

INSTITUTIONAL BEST PRACTICES (2021-2022)

A. PROJECT BASED LEARNING (IN-HOUSE RESEARCH PROJECTS)

1. Title of the Practice

Project Based Learning (In house research projects)

2. Objectives of the Practice

What are the objectives / intended outcomes of this “best practice” and what are the underlying principles or concepts of this practice (in about 100 words)?

The Pharmacy curriculum involves a lot of theoretical concepts and practical skills. Additionally, the industry looks for a problem solving approach in prospective employees. Our objective is to induct and train students from the Second year BPharm itself to develop this aptitude and methodological approach through problem based learning projects. The outcomes are a readiness for research and identification of niche area of interest by the time they reach Final year B. Pharm. Students become familiar with literature survey, online tools, software's and statistics. They also develop confidence by making presentations of their work at conferences and writing research papers.

3. The Context

What were the contextual features or challenging issues that needed to be addressed in designing and implementing this practice (in about 150 words)?

The concept was well accepted by the students and they proactively approached the subject teachers of their choice. With the easing of the lockdown and resuming of offline work, students enthusiastically took up laboratory based in-house projects.

Since we encourage Second and Third year B.Pharm students to take up these projects, the challenge we faced was orienting them to lab work after a break due to the lockdown. We achieved our outcome by regular mentoring as well as including a postgraduate student in the team wherever a new technique had to be mastered. We also had to be proactive in seeking out suitable platforms for students to present their work as this helps them to grow in confidence.

4. The Practice

Describe the practice and its uniqueness in the context of India higher education. What were the constraints / limitations, if any, faced (in about 400 words)?

For this practice we have a standard structured process: The students (group of max 05) choose the subject area of their choice and approach a teacher. After the approval from Hon. Secretary, students have to complete the work in given time frame without skipping academic schedule. The report/outcome is submitted by the Principal Investigator to the coordinators of the activity

The students are encouraged and guided to present/ publish the work at different conferences and in journals respectively.

The College organizes two research presentation competitions to provide the students a platform to present their work

- 1) “Best in-house project competition” an annual event is organised for students of AISSMS college and winner group/team is given a cash award
- 2) A state level inter-collegiate competition “SYNAPSE”, which is a biennial event, is organised where students compete along with the students from other pharmacy colleges in Maharashtra.

The students can mention the outcomes of these activities in their “Statement of Purpose” (SOPs) which help them to seek admissions abroad for further studies.

The best projects get an opportunity to participate in “AVISHKAR” the state level competition for innovative research, and represent the University at state level.

Uniqueness in the context of India higher education:

Looking at the focus of government of India on inventions and innovations, the effort is a unique one which prepares the students to work on their ideas. Many of the in-house projects involve a tangible product at the end which is further tested by scientific evaluation at various platforms where it is presented.

Moreover, the choice for higher education is a crucial and even intimidating decision for students and involves commitment of both time and finance. At AISSMS, we provide students with early opportunities for problem based learning via in-house projects from the Second year B.Pharm itself. This gives students a hands-on experience of what research is all about. We have this practice from the past 13 years. The newly introduced PCI syllabus has also incorporated project work, but it is only in the last semester of Final year BPharm. Because of opportunities to work on in-house projects from second year itself, students can make a more informed choice in the Final year and Higher education.

5. Evidence of Success

Provide evidence of success such as performance against targets and benchmarks, review results. What do these results indicate? Describe in about 200 words.

The evidence of success of practice lies in

Number of projects done (Research projects 13, Review projects done 05 and Survey projects done 03 = 21) and 50+ number of students participated in 2021-22.

The practice has continued uninterrupted since last 13 years and we could do it in the pandemic also.

Number of publications (7) in peer reviewed journals and number of presentations (11) by students in the academic year 2021-22 and rest in communicated state

Many students went for higher education (M Pharm/MBA) and some also went for higher education to countries such as USA, Canada with favourable impressions created due to project work and the publication / presentations as an outcome of their research project.

