



# ACHARYA INSTITUTE OF GRADUATE STUDIES

(NAAC Re - Accredited 'A' Grade and Affiliated to Bengaluru City University)

Soladevanahalli, Bengaluru-560107

## Best Practices

### 1. Title of the Practice **Institutional Social Responsibility**

### 2. The objectives

- To achieve the vision and mission of the Institution that promotes holistic education
- To foster philanthropic nature in the student and faculty
- To strengthen the civil commitment and citizenship and thereby creating socially responsible citizens
- To create awareness among the student and faculty fraternity about the effects that individual action can have on the community
- To enable the student and faculty fraternity to develop their civic and managerial skills
- To extend learning beyond curriculum and groom empathetic citizens
- To enable the students to identify the issues and concerns of the society that seeks redress

### 3. The Context

Higher education must strive at providing holistic education which involves complete development of student's personality and facilitation of formal education. The goal must be to render them competent in academics, employable in job market alongside being morally upright. Thus, the Institution places importance to nurturing ethical responsibilities alongside transference of knowledge. The aspiring graduates are groomed to being individuals who grow up to being accountable for fulfilling their civic duty and serve the society which serves them indeed. The society is an invariable imbalance between the privileged elite class and the deprived downtrodden class. And, the victimisation of a class, sex and caste are the shortfalls of the developing society. The socially responsible citizens can assuredly bring the changes sought in the aforesaid domains of the society.

ISR activities play an instrumental role in moulding the students to be empathetic observers of the fellow citizens' problems motivate them to take up initiatives that aid in reducing the disparity between the rich and the poor reach out the needy with resources and uplift them from degraded lowly life.

### 4. The practice



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The purpose of higher education is not a narrow acquisition of knowledge but a broader development of civic sense encompassing humane values and service-mindedness. The Indian society is a developing country with a massive population struggling for existence by transcending the odds of their lives. An individual sense of responsibility must involve individual progress and progress of the society. The process of catalysing social progress mandates weeding out the impediments in the pathway to development. The youth thus must be encouraged to take up initiatives that promote social harmony, reduce the disparity between the classes/castes/sexes, uplift the downtrodden etc. The introduction of ISR activities is an initiative by the Institution that allows the teaching and student fraternity to internalise social values, interpersonal and managerial skills and reflect on issues that storm the immediate society that they live in and live with. The initiatives by the individual Departments and the Institution facilitates a real-time exposure to the problems around for the students and faculty fraternity. A personal experience and humble steps that they take in aiding a community as part of the ISR activity facilitates empathy, responsible behaviour and awareness of the societal issues. Departmental ISR activity is taken up by the students under the guidance of the faculty members. The students too, are encouraged to take the initiative and identify the Community Service activity. The practice involves planning, preparation, execution and evaluation. The Institution encourages the teaching faculty and students to take part in activities of the said nature. The students so far have reached out to government schools, old age homes, orphanages, farmers and villagers have attempted at educating them about the environment, need for basic literacy, atrocities against women, computer literacy, awareness on government schemes and benefits etc. The activities has led to the development of empathetic individuals with undue commitment to create a better society. The Institution believes that social responsibility activities cannot be contained in as instructional material rather may be facilitated through hands-on experience by involving the students and faculty in ISR activities.

### **5. Evidence of Success**

The conduct of ISR activities has had a considerable impact on the student and staff. The Institution's vision and mission promoting holistic education has been realized by the student and faculty fraternity alike. The faculty members have imbibed and internalised the values and have translated them to the students subsequently. The involvement in the activities have



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facilitated inter-personal skills, developed personal and managerial skills among the students. The students were observed to be mastering the skills of identifying the problem, planning initiatives to rectify the observed, and processing the initiative over the period during their graduation tenure. Noticeably, the alumni of the Institution continue to make noteworthy contribution to the society by serving the needy and creating awareness on surging issues of the hour. Apart from the individual initiatives by the alumni, service of varied kinds continue to be held by the Alumni association of the Institution. The ISR activity, on the whole, has been able to strengthen the ties between the individuals and society. The students and staff are observed to be growing empathetic and responding to the problems of the society. The ISR activity is well received by both the students and teachers. The student and faculty fraternity have come to the realisation the impact their actions can have to bring a change in world order.

### **6. Problems Encountered and Resources Required**

Time constraint is a major challenge as the teachers have to manage the regular classes on core subjects too. The Institution is an affiliated organization which must adhere to the defined guidelines given by the affiliated University. The students and faculty have to alter the schedule of the activities whenever the change in schedule is notified by the University. The altered exam schedules and change in re-opening dates affect the planned activities. Since the ISR activity is didactic in nature, preparing an instructional material is not a feasible idea. The instructional material on real-life applications is a major challenge. The activities despite its good will must be conducted in a manner that doesn't hurt the dignity of the audience. Few activities require involvement of the external agencies too. The assessment of the outcome of skills is not a measurable tangent. Qualified trainers are required to hold activities structurally right. Funds must be allocated to conduct and coordinate activities.

Best Practices -2

#### **1. Title of the Practice: Adoption of ICT Practices**

The Institution recognizes the role of the 'Digital India' programme as a revolutionary initiative of the central government which has the potential to transform India into a knowledge-based economy and digitally empowered society.

#### **2. The objectives**



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- To be part of the national mission on 'Digital India'.
- To impart technology-based education to the students.
- To enhance the digital infrastructure of the campus to promote online learning
- To shift into a paperless campus.
- To enhance e-governance practices in the campus.
- To improve digital literacy and digital skills of the students.

### **3. The Context**

The Covid – 19 pandemic struck a huge blow at theory and skill – based higher education. It necessitated a paradigm shift from offline mode to blended/online learning mode.

### **4. The practice**

In 2019, Acharya Institutes, rolled out its indigenous platform to facilitate online learning – “Acharya Alive”. The service is utilized by all the Institutions of Acharya Institutes including Acharya Institute of Graduate Studies. The platform is designed to facilitate optimal e – learning for students across various disciplines. Classes may be engaged on audio – video as well as only audio mode. The platform is equipped with screen – sharing facility which facilitates PPT and video – based learning. Break out rooms’ facility is available which allows faculty to facilitate small group discussions. Additionally, faculty have the option to also utilize the platform to share learning resources and provide assignments to students. Facility for recording classes is available too. Faculty member may conduct student polls or surveys on the platform. Attendance for classes is automated. Students can interact with faculty during classes by unmuting themselves or using the chat box to ask questions and clear their doubts. The online learning experience is also rigorously monitored for quality by Subject Matter Experts and management representatives.

### **5. Evidence of Success**

Over the last 2 years, the “Acharya Alive” platform has been a catalyst for optimal student learning. It has been a safe and secure learning space for students. Learning outcomes have continued to be good as is evident in student academic performance and class involvement. The virtual class room facility for the students allows the students to access study materials, power point presentations, video lectures etc. available on the platform.

### **6. Problems Encountered and Resources Required**



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The platform is a work in progress and is continuously upgraded by technical experts. Technical glitches that occasionally occur especially when class – load is high interferes with student learning experience. Though the team of experts devise timely innovative plans to tackle the issues, it remains a challenge in the teaching-learning. Adequate allocation of funds from governing agencies would be helpful to work towards appropriate and effective solutions.