OER), Ginomio Learning Management System, Acadly App, Google Classroom, Mentimeter, YouTube, Testmoz Quiz etc. that leverage modern technology to enhance student learning and understanding. These methodologies foster engagement, interactivity, and collaboration, enabling students to thrive in a dynamic educational environment. Through these innovative teaching pedagogies, HRPIPER's faculty cultivates an inclusive and engaging learning environment. We prioritize personalized learning experiences, enabling students to grasp complex concepts effectively while fostering critical thinking, collaboration, and independent learning. As technology continues to evolve, we remain dedicated to adapting and refining our teaching strategies to ensure the academic success and holistic development of every student.



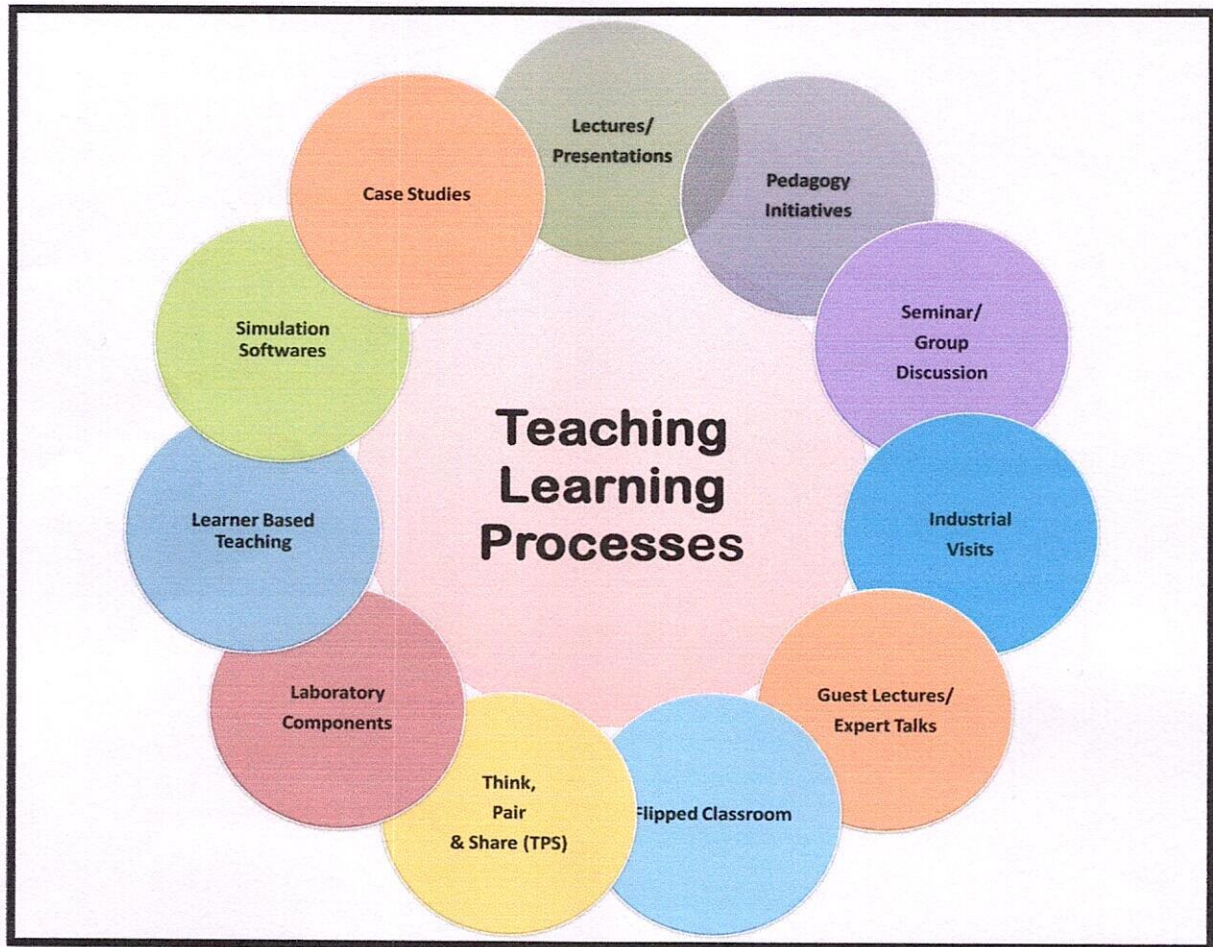
  
**PRINCIPAL**  
H.R Patel Institute of Pharmaceutical  
Education & Research  
Shirpur Dist.Dhule(M.S) 425 405



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Student-centric methods are used for enhancing learning experiences by:



