



## Best Practices 2023-2024

### Comprehensive Support System (CSS) – Fostering Well-being and Success

#### Objectives

1. Provide emotional, financial, and academic support to students, teaching, and non-teaching staff.
2. Foster a supportive institutional environment in demanding times.
3. Enhance overall well-being, retention, and success rates.

#### Context

**Target Group:** Students (from dysfunctional families, economically backward backgrounds, those affected by suicidal incidents, or anyone in need), Teaching Staff, and Non-Teaching Staff.

The underlying principles of this practice are **Inclusive and Equitable Support**, **Holistic Well-being**, and **Institutional Social Responsibility**. These are crucial in the current scenario marked by increasing diversity, socio-economic challenges, rising mental health concerns, and suicidal tendencies.

#### Practice

True to its logo “*Wisdom and Peace through Love*,” the institution’s management undertakes the following activities to support the community during challenging times.

##### For Students:

- Personal counselling services by the management, supplementing the college counsellor’s sessions.
- Fee exemptions and financial aid for economically deprived students identified by mentors or peers.
- Special academic support and mentoring for students at risk of dropping out due to dysfunctional family situations.
- Regular follow-ups and progress monitoring to ensure academic continuity and mental well-being.

##### For Teaching and Non-Teaching Staff:

- Emotional support, personal house visits, and counselling during personal crises (loss, sickness, etc.).
- Economic assistance (loans, advances) in cases of accidents, surgeries, or personal loss.
- Flexible work arrangements and leave policies in case of personal or family emergencies (e.g., terminal illness treatment).
- Professional development opportunities and recognition/rewards for outstanding performance.

**Uniqueness of the Program:** An integrated support system addressing academic, emotional, and financial needs through proactive identification, intervention, and inclusion of all members—students, teaching, and non-teaching staff.

#### Evidence of Success

- Increased student retention rates among those facing financial or emotional hardships.
- Higher satisfaction levels among supported students and staff, fostering a sense of belonging and community.
- Improved academic outcomes, reduced dropout rates, and enhanced institutional morale.

## Problems Encountered

- Limited resources and funding for large-scale interventions.
- Stigma and reluctance among stakeholders to seek help.
- Difficulty balancing institutional priorities with individual needs.

## Impact

1. Enhanced overall well-being and success across all sections.
2. Improved institutional culture, empathy, and social responsibility.
3. Increased staff morale, retention, and productivity.

By implementing the Comprehensive Support System (CSS), the institution demonstrates its commitment to fostering a supportive environment for all members of the academic community.

## Elevate – Upskilling School Teachers, an SFC Initiative

### Objective

Empower school teachers to become catalysts for healthy living and scientific literacy among high school students.

### Specific Objectives

1. Educate teachers on the significance of balanced diets and nutritional assessment to promote healthy lifestyle choices.
2. Enhance teachers' ability to guide students in making informed decisions about health and well-being.
3. Equip teachers with practical skills to design, conduct, and analyze basic biological experiments.
4. Foster scientific aptitude and experiential learning among high school students through trained educators.

### Context

The Department of Biochemistry and Nutrition organized a one-day hands-on training program for school science teachers. Around 14 faculty members from different schools participated. The program aimed to bridge the gap between theoretical knowledge and practical application in biomolecules and nutrition, fostering healthy lifestyle awareness and accurate nutritional education.

Similarly, the Department of Zoology organized a one-day training program for school teachers focusing on biological experiments. Approximately 15 teachers participated, guided by SFC faculty members. The initiative aimed to empower teachers to connect biological theory with practical application, enhancing classroom engagement and scientific curiosity.

### Practice

#### Department of Biochemistry and Nutrition:

- **Qualitative Analysis of Biomolecules:** Experiments on carbohydrates, amino acids, and lipids.
- **Bio-separation Techniques:** Demonstrations of chromatography and electrophoresis to separate and study biomolecules.
- **Nutritional Assessment:** Methods to evaluate health status and promote balanced diet awareness.
- Teachers participated in hands-on sessions to integrate these methods into classroom learning.

#### Department of Zoology:

- Demonstrations and hands-on training in basic biological experiments.

- Detailed explanation of data analysis and result interpretation.
- Discussions on nurturing scientific temperament and curiosity among students.

The program provided an interactive platform for teachers to gain confidence in conducting experiments and using them to enhance student learning.

### **Evidence of Success**

- Enhanced understanding of biochemical principles and nutritional assessment among participants.
- Teachers acquired practical classroom-ready experimental skills.
- Increased awareness of healthy diets and lifestyles, enabling teachers to influence students positively.
- Participants reported greater confidence in conducting and explaining biological experiments.
- Positive feedback highlighted the program's impact on improving teaching effectiveness.
- Teachers expressed readiness to implement learned techniques to foster scientific interest among students.

### **Problems Encountered**

- Limited duration of the program restricted in-depth exploration of advanced topics.
- Variation in participants' prior knowledge required additional guidance for uniform understanding.