SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

TECNIA INSTITUTE OF ADVANCED STUDIES

PSP, INSTITUTIONAL AREA, MADHUBAN CHOWK, ROHINI
110085

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Tecnia Institute of Advanced Studies (TIAS) was established in 1998 under the aegis of Health & Education Society, TIAS is affiliated with the prestigious Guru Gobind Singh Indraprastha University (GGSIPU), New Delhi. The GGSIPU has been accredited with a CGPA of 3.56 A++ Grade by NAAC on 14-02-2023 for 7 years and is approved by the AICTE under the Ministry of Education, Government of India, earlier known as the Ministry of Human Resource Development. TIAS is the flagship institution of the Tecnia Group and stands as one of the premium institutes in India. It has been accredited with an "A" grade by NAAC in its first cycle and recognized as a higher education institution under Section 2(f) of the University Grants Commission Act, 1956.

TIAS, currently offers professional education in Management, Information Technology, and Journalism both at postgraduate and undergraduate levels.

TIAS envisions creating future leaders and nation builders through its endeavors in educating young minds. The institute is committed to forming and sustaining conditions that enable students to embark on a remarkable educational journey that is intellectually, socially, personally transformative, and enriching. The institute, over more than two-and-a-half decades ago, has grown from a humble beginning into one of the leading institutions in the country. The sprawling campus is situated in the PSP Institutional Area, Rohini, North West Delhi- quite close to the Rohini East Metro Station. Therefore, the institute is reasonably accessible by public transport.

TIAS offers sought after multiple courses in the field of Management, Journalism and IT as given below:

MBA-Master of Business Administration and BBA-Bachelor of Business Administration – in 1999,

BA(JMC)-Bachelor of Arts (Journalism and Mass Communication-in 2003

BCA - Bachelor of Computer Application – in 2019,

B.Com. - Bachelor of Commerce – in 2024

MCA - Master of Computer Application – in 2023

The institute runs these programs in two shifts, namely morning and evening. It is ISO-certified for standardization, having ISO-9001:2015, ISO-14001:2015, ISO-21001:2018, and ISO-51001:2018.

The institute encompasses ultra-modern infrastructure, comprising air-conditioned Smart classrooms, advanced technology, fully equipped libraries and laboratories, seminar room, Auditorium, Multipurpose theatre, recreational facilities and amenities.

Vision

Imparting holistic development by inculcating knowledge, ethics, professional acumen and socially concerned attitude to carve an edge in a dynamic environment.

Mission

To make a thorough professional and responsible citizen through student centric teaching learning process, co-curricular, extra-curricular, enrichment, extension and outreach activities and research environment.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- **Social Responsibility**: Active involvement in community outreach programs.
- **Excellent Infrastructure**: State-of-the-art labs, library, auditorium, and air-conditioned facilities.
- **Strategic Location**: Conveniently located in Rohini, easily accessible by road and metro.

Institutional Weakness

Being affiliated, there is little scope to have flexible curriculum design and delivery.

Being in a very densely populated metropolitan location, the campus can only expand further physically.

Institutional Opportunity

Consultancy services and award of funded projects need further development.

Having relatively young institution, TIAS is still in the process of establishing international partnerships, MOUs, and linkages with reputed organizations, and sustained effort is to be made to broaden and develop these relations.

Institutional Challenge

Competition from Foreign Institutes: The entry of foreign institutes after NEP 2020, offering similar programs affiliated with GGSIPU near TIAS, poses a future challenge.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Affiliation and Academic Planning: TIAS, Delhi, affiliated with GGSIP University strictly follows academic guidelines. The institute prepares its own academic calendar, detailing activities like timetables, lesson plans, and mentor-mentee interactions, ensuring these are adhered to; from the beginning of each semester; during pandemic, TIAS effectively transitioned to online platforms to ensure uninterrupted curriculum delivery.

Choice Based Credit System (CBCS): applies across all its programs, including BBA, B.Com, BCA, BA(JMC), MBA, and MCA, adhering to GGSIPU curriculum; curriculum promotes discussions beyond traditional course material, encouraging experiential learning, problem-solving, and participative learning through ICT tools, enhancing students' multidimensional skill development.

Comprehensive Academic Exposure: provided for extensive academic exposure, nurturing critical thinking, creativity, and scientific inquiry; curriculum is enriched through (VACs), certificate programs, MOOCs, seminars, workshops, industrial visits, internships, and field projects, all aimed at preparing students for successful corporate careers.

Continuous Internal Evaluation (CIE): integrates into practical discussions, periodic tests, presentations, quizzes, and assignments.

Feedback: feedback on the curriculum and its delivery is regularly gathered from students, employers, alumni, and faculty, are analysed and action taken is reviewed.

Cross-Cutting Issues: prioritizes through relevant courses and ensures equal opportunities for female students in all aspects, including admissions, placements, training, sports, and cultural activities. Mandatory audit courses address critical issues such as Gender, Human Values, Environment and Sustainability, Project Management, Disaster Management, the Indian Constitution, and Traditional Knowledge.

Teaching-learning and Evaluation

Admission Procedure: The various UG and PG programmes offered by TIAS are admitted through a centralized process by GGSIP University, CET exams by the GGSIPU or other national bodies; institute follows the State Govt's reservation policy for admissions and tuition fee waivers, to meritorious students from EWS, Govt. scholarships.

Pedagogy: Faculty focuses on experiential and participative learning & Problem solving initiatives for teaching & learning. Faculty uses different types of ICT- tools for teaching such as Tecnia TV, MS Teams and PowerPoint presentations.

Institute, extends Mentoring and support for students with regard to problems of an academic and stress-related nature. Identification of differential needs of students. The faculty deploy different techniques for differential needs of students, conducts counseling sessions. Some of the techniques are live projects, research assignments, blended learning, flipped classroom, support in publishing research, pursuing certificate courses, competitive examination preparation etc.

Examinations and Evaluation: end semester examinations, through GGSIP University at their centres; transparent examination; rules followed meticulously. Attainment of COs and POs.

Multidisciplinary Learning: approach provides ample learning opportunities in wide range of subject domain; student-teacher ratio of 17:1 (approx) ensures personalized attention; Integration of technology with traditional teaching methods results in a student-friendly environment.

Redressal of Grievances and Evaluation: In-built bottom-to-top hierarchy system to address issues related to examination and evaluation efficiently and in a transparent manner.

Outcome Based Education (OBE): The course outcomes are well defined along with program outcomes which are displayed at all major locations in the institution as well as shared with stakeholders. The faculty evaluate the PO mapping along with attainments on regular basis and action is taken based on gaps identified.

Research, Innovations and Extension

Commitment to Innovation: Nourishes an enabling environment that promotes creativity; inspire knowledge sharing and catalyzes the transformation of ideas into actionable programs, supports research activities through high-speed internet, well-equipped laboratories, subscription to various research journals, and faculty incentives.

Publications and Creativity: peer-reviewed bi-annual publication Tecnia Journal of Management Studies since 2006; Critical analysis encourages creativity through monthly newspaper "Youngster" among students etc.

Research and Innovation Cell: Spreads IP awareness; faculty securing patents through Office of Controller General of Patents, Designs, and Trademarks; facilitates collaborations, research paper publications, 1,200 book chapters contributed by faculty.

Workshops and Entrepreneurship: Emphasizes on workshops on Research Methodology, IPR, and seminars/ conferences on entrepreneurship; EDC-Incubator and IIC to inculcate the spirit of entrepreneurship and social responsibility.

MOUs and Grants: from corporate for internships, T&P with corporate and MNC's for research; faculty and student exchange programmes; also received research grants from non-govt. agencies.

NUES Clubs: conducts Community Engagement through NSS, RRC, NCC, NSO, Technical, Cultural, Eco Club, Fit India Youth Club, EBSBVB Club, Happiness Club, Electoral Literacy Club, Gender Champion Club, Literary Club, Photography Club, and GrafixX Club. Vertical garden in campus is maintained.

Social Responsibility Initiatives: with govt. programs such as Unnat Bharat Abhiyan, Digital Literacy, Swachh Bharat Abhiyan, Beti Bachao-Beti Padhao, Each One -Plant One, Har Ghar Tiranga, and EBSB Viksit Bharat Abhiyan. Blood Donation Camp in association with Red Cross Society and Rotary Blood Bank.

Recognition and Awards: Happiness Club awarded National Happiness Unicorn Award by the UN and AICTE; Eco Club awarded with Certificate of Excellent by Dept. of Env., Forest & Wildlife, Govt. of NCT of Delhi for keeping campus clean and green; Red-Ribbon Club, was awarded on World AIDS Day, by the Delhi

State AIDS Control Society for efforts on awareness on Prevention of Hate to Tolerance - HIV and Orientation.

Infrastructure and Learning Resources

Campus and Facilities: TIAS spans in 6,752.25 square meters, adhering to GGSIPU and AICTE standards to support comprehensive teaching, learning, research, and administrative functions.

Classrooms and Learning Spaces: equipped with 23 ICT-enabled classrooms, a seminar hall, a conference room, computer labs, and an audio/video lab; features a centrally air-conditioned auditorium with a seating capacity of 325, used for national and international conferences, workshops, seminars, cultural events, and other institutional activities; multipurpose hall with centralized air-conditioning and a seating capacity of up to 250 is also available for various events.

Sports and Cultural: with its sister concern, offers extensive indoor and outdoor sports facilities, including a swimming pool, to promote students' holistic development; includes an open gymnasium, basketball court, badminton court, and lawn tennis court; dedicated medical room staffed by a qualified doctor is available on a scheduled basis, and wellness activities are promoted through the Fit India Youth Club, which regularly organizes yoga sessions; Common rooms for boys and girls for student convenience.

Computing and IT Infrastructure: provides over 400 computers for students and 50 for administrative use, all connected via LAN and supported by UPS facilities; campus is Wi-Fi-enabled with a speed of 100 Mbps; departments have access to licensed software like Microsoft Windows, Tally, Adobe, QuarkXPress, CorelDraw, and open-source software like Koha and R-studio.

Library Resources: Libraries are fully computerized using Koha software and house a rich collection of rare books, reference texts, and journals; for students and faculty members also, includes computers with internet access and various software packages. A book bank facility is also available for students.

E-Governance and Security: implements TIAS ERP from Webic Solutions for e-governance, with biometric machines for faculty attendance and 156 CCTV cameras for campus security, all monitored from a dedicated server room.

Student Support and Progression

Financial Assistance: Recognizing students face financial challenges, the Institute offers support, includes a flexible fee system for EWS, meritorious with scholarships by the govt. and philanthropic donors, offering financial relief and opportunities for deserving students. Approximately 82% of students are benefitted every year by government and non-government initiatives as scholarship.

Capacity Development and Skill Enhancement: The insitution focuses on development of capacity and skill enahncement of students through different activities focusing on soft skills, Communication & language, life skills which is not limited to yoga or physical exercises but also focuses on health, hygeine, self employment ETC, awareness of trends in technology.

Career Couseling & Guidance: Vast activities are conducted for Career Couseling & guidance for competitive exams by inviting people from different strata of society who share their experiences to students

about their success stories.

Student Representation and Policy Awareness: represente SGRC, ICC, ARC, etc. these conduct value-based programs on policies i.e. respect and empathy; trained to excel in co-curricular and extracurricular activities, including competitive sports, seminars etc.

Career Support and Placement: T&P Cell bridge academia & industry, support for placements and training for competitive exams and career-counselling, internships, and placement activities, guiding students through higher studies and professional challenges. Average 65% of students are placed and 35% of students opt for higher studies. 25% of students have qualified for state/ national/ international levels examinations.

Redressal of Students Grievances: Insitution adopts all statutory guidelines of committees like Anti-ragging, ICC, SC/ST, Grievance, Committees exists. Wide publicity of all the committes as well as undertakings from the students are in place and is known to all stakeholders through online and offline modes.

Sports and Cultural Activities: A large no. of activities are conducted in sports and culture. Some of the prominent sports and cutural activities held over the years are Sports: 50+, Cultural: 90+. Students have variety of experience in such activities which is evident from awards and recognitions received by them over the years in different forums university/national/international levels.

Alumni Engagement: fostering relationships with alumni-spirit of giving back. The Alumni Association facilitates alumni meet, alumni supports placements and career planning, contribute in guest lectures, workshops, mentorship, research, and more, all FOC.

Governance, Leadership and Management

Dynamic Leadership: Vision and Mission fosters a vibrant and positive culture based on the principles of good governance realized through dynamic leadership of the GB Management, and stakeholders, all possess academic, philanthropic backgrounds.

Organizational Structure: ensures efficiency, effectiveness and authority, enabling quick and decision-making focused on academic excellence decentralization and participative management, incorporating suggestions from all stakeholders.

Governance and Advisory Committees: GB review and provide advice, IQAC set annual goals and guidelines in alignment with the Institute's Vision and Mission, various statutory and non-statutory committees oversee administrative functions for smooth operations.

Policy Oversight: DAC, led by the Director, Deans, HoDs, and senior faculty members, oversees all policy matters, including annual budgets, expansion plans, and staff appointments, decisions are sanctioned and approved by the GB.

Quality Assurance: IQAC monitors the teaching-learning process and infrastructure ensures quality, meeting all stakeholders' expectations, feedback, FDP, provides for effective teaching and learning.

Quality Improvement: IQAC proposed strategies are executed by the Director, Dean, HODs, various committees. Faculty, staff, and students, work to achieve goals at departmental and institutional levels.

Continuous Improvement and Audits: by IQAC in academic processes and examination reforms, reviews instructional materials, monitors action plans, acts as core committee, assessing activities of OBE. Feedback, quality measures introduced. Academic and internal audits conducted annually to review departmental progress.

