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News Letter

Higher Education Skill Development and Research Center

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1. CSSHE 2021 - Virtual Conference in Partnership with the University of Alberta, May30th - June 1st 2021

Dr BG Nagavi participated with an oral presentation entitled “**Improvement of Private Higher Education quality through faculty empowerment in India**” in the virtual annual conference of the Canadian Society for the Study of Higher Education (CSSHE) in partnership with University of Alberta on the 31st May 2021, Canada.



The presentation was part of a live interactive panel discussion session chaired by **Professor Elizabeth Buckner on the topic “Differentiation and Variation in Private Higher Education Cross-Nationally”**. The panel discussion included seven other presentations elaborating on private higher education in countries **China, Germany, Australia, Turkey, Japan, South Korea, Iraq, and the UAE**. The presenters were situated in different parts of the world such as Canada, China, UAE, and Germany. The abstract of my presentation included

Abstract

In 1948, the Indian Government established the University Grants Commission to oversee the growth and improvement of private higher education. Currently, eighty percent of higher education institutions belong to private sector leaving only twenty percent publicly funded. As on date there are three hundred and sixty one private universities. **Twenty percent of the private universities are accredited by the national accrediting bodies leaving the rest with only minimal approval standards.** India is a large country in terms of geography & population, with twenty eight states & eight union territories. Therefore, Government cannot afford to provide free elementary education for all let alone higher education. Private higher education institutions are more in the southern states as compared to the northern states due to better infrastructure & resources. To achieve the internationally acceptable quality in private higher education India has robust agencies for accreditation &

approval system such as National Assessment & Accreditation Council established in 1994. In 2016 Ministry of Human Resources Development have stated defects in Faculty Development Programs as one of the main reasons for lack of quality in private Higher Education. This is because India has acute shortage of faculty & training programs for faculty. **India's new National Education Policy was promulgated in 2019 by the Ministry of Education.** Government of India aims to overhaul the higher education system to increase access, equity, quality, affordability & accountability for both public & private institutions. My research will examine how to improve faculty development to enhance the quality of private higher education in India.

Dr BG Nagavi from HESDAR Center India spoke on Improvement of Private Higher Education quality through faculty empowerment in India.

Dr Nagavi mentioned about the Higher Education scenario in India with 50,000 Higher educational institutions, 907 Universities, 399 State (Provincial) universities, 126 Deemed-to-be universities, 48 Central (Federal) , 361 Private universities and Total enrollment is more than 27 million students.

Dr Nagavi highlighted about the three critical Issues in Private Higher Education in India namely, Quality Assurance and Accreditation, Governance and Resources.

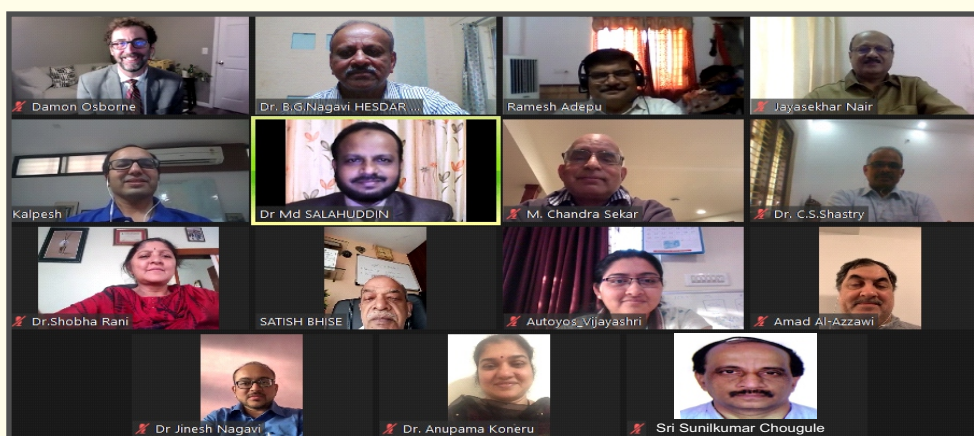
Dr Nagavi opined that Faculty development and empowerment is to achieve highest quality to

