



SANTHIRAM COLLEGE OF PHARMACY

Approved by AICTE & PCI, New Delhi – Affiliated to JNTUA, Anantapur

NH – 18, Nandyal, Kurnool District, Andhra Pradesh - 518501

2.3.1: Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences using ICT tools

Response:

Santhiram College of Pharmacy provides inclusive and need based education for all students including students coming from vernacular languages, slow learners, advanced learners, and socially, economically backward sectors. The institution follows a well designed academic plan to assess the students, implement desired learning objectives and guide them to improve their academic performance.

An **Admission Committee** is formed for all UG/PG Programs at the commencement of the academic year, which handles the information relevant to such as introduction to the programme and discipline; faculty details including qualification, specialization and expertise; duration of the programme; attendance requirements; examination pattern and the rules and regulations of JNT University and Government norms will be provided to both the students as well as parents.

Identifying learners abilities: After admissions into various UG Programs, a **diagnostic test** is conducted in Basic Sciences and English. On the basis of results students are categorized into two batches: those who score above 60% are shortlisted as academically advanced learners and those who get below 40%, as academically slow learners. Subject experts and class in-charges through classroom interaction and counseling classes, identifies the strengths and weakness of individual students. In addition the HODs with the help of Mentors identify students who are slow learners and having backlogs.

Support for slow Learners:

Remedial classes are scheduled for slow learners in the regular class work time-table for every course. Slow learners are given extra coaching through, reading, peer group study, assignments and tests to enhance inclusive learning. The **remedial programme** improves the students participatory response in the classroom, internal tests and the CIA. **Tutorials** are included in the regular class work time-table to solve more number of problems and to revise the topics covered. The **communication skills** are given special emphasis for students coming from the rural background. Think-Pair-Share, Flipped classroom & Blended learning, **Brainstorming, Collaborative Learning, Case Studies, Guided & focussed group discussion** methodologies are used to enhance the learning abilities of students. **Course Review Meeting** is conducted after Mid Semester Exam to assess the learning level of students and additional classes are arranged for the slow learners. The *finishing school* provides a meticulously planned systematic approach distributed across all semesters to build the foundation and sharpen the skills of the slow learners.



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Supporting advanced Learners:

Advanced learners are exposed to new technologies after class hours, by encouraging them to participate in the R&D activities of the institution, projects lab. They are encouraged for research work for writing and publishing papers by the in-house team. Advanced learners are guided to take up additional courses viz. NPTEL courses.

Our college organizes state level Quiz, project & debating competitions every year. We motivate advanced learners to participate in these competitions. They are also encouraged to participate in National and International Paper Presentations.

During seminars, the students use **ICT tools** such as **PPTs**, **Youtube resources** etc. The complete methodology followed in the institution helps in encouraging the slow learner to become an advanced learner and help an advance learner to reach the highest opportunities.

A structured Mentoring and Training Programme is in place. Every student is provided with a faculty mentor and the scheduled interactions are recorded periodically. Based on the interactions and regular performance, student needs are identified and necessary counseling, training are provided to cater the needs of slow and advanced learners.

The faculty of SRCP are well trained to adopt student-centric approach in their classes. It is a regular practice of IQAC to organize orientation and skill training programs every year/semester for the faculty before the commencement of the semester to enhance their teaching pedagogy. All time tables, academic material and schedules are uploaded in to the ECAP of the College. Faculty have developed e-content for facilitating the delivery of concepts and curriculum.

As per the guidelines of AICTE/PCI, we are oriented on the Revised Blooms Taxonomy structure that focuses on outcome based education. It is an institutional practice to prepare the Programme outcomes, Programme specific outcomes and course outcomes, lesson plans and instructional strategies on a common format and submit them to the Academic Committee after due scrutiny in the respective departments by the subject expert and HOD. Teachers design lesson plans and methodology (to create a feeling of responsibility and making learning a process of construction of knowledge, more individualized, creative and dynamic) in order to achieve specific learning outcomes and '*higher order thinking*'

Some of the strategies used in the class at SRCP are:

Experiential learning:

- ICT mode of teaching for active classroom learning



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- Hands on learning through practical classes, students get an opportunity to apply the theoretical prospects in the form of practical by following the syllabus framed by affiliating University JNTUA.
- Learning by doing through Internship, Field projects, Industry Oriented **Mini, Major Projects**
- Summer **Internship** as a part of curriculum, for the students to go for the internship as the best way to relate classroom knowledge with practical experience
- Mandatory library hours to improve reference skills and knowledge level
- Blending theory and practice through field-based Survey, Study, Project works and case studies
- **Industrial visits** for gaining knowledge on state of the art. Education tours to help in getting practical exposure and internships are made as part of curriculum to facilitate subject knowledge for B. Pharm students after completion of their VI semester through interaction with industrial experts & internship for Pharm.D Students in 6th Year of their Course in hospital.
- Poster presentation, creating and including video clips
- E-training Programs and Virtual labs
- Models, exhibits and Project Expo to promote creativity and experiential learning
- Learning through enrolment in Value Added Courses.

Participative learning:

- **Think-Pair-Share**, where Students work on a specific task or problem individually and then discuss their approach with a partner
- Flipped classroom & Blended learning
- **Collaborative Learning** using a group of intellectuals to enhance learning through working together. Groups of two or more learners work together to share knowledge solve problems and learn new concepts
- **Case Studies** where students are allowed to discuss on an imaginary or real situation
- **Hobby Club** activities to encourage students to participate in co-curricular and extracurricular activities through various clubs.
- **Charts and models** are used by the faculty to explain the fundamental topics.
- **Guided & focused group discussion** to promote communication ability, generate ideas and interpersonal skills.
- Learning through participation in programming classes, debates, paper presentation, guest lectures and quiz competitions Students are encouraged to develop their scientific knowledge by participating in seminars, conferences and workshops conducted by the institute and other institutes. Through scientific learnings students become more communicative by exploring their subject knowledge in the form of e-posters, oral presentations, scientific models, group discussions and debate.
- Mock interviews during placement and Panel discussions to present Innovative Ideas
- Participating in curricular and co-curricular competitions and in NSS activities to understand the Social needs and problems.

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Problem solving skills:

- Class Assignments and learning in peer groups to do assignments and solve problems
- Students are encouraged to write **assignments** periodically in every semester as per the academic curriculum as an additional learning method. They are part of the internal evaluation process and assignments are given to students in the form of essays, literature reviews and case studies depending upon the need analysis and learning situations.
- Course-Based Mini and Major Projects is another type of learning system to improve problem-solving skills in students. This motivates the students to explore their skills towards research and makes them industry ready. Students are also encouraged to impart the quality of research by promoting their works publishing in UGC Care list and Scopus journals. This enhances the quality of research standards.
- Think Pair Sharing
- Case studies and analysing them to develop problem solving skills
- Discussions on GPAT and Competitive Examination questions, research paper and journals for subject updates