Performance Appraisal and Welfare: parameters, including feedback, peer reviews, and self-appraisals, to ensure fairness and transparency for faculty and staff, follows unbiased appraisal , established clear policies for recruitment, incentives, increments, and promotions, with GI, PF, ESI, Medical, LTC etc. for employees

Financial Transparency: expenses recorded, with internal and external audits conducted annually to ensure transparent and judicious fund mobilization.

Institutional Values and Best Practices

The Institute has made remarkable progress in cultivating an inclusive, equitable, and sustainable environment through a variety of initiatives over the past five years. Institute has actively pursued gender equity through comprehensive audits and targeted programs. With more than 52% female representation among students, faculty, and staff, the institution champions equal opportunities for all, irrespective of gender or background. The Gender Champion Club leads the charge by organizing workshops and awareness campaigns that cultivate respect and understanding, fostering an inclusive campus culture.Institute is deeply committed to inclusivity, demonstrated by programs that celebrate cultural diversity and communal harmony. Engaging events and workshops create a platform for understanding and respect among students from various backgrounds, enhancing the sense of community and belonging.

Quality audits on environmental and energy are conducted to assess resource use, waste management, and energy consumption, ensuring compliance with sustainability standards and identifying areas for improvement. **Also** adopts alternate energy sources like solar power and implements comprehensive waste management strategies. Robust water conservation efforts, including rainwater harvesting, further optimize resource efficiency. The campus is enriched by green initiatives such as tree plantation drives and the creation of vibrant green spaces, promoting biodiversity and a healthier environment. Additionally, Institute is committed to ensuring a barrier-free experience for individuals with disabilities, further enhancing the campus's inclusivity.

At the heart of TIAS's educational ethos lies Mulya Pravah, an initiative dedicated to instilling human values and professional ethics. This program integrates eleven core values—such as respect, harmony, and accountability—into the fabric of campus life. Institute empowers students and staff to embrace integrity and civic responsibility, aligning with the national vision of "Ek Bharat Shreshtha Bharat." In recognition of the critical role of innovation in today's economy, this initiative empowers students to transform creative ideas into impactful ventures, fostering a sense of responsibility and leadership.

Aligned with the United Nations' Sustainable Development Goal 2: Zero Hunger, the Annapurna Kshudha Shanti initiative stands as a testament to TIAS's dedication to social welfare. By providing approximately 500 nutritious meals daily to economically disadvantaged individuals—including hospital attendants and local residents—this program not only addresses hunger but also promotes health and well-being. It fosters community solidarity and cultivates a deep sense of social responsibility among students.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	TECNIA INSTITUTE OF ADVANCED STUDIES
Address	PSP, Institutional Area, Madhuban Chowk, Rohini
City	Rohini
State	Delhi
Pin	110085
Website	tiaspg.tecnia.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Delhi	Guru Gobind Singh Indraprashtha University	[View Document](#)

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	31-08-2012	[View Document](#)
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	13-05-2023	12	Extension of Approval

Recognitions

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	PSP, Institutional Area, Madhuban Chowk, Rohini	Urban	0.67	6752.25

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BBA,Department Of Management Sciences,	36	Pass in 12th Class of 10+2 of CBSE or equivalent with a minimum of 50% marks in aggregate* and must also have passed English (core or elective or functional) as a subject.	English	240	226
UG	BCA,Department Of Information Communication And Technology,	36	Pass in 12th Class of 10+2 of CBSE or equivalent with a minimum of 50% marks in aggregate* with pass in English (core or elective or functional). Mathematics or Computer Science / or any other subject	English	240	226
UG	BA (Journalism),Department Of Journalism And Mass Communication,	36	Pass in 12th Class of 10+2 of CBSE or equivalent with a minimum of 50% marks	English	240	92

			in aggregate* and must also have passed English (core or elective or functional) as a subject.				
PG	MBA,Department Of Management Sciences,	24	3 years or more Bachelor's Degree in any discipline with a minimum of 50% marks in aggregate.	English	80	14	
PG	MCA,Department Of Information Communication And Technology,	24	1. (i)Passed BCA/B.Sc.(Computer Science)/B.Sc.(Information Technology)/B.Voc.(Software Development) or equivalent* OR (ii) Passed at least 03 years Bachelors Degree with Mathematics/ Business Statisti	English	30	5	

Position Details of Faculty & Staff in the College

Teaching Faculty

	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	14				26				74			
Recruited	12	2	0	14	8	14	0	22	19	50	0	69
Yet to Recruit	0				4				5			

Non-Teaching Staff

	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				44
Recruited	26	16	0	42
Yet to Recruit				2

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Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				8
Recruited	8	0	0	8
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	12	2	0	8	14	0	5	11	0	52
M.Phil.	0	0	0	0	0	0	1	2	0	3
PG	0	0	0	0	0	0	13	37	0	50
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers

Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers

Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	0	0	0	0

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	334	24	0	0	358
	Female	173	13	0	0	186
	Others	0	0	0	0	0
PG	Male	6	3	0	0	9
	Female	8	2	0	0	10
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	8	8	12	1
	Female	1	4	3	4
	Others	0	0	0	0
ST	Male	0	1	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	30	27	44	26
	Female	14	13	13	4
	Others	0	0	0	0
General	Male	332	344	389	402
	Female	168	213	232	212
	Others	0	0	0	0
Others	Male	7	4	8	8
	Female	3	1	4	5
	Others	0	0	0	0
Total		563	615	705	662

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Tecnia Institute of Advanced Studies being a part of Guru Gobind Singh Indraprastha University occupied a prime status because of its solid base regarding Interdisciplinary and Multidisciplinary course curriculum. TIAS is committed to providing Holistic development an intellectually stimulating academic environment for multidisciplinary and interdisciplinary learning to facilitate the all-round development of its students. Institute programs are designed to include multidisciplinary and interdisciplinary courses as electives as per the revised examination scheme. The courses adopt the CBCS model; hence, students have the privilege of choice in regard to the courses per their interest. The institute offers NSS, NCC, and NSO etc. as an elective, which inculcates nationalism, patriotism, and cultural awareness among the students. Complying with the National Education Policy, TIAS is committed to the gradual expansion of the intake of students, offering a wide portfolio of undergraduate and postgraduate programs in Management, ICT, Journalism, and Commerce. Specialized Courses on Environmental Studies and Corporate Governance, Ethics & Social Responsibility of Business are been provided to inspire community service, environmental care, and Value based learning. Value Addition Courses, Add-On courses, seminars, and conferences etc. conducted is useful for the students in management, journalism, and IT. NPTEL MOOCs facilitate the possibility of the students taking courses beyond the curriculum for a broader and inter-disciplinary education opportunity. Co-curricular and Extra-curricular Activities are also part of the curriculum for developing the skills of students in various capacity building and employment generation initiatives with active participation. Inter-Disciplinary Clubs for management and IT students, and club activities such as Eco Club, Technical Club - Hackathons, Literary Club-Youngster, Photography Club, Grafix Club, etc., and related competitions. Flexible and Innovative Curriculum with credit-based and outreach programs on community engagement, environment education, and value-based learning as per NEP 2020. Collaboration and Traditional Knowledge are encouraged through inter-disciplinary studies through various collaborations within different organizations and institutions for incorporating traditional knowledge into the

	curriculum to enable a holistic education.
2. Academic bank of credits (ABC):	Guru Gobind Singh Indraprastha University, the parent university of the institute, in consonance with the National Education Policy, has initiated the integration with the Academic Bank of Credit, ABC Portal, and the National Academic Depository, NAD Portals. Under the ABC system, GGSIPU guidelines provide for ABC to offer students the facility of determining the pace of their studies and customizing their degree programs, and using multiple entry and exit options to complete the degree according to individual timelines. An Academic Bank of Credit is a virtual repository to keep a record of the credits gained by students in due course, which in turn provides crediting and storage management of their credits over time. ABC also provides students with Lifelong Learning Opportunities the ability to redeem gained credits in order to receive certifications, diplomas, or degrees, thus establishing lifelong learning. It also provides ease in exploring other fields of academics other than the current one pursued, paving the way for studies in other universities or institutions, even nationally as well as internationally based on the choice made by each. The credits earned within the student's account at ABC will mean greater opportunities for academic and professional advancement. For instance, should a student be forced to terminate studies midterm, the credits already taken may entitle that student to a certificate or diploma in accordance with institutional policies. This would also provide an opportunity to redeem these credits to pursue higher education at the same institution or another. Accordingly, IQAC recommended the adoption of Establishment and Operationalization of Academic Bank of Credits (ABC) Scheme in Higher Education Regulations, 2021 of UGC on the lines indicated by NEP-2020. It will facilitate student mobility, more academic flexibility, and recognition of learning accomplishments. For student registration and support the institute has conducted various awareness sessions to motivate students to register on the ABC portal, all students have to create their ABC IDs, which are subsequently shared with the university when required. Due efforts are continuously made to ensure total student participation; faculty members and academic coordinators assist wherever necessary.

3. Skill development:	Skill Development Courses: The soft skill, life skills, ICT skills, and language & communication are Add-On courses to increase the employability of students. More Certificate courses will be provided shortly in collaboration with industries to keep in tune with NEP. Soft Skills Training: provides training for necessary communication, confidence, time management, and decision-making and vital for teamwork and leadership in corporate. Exposure on webinars, seminars, workshops, personality development, resume writing, and interview techniques are provided. Language and Communication Skills: are developed through a committed language-lab to develop and enhance communication skills and disseminating information, as per Professional requirement. Life Skill Development: critical thinking, problem-solving, emotional intelligence; all these are basic skills needed for handling personal and professional life with ease. For example, some of the programs under Fit India, Freedom Run, and Mental Health Awareness through Yoga. Computer Skills Training: courses make students gain technical skills that are required in today's job market. Holistic Skill Development: Teaching practices for integrated development include internships, on-the-job training, and industry interaction. FDPs are focused on innovation in pedagogies to achieve change and improvement in teaching methodologies. Mentorship gaps between academia and industry, etc. Innovation and Entrepreneurship: Innovation Council (IIC) exposes students to entrepreneurship through its workshops and seminars; value-added courses are encouraged for the development of particular skills and participation in techno-management events. Examination Reforms: Skill-based projects, internships in tune with NEP-2020; compulsory vocational courses in the curriculum; credit-bearing MOOCs to ensure industry-relevant skills in students. Value-Based Education: encouraged inculcating positivity and ethical values through courses such as Universal Human Values and Electoral Literary Club, Fit India Youth Club, ECO Club, Ek Bharat Shreshtha Bharat Vikshit Bharat Club, Happiness Club, Gender Champion Club etc. reinforcing a balanced life. NEP 2020-Aligned Practices: Emphasizing skill-based learning in lab courses, 20% of lab credits on projects helps developing higher-

	order thinking skills. Collaboration with industries and partial teaching by industry experts ensure that students receive practical, exposure.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Integration of Indian Knowledge System (IKS) in Curriculum Holistic Education Promotion: NEP, courses on Human Values & Ethics into MBA and BCA, establish a UHV Centre to fostering a deep respect for India's cultural and educational heritage. FDP: "Inculcating UHV in Technical Education" to encourage to integrate values into teaching through various clubs. Cultural Integration: helps connect with diverse cultures, and builds emotional intelligence e.g. Hindi Diwas, Saraswati Puja, Diwali, Holi, and Ganesh Utsav to foster respect for integrating Indian traditions, culture and value systems in curriculum and activities. Commitment to IKS: traditional values such as integrity, ethics, and social responsibility, creating an educational environment rooted in holistic thinking and interconnectedness, Inspiration from Indian epics like the Mahabharata, Geeta. Cultural and Traditional Activities: spiritual library e.g. the Bhagavad Geeta to embed Indian cultural values integration of IKS through MOOCs, events as quizzes on Indian scriptures, plays on Indian legends, and various festival celebrations in both curricular and extracurricular activities. Linking Education with Indian Art and Culture: on Indian literature and languages, and conduct events on topics to promote Indian arts, languages, and traditions through various clubs e.g. Electoral Literary Club, Fit India Youth Club, ECO Club, and more. Bilingual Teaching Practices: approach is reinforced by regular induction and pedagogical training programs, faculty members ensure concepts are explained in Hindi for better understanding, despite most are from English medium Courses in Indian Languages: Bhagavad Gita offered to promote Sanskrit and its teachings through MOOCs to preserve and promote Indian languages. Preservation of Traditional Knowledge: through courses like Indian Constitution and Traditional Knowledge, in B.Com., also promotes ancient Indian traditional knowledge through its clubs, cells, and NSS unit etc. Promotion of Indian Culture and Traditions: aligns NEP through bilingual teaching, online courses on Indian knowledge systems, and cultural events, Indian Constitution.

