

Vidarbha Youth Welfare Society's
INSTITUTE OF PHARMACEUTICAL EDUCATION AND RESEARCH
Borgaon (Meghe), Wardha (M.S.)

Best Practices
2018-19

Best Practice I

1) Title of the Practice: From stress to stress free with Yoga

2) Goal:

- a. Students should develop robust personality and become mentally happy human beings (affective)
- b. Students should develop positive attitude and an honest approach to life (cognitive)
- c. Students should learn to meditate and should develop positive approach in future navigations of their lives (psychomotor)
- d. Do yoga and live Nirogi, practice and experience

3) Context:

In current education, ecosystem traits like emotional intelligence, social intelligence and communication are valued highly along with IQ. Education, character and meditation are interlinked. Meditation is one of the most effective ways to build character. The practice though performed just once, helps students to understand the phrase “health is wealth”.

4) The Practice:

- a. The programme was run compulsorily by the college every year on Yoga day.
- b. Sessions were engaged by the team of external experts for 1 hr.
- c. Students are engaged in open air theatre of IPER to make them aware of healthy living.

5) Evidence of success:

- a. Improved concentration and focus
- b. Joyful and happy presence indicates well managed stress

Best Practice II

1) Title of the Practice: Guardian Teacher Student Cluster

2) Goal:

- a. Personal attention is not feasible due to large strength (60 students/class). A process of working with small target group is more convenient and gives better results. This is the main idea behind the formation of clusters. Following this idea, we have divided 60 students into three groups (20 students each) to solve their personal problems related to academics and other students life difficulties (specially for the entrants) (affective)
- b. Guardian teacher will look after the personal academic difficulties of students in each subject (cognition)
- c. To inculcate confidence in students (affective)
- d. To motivate students to participate in co-curricular and extra curricular activities (Psychomotor)

3) Context:

- a. The institute has observed over the period of time, the participation of students in co-curricular and extra-curricular activities are dwindling
- b. Students are not acquainted with writing skills required for writing unstructured essay type questions
- c. Students are very poor in English writing
- d. The enrollment that we get is mostly from rural background and socio-economic factors also affect their all round development

To overcome these challenges, a cluster is formed that helps students to develop interest in studies and for their active participation in co-curricular and extra-curricular activities.

4) Practice:

The practice of implementation is as follows

- a. The students enrolled in each year, from B. Pharm I to B. Pharm IV are divided into three groups called clusters of about 20 students each
- b. College circulates general notice (also displayed on students notice board) of appointment of Guardian Teacher for each cluster
- c. Cluster students and teachers have meeting as and when required
- d. In cluster meetings, students report about their academic or any other difficulties
- e. The guardian teacher guides the students and even at times communicate to other concerned teachers for their subject difficulties.

5) Evidence of Success:

The practice helped the students in

- a. Improving the academic performance
- b. Bridging the gap between students and teachers
- c. Personality development by uplifting their self confidence