



## PHARMACY COUNCIL OF INDIA

(Constituted under the Pharmacy Act, 1948)

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23 JUN 2021

To

All concerned

**Sub: Comments on Draft syllabus under Regulation-7 of the "The Education Regulations, 2020 for Diploma Course in Pharmacy".**

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Sir/Madam

This has a reference to the subject cited above. In this connection, it is intimated that -

- The Education Regulations, 2020 for Diploma Course in Pharmacy (ER-2020) have been notified in the Gazette of India, Extraordinary Part III - Section 4 dated 16<sup>th</sup> October, 2020. The said Regulations are available on Council's website.
- As per regulation 7 of the said Regulations, the syllabus for each subject of study shall be as prescribed by the Pharmacy Council of India from time to time.
- Accordingly, the Council has drafted the syllabus of Diploma course in Pharmacy, a copy of which is enclosed as **Annexure-I** for ready reference.

It is requested to forward your comments on the draft syllabus, if any, on the following e.mail ID on or before 10.7.2021 (6.00 pm) -

- gopalveni@yahoo.com

Your kind support is solicited in the matter.

Yours faithfully

(ARCHNA MUDGAL)  
Registrar-cum-Secretary

**Diploma in Pharmacy  
Curriculum & Syllabus  
*based on*  
Education Regulations 2020**



**Pharmacy Council of India  
New Delhi**

# Foreword

## Committee Members

S. No.	Name	Affiliation	Role
1.	Dr. B. Suresh	President, Pharmacy Council of India, New Delhi	Ex-Officio
2.	Dr. Shailendra Saraf	Vice President, Pharmacy Council of India, New Delhi	Ex-Officio
3.	Dr. V. Gopal	Registrar, Academic Mother Theresa Post graduate and Research Institute of Health Sciences, Puducherry	Convener
4.	Dr. B. Jayakar	Member, Pharmacy Council of India, (Tamil Nadu)	Member
5.	Sri Kumar Ajay	Member, Pharmacy Council of India, (Bihar)	Member
6.	Dr. H. Lahlenmawia	Member, Pharmacy Council of India, (Mizoram)	Member
7.	Dr. R. Debnath	Member, Pharmacy Council of India, (West Bengal)	Member
8.	Shri Annada Sankar Das	Member, Pharmacy Council of India, (Orissa)	Member
9.	Dr. Priyashree Sunita	Member, Pharmacy Council of India, (Jharkhand)	Member
10.	Dr. Mannava Radhakrishna Murthy	Member, Pharmacy Council of India, (Andhra Pradesh)	Member
11.	Shri Prakash Jeevandas Wanjari	Member, Pharmacy Council of India, (Maharashtra)	Member
12.	Shri K.R. Dinesh Kumar	Member, Pharmacy Council of India, (Kerala)	Member
13.	Mrs. Manjiri Sandeep Gharat, Mumbai, Maharashtra.	Principal I/c., Prin. K.M. Kundnani Pharmacy Polytechnic, Ulhasnagar, Maharashtra	Member
14.	Shri Raj Vaidya	Community Pharmacist, Hindu Pharmacy, Goa	Member
15.	Dr. R.N. Gupta	Professor Birla Institute of Technology, Ranchi, Jharkhand.	Member
16.	Dr. K.P. Arun	Assistant Professor JSS College of Pharmacy, Ooty, Tamil Nadu	Member
17.	Dr. Neeraj Upmanyu	Professor & Dean, School of Pharmacy & Research, People's University Bhopal, Madhya Pradesh	Special Invitee

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# 1. Preamble

“Revamping the curriculum, pedagogy, assessment, and student support” is one of the vision statements and recommendations of the National Education Policy (NEP) of Govt. of India for attaining enhanced learning experiences by the students. In light of this, Pharmacy Council of India, the apex body regulating the pharmacy education in the country, committed to revise the education regulations of Diploma in Pharmacy (DPharm) program and thus, the ‘Education Regulations 2020’ (ER-2020) has been notified in the gazette of India in October, 2020. This new regulation has given due consideration for the fact that, universally the roles of pharmacists undergo continuous evolution from that of ‘dispenser of medicines’ to that of ‘medicine expert’ in the multidisciplinary health care team.

Accordingly, the courses of the existing education regulations (ER-91) have been revisited, compared with the present and future needs of the society, expectations of the healthcare team and other stakeholders from the pharmacists were assessed, feedback from the experts in the pharmacy and other healthcare professions were sought. Thus, the course of study prescribed in ER-2020 is an amalgamation of all such exercises to arrive at a curriculum structure for DPharm that is more relevant to the current practice standards, dynamic to accommodate and address the upcoming changes.

Though the total number of courses across the program remain 21 as that of ER-91, the number of theory courses is reduced from 12 to 11 in the new regulation, while the number of practical courses is increased from 9 to 10. Further, the theory teaching hours across the program have been reduced from 850 to 825, while the practical hours have been increased from 750 to 800 in the new regulation. Three practical courses have been introduced for the first time in ER-2020. Further, about 275 hours have been assigned for the first time in DPharm curriculum for ‘Tutorial’ activities. All such changes explicitly reveal that the ER-2020 is intended to provide a little edge to the experiential learning through the practical courses and encourages the small group teaching-learning, self-directed learning, etc. in the tutorial hours.

Introduction of ‘Pharmacotherapeutics’ courses (theory and practical) is one of the revolutionary changes in the new curriculum, that will help the students to hone their knowledge and skills in the area of pharmaceutical care services which will certainly redefine the roles of the DPharm qualified pharmacists in both community and hospital settings. Also, the introduction of ‘Social Pharmacy’ courses (theory and practical) will provide insights about the primary and preventive healthcare concepts in the country and the potential roles of pharmacists in such healthcare segments.

In this backdrop, the Council has formulated a Committee which comprised of 16 Members who have rich experiences in various domains such as education, hospital

pharmacy practice, community pharmacy practice, clinical pharmacy practice, administrative and regulatory affairs to design the syllabus for the individual theory and practical courses as per the curriculum framework defined in ER-2020. The Committee with its clear understanding about the philosophy and objectives of the ER-2020, drafted the syllabus for individual theory and practical courses with utmost care to avoid repetitions, redundancy, over/under utilization of hours, etc. Every course is defined with scope, set of course objectives and course outcomes which will help to understand the significance and the expectations of the course from both teachers and students. Lots of scope has been given in the syllabus for the active learning by the students through the assignment topics and field visit activities which will enhance their critical thinking, searching scientific literatures, interpretational skills and communication skills.

According to the ER-2020 curriculum framework, the students do not earn any credits based on the academic hours they spend. However, as per the conventional methodology of credit calculations, the curriculum of ER-2020 shall be deemed equivalent to 80 credits, that shall be used for the administrative purposes, wherever necessary.

Further, the 'Competencies for the Indian DPharm Holders' based on the knowledge, skill, attitude and value that are essential for the successful practice of the profession have been derived. These competencies have also been mapped with the individual courses of the curriculum based on the expected outcomes of the individual course. Thus, the courses and the competencies are interlaced in such a way that multiple courses contribute to build one competency and one course contributes to build more than one competency, which reveal the strength of the competency mapping.

The Council strongly believes that the ER-2020 regulations, curriculum and syllabus will uplift the knowledge and skills of the students on par with the contemporary and future professional demands and enable them to be a successful practitioner in the chosen field of pharmacy.

By considering the substantial changes and inclusion of advanced and current subject matters in the new syllabus, the Council shall conduct series of meetings, seminars, conferences, workshops, and webinars for the faculty members handling DPharm courses and equip them to deliver such new courses / topics more effectively and efficiently.

The Council appreciate all the efforts of the Members for successfully bringing out the ER-2020 regulations, curriculum and syllabus. Also, profound gratitude to all the stakeholders who contributed directly or indirectly in completing this task.

## 2. Competencies for the Indian DPharm Holders

Competency is defined as “A distinct composite of knowledge, skill, attitude and value that is essential to the practice of the profession in real life contexts”.

The candidates who successfully complete the Diploma in Pharmacy (DPharm) program of Education Regulations 2020 (ER-2020), from the institutions approved by the Pharmacy Council of India are expected to attain the following professional competencies.

1. Review the Prescriptions
2. Dispense Prescription / Non-Prescription Medicines
3. Provide Patient Counselling / Education
4. Hospital and Community Pharmacy Management
5. Expertise on Medications
6. Proficiency on drugs / pharmaceuticals
7. Entrepreneurship and Leadership
8. Deliver Primary and Preventive Healthcare
9. Professional, Ethical and Legal Practice
10. Continuing Professional Development

**1. Review the Prescriptions:** The student should receive and handle the prescriptions in a professional manner and be able to check for its completeness and correctness. Also, the prescribers should be contacted for any clarifications and corrections in the prescriptions with suggestions if any.

