

6.4.1 (QIM): *Institution conducts internal and external financial audits regularly (4)*

Upload an enumeration on the various internal and external financial audits carried out during last five years with the mechanism for settling audit objections

The institute has a mechanism for internal and external audit. We have our own internal audit mechanism where internal audit is an ongoing continuous process in addition to the external auditors to verify and certify the entire Income and Expenditure and the Capital Expenditure of the Institute each year. Qualified Internal Auditors from external resources have been permanently appointed and a team of staff under them do a thorough check and verification of all vouchers of the transactions that are carried out in each financial year. Likewise an external audit is also carried out on an elaborate way on quarterly basis. The institutional accounts are audited regularly by both Internal and statutory audits. So far there have been no major findings / objections. Minor errors of omissions and commissions when pointed out by the audit team are immediately corrected / rectified and precautionary steps are taken to avoid recurrence of such errors in future. The institute regularly follows Internal & external financial audit system.

6.5.1 (QIM): Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes (08)

Upload two examples of best practices institutionalized as a result of IQAC initiatives.

Best Practice 1: Guidance to advanced and slow learners

Institution conducts an orientation program for all newly admitted students to make them aware of program structure, examination scheme, various courses in the program and career opportunities in Pharmacy profession. From academic year 2016-17, the Institution has adopted the policy to identify advanced learners and slow learners by following techniques-

1. Review of their MH-CET/GPAT score
2. Aptitude Test evaluation
3. Performances in first Credit/first Sessional examinations are reviewed to monitor their learning levels.

Class Teachers and Mentors evaluate above data and categorize students as advanced and slow learners and provide them suitable guidance.

Special programs organized and implemented by the institution for slow learners are Remedial Classes, Guest Lectures, Class Tests, Counseling by Mentor along with use of LMS like MOODLE. At the same time special programs are organized and implemented by the institution for boosting creativity, leadership and intelligence of advanced learners which include Group activities, Conferences/Seminars, Poster preparations, Participative learning, Peer teaching etc.

This activity positively contributed to cater to the diverse needs of the slow learners and the advanced learners boosted the ability of the slow learner to comprehend difficult topics easily, recalling the answers of questions, clarity in practical knowledge of experiments, cope up English language difficulties, build confidence and helps in overall development of the students.

Similarly this activity helped advanced learners to boost their recreational domain and inculcates research, leadership qualities. It also helped to develop creativity and scientific temper, self-confidence and subject knowledge among the advanced learners.

Best Practice 2: Structured feedback for Design and Review of syllabus

As our Institute is an affiliated institute to SPPU, we follow the curriculum prescribed by affiliated university. But to provide the latest knowledge to our students IQAC in its meeting suggested identifying the curriculum gap by collecting the feedback from our stakeholders in structured feedback form. Under this 5 question were asked to each stakeholder.

1. Overall opinion about content of syllabus.
2. Addition of new contents in existing syllabus.
3. Deletion of sub portion from existing syllabus.
4. Addition of New course in program.
5. Time required for completion of syllabus.

The report of analysis of feedback was received from different stakeholders (students, teachers, alumni, parents and employers) and report of analysis was prepared. As per the feedback/suggestions collected from different stakeholders curriculum gap was identified and to fulfill the curriculum gap & to take actions against suggestions/feedbacks received from different stakeholder institute has conducted workshops, seminars and guest lectures. To update the student with the latest technology faculty use videos, animations, Journals, Periodicals, etc. Different technical and cultural activities are conducted. Industrial visits and Industrial Tour are arranged every year. The institution offers 'Certificate Course in Clinical Research' program for final year B. Pharm students as a value added course. The outcome of this activity is that students developed skills to work in Clinical Research, develop leadership, time management.

IQAC link

6.5.3 Average number of quality initiatives by IQAC per year for promoting quality culture (3)				
Year	Name of quality initiative by IQAC	Date of conducting activity	Duration (from – to)	Number of participants
2012-13				
2013-14				
2014-15				
2015-16				
2016-17	One Day workshop on “Assessment and Accreditation of Higher Education Institutes: Process and framework”	10/12/2016	10/12/2016	22
2016-17	One day workshop on “Role of Supporting staff in NAAC Accreditation”	12/12/2016	12/12/2016	12