  
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As teaching and learning are the key components of the any academic curriculum therefore, we at HRPIPER also strongly emphasize on effective implementation of teaching and learning processes. The faculty has effectively adopted diverse teaching methods for effective teaching including not only ICT based teaching but also conventional modes of teaching.

HRPIPER has taken several initiatives towards providing state of the art teaching and learning methods to all the students for their overall development. As the institute is affiliated to KBCNMU, Jalgaon, so as per the design curriculum the instructional methods are lecture mode as well as practical mode (including demonstration and simulation). The most convenient way is the lecture mode; in this mode our faculty uses the modern audio-visual tools including power-point presentations with LCD for the delivery of the lectures. Moreover, the use of internet clippings, videos and animation modules are also welcome by our faculty to impart effective learning. We at HRPIPER always believe in the concept of practice makes man perfect, so all faculty members concentrate on effective implementation of practical's at par with the future industrial requirements. In addition, we also implement/conduct the topics from content beyond the syllabus to fulfil any gap which may arise from the KBCNMU prescribed syllabus.

Institution arranges extra theory and practical classes for the late admitted students (including lateral entry students) as well as for slow learners. Students follow the practice of use of the study material and question bank with solution provided by faculties for better performance in semester and internal examination. We also follow the learner classification based teaching method. Therefore, the institution supports fast learners to involve themselves in varieties of activities viz. research projects, elocution, debate, presentations and workshop, seminars at university (AVISHKAR), state and national level, guidance for various competitive examinations including GPAT exams, extempore, conferences and industrial visits for enhancing their knowledge to cope up with the recent developments in the pharmacy profession.



  
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**Following technologies are being used for effective teaching by the faculty:**

- Conventional teaching methodologies like using chalk and board, OHP etc.
- Power point presentations using LCD projectors.
- Case studies.
- Use of flip classroom.
- One to one discussion with the students.
- Use of e-journal, e-books for effective teaching.
- Software's as computational or statistical tools.
- Use of audio-visual clips.
- Problem solving sessions.
- Interactive sessions during classroom/practical teaching.
- Learner based classification/teaching.
- Seminar and group discussion.

❖ **Some key highlights of teaching learning processes**

- Institution academic calendar is prepared well in advance before the commencement of the semester. It includes all the activities planned for the semester viz. number of working days, internal test dates, public holidays, conduction of events like organizing guest lectures, conferences etc.
- Allotment of subjects to the all staff is also done in well advance so that staff to prepare lesson plans, course plan, soft and hard copies of the lecture notes, ppt. etc.
- Some of the staff members provides laboratory manual to the students explaining the details of the experiment including some innovative practicals or practicals containing content beyond the syllabus.
- Lecture session duration is of 60 minutes. Laboratory duration is 3 hours for CGPA pattern and 4 hours for PCI syllabus.
- Effective implementation of innovative teaching and learning methodologies to generate the most excellent learning environment for students.

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- Assignments to students: It helps in improving their performance.
- Case study based method also helps in developing analytic and problem solving skills of students, allows for investigation of solutions for several disease and health related issues.
- Experts from academia as well as industry ask for invited talks and seminars on the current trends in pharma profession.
- Learner based classification helps in identification of bright and weak students. Motivate the weak students by conduction extra lecture or through counseling and help them solve more problems. Encourage the fast learner students to attend more workshops/seminar/AVISHKAR.
- Workshops are organized to help the students not only to understand concepts beyond curriculum but also for their all-round development.
- We specially emphasize on preparation for GPAT examination for this we invite several professors for orientation program for the same. In addition on line GPAT examination module we implemented in institute itself. Faculty also motivates students for university ranks as well as higher studies.
- Class Discussion and small group discussion with the involment of faculty members increased confidence levels of the students. Small group discussion in practical specially allows participation of everyone and students often more comfortable in small groups.