**2. Dispense Prescription / Non-Prescription Medicines:** The student should be able to dispense the various scheduled drugs / medicines as per the implications of the Drug & Cosmetics Act and Rules thereunder. Also, the non-prescription medicines (over-the-counter drugs) should be dispensed judiciously to the patients as required.

**3. Provide Patient Counselling / Education:** The student should be able to effectively counsel / educate the patients / caretakers about the prescription / non-prescription medicines and other health related issues. Effective communication includes using both oral and written communication skills and various communication techniques.

**4. Hospital and Community Pharmacy Management:** The student should be able to manage the drug distribution system as per the policies and guidelines of the hospital pharmacy, good community pharmacy practice and the recommendations of regulatory agencies. Also, be able to manage the procurement, inventory and distribution of medicines in hospital / community pharmacy settings.



**5. Expertise on Medications:** The student should be able to provide an expert opinion on medications to the health care professionals on safe and effective medication-use, relevant policies and procedures based on available evidences.

**6. Proficiency on Pharmaceutical Formulations:** The student should be able to describe the chemistry, characteristics, types, merits and demerits of both drugs and excipients used in the pharmaceutical formulations based on her/his knowledge and scientific resources.

**7. Entrepreneurship and Leadership:** The student should be able to acquire the entrepreneurial skills in the dynamic professional environments. Also, be able to achieve leadership skills through teamwork and sound decision making skills.

**8. Deliver Primary and Preventive Healthcare:** The student should be able to contribute to various healthcare programs of the nation including disease prevention initiatives to improve public health. Also contribute to the promotion of national health policies.

**9. Professional, Ethical and Legal Practice:** The student should be able to deliver professional services in accordance with legal, ethical and professional guidelines with integrity.

**10. Continuing Professional Development:** The student should be able to recognize the gaps in the knowledge and skills in the effective delivery of the professional services from time to time and be self-motivated to bridge such gaps by attending continuing professional development programs.

### 3. Competency Mapping with the Courses (Part I, II & III) of Education Regulations 2020

Competencies	Pharmaceutics	Pharmaceutical Chemistry	Pharmacognosy	Human Anatomy & Physiology	Social Pharmacy	Pharmacology	Community Pharmacy & Management	Biochemistry & Clinical Pathology	Pharmacotherapeutics	Hospital & Clinical Pharmacy	Pharmacy Law & Ethics	Practical Training
1. Review the Prescriptions	√	√	√	√		√	√	√	√	√	√	√
2. Dispense Prescription / Non-Prescription Medicines	√	√	√		√	√	√	√	√	√	√	√
3. Provide Patient Counselling / Education	√	√	√	√	√	√	√	√	√	√	√	√
4. Hospital and Community Pharmacy Management					√		√			√	√	√
5. Expertise on Medications	√	√	√	√	√	√	√	√	√	√	√	√
6. Proficiency on Pharmaceutical Formulations	√	√	√			√			√			√
7. Entrepreneurship and Leadership							√			√		√
8. Deliver Primary and Preventive Healthcare				√	√	√	√	√	√	√	√	√
9. Professional, Ethical and Legal Practice					√		√		√	√	√	√
10. Continuing Professional Development	√	√	√		√	√	√		√	√	√	√

## 4. ER-2020 DPharm Syllabus – An Overview

The ER-2020 DPharm Syllabus has the following structure in every course. Though the theory and practical courses are not mutually exclusive, as per the regulations, the theory and practical are to be considered as individual courses.

**Scope:** These are broader statements on the purpose of the course in the curriculum, key contents of the course that will contribute to the specific knowledge and or skill developments. The teacher is expected to orient the students about the scope of the particular course at the beginning and intermittently.

**Course Objectives:** The course objectives describe the key topics that are intended by the teacher to be covered in the course. In general, these are more specific than the scope and broader than the course outcomes. The teacher is expected to discuss the objectives of the course with the students and break-down the course objectives into micro levels as objectives of a specific topic / objectives of a specific lecture, etc. Such an exercise shall make the students to understand the significance of the course / topic / lecture and enhance their attention on the course / topic / lecture.

**Course Outcomes:** The course outcomes are more specific than the course objectives describe that describe the abilities of the students to perform/act, upon successful completion of the course. Hence, conventionally the course outcomes are described with verbs that are measurable or observable actions. The teacher is expected to describe the desired outcomes of the particular course, so that the students shall understand the various assessment criteria, modalities and parameters. This also serves as a broader guideline for the teachers for preparing the assessment plan. A well-structured assessment plan associated with the course outcomes shall enable to mapping with the professional competencies and their attainment levels that are attributed to the program outcomes.

**Theory Courses:** The theory courses basically provide concepts and explain the relationships between the concepts. Understanding of the theoretical courses enable the students to identify the problems in real life situation and make a plan for addressing such problems. Also, the theory course helps to understand what is not known and thus is the tool for accumulation of knowledge. The syllabus of the theory courses has been systematically and logically described as different chapters and the minimum number of hours to be spent on teaching are mentioned chapter wise and course wise. The teachers shall further distribute the total hours of any given chapter among the sub-topics as required by the subject matter.

**Practical Courses:** The practical courses are designed for applying the theoretical knowledge in the given experimental / simulated conditions. The practical courses deepen the understanding of theories, develop the skills, hone professional

competencies, provide opportunities to observe, think and analyse problem solving methods. Further, they help to gain experience with the real things in practice. The teachers shall train the students in actual / simulated practical conditions.

**Tutorials:** The purpose of the tutorial hour is typically to engage the students in smaller groups in order to pay a closer attention on their learning process. This is an opportunity for the students to complete their assignments, develop specific skills, discuss any problems in the study topics in a less formal way. During the tutorial hour, the students shall exchange their ideas within the small group, and learn to accept constructive criticism and listen to others. Also, the tutorial hour enables the teachers to closely monitor the progress of the individual student and provide additional academic support to individuals, if necessary.

**Assignments:** The purpose the assignments are to encourage the students for self-directed learning. Further, the assignments will provoke the critical thinking, enhance the skills such as literature search, data mining, data interpretation, report formatting, time-management and written communication. This is also a mode of self-assessment for the student about the level understanding the concepts of a particular course. The teachers shall apply their knowledge and wisdom in choosing the assignment topics at micro level in alignment with the topics given in the syllabus. The assignments shall be evaluated against a set of criteria. A typical format for the assessment of an assignment is given in Appendix -1.

**Field Visits:** The purpose of field visits is to provide the real-world experience to the students. The field visits will help them to realize that what they learn within the walls of the classroom / laboratory can help them solve the problems they see in the world around them. Also, this is helpful to the teachers to widen their horizons of knowledge and broadening the scope of the syllabus. Every student shall submit a report describing their objectives, experience, learning points, etc. pertaining to the field trip in the typical format given in Appendix-2.

**Recommended Books:** For each course, a list of recommended books is given in the syllabus. The list shall be considered as important and common resource for the teaching-learning process, but not the complete list. It is always encouraged to use the latest edition of the books specified. Further, the teachers and students are encouraged to explore more primary, secondary and tertiary resources as required.

**Practical Training:** The goal of the practical training for the students is to provide a real-time, supervised experience on the professional tasks emphasised in their course of study. Further, it helps them to apply their acquired knowledge and skills in the professional working environment. The practical training intensively prepares the students with adequate competencies and qualifications required for the career opportunity in the future.

Thus, the ER 2020 DPharm syllabus is designed to nurture the students in all the three domains of Bloom's Taxonomy viz. cognitive (knowledge), affective (attitude) and psychomotor (skills). Further, it also provides ample of scope to the students for different learning styles viz. visual, auditory and kinesthetics, i.e., 'see, hear and do'.

The summary of the curriculum, courses and other activities and their metrics across the ER-2020 DPharm program (Part I, II & III) are given here.

Criteria	Metrics
Number of subject areas (considering both theory & practical together)	11
Number of theory courses	11
Number of practical courses	10
Number of theory hours	825
Number of practical hours	600
Number of practical training hours	500
Number of tutorial hours	275
Number of course outcomes for theory courses	45
Number of course outcomes for practical courses	40
Number of courses which have given assignments	9
Number of assignment topics given	75
Number of assignments reports each student shall submit	27
Number of courses which have given field visit	5
Number of field visit reports each student shall submit	9
Number of professional competencies	10

## 5. Guidelines for the conduct of theory examinations

### Sessional Exams

There shall be two or more periodic sessional (internal assessment) examinations during each academic year. The duration of the sessional exam shall be 90 minutes. The highest aggregate of any two performances shall form the basis of calculating the sessional marks. The scheme of the question paper for theory sessional examinations shall be as given below.

