

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 and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

After establishing the IQAC in the college, started working towards quality education and inculcating quality culture among the students and staff. The IQAC has also contributed towards institutionalizing the quality assurance strategies and developed various processes as follows:

1. Promote industrial involvement in academic practices by organizing industrial training, industrial visits, workshops, and guest lecturers from industry experts, MOUs, etc.
2. Implementation of Outcome-based learning education in each program.
3. Introduces the aptitude classes and soft skill classes for students to enhance personality and employability.
4. Participation of college in NIRF, ARIIA, NBA, AISHE, and various other quality audits recognized by the state, national and international agencies.
5. Establishment of Institute Innovation Council (IIC) under MHRD.
6. Establishing Research and Development cell to promote Research and Development activities.
7. Conducting quality programs i.e., seminars, webinars, guest lectures, conferences, etc.
8. Establishment of various processes to take feedback/surveys from various stakeholders.
9. To implement and enhance the use of ICT tools to strengthen the teaching-learning process.
10. Establishment of the Mentor-mentee process and its effective implementation.
11. To submit the Annual Quality Assurance Report (AQAR) annually to the NAAC.
12. To institutionalize the best efforts to make the campus ragging-free and develop the discipline in the students along with the establishment of grievance redressal cell.

Other than these initiatives IQAC works on improving the teaching-learning process and supports adopting Outcome-Based Education (OBE) in all programs of college gradually. The Program outcomes are adapted from NBA, program-specific outcomes, and course outcomes prepared by each program considering Bloom's taxonomy in collaboration with faculty, industry experts, and other stakeholders. A result-oriented, performance-based model is adopted at IMS Engineering College that emphasizes accountability based on student learning. Outcome-based education aims to create a student-centric learning environment at the course level including curriculum and training.

The POs, PSOs, and COs attainment is measured every session, for low attained courses, proper action is planned and efforts are made to improve the attainments if required beyond curriculum content and activities planned and implemented, this helps in improving the employability of students and also rewarded with the NBA accreditation.

The IQAC improve the teaching-learning process through standard academic practices, these academic practices include:

1. Preparation and adherence of Academic Calendar
2. Preparation of Nominal roll, Attendance Sheets, and formation of sections/groups
3. Choice of Electives (Open/Departmental/Science based)
4. Course allocation Load chart and Timetable preparation
5. Mentor-Mentee distribution
6. Course Delivery (Online / Offline class)
7. Preparation of Course file
8. Conduction of Seminar, Projects, Industrial Training
9. Monitoring of class delivery
10. Attendance Monitoring of students
11. Preparing Detained List
12. Syllabus coverage
13. Setting up the question paper
14. Conduction of internal examinations
15. Evaluation of answer scripts
16. Slow and advanced learners
17. Industrial Visits & Guest Lectures.