	FDP for Bilingual Delivery: Trained for bilingually pedagogical ensure teaching in both English and vernacular, IKS Integration: incorporates traditional teachings into curriculum, Indian Constitution and Traditional Knowledge, organizes cultural events like dance and Garba competitions to celebrate Indian heritage.
5. Focus on Outcome based education (OBE):	Compliance to GGSIPU Regulations: Affiliated to GGSIP University, the TIAS follow university regulations with respect to pedagogy for various courses. Thus, seminars, workshops, lecture, practical, and project-based learning, case studies amongst others, are some of the teaching-learning methods employed. Clearly Defined Course Objectives: As per the university's syllabus for each course, the cognitive skills - Remembering, Understanding, Application, Analysis, Evaluation, and Creation - remain very explicitly highlighted. Outcome-Based Education implementation: IPU Syllabus has implemented OBE, and hence, clearly defined COs, PSOs, and POs are followed, emphasizing domain-specific competencies and broader skills related to social responsibility, ethics, and entrepreneurship. Alignment to PO-PSO Philosophy: The delivery in the classroom has to meet the set objectives and effectively contribute towards the student's academic growth. Bloom's Taxonomy in Assessment: Adoption for student assessments, including assignments, presentations, and internal exams, ensure the achievement of learning outcomes. Workshops and FDPs on Bloom's Taxonomy are regularly organized. Awareness and Course Design: Create awareness among the students regarding Program and Course outcomes. The design of lecture plans, development of course contents and practical applications are developed with these outcomes in mind, based on Graduate Attributes, mapping of these graduate attributes is communicated to all stakeholders. Curriculum Transformation: Training of faculty in OBE in previous years. OBE mentored by HoD's conduct in house training on question paper mapping and PO attainment. Course plan is designed/ reviewed according to NEP-2020 guideline with major emphasis on experiential learning and skill development. Monitoring and Review: The departmental academic committee-DAC monitors

	CO-PO matrix, attainment of COs, and other metrics. Further, curriculum modifications, teaching-learning methodology, methods of examination, are reviewed for alignment to OBE. Teaching and Learning Practices: is used for uploading teaching material, quiz, and assessment of assignments. Lecture plans are prepared in order to target both lower-order thinking and higher-order thinking skills. Examination Reforms: followed, along with moving away from high-stakes exams; adopted different techniques of assessments, like pen-paper exams, MCQs, and assignments coupled with oral presentations, hence allowing a judicious mixture in the assessment of students' learning outcomes as per NEP 2020.
6. Distance education/online education:	No Distance Learning programs: offered by Institution as the affiliating university has no such option. COVID-19 Pandemic: Rapidly built up and adaptation to digitally powered education infrastructure, shift to online teaching and arrange to continue the regular classes with curricular, co-curricular, and extracurricular activities through various ICT applications like MS Teams, Google Meet, Google Classroom, and Zoom. Continuation of Teaching and Examinations: Were followed by the institute during the pandemic without disruption of internal and external examinations, which were held online. ERP Modules and Student Support: Online classes, resource uploads, web links, quizzes, online assessment, and other functionalities for student support-related mentoring, placements, and routine communications are supported on TIAS ERP. Blended Learning and Infrastructure: Faculty members are sufficiently trained for lectures in blended mode. The Institute has the infrastructure to ensure that due attention is provided both to offline and online students. MOOCs: MOOCs courses under different programmes at UG/PG level, students have the option to opt for MOOC courses as provided on the platform SWAYAM or NPTEL other UGC-approved online educational platforms. Online Seminars and Workshops: Regularly work for webinars, conferences, and workshops with adopting the use of technology in order to make learning easier. Several add-on online courses have also been introduced for easy learning. Co-Curricular Activities and YouTube Channel: Several activities were also

done online for improvement in learning skills. TIAS has its own YouTube Channel named Tecnia TV, which on-air educative programs for learner. Video Lectures and Self-Paced Learning: Faculty members conducted video lectures and live online classes to explain concepts and sort out doubts discussed topics for better conceptual clarity at their pace during the pandemic. In-House Studio and Course Development: A fully functional, latest technology studio complete with high-end equipment for recording educational content, provides an avenue to develop in-house courses, run value-added courses, conduct FDPs, workshops in online and hybrid modes catering to a large group of learners. Capacity for Distance/Online Education: Institute can develop professional media content for distance and online education and is prepared to apply for such proposals with regulatory bodies.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, Electoral Literacy Club was set up under Systematic Voter's Education and Electoral Participation (SVEEP) of EC in the institute on 26th October, 2021.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The Institute has nominated 1. Nodal Officer: Dr. Parul Gaba; 2. Campus Ambassador: Mr. Harsh Raj, Mr. Rachit (Students), 3. Faculty Coordinator: Ms. Bharti Aggarwal (IT), Ms. Tina Raj (Media), 4. Student Coordinators: Mr. Vikash Vansh Malhotra (Mgt), Ms. Riya Bansal (Media), 5. Executive Committee Member: Ms. Kashish Jain (IT), Ms. Nikita (Media), Ms. Nancy Garg (Mgt.). The campus ambassador plays a key role in organizing election awareness activities under the supervision of the nodal officer. The Nodal Officer conducts meetings of ELC on functional activities and games regularly, and inspires and engages students, encouraging them to think critically to promote strong culture of electoral participation among young and future voters.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral	At Tecnia Institute of Advanced Studies, Electoral Literacy Club aims to be innovative and implement a range of programs and innovative initiatives to foster

processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	a better understanding of the electoral process including awareness campaign on importance of voting at different locations; pledge taking ceremony to exercise right to vote, short film making competition on awareness of voting rights etc.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The ELC of institute conducts various socially relevant initiatives highlighting commitment to advancing democratic values and enhancing electoral participation. The Institute actively plans to engage in research projects that examine voter behavior, electoral integrity, and the impact of campaign strategies on democratic processes. ELC of TIAS also spearheads awareness drives, including voter registration campaigns and educational workshops, to inform students and the community about the importance of voting and the electoral process. Through the creation of informative content, such as short film making, Blog writing competition etc., TIAS contributes significantly in promoting democratic values and fostering a more informed electorate. These efforts collectively underscore TIAS's dedication to strengthen democratic participation and electoral processes among its students fraternity.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The ELC plays a pivotal role by organizing dedicated voter registration drives on campus, where they provide information on how to register and assist students in the registration process i.e. Register as a new voter on NVSP Portal at https://www.nvsp.in/, fill Form 6, upload requisites documents and submit the Form after verification by BLO,Voter ID Card will be Issued. These camps are supported by local election authorities to streamline the registration process and incorporating efforts specifically designed to familiarize students with Election Voting Machines (EVM) and Voter Verifiable Paper Audit Trail (VVPAT) systems. Additionally, TIAS hosts workshops and informational sessions that educate students about the importance of voting, the registration process among its adopted villages and nearby societies which motivates and create an awareness regarding electoral procedures and upholds the democratic values of largest democracy of world i.e. Bharat.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
1833	1919	1945	1717	1774

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 105

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2.2

Number of teaching staff / full time teachers year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
90	87	89	90	85

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2023-24	2022-23	2021-22	2020-21	2019-20
430.3	630.66	926.75	731.85	561.28

File Description	Document
Upload Supporting Document	[View Document](#)

12-04-2025 10:39:06

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

The institution takes great care to ensure effective curriculum planning and delivery. It begins with the official announcement of the Academic Calendar by the university, which signals the commencement of teaching and learning activities across the institution. In response, the institution promptly develops its own comprehensive Academic Calendar, which serves as a foundation for the subsequent creation of detailed departmental calendars by each academic department.

The process of finalizing the academic timetable begins with getting subject preferences from faculty members. Once these preferences are collected, subjects are allocated accordingly to align with both faculty availability and departmental needs. Following the allocation of subjects, a preliminary timetable is drafted. This timetable is then reviewed and approved by the Head of Department (HOD) and the Director. The finalized timetable is subsequently communicated to students and faculty.

To uphold the principles of transparency and accessibility, the institution ensures that all relevant documents, including the Academic Calendar, departmental calendars, and detailed lecture plans, are made widely available on website for stakeholders. These documents displayed on notice boards across the campus as well. Additionally, they are readily accessible through the institution's Enterprise Resource Planning system.

Moreover, the institution's Academic Calendar includes carefully planned tentative dates for Continuous Internal Assessment (CIA). These dates are communicated to and adhered to by the respective departments, ensuring that assessments are conducted in a timely and organized manner. This coordinated approach fosters a seamless and well-executed progression of academic activities throughout the institution, thereby contributing to an enriching and structured educational experience for all students.

File Description	Document
Upload Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM,

NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 78

File Description	Document
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Evidence of course completion, like course completion certificate etc. Apart from the above:	[View Document](#)

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 70.54

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
1728	1507	1298	997	951

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum

Response:

Institute follows the curriculum designed by the affiliated University. It has integrated various courses into its curriculum to address crosscutting issues related to professional ethics, gender, human values, environment, and sustainability.

Professional Ethics

In the Department of Management Sciences, within the MBA and BBA programs, a diverse range of subjects provides a foundational understanding of ethical practices in various management scenarios. For example, courses such as Corporate Social Responsibility, Human Values & Ethics, Professional Skill Development, and Income Tax Law & Practice offer insights into ethical practices. Subjects like Legal Aspects of Business and Business Laws further explore the ethical and legal dimensions of professional conduct. Additionally, Technology & Innovation Management and Sustainable Operations Management address ethical considerations related to technology and environmental sustainability. Similarly, Management of Information Systems and Human Resource Management focus on the ethical management of information and human capital, while Professional Skill Development enhances students' ability to apply these principles in practical settings. Professional ethics are integrated through courses such as Business Mathematics, Financial Accounting and Analysis, and Business Economics. These subjects build a solid foundation for understanding ethical issues in finance and economics. Other courses like IT Applications in Business, Entrepreneurial Mindset, and Business Communication emphasize ethical considerations in technology, entrepreneurship, and communication. Furthermore, subjects like Human Resource Management, and Financial Management provide critical insights into the legal and ethical aspects of business operations.

In the BCA program, ethical considerations are highlighted in Technical communication. For students pursuing BAJMC, professional ethics are covered through subjects such as Media laws and ethics and Corporate communication.

Gender

The Gender Champion Club at institute is dedicated to advancing gender awareness and empowerment through various initiatives. Notable activities include a seminar on women's mental health for Mental Health Awareness Day, a discussion on women's health and reproductive rights, and a Gender Sensitization Workshop aimed at promoting understanding and equality. Additionally, the club organizes a film screening and discussion on gender-based violence to foster dialogue and awareness. These efforts collectively contribute to a more inclusive and informed community. Courses focusing on this issue include Human Resource Management, Business Environment, Indian Economy, and Contemporary India: An Overview.

Human values

Human values are essential in guiding how students develop their attitudes and interactions with society.

The NSS and NCC clubs majorly focus on human values activities such as blood donation drives and various outreach activities to encourage social responsibility and community engagement among students. Universal Human Values Cell is set up in accordance with the AICTE guidelines. It encourages the faculty members and students to participate in UHV faculty development programs organized by

ATAL. Institute celebrates World Human Rights Day, Matrabhasha Diwas, Anti-Terrorism Day, and World AIDS Day. Subjects focusing on this issue are Corporate Social Responsibility- Human Values & Ethics, Human Resource Management, Management Process & Organizational Behavior etc.

Environment and Sustainability

The institute fosters environmental responsibility through its different Clubs like ECO Club, Red Ribbon Club etc. by organizing activities such as cleanliness drives and tree-plantation events. To raise awareness and sensitivity, seminars and workshops are regularly organized for students and faculty. Additionally, the institute has launched the "Each One Plan One" initiative. Courses that further promote environmental consciousness include Environmental Science, Environmental Studies, Environmental Communication, and Business Environment.

File Description	Document
Upload Additional information	[View Document](#)

1.3.2

Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)

Response: 72.78

1.3.2.1 **Number of students undertaking project work/field work / internships**

Response: 1334

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	[View Document](#)
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Action taken report on the feedback analysis	[View Document](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 73.06

2.1.1.1 **Number of seats filled year wise during last five years (Only first year admissions to be considered)**

2023-24	2022-23	2021-22	2020-21	2019-20
563	615	705	662	604

2.1.1.2 **Number of sanctioned seats year wise during last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
830	960	960	900	660

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 6.38

2.1.2.1 **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**

2023-24	2022-23	2021-22	2020-21	2019-20
19	18	27	9	2

2.1.2.2 **Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
228	260	260	247	181

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	[View Document](#)
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.2 Student Teacher Ratio

2.2.1

Student – Full time Teacher Ratio
(Data for the latest completed academic year)

Response: 20.37

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

Experiential Learning

In the Management Sciences department, students gain hands-on experience through internships, live projects, and case studies. These activities enable them to apply theoretical knowledge to real-world business challenges, offering practical insights and preparing them for corporate careers. In the Information Technology department, experiential learning is embodied in lab sessions, coding marathons, and software development projects. These practical experiences allow students to tackle real IT problems and develop crucial skills for success in the tech industry. Similarly, Journalism and Mass Communication students benefit from field visits, internships, and media production projects. These experiences allow them to apply classroom knowledge to real-world scenarios, such as news reporting and documentary filmmaking, enhancing their understanding of media practices and preparing them for careers in the media industry.

Participative Learning Approaches

The Management Sciences department promotes participative learning through group discussions, role-plays, quizzes, and flipped classrooms. These methods foster collaboration, critical thinking, and the development of leadership and teamwork skills, making the learning process more interactive and effective. In the Information Technology department, participative learning is encouraged through collaborative projects, hackathons, and coding competitions. These activities stimulate teamwork, creativity, and critical thinking, helping students excel in the rapidly evolving tech sector. Journalism and Mass Communication students engage in discussions, debates, and collaborative media projects. These activities enhance their critical thinking, communication, and teamwork skills, equipping them for the collaborative nature of the media industry. Overall, participative learning prepares students across all departments for the demands of their respective fields by encouraging active involvement and reflection.

Problem-Solving Approaches

Problem-solving is a key focus in the Management Sciences department. Students tackle assignments, projects, and case studies that challenge them to develop strategic solutions to complex business problems, honing their analytical and decision-making skills essential for future managerial roles. In the Information Technology department, problem-solving is integral to the curriculum. Students address tasks such as debugging, system analysis, and algorithm development, which strengthen their analytical and logical reasoning skills necessary for solving technical issues in the IT industry. In Journalism and Mass Communication, students engage in problem-solving through crisis communication simulations, ethical case studies, and media planning exercises. These tasks prepare them to navigate the complexities of the media industry by developing effective strategic solutions. Across all departments, problem-solving approaches are designed to equip students with the skills and mindset required to face professional challenges confidently.