I. Long Answers (Answer 3 out of 4)	=	3 x 5 = 15
II. Short Answers (Answer 5 out of 6)	=	5 x 3 = 15
III. Very Short Answers (Answer any 5 out of 6)	=	5 x 2 = 10
		-----
	Total =	40 marks
		-----

**Internal assessment:** The marks secured by the students out of the total 40 shall be reduced to 20 in each sessional, and then the internal assessment shall be calculated based on the best two averages for 20 marks.

## Final Board / University Exams

The scheme of the question paper for the theory examinations conducted by the examining authority (Board / University) shall be as given below. The duration of the final examination shall be 3 hours.

I. Long Answers (Answer 6 out of 7)	=	6 x 5 = 30
II. Short Answers (Answer 10 out of 11)	=	10 x 3 = 30
III. Very Short Answers (Answer any 10 out of 11)	=	10 x 2 = 10
		-----
Total	=	80 marks
		-----

## 6. Guidelines for the conduct of practical examinations

### Sessional Exams

There shall be two or more periodic sessional (internal assessment) practical examinations during each academic year. The duration of the sessional exam shall be three hours. The highest aggregate of any two performances shall form the basis of calculating the sessional marks. The scheme of the question paper for practical sessional examinations shall be as given below.

I. Synopsis	=	10
II. Experiments	=	50*
III. Viva voce	=	10
IV. Practical Record Maintenance	=	10
		-----
Total	=	80 marks
		-----

\* The marks for the experiments shall be divided into various categories, viz. major experiment, minor experiment, spotters, etc. as per the requirement of the course.

**Internal assessment:** The marks secured by the students out of the total of 80 shall be reduced to 10 in each sessional, and then the internal assessment shall be calculated based on the best two averages for 10 marks from the sessional and other 10 marks shall be awarded as per the details given below.

Actual performance in the sessional examination	=	10 marks
Assignment marks (Average of three)	=	5 marks*
Field Visit Report marks (Average for the reports)	=	5 marks <sup>\$</sup>
		-----
Total	=	20 marks
		-----

\*, \$ Only for the courses given with both assignments and field visit/s

**Note:**

1. For the courses having either assignments or field visit/s, the assessments of assignments or field visit/s shall be done directly for 10 marks and added to the sessional marks.
2. For the courses not having both assignment and field visit, the whole 20 marks shall be calculated from the sessional marks.

**Final Board / University Exams**

The scheme of question paper for the practical examinations conducted by the examining authority (Board / University) shall be as given below. The duration of the final examination shall be 3 hours.

I. Synopsis	=	10
II. Experiments	=	60*
III. Viva voce	=	10
		-----
Total	=	80 marks
		-----

\* The marks for the experiments shall be divided into various categories, viz. major experiment, minor experiment, spotters, etc. as per the requirement of the course.

## 7. ER-2020 DPharm Syllabus – Part I

<b>S. No.</b>	<b>Course Code</b>	<b>Name of the Course</b>	<b>Total Hours</b>	<b>Hours per Week</b>
1.	ER20-11T	Pharmaceutics – Theory	75	3
2.	ER20-11P	Pharmaceutics – Practical	75	3
3.	ER20-12T	Pharmaceutical Chemistry – Theory	75	3
4.	ER20-12P	Pharmaceutical Chemistry – Practical	75	3
5.	ER20-13T	Pharmacognosy – Theory	75	3
6.	ER20-13P	Pharmacognosy – Practical	75	3
7.	ER20-14T	Human Anatomy & Physiology – Theory	75	3
8.	ER20-14P	Human Anatomy & Physiology – Practical	75	3
9.	ER20-15T	Social Pharmacy – Theory	75	3
10.	ER20-15P	Social Pharmacy – Practical	75	3



## PHARMACEUTICS – THEORY

Course Code: ER20-11T

75 Hours (3 Hours/week)

**Scope:** This course is designed to impart basic knowledge and skills on the art and science of formulating and dispensing different pharmaceutical dosage forms.

**Course Objectives:** This course will discuss the following aspects of pharmaceutical dosage forms

1. Basic concepts, types and need
2. Advantages and disadvantages, methods of preparation / formulation
3. Packaging and labelling requirements
4. Basic quality control tests, concepts of quality assurance and good manufacturing practices

**Course Outcomes:** Upon successful completion of this course, the students will be able to

1. Describe about the different dosage forms and their formulation aspects
2. Explain the advantages, disadvantages and quality control tests of different dosage forms
3. Discuss the importance quality assurance & good manufacturing practices

Chapter	Topics	Hours
1	<ul style="list-style-type: none"><li>• History of the profession of Pharmacy in India in relation to Pharmacy education, industry, pharmacy practice, and various professional associations.</li><li>• Pharmacy as a career</li><li>• Pharmacopoeia: Introduction to IP, BP, USP, NF and Extra Pharmacopoeia. Salient features of Indian Pharmacopoeia</li></ul>	7
2	<b>Packaging materials:</b> Types, selection criteria, advantages and disadvantages of glass, plastic, metal, rubber as packaging materials	5
3	<b>Pharmaceutical aids:</b> Organoleptic (Colouring, flavouring, and sweetening) agents <b>Preservatives:</b> Definition, types with examples and uses	3
4	<b>Unit operations:</b> Definition, objectives/applications, principles, construction and workings of: <b>Size reduction:</b> hammer mill and ball mill <b>Size separation:</b> Classification powder according to IP, Cyclone separator, Sieves and standards of sieves <b>Mixing:</b> Double cone blender, Turbine mixer, Triple roller mill and Silverson mixer homogenizer	9

	<b>Filtration:</b> Theory of filtration, membrane filter and sintered glass filter	
	<b>Drying:</b> working of fluidized bed dryer and process of freeze drying	
	<b>Extraction:</b> Definition, Classification, method and applications	
<b>5</b>	<b>Tablets</b> – coated and uncoated, various modified tablets (sustained release, extended-release, fast dissolving, double layered)	<b>8</b>
	<b>Capsules</b> - hard and soft gelatine capsules	<b>4</b>
	<b>Liquid oral preparations</b> - solution, syrup, elixir, emulsion, suspension, dry powder for reconstitution	<b>6</b>
	<b>Topical preparations</b> - ointments, creams, pastes, gels, liniments and lotions, suppositories and pessaries	<b>8</b>
	Nasal preparations, Ear preparations	<b>2</b>
	<b>Powders and granules</b> - Insufflations, dusting powders, effervescent powders and effervescent granules	<b>3</b>
	<b>Sterile formulations</b> – Injectables, eye drops and eye ointments	<b>6</b>
	<b>Immunological products:</b> Sera, vaccines, toxoids and their manufacturing methods.	<b>4</b>
<b>6</b>	<b>Basic structure, layout, sections and activities of pharmaceutical manufacturing plants</b> <b>Quality control and quality assurance:</b> Definition and concepts of quality control & quality assurance, current good manufacturing practice (cGMP), Introduction to concept of calibration and validation	<b>5</b>
<b>7</b>	<b>Novel drug delivery systems:</b> Introduction, Classification with examples, advantages and challenges	<b>5</b>

## PHARMACEUTICS – PRACTICAL

**Course Code:** ER20-11P

**75 Hours (3 Hours/week)**

**Scope:** This course is designed to train the students in formulating and dispensing common pharmaceutical dosage forms.

**Course Objectives:** This course will discuss and train the following aspects of preparing and dispensing various pharmaceutical dosage forms

1. Calculation of working formula from the official master formula
2. Formulation of dosage forms based on working formula
3. Appropriate Packaging and labelling requirements
4. Methods of basic quality control tests

**Course Outcomes:** Upon successful completion of this course, the students will be able to

1. Calculate the working formula from the given master formula
2. Formulate the dosage form and dispense in appropriate container
3. Design the label with necessary product and patient information
4. Perform the basic quality control tests for the common dosage forms

### Practicals

1. Handling and referring the official references: Pharmacopoeias, Formularies, etc. for retrieving formulas, procedures, etc.
2. Formulation of the following dosage forms as per monograph standards and dispensing with appropriate packaging & labelling
  - **Liquid Oral:** Simple syrup, Piperazine citrate elixir, Aqueous Iodine solution, Strong Iodine solution
  - **Emulsion:** Castor oil emulsion, Cod liver oil emulsion, olive oil emulsion
  - **Suspension:** Calamine lotion, Magnesium hydroxide mixture
  - **Ointment:** Simple ointment base, Sulphur ointment
  - **Cream:** Cetrimide cream
  - **Gel: Sodium alginate gel**
  - **Liniment:** Turpentine liniment, White liniment BPC
  - **Dry powder:** Effervescent powder granule, Dusting powder
  - **Sterile Injection:** Normal Saline, Calcium gluconate Injection
  - **Hard Gelatine Capsule:** Indomethacin capsules, Tetracycline capsules
  - **Tablet:** Paracetamol tablet granules ready for compression
3. Demonstration on various stages of tablet manufacturing processes (including coating tablets, if possible)