1. **Enhance curriculum, pedagogy, assessment, and student support.**
2. **Achieve increased creativity, innovation and problem-solving abilities.**
3. **Align faculty development to accreditation of institutes.**
4. **Develop autonomous degree-granting Colleges.**

Dr Nagavi also mentioned about complexity and challenges in India with 1.3 Billion population; 28 States and 8 Union Territories (UT's), GDP of India 2869 Billion USD in 2019 and in 2018-19, India's educational spend was 10.6% of the total government expenditure.

Dr Nagavi thanked the organizers for the special invitation to be a part of live panel discussion, which was appreciated and applauded. Dr Nagavi had the unique opportunity to meet & interact with experts around the globe in a virtual mode.

2. Advisory Board meeting of HESDARC on 6 March 2021, Saturday, 04:30 pm IST



Attended: Damon Osborne, Chandra Sekar, Amad Al Azzawi, Shobharani, Anupama K, Jayasekharan; Jinesh, Md. Salahuddin, Kalpesh, Md. Gulzar, Bhise SB, Sunil Chaugule, Ramesh A, Shastry CS, BG Nagavi, Vijayashri; Jinesh

Few others could not attend the meeting due to personal and other commitments

Minutes

1. The meeting commenced with welcome to all the attendee advisors & others by Dr. Jinesh B. Nagavi
2. Minutes of AB meeting held on 20 June & 27 Sept. 2020 was briefly reviewed by Dr. BG Nagavi
3. Progress & accomplishments of HESDARC during Sept. 2020 to Feb 2021 was presented by Mr. Kalpesh Mehta
4. Prof. Damon Osborne, UF USA, released the new modules 41 to 50 on "Academic Leadership" on the oasdl.hesdarcenter.com platform. All the modules can be checked as AB members have been given ID & Password before.
5. Special comments & suggestions from International & National advisors
 - a. Dr Sekar commented that online training of faculty is a powerful platform with its obvious advantages of seamless learning and convenience. Faculties in India should make best use of it
 - b. Dr Amad suggested to engage third parties especially regulators, professional organizations and institutions for the evaluation of the programs. Training of faculty in Clinical/ hospital/ community settings with modules and rubrics is important to achieve measurable goals in education and training
 - c. Dr Jayasekaran mentioned that a proposal is discussed with Kerala Health Sciences University regarding faculty training especially online. There is a need also to design and deliver Research Methodology and Quality

Assurance modules for the benefit of faculty

d. Dr Damon Osborne suggested that for online training the content has to be engaging and should be learner centric. Creation of community of learners and increasing the number of stake holders are the keys for effective online training

e. Dr Bhise said that blended learning is better and online learning has to be creative

f. Dr Shobharani suggested that HESDARC could take up Principal's training and she in Al Ameen, will give all the support

g. Dr Gulzar advised that HESDARC could consider training institutes in the area of accreditation and focus on new learners

Dr Ramesh AHESDARC's advisor proposed vote of thanks and meeting ended with thanks to all

3. Webinars on Clinical Pharmacokinetics and TDM by Dr Bhise and Dr Mourya



Prof. Satish B Bhise, Pune



Prof VK Mourya, Aurangabad

The coursework on Clinical Pharmacokinetics and TDM is being developed as an experiment to introduce subject content in the activities of HESDARC. Earlier teaching methodologies have been developed extensively by HESDARC.

The primary objective of the course is to develop analytical ability in the students of Pharm D to enable them to solve clinical problems with emphasis on Clinical Pharmacokinetics. The students of Pharm D are exposed to patients when they go for clinical rounds along with medical faculty. However solving clinical problems needs not only understanding the basics of pharmacokinetics but its application to actual clinical situations.

