



## **(A) Title of the Practice: CONTINUOUS EVALUATION OF STUDENTS**

### **1. Goal:**

In professional programmes, with the progression of course; as knowledge base of the students widens, it becomes necessary to nurture their critical thinking and develop their problem solving, analytical reasoning & research-related skills. For this, students should be exposed to different types of assignments which inculcate such skills in them.

### **2. The Context:**

In this fast changing competitive environment, the traditional teaching learning process limits the students to the theoretical knowledge rather than developing the ability to transform this knowledge to skills. Moreover, immediate feedback is not possible in Summative Evaluation. So, it does not give immediate scope for remedial measures. Therefore, students should be given the continuous opportunity to develop their cognitive and research related skills.

With this premise in view, Institute has worked out a detailed and structured system of continuous evaluation where weightage is assigned to different type of assignments. The very purpose of such assignments is to promote collaborative and constructive teaching learning process on continuous basis and inculcate the technical skills in students.

### **3. The Practice:**

- a. Since Academic session 2018-19, Continuous Evaluation System has been enriched, which motivates the students to engage in creative thinking. Linking this system, with internal assessment marks, pushes them towards competitive behaviour amongst their peers.
- b. The Evaluation system has been divided into following four segments.
  - i. (a) Case Study based Power Point presentations-This is based on experiential learning where students are exposed to real life issues and they are required to analyse and evaluate the actions taken, indicating the appropriate actions and suggesting the solutions.  
Further, all other groups of class are also benefitted when one group gives presentation on case study thus synergizing the efforts.

OR

- (b) Review on contemporary trends/issues/events- Students are required to go through any contemporary issues or events in their chosen subject field; analyse them and provide suggestions/ solutions.
  - ii. Class Test (Mandatory stipulation, as per University norms)



- iii. Question Answer based written assignment followed by Viva-voce- This assignment is based on previous years' question papers which exposes them to variety of questions thus helping them to build their concepts further.
- iv. Journal based review of literature on the topics in their area of specialization- This assignment develops the research acumen as they are exposed to various journals on the subject under concern.

Following is the scheme of continuous evaluation:

**For MBA & MCA:**

<b>I. Theory Course</b>	
<b>(i) Continuous evaluation by teacher(s)- 25%</b>	
<b>Particulars</b>	<b>Weightage (Marks)</b>
(a) Case Study Based • Power point presentation	20
(b) Class Test	30
(c) Written Assignment Based-Viva-voce	20
(d) Journal Based-Review of Literature on the topic given from the Journals by the Faculty –Viva- voce	20
<b>(ii) Semester term end examination- 75%</b>	
<b>II. Practical / Laboratory Course</b>	
<b>(i) Continuous evaluation by teacher(s)- 40%</b>	
(1) Class Test	15
(2) Continuous Evaluation (Assignments & Exercises)	15
(3) Internal Assessment (Lab Performance)	10
<b>(ii) Semester term end examination</b>	<b>60%</b>
<b>III. Dissertation / Thesis / Projects</b>	
(i) Assessment by Internal Examiner	40
(ii) Assessment by External Examiner	60

**For BBA:**

<b>I. Theory Course</b>	
<b>(i) Continuous evaluation by teacher(s)- 25%</b>	
<b>Particulars</b>	<b>Weightage (Marks)</b>
(a) Case Study Based • Power point presentation	20
(b) Class Test	30
(c) Written Assignment Based -Viva-voce	20
(d) Journal Based-Review of Literature on the topic given from the Journals by the Faculty –Viva- voce	20
<b>(ii) Semester term end examination- 75%</b>	



<b>II. Practical / Laboratory Course</b>	
<b>(i) Continuous evaluation by teacher(s)- 40%</b>	
(1) Class Test	15
(2) Continuous Evaluation (Assignments & Exercises)	15
(3) Internal Assessment (Lab Performance)	10
<b>(ii) Semester term end examination- 60%</b>	
<b>III. Dissertation / Thesis / Projects</b>	
(i) Assessment by Internal Examiner	50
(ii) Assessment by External Examiner	50

For BA(J&MC):