4. Appropriate methods of usage, and storage of special dosage forms including different types of inhalers, spacers, insulin pens
5. Demonstration of quality control tests and evaluation of common dosage forms viz. tablets, capsules, emulsion, sterile injections as per the monographs

### **Assignments**

The students shall be asked to submit written assignments on the following topics (One assignment per student per sessional period. i.e., a minimum of THREE assignments per student)

1. Various systems of measures commonly used in prescribing, compounding and dispensing practices
2. Market preparations (including Fixed Dose Combinations) of each type of dosage forms, generic name, minimum three brand names and label contents of the dosage forms mentioned in theory/practical
3. Overview of various machines / equipments / instruments involved in the formulation and quality control of various dosage forms / pharmaceutical formulations.
4. Overview of extemporaneous preparations at community / hospital pharmacy vs. manufacturing of dosage forms at industrial level
5. Basic pharmaceutical calculations: ratios; conversion to percentage fraction, allegation, proof spirit, isotonicity

### **Field Visit**

The students shall be taken for an industrial visit to pharmaceutical industries to witness and understand the various processes of manufacturing of any of the common dosage forms viz. tablets, capsules, liquid orals, injectables, etc. Individual reports from each student on their learning experience from the field visit shall be submitted.

### **Recommended Books (Latest Editions)**

1. History of Pharmacy in India by Dr. Harikishan Singh
2. Indian Pharmacopoeia, Govt. of India Publication
3. A Text book of Pharmaceuticals Formulation by B.M. Mithal, Vallabh Prakashan.
4. Bentley's Text book of Pharmaceutics, editor E.A. Rawlins, Elsevier Int.,
5. The Theory and Practice of Industrial Pharmacy. Leon Lachman, Herbert Lieberman and Joseph Kanig, Editors, Lea and Febiger, Philadelphia. Verghese Publishing House
6. Responsible Use of Medicines: A Layman's Handbook, [www.ipapharma.org](http://www.ipapharma.org) / publications

## PHARMACEUTICAL CHEMISTRY – THEORY

**Course Code:** ER20-12T

**75 Hours (3 Hours/week)**

**Scope:** This course is designed to impart basic knowledge on the chemical structure, storage conditions and medicinal uses of organic and inorganic chemical substances used as drugs and pharmaceuticals. Also, this course discusses the impurities, quality control aspects of chemical substances used in pharmaceuticals.

**Course Objectives:** This course will discuss the following aspects of the chemical substances used as drugs and pharmaceuticals for various disease conditions

1. Chemical classification, chemical name, chemical structure
2. Pharmacological uses, doses, stability and storage conditions
3. Different types of formulations / dosage form available and their brand names
4. Impurity testing and basic quality control tests

**Course Outcomes:** Upon successful completion of this course, the students will be able to

1. Describe the chemical class, structure and chemical name of the commonly used drugs and pharmaceuticals of both organic and inorganic nature
2. Discuss the pharmacological uses, dosage regimen, stability issues and storage conditions of all such chemical substances commonly used as drugs
3. Describe the quantitative and qualitative analysis, impurity testing of the chemical substances given in the official monographs
4. Identify the dosage form & the brand names of the drugs and pharmaceuticals popular in the marketplace

Chapter	Topic	Hours
1	<b>Introduction to Pharmaceutical chemistry:</b> Scope and objectives <b>Sources and types of errors:</b> Accuracy, precision, significant figures <b>Impurities in Pharmaceuticals:</b> Source and effect of impurities in Pharmacopoeial substances, importance of limit test, Principle and procedures of Limit tests for chlorides, sulphates, iron, heavy metals and arsenic.	8
2	<b>Volumetric analysis:</b> Fundamentals of volumetric analysis, Acid-base titration, non-aqueous titration, precipitation titration, complexometric titration, redox titration <b>Gravimetric analysis:</b> Principle and method.	8

3	<p><b>Inorganic Pharmaceuticals:</b> Pharmaceutical formulations, market preparations, storage conditions and uses of</p> <ul style="list-style-type: none"> <li>● <b>Haematinics:</b> Ferrous sulphate, Ferrous fumarate, Ferric ammonium citrate, Ferrous ascorbate, Carbonyl iron</li> <li>● <b>Antacids:</b> Aluminium hydroxide gel, Magnesium hydroxide, Magaldrate, Sodium bicarbonate, Calcium Carbonate</li> <li>● <b>Anti-microbial agents:</b> Silver Nitrate, Ionic Silver, Chlorhexidine Gluconate, Hydrogen peroxide, Boric acid, Bleaching powder, Potassium permanganate</li> <li>● <b>Dental products:</b> Calcium carbonate, Sodium fluoride, Denture cleaners, Denture adhesives, Mouth washes</li> <li>● <b>Medicinal gases:</b> Carbon dioxide, nitrous oxide, oxygen</li> </ul>	7
4	Introduction to nomenclature of organic chemical systems with particular reference to heterocyclic compounds containing up to Three rings	2
<p><b>Study of the following category of medicinal compounds with respect to classification, chemical name, chemical structure (compounds marked with*) uses, stability and storage conditions, different types of formulations and their popular brand names</b></p>		
5	<p><b>Drugs Acting on Central Nervous System</b></p> <ul style="list-style-type: none"> <li>● <b>Anaesthetics:</b> Thiopental Sodium*, Ketamine Hydrochloride*, Propofol</li> <li>● <b>Sedatives and Hypnotics:</b> Diazepam*, Alprazolam*, Nitrazepam, Phenobarbital*</li> <li>● <b>Antipsychotics:</b> Chlorpromazine Hydrochloride*, Haloperidol*, Risperidone*, Sulpiride*, Olanzapine, Quetiapine, Lurasidone</li> <li>● <b>Anticonvulsants:</b> Phenytoin*, Carbamazepine*, Clonazepam, Valproic Acid*, Gabapentin*, Topiramate, Vigabatrin, Lamotrigine</li> <li>● <b>Anti-Depressants:</b> Amitriptyline Hydrochloride*, Imipramine Hydrochloride*, Fluoxetine*, Venlafaxine, Duloxetine, Sertraline, Citalopram, Escitalopram, Fluvoxamine, Paroxetine</li> </ul>	9
6	<p><b>Drugs Acting on Autonomic Nervous System</b></p> <ul style="list-style-type: none"> <li>● <b>Sympathomimetic Agents: Direct Acting:</b> Nor-Epinephrine*, Epinephrine, Phenylephrine, Dopamine*, Terbutaline, Salbutamol (Albuterol),</li> </ul>	9

	<p>Naphazoline*, Tetrahydrozoline. <b>Indirect Acting Agents:</b> Hydroxy Amphetamine, Pseudoephedrine. Agents With Mixed Mechanism: Ephedrine, Metaraminol</p> <ul style="list-style-type: none"> <li>● <b>Adrenergic Antagonists:</b> Alpha Adrenergic Blockers: Tolazoline, Phentolamine</li> <li>● Phenoxybenzamine, Prazosin. Beta Adrenergic Blockers: Propranolol*, Atenolol*, Carvedilol</li> <li>● <b>Cholinergic Drugs and Related Agents:</b> Direct Acting Agents: Acetylcholine*, Carbachol, And Pilocarpine. Cholinesterase Inhibitors: Neostigmine*, Edrophonium Chloride, Tacrine Hydrochloride, Pralidoxime Chloride, Echothiopate Iodide</li> <li>● <b>Cholinergic Blocking Agents:</b> Atropine Sulphate*, Ipratropium Bromide</li> </ul> <p><b>Synthetic Cholinergic Blocking Agents:</b> Tropicamide, Cyclopentolate Hydrochloride, Clidinium Bromide, Dicyclomine Hydrochloride*</p>	
7	<p><b>Drugs Acting on Cardiovascular System</b></p> <ul style="list-style-type: none"> <li>● <b>Anti-Arrhythmic Drugs:</b> Quinidine Sulphate, Procainamide Hydrochloride, Verapamil, Phenytoin Sodium*, Lidocaine Hydrochloride, Lorcaïnide Hydrochloride, Amiodarone and Sotalol</li> <li>● <b>Anti-Hypertensive Agents:</b> Propranolol*, Captopril*, Ramipril, Methyldopate Hydrochloride, Clonidine Hydrochloride, Hydralazine Hydrochloride, Nifedipine,</li> <li>● <b>Antianginal Agents:</b> Isosorbide Dinitrate</li> </ul>	5
8	<p><b>Diuretics:</b> Acetazolamide, Frusemide*, Bumetanide, Chlorthalidone, Benzthiazide, Metolazone, Xipamide, Spironolactone</p>	2
9	<p><b>Hypoglycemic Agents:</b> Insulin and Its Preparations, Metformin*, Glibenclamide*, Glimepiride, Pioglitazone, Repaglinide, Gliflozins, Gliptins</p>	3
10	<p><b>Analgesic And Anti-Inflammatory Agents:</b> Morphine Analogues, Narcotic Antagonists; <b>Nonsteroidal Anti-Inflammatory Agents (NSAIDs)</b> - Aspirin*, Diclofenac, Ibuprofen*, Piroxicam, Celecoxib, Mefenamic Acid, Paracetamol*, Aceclofenac</p>	3
11	<p><b>Anti-Infective Agents</b></p> <ul style="list-style-type: none"> <li>● <b>Antifungal Agents:</b> Amphotericin-B, Griseofulvin, Miconazole, Ketoconazole*, Itraconazole, Fluconazole*, Naftifine Hydrochloride</li> <li>● <b>Urinary Tract Anti-Infective Agents:</b> Norfloxacin,</li> </ul>	8