❖ **Implementation:** The effective implementation of these teaching methods is well documented in the academic time table. The observations therein, analysis of results (theory as well as practical) and documentation (laboratory manuals) are being executed very effectively.

❖ **Feedback:** Theory as well as practicals examinations which are conducted periodically. In addition, we follow the student's feedback mechanism for the evaluation of teacher's strengths and weaknesses. The outcome of such a feedback helps in improving the capabilities of teachers. In contrast, HRPIPER motivates the students by implementing



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various rewards and appreciation schemes for student to achieve excellence in academics. Moreover, we also provide financial support to the students for active participation in seminars/conferences/AVISHKAR.

- ❖ **Impact:** Our student excels in university examination by securing rank in university merit list as an outcome of implementation of these methods. In addition our students excelled in the national level competitive examinations for higher education and secured several prizes in AVISHKAR.
- ❖ **Lectures/Presentations:** Lectures are the effective ways of achieving the program outcomes (POs) and course outcomes (COs). This is the best method to achieve the course outcomes in a better way. It presents factual material in direct, logical manner, contains experience which inspires and stimulates thinking to open discussion. Sometimes learning is difficult to gauge and communication in one way. It is useful for large groups. Mode of delivery of lectures is power point presentations. We also adopt lecture with discussion system which involves audience at least after the lecture and audience can question, clarify and challenge. Faculty conveys significant information, history, background and theories to make the concepts clear.
- ❖ **Laboratory Component:** This is the best part to acquire practical skills. In fact; is the most ideal way to get in touch with the theoretical concepts in legible and handy way. This also helps in building the confidence amongst the students by exposing them to actual conduction of practicals along with the principal and mechanism involved and handling of the sophisticated instruments. It is a place wherein several PO's can be attained, because of high contact time and 1 to 1 basis. Laboratory work demonstrates how theory can be verified by experiments through interpretation of results. Experiments are normally done in groups thereby encouraging students to do team work.
- ❖ **Guest Lectures/Expert Talks:** To cope with the competitive Pharma scenario we invite expert from academia as well as industry which help the students and the faculty to



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understand the recent trends in Pharma profession, which leads to the attainment of POs.

- ❖ **Seminars:** By conducting the seminars in a proper and better way so that the students can interact in that, it will be the best and the most effective way to study. These serve as a platform for sharing knowledge/expertise in advanced areas, which results in collaboration and attempt for enhancement of the skills, etc.
- ❖ **Educational/Industrial Visits:** It helps students gain insights of functioning of the industry and real working world. These allow the students to make real-life decisions. These have proved successful in career exploration, decision making and to become life-long learners.
- ❖ **Pedagogical Initiatives:** We at HRPIPER for effective teaching and learning processes followed various pedagogical initiatives like
  - **Learning by Doing (LbD):** We adopt this concept of LbD to make our pupils as thinkers and learners, providing them with rich lived learning experiences from which they can reflect, question and arrive deeper and more enduring levels of understanding. Advantage of this technique is student can answer practice question immediately after LeD Video. The concept was practised to us that how we can learn and reinforce that concept by answering questions. LbD promotes high levels of learner participation as they co-construct knowledge with our teacher facilitators, inspiring in them a pursuit of excellence and igniting in them a passion for life-long learning.
  - **Learning Extension Resources (LxTs):** There are several educational resources like videos, documents, links to various web pages, research papers etc. which may help the learner to understand the topics in more detailed manner.
- ❖ **Flipped classroom:** Flipped Classroom is a teaching strategy that reverses the traditional learning environment by delivering instructional content, outside of the classroom. It



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moves activities like projects, assignments, home works, etc. into the class. It allows student to learn in flexible environment.

