Best Practice-1

1. Title of the Practice

Explore, Examine and Express (EEE) Program

2. Objectives of the Practice

The objectives of this practice are to develop i) cognitive (knowledge), ii) affective (attitude), and iii) psychomotor skills of the students through the process of exploring concepts, examining scientific evidence, and expressing their understanding based on the recognition of a need to learn. The practice encourages students to actively participate in self-directed learning, critically analyse information, integrate theoretical knowledge with practical applications, and effectively communicate their ideas. It also aims to promote teamwork, leadership, problem-solving ability, research aptitude, and lifelong learning, thereby preparing students to meet the academic, professional, and societal challenges in the field of pharmaceutical sciences.

3. The Context

The EEE Program is a student-centred learning approach that encourages students to learn by exploring concepts, examining information, and expressing their understanding. Learning begins with a Learning Challenge, which may be based on case study, laboratory activity, demonstration, or a real-life pharmaceutical situation. These activities create curiosity, encourage students to ask questions, and motivate them to learn independently.

The success of this practice depends on designing meaningful **Learning Challenges** that i) build on students' previous knowledge and experiences, ii) combine subject knowledge with analytical thinking, practical skills, and communication, iii) promote teamwork, active participation, and hands-on learning, and iv) encourage students to use textbooks, reference books, scientific journals, laboratory experiments, digital resources, and AI-assisted learning tools to collect, analyse, verify, and present information responsibly.

The EEE Program promotes self-directed learning, critical thinking, teamwork, and effective communication. It encourages students to use AI-assisted learning tools for concept clarification, literature search, and preparation of presentations. Students are encouraged to use AI ethically and responsibly while verifying the information with textbooks, scientific journals, and other authentic academic resources. This helps students develop digital literacy, critical thinking, and evidence-based learning skills.

4. The Practice

The institution appoints a faculty coordinator (Academic Incharge) for the EEE Program to ensure the smooth conduct (planning, implementation, monitoring, and documentation) of the activity. At

the beginning of each semester, an activity schedule is prepared for all classess and communicated to faculty members and students.

Explore

- The subject teacher prepares a Learning Challenge aligned with the course curriculum. The Learning Challenge may be based on a case study, laboratory activity, real-life pharmaceutical scenario, demonstration, or practical problem.
- Along with the Learning Challenge, the subject teacher prepares facilitator notes containing the expected learning outcomes, suggested references, laboratory requirements (where applicable), and guiding questions.
- The subject teacher divides the students into groups of 9-10 members, and faculty members are assigned as facilitators to guide each group throughout the activity.
- During the first session, the facilitator introduces the Learning Challenge to the students through the selected reader. Each group selects a Group Leader (to coordinate the activity), a reader (to read the learning challenge loudly) a Recorder (to write notes, discussions and observations), a Presenter (to communicate the group's findings), and a Research Coordinator (to identify and collect information from textbooks, scientific journals, digital resources, and AI-assisted learning tools under faculty guidance) based on their individual interests, strengths, and innate abilities.
- Students identify the learning objectives, discuss their approach, and divide responsibilities among group members.
- The Group Leader assigns tasks to group members and ensures effective coordination among team members.
- The facilitators play an important role in identifying the correct objectives and providing necessary support during the learning process.

Examine

- Between the sessions (generally 1–7 days), students independently explore the topic, examine scientific evidences, perform laboratory activities or demonstrations (wherever applicable), review literature, and analyse the collected information.
- Students are encouraged to use textbooks, scientific journals, online databases, and AI-assisted learning tools responsibly while verifying information using authentic academic sources.
- Students critically analyse the collected information, discuss possible solutions, and apply their knowledge to address the given Learning Challenge.

Express

- In the follow-up session, students report and share their knowledge in the form of solutions to the problem.
- All students are expected to contribute, and their unique perspectives are incorporated into the process of finding solutions, which supports knowledge building.
- The Recorder prepares a write-up on behalf of the team, and the Presenter presents the findings before the evaluator.
- The Facilitator monitors the entire process and evaluates each student based on his/her participation, contribution, and involvement in the activity.

5. Evidence of Success

The EEE Program shifts the focus from teaching to active, student-centered learning.. It helps students to apply their knowledge and skills to real-life pharmaceutical situations through exploration, examination (investigation), and effective expression of their ideas. The program improves students' communication, analytical thinking, critical thinking, practical and problem-solving skills. The effectiveness review of the EEE Program revealed the following outcomes:

1. Students developed greater interest in self-directed and experiential learning.
2. Student–faculty interaction improved through mentoring and collaborative learning activities.
3. Students increasingly utilized library resources, scientific journals, digital platforms, and AI-assisted learning tools for learning and research.
4. Students explored new concepts, identified their learning needs, and adopted suitable strategies to overcome challenges, promoting lifelong learning and research skills.
5. Students developed teamwork, leadership qualities, communication skills, and confidence through collaborative activities and presentations.