	<p>Ciprofloxacin, Ofloxacin*, Moxifloxacin,</p> <ul style="list-style-type: none"> <li>● <b>Anti-Tubercular Agents:</b> INH*, Ethambutol, Para Amino Salicylic Acid, Pyrazinamide, Rifampicin, Bedaquiline, Delamanid, Pretomanid*</li> <li>● <b>Antiviral Agents:</b> Amantadine Hydrochloride, Idoxuridine, Acyclovir*, Foscarnet, Zidovudine, Ribavirin, Remdesivir, Favipiravir</li> <li>● <b>Antimalarials:</b> Quinine Sulphate, Chloroquine Phosphate*, Primaquine Phosphate, Mefloquine*, Cycloguanil, Pyrimethamine, Artemisinin</li> <li>● <b>Sulfonamides:</b> Sulfanilamide, Sulfadiazine, Sulfamethoxazole, Sulfacetamide*, Mafenide Acetate, Cotrimoxazole, Dapsone*</li> </ul>	
12	<p><b>Antibiotics:</b> Penicillin G, Amoxicillin*, Cloxacillin, Streptomycin, <b>Tetracyclines:</b> Doxycycline, Minocycline, <b>Macrolides:</b> Erythromycin, Azithromycin, <b>Miscellaneous:</b> Chloramphenicol* Clindamycin</p>	8
13	<p><b>Anti-Neoplastic Agents:</b> Cyclophosphamide*, Busulfan, Mercaptopurine, Fluorouracil*, Methotrexate, Dactinomycin, Doxorubicin Hydrochloride, Vinblastine Sulphate, Cisplatin*, Dromostanolone Propionate</p>	3

## PHARMACEUTICAL CHEMISTRY – PRACTICAL

**Course Code:** ER20-12P

**75 Hours (3 Hours/week)**

**Scope:** This course is designed to impart basic training and hands-on experiences to synthesis chemical substances used as drugs and pharmaceuticals. Also, to perform the quality control tests, impurity testing, test for purity and systematic qualitative analysis of chemical substances used as drugs and pharmaceuticals.

**Course Objectives:** This course will provide the hands-on experience on the following aspects of chemical substances used as drugs and pharmaceuticals

1. Limit tests and assays of selected chemical substances as per the monograph
2. Volumetric analysis of the chemical substances
3. Basics of preparatory chemistry and their analysis
4. Systematic qualitative analysis for the identification of the chemical drugs

**Course Outcomes:** Upon successful completion of this course, the students will be able to

1. Perform the limit tests for various inorganic elements and report
2. Prepare standard solutions using the principles of volumetric analysis



3. Test the purity of the selected inorganic and organic compounds against the monograph standards
4. Synthesize the selected chemical substances as per the standard synthetic scheme
5. Perform qualitative tests to systematically identify the unknown chemical substances

## Practicals

S. No.	Experiment
1	<b>Limit test for</b> <ul style="list-style-type: none"> <li>● Chlorides; sulphate; Iron; heavy metals</li> </ul>
2	Identification tests for Anions and Cations as per Indian Pharmacopoeia
3	<b>Fundamentals of volumetric analysis</b> Preparation of standard solution and standardization of Sodium Hydroxide, Ceric Ammonium Sulfate, Potassium Permanganate
4	<b>Assay of the following compounds</b> <ul style="list-style-type: none"> <li>● Ferrous sulphate- by redox titration</li> <li>● Calcium gluconate-by complexometric</li> <li>● Sodium chloride-by Modified Volhard's method</li> <li>● Ascorbic acid by cerimetry</li> <li>● Metronidazole by Non-Aqueous Titration</li> <li>● Ibuprofen by alkalimetry</li> </ul>
5	<b>Fundamentals of preparative organic chemistry</b> Determination of Melting point and boiling point of organic compounds
6	<b>Preparation of organic compounds</b> <ul style="list-style-type: none"> <li>● Acetanilide from aniline</li> <li>● Aspirin from salicylic acid</li> </ul>
7	<b>Identification and test for purity of pharmaceuticals</b> Aspirin, Caffeine, Paracetamol, Sulfanilamide
8	Systematic Qualitative analysis experiments (4 substances)

## Assignments

The students shall be asked to submit the written assignments on the following topics (One assignment per student per sessional period. i.e., a minimum of THREE assignments per student)

1. Different monographs and formularies available and their major contents
2. Significance of quality control and quality assurance in pharmaceutical industries
3. Overview on Green Chemistry
4. Various software programs available for computer aided drug discovery
5. Various instrumentations used for characterization & quantification of drug

## Recommended Books (Latest Edition)

1. Medicinal & Pharmaceutical chemistry by Harikishan Singh and VK Kapoor
2. Wilson and Griswold's Text book of Organic Medicinal and pharmaceutical Chemistry
3. Practical Organic Chemistry by Mann and Saunders.
4. Practical Pharmaceutical Chemistry, Volume- I & II by Beckett and J. B. Stenlake
5. Indian Pharmacopoeia
6. Vogel's text book of Practical Organic Chemistry

## PHARMACOGNOSY – THEORY

**Course Code:** ER20-13T

**75 Hours (3 Hours/week)**

**Scope:** This course is designed to impart knowledge on the medicinal uses of various drugs of natural origin. Also, the course emphasizes the fundamental concepts in the evaluation of crude drugs, alternative systems of medicine, nutraceuticals and herbal cosmetics.

**Course Objectives:** This course will discuss the following aspects of drug substances derived from natural resources.

1. Occurrence, distribution, isolation, identification tests of common phytoconstituents
2. Therapeutic activity and pharmaceutical applications of various natural drug substances and phytoconstituents
3. Biological source, chemical constituents of selected crude drugs and their therapeutic efficacy in common diseases and ailments
4. Basic concepts in quality control of crude drugs and various system of medicines
5. Applications of herbs in health foods and cosmetics

**Course Outcomes:** Upon successful completion of this course, the students will be able to

1. Identify the important/common crude drugs of natural origin
2. Describe the uses of herbs in nutraceuticals and cosmeceuticals
3. Discuss the principles of alternative system of medicines
4. Describe the importance of quality control of drugs of natural origin

Chapter	Topic	Hours
1	Definition, history, present status and scope of Pharmacognosy	2
2	<b>Classification of drugs:</b> Alphabetical Taxonomical Morphological Pharmacological Chemical Chemo-taxonomical	4
3	<b>Quality control of crude drugs:</b> Different methods of adulteration of crude drugs Evaluation of crude drugs	6

