

Vishnu Waman Thakur Charitable Trust's  
**VIVA INSTITUTE OF PHARMACY**

At: Shirgaon, Veer Sawarkar Road, Virar (E),  
Taluka: Vasai, Dist. Palghar-401305, Maharashtra.

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**1. OBJECTIVES**

- i. To set certain guiding principles for smooth conduct of course(s)
- ii. To bring discipline among workingculture
- iii. To plan and execute the programme to achieve setgoals

**2. PURPOSE**

The S.O.P prepared by VIVA Instiute of Pharmacy, Virar can be used as set of guiding principles & directions for standardizationofitsfunctioning.

**3. RESPONSIBILITY**




All Faculty members

**4. PROCESS**

The procedure for conducting courses of B. Pharmacy & M. Pharmacy offered by VIVA Instiute of Pharmacy, Virar are as follows:

**4.1 Preparation of course file:**

- 4.1.1 The contents of the course file shall include Timetable (highlight allotted subject), syllabus, Course outcome (CO) and Programme outcome (PO) match, Teaching plan (week wise), Attendance Register, Syllabus for sessional exams, Sessional question paper with CO and bloom taxonomy, Internal assessment sheet, Calculation sheet for COPO (excel), Course exit survey.
- 4.1.2 Course files are periodically updated to ensure that the course content and coverage is towards the attainment of programme outcome.

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#### 4.2 Designing student centered learning:



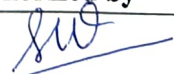
4.2.1 Student-Centered Teaching can be characterized by the following goals:

- A climate of trust in which curiosity and the natural desire to learn can be nourished and enhanced.
- A participatory mode of decision-making in all aspects of learning in which students, teachers, and administrators have their part.
- Helping students to achieve results they appreciate and consider worthwhile, to build their self-esteem and confidence.
- Uncovering the excitement in intellectual and emotional discovery, that leads students to become life-long learners.

4.2.2 The Student-Centered approach is based on the hypothesis that students achieve superior academic results and even personal growth in terms of higher self-confidence, openness to experience, etc., if they learn in an atmosphere or climate that can be characterized by three basic attitudinal conditions: realness, acceptance, and empathic understanding.

4.2.3 Collaborative learning, experimental learning, and problem-based learning:

4.2.3.1 Collaborative learning is general of these approaches in that it involves learning occurs best when done in groups. Working with others is more dynamic and motivating than

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working alone. It also has several benefits including the fact that it encourages students to restructure their own knowledge and understanding of concepts, helps students recognize gaps in their understanding, promotes social modeling of effective problem-solving strategies, and teaches students to synthesize, communicate, and discuss ideas in ways that advance conceptual understanding.

4.2.3.2 Experimental learning, involves engaging students in activities that enable them to experience course content. Although experimental activities can take place in the classroom, there is an expressed emphasis on assigning projects that occur outside the classroom, where concepts can be better integrated into students lives.

4.2.3.3 Problem-based learning focuses on providing students with opportunities to identify and tackle complex, multifaceted problems in both small groups and on their own. In this approach, this refers to both a curriculum and a process. Teachers guides learning by modeling and scaffolding, and by maximizing students' responsibility for learning. Problem-based learning is utilized across many different educational levels and disciplines, and literally hundreds of activities have been developed for this approach.

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**4.3 Inculcating innovation and creativity in teaching:**

4.3.1 Our institute strongly believes in the supremacy of below approaches to teaching and learning as they empower students to be responsible for their own learning and help them to become active learners.




4.3.2 As a strong believer in the supremacy of technology, namely the computer in enhancing teaching and learning especially to the Y-generation who grows with the technology in their background, the computer can be an effective tool, an agent, for learning as we have demonstrated over the years through research, paper presentation and publication.

**4.4 Conduction of tutorial classes:**

4.4.1 A tutorial is a class of students, who meet regularly with the guidance of the tutor, a lecturer, or other academic staff member, gives individual attention to the students. It is also known as supervision class.

4.4.2 Assignments, Quiz and open book test are done during tutorial classes for strengthening academics.

4.4.3 Discuss questions or problems obtained out of last weeks classes, dictate a few questions, ask students to answer on their own or in groups and/or have open discussion at the end to summarize main points.

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**4.5 Mentoring the students:**

- 4.5.1 Each faculty has been allotted 5 to 6 students for counseling.
- 4.5.2 As a mentor need to find the cause of slow learning by talking to students personally in a friendly atmosphere.
- 4.5.3 After identifying the cause as a tutor we should take steps to help or counsel students to move out of the problem b collaborative learning.

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