The syllabus for the subject on "CLINICAL PHARMACOKINETICS AND PHARMACOTHERAPEUTIC DRUG MONITORING" for Pharm D, prepared by the Pharmacy Council of India (PCI), has been used as a prototype for developing the content of the course. The course is designed primarily to prepare students for conducting therapeutic monitoring of selected drugs. The drugs are: Digoxin, Lidocaine, Procainamide, Quinidine; Phenytoin, Carbamazepine, Valproic acid, Phenobarbital, Ethosuximide, Lithium; Cyclosporine, Tacrolimus. The selection of drugs is based on categories mentioned by the syllabus framed by PCI.

In order to apply the concept of Therapeutic drug monitoring to actual clinical practice enough background of Clinical Pharmacokinetics is

necessary. Hence relevant modules of Clinical Pharmacokinetics are included. The topics are as follows:

1. Introduction to Clinical pharmacokinetics.
2. Design of dosage regimens
3. Pharmacokinetics of Drug Interaction
4. Dosage adjustment in Renal and hepatic Disease
5. Population Pharmacokinetics
6. Pharmacogenetics

Every module has following components:

- Learning objectives
- Power-point presentations
- Reading material either in a pdf format or link
- Ten objective questions of multiple choice based on the content of the module
- A short video of 3-4 minutes depicting content of the module

We expect to have about 50 modules for the entire course.

The power-point slides are prepared based on available resources from different textbooks as well as relevant articles published on the related topics covered in various scientific journals.

In order to make the course content more practical and relevant, it is planned to involve few clinical pharmacists practicing therapeutic drug monitoring in their day-to-day practice.

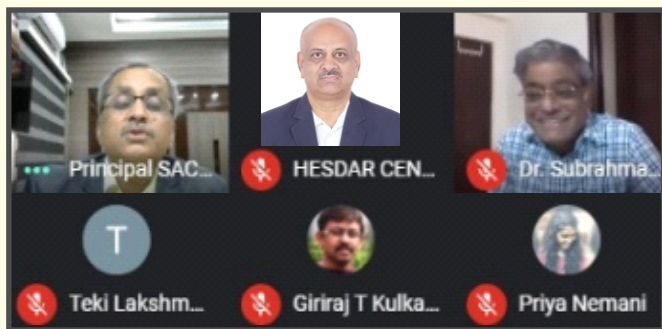
It is our earnest desire that the practice of therapeutic drug monitoring (TDM) of selected drugs should start in a few Indian hospitals as early as possible.

Affordability of cost for TDM is kept in mind because the patient will have to bear the cost. A TDM test based on HPLC will cost a few hundred rupees and is likely to be cost-effective to average Indian patients.

Most of the sessions have been jointly conducted by Dr S.B. Bhise of Arogyalbh Foundation, Pune and Dr V.K. Mourya of Govt College of Pharmacy, Aurangabad. Two guest presentations on TDM have been conducted by Mr Abhimanyu Phatak, consulting Clinical Pharmacist from Australia and Dr P.G Phatak, practicing Physician from Karad.

4. Implementation of NEP 2020: Professional Perspectives for Development

Webinar at Gokaraju Rangaraju College of Pharmacy, Bachupally, Hyderabad



ABrief Report

The webinar was conducted on April 27, 2021 through Google Meet. Two invited speakers gave different perspectives of NEP 2020 implementation. The speakers were Dr. B Ramesh, Dean, Faculty of Pharmacy, Sri Adichunchanagiri University, Karnataka, and Dr. BG Nagavi, Former Founding Dean, Pharmacy Faculty, RAKMHS University, UAE.