Flipped classroom are one of the way to effectively teach the particular topic. The online content (video, screen cast created by faculty/already from web source) shared with students in advance before of the day of lecture. The students will view/listen the content/video at their free time before coming to class. In the class, the session to be carried on same topic but with different aspect. The students were asked for exercised questions related to recall, understand, apply, analyse and problem solving activity in the classroom. Flipped classroom discusses more in-depth about each topic in class.

❖ **Think Pair and Share (TPS):** The activity in continuation to the flipped classroom. The TPS activity the “in classroom activity” of Flipped classroom. The details about TPS activity as

- **Think phase:** What will Instructor do: Ask students to think for answer, supervision, clarification related to doubt? What will students do: Think and write the response? Deliverable from this Phase: Student will recall and think
- **Pair phase:** The students were asked to form group of two or three students. Show the answer to group and have discussion. Think and Write correct key answers.

What will Instructor do: Supervision, clarification of doubt, encouragement to have discussion and write answers? What will students do: Discuss about solution, think and write response together. Deliverable from this Phase: Students will discuss about answers. Pair and work together for correct answer.

- **Share phase:** Student solution to be discussed in class with correct answer. What points to be added in student answer were clarified? Identification of points where student answers is different and share them with the class. Clarification of correct key terms related to answers [12 minutes]. What will Instructor do: work as interface between student groups, invite, discuss and summarize correct answers and terminologies. What will students do:



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addition in answers, participation in discussion, look for correct explanation deliverable from this phase: share of answer with class and up gradation.

- ❖ **Self-Learning:** The students are encouraged to undertake self-learning module. Self-learning is a module in the learning process. Efforts are deliberately made by the teacher to improve the learning. Numerous details on the scope of self-learning, facilities are described in 8.4. These not only strengthen the teaching-learning process for the students, but also generate academic discipline, innovativeness and logical attitude.



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## Teaching Pedagogies

Sr. No.	Name of faculty	Nature of Teaching pedagogies	Details and address to access the contents
1.	Dr. S. B. Bari	--	--
2.	Dr. D. D. Patil	Wordpress website, Open Education Resource, ginomio LMS, Acadly app,	<a href="https://drdipakpatil.wordpress.com/">https://drdipakpatil.wordpress.com/</a>  Open Education Resource (OER) on Chromatography  <a href="https://planarchromatography.wordpress.com/">https://planarchromatography.wordpress.com/</a>  LMS websites with Gnomio/MOODLE  1) <a href="https://modernanalyticaltechniques.gnomio.com/">https://modernanalyticaltechniques.gnomio.com/</a> : M Pharm : Subject : Modern Analytical Techniques (MPH101T/MQA101T)  2) <a href="https://instrumentalanalysis.gnomio.com/">https://instrumentalanalysis.gnomio.com/</a> : BP701T Instrumental Methods of



  
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			<p>Analysis (T), BP705P  Instrumental Methods of  Analysis (P) and BP801T  Biostatistics and Research  Methodology</p> <p>3) <a href="https://pharmacyteacheronline.in/gnomio.com/">https://pharmacyteacheronline.in/gnomio.com/</a></p> <p>4) <a href="https://drdipakpatil.gnomio.com/login/index.php">https://drdipakpatil.gnomio.com/login/index.php</a></p> <p>5) <a href="https://hplc.gnomio.com/">https://hplc.gnomio.com/</a></p> <p>Youtube -  <a href="https://www.youtube.com/channel/UCvuIJTLW3W-3K2qBuSNQSDw">https://www.youtube.com/channel/UCvuIJTLW3W-3K2qBuSNQSDw</a></p>
3.	Dr. P. O. Patil	Google classroom Wordpress website	<p>1. <a href="https://classroom.google.com/u/0/h">https://classroom.google.com/u/0/h</a></p> <p>2. <a href="https://rxpatilpravin.wordpress.com/">https://rxpatilpravin.wordpress.com/</a></p>
4.	Dr. D. A. Patil	Google Classrooms:  Wordpress website  Youtube	<p><a href="https://classroom.google.com/u/0/c/MzE3MTU1NDcyNDUy">https://classroom.google.com/u/0/c/MzE3MTU1NDcyNDUy</a></p> <p><a href="https://dilipapatil.wordpress.com/">https://dilipapatil.wordpress.com/</a></p> <p><a href="https://www.youtube.com/watch?v=zbZWaVdLc2c&amp;t=161s">https://www.youtube.com/watch?v=zbZWaVdLc2c&amp;t=161s</a></p>