<b>I. Theory Course</b>	
<b>(i) Internal Evaluation by teacher(s)- 25%</b>	
<b>Particulars</b>	<b>Weightage (Marks)</b>
(a) Review on contemporary trends/issues/events–Viva-voce • Individual Hard copy	20
(b) Class Test	20
(c) Written Assignment Based-Viva-voce • Individual Hard copy	20
(d) Internal Assessment- Journal Based-Review of Literature on the topic given from the Journals by the Faculty - Seminars/Presentations & Class Performance • Individual Hard copy	10
<b>(ii) Semester term end examination- 75%</b>	
<b>II. Practical / Laboratory Course</b>	
<b>(i) Continuous evaluation by teacher(s)- 40%</b>	
(1) Class Test	15
(2) Continuous Evaluation (Assignments & Exercises)	15
(3) Internal Assessment (Lab Performance)	10
<b>(ii) Semester term end examination- 60%</b>	
<b>III. Dissertation / Thesis / Projects</b>	
(i) Assessment by Internal Examiner	50
(ii) Assessment by External Examiner	50

- c. This process is applied for each subject, managed and guided by respective faculty members conducting particular subjects.



**4. Evidence of Success:**

The above system has resulted in increased confidence, motivation, presentation skills, cognitive skills and research acumen which is evident from the given below comparative study:

Academic Session	No. of students presented the paper in Conference (Pre & Final Round)	No. of papers of students published in Conference Proceedings
2017-18	33	21
2018-19	92	54

**5. Problems Encountered and Resources Required:**

- a. It is a tedious process as every Faculty has to assess and appraise the performance of every student four times in a semester. Similarly every student has to strictly comply with the schedule so as to be assessed four times in a semester. So it requires high level of punctuality, sincerity, commitment and discipline for both the faculty and student.



## **(B) Title of the Practice: STUDENT CENTRIC APPROACH**

- a. **Goal:** To develop the student centric approach
- b. **The Context:** The context is to develop a pedagogy and curriculum which should be student centric where the focus is on the student's development. The prime objective is to make them as much efficient so that they can create which should make the higher learning skills as per Bloom's taxonomy. The institution is trying to cater the participation model with the introduction of innovative pedagogy.
- c. **The Practice:**
  - a. **Reformed Teaching Learning Process:** In education, teachers facilitate student learning which helps students gain skills knowledge and critical thinking and creative ability. Different ways to teach are often referred to as pedagogy. Teachers using pedagogy involves assessing the educational levels of the students on skills sets. Understanding the pedagogy in the classroom involves using different methods of instruction as well as supervision in case method and problem-solving techniques to meet the needs of the corporate brainstorming process in the classroom.
  - b. **Student Centric Learning:** As we found a few difficulties in the traditional method of teaching which is teachers centric requires changes to learners' centric approach in the classroom as students are introduced to Outcome Based Education framework. This OBE method interface improves students considerably.
  - c. **Activity Based Learning:** As this new process relates to activity-based learning such as role play, students get more space to interact with teachers and classmates. Further, PPTs, Videos, flipped classroom, blended learning and short seminars are being used in the OBE framework that results in easy understanding of the concepts by students.
  - d. **Project Based Learning:** The OBE framework provides a detailed learning to students and reduces them to initiate a project on the basis of what they have learnt in the classroom.
  - e. **Quizzing/critical thinking/creativity:** To get an in-depth knowledge in subjects, quizzing critical thinking and creative thinking are paramount which brings in the learner the sense of out of box thinking and understanding on critical parameters for success of its business models or projects or live experiments on problems solving which helps students to have specified learning.
  - f. **Mentoring:** The teachers meet students periodically, collects the pros and cons of various methods which requires to bridge the gaps, if any remained in understanding due to language barriers, technical barriers or any other parameters which requires to be counselled to remove the difficulties in their academic performance; this method is called 'Mentoring – Mentee system'; students' personal issues are also discussed, and a proper guidance and support is provided to ensure the comfort of students in the campus. The primary focus of the OBE framework is to give students a wide-ranging knowledge, exceptional



creativity, and more comfort and to bring out their hidden potentials into the limelight.

**d. Innovative pedagogy**

It is important to know that the teachers should shape their students who go for higher education and should be aware of the latest trend of professional courses. Also, the students should equip their qualities in all the manner while they transform from college to university. To create awareness and to bridge the gap on these aspects, we have designed a few outreach programmes for students and teachers of institution.