Dr Ramesh gave an overview of NEP 2020 and its key features. He highlighted the relevance to

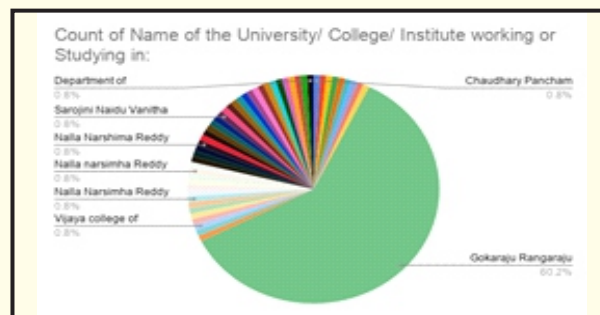
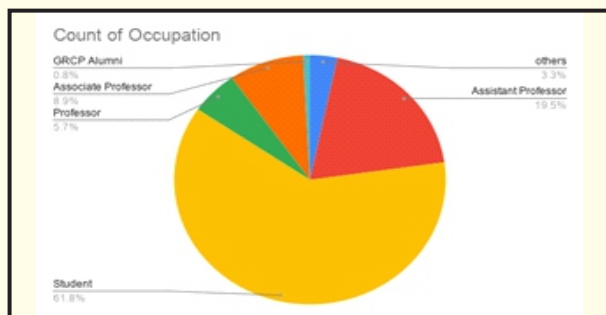
Institutes of Higher Education and opportunities for stakeholders, specially, HEIs, faculty members, industry and other service providers.

The second speaker, **Dr. BG Nagavi**, stressed on the preparations needed for implementation of NEP 2020 by different stakeholders, including state governments, universities, institutes of higher education, managements of private institutes, administrators and faculty members. He also emphasized on roadmap for 2030 / 2040. Also, described the challenges and opportunities for higher education sector, especially medical and paramedical education and implementation of value based education.

The session introduction was done by Prof GT Kulkarni, Principal, and the session was chaired by Prof CVS Subrahmanyam, Former Principal, GokarajuRangaraju College of Pharmacy, who also delivered concluding remarks and vote of thanks.

The webinar was attended by 124 registered participants from different parts of India. Participants were from Gokaraju Rangaraju College of Pharmacy, Hyderabad, and also from other pharmaceutical institutes from Telangana, Andhra Pradesh, Tamilnadu, Karnataka, Uttar Pradesh, Himachal Pradesh, Madhya Pradesh, Haryana, Delhi, etc.

Figure1. Details of participants attended Webinar-2 on Implementation of NEP 2020



5. Editorial

We are delighted to release our new edition of the newsletter “Belaku” which highlights the activities of the HESDAR Centre for the 2nd quarter of 2021.

Dr. BG Nagavi, Founder CEO and Senior Consultant, HESDAR Centre made a oral presentation at the Canadian Society for the Study of Higher Education CSSHE 2021 - Virtual Conference in Partnership with the University of Alberta, Canada during May30th -June 1st 2021.

Advisory Board meeting (ABM) of HESDARC was held on 6 March 2021, Saturday, 04:30 pm IST with international and national member's wherein Prof.Damon Osborne, University of Findlay, USA, released the new modules 41 to 50 on “Academic Leadership” on the oasdl.hesdarcenter.com platform. You can check. International members Dr. Sekar and Dr. Amad highlighted on Training of faculty in Clinical/ hospital/ community settings with modules and rubrics is important to achieve measurable goals in education and training.

The issue also sheds light on the coursework on Clinical Pharmacokinetics and TDM which is being developed as an experiment to introduce subject content in the activities of HESDARC by **Dr. Bhise and Dr. Mourya from Pune and Aurangabad, Maharastra**. Already about 32 modules are delivered online until end of June 2021.

Dr. BG Nagavi, Founder CEO and Senior Consultant, HESDAR Centre participated as a resource person in the webinar on Implementation of NEP 2020: Professional Perspectives for development, organized by Gokaraju Rangaraju College of Pharmacy, Bachupally, Hyderabad.

Hope you enjoy reading and information. **We welcome your comments & suggestions to serve the teaching and learning community in higher education with useful, effective, motivating and relevant information.**

Please stay safe and stay healthy

Dr.Jinesh BN and Dr Preethi GA

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