ICT Tools

Faculty in Management Sciences, Information Technology, and Journalism & Mass Communication use various ICT tools to enrich the learning process. In Management Sciences, they use online resources and interactive platforms. IT courses benefit from coding platforms and cloud-based tools, while Journalism makes use of online editing software and digital archives. These tools help create a modern, tech-savvy

learning environment that equips students with the skills they need for successful careers in their fields.

File Description	Document
Upload Additional information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years

Response: 85.3

2.4.1.1 **Number of sanctioned posts year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
113	103	103	99	99

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 51.47

2.4.2.1 **Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
50	47	47	46	37

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institution data in the prescribed format	[View Document](#)
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awareded by UGC recognized universities	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

Mechanism of Internal/External Assessment and Grievance Redressal System

The institution is committed to maintaining transparency in assessment process and ensuring an efficient, time-bound grievance redressal system. The institute strictly follows GGSIPU's guidelines, particularly Clause 10 of Ordinance 11, which outlines the procedures for conducting and evaluating exams. This adherence guarantees that our processes are fair, clear, and responsive to student needs.

Internal Assessment Process

To ensure transparency in internal assessments, the students are made aware about assessment criteria from time to time through notices on noticeboard, website and ILMS. Faculty members award internal assessment marks based on students' performance in internal assessment, and these marks are made visible to students through the Integrated Learning Management System (ILMS). If there is any grievance the student approaches the concerned faculty and it is taken care then after.

External Assessment Process

The external assessment process is time-bound and well informed before start of the session through academic calendar. Any changes in schedule, it is displayed on all notice boards, in the LMS, and verbally informed to students.

The Grievance Redressal System

The university has clearly identified the guideline of Grievance Redressal System which is transparent and time-bound. The process begins with the submission of a formal grievance, which is then reviewed by a dedicated grievance committee or officer. The system is structured to handle grievances systematically, with clear timelines for each stage of the process.

According to ORDINANCE 11 clause (11.2):

11.2 A student may apply, within two weeks from the date of the declaration of the result, for re-checking of the examination script(s) of a specific course(s) on the payment of prescribed fees. Rechecking shall mean verifying whether all the questions and their parts have been duly marked as per the question paper, and the totaling of marks. In the event of a discrepancy being found, the same shall be rectified through appropriate changes in the result as well as the marksheet of the concerned semester/supplementary term end examinations.

According to ORDINANCE 11

12. **Unfair Means / Students' Grievance Committee**

B. Students Grievance Committee

In case of any written representation / complaints received from the students within seven days after completion of the examination regarding setting up of question paper etc. along with specific recommendations of the Dean of the School / Director of the Institution, the same shall be considered by the Students Grievance Committee to be constituted by the Vice-Chancellor. The Vice- Chancellor shall take appropriate decision on the recommendations of the Students Grievance Committee before the declaration of result(s) of the said examination.

File Description	Document
Upload Additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

The Programme Outcomes (POs) are broad statements mapping the Attitte, skills and Knowledge (ASK). Students are expected to acquire upon completing a program, while COs are specific statements outlining the ASK achieving by the end of each course. This distinction ensures that course content aligns with program-level objectives.

The Programme Outcomes (POs) of all Programs, except Programme Outcomes (POs) of BAJMC are included in the syllabus provided by affiliating university. Both Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes are accessible on University as well as Institutional website. To ensure continuous awareness, POs and COs are prominently displayed on the Institute's official website and also displayed the prominent places in the respective departments. This visibility ensures that all stakeholders, including students and faculty, are always informed of the intended learning objectives.

The Institute employs a robust communication strategy to keep all stakeholders updated on POs, PSOs, and COs. Faculty members align their teaching methodologies with these outcomes, ensuring a focused and outcome-driven educational experience for students.

The Institute proactively promotes awareness of these outcomes. During the induction and Orientation Programme, students are made aware of POs and COs, emphasizing their significance in the academic journey. Faculty members and class teachers on regular basis keep discussing about COs during their respective classes.

File Description	Document
Upload Additional information	[View Document](#)

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The Institute has a well-structured process to assess the attainment of POs through its curriculum delivery. The curriculum includes Core course theory, Ability Enhancement course, Discipline specific elective, general elective courses etc, each with defined COs that are aligned with the POs. This ensures that POs are monitored and assessed via CO achievement, leading students to accomplish the intended learning outcomes of the program. To guarantee the attainment of POs, the Institute has created a matrix that correlates COs with each PO according to their relevance in the CO-PO Mapping

The attainment of Course Outcomes (COs) and Program Outcomes (POs) is crucial for evaluating the effectiveness of the educational programs. Course Outcomes (COs) are Specific skills and knowledge students are expected to gain from a particular course. Program Outcomes (POs) are Broad statements that describe what graduates are expected to achieve by the end of their academic program. Each course is mapped to relevant program outcomes to ensure alignment with the overall educational objectives. This mapping is reviewed regularly to ensure coherence between COs and POs.

The various correlation levels are:

"1" – slightly (Low) Correlation

"2" – moderately (Medium) Correlation

"3" – substantially (High) Correlation

"-" indicates there is no correlation between CO and PO.

The assessment of COs and POs is conducted using various methods:

Rubrics for CO Attainment				
Assessment Types	Assessment Component		Marks	Total Marks	Weightage
Direct (80%)	External Assessment	End Term Examination (ET)	75	75	80%
	Internal Assessment	Internal Exam (INT)	15	25	
		Assignments(A)	05		
		Group Discussion (GD)	05		
		Class Participations(CP)			
Indirect (20%)	Feedback / Exit Survey (f/es)		5*No. Of feedback	5*n (f/es)	20%
CO	CO=0.75*ET + 0.25*(INT + A) + 0.2* (f/es)				

Data is collected systematically at the end of each semester. Direct assessments measure student learning through objective evidence of their BT levels. Performance data from direct assessments are analysed to calculate the percentage of students achieving the desired level of mastery for each CO. Attainment levels are categorized on a scale of 3, 2, 1 based on predefined thresholds.

The results of indirect assessments are analysed to identify trends and gaps in perceived learning outcomes.

While indirect measures do not provide direct evidence of learning, they help triangulate findings from direct assessments and inform areas for improvement. The attainment level is expressed as a percentage of students achieving the desired outcome. Based on the analysis, corrective actions are taken if certain COs or POs are not met.

The Institute closely analyses student performance in both university and internal examinations to identify areas for improvement for Curriculum Planning: innovative pedagogy i.e. blended learning and flip classroom; Academic flexibility: VACs and MOOCs; Curriculum enrichment: Integration of Cross cutting issues through Mulya Pravah.

Further faculty ensures the contemporary curriculum revisions through case studies, adjustments in teaching methods, and additional student support through mentoring.

The Institute also gathers feedback from students regarding the teaching-learning process. Feedback from alumni and employers is collected annually to help enhance the quality of education offered as per corporate requirements.

Both direct and indirect assessments are essential for measuring the attainment of COs and POs. By leveraging the strengths of each assessment type, institutions can gain a holistic view of educational effectiveness and continuously improve the learning experience for students and ultimately promote it

with Graduate attributes with inculcation of Mulya Pravah so as to make him/her as global citizen.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 93.91

2.6.3.1 **Number of final year students who passed the university examination year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
587	604	605	460	689

2.6.3.2 **Number of final year students who appeared for the university examination year-wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
712	630	626	466	702

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	[View Document](#)
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.98

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

Response: 47.2

3.1.1.1 **Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
16.8	7.7	20	1.2	1.5

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness   about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

The Institute has established a robust ecosystem to foster innovations and integrate the Indian Knowledge System (IKS) into its academic and operational framework. The institution has implemented a comprehensive approach to raising awareness about Intellectual Property Rights (IPR), with a dedicated IPR cell to support and manage intellectual property matters. This cell plays a crucial role in educating stakeholders about the importance of IPR and ensuring the protection of innovations. Additionally, the institute has set up an Incubation Centre designed to nurture and develop innovative ideas into viable technologies and businesses. These initiatives collectively contribute to the creation and transfer of knowledge and technology, as evidenced by the tangible outcomes such as successful patents, startups, and collaborative projects. The institution's commitment to these elements highlights its proactive role in driving innovation and applying the rich heritage of Indian knowledge to contemporary challenges.

Institutional Innovation Council (IIC)

Under the National Institution's Innovation Framework, TIAS set the Institutional Innovation Council (IIC). The aim of this council is promotion of the culture of innovation, incubation of startups, and research conducted in furtherance of the establishment of numerous additional centers engaging in the competition for ideas, including hackathons, workshops for the generation of ideas, innovation contests, etc. The purpose of the council is also more focused on establishing a continuous stream of student-led projects to foster creativity and promote the spirit of entrepreneurship.

Promotion of Indian Knowledge Systems (IKS)

To review the policies of the National Education Policy (NEP) 2020, the Indian Knowledge Systems (IKS) institution systematically incorporates Indian Knowledge Systems (IKS) into its education system. These include protection of vernacular sciences, classical arts, Sanskrit language and moral values. Students are motivated to pursue these knowledge domains along with the contemporary technical knowledge. Value education programmes also assimilates of IKS.

Intellectual Property Rights (IPR) Cell

In order to foster growth and inventiveness more effectively, TIAS has instituted an IPR Cell which creates awareness and provides training on intellectual property rights. The cell conducts workshops, seminars, and certification courses intended towards training students and faculty about the importance of IPR in the commercialization of innovations. This has in turn assisted in instilling a culture where students understand the steps involved in engaging in the patenting processes, copyrights, and even trademarks.

Incubation Centre

TIAS has established an Incubation Centre in order to facilitate and promote the growth of start-up ventures and venture businesses. The centre has the capacity to provide guidance, tools and structured method to students and potential investors in commercialization of ther products. Working with companies and government institutions, the Idiation centre can develop prototypes, ideas and even marketing strategies.

Technology Transfer Initiatives

The institute also extends its technology transfer practice by creating partnerships with the surrounding and national industries from which they develop practical utilization of research projects. This includes ensuring the integration of academic research and the needs of the industries so that the researched modernizations are put into uses.

File Description	Document
Upload Additional information	[View Document](#)

3.2.2

Number of workshops/seminars/conferences including on Research Methodology, Intellectual

Property Rights (IPR) and entrepreneurship conducted during the last five years

Response: 32

3.2.2.1 **Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
2	9	10	8	3

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1

Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

Response: 1.08

3.3.1.1 **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
32	05	36	21	19

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	[View Document](#)
Link to re-directing to journal source-cite website in case of digital journals	[View Document](#)
Links to the papers published in journals listed in UGC CARE list or	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3.2

Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

Response: 10.58

3.3.2.1 **Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
272	346	98	365	30

File Description	Document
List of chapter/book along with the links redirecting to the source website	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	[View Document](#)

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

The Institute has significantly contributed to society and the environment by actively fostering an Institution-Neighborhoods-Community network. This initiative focuses on student engagement, service orientation, and the holistic development of students, all aimed at nurturing responsible citizenship.

Over the past five years, TIAS has actively engaged in a series of extension activities designed to foster community development while simultaneously nurturing the holistic growth of its students. These activities have been structured around key social issues, enabling students to gain practical experience and develop a deeper understanding of societal challenges. Educational outreach programs have been another cornerstone of the institute's extension activities. Poverty alleviation efforts, including fundraising drives and skill development workshops, have also been integral to the institute's community engagement.

TIAS conducts regular Extension activities, through various clubs, to reach out to neighboring social groups and to sensitize students towards society and holistic personality development. The Institute has established various clubs like National Service Scheme, Red Ribbon Club, Eco Club, Fit India Youth Club, EBSBVB Club, Happiness Club, Electoral Literacy Club, Equal Opportunity Cell, Gender Champion Club, Unnat Bharat Abhiyan, and Swachh Bharat Abhiyan, with volunteers enrolled involve in social activities and inculcate social responsibility and service mindset. The objective of all these clubs is to reflect the essence of democratic living and to uphold the need for self-less service. This helps the students to develop a concern on the health, environment, educating rural people, improvement in the community service along with leadership qualities with good moral and ethical values that helps the student for holistic development. These activities foster the professional and life skill development of students from Management, Media, and Computer Science disciplines.

By engaging in fieldwork within adopted villages, students gain firsthand experience of rural life and contribute to the community. The key focus areas of our extension activities include promoting Fit India, environmental protection, blood donation, disaster preparedness, tree plantation, personal health and hygiene, mental well-being, national integration and harmony, energy conservation, and the promotion of renewable energy, as well as life skills development.

The following extension activities are carried out to impact and sensitize the students about social issues and for their holistic development.

Organizing NSS and Eco Club adopted village special camps where village cleaning, lake cleaning, awareness on health & hygiene, educating students of school, etc. are done to sensitize students on social issues.

Organizing blood donation camps in association with Red Cross Society. Tree Plantation, Cleaning college surroundings, conducting campaign on plastic free zone etc., will create a concern in students about environment. Creating awareness through Women Empowerment Cell, in rural women and girl students of Govt. schools on issues like health & hygiene, schemes for women empowerment, Gender equality etc.

Through Prevention of sexual harassment cell rural women and girl students are educated on prevention of issues like, sexual harassment, abuse etc.

Through Equal opportunity cell, awareness is created on opportunities for women belonging to rural, backward community. Awareness is created in farmers on organic farming, soil fertility and drip

irrigation etc.

All the above mentioned activities have positive impact on the students and it developed student community relationship, leadership skill and self-confidence of students. It also helped in cultivating hidden personality of students and created awareness among students.