6. Problems Encountered and Resources Required

The EEE Program has significantly enhanced students' analytical thinking, communication, teamwork, and practical learning skills. However, the institution encountered certain challenges during its implementation:

1. Balancing the academic curriculum with EEE activities requires effective planning and time management.
2. Adequate reference books, scientific journals, laboratory facilities, and digital learning resources are required to support exploration and investigation.
3. A sufficient number of faculty mentors are needed to guide, monitor, and assess multiple student groups simultaneously.
4. Ensuring responsible use of AI-assisted learning tools and verifying information from authentic academic sources requires continuous faculty guidance.
5. Coordinating group activities, presentations, and documentation within the available academic schedule requires careful organization.

7. Notes :

The Explore, Examine and Express (EEE) Program is a flexible, student-centred learning approach that can be integrated into the existing curriculum. Its successful implementation requires faculty mentoring, laboratory and library facilities, digital resources, AI-assisted learning tools, and continuous monitoring. The program promotes experiential learning, critical thinking, communication, teamwork, innovation, and lifelong learning while enhancing students' academic and professional competencies.

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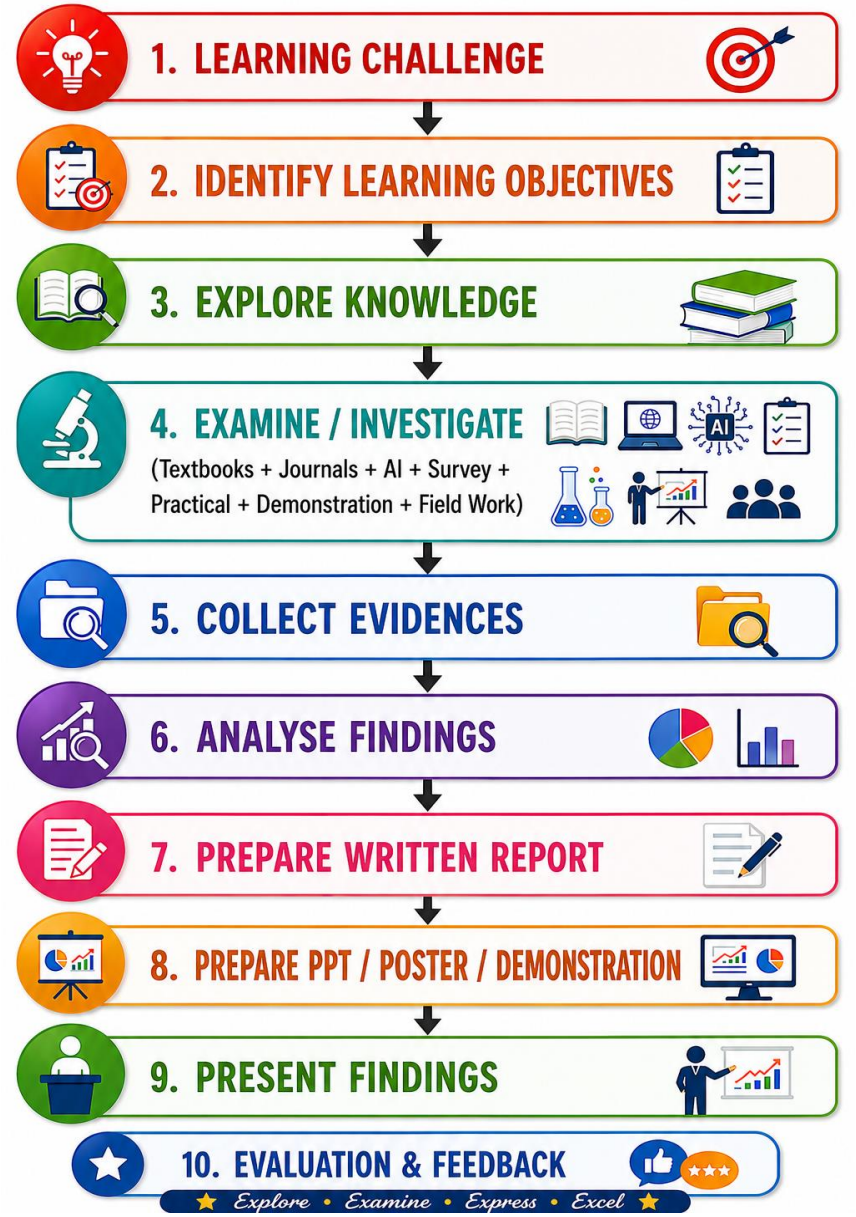
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Flow Chart



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