



Title of the practice: Using experiential learning as a teaching method to improve student performance and skills

Objectives of the practice:

- To improve the students' orientation toward real-world experience and practical information that may be used in the workplace / industry.
- To connect the students with the field trainers directly and give them hands-on experience.
- To make them capable of overcoming obstacles and intelligent enough to deal with difficulties encountered in the real world during practical performance

The Context:

ASSESSING HIGHER-ORDER ABILITIES & PROFESSIONAL SKILLS

In the 21st century, professional skills also known as

- Soft Skills,
- Generic Skills
- Transferable Skills

have emerged as important attributes of a graduate. TIAS had shown that Industry/employers cherish these values and abilities more than the disciplinary knowledge. So, the Graduate Attributes wherein six out of twelve attributes belong to this category, viz.

- a. Communication,
- b. Teamwork,
- c. Understanding Ethics And Professionalism,
- d. Understanding Global And Societal Contexts,
- e. Lifelong Learning, and
- f. Knowledge of Contemporary Issues.

To augment these further, higher-order cognitive abilities like Critical Thinking, Problem-Solving and Making Informed Decisions are also crucial for a graduate to succeed in the emerging world. The prospective employers consider these professional skills and higher abilities are important, students are weak in them. The main challenge surrounding them is that they are difficult to assess through existing conventional examination system.

INNOVATIVE EDUCATIONAL EXPERIENCES TO TEACH AND ASSESS

Faculty tries to overcome the main obstacles in addressing these outcomes is the limitation of educational experience we try to create within our technical programs. Most of the coursework in our programs are oriented towards teaching technical knowledge and skills; hence, the assessment is limited to those abilities, acquiring the professional outcomes results simply from participation in a particular class or set of classes, these outcomes are acquired or influenced through sources both inside and outside the classroom, to address these challenges, comprehensive reforms are designed in curriculum pedagogy, to enhance student learning experiences and assessment of the outcomes to address these challenges, few educational experiences that are recommended and undertaken to teach and assess professional outcomes and higher-order cognitive abilities are as such:-

- Course Projects



- Open-Ended Experiments in laboratories
- Project-Based Learning modules
- MOOCs
- Co-Curricular experiences
- Mini / Minor projects
- Final year Projects
- Internship experiences
- E-portfolios of student works
- Outbound Experiential Learning Programmes
- Communication through Theatre Techniques
- Course of Independent Study
- NSE and other similar Certification Programs
- Social Sensitization Projects
- Community Development Projects
- Rural Innovation Projects
- Consulting Projects
- Industry or Academic Internships
- Field/Live Projects
- Global Virtual Team Project
- Study Abroad Programme
- Student Exchange Programs
- Case Based Learning
- Experiential/Live Projects
- Global Virtual Teams
- Global Classrooms
- Second Generation Core Courses
- Leadership Building
- Emphasis on Indian Business Models

Undertaking appropriate pedagogical tools in management/ technical education, to understand the changing profile of learning, the paradigm shift is from teaching to learning, learning things to learning how to learn, certification to demonstration of competence and skills, disseminators to guides and mentors, time-limited to lifelong learning and linear to serendipitous learning.

Moderator Supported Learning Approaches (MSLA) such as case debates, crossword play, computer simulations and card games are undertaken to engage and involve the students in learning process. Self-learning Tools (SLT) such as Poster Sessions, Break 'n Build, Free Fall Learning mechanisms are other innovative teaching methods like action-oriented leadership, Case Study Method, pedagogy innovations in business education are undertaken; also include experiential design thinking contemplative practices usage of dance and drama as pedagogical tools are used to enhance deeper learning.

Experiential learning is an engaged learning process whereby students "learn by doing" and by reflecting on the experience. Experiential learning activities can include, but are not limited to, hands-on laboratory experiments, internships, practicums, field exercises, study abroad, undergraduate research and studio performances.