4	Brief outline of occurrence, distribution, isolation, identification tests, therapeutic activity and pharmaceutical applications of alkaloids, terpenoids, glycosides, volatile oils, tannins and resins.	6																																						
5	<p>Biological source, chemical constituents and therapeutic efficacy of the following categories of crude drugs.</p> <table border="1" data-bbox="359 443 1281 1738"> <tr> <td data-bbox="359 443 715 533">Laxatives</td> <td data-bbox="715 443 1281 533">Aloe, Castor oil, Ispaghula, Senna</td> </tr> <tr> <td data-bbox="359 533 715 577">Cardiotonic</td> <td data-bbox="715 533 1281 577">Digitalis, Arjuna</td> </tr> <tr> <td data-bbox="359 577 715 701">Carminatives and G.I. regulators</td> <td data-bbox="715 577 1281 701">Coriander, Fennel, Cardamom, Ginger, Clove, Black Pepper, Asafoetida, Nutmeg, Cinnamon</td> </tr> <tr> <td data-bbox="359 701 715 745">Astringents</td> <td data-bbox="715 701 1281 745">Myrobalan, Black Catechu</td> </tr> <tr> <td data-bbox="359 745 715 875">Drugs acting on nervous system</td> <td data-bbox="715 745 1281 875">Hyoscyamus, Belladonna, Ephedra, Opium, Tea leaves, Coffee seeds, Coca</td> </tr> <tr> <td data-bbox="359 875 715 920">Anti-hypertensive</td> <td data-bbox="715 875 1281 920">Rauwolfia</td> </tr> <tr> <td data-bbox="359 920 715 965">Anti-tussive</td> <td data-bbox="715 920 1281 965">Vasaka, Tolu Balsam</td> </tr> <tr> <td data-bbox="359 965 715 1010">Anti-rheumatics</td> <td data-bbox="715 965 1281 1010">Colchicum seed</td> </tr> <tr> <td data-bbox="359 1010 715 1055">Anti-tumour</td> <td data-bbox="715 1010 1281 1055">Vinca, Podophyllum</td> </tr> <tr> <td data-bbox="359 1055 715 1099">Antidiabetics</td> <td data-bbox="715 1055 1281 1099">Pterocarpus, Gymnema</td> </tr> <tr> <td data-bbox="359 1099 715 1144">Diuretics</td> <td data-bbox="715 1099 1281 1144">Gokhru, Punarnava</td> </tr> <tr> <td data-bbox="359 1144 715 1189">Anti-dysenteric</td> <td data-bbox="715 1144 1281 1189">Ipecacuanha</td> </tr> <tr> <td data-bbox="359 1189 715 1267">Antiseptics and disinfectants</td> <td data-bbox="715 1189 1281 1267">Benzoin, Myrrh, Neem, Turmeric</td> </tr> <tr> <td data-bbox="359 1267 715 1312">Antimalarials</td> <td data-bbox="715 1267 1281 1312">Cinchona, Artemisia</td> </tr> <tr> <td data-bbox="359 1312 715 1357">Oxytocic</td> <td data-bbox="715 1312 1281 1357">Ergot</td> </tr> <tr> <td data-bbox="359 1357 715 1402">Vitamins</td> <td data-bbox="715 1357 1281 1402">Cod liver oil, Shark liver oil</td> </tr> <tr> <td data-bbox="359 1402 715 1480">Enzymes</td> <td data-bbox="715 1402 1281 1480">Papaya, Diastase, Pancreatin, Yeast</td> </tr> <tr> <td data-bbox="359 1480 715 1610">Pharmaceutical Aids</td> <td data-bbox="715 1480 1281 1610">Kaolin, Lanolin, Beeswax, Acacia, Tragacanth, Sodium alginate, Agar, Guar gum, Gelatine</td> </tr> <tr> <td data-bbox="359 1610 715 1738">Miscellaneous</td> <td data-bbox="715 1610 1281 1738">Squill, Galls, Pale catechu, Ashwagandha, Vasaka, Tulsi, Guggul</td> </tr> </table>	Laxatives	Aloe, Castor oil, Ispaghula, Senna	Cardiotonic	Digitalis, Arjuna	Carminatives and G.I. regulators	Coriander, Fennel, Cardamom, Ginger, Clove, Black Pepper, Asafoetida, Nutmeg, Cinnamon	Astringents	Myrobalan, Black Catechu	Drugs acting on nervous system	Hyoscyamus, Belladonna, Ephedra, Opium, Tea leaves, Coffee seeds, Coca	Anti-hypertensive	Rauwolfia	Anti-tussive	Vasaka, Tolu Balsam	Anti-rheumatics	Colchicum seed	Anti-tumour	Vinca, Podophyllum	Antidiabetics	Pterocarpus, Gymnema	Diuretics	Gokhru, Punarnava	Anti-dysenteric	Ipecacuanha	Antiseptics and disinfectants	Benzoin, Myrrh, Neem, Turmeric	Antimalarials	Cinchona, Artemisia	Oxytocic	Ergot	Vitamins	Cod liver oil, Shark liver oil	Enzymes	Papaya, Diastase, Pancreatin, Yeast	Pharmaceutical Aids	Kaolin, Lanolin, Beeswax, Acacia, Tragacanth, Sodium alginate, Agar, Guar gum, Gelatine	Miscellaneous	Squill, Galls, Pale catechu, Ashwagandha, Vasaka, Tulsi, Guggul	34
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6	<p><b>Plant fibres used as surgical dressings:</b> Cotton, silk, wool and regenerated fibres</p> <p>Sutures – Surgical Catgut and Ligatures</p>	3																																						
7	<p><b>Basic principles involved in the traditional systems of medicine like:</b> Ayurveda, Siddha, Unani and Homeopathy</p> <p><b>Method of preparation of Ayurvedic formulations like:</b> Arista, Asava, Gutika, Taila, Churna, Lehya and Bhasma</p>	8																																						

8	Role of medicinal and aromatic plants in national economy and their export potential	2
9	<b>Herbs as health food:</b> Brief introduction and therapeutic applications of: Nutraceuticals, Antioxidants, Pro-biotics, Pre-biotics, Dietary fibres, Omega-3-fatty acids, Spirulina, Carotenoids, Soya and Garlic	4
10	<b>Herbal cosmetics:</b> Sources, chemical constituents, commercial preparations, therapeutic and cosmetic uses of: Aloe vera gel, Almond oil, Lavender oil, Olive oil, Rosemary oil, Sandal Wood oil	4
11	Phytochemical investigation of drugs	2

## PHARMACOGNOSY – PRACTICAL

**Course Code: ER20-13P**

**75 Hours (3 Hours/week)**

**Scope:** This course is designed to train the students in physical identification, morphological characterization, physical and chemical characterization and evaluation of commonly used herbal drugs.

**Course Objectives:** This course will provide hands-on experiences to the students in

1. Identification of the crude drugs based on their morphological characteristics
2. Various characteristic anatomical characteristics of the herbal drugs studied through transverse section
3. Physical and chemical tests to evaluate the crude drugs

**Course Outcomes:** Upon successful completion of this course, the students will be able to

1. Identify the given crude drugs based on the morphological characteristics
2. Take a transverse section of the given crude drugs
3. Describe the anatomical characteristics of the given crude drug under microscopical conditions
4. Carry out the physical and chemical tests to evaluate the given crude drugs

### Practicals

#### 1. Morphological Identification of the following drugs:

Ispaghula, Senna, Coriander, Fennel, Cardamom, Ginger, Nutmeg, Black Pepper, Cinnamon, Clove, Ephedra, Rauwolfia, Gokhru, Punarnava, Cinchona, Agar.

## **2. Gross anatomical studies (Transverse Section) of the following drugs:**

Ajwain, Datura, Cinnamon, Cinchona, Coriander, Ashwagandha, Liquorice, Clove, Curcuma, Nuxvomica, Vasaka

## **3. Physical and chemical tests for evaluation of any FIVE of the following drugs:**

Asafoetida, Benzoin, Pale catechu, Black catechu, Castor oil, Acacia, Tragacanth, Agar, Guar gum, Gelatine.

## **Assignments**

The students shall be asked to submit the written assignments on the following topics (One assignment per student per sessional period. i.e., a minimum of THREE assignments per student)

1. Market preparations of various dosage forms of Ayurvedic, Unani, Siddha, Homeopathic (Classical and Proprietary), indications, and their labelling requirements
2. Market preparations of various herbal cosmetics, indications, and their labelling requirements

## **Field Visit**

The students shall be taken in groups to a medicinal garden to witness and understand the nature of various medicinal plants discussed in theory and practical courses. Additionally, they shall be taken in groups to the pharmacies of traditional systems of medicines to understand the availability of various dosage forms and their labelling requirements. Individual reports from each student on their learning experience from the field visit shall be submitted.

## **Recommended Books (Latest Editions)**

1. Text book of Pharmacognosy by C. K. Kokate, S. B. Gokhale, A.P. Purohit, Nirali Prakashan
2. Text book of Pharmacognosy by C.S. Shah and J. S. Qadry, CBS Publishers & Distributors Pvt. Ltd.
3. Text Book of Pharmacognosy by T. E. Wallis. CBS Publishers & Distributors Pvt. Ltd.
4. Study of crude drugs by M. A. Iyengar, Manipal Press Ltd, Manipal
5. Powder crude drugs by M. A. Iyengar, Manipal Press Ltd, Manipal
6. Anatomy of crude drugs by M. A. Iyengar, Manipal Press Ltd, Manipal
7. Augmented Text Book of Homeopathic Pharmacy by Dr. D D Banerjee, B Jain Publishers (P) Ltd

## HUMAN ANATOMY AND PHYSIOLOGY – THEORY

**Course Code:** ER20-14T

**75 Hours (3 Hours/week)**

**Scope:** This course is designed to impart basic knowledge on the structure and functions of the human body. It helps in understanding both homeostasis mechanisms and homeostatic imbalances of various systems of the human body.

