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

The institute observes and sporadically reviews its teaching-learning processes, which implement various methodologies /practices in line with Industry 4.O for processes and probable outcomes. This process was observed on a repeated basis by the Institutional Quality Assurance Cell (IQAC). Additionally, the IQAC also pledges essential steps to the quality of the teaching-learning process through consistent and continuous follow-up arrangements. The institute follows the Choice Based Credit System (CBCS) and implemented the AICTE curriculum model of 164 credits, 160 credits covering outcome-based process for 2016-20 and 2019-2023 patterns, respectively

1. **Pedagogy Reforms**

The institute believes in Learning teaching rather than teaching-learning. With this objective in mind, the faculty must complete certification or Industrial training before the commencement of the semester. To improve Attention, Relevance, Confidence, and Satisfaction (ARCS) in the class following methodology is adapted

* Content Delivery as per Cognitive Theory of Learning
* Problem, Project Based, and Participative Learning
* Active Learning: Instructional plan, mode of conduction, and types of activities as per learning needs of the learners and their learning styles
* Cooperative, Collaborative, Experiential and Joyful Learning

2. **Examination Reforms**

Multiple initiatives have been implemented per the generic and specific needs of the

effective course evaluation and assessment reforms. Some of the following methods are listed below-

* Complete transparency in internal assessment

The LMS is designed so that students can access the internal assessment module and assess through assignments, quizzes, etc. The assessment is complete per the rubrics shared with the students and the grade attained.

* + Question paper is designed as per the TOS & BT Level

Table of Specification(TOS): indicating the details of the difficulty level and the distribution of the questions from various units of the syllabus.

Bloom’s Taxonomy(BT): Questions are prepared as per the TOS, having lower and higher order thinking

**3.Open-ended assignments**

The theory component of examinations has been reduced by introducing the element of open-ended assignments as a part of the mid-semester and semester-end examinations.

Individual students receive the different questions in the case of numerical-based courses or algorithm-solving-based courses.

In theory-based courses, students are asked to write alternate solutions to the questions.

Plagiarism is strictly avoided, and the penalty is given in case of misconduct during the assessment process by the students.

4.**Question Paper Audit**

Question papers are audited to check the content coverage, cognitive skills it addresses, the difficulty level, and the language and clarity of the question papers on a sampling basis. The audit is conducted as per prepared formats maintaining all confidentiality. External experts are also involved in some of the question paper audits.

Each audited question paper is graded on a scale of 10; the faculty whose question papers do not comply are counseled and advised to prepare new question papers.