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5.	Dr. V. K. Chatap	Google Classroom 1. Testmoz quiz 2. Mentimeter feedback	<a href="https://classroom.google.com/u/0/h">https://classroom.google.com/u/0/h</a> url link: testmoz.com/3313646 <a href="http://www.menti.com">www.menti.com</a>
6.	Dr. L. R. Zawar	Google Classroom 1. Testmoz quiz 2. Mentimeter feedback 3. Youtube Video	<a href="https://Classroom.google.com">https://Classroom.google.com</a> <a href="https://www.youtube.com/watch?v=FaUSdMsGkTs">https://www.youtube.com/watch?v=FaUSdMsGkTs</a>
7.	Dr. G. B. Patil	Testmoz quiz  Mentimeter feedback	<a href="https://testmoz.com/3335734/questions/list">https://testmoz.com/3335734/questions/list</a>  www.menti.com
8.	Dr. R. E. Mutha	Youtube Video  gnomio LMS  Google Classroom I  Google Classroom I	<a href="https://www.youtube.com/watch?v=xlQ6JfIBX1A&amp;t=69s">https://www.youtube.com/watch?v=xlQ6JfIBX1A&amp;t=69s</a>  <a href="https://rakeshmutha.gnomio.com">https://rakeshmutha.gnomio.com</a>  <a href="https://classroom.google.com/c/MjAxNzg2NDg1OTEz">https://classroom.google.com/c/MjAxNzg2NDg1OTEz</a>  <a href="https://classroom.google.com/c/MzU4NjkWNTA0NzU2">https://classroom.google.com/c/MzU4NjkWNTA0NzU2</a>



  
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9.	Dr. P. S. Bafna	Youtube Videos  Google classrooms	<a href="https://youtu.be/xpAeLL0IwyA">https://youtu.be/xpAeLL0IwyA</a> <a href="https://youtu.be/_7O4hkvFwJA">https://youtu.be/_7O4hkvFwJA</a> <a href="https://classroom.google.com/c/MzYwOTQyMjk2MTQy">https://classroom.google.com/c/MzYwOTQyMjk2MTQy</a> <a href="https://classroom.google.com/c/NzQ4NDE0OTY3NzBa">https://classroom.google.com/c/NzQ4NDE0OTY3NzBa</a> <a href="https://classroom.google.com/c/Njc0OTE1NjA2MjRa">https://classroom.google.com/c/Njc0OTE1NjA2MjRa</a>
10.	Mr. Z. G. Khan	Youtube videos  Google classroom Mentimeter  Flipped Classroom, TPS, Group discussion	<a href="https://www.youtube.com/channel/UCsQae74-x4t5iYK02iPRTxA">https://www.youtube.com/channel/UCsQae74-x4t5iYK02iPRTxA</a>  <a href="https://classroom.google.com/u/0/h">https://classroom.google.com/u/0/h</a>  <a href="https://www.mentimeter.com/app">https://www.mentimeter.com/app</a>
11.	Mr. P. B. Patil	Google Classroom  Youtube  Mentimeter feedback	<a href="https://classroom.google.com/u/0/c/NzM5NTY3MjMwNzRa">https://classroom.google.com/u/0/c/NzM5NTY3MjMwNzRa</a>  <a href="https://www.youtube.com/channel/UCIMQRyxGIELU3Ajf5_ax8tA">https://www.youtube.com/channel/UCIMQRyxGIELU3Ajf5_ax8tA</a>  <a href="https://www.mentimeter.com/app">https://www.mentimeter.com/app</a>