Well-planned, supervised and assessed experiential learning programs can stimulate academic inquiry by promoting interdisciplinary learning, civic engagement, career development, cultural awareness, leadership, and other professional and intellectual skills. Learning that is considered “experiential” contain all the following elements:

1. Reflection, critical analysis, and synthesis.
 2. Opportunities for students to take initiative, make decisions, and be accountable for the results.
 3. Opportunities for students to engage intellectually, creatively, emotionally, socially, or physically.
 4. A designed learning experience that includes the possibility to learn from natural consequences, mistakes, and successes.
- The Tecnia Institute of Advanced Studies has implemented all the facilities and infrastructure needed to adopt the experiential learning methodology for the smart growth of students so they may produce and meet the demands of the industry.
 - The institution has observed the contemporary demands of the industries and accordingly facilitated the students to compete in the global environment.
 - The institution has observed the contemporary demands of the industry and accordingly facilitated the students to compete in the global environment. The institution is very serious to the point of an Outcome based Education framework which should be adopted by all the higher education institutions for better results and production which would be result oriented.

The Practice:

- The departments (Journalism & Mass Communication, Management Sciences, and Information, Communication & Technology) working under the institution have successfully adopted the experiential learning pedagogy and have implemented it throughout the year to achieve the global standard.
- The management science (BBA and MBA) departments of TIAS have sent their students to different industries to meet trainers and improve their skills and knowledge required for a successful career in smart productivity and innovation. The types of industries which were visited are as follows:
 - a. Banking sectors
 - b. Human Resource management companies
 - c. Marketing companies
 - d. Entrepreneurship
 - e. Operation management companies and other related to the discipline
- The Information, Communication & Technology (BCA) department at TIAS arranged visits for the students at regular intervals to gain new insights into the industries and to have the opportunity to experience the best practical learning process. The types of industries which were visited are as follows:
 - a. Artificial Intelligence
 - b. Machine Learning
 - c. Embedded systems and IOT (Internet of Things)
 - d. Security and Privacy and many other fields related to the discipline



- The Journalism & Mass Communication (BAJMC) department at TIAS has adopted experiential learning pedagogy and arranged visits to different industries and organizations for the benefit of students, to improve their knowledge, skills, and innovation. The types of industries and organizations which were visited are as follows:
 - a. Newspaper houses
 - b. Sports Authority of India
 - c. Event management
 - d. Public relations
 - e. Digital media marketing
 - f. Content writing
 - g. Graphics and animation
 - h. Electronic media
 - i. News websites
- The institution has called industry persons to provide workshops and special sessions at regular intervals to broaden the understanding and exposure of learners.
- The curriculum for TIAS internships and projects makes the internships and projects mandatory for the students to provide them with more practical exposure and knowledge and to gain direct experience.
- The institution's largest event, "Varchasva," was organized by the J&MC department. This is an entirely hands-on experience that is completed by the students.
- Every year, the TIAS Training and Placement Cell organize an outreach event that gives students a chance to interact with the rural populace. The management has closely observed the entire trip, and every activity's success has also been evaluated.

Evidence of Success:

- The J&MC department organized a visit to newspaper organizations (Rashtriya Sahara) so that the students had direct exposure and witnessing the operational process of media houses.
- The J&MC department organized a visit to the Sports Authority of India (SAI) at JLN Stadium for the students' quality exposure and field experience. This was organized to help develop the students' understanding of Sports Journalism.
- The internships and projects that were provided to the students were very helpful in understanding the contemporary industry demands and challenges. It also helped the students learn various technical approaches and skills that improved their efficiency.
- Faculties at TIAS have arranged many internships for the students, giving them the opportunity to get real-world experience in the industry.
- The management puts all its effort to run the experiential learning process smoothly in all the departments of TIAS. This is the top priority agenda of the management.
- The Management Science and Information, Communication and Technology



departments organized many such visits and provided the students an opportunity to interact with the industry persons and improve their skills.

- Students had the chance to plan such large-scale events, giving them actual experience. It enables the students to address the situation on the ground directly.