File Description	Document
Upload Additional information	[View Document](#)

3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

The Institute has actively engaged in various extension activities beyond its campus, reaching out to communities in and around Delhi and the NCR region. These efforts have earned the institution numerous accolades and appreciation from both government and non-government organizations. Supported by faculty members, students have led a range of initiatives aimed at fostering social responsibility among the student body. The institution emphasizes the importance of a service-oriented mindset as a key aspect of professional development. The institute, apart from its academic responsibilities, also fulfills its social responsibilities and keeping this in mind, it has been awarded by various institutions. College has conducted many health check-up and Medical camps through NSS in association with Saroj Super Speciality Hospital and Bhagwan Mahavir Hospital. Alumni of the college also took part in this medical camps. The villagers were educated and were checked for blood pressure, diabetes, haemoglobin, eye check-up etc.

These extension activities are conducted through multiple channels, including the National Service Scheme, Red Ribbon Club, Eco Club, Fit India Youth Club, EBSBVB Club, Happiness Club, Electoral Literacy Club, Equal Opportunity Cell, Gender Champion Club, Unnat Bharat Abhiyan, and Swachh Bharat Abhiyan. The institution's recognized efforts include organizing medical camps in nearby rural areas, conducting personality development programs for students in municipal and panchayati schools (grades 8-10), and donating blood during emergencies, in collaboration with Rotary Club and the Indian Red Cross Society. Objective of Blood Donation Camp to create awareness and motivate people for Blood Donation. Our student volunteers have honestly participated in such type of social activity. College has received Appreciation letter from following blood bank Rotary Club and the Indian Red Cross Society, – Letter of Appreciation during the A.Y. 2023-24, 2022-23, 2021-22, 2020-21 and 2019-20. Extension activities are carried out by all the clubs and cells established in the institute. In which awards are received from government and non-government institutions throughout the academic year.

Some of appreciation/awards/recognitions received the institution from various government and other recognized bodies is given here below:

· Certification of Appreciation Awarded by Delhi State AIDS Control Society (Govt. of NCT of Delhi)-2023-24

· Certificate of Appreciation Devine Charitable Blood Bank-2023-24(43 Units)

· Blood Donation Camp 2023(43 Units)

· Blood Donation Camp 2022(72 Units)

· National Happiness Unicorn Awards 2022

· Certificate of Appreciation: Blood Donation Camp: 2021-22 (60 Units)

· Certificate of Excellence Awarded by Govt of NCT of Delhi; 2021-22

· APG Award of Excellence: 2021-22

· APG Award of Excellence: 2021-22

· APG Award of Excellence: 2020-21

· Certificate of Achievement Poem Competition (English)

· Certificate of Appreciation – Prabhnoor Singh

· Certificate of Appreciation – Radhika Kataria

· APG Award of Excellence: 2020-21

Apart from the above awards, many disapproval letters have also been received from time to time.

File Description	Document
Upload Additional information	[View Document](#)

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 28

3.4.3.1 **Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
14	10	3	0	1

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	[View Document](#)

3.5 Collaboration

3.5.1

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 116

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	[View Document](#)
List of year wise activities and exchange should be provided	[View Document](#)
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- **teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- **ICT – enabled facilities such as smart class, LMS etc.**

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

The Institution stands as a beacon of quality education and holistic development, equipped with state-of-the-art infrastructure and facilities to support teaching-learning, ICT-enabled education, and amenities for cultural and sports activities. It is spread over a built up area of 6752.25 sq. meters and built according to National Building Code (NBC) norms.

Teaching-Learning Facilities:

1. **Classrooms and Seminar Halls:** Institute has ample number of classrooms, tutorials and laboratories as per regulatory guidelines i.e. 23 classrooms, 06 tutorial rooms, and 02 seminar halls, all ICT-enabled and equipped with modern amenities

2. **Laboratories/Computing Equipment:** The institution boasts 05 well-equipped computer labs, facilitating hands-on learning experiences. Each lab is furnished plethora of software; ensuring students have access to cutting-edge technology for academic pursuits.

3. **The Seminar Halls** (02) of the Institute are equipped with audiovisual equipment, including projectors, sound systems, ample lighting and video conferencing tools.

ICT & Learning Management System (LMS): The Institute offers an enriching environment for lectures, 11 classrooms are enabled with smart boards and other classrooms are equipped with LCD Projectors.

Tecnia TV is the official YouTube channel of the Institute, it is a cutting-edge platform that offers a diverse range of educational content like comprehensive lectures, news bulletin, seminars, conferences, cultural and outreach activities etc. which enhances the educational experience and facilitates easy access to valuable knowledge and insights.

ERP in the Institute has been done for the betterment of Administrative Efficiency, Improvement in Data Management, and Strengthening of Communication, and this has improved processes and overall institutional management. Modules of ERP include Academics Master, Academic Control, Academic Report, Exam, Fee, Security Refund etc.

Yoga Center: The Institute's Multipurpose Hall serves as a versatile space for yoga sessions and wellness events, including Yoga Day activities.

Cultural and Sports Activities:

The Institute fosters a vibrant cultural environment that supports the holistic development of students, offering facilities to enhance their participation in artistic and creative activities. Students utilizes all open spaces & designated spaces for cultural activities, including the Multipurpose Hall, Seminar Halls, the foyer in the PG Building (67 m2), and the Auditorium & the open area outside the canteen (94 m2 and 71 m2) is also used for cultural events in UG Building.

Designated space for indoor games such as table tennis, chess and carom are allocated in the campus. For outdoor sports activities there is an arrangement with DDA, Rohini Sports Complex where the sports facilities starting from cricket, volleyball, badminton, basketball, tug-of-war are available with full specifications as per sports requirement.

Auditorium: The air-conditioned Auditorium at TIAS, with a 250-seat capacity, is a versatile venue for events such as cultural programs, conferences, and workshops. It features advanced audio and video equipment, including an LCD projector, Wi-Fi, AV equipment and a fire safety system, along with separate green rooms for girls and boys.

File Description	Document
Upload Additional information	[View Document](#)

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response: 18.19

4.1.2.1 **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
81.09	142.51	74.64	210.80	87.88

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

The library is fully automated using Integrated Library Management System (ILMS) i.e. Koha, Version: 21.11.13.000, since 1st November, 2022 before that Lipsys was used to manage library from 1st January, 2009 to 31st August, 2022. Koha provides an enhanced user experience through value-added feature and services. It covers modules like:

Circulation: This module facilitates the lending and borrowing of library materials, ensuring efficient management of patron accounts and smooth circulation workflows so that students can avail the benefit of library collection.

Cataloging: This module provides the tools and features necessary to create, edit, and maintain accurate and comprehensive bibliographic data for library materials

Patrons: This module helps to create, update, and maintain patron accounts, ensuring efficient management of user records and providing personalized services to library patrons.

- This module is designed to handle the unique characteristics and complexities of serials, such as journals, magazines, newspapers, and other ongoing publications.

Advanced Search: The search module can be used when more precise result sets are desired and where the search indexes are somewhat known.

Acquisitions: This module streamlines the workflow in acquiring new materials for the library's collection, from the initial selection to the final receipt of items.

Item search: Item search is used to generate a list of similar items. Like a list of new books, a list of missing items, a list of on-order items, etc..

- This module allow users to create customized reports based on specific criteria and parameters, helping them make informed decisions and assess the performance of their library services.

Reports are used to generate statistics, member lists, shelving lists, or any list of data in the database

- A cart is a temporary holding place for records. That means that once a user logs out of the OPAC or close the browser then he/she will lose the items in your cart. A list is a more permanent location for saving items.

- This module offers a range of functionalities that aid in data manipulation, system maintenance, and troubleshooting tasks.

- Authority records are a way of controlling fields in MARC records. Using authority module records will provide the user with control over subject headings, personal names and places.

Koha Administration: This module grants access to various administrative tools, functions and settings, enabling efficient system administration and maintenance according to library's specific needs.

The Institute has adequate number of Journals both print and e-resources. Some of the prominent ones are Havard Business Review, Global Journal of Emerging Market Economies, International Economic & Finance Journal, Desidoc Journal of Lib and Information Tech (Scopus), Journal of Global Communication, Intl Journal of Advanced Mass Communication and Journalism etc.

The library is optimally used by faculty members and students. Around 25% of students and faculty members approach library per day as per calculation for the year 2023-24.

File Description	Document
Upload Additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

Response: The institute has adopted effective ICT policies related to security and user services. The infrastructure is regularly updated to meet emerging IT requirements including internet, Wi-Fi, storage, security, smart classes, and audio-visual facilities etc. The institute continuously reviews current needs to provide adequate IT facilities for effective teaching and learning. Accordingly, the internet bandwidth

has been upgraded to 1 Gbps.

Wireless Network: Institute's wireless network has enhanced access points with WPA2 encryption using the AES algorithm. TIAS has been selected as an Experience Centre by Shyam Spectra to deploy the largest mobile network for additional Wi-Fi services on campus.

Computers: The latest configuration computers are purchased annually after reviewing requirements. More than 450 computers are currently available on campus. Additionally, the system has been upgraded with modules related to teaching effectiveness, lab resources, staff performance, and online exams.

Data Centre: The data centre has added precision air conditioning. Replaced old drives with the latest SSD/SAS drives, with a capacity of up to 210 TB. The 24-hour UPS backup has been upgraded to 200 KVA to support all devices.

Network & Security: An additional 15 enterprise-class switches have been deployed, bringing the total to over 100.

Websites: The Institute regularly updates the content, design, navigation, and audio/visual elements of its websites to enhance the user experience. An online fee payment option is also available on the institute's website for convenience of students, integrated with ICICI payment gateways.

Surveillance and Communication: An additional 100 cameras have been installed, bringing the total to over 200 CCTV cameras and 4 biometric machines for security identification and authentication of employees.

Biometric Machines: New high-end facial and fingerprint recognition biometric machines have been installed.

File Description	Document
Upload Additional information	[View Document](#)

4.3.2

Student – Computer ratio (Data for the latest completed academic year)

Response: 4.09

4.3.2.1 **Number of computers available for students usage during the latest completed academic year:**

Response: 448

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)

Response: 3.4

4.4.1.1 **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
15.69	27.01	19.26	19.76	29.82

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 86.45

5.1.1.1 **Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
1717	1844	1675	1627	1080

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.2

Following capacity development and skills enhancement activities are organised for improving students' capability

1. *Soft skills*
2. *Language and communication skills*
3. *Life skills (Yoga, physical fitness, health and hygiene)*
4. *ICT/computing skills*

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document

5.1.3

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 40.16

5.1.3.1 **Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
995	990	875	480	350

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

1. Implementation of guidelines of statutory/regulatory bodies
2. Organisation wide awareness and undertakings on policies with zero tolerance
3. Mechanisms for submission of online/offline students' grievances
4. Timely redressal of the grievances through appropriate committees

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	[View Document](#)
Proof related to Mechanisms for submission of online/offline students' grievances	[View Document](#)
Proof for Implementation of guidelines of statutory/regulatory bodies	[View Document](#)
Details of statutory/regulatory Committees (to be notified in institutional website also)	[View Document](#)
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	[View Document](#)

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 60.73

5.2.1.1 **Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
210	350	410	320	495

5.2.1.2 **Number of outgoing students year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
581	604	605	460	689

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	[View Document](#)
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.2.2

Percentage of students qualifying in state/national/ international level examinations during the last five years

Response: 14.64

5.2.2.1 **Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)**

2023-24	2022-23	2021-22	2020-21	2019-20
12	40	50	55	12

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.3 Student Participation and Activities

5.3.1

Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years

Response: 6

5.3.1.1 *Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years*

2023-24	2022-23	2021-22	2020-21	2019-20
1	4	1	0	0

File Description	Document
Upload supporting document	[View Document](#)
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.3.2

Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 22.8

5.3.2.1 **Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
27	30	22	14	21

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.4 Alumni Engagement

5.4.1

There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

At TIAS, we take immense pride in our robust and thriving alumni network, which stands as a testament to the strength and quality of our institution. We firmly believe that our alumni serve as the brand ambassadors of TIAS, embodying the values, excellence, and spirit that our institution strives to impart. This relationship extends beyond mere nostalgia; it is a dynamic and reciprocal connection that enriches both our alumni and our institution in multifaceted ways.

The bond between TIAS and its alumni is deeply rooted in a foundation of mutual respect and benefit. Our alumni enjoy a range of advantages that contribute to their social, academic, and professional growth. They are not just passive recipients of their alma mater's influence but are actively engaged in contributing to the institution's ongoing success. This symbiotic relationship allows our alumni to give back through various channels, including aiding in placements, providing mentorship, offering career guidance, and volunteering for guest lectures, seminars, workshops, and interactive sessions.

The TIAS Alumni community is a vibrant and integral part of our ecosystem, with over 3500 alumni connected through our official TIAS Alumni page on Facebook. This platform serves as a crucial link, facilitating ongoing communication and interaction among former students and between alumni and the institution. Through this digital space, alumni share experiences, provide support, and stay updated on the latest developments at TIAS, fostering a sense of community and belonging that transcends geographical boundaries.

The value of an effective alumni network cannot be overstated. At TIAS, we recognize that our alumni network is not only a testament to the enduring impact of our institution but also a vital asset in both associative and professional environments. The engagement of our alumni ensures that they remain significant stakeholders in the institution's evolution and success. By participating actively in TIAS's developmental activities, alumni contribute to shaping the future of the institution, thereby reinforcing their own connection to TIAS and enhancing the overall quality of the academic experience.

During the academic year spanning from 2019 – 20 to 2023 – 24, TIAS focused on strengthening this crucial aspect of our community. We continued to build and nurture our alumni relationships, recognizing that their involvement is pivotal to our shared success. This year saw increased efforts in leveraging alumni expertise and networks to support our current students and graduates, ensuring that TIAS's legacy of excellence continues to thrive through the collective efforts of our alumni.

