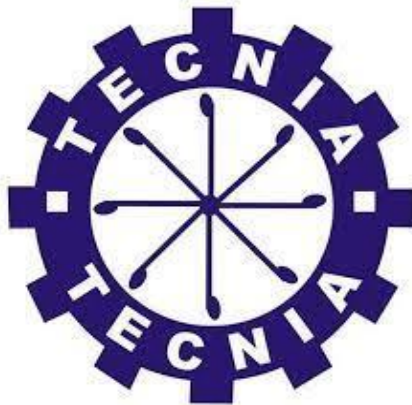


NAAC Criterion-VII

Institutional Values and Best Practices

Key Indicator – 7.2 Best Practices

**Sub-Criteria 7.2.1 Best Practices Successfully
Implemented by the Institution**



TECNIA INSTITUTE OF ADVANCED STUDIES

**(Approved By AICTE, Ministry of Education, Govt. of India,
Affiliated to G.G.S.I.P. University & Recognised Under Sec. 2 (f) of UGC 1956)
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7.2.1 - Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

Best Practice 1

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
- Major / 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: Anugoong
- Case Based Learning
- Experiential/Live Projects
- Global Virtual Teams: Atal Tunnel(Virtual Industrial Visit)
- 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 organised 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 organises 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 department of JMC organized a visit to newspaper organizations (Rashtriya Sahara) so that the students had direct exposure and witnessing the operational process of media houses.
- The department of JMC 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 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 get 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 during pandemic.
- Calling out industry persons is a major issue as there are lots of time constraints issues pertaining to Covid-19.
- Sometime regulatory issues are also creating problems.
- Awareness among the students about the importance of experiential learning and field visits.
- Theory & practical courses to achieve the positive outcome-based on OBE framework results.

Resources Required:

- E-Transportation
- Well-equipped labs with trained persons.
- Efficient experienced faculties to deal with the industry officials and other systems.

Best Practice 2

TITLE OF THE PRACTICE: Institutional Social Responsibility (ISR): SAMAJSHALA, An Initiative to Promote Environment Friendly Lifestyle

Website link: <https://tiaspg.tecna.in/unnat-bharat-abhiyan-cell/>

OBJECTIVES OF THE PRACTICE:-

- To imbibe societal responsibility amongst students with a sense of ownership and engage them through field projects in problem solving.
- To create a partnership between the communities and the educational institutions.
- To improve learning and strengthening communities through addressing their societal needs.
- To give students opportunities to form linkages with society.

THE CONTEXT:

Every organization has a responsibility to the society apart from sustaining itself. In a world of wide disparities, students must be made aware about the less privileged ones and also be engaged in sharing time and capabilities towards creating a better tomorrow for everyone. It is imperative that students at this stage are able to not just empathize but also contribute in solving problems.

Benefits of ISR to students: It is important to make students realize their sense of responsibility towards the society they are a part of. The exposure to such real life issues enhances their leadership skills. TIAS endeavors to bring about social change that will benefit the society and the nation.

Values: Community Engagement, Sustainable Development, Interdisciplinary Approach, Knowledge Exchange, Empowerment and Capacity Building.

Program Theme: The outreach activity could aim to address various social challenges and uplift the quality of life for rural communities.

Report: Tecnia Institute of Advanced Studies organized Samajshala: An initiative to promote environment friendly lifestyle under the Unnat Bharat Abhiyan Cell. Rural communities are encouraged to actively engage in and participate in the development process through the Unnat Bharat Abhiyan. It promotes institutions to cooperate with the rural community and recognize their needs and ambitions.

The outreach activity encourages the dissemination of suitable knowledge and technologies from academic institutions to rural communities. By utilizing the knowledge and resources of higher educational institutions, it seeks to address regional problems. While taking into account the environmental, social, and economic aspects of development, it strives to address challenges, education, health, sanitation and energy.

Tecnia Institute of Advanced Studies as a prospective Mentoring Institute had adopted five (05) villages:-

S.NO.	NAME OF ADOPTED VILLAGES	DISTRICT	DISTANCE FROM INSTITUTE (KMS)
❖	Akabar Pur Majra	North West Delhi	20.09 KM
❖	Bakthawar Pur	North West Delhi	18.00 KM
❖	Kham Pur	North West Delhi	19.04 KM
❖	Nangli Poona	North West Delhi	8.8 KM
❖	Bhalswa Dairy	North West Delhi	6.7 KM

Village Development Plan been prepared for every village identified in consultation with the district collectors. An environment has been created and social mobilization carried out by the knowledge institution in charge of the cluster.

The following steps have been carried out: -

- Demonstration of videos of best practices in village development.
- Visiting the village school and interacting with teachers and students.
- Putting up the banner, distributing pamphlets, and organizing rallies on important occasions.
- Organizing cleanliness drive.
- Planting of trees.
- Listing to the grievances of the people, a major problem in the area, and talking about their solutions.