**Course Objectives:** This course will discuss the following

1. Structure and functions of the various organ systems and organs of the human body
2. Homeostatic mechanisms and their imbalances in the human body
3. Various vital physiological parameters of the human body and their significances

**Course Outcomes:** Upon successful completion of this course, the students will be able to

1. Describe the various organ systems of the human body
2. Discuss the anatomical features of the important human organs and tissues
3. Explain the homeostatic mechanisms regulating the normal physiology in the human system
4. Discuss the significance of various vital physiological parameters of the human body

Chapter	Topic	Hours
1	Scope of Anatomy and Physiology Definition of various terminologies	2
2	<b>Structure of Cell:</b> Components and its functions	2
3	<b>Tissues of the human body:</b> Epithelial, Connective, Muscular and Nervous tissues – their sub-types and characteristics.	4
4	<b>Osseous system:</b> structure and functions of bones of axial and appendicular skeleton Classification, types and movements of joints, disorders of joints	3 3
5	<b>Haemopoietic system</b> <ul style="list-style-type: none"><li>● Composition and functions of blood</li><li>● Process of Hemopoiesis</li><li>● Characteristics and functions of RBCs, WBCs and platelets</li><li>● Mechanism of Blood Clotting</li><li>● Importance of Blood groups</li></ul>	8

6	<b>Lymphatic system</b> <ul style="list-style-type: none"> <li>• Lymph and lymphatic system, composition, function and its formation.</li> <li>• Structure and functions of spleen and lymph node.</li> </ul>	3
7	<b>Cardiovascular system</b> <ul style="list-style-type: none"> <li>• Anatomy and Physiology of heart</li> <li>• Blood vessels and circulation (Pulmonary, coronary and systemic circulation)</li> <li>• Cardiac cycle and Heart sounds, Basics of ECG</li> <li>• Blood pressure and its regulation</li> </ul>	8
8	<b>Respiratory system</b> <ul style="list-style-type: none"> <li>• Anatomy of respiratory organs and their functions.</li> <li>• Regulation Mechanism of respiration.</li> <li>• Respiratory volumes and capacities – definitions</li> </ul>	4
9	<b>Digestive system</b> <ul style="list-style-type: none"> <li>• Anatomy and Physiology of GIT</li> <li>• Anatomy and functions of accessory glands</li> <li>• Physiology of digestion and absorption</li> </ul>	8
10	<b>Skeletal muscles</b> <ul style="list-style-type: none"> <li>• Histology</li> <li>• Physiology of muscle contraction</li> <li>• Disorder of skeletal muscles</li> </ul>	2
11	<b>Nervous system</b> <ul style="list-style-type: none"> <li>• Classification of nervous system</li> <li>• Anatomy and physiology of cerebrum, cerebellum, mid brain</li> <li>• Function of hypothalamus, medulla oblongata and basal ganglia</li> <li>• Spinal cord-structure and reflexes</li> <li>• Names and functions of cranial nerves.</li> <li>• Anatomy and physiology of sympathetic and parasympathetic nervous system (ANS)</li> </ul>	8
12	<b>Sense organs - Anatomy and physiology of</b> <ul style="list-style-type: none"> <li>• Eye</li> <li>• Ear</li> <li>• Skin</li> <li>• Tongue</li> <li>• Nose</li> </ul>	6
13	<b>Urinary system</b> <ul style="list-style-type: none"> <li>• Anatomy and physiology of urinary system</li> <li>• Physiology of urine formation</li> <li>• Renin - angiotensin system</li> <li>• Clearance tests and micturition</li> </ul>	4



<b>14</b>	<b>Endocrine system (Hormones and their functions)</b> <ul style="list-style-type: none"> <li>● Pituitary gland</li> <li>● Adrenal gland</li> <li>● Thyroid and parathyroid gland</li> <li>● Pancreas and gonads</li> </ul>	<b>6</b>
<b>15</b>	<b>Reproductive system</b> <ul style="list-style-type: none"> <li>● Anatomy of male and female reproductive system</li> <li>● Physiology of menstruation</li> <li>● Spermatogenesis and Oogenesis</li> <li>● Pregnancy and parturition</li> </ul>	<b>4</b>

## HUMAN ANATOMY AND PHYSIOLOGY – PRACTICAL

**Course Code: ER20-14P**

**75 Hours (3 Hours/week)**

**Scope:** This course is designed to train the students and instil the skills for carrying out basic physiological monitoring of various systems and functions.

**Course Objectives:** This course will provide hands-on experience in the following

1. General blood collection techniques and carrying out various haematological assessments and interpreting the results
2. Recording and monitoring the vital physiological parameters in human subjects and the basic interpretations of the results
3. Microscopic examinations of the various tissues permanently mounted in glass slides
4. Discuss the anatomical and physiological characteristics of various organ systems of the body using models, charts and other teaching aids

**Course Outcomes:** Upon successful completion of this course, the students will be able to

1. Perform the haematological tests in human subjects and interpret the results
2. Record, monitor and document the vital physiological parameters of human subjects and interpret the results
3. Describe the anatomical features of the important human tissues under the microscopical conditions
4. Discuss the significance of various anatomical and physiological characteristics of the human body

### Practicals

1. Study of compound microscope
2. General techniques for the collection of blood

3. Microscopic examination of Epithelial tissue, Cardiac muscle, Smooth muscle, Skeletal muscle, Connective tissue and Nervous tissue of ready / pre-prepared slides.
4. Study of Human Skeleton-Axial skeleton and appendicular skeleton
5. Study of appliances used in Haematological experiments (only identification and listing the appliances)
6. Determination of
  - a. Blood group
  - b. ESR
  - c. Haemoglobin content of blood
  - d. Bleeding time and Clotting time
7. Determination of WBC count of blood
8. Determination of RBC count of blood
9. Determination of Differential count of blood
10. Recording of Blood Pressure in various postures, different arms, before and after exertion and interpreting the results
11. Recording of Body temperature (using mercury, digital and IR thermometers at various locations), Pulse rate/ Heart rate (at various locations in the body, before and after exertion), Respiratory Rate
12. Recording Pulse Oxygen (before and after exertion)
13. Recording force of air expelled using Peak Flow Meter
14. Measurement of height, weight, and BMI
15. Study of various systems and organs with the help of chart, models and specimens
  - a) Cardiovascular system
  - b) Respiratory system
  - c) Digestive system
  - d) Urinary system
  - e) Endocrine system
  - f) Reproductive system
  - g) Nervous system
  - h) Eye
  - i) Ear
  - j) Skin

### **Recommended Books (Latest Editions)**

1. Human Physiology by C. C. Chatterjee
2. Human Anatomy and Physiology by S. Chaudhary and A. Chaudhary
3. Derasari and Gandhi's elements of Human Anatomy, Physiology and Health Education
4. S.R. Kale and R.R. Kale, Textbook of Practical Anatomy and Physiology
5. Ross and Wilson Anatomy and Physiology in Health and illness
6. Human Anatomy and Physiology by Tortora Gerard J
7. Fundamentals of Medical Physiology by K. Sambulingam and Prana Sambulingam

8. Ranade V.G. Text Book of Practical Physiology
9. Goyal R.K., Natvar M.P. and Shah S.A., Practical Anatomy, Physiology and Biochemistry, Experimental Physiology

## SOCIAL PHARMACY – THEORY

**Course Code:** ER20-15T

**75 Hours (3 Hours/week)**

**Scope:** This course is designed to impart basic knowledge on public health, epidemiology, preventive care and other social health related concepts. Also, to emphasize the roles of pharmacists in the public health programs.