In conclusion, TIAS's alumni network is more than just a collection of former students; it is a powerful and engaged community that plays a central role in the institution's ongoing growth and development. As we move forward, we remain committed to fostering these connections, ensuring that our alumni continue to be integral to TIAS's journey and success.

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

Notable developments have taken place in this institution concerning infrastructure, academics, and faculty as well as student development. The institution stays committed to good governance and leadership founded on integrity and transparency, with a focus on optimum utilization of resources. Progressiveness continues with more seat capacity and courses. The success of the institution is ascribed to the strong governance and leadership of the institution, guided by its vision and mission that is evident in the diverse initiatives under implementation at the institution.

NEP COMPLIANCE

TIAS has attained competence to provide service-oriented educators due to the adoption of outcome-based education and ICT-enabled teaching methodologies. The institution provides internship opportunities as part of holistic education. A NEP committee was established in 2020, which helps and align the implementation of the policy. It has registered with NAD and introduced the ABC system. It offers a lot of courses in skill development toward enhancing the student's employability. The soft skills of the students are developed through case studies, group discussions, project work, and internships are better align with the corporate requirements.

SUSTAINABLE INSTITUTIONAL DEVELOPMENT

Institutional Development is regularly monitored by the Governing Body, Director, IQAC, and the department heads. It makes sure that the various endeavors of the institution are implemented with the cooperation of the staff, students, and all other stakeholder s to achieve their goals as designed in the institutional plan prepared by the institution. It has a vision, mission, and a route map of action, which leads to continuous development. To ensure that the senior faculty and heads of departments are overseeing the actions and projects with outcomes on the track of the UN SDGs. 'Vasudhaiva Kutumbakam' India's presidency at G20 & SCO within the curriculum is the mantra the institution undertakes to bring global together with, Value-based education is provided so that concern for social responsibility, empathy, and global awareness can be inculcated.

VISION

Imparting holistic development by inculcating knowledge, ethics, professional acumen and socially concerned attitude to carve an edge in a dynamic environment.

MISSION

To make a thorough professional and responsible citizen through student centric teaching learning process, co-curricular, extra-curricular, enrichment, extension and outreach activities and research environment.

CORE VALUES

Being a professional institute, we subscribe to, in our dealings and hold ourselves accountable to all stakeholders by maintaining integrity, honesty, openness, personal excellence, constructive self-criticism, continual self-improvement, mutual respect, professionalism, quality service & standards, innovation, objectivity and honouring our commitments.

DECENTRALIZATION

The governance of the institute is decentralized, Academic and administrative efficiency is ensured by the proper balancing of hierarchical arrangement. At the head of the hierarchy of the institution is the Governing Body, under which are several layers of leadership: the Director, the Deans and HoDs, and the various officers, each with specific roles and responsibilities. The director, with the faculty members, influences the most rigorous administration and academic leadership to ensure the participation of the faculty in a democratic decision-making process of bodies, like the Internal Quality Assurance Committee among others, includes the Students Grievance Redressal Committee, the Anti-Ragging Committee.

File Description	Document
Upload Additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

Institutional Perspective Plan and Strategic Framework

The Institute operates with a well-defined perspective plan and a robust administrative framework to ensure effective and efficient functioning. This document outlines the strategic, operational, and procedural aspects of TIAS, including policies, appointment procedures, and service rules, demonstrating our commitment to excellence and alignment with institutional goals.

1. Strategic Plan and Priorities

TIAS follows a comprehensive strategic plan to achieve its vision and mission. The plan focuses on the following seven priority areas:

Promoting Ethos and Inclusivity: Creating a diverse and inclusive environment that supports the institution's core values.

Enhancing Faculty Quality: Investing in the continuous professional development and quality enhancement of faculty members.

Promoting Research and Innovation: Encouraging and supporting research initiatives and innovative practices across all departments.

Championing Outreach Initiatives: Engaging with the community through impactful outreach and extension programs. Building and Sustaining a Digital Campus: Developing and maintaining a cutting-edge digital infrastructure to support academic and administrative functions.

2. Policies

TIAS has formulated and implemented several key policies to ensure smooth operation and adherence to best practices:

1. e-Governance Policy: Establishes protocols for digital governance and administrative efficiency.
2. IPR Policy: Addresses intellectual property rights and fosters an environment of innovation.
3. IT Policy: Provides guidelines for the management and security of information technology resources.

These policies are reviewed and updated periodically to meet the evolving needs of the institution and comply with regulatory requirements.

3. Appointments

The recruitment process at TIAS is designed to be transparent, merit-based, and in accordance with regulatory guidelines:

Advertisement and Publicity: Job openings are advertised through TIAS's official website, job portals, and at least two national newspapers.

Application Process: Candidates submit their applications along with required testimonials and documents.

Selection Procedure: A scrutiny panel reviews applications and shortlists candidates based on qualifications, experience, and suitability. A Selection Committee, comprising experts as per guidelines, conducts interviews and evaluates candidates.

Approval: The committee recommends suitable candidates for appointment, subject to approval by the Governing Body (GB) or Director. This process ensures the recruitment of highly qualified and meritorious candidates.

4. Service Rules and Procedures:

TIAS has established comprehensive service rules and procedures to maintain administrative efficiency

and fairness:

Service Rules: Detailed service rules, approved by the Board of Governors (BOG), are in place and regularly updated. These rules are accessible to employees through the institutional library and are provided to new staff upon joining.

Fair and Transparent Practices: The service rules are designed to be fair and transparent, supporting the recruitment and retention of highly qualified faculty and staff.

Performance Appraisal: Employees complete self-appraisal forms, and feedback is collected from immediate Heads of Department. Performance data is analyzed to determine annual increments.

5. Leave Rules

Teaching Staff:

General Rules   : Governed by institutional policies.

Combination of Leave : Defined by institutional guidelines.

Holidays   : Follow the academic calendar and institutional norms.

Salary   : Maintained according to service rules during leave periods.

Non-Teaching Staff:

General Rules   : Outlined in the service manual.

Combination of Leave : Permitted as per institutional policies.

Holidays   : Aligned with the institutional holiday schedule.

Salary   : Managed as per service rules during leave.

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)

6.2.2

Institution implements e-governance in its operations

1. **Administration**

2.**Finance and Accounts**
        3.**Student Admission and Support**
        4.**Examination**

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

PERFORMANCE APPRAISAL SYSTEM

Well-Structured, Equal Importance and Transparent System: Fair and Transparent Appraisal system covering all aspects for evaluation; in determining pay scales, increments and promotions align with policy including institution's development. The appraisal system is applied equally to both groups.

Comprehensive Performance Review: Clear performance criteria, Constructive feedback for improvement, Opportunities for professional growth are evaluated regularly as per categories ensuring development.

Focus on Quality Education and Service Delivery: for achieving academic excellence essential, teaching skills, research, career development, leadership, feedback and service to community is appraised and considered.

Recognition and Rewards: Exceptional performance of faculty and Staff are recognized with awards and rewards.

EFFECTIVE WELFARE MEASURES

Wide range of welfare measures are offered to support and motivate both teaching and non-teaching staff:

Leave Benefits: leave options, including 12 days of CL, SL for Ph.D. pursuant, duty leave for conferences, and vacation leave.

Work Environment: Free Wi-Fi, transportation, uniforms for utility staff and a safe work environment with CCTV surveillance.

Recognition and Rewards: Awards for exceptional performance, loyalty bonuses, and incentives. 15 years of service, is rewarded include a leave LTA equivalent to 15 days of salary, 15 days of leave as recognition.

Recreational Activities: sports meets, health camps, yoga sessions, and cultural celebrations to foster a cooperative and healthy work atmosphere.

Health and Well-Being: Medical insurance coverage, tie-ups with healthcare providers, in-campus medical facilities, free psychiatrist, wellness and yoga.

AVENUES FOR CAREER DEVELOPMENT

Incentive/Seed Money for Research and Professional Growth: Faculty members provide seed money for research projects and One-time incentive for producing quality research as per R&D policy. The institution is dedicated to fostering the career development of its staff through a variety of targeted initiatives.

Reward System: incentives for conceptualising, organizing Seminars-Conferences, publishing research, Ph.D. submissions and guidance, books-chapters-writing and reviewing, teaching hours, and positive feedback, newspapers, placement referrals, performance Increments on self-appraisal.

Support for Professional Development and IPR: Financial assistance and leave are provided for attending conferences, workshops, and training programs. Staff encouraged joining professional societies and receiving support to faculty in filing and securing patents, guided by the IPR policy. Conduct of various training programmes on pedagogical approaches,

Financial Support for Conferences, FDPs and Seminars: 50% reimbursement of regd. fees under the staff development policy for encouraging, participating in various national and international conferences, FDPs and workshops in prestigious institutions to enhance academic and administrative skills. Organize interdisciplinary FDPs to generic skills and peer learning. Faculty also receives support on professional development memberships.

API Score-Based Promotions: Faculty promotions ensuring a merit-based progression with additional increments and recognition for significant contributions to teaching and research.

Awards for Excellence: "Best Faculty Award" to faculty as recognition to institutions growth; Increments for Ph.D.; Options to PF.

Career: encouragement through provided fee concessions for pursuing Education in sister concern for children and staff in Tecnia. Regular SDP's to improve effectiveness and competencies of non-teaching staff in their roles.

Redressal Cell to address issues and grievances of the Faculty & staff if any.

Skill Development for Non-Teaching Staff: Management System, MS-Office, office management for non-teaching staff, and Waste management, Operations of fire extinguisher training for staff.

File Description	Document
Upload Additional information	[View Document](#)

6.3.2

Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

Response: 40.36

6.3.2.1 **Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
68	70	40	00	00

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	[View Document](#)
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	[View Document](#)

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 63.86

6.3.3.1 **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP),** *Management Development Programmes (MDPs)* **professional development /administrative training programs during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
87	77	78	37	92

6.3.3.2 **Number of non-teaching staff year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
28	28	26	28	30

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the certificates of the program attended by teachers.	[View Document](#)
Annual reports highlighting the programmes undertaken by the teachers	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

The Institute run and managed by Health and Education Society which is registered under The Societies Registration Act, 1860. The Institute is affiliated to GGSIPU and operates as a self-financed Institution. The Institute generate funds primarily through student fees, grants, funds from various government initiatives, NGOs, Univ., these include support for clubs and programs such as the National Service Scheme (NSS) from the NSS Regional Centre, Ministry of Youth Affairs & Sports, Government of

India; the Red Ribbon Club (RRC) from the Delhi State AIDS Control Society; the Unnat Bharat Abhiyan (UBA) from the Ministry of Education, Government of India; and the Eco Club supported by the Department of Environment, Government of NCT of Delhi.

The utilisation of funds is guided by the recommendations and policies established by the Board of Governors (BoG). Annually, the BoG defines the budgetary framework to ensure that the institute operates effectively. The Director is empowered to allocate funds in collaboration with BoG members, and a decentralized financial system is in place to support effective resource management. Institutional funds are primarily allocated for essential operational expenses, including:

Key Areas of Fund Utilization:

- **Infrastructure Augmentation**: To support our growth, we prioritize investments in infrastructure. Recent changes include the upgrading of classrooms, laboratories and recreational facilities. The Institute allocates funds specifically for enhancement of infrastructure like Smart Boards, LCD Projectors, solar power plant, rain water harvesting, vertical garden etc.
- **Maintenance of Academic Facilities**: TIAS supports the upkeep of library resources, digital platforms, ICT tools, and the organization of various academic events, including workshops, seminars, and guest lectures, industrial and educational visits, student induction programme, alumni meet, research and development etc.
- **Maintenance of Physical Facility**: The institute allocate funds for maintaining essential services such as internet connectivity, canteen operations, housekeeping and campus security, electricity and other routine expenses to ensure operational efficiency.
- **Payment of Salaries to Staff Members:** The Institute allocates funds specifically for the timely disbursement of salaries to all staff members, ensuring financial stability and supporting their well-being. This commitment not only attracts and retains qualified personnel but also fosters a positive work environment, enhancing overall job satisfaction and institutional effectiveness.

Financial Auditing Procedures

1. **Internal Audits**: The Director appoints an internal audit team to conduct regular assessments of our financial processes, ensuring accountability and transparency.
2. **External Audits**: An independent external auditor, selected by the BoG, conducts comprehensive financial audits, reinforcing our commitment to financial integrity.
3. **Use of Technology**: We utilize advanced e-governance tools, including accounting software, to enhance transparency and streamline financial management processes.

Through these strategies, Tecnia Institute of Advanced Studies demonstrates a robust framework for resource mobilization and effective financial management, ensuring sustainability and compliance with relevant regulations.

File Description	Document
Upload Additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

The Internal Quality Assurance Cell (IQAC) has been instrumental in institutionalizing quality assurance strategies since its inception in 2017. IQAC regularly reviews teaching-learning processes, assessing the structures and methodologies of operations, and periodically evaluating learning outcomes. This process ensures a continuous cycle of improvement in the various academic and administrative activities of the institution.

One of IQAC's primary roles is to assess the teaching and learning methods, ensuring they align with institutional goals. It conducts academic audits to evaluate curriculum design, teaching methods, research, and student support services, providing insights for enhancing the quality of education. Additionally, IQAC promotes research and development by encouraging faculty and students to engage in innovative projects. It gathers feedback from stakeholders, including students, alumni, employers, and faculty, to continually improve the curriculum.

During the COVID-19 pandemic, IQAC played a crucial role in integrating Information and Communication Technology (ICT) into the teaching-learning process. This initiative ensured that video lectures and study materials were updated and made available, students keeping uninterrupted learning experience with the help of Tecnia TV. Student evaluations were conducted via online platforms, and regular feedback was collected to improve content delivery.