B.Pharm. students won the First Prize at Poster presentation competition organised by 'SCOPER' in Apr. 2022 and in the undergraduate category of 'SYNAPSE'. Students have also won Third prize at State level poster presentation and participated as finalists in 'IDEATHON' 2021.

Team comprising of students Shravani Nighot, Avanti Puranik, Pradnya Magdum has been selected for "AVISHKAR" which is state level interuniversity innovation competition.

6. Problems Encountered and Resources Required

Please identify the problems encountered and resources required to implement the practice (in about 150 words).

Problems encountered are-

1. Initially motivating the students to undertake the projects.
2. After the lockdown faculty members had to orient the students to lab work due to the break.
3. The project topic has to be selected that will help the undergraduates to clearly understand topics of current interest.
4. Teachers today have to play the role of an educator, motivator and mentor combined, rather than just a tutor. Most of the faculty members are a part of multiple departments/ committees and it becomes challenging for them to work with optimum efficiency in every department/ committee and balancing the academic schedule.

Problems were overcome by carefully planning the activities

The resources made available to for smooth implementation of this practice include:

1. Internet facilities at students disposal for literature survey
2. Time management (Laboratory/equipment availability as per students academic schedule)
3. Lab chemicals/consumables specific to the project

7. Notes

Please add any other information that may be relevant for adopting/ implementing the Best Practice in other institutions (in about 150 words).

The activity is very useful for implementation in other institutions as it encourages students to explore the theoretical concepts learnt, channelize their interest and get experiential learning. Subject teachers especially those of the Second year and Third year B. Pharm should actively encourage the students during classes for this activity by discussing various research problems.



AISSMS

COLLEGE OF PHARMACY

IMPARTING EXCELLENCE IN EDUCATION & RESEARCH



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B. ANUBANDH

1. Title of the Practice: Holistic development of students through Social outreach programmes (*Anubandh*)

2. Objectives of the Practice

What are the objectives / intended outcomes of this “best practice” and what are the underlying principles or concepts of this practice (in about 100 words)?

Anubandh activities have a dual objective. Firstly, to create professionals who are engaged with the social fabric of the country. Secondly, to provide students with opportunities that inculcate leadership and managerial qualities. *Anubandh* serves as an interface between our students and various social units such as NSS, Datri, Eco-rangers, to provide a holistic development through social work. This results in professionals who are firmly grounded and invested in the progress of the community. It empowers the students with a deep sense of contribution to social unity and inclusivity and awareness of their potential to be architects of change in society.

3. The Context

What were the contextual features or challenging issues that are needed to be addressed in designing and implementing this practice (in about 150 words)?

There are several social units doing commendable work to improve the life of marginalized sections of society, gender sensitization, women empowerment, health awareness and medical aid. They need committed young volunteers to implement their outreach activities. Young people are inherently idealistic with a desire to contribute meaningfully to the community. This gives them a sense of well being and confidence. *Anubandh* taps into this potential so that there is a mutual benefit to the Social units as well as the students.

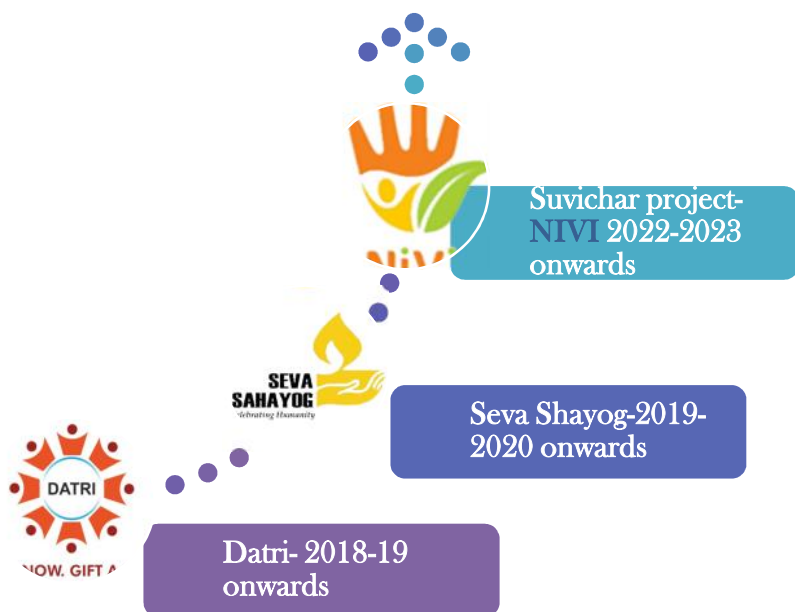
Challenges include balancing these activities which require a commitment of time while still not adversely affecting the academic schedule. Meticulous planning and encouraging the students is of utmost importance. Teaching staff members shoulder this responsibility to plan the schedule accordingly. Students are also provided a lot of scope and creative freedom for incorporating their own ideas to achieve the outcome. Students are very proactive and enthusiastic about this.