**Course Objectives:** This course will discuss about basic concepts of

1. Public health and national health programs
2. Preventive healthcare
3. Food and nutrition related health issues
4. Health education & promotion
5. General roles and responsibilities of pharmacists in public health

**Course Outcomes:** Upon successful completion of this course, the students will be able to

1. Discuss about roles of pharmacists in the various national health programs
2. Describe various sources of health hazards and disease preventive measures
3. Discuss the healthcare issues associated with food and nutritional substances
4. Describe the general roles and responsibilities of pharmacists in public health

Chapter	Topic	Hours
1	<b>Introduction to Social Pharmacy</b> <ul style="list-style-type: none"><li>• Definition and Scope. Social Pharmacy as a discipline and its scope in improving the public health. Role of Pharmacists in Public Health. (2)</li><li>• Concept of Health - WHO Definition, various dimensions, determinants, and health indicators. (3)</li><li>• National Health Policy – Indian perspective (1)</li><li>• Introduction to Millennium Development Goals, Sustainable Development Goals, FIP Development Goals (1)</li></ul>	7
2	<b>Preventive healthcare – Role of Pharmacists in the following</b> <ul style="list-style-type: none"><li>• Demography and Family Planning (3)</li><li>• Mother and child health, importance of breastfeeding, ill effects of infant milk substitutes and bottle feeding (2)</li><li>• Overview of Vaccines, types of immunity and immunization (5)</li></ul>	18

	<ul style="list-style-type: none"> <li>• Effect of Environment on Health – Water pollution, importance of safe drinking water, waterborne diseases, air pollution, noise pollution, sewage and solid waste disposal, occupational illnesses, Environmental pollution due to pharmaceuticals (6)</li> <li>• Psychosocial Pharmacy: Drugs of misuse and abuse – psychotropics, narcotics, alcohol, tobacco products. Social Impact of these habits on social health and productivity and suicidal behaviours (2)</li> </ul>	
<b>3</b>	<p><b>Nutrition and Health</b></p> <ul style="list-style-type: none"> <li>• Basics of nutrition – Macronutrients and Micronutrients (2)</li> <li>• Importance of water and fibres in diet (1)</li> <li>• Balanced diet, nutrition deficiency diseases, ill effects of junk foods, calorific and nutritive values of various foods, fortification of food (3)</li> <li>• Introduction to food safety, adulteration of foods, effects of artificial ripening, use of pesticides, genetically modified foods (1)</li> <li>• Dietary supplements, nutraceuticals, food supplements – indications, benefits, Drug-Food Interactions (2)</li> </ul>	<b>7</b>
<b>4</b>	<p>Introduction to Microbiology and common microorganisms (3)</p> <p><b>Epidemiology:</b> Introduction to the terms Epidemiology, its applications, terms such as epidemic, pandemic, endemic, mode of transmission, quarantine, isolation, incubation period, contact tracing. (2)</p> <p>Causative agents, epidemiology and clinical presentations and Role of Pharmacists in educating the public in prevention of the following communicable diseases:</p> <ul style="list-style-type: none"> <li>• Respiratory infections – chickenpox, measles, rubella, mumps, influenza (including Avian-Flu, H1N1, SARS, MERS, COVID-19), diphtheria, whooping cough, meningococcal meningitis, acute respiratory infections, tuberculosis, Ebola (10)</li> <li>• Intestinal infections – poliomyelitis, viral hepatitis, cholera, acute diarrheal diseases, typhoid, amebiasis, worm infestations, food poisoning (8)</li> <li>• Arthropod-borne infections - dengue, malaria, filariasis and, chikungunya (4)</li> <li>• Surface infections – trachoma, tetanus, leprosy (3)</li> </ul>	<b>33</b>

	<ul style="list-style-type: none"> <li>• STDs, HIV/AIDS (3)</li> </ul>	
<b>5</b>	Introduction to health systems and <b>all ongoing</b> National health programs in India, their objectives, functioning, outcome and the role of pharmacists.	<b>5</b>
<b>6</b>	Role of Pharmacists in disaster management.	<b>2</b>
<b>7</b>	Pharmacoeconomics - basics, Health Insurance, Health Maintenance Organizations (HMOs), Health spending, Out-of-pocket expenses	<b>3</b>

### **SOCIAL PHARMACY – PRACTICAL**

**Course Code: ER20-15P**

**75 Hours (3 Hours/week)**

**Scope:** This course is designed to provide simulated experience in various public health and social pharmacy activities.

**Course Objectives:** This course will train the students on various roles of pharmacists in public health and social pharmacy activities in the following areas

1. National immunization programs
2. Reproductive and child health programs
3. Food and nutrition related health programs
4. Health education and promotion
5. General roles and responsibilities of the pharmacists in public health
6. First Aid for various emergency conditions including basic life support and cardiopulmonary resuscitation

**Course Outcomes:** Upon successful completion of this course, the students will be able to

1. Describe the roles and responsibilities of pharmacists in various National health programs
2. Design promotional materials for public health awareness
3. Describe various health hazards including microbial sources
4. Advice on preventive measures for various diseases
5. Provide first aid for various emergency conditions including basic life support and cardiopulmonary resuscitation

**Note:** Demonstration / Hands-on experience / preparation of charts / models / promotional materials / role plays / enacting / e-brochures / e-flyers / podcasts / video podcasts / any other innovative activities to understand the concept of various

elements of social pharmacy listed here. (At least one activity to be carried out for each one of the following):

### **Practicals**

1. National immunization schedule for children, adult vaccine schedule, Vaccines not included in the National Immunization Program.
2. RCH – reproductive and child health – nutritional aspects
3. Family planning devices
4. Microscopical observation of different microbes (readymade slides)
5. Oral Health and Hygiene
6. Personal hygiene and etiquettes – hand washing techniques, Cough and sneeze etiquettes. Various types of masks, PPE gear, wearing/using them, and disposal.
7. Menstrual hygiene, products used
8. Marketed preparations of disinfectants, antiseptics, fumigating agents, antilarval agents, mosquito repellents, etc.
9. Health Communication: Audio / Video podcasts, Images, Power Point Slides, Short Films, etc. in regional language(s) for mass communication / education / awareness on 5 different communicable diseases, their signs and symptoms, and prevention
10. Water purification techniques, use of water testing kit, calculation of content/percentage of  $\text{KMnO}_4$ , bleaching powder to be used for wells/tanks
11. Counselling children on junk foods, balanced diets – using Information, Education and Communication (IEC), counselling, etc. (Simulation Experiments)
12. Preparation of various charts on nutrition, sources of various nutrients from locally available foods, calculation of caloric needs of different groups (e.g., child, mother, sedentary lifestyle, etc.). Chart of glycemic index of foods
13. Tobacco cessation, counselling, identifying various tobacco containing products through charts/pictures
14. First Aid – Theory, basics, demonstration, hands on training, audio-visuals, and practices, BSL (Basic Life Support) Systems [SCA - Sudden Cardiac Arrest, FBAO - Foreign Body Airway Obstruction, CPR, Defibrillation (using AED) (include CPR techniques, First Responder)

### **Assignment**

The students shall be asked to submit the written assignments on the following topics (One assignment per student per sessional period. i.e., a minimum of THREE assignments per student)

1. An overview on Antibiograms
2. Study the labels of various packed foods to understand their nutritional contents
3. Calorie free sweeteners - market examples, and their contents

4. Breastfeeding counselling, guidance – using Information, Education and Communication (IEC)
5. Information about the organizations working on deaddiction services in the region (city / district, etc.)
6. Role of a pharmacist in disaster management – A case study
7. Overview on the National Tuberculosis Elimination Programme (NTEP)
8. Drug disposal systems in the country, at industry level and citizen level
9. Various Prebiotics or Probiotics (dietary and market products)
10. Emergency preparedness: Study local Government structure with respect to Fire, Police departments, health department
11. Prepare poster/presentation for general public on any one of the World Health Days. e.g., TB Day, AIDS Day, Handwashing Day, World Diabetes Day, World Heart Day, etc.
12. List of home medicines, their storage, safe handling and disposal of unused medicines
13. Responsible Use of Medicines: From Purchase to Disposal
14. Collection of newspaper clips (minimum 5) relevant to any one topic and its submission in an organized form with collective summary based on the news items
15. Read a minimum one article relevant to any theory topic, from Pharma /Science/ or other Periodicals and prepare summary of it for submission
16. Mental health and its significances among the various segments of the society
17. Potential roles of pharmacists in rural India

### **Field Visits**

The students shall be taken in groups to visit any THREE of the following facilities to witness and understand the activities of such centres/facilities from the perspectives of the topics discussed in theory and/or practical courses. Individual reports from each student on their learning experience from the field visits shall be submitted.

1. Garbage Treatment Plant
2. Sewage Treatment Plant
3. Bio-medical Waste Treatment Plant
4. Effluent Treatment Plant
5. Water purification plant
6. Orphanage / Elderly-Care-Home / School and or Hostel/Home for persons with disabilities
7. Primary health care centre

### **Recommended Books (Latest Editions)**

1. Social Pharmacy – Innovation and development. Geoff Harding, Sarah Nettleton and Kevin Taylor. The Pharmaceutical Press.



2. Text Book of Community Pharmacy Practice. RPSGB Publication
3. Community Pharmacy Handbook- Jonathan Waterfield
4. S Khurana, P Suresh and R Kalsi. Health Education & Community Pharmacy. S Vikas & Co
5. Social Pharmacy: Tayler, Geoffrey. Pharmaceutical Press. London.
6. Websites of Ministry of Health and Family Welfare, National Health Portal
7. Pharmacists at the Frontlines: A Novel Approach at Combating TB  
[www.ipapharma.org](http://www.ipapharma.org) Visit Publications
8. Where There Is No Doctor: A Village Health Care Handbook by David Werner  
,2015 updated version
9. Various WHO publications [www.who.int](http://www.who.int)