IQAC also promotes institutional participation in national rankings and accreditation frameworks, such as the National Institutional Ranking Framework (NIRF) and the Atal Ranking of Institutions on Innovation Achievements (ARIIA). These efforts reflect its commitment to maintaining high-quality standards.

In response to industry demands, IQAC identified skill gaps in the curriculum and facilitated the creation of Centres of Excellence in collaboration. These centres focus on advanced technical skills in areas like Artificial Intelligence (AI), Industrial Automation, and the Internet of Things (IoT). IQAC also introduced industry-specific certificate courses to bridge the gap between academia and industry.

The cell reviews institutional operations, including administrative processes, financial management, and infrastructure, ensuring efficiency. It evaluates the performance of academic and administrative staff through feedback and self-assessment, providing necessary training and support. Additionally, IQAC regularly assesses learning outcomes and student performance through surveys and employer feedback, using this data to improve student support and education quality.

IQAC prepares the Annual Quality Assurance Report (AQAR) for the National Assessment and Accreditation Council (NAAC), summarizing the institution's achievements and quality assurance strategies. It also oversees Memoranda of Understanding (MOUs) with external organizations and

supports accreditation efforts.

To enhance professional development, IQAC organizes workshops, seminars, and Faculty Development Programs (FDPs) for faculty and staff, fostering skill improvement in teaching, research, and administration. It also conducts student development programs to build employability skills, such as communication and problem-solving, through workshops and a dedicated training and placement cell.

In support of Outcome-Based Education (OBE), IQAC ensures the calculation of course outcomes for each academic program, aligning learning outcomes with institutional objectives. Academic audits further evaluate curriculum and student assessment processes.

Overall, IQAC has significantly contributed to improving the institution's quality in teaching, research, and administration, fostering a culture of continuous improvement.

File Description	Document
Upload Additional information	[View Document](#)

6.5.2

Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
2. **Academic and Administrative Audit (AAA) and follow-up action taken**
3. **Collaborative quality initiatives with other institution(s)**
4. **Participation in NIRF and other recognized rankings**
5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	[View Document](#)
NIRF report, AAA report and details on follow up actions	[View Document](#)
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	[View Document](#)
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

Gender Composition: institution has over 52% women on campus, including students, faculty, and staff, a significant increase from 30% over the past five years. As per GOI guidelines, 45% of administrative committee members should be women, and the institution is actively working to meet this target while preparing women for leadership roles.

Co-educational Environment: institute promotes a co-educational environment with no gender bias in curricular and co-curricular activities. It ensures equal opportunities for all students and staff, irrespective of gender, religion, caste, or geographical background.

Gender Equity Initiatives: Gender Champion Club Activity Calendar to raise awareness and sensitization among students, faculty, and staff. ICC also plays a key role, ensuring gender sensitization and equity.

Programs and Policies: address gender equality. Gender Championship Club organizes various training programs and research activities to promote gender equity and inform.

Awareness and Celebrations: of national and international commemorative days, organizing workshops, seminars, competitions, and panel discussions, activities, includes events by the EBSB, Cultural, Gender Championship, Fit India Youth and Sports and Eco Clubs etc.., contribute to the holistic development of students and staff, fostering a sense of community and national pride.

Cultural and Social Inclusion: artistic performances, celebrating diversity and inclusion through music, dance, theater, and visual arts. Educational materials create to raise awareness about the significance of commemorative days and events.

Community Service: encourages participation in community services related to national and international events, such as Swachh Bharat, Health camps, and eco-friendly celebrations, reinforcing a sense of social responsibility among students.

Workplace Culture: committed to maintaining a congenial workplace culture, exemplified by the Students Grievance Redressal Cell, which addresses issues related to female students and promotes gender equality. The Cell organizes workshops and events on gender-related topics. "Beti Bachao Beti Padhao" Nukkar natak

Safety and Security: of women on campus through measures like female security guards, secure residential facilities, CCTV surveillance, and medical emergencies contact displays.

Counselling and Support: A female counselor for psychological and emotional support as needed of female employees.

Gender Audit: TIAS conducts regular gender audits to promote gender equality. The Internal Quality Assurance Cell (IQAC) oversees this process, analyzing data and making recommendations for cultural improvements.

Women Empowerment Initiatives: The ICC, GCC conducts awareness campaigns and events focusing on gender equity, offers a range of facilities for women, including a common room, sanitary vending machines, and self-defence workshops.

Curriculum and Education: Gender studies are integrated into the curriculum through various courses, and the Gender Champion Club organizes activities to promote awareness and inclusivity.

Facilities for Women: campus provides facilities for women, including a common rooms, and sanitary pad vending machines, emphasizes the importance of health, hygiene, and safety for female students and staff.

NSS Initiatives: TIAS has established both boys' and girls' wings of the NSS, with the girl wing being a pioneering initiative among offering training camps to foster confidence and discipline among students.

File Description	Document
Upload Additional information	[View Document](#)

7.1.2

The Institution has facilities and initiatives for

1. **Alternate sources of energy and energy conservation measures**
2. **Management of the various types of degradable and nondegradable waste**
3. **Water conservation**
4. **Green campus initiatives**
5. **Disabled-friendly, barrier free environment**

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	
Geo-tagged photographs/videos of the facilities.	
Circulars and report of activities for the implementation of the initiatives document	
Bills for the purchase of equipment's for the facilities created under this metric	

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

1. **Green audit / Environment audit**
2. **Energy audit**
3. **Clean and green campus initiatives**
4. **Beyond the campus environmental promotion activities**

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	
Policy document on environment and energy usage Certificate from the auditing agency	
Green audit/environmental audit report from recognized bodies	
Certificates of the awards received from recognized agency (if any).	

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

The institution is deeply committed to fostering an inclusive environment that promotes tolerance and harmony across cultural, regional, linguistic, and socio-economic lines. Through a variety of initiatives and programs, the institution works to create an atmosphere of respect, understanding, and unity among students and staff, regardless of their backgrounds. These efforts align with the institution's philosophy of *Vasudhaiva Kutumbakam* (One Earth, One Family) and aim to instill a sense of responsibility, equality, and ethical conduct in students and employees.

Cultural and Regional Inclusivity:

The institution has students from diverse states such as J&K, Haryana, Rajasthan, Sikkim, etc. among others. To foster social harmony, cultural festivals and state-specific celebrations are organized to make students feel at home while learning about the traditions of others. The Varchasva, Annual Media Fest, features dance, music, and regional performances, allowing students to share their cultural heritage of their State with other Clubs Ek Bharat Shreshth Bharat-Vikshit Bharat Club, EBSB Day.Additionally, stalls representing various states showcase local artifacts and cuisine, creating a platform for cross-cultural engagement.

Linguistic and Socio-cultural Initiatives:

Linguistic diversity is celebrated through events such as Hindi Diwas and multilingual activities like the Earth Day message. Festivals like "COSMO VIBEZZ" bring together students from all regions to perform traditional dances, songs, and showcase regional attire. Through the Literary Club, Photography Club, National Service Scheme Club (NSS), Unnat Bharat Abhiyan, Institution ensures inclusivity by offering equal opportunities to all participants, regardless of their religion, caste, or language.

Sensitization to Constitutional Obligations:

The institution emphasizes educating students and staff about their constitutional rights, duties, and responsibilities. The mandatory course on the Constitution of India, offered to all engineering students, helps foster a deeper understanding of democratic values. Lectures on constitutional rights and human values are conducted regularly. Courses like "Human Values and Professional Ethics" are also integrated into the curriculum, highlighting the importance of mutual respect, understanding, and fraternity.

Community Engagement and Social Responsibility:

The institution is actively involved in community outreach programs, addressing socio-economic issues and encouraging students to engage in social service. Initiatives like Swachh Bharat, health camps, and eco-friendly drives such as "Say No to Plastic" are regularly conducted. Through the NSS Club, Eco Club, Red Ribbon Club, Unnat Bharat Abhiyan Cells, Gender Champion Club, Happiness Club for Community Connect also organize blood donation camps with other charitable Trust like Rotary Clubs, Lions Club, etc. bridging the gap between different socio-economic groups..

Promoting Inclusivity and Tolerance:

TIAS promotes gender, social, and economic inclusivity through dedicated Clubs-cells such as the Equal Opportunity Cell, which organizes gender-related discussions. The institution also supports Divyangjan students by creating a barrier-free campus. Initiatives like the Happiness Club, provide counselling services, and the offers services to the underprivileged by donating.

Celebration of National Values and Rights:

Commemorative events such as Independence Day, Republic Day, and Constitution Day reinforce the values of liberty, equality, and fraternity. Sessions on mental health, positive attitude, and resilience further contribute to the holistic development of students. The institution also regularly participates in government initiatives like 'Unnat Bharat Abhiyan' to uplift weaker sections of society by UBA Cell.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

7.2 Best Practices

7.2.1

Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual

Response:

Best Practice 1

1. Title of the Practice : Mulya Pravah: Human Values and Professional Ethics

2. Objectives of the Practice

The objective of **Mulya Pravah** is to instill human values and professional ethics in higher education. This practice fosters respect for fundamental duties, Constitutional values, and the spirit of "Ek Bharat Shreshtha Bharat" among students and faculty. It encourages responsibility, global citizenship, and awareness of universal values such as truth (satya), righteous conduct (dharma), peace (shanti), love (prema), and non-violence (ahimsa). The ultimate goal is to produce ethical and socially responsible individuals committed to societal well-being.

3. The Context

In today's interconnected world, cultivating human values and professional ethics is critical for responsible citizenship and ethical leadership. Higher education institutions are uniquely positioned to shape students' ethical foundations and prepare them for societal challenges. **Mulya Pravah** bridges the gap between academic knowledge and real-world responsibilities by promoting a culture of responsibility, empathy, and respect for Constitutional principles. This holistic approach nurtures well-rounded, socially aware graduates ready to lead with integrity and drive positive societal change.

4. The Practice

The institution has identified eleven core values under **Mulya Pravah** and embeds them in the student and faculty community through various clubs and activities:

- **Respectfulness**: Promoted by the Gender Champion Club and NSS through gender sensitivity workshops and senior citizen support programs.
- **Harmony**: Fostered by the Ek Bharat Shreshtha Bharat Club and Happiness Club via cultural exchanges and collaborative projects.
- **Belongingness**: Emphasized through community-building activities organized by the Happiness Club, NSS, and Photography Club.
- **Integrity**: Reinforced through workshops on academic honesty and civic responsibility by the Electoral Literacy Club and Student Development Cell.
- **Accountability**: Driven by NSS, RRC, and Fit India Youth Club through fitness challenges and social welfare campaigns.
- **Global Citizenship**: Nurtured by the Literary and Photography Clubs through international awareness seminars.
- **Constitutional Values**: Taught through mock parliaments, human rights awareness sessions, and educational campaigns led by NCC and the Gender Champion Club.
- **Trusteeship and Sustainability**: Emphasized through rural development projects and environmental initiatives by the Unnat Bharat Abhiyan Cell and ECO Club.
- **Inclusiveness and Commitment**: Promoted through inclusive sports events, cultural festivals, and service-oriented programs.

5. Evidence of Success

The institution's **Mulya Pravah** initiative has shown significant success. The Gender Champion Club and NSS have organized gender sensitivity workshops and senior citizen support programs, promoting a culture of respect. The Ek Bharat Shreshtha Bharat Club has fostered national harmony through cultural exchanges, while the ECO Club's tree plantation drives raised environmental awareness. The Electoral Literacy Club's workshops enhanced civic engagement, and the Student Development Cell promoted academic integrity. Workshops on constitutional values and human rights helped students understand their civic duties, while rural development projects and mock parliaments reinforced the principles of trusteeship and sustainability.

6. Problems Encountered and Resources Required

Implementing **Mulya Pravah** activities posed several challenges. Securing financial resources for large-scale initiatives was difficult, and balancing academics with extracurricular participation was a major constraint. Coordination among multiple clubs required significant administrative effort, and logistical issues such as arranging transportation and coordinating with external agencies added to the complexity. To sustain the initiative, continued mentorship, funding, and institutional support, as well as stronger external partnerships, are essential.

Best Practice 2

1.Title of the Practice: Innovation and Entrepreneurship

2.Objective of the Practice

The institution aims to inspire and nurture an entrepreneurial mindset among students and professionals, equipping them with the skills and confidence to explore new ventures. By offering a comprehensive support system—including access to resources, mentorship, and networking opportunities—the institution seeks to transform innovative ideas into viable business solutions. Additionally, the institution strives to strengthen collaborations between academia and industry, fostering synergies that enhance research and development efforts. This approach bridges the gap between theoretical knowledge and practical application, accelerating the commercialization of innovative ideas and driving economic growth and societal impact. Through these efforts, the institution aspires to cultivate a vibrant innovation and entrepreneurship ecosystem.

3. The Context

In today's rapidly evolving global economy, fostering innovation and entrepreneurship is critical for driving economic growth, addressing societal challenges, and creating new opportunities. The Innovation and Entrepreneurship practice seeks to meet this demand by creating an environment where students and faculty are empowered to think creatively and develop real-world solutions. Emphasizing research-driven innovation, the practice encourages individuals to explore new ideas, take calculated risks, and bring their concepts to life.

4. The Practice

The institution promotes collaboration between academia and industry through joint projects, internships, and knowledge-sharing sessions, ensuring students and faculty are exposed to real-world challenges and can apply innovative solutions. The institution has also launched **Incubation Centers** that offer resources such as mentorship, workspace, and funding opportunities for budding entrepreneurs. Additionally, workshops and seminars on innovation, research methodology, ethics, Intellectual Property Rights (IPR), and entrepreneurship development educate participants on the legal and strategic aspects of innovation. These initiatives are supported by the institution's policies on research, IPR, and entrepreneurship, creating a robust ecosystem for innovation and entrepreneurial growth.

