

Student Centric Methods

2.3 Details of Student centric methods, such as experiential learning, participative learning and problem Solving methodologies are used for enhancing learning experiences using ICT tools are given below-

Index-Experiential Learning

| Sr.No | Particulars of Document | Documents |
|-------|-------------------------------------------------------------------------------------------------------|----------------------|
| 1. | Practicals using household items | View |
| 2. | Instrument handling and its calibration | View |
| 3. | Listening skills Activity- 2022-2023 (Cambridge), 2021-2022 (BBCtalk) | View |
| 4. | Surveys- 2021-2022 , 2020-2021 | View |

Practicals using household Items



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Experiential learning 2021-22

In order to inculcate practical skills and experiential learning in students, Microbiology practicals were conducted by innovative way using household items as below-




Mrs. Shivani Rao




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Instrument Handling and Calibration-Final year Syllabus

capillary electrophoresis, applications

X-Ray Diffraction Methods

Origin of X-rays, basic aspects of crystals, Xray Crystallography, rotating crystal technique, single crystal diffraction, powder diffraction, and applications.

Calibration of following Instruments

Electronic balance, UV-Visible spectrophotometer, IR spectrophotometer, Fluorimeter, HPLC.

UNIT-IV

06 Hours

Radioimmuno assay

Principle, different methods, Importance, various components, Limitation and Applications of Radioimmuno assay

Extraction techniques

General principle and procedure involved in the solid phase extraction and liquid-liquid extraction.

UNIT-V

08 Hours

Hyphenated techniques

Introduction to hyphenated techniques and types of techniques
Details of LC-MS, GC-MS, HPTLC-MS, MS/MS.

Recommended Books (Latest Editions)

1. Instrumental Methods of Chemical Analysis by B.K Sharma
2. Organic spectroscopy by Y.R Sharma
3. Text book of Pharmaceutical Analysis by Kenneth A. Connors
4. Vogel's Text book of Quantitative Chemical Analysis by A.I. Vogel
5. Practical Pharmaceutical Chemistry by A.H. Beckett and J.B. Stenlake
6. Organic spectroscopy by William Kemp
7. Quantitative Analysis of Drugs by D. C. Garrett
8. Spectrophotometric identification of Organic Compounds by Silverstein
9. Introduction to Spectroscopy by Donald Pavia
10. Spectroscopy of Organic compounds by P.S.Kalsi
11. Introduction to Spectroscopy by Donald Pavia
12. Spectroscopy of Organic compounds by P.S.Kalsi



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Listening Skills

Cambridge listening skills AY 2022-23

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KENNEDY ROAD , NEAR R.T.O , PUNE 411 001

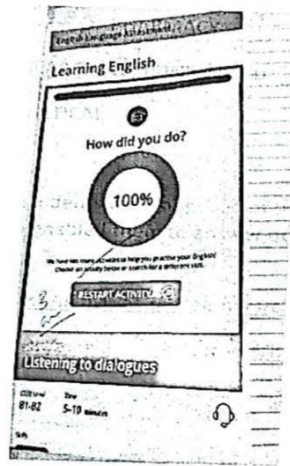
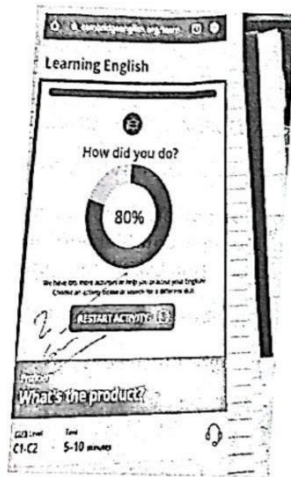
COMMUNICATION SKILL AND DEVELOPMENT PRACTICAL

INNOVATIVE TEACHING METHOD — Cambridge ^{listening} learning skills

In order to inculcate good communication skills, students were apprised of the listening skills by referring to Cambridge university activities which enabled them to answer questions based on paragraph heard and understanding them.

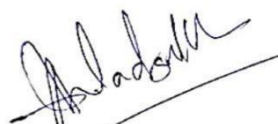
<https://www.cambridgeenglish.org/learning-english/activities-for-learners/c21063-what-s-the-product>.

