6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms. Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 500 words each

Internal quality assurance mechanism involves all the members of the teaching and non-teaching staff who are oriented through the IQAC members to maintain high quality standards in all the processes and operations of the institution.

Institution firmly believe in imparting quality education to all the students by continuously innovating on the programs to be offered and the teaching learning techniques to be employed to meet the diverse student community. Teaching learning process is continuously reviewed by the IQAC; the Head's of the department and the teacher mentors. Structured feedback is taken from the student and all other stakeholders. The feedback received is analyzed and appropriate action is taken to meet the standards. Student-Parent-teachers meetings are conducted and the suggestions relating to teaching learning process are considered for further improvement.

Reform based on Teaching-Learning approach:

IQAC involves in teaching learning process right from the starting of the academic year to the semester end. IQAC conducts the internal evaluation of all departments whether curricular, co-curricular and extracurricular activities are conducted as per the planned calendar or not. Students centered teaching program is opted by the institution to cultivate multidimensional abilities of the students. This provides the professional skill sets with the goal of enhancing opportunities in the industry. The program involves various activities which help to boost employability through aptitude test, group discussions, personal interviews, current awareness quiz, and subject/domain specific quiz. Competitive examination coaching develops of competitive spirit among the students and improvement in analytical, logical, reasoning and time management skills resulted in achieving more number of qualified students in competitive examinations. The institution also introduced online tests for GPAT/competitive examination for final year B.Pharmacy students. Faculty of the institute is instructed to be ready with lesson plans, academic calendar, course outcomes, instruction materials (power point presentations, video lectures) and all the resources at the beginning of the semester. Delivery of the curriculum contents is in line to the programme outcomes. Programme/courses delivery is monitored by the academic coordinator / IQAC.

Curriculum enrichment and review: Curriculum is enriched with supportive theory and practical, human ethics and professional values course, MOOCs courses, certificate courses, bridge course and skill oriented programmes. The concepts of the curriculum is strengthened which made the students ready for pharmaceutical domain. Feedback is collected from the industrial experts, alumni stake holders, students and faculty on curriculum. Collected feedback is analyzed and corrective measures are taken when required.

Faculty training Programmes: IQAC conducts faulty training programmes to abreast their pharmaceutical knowledge on par with the current trends and research skills. Faculty of the institution also update and rejuvenate with new concepts in the areas of pharmacy through refresher courses, faculty training programmes and faculty exchange programmes. Training of the faculty will improvise their teaching skills and in turn learning capabilities of students.

Feedback system: Collection of feedback by IQAC at every step gave a chance of improvement of teaching learning process.