5. Evidence of Success

Sr.No	Activity	Remarks
1	Institution's Innovation Cell under the aegis of Institution's Innovation Council – MoE	Established in 2019, till date is successfully building an ecosystem for innovation and entrepreneurship
2	Incubation Center	**Crucible Eureka** The Institute has a centrally Air Conditioned Pre Incubation Centre. The Facilities available are, Work Stations, Meeting Room, Event Space, Conference Room, Computers, WiFi, Printer, Documentation Support, Pantry, Power Backups, Power Outlets, Fresh Room

3	Tecnia Institute of Advanced Studies – Innovation and Entrepreneurship Policy	w.e.f. 28.06.2022
4	No. of educational cum industrial tour/ visits:	26 interstate tours, 10 Delhi NCR visit and 02 virtual visits
5	No. of session for counseling and guidance by industry experts	40
6	Number of workshops/ seminar/ conference conducted on Research Methodology, IPR and entrepreneurship	55
7	No. of Industry Experts interacted with the students	62
8	No. of industry sponsored projects completed	21
9	No. of Business entity established	27
10	No. of students who are successfully contributing to their family business	470
11	No. of published patents	19

6. Problems Encountered and Resources Required

- Students often struggle to fully understand market challenges, highlighting the need for ongoing mentorship and strategic guidance.
- Continuous mentorship, networking opportunities, and encouragement are essential for students pursuing entrepreneurship beyond the campus. Support from the institution and family is crucial for success.

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

1. **ANNAPURNA KSHUDHA SHANTI**

Since 2017, the institute has actively contributed to addressing global hunger, aligning its efforts with the United Nations' Sustainable Development Goal (SDG) 2: Zero Hunger. This goal emphasizes ending hunger, improving nutrition, and promoting sustainable agriculture by 2030. The institute understands that hunger extends beyond food scarcity to include access to safe, nutritious, and sufficient food for all. Its commitment to sustainable and equitable access to food is central to creating a healthier society.

Inspired by the Hindu goddess Annapurna, the institute's initiative is grounded in values of nourishment and care. Annapurna, whose name translates to "provider of abundant food," symbolizes sustenance and generosity. Her mythological act of feeding Lord Ganesha embodies the purity and selflessness that the institute seeks to emulate. The initiative, Annapurna Kshudha Shanti, reflects these values, aiming to combat hunger while providing nutritious food that promotes long-term health. The program goes beyond filling stomachs; it emphasizes dignity, respect, and the humanity of its recipients, mirroring the benevolence of the goddess Annapurna.

Annapurna Kshudha Shanti serves approximately 500 people daily, providing balanced and nourishing meals. Recognizing that poor nutrition perpetuates poverty, the institute ensures the food is carefully prepared to meet the nutritional needs of its recipients. Each meal includes essential carbohydrates, proteins, vegetables, vitamins, and minerals, promoting health and vitality. Typical meals feature staples such as rice, lentils, vegetables, and seasonal fruits, ensuring recipients receive a well-rounded diet.

The program targets economically disadvantaged groups, including the poor, hospital patients' attendants, visitors to the Rohini District Court, and the institute's own students and staff. Many of these individuals struggle to access basic necessities, including food. By extending its services to these marginalized groups, the institute provides vital relief, while also fostering a sense of community and solidarity through the shared experience of a meal.

In addition to addressing hunger, the initiative instills social responsibility among students and faculty. By involving them in food preparation and distribution, the program encourages active participation in the global fight against hunger. Volunteering within the initiative serves as an educational experience, fostering empathy and compassion, while exposing participants to the realities of food insecurity and poverty. This hands-on involvement also reinforces important life skills like teamwork and leadership.

Annapurna Kshudha Shanti further promotes inclusivity by bringing people from diverse backgrounds together, fostering connections that transcend social and economic divides. The program's emphasis on locally sourced ingredients supports sustainability, aligning with environmental stewardship principles. This approach not only reduces the program's environmental impact but also contributes to the broader goals of sustainable development.

The institute's initiative is more than a charitable effort—it represents a sustainable and holistic approach to addressing hunger. By focusing on education, nutrition, and sustainability, Annapurna Kshudha Shanti serves as a model of how institutions can align their values with the Sustainable Development Goals, creating meaningful, long-term change in both their communities and beyond. As the world strives toward achieving Zero Hunger by 2030, initiatives like this will be increasingly vital.

2. CENTRE OF EXCELLENCE

- **UNIVERSAL HUMAN VALUES DEVELOPMENT CENTER: Empowering Holistic Education at Tecnia Institute** of Advanced Studies (TIAS) fosters academic excellence and

social responsibility, inspired by Dr. A. P. J. Abdul Kalam's vision. It promotes an inclusive, values-driven education system aimed at personal growth and ethical development.

Key Features:

- **Inculcation of Human Values:** Integrates values like empathy, ethics, and social justice into the curriculum.
- **Comprehensive Development:** Enhances students' interpersonal, social, and environmental awareness.
- **Student Induction Programme (SIP):** Introduces new students to TIAS's core values.
- **Workshops and Seminars:** Addresses global citizenship, ethical dilemmas, and social justice.
- **Mentorship and Counseling:** Provides emotional well-being and personal growth support.
- **Community Engagement:** Active involvement in societal development through Unnat Bharat Abhiyan.

The UHV Center plays a vital role in shaping responsible, socially conscious citizens, preparing them to face modern societal challenges with integrity and compassion.

- **CENTRE OF COMMUNICATIONS**

Centre of Communications: Excellence in Communication Education at TIAS aims to equip students with industry-relevant communication skills through practical training and industry engagement. The Centre enhances communication literacy, fosters creativity, and promotes collaboration between academia and industry.

Key Activities:

- Workshops on corporate communication, digital marketing, and content creation.
- Internships with media houses and PR agencies.
- Research in media studies and communication strategies.
- Certification programs in public speaking and media ethics.

Impact:
The Centre prepares students to be media-savvy professionals, ready to contribute to the evolving communication industry with technological proficiency and ethical grounding.

- **CENTRE OF MEDIA PRACTICES**

Centre of Media Practices: Excellence in Media Education at Tecnia Institute of Advanced Studies (TIAS), established in 2022, bridges the gap between media theory and real-world practices. As a Centre of Excellence, it provides students with hands-on training, cutting-edge research opportunities, and industry exposure through platforms like Tecnia TV.

Objectives:

- Practical training in digital, print, and electronic media.
- Promotion of media literacy and critical thinking.
- Innovation in marketing and communication strategies.

- Bridging academia and industry with collaborations and hands-on experience.

Key Features: Tecnia TV offers educational content, event coverage, industry engagement, and student-centric shows, fostering creativity and skill development.

Impact: With state-of-the-art facilities, the Centre equips students with technical proficiency and ethical awareness, preparing them for successful careers in media, journalism, and digital marketing. It promotes responsible, socially conscious content creation, making it a vital hub for media education.

- **CENTRE OF A.I. & ROBOTICS**

Centre of AI & Robotics: Fostering Innovation established in 2021-2022, the Centre of AI & Robotics at Tecnia Institute of Advanced Studies (TIAS) is a Centre of Excellence dedicated to advancing knowledge in artificial intelligence (AI) and robotics. It serves as a hub for research, innovation, and skill development, empowering students to meet the demands of the Fourth Industrial Revolution.

Objectives:

- **Research & Innovation:** Focus on machine learning, Robotics Process Automation (RPA), and autonomous systems.
- **Industry Collaboration:** Promotes real-world AI and robotics applications through partnerships.
- **Skill Development:** Hands-on training with cutting-edge tools.
- **Education & Knowledge Sharing:** Workshops, seminars, and collaborative projects enhance AI literacy.

Facilities: Equipped with robotic arms, drones, 3D printers, and LIDAR (Light detection and ranging) sensors, the lab offers advanced infrastructure for developing next-generation AI solutions.

Conclusion: The Centre prepares students for future technological challenges, positioning TIAS as a leader in AI and robotics education through innovation, collaboration, and hands-on learning.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

5. CONCLUSION

Additional Information :

The Institution has a best practice of Cross functional learning which has been included in AICTE best practices adopted by different institutions.

Concluding Remarks :

The Institution is striving to maintain quality standards as per the requirements of all the regulatory guidelines.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)** Answer before DVV Verification : 115 Answer After DVV Verification :78
1.3.2	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)** 1.3.2.1. **Number of students undertaking project work/field work / internships** Answer before DVV Verification : 1378 Answer after DVV Verification: 1334 Remark : Edited as per documents provided.
2.1.1	**Enrolment percentage** 2.1.1.1. **Number of seats filled year wise during last five years (Only first year admissions to be considered)** Answer before DVV Verification: {table1} Answer After DVV Verification : {table2} 2.1.1.2. **Number of sanctioned seats year wise during last five years** Answer before DVV Verification: {table3}
2.1.2	*Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years* 2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)** Answer before DVV Verification: {table4}

Table in 2.1.1.1 (Answer before DVV Verification):

2023-24	2022-23	2021-22	2020-21	2019-20
563	615	705	662	613

Table in 2.1.1.1 (Answer After DVV Verification):

2023-24	2022-23	2021-22	2020-21	2019-20
563	615	705	662	604

Table in 2.1.1.2 (Answer before DVV Verification):

2023-24	2022-23	2021-22	2020-21	2019-20

Table in 2.1.2.1 (Answer before DVV Verification):

2023-24	2022-23	2021-22	2020-21	2019-20
63	58	84	39	22

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
19	18	27	9	2

2.1.2.2. **Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
234	258	258	244	248

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
228	260	260	247	181

2.4.2 *Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)*

2.4.2.1. **Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
86	74	74	71	65

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
50	47	47	46	37

Remark : Edited as per documents provided.

2.6.3 **Pass percentage of Students during last five years (excluding backlog students)**

2.6.3.1. **Number of final year students who passed the university examination year wise during the last five years**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
581	604	605	460	689

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
587	604	605	460	689

2.6.3.2. Number of final year students who appeared for the university examination year-wise during the last five years

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
711	630	626	466	702

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
712	630	626	466	702

Remark : Edited as per COE document.

3.1.1 | *Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)*

3.1.1.1. Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
16.8	7.7	20	4.7	1.5

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
16.8	7.7	20	1.2	1.5

Remark : Edited as per Income & Expenditure statement provided.

3.2.2 | *Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years*

3.2.2.1. Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
4	13	20	18	5

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
2	9	10	8	3

3.3.1	**Number of research papers published per teacher in the Journals notified on UGC care list during the last five years**
	3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
43	27	63	25	24

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
32	05	36	21	19

3.3.2	**Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**
	3.3.2.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
1254	346	98	365	30

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
272	346	98	365	30

3.4.3	*Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.*
	3.4.3.1. Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
49	46	12	0	3

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
14	10	3	0	1

3.5.1	*Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.*
	Answer before DVV Verification : Answer After DVV Verification :116 Remark : Edited as per documents provided.
4.1.2	*Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years* 4.1.2.1. **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)** Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
84.63	142.93	74.64	210.80	88.44

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
81.09	142.51	74.64	210.80	87.88

4.4.1	*Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)* 4.4.1.1. **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)** Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
218.63	289.95	311.47	253.29	181.48

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
15.69	27.01	19.26	19.76	29.82

5.1.1	*Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years* 5.1.1.1. **Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
1717	1844	1675	1627	1080

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
1717	1844	1675	1627	1080

5.1.3 | **Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years**

   5.1.3.1. Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
1145	1081	921	522	475

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
995	990	875	480	350

Remark : Edited as per documents provided.

5.2.1 | **Percentage of placement of outgoing students and students progressing to higher education during the last five years**

   5.2.1.1. Number of outgoing students placed and / or progressed to higher education year wise during the last five years

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
214	380	435	351	516

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
210	350	410	320	495

   5.2.1.2. Number of outgoing students year wise during the last five years

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
581	604	605	460	689

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
581	604	605	460	689

Remark : Edited as per documents provided.

5.2.2	*Percentage of students qualifying in state/national/ international level examinations during the last five years*

5.2.2.1. **Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
53	54	64	65	19

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
12	40	50	55	12

5.3.1	**Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years**

5.3.1.1. *Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years*

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
18	15	24	5	1

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
1	4	1	0	0

5.3.2	**Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)**

5.3.2.1. **Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
46	38	37	19	42

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
27	30	22	14	21

6.3.2 **Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years**

6.3.2.1. **Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
96	91	62	33	53

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
68	70	40	00	00

Remark : Edited as per supporting documents provided.

6.3.3 *Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years*

6.3.3.1. **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP),** *Management Development Programmes (MDPs)* **professional development /administrative training programs during the last five years**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
98	90	78	50	107

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
87	77	78	37	92

6.3.3.2. **Number of non-teaching staff year wise during the last five years**
Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 120 Answer after DVV Verification : 105
1.2	**Number of teaching staff / full time teachers year wise during the last five years** Answer before DVV Verification: <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>105</td><td>92</td><td>92</td><td>91</td><td>91</td></tr></table> Answer After DVV Verification: <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>90</td><td>87</td><td>89</td><td>90</td><td>85</td></tr></table>
2.1	**Expenditure excluding salary component year wise during the last five years (INR in lakhs)** Answer before DVV Verification: <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>525.53</td><td>723.63</td><td>1061.71</td><td>741.36</td><td>576.10</td></tr></table> Answer After DVV Verification: <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>430.3</td><td>630.66</td><td>926.75</td><td>731.85</td><td>561.28</td></tr></table>

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