4. The Practice

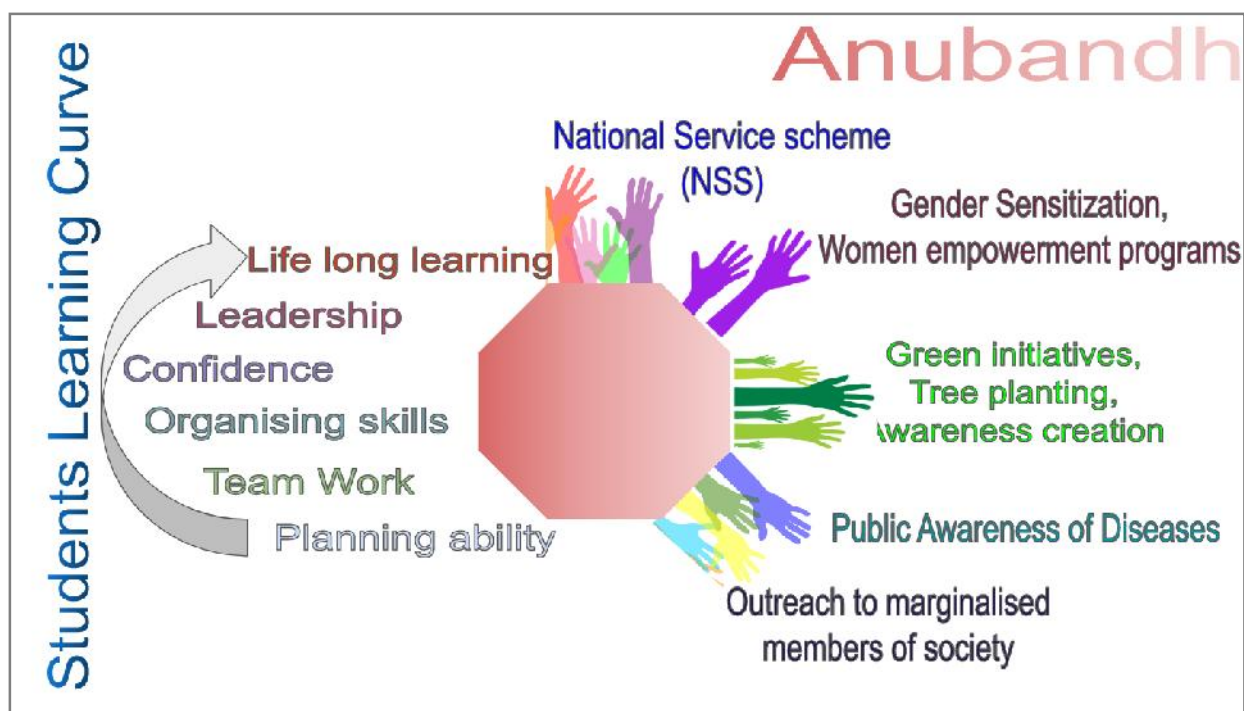
Describe the practice and its uniqueness in the context of India higher education. What were the constraints / limitations, if any, faced (in about 400 words)?