  
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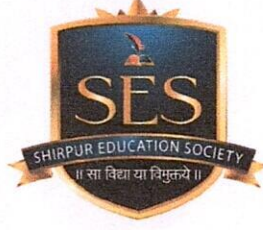
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		Slideshare	<a href="https://www.slideshare.net/PrashantBhawanPatil?utm_campaign=profiletracking&amp;utm_medium=sssited&amp;utm_source=ssslideview">https://www.slideshare.net/PrashantBhawanPatil?utm_campaign=profiletracking&amp;utm_medium=sssited&amp;utm_source=ssslideview</a>
12.	Mr. S. K. Patil	YouTube	<a href="https://studio.youtube.com/channel/UCuim1maek4Ln7aiKBgO60QQ/videos/upload?filter=%5B%5D&amp;sort=%7B%22columnType%22%3A%22date%22%2C%22sortOrder%22%3A%22DESCENDING%22%7D">https://studio.youtube.com/channel/UCuim1maek4Ln7aiKBgO60QQ/videos/upload?filter=%5B%5D&amp;sort=%7B%22columnType%22%3A%22date%22%2C%22sortOrder%22%3A%22DESCENDING%22%7D</a>
		Google Classroom	<a href="https://classroom.google.com/c/NjE2NDUwNzY2ODg0">https://classroom.google.com/c/NjE2NDUwNzY2ODg0</a> <a href="https://classroom.google.com/c/NTEzNDkxOTQzMzcw">https://classroom.google.com/c/NTEzNDkxOTQzMzcw</a> <a href="https://classroom.google.com/c/NDk3MDM5NzQyNjA4">https://classroom.google.com/c/NDk3MDM5NzQyNjA4</a>
13.	Mr. S. N. Jain	Youtube	<a href="https://www.youtube.com/channel/UCETwBcRRVUdIfV9zHOJpSQ">https://www.youtube.com/channel/UCETwBcRRVUdIfV9zHOJpSQ</a>
		Google classroom	<a href="https://classroom.google.com/c/OTQyNDg1NDY4NzBa">https://classroom.google.com/c/OTQyNDg1NDY4NzBa</a>
		Teachntest	<a href="https://teachntest.org/author/swappulsha/">https://teachntest.org/author/swappulsha/</a>
14.	Mr. Shaikh Matin Salim	Slideshare	<a href="https://www.slideshare.net/matinshaikh22">https://www.slideshare.net/matinshaikh22</a>
		Google Classroom	<a href="https://classroom.google.com/u/1/h">https://classroom.google.com/u/1/h</a>



  
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15.	Mr.Nitin Rajendra Shirsath	Youtube Video Google Classroom	<a href="https://classroom.google.com/c/NDaZODE3NzU4NzAw">https://classroom.google.com/c/NDaZODE3NzU4NzAw</a> <a href="https://classroom.google.com/c/MzY0NTI4OTI1MDAy">https://classroom.google.com/c/MzY0NTI4OTI1MDAy</a>
16.	Mr.Patil Deepak Manohar	Slide Share Google Classroom	<a href="https://www.slideshare.net/DeepakPatil157/defination-of-quality-assurance-and-its-concept-by-deepak-patil?qid=3df74413-a6d6-4904-bf98-5f4caa701285&amp;v=&amp;b=&amp;from_search=6">https://www.slideshare.net/DeepakPatil157/defination-of-quality-assurance-and-its-concept-by-deepak-patil?qid=3df74413-a6d6-4904-bf98-5f4caa701285&amp;v=&amp;b=&amp;from_search=6</a> <a href="https://classroom.google.com/h">https://classroom.google.com/h</a>
17.	Ms.Deshmukh Swati Pralhad	Google classroom youtube	<a href="https://classroom.google.com/c/MjgwMDIxMDgzMTc5?cjc=jcxy23k">https://classroom.google.com/c/MjgwMDIxMDgzMTc5?cjc=jcxy23k</a> <a href="https://classroom.google.com/c/MzExNTUyMjUxMjM1?cjc=z4w2otq">https://classroom.google.com/c/MzExNTUyMjUxMjM1?cjc=z4w2otq</a> <a href="https://classroom.google.com/c/MzQ4NjUzNzU2NDkx?cjc=4mvkkvu">https://classroom.google.com/c/MzQ4NjUzNzU2NDkx?cjc=4mvkkvu</a> <a href="https://www.healthline.com/health/color-vision-test">https://www.healthline.com/health/color-vision-test</a>
18.	Mr. Mahendra Ramdas Mahajan	Google Classroom You tube Mentimeter feedback	<a href="https://classroom.google.com/c/MzEyMTU2NjE4NTQ1">https://classroom.google.com/c/MzEyMTU2NjE4NTQ1</a> <a href="https://youtu.be/j1kEJJa11a8">https://youtu.be/j1kEJJa11a8</a> <a href="https://www.menti.com/47fvny69bc">https://www.menti.com/47fvny69bc</a>