Problems encountered:

Besides providing the experiential learning process to the student's, certain challenges were also noticed while adopting this pedagogy. Some of them are as follows:

- Process of taking permission from the authorities of the industry and organizations
- Calling out industry persons is a major issue as there are lots of time constraints issues
- Sometime monetary issues are also creating problems
- Making aware the students about the importance of practical learning and field experience
- Linking the theory subjects with the practical to achieve the outcome-based framework results

Resources Required:

- Transportation
- Well-equipped labs with trained persons
- Appointment of faculties very much efficient to deal with the industry officials and systems



TITLE OF THE PRACTICE: Engaging in outreach initiatives to foster relationships with the community

OBJECTIVES OF THE PRACTICE:-

- To improve learning, promoting civic engagement, and strengthening communities through addressing their societal needs
- To create a partnership between the communities and the educational institutions
- To give students opportunities to form connections with society

THE CONTEXT:

Outreach initiatives are designed to involve a large audience and educate the mass on a particular subject. Activities that fall under the category of outreach can include things like lab visits, workshops, public speeches, and presentations at schools. To inform a bigger audience about the advantages of research is the goal of outreach. Outreach entails involvement and two-way contact between the researcher and the mass, as well as interaction between the message's originator and receiver.

An institution or group's members who want to connect their beliefs or methods to those of other groups, organisations, target audiences, or the mass try known as outreach.

However, it is becoming more and more typical for institutions to view their outreach strategy as a two-way street in which outreach is framed as involvement rather than just as dissemination or education. Outreach frequently includes an educational component (i.e., the transmission of ideas).

Activities related to outreach include the following:-

- a. STREET OUTREACH
- b. DOOR TO DOOR
- c. HOUSE VISITS
- d. GROUP PRESENTATIONS
- e. HEALTH FAIRS AND COMMUNITY EVENTS
- f. DROP-IN CENTERS
- g. MEDIA
- h. OTHERS

- The Tecnia Institute of Advanced Studies put into effect the principle of prioritising outreach initiatives. To foster a close relationship between the students and the society, the management has always given faculty members the freedom to organise outreach activities on a regular basis for students.
- The institution's clubs and cells activated them and carried out social connection activities all year after realising the need of outreach activities.
- The National Education Policy 2020 (NEP 2020) states unequivocally that one of the SEDGs should be to "Conduct outreach programmes on higher education possibilities and scholarships." The Tecnia Institute of Advanced Studies did its utmost to move among the SEDGs (Socio-Economically Disadvantaged Groups (SEDGs)) to adopt this point of NEP 2020.



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THE PRACTICE:

- Students get the chance to engage with and learn about society and people when the institution observes and hosts national and international remembrance days, events, and festivals.
- The NSS of TIAS carried out outreach initiatives around the themes of drug misuse awareness, immunisation, and environmental conservation.
- Throughout the year, the ECO club at TIAS engaged in a variety of outreach initiatives. The group organised events that focused on environmental preservation, plantation, sanitation, water conservation, and many other topics.
- In addition to this, TIAS faculty organised a variety of outreach events for the students, particularly from a research perspective so they could comprehend the dynamism of rural culture and socioeconomics.
- The management offers all the necessary logistical support to carry out such activities.

EVIDENCE OF SUCCESS:

- The student's entire growth is aided by their exposure to rural society. Additionally, they would be more mature and sensitive to deal with social problems.
- For organising eco-campaigns, advancing awareness, environmental education, training, preservation, and conservation, the Eco club received the APG award of excellence.
- The Tecnia Institute of Advanced Studies has received a certificate of excellence from the Department of Environment, Forest, and Wildlife, Government of the NCT of Delhi, in recognition of its commitment to protecting Delhi's environment. The ECO club works hard to attain these successes and provide the learners influence in a variety of social contexts.
- The TIAS students are represented on numerous societal forums where they have shown a mature understanding of the issues at hand.

PROBLEMS ENCOUNTERED:

A few difficulties were noticed in addition to doing outreach activities for the students. Here are a few examples:

- Geographical and communication barriers
- Health issues and managing hygiene conditions
- Security issues particularly for the female students
- Language and cultural barriers

RESOURCES REQUIRED:

- Security staffs
- Special coordinator apart from the faculties coordinating the visit
- All form of logistics including the master plan