The following are the benefits of the programmes:

- Teachers would get awareness about the latest teaching aids.
- Providing experiential practical oriented teaching.
- Difficulties and barriers of subjects will be cleared thoroughly.
- Bringing students to this campus and facilitating them to access the institution resources. Students come to know about the systems followed in institutions.
- Students are given valuable exposure by using the new and different resources beyond the reach of many institutions.
- Motivating them to take up courses available in MOOCs/ONSWAYM/NPTEL portal.

**e. Flipped Classroom and Blended Learning**

The focal objective of the institute is to transform the students into productive citizens through interactive and experiential learning process. Keeping in mind the potential impact of the future professionals on socio-economic growth through creation of employments, the institute chalked out an innovative practice to expose the students to the real environment of enterprise.

The practice has been implemented in integration with the normal class routine of the students and the major parameters are:

- Identification of students with entrepreneurial mindset through extensive class interactions, workshops, and mentoring.
- Identification of students with leadership skills.
- Implementing the Flipped Classroom process where the students would give presentation in the class and teachers would ask questions which would enhance their knowledge and intellectual standards.
- Hands-on training to teachers by the Resource Persons from industries.
- Industry experts are regularly interacting in conferences / seminars / workshops to bring in a contemporary innovation taken up by the industry.

**f. Evidence of Success:** We have created a holistic developed learner ready to take up the industrial challenges with more confidence and zeal and are successful in bringing innovation in various industrial process of the industry. This helps in the students to become more enlightened on the requirements of the corporate solutions.

**g. Contextual features in designing and implementing the practice**

Tecnia Institute of Advanced Studies, New Delhi has a long-standing history of carving a niche for itself towards organizing extra-academic activities which led its students to interact





with the local communities. These interactions served as a platform of academy-community interface whereby the students supported the community with:

- a. Design and development of low-cost technology namely rural-coolers, water-purifier and heating element combo, sensor induced gadgets etc.
- b. Spreading awareness about literacy, sanitation, hygiene etc.
- c. Spreading awareness about entrepreneurship and enterprise building the
- d. institute decided to support the students by introducing them to the real-life risk-takers – the entrepreneurs. The class routine was prepared in such a way that it provided scope to interested students to meet an entrepreneur in every fortnight at the institute, not only at the institute but also at the premise of the entrepreneur to experience the pulse of entrepreneurial venture. The students are also induced to 'role-reversal' i.e., taking up the role of a mentor. These practices in combination have not only motivated the students who directly participated in the programme but also encouraged others to participate in the same.
- e. Tecnia Institute of Advanced Studies is running an Eco club which organizes events, workshops and activities related to sanitation, hygiene, disaster management, green school campus, environmental ethics and legal practice, biodiversity, healthy food habits and deficiency diseases. The link of the TIAS Eco club is as follows:

<https://tiaspg.tecniain/ecoclub/>

**h. Blood Donation camp**

Tecnia Institute of Advanced Studies conducts blood donation camp to boost the social awareness and ethical duty as human being.

**i. Project exhibition**

The institution makes exhibition of the best projects done by the students to motivate and enhance the students.

**j. Sports and cultural programmes**

The institution takes sports and cultural programme to provide an exposure and boost the hidden talents of the students. Tecnia Institute of Advanced Studies organizes such programmes at a particular interval which gives an orientation and exposure to the students. Dance and Music club look after the institution cultural programme and Fit India Youth club look after the sports activities. The link are as follows:

<https://tiaspg.tecniain/dance-music-club/>

<https://tiaspg.tecniain/fit-india-youth-club/>

**k. Digital India Programme**

As per the directives of Digital India campaign launched by the Government of India to ensure the government's services are made available to citizens, Tecnia Institute of Advanced Studies organized Digital India Programmer and conducted expert's lecture, webinars, and quiz competition to grow smart working culture.

**l. Swachh Bharat Abhiyan**

As per the directives of hon'ble Prime Minister of India, college conducted the Abhiyan to make awareness of cleanliness among the students in family, institution, society, and nation.

**• Problems Encountered and Resources Required:**

Change management process initiated which brings in inertia among the old faculty members in the system which seldom moves from the objective oriented framework to outcome based educational framework; that is the change of approach from teacher's



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centric to learner centric met with inertia which was resolved through persistent FDP sessions.