  
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19.	Mr.Pawar Narayan Puran	You tube	<a href="https://youtu.be/smj2ln3NNYk">https://youtu.be/smj2ln3NNYk</a> <a href="https://youtu.be/oz4WMIFOe6Q">https://youtu.be/oz4WMIFOe6Q</a> <a href="https://youtu.be/y6i4ZqtyQhc">https://youtu.be/y6i4ZqtyQhc</a>
20.	Mr.Vishal Suresh Bagul	Google Classroom and Slideshare PPT	<a href="https://classroom.google.com/c/MTUyMzQ5NDkyNzgx/a/MTUyMzQ5NDkyNzg2/details">https://classroom.google.com/c/MTUyMzQ5NDkyNzgx/a/MTUyMzQ5NDkyNzg2/details</a> <a href="https://www.slideshare.net/vishalBagul4/alkaloids-68487069">https://www.slideshare.net/vishalBagul4/alkaloids-68487069</a> <a href="https://www.slideshare.net/vishalBagul4/extraction-64730159">https://www.slideshare.net/vishalBagul4/extraction-64730159</a>
21.	Dr. Tade Rahul Shankar	Self-Prepared PPT and Website	<a href="https://www.pharmanewscorner.in/">https://www.pharmanewscorner.in/</a>
22.	Ms.Rajshri Tarachand Dhole	--	--
23.	Ms. Asama Yunus Pathan	--	--
24.	Mr. Ketan Barku Patil	Web-Page Google Classroom	<a href="https://sites.google.com/view/pharmaimps/home">https://sites.google.com/view/pharmaimps/home</a> <a href="https://classroom.google.com/c/NTIzMjc1ODA4MjQw">https://classroom.google.com/c/NTIzMjc1ODA4MjQw</a>
25.	Mr. Shohebrijvan Mahammadsharif Manyar	Google classroom & Self prepared PPT	<a href="https://classroom.google.com/c/NjE0NzI1NjI3ODY4?cjc=w3fja3h">https://classroom.google.com/c/NjE0NzI1NjI3ODY4?cjc=w3fja3h</a>



  
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26.	Ms. Harsha Tulshiram Jadhav	Google classroom	<a href="https://classroom.google.com/c/NjE0NzM5MTMyODIz?cjc=lu7jk33">https://classroom.google.com/c/NjE0NzM5MTMyODIz?cjc=lu7jk33</a>
27.	Mr.Dabhade Pratap Shivaji	--	--
28.	Ms. Shrawani Kari	Google Classroom, Googlesheet	<a href="https://classroom.google.com/c/NjE0NTQ0OTgxMjY4">https://classroom.google.com/c/NjE0NTQ0OTgxMjY4</a> <a href="https://docs.google.com/spreadsheets/d/1mKs-TDFwR-YQK0gkn8XaQytU4Uz_cSxoRiacRgS0KMc/edit#gid=0">https://docs.google.com/spreadsheets/d/1mKs-TDFwR-YQK0gkn8XaQytU4Uz_cSxoRiacRgS0KMc/edit#gid=0</a>
29.	Mr. Premkumar Shantilal Baviskar	Google Classroom Slide Share	<a href="https://classroom.google.com/u/0/h?hl=en">https://classroom.google.com/u/0/h?hl=en</a> <a href="https://www.slideshare.net/premkumarbaviskar">https://www.slideshare.net/premkumarbaviskar</a>



  
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