NAAC Best Practice-2

Title of the Practice

Need-Based Skill Development Program for Students

Objectives of the Practice

- To identify the specific skill gaps of students at each stage of the pharmacy programme (F.Y., S.Y., T.Y., Final Year B.Pharm., and M.Pharm.) and address them through class-wise, need-based add-on courses.
- To progressively build students' computational, communication, analytical, and research competencies in a graded manner, aligned with the academic and professional demands of each year.
- To engage reputed, empanelled training agencies to deliver structured, certified add-on courses that supplement the prescribed Pharmacy curriculum.
- To enhance the employability, industry-readiness, and research aptitude of pharmacy graduates and postgraduates.
- To inculcate skills such as programming logic, professional communication, data analysis, and research methodology that are not adequately covered within the core curriculum but are essential for career progression.
- To promote a culture of continuous skill up-gradation and lifelong learning among students.

The Context

Pharmacy curriculum is thorough in the area of core pharmaceutical sciences, however, it provides only a limited opportunity for developing supplementary skills such as programming logic, professional communication, data analytics, and research methodology—competencies which are now increasingly required by the pharmaceutical industry, regulatory bodies, and research institutions. The students who are admitted at the institute come from all different socio-economic, linguistic, and academic backgrounds and therefore they have different degrees of proficiency in computer skills, communication, analytical ability, and knowledge of the subject matter.

It was discovered that a uniform curriculum was not adequate for dealing with these disparities and frequently left certain groups of students unprepared for further studies or for the competitive job market. Since this shortcoming was recognised and in accordance with the aims of Outcome Based Education (OBE) as well as NEP 2020's focus on skill development and multidisciplinary learning, the institute decided it was necessary to create a system by which each student could be assessed for their particular skill deficiencies and then given a course tailored to their individual needs, rather than a general add-on course suitable for everyone.

The developmental requirements of students in different levels of the program differ significantly; for instance, first-year students need to be exposed to computational concepts, middle-year students need communication skills, final-year students need to be equipped with industrial analytical skills, while postgraduate students need research process training for their dissertations. It was discovered that the generic course that can be applied to all classes was not enough to cater to these differing needs. Need assessment for all the classes in the B.Pharm and

M.Pharm. courses was taken into consideration and a structured add-on program for each class has been designed which will be imparted through training agencies like MKCL, who have expertise in that subject matter and also have the credibility of certification to make sure that all students get training relevant to their educational level.

The Practice

The institute follows a structured, need-based and class-wise mechanism for identifying skill gaps and delivering appropriate add-on courses, implemented as follows:

1. Need Assessment, Class-wise

At the start of the academic year, the institute assesses the skill requirements of students at each stage of the programme, taking into consideration curriculum demands, industry expectations, and outcomes of previous cohorts, to identify the specific competency gap for each class.

2. Class-wise Mapping of Add-on Courses

Based on the assessed needs, a specific add-on course is assigned to each class, ensuring a graded and progressive skill-building course from the first year B. Pharm to M. Pharm, as detailed below:

Class / Programme	Add-on Course Assigned	Rationale (Need Addressed)
F.Y. B.Pharm.	Python Fundamentals and Programming Basics	Foundational logical/computational thinking for first-year students entering a technical programme.
S.Y. B.Pharm.	Basics of Communication Skills and Soft Skills	Building fundamental verbal, written, and interpersonal communication competencies.
T.Y. B.Pharm.	Advanced Communication Skills and Soft Skills	Refining communication and professional/workplace-readiness skills ahead of internships and industry exposure.
Final Yr. B.Pharm.	Data Analysis and Visualization Techniques using Excel	Equipping graduating students with data-handling and analytical skills required in pharma industry, regulatory, and research roles.
M.Pharm.	Mastering Research Processes	Strengthening research methodology, literature review, and scientific writing skills for postgraduate research work and dissertations.

3. Engagement of Empanelled Training Agencies

The institute empanels reputed and experienced external training agencies for each course area (programming, communication and soft skills, data analytics, and research methodology) based on their expertise, curriculum design, and certification value, and enters into an arrangement for structured delivery of each course to the respective class.

4. Scheduling and Delivery

Courses are scheduled in a manner that does not clash with the regular academic timetable, typically conducted after class hours, on weekends, or during designated add-on-course slots,

through a blend of trainer-led sessions and practical/hands-on exercises facilitated by the empanelled agency.

5. Assessment and Certification

On completion of the respective course, students are assessed by the concerned training agency as per its standard evaluation process, and successful students are awarded a certificate of completion, which is recorded in the student's academic/co-curricular record.

6. Monitoring, Feedback, and Review

The mentors of respective classes and batches will monitor enrolment, attendance, and completion rates for each class-wise course, collects feedback from students, class coordinators, and the training agencies, and reviews the course-to-class mapping periodically to ensure continued relevance to evolving academic and industry needs.

Evidence of Success

- Successful roll-out of distinct, need-based add-on courses across all classes of the B. Pharm and M. Pharm programmes, each addressing a clearly identified skill gap.
- High enrolment and completion rates among students in the class-wise assigned courses.
- Improvement in students' programming logic, communication, data-handling, and research skills, as reflected in internal assessments, seminar/project presentations, and dissertation quality.
- Positive feedback from students, faculty, and empanelled training agencies on the relevance and structure of the class-wise course design.
- Improved performance of Final Year and M. Pharm students in industry interactions, internships, campus placements, and research output, attributable in part to the acquired add-on skills.



H.O.D.
Department of Pharmaceutical Chemistry
Poona District Education Association's
Seth Govind Raghunath Sable
College of Pharmacy, Saswad.

PRINCIPAL
PUNE DISTRICT EDUCATION ASSOCIATION'S
SETH GOVIND RAGHUNATH SABLE
COLLEGE OF PHARMACY, SASWAD
TAL. PURANDHAR, DIST. PUNE-412 301