For this practice, a teaching staff member is assigned to each activity such as NSS, APGA, Datri (Blood Stem cell donors registry, India-Pune Division), Seva Sahayog NGO-Pune (Women's empowerment), Manavya (working for AIDS affected children) and Vasudhara Kirloskar's Eco-rangers, to provide a holistic development through social work. The students are made aware of these activities during the induction program and are encouraged to join an activity of their choice. Further, all through the academic years motivation is provided by all staff members. For some activities like NSS, there is also a screening interview process to gauge their commitment and interest level. A schedule of outreach activities is planned keeping in mind the academic schedule. Students are given guidance on planning these activities but are also provided ample scope for creative freedom to incorporate their own ideas and how to implement them to achieve the outcome. Wherever possible, MOUs with social units/organizations are drawn. Students also receive credit points for some of the activities thus providing additional motivation.

Social Partners with MOU



Uniqueness in the context of India higher education: Students need avenues to channelize their inherent enthusiasm and idealism. Higher education is demanding and requires long hours of study and work. During this phase, there is a risk of students falling prey to depression and frustration. Studies have shown that when young people are provided opportunities to contribute to other people's lives and form healthy relationships with caring adults, it has a positive impact on their mental well being and life trajectories. The activities conducted besides contributing to society, also create a learning curve for the students, developing in them qualities that are essential for succeeding in higher education. This further supports the goal of the National Education Policy to inculcate human values amongst students of Higher education and achieve their holistic development.



5. Evidence of Success

Provide evidence of success such as performance against targets and benchmarks, review results. What do these results indicate? Describe in about 200 words.

Several outreach programs have been organized till date. The institute has received several awards and recognition from organizations/groups that have benefitted from the support of our student's participation

- B.J.Medical College: Regular blood donation camps organized by APGA
- Manavya, NGO, Pune: Monetary support for food for AIDS affected children.
- Pune Chest Hospital: Donation of Anti-TB medicines
- Matoshri Vruddhashram, Karve Nagar Pune: Donation of Glucometer with strips
- Datri blood stem cell donor's registry, Chennai: 50 students from our college are registered stem cell donors.
- Seva Sahayog Foundation, Pune: Organization of exhibition/sale of products made by underprivileged women.
- Soham Trust (Dr. Abhijit Sonawane) Shivaji Nagar, Pune for distribution of sanitary kits provided by staff contribution to destitute people during corona pandemic.
- Ecorangers conducted tree plantation drive.
- Gender sensitization: Street play was organized at Wadki Grampanchayat for locals of the area.
- NSS Activities: Covid Vaccination Camps, making and distributing masks, Tree Plantation, Health awareness campaigns, Swachh Bharat Abhiyan

6. Problems Encountered and Resources Required

Please identify the problems encountered and resources required to implement the practice (in about 150 words).

NSS camp:

- Lodging and boarding facilities for staff and students,
- Availability of Resources
- Team management, community cooking
- Interaction with villagers ; sometimes they do not open up for conversation

Environment conservation activities:

- Activities with NGO like KVIFF clash with the exams of students affecting participation

APGA:

- Blood donation and organ donation awareness: Due to simultaneous camps being organized for blood donation, blood donors are less available and pledge form for organ donation is also less filled by general attendees for the camp

Extension Cell:

- Less student's participation in on-field NGO activities

7. Notes

Please add any other information that may be relevant for adopting/ implementing the Best Practice in other institutions (in about 150 words).

Institutes can approach their affiliated University to register for NSS and subsequently follow the schedule of the NSS cell for a range of activities. A village can be identified where there is a need for social education/ awareness with respect to disease/hygiene/girl child education. They can additionally sign MOUs with government recognized NGOs doing commendable social work in various fields and assist them in outreach activities. Involving Alumni and raising funds for medical assistance/blood donation camps is also a valuable approach. Identify means of conservation of electricity and water and implement the same through installation of solar panels and water harvesting systems, respectively.