<https://www.cambridgeenglish.org/learning-english/activities-for-learners/b11054-listening-to-dialogues>




Shivani Rao




Dr. Ashwini Madgulkar
Principal
AISSMS College of Pharmacy
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BBC Talk -AY 2021-22



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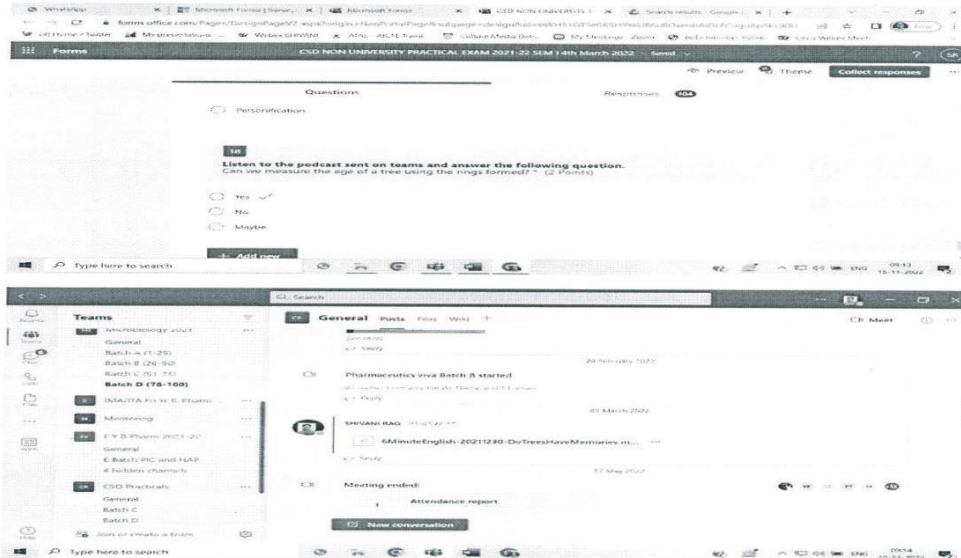


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Experiential Learning


BBC talk as listening skills

The students were evaluated for listening skills by creating an awareness about TOFEL exam under the subject of Communication Skill Development for the F.Y B. Pharmacy students in Sem I, 2021-22. They were given a task to listen to a BBC talk and questions were asked on the same. This enabled them to understand the significance of communication and gave an insight of future preparation of higher studies.




Mrs. Shivani Rao




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Surveys

AY-2021-2022

Experiential learning
Survey

Learn by doing activities

Statistics is Fun: Learn by Doing Activity

Class: MPharm Sem III (2021-2022)

The MPharm Sem III (2021-2022) have completed a short class project in Research Methodology class. Each team conducted a survey on a topic of their choice by preparing Google forms. Appropriate statistical test was applied and the results were presented. Thirteen teams took part and 2 teams have got the highest score (29/30).

The Rubrics for grading was provided in advance to all the teams.

Winning Teams:

Jidnyasa Pawar
Saloni Sakharwade
Shriram Thorat
Aanam Bagwan

and

Nikhil Potdar
Preetam Palkar
Apurva Pawar
Nisha Satpute

Saldanha.
Dr. Tina Saldanha



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| Rubric for Grading of Class team project | | Max 30 marks | | |
|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|------------------------------------|
| Parameters | 10 marks | 5 marks | 4 marks | 3 marks |
| Concept of the research problem | Well thought out and interesting | Concept has merit | Concept has some flaws | It is not very logical |
| Parameters | Good 4 marks | Satisfactory 3 marks | Fair 2 marks | Poor 0 marks |
| Introduction | Introduced oneself and group members. Background was clearly stated (including relevance or reason for interest in the case/problem). Objective(s) were stated and established a framework for the rest of the presentation. | Introduced oneself and group members. Relevance of project explained but no clear objectives | Introduction not clear | Only ppt submitted did not present |
| Explanation provided orally | Clear, confident and smooth presentation. Student has taken time to prepare. Has completed in 5min to max 10 mins | Could improve in some areas, has completed in 5min to max 10 min | Careless way of presentation/unsure of details/just reading out the slides/ exceeded 10 mins | Did not present |
| Appearance of ppt | Clear and pleasing format, no overcrowding of slides | Could improve in some areas | Large chunks of sentences, different fonts on different slides | no ppt |
| Data collection and Application of Statistics | Data collection was logical and systematic. Statistical test employed was appropriate and done correctly. | Some lacuna but overall satisfactory | Some serious problems in either data collection/Statistics | Haphazard approach |
| Representation of results and conclusions | Information was presented in a logical sequence. Graphs etc were well prepared and effective in communicating the data. Conclusion was clear and appropriate | Data was explained well but graphs are not clear and complete in labelling. conclusion satisfactory | Data/graphs could be improved on/ Conclusion not satisfactory | No conclusion |



[Signature]
Principal
AISSMS College of Pharmacy
Pune-1.

