

## 7.2 Best Practices

### Best Practice I

#### Fostering health and well-being

##### 1. Title of the Practice

Fostering health and well-being

##### 2. Objectives of the Practice

- To foster health and well-being
- To create a healthy teaching-learning environment

##### 3. The Context

Health awareness/promotion programmes enable the institution to establish an environment where health and well-being are recognized as critical components of the individuals' ability to learn, work and contribute to pedagogy.

##### 4. The Practice

The college believes in the adage 'A healthy mind in a healthy body.' During the pandemic, the college conducted health awareness programmes, sanitisation programmes, thermal scanning, vaccination drives and health/blood donation camps to foster health and well-being among its staff and students, and the community.

##### 5. Evidence of Success

- 138 units of blood was donated to Thalassemia affected children.
- 8 Health awareness days, 1 Blood Donation Camp, 2 health camps, 1 guest lecture and 2 rallies were conducted.
- Sanitizing solution-270 litres (hand sanitizer), 1440 litres (for disinfecting common areas) was prepared in the college during COVID-19.
- 223 COVID-19 vaccines were administered.

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

- Sanitization programme involved meticulous planning and effort.
- Intersectoral collaboration and coordination-challenge for organizing health camps
- Financial aid needed for Class-IV employees to avail health check up

## **Best Practice II**

### **Faculty Development Programmes (for quality assurance)**

#### **1. Title of the Practice**

Faculty Development Programmes (for quality assurance)

#### **2. Objectives of the Practice**

- To equip the faculty with modern methods of teaching and assessment
- To promote research and development

#### **7. The Context**

FDPs are one of the quality management practices that enable sharing of information within/among institutions on quality issues and promote generation of ideas for reinforced curricular practices and evaluation system.

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

Sustenance and enhancement of quality is a prerequisite for a higher educational institution. Despite the pandemic, the college continued to encourage professional development of the faculty. 11 FDPs were conducted (from June 2021 to August 2022) by various departments of the college to enable faculty members upgrade and upskill.

#### **4. Evidence of Success**

- Pedagogical implications of upgradation and upskilling:
- 37 lesson plans and case studies were prepared by the faculty; many of which received A grades.
- 10 viable and executable pedagogy models were created collaboratively by the faculty members.

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

- Large number of registrations but low participation
- Difficulty in providing hands-on experience, in a few cases