[Signature]
Dr Tina Saldanha

Rubrics Based Grading

| Team no. | Presenter | Concept | Introduction | Explanation | Ppt | Data collection and stats | Representation of results | Total |
|----------|---------------|---------|--------------|-------------|-----|---------------------------|---------------------------|-------|
| 1 | Snehal | 5 | 3 | 3 | 4 | 4 | 3 | 22 |
| 2 | Prachi | 4 | 3 | 3 | 4 | 2 | 2 | 18 |
| 3 | Ankita Mahaj | 5 | 3 | 3 | 3 | 4 | 2 | 20 |
| 4 | Bhagyashree | 4 | 3 | 3 | 4 | 2 | 2 | 18 |
| 5 | Kiran Somsh | 5 | 3 | 3 | 4 | 3 | 4 | 22 |
| 6 | Om | 4 | 3 | 4 | 4 | 2 | 3 | 20 |
| 7 | Kunal | 5 | 3 | 3 | 4 | 3 | 3 | 21 |
| 8 | Sushruti | 5 | 4 | 4 | 4 | 3 | 4 | 24 |
| 9 | Aishwaria | 10 | 3 | 4 | 4 | 3 | 4 | 28 |
| 10 | Aanam | 10 | 4 | 4 | 4 | 4 | 3 | 29 |
| 11 | Onkar | 10 | 3 | 3 | 4 | 3 | 3 | 26 |
| 12 | Preetam | 10 | 4 | 4 | 4 | 3 | 4 | 29 |
| 13 | Ankita Ingale | 4 | 3 | 4 | 4 | 2 | 2 | 19 |



Saldanha

Dr. Tina Saldanha

Saldanha

Principal
AISSMS College of Pharmacy
Pune-1.

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RESEARCH ARTICLE

A SURVEY : POSSIBILITIES OF REVAMPING EDUCATION SYSTEM IN THE STRETCHING COVID-19 PANDEMIC



Kalyani Dharendra Asgaonkar¹, Shital Manoj Patil¹, Tina Saldhana¹, Atharva Sudhakar Kulkarni^{2*}, Kshitija Ghanasham Abhang², Bhairavi Dhananjay Bakhle²

¹Faculty of Pharmaceutical Chemistry, AISSMS College of Pharmacy, Kennedy Road, Pune - 01

²Student of Bachelor of pharmacy, AISSMS College of Pharmacy, Kennedy Road, Pune - 01

Abstract : The world has faced an unprecedented challenge when coronavirus (COVID-19) emerged as a pandemic. Worldwide lockdown has affected over 1.2 billion learners due to closure of schools and universities. Aim: To investigate encountered hurdles, adaptation challenges and future possibilities of revamping current traditional offline education system by conducting an online survey using Google Forms. Methodology: Students

A Survey Based Approach to Determine the Momentous Role Played by the Community Pharmacy during COVID-19 Pandemic

Role Played by Community Pharmacists During the COVID-19 Pandemic

*¹Kalyani Dharendra Asgaonkar, ²Shital Manoj Patil, ³Kshitija Ghanasham Abhang, ⁴Ayush Mukesh Khater

¹Assistant Professor, ²Assistant Professor, ³Student, ⁴Student.

¹Department of Pharmaceutical Chemistry,

¹AISSMS College of Pharmacy, Kennedy Road, Pune-01, Maharashtra, India.

Abstract: Corona virus disease has put mankind into a healthcare tailspin. In this unprecedented catastrophic event Community Pharmacist and their teams are serving as backbone to healthcare system. The main aim of this survey was to create awareness and highlight roles and additional activities undertaken by community pharmacist amid Covid-19 pandemic via survey-based approach.

Methodology: An online survey was conducted in Pune, India. The link of online survey forms along with awareness video was circulated amongst Pharmacist and Non-Pharmacist through various digital platforms. Responses submitted by participants were collected and analyzed electronically using Google Forms and Microsoft Excel respectively.

Results and Discussion: In these times of uncertainty and confusion Community Pharmacists helped in disseminating the right information, sharing reliable resources, treatment of minor ailments and many more. A higher number of the pharmacists (76.4%) felt that the facility of COVID-19 testing when provided at Pharmacy store will help in rapid testing and tracking of patients.

Conclusion: The study demonstrates overview of major roles and activities taken up by Community Pharmacist having significantly impacted lives of patients. Also, lacunae in current system and areas of improvement are addressed.

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