



SHDCHE

SANT HARI DASS COLLEGE OF HIGHER EDUCATION

(RECOGNIZED BY NCTE, GOVT. OF INDIA, APPROVED BY DHE, GOVT. OF NCT OF DELHI, & AFFILIATED TO GGSIPU, DELHI)



CRITERION: 7 INSTITUTIONAL VALUES AND BEST PRACTICES

KEY INDICATOR- 7.2 BEST PRACTICES

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

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BEST PRACTICE:1

1. TITLE OF THE PRACTICE: INCULCATING LIFE SKILLS FOR EFFICIENT WORK CULTURE

In everyday life, the development of life skills helps students to find new ways of thinking and problem solving. Recognize the impact of their actions and teaches them to take responsibility for what they do rather than blame others. Build confidence both in spoken skills and for group collaboration and cooperation. The development of a child can be made possible by keeping all aspects of their personality in mind. A life skill is used to describe basic skills acquired through learning or knowledge. Also, the daily routine can be said to be a life skill.

2. OBJECTIVE OF THE PRACTICE

- To promote healthy competition among participants as they work hard to prove their talents.
- To enable the faculty to use their knowledge, attitude and skills.
- To help in developing skills as critical thinking, problem solving and decision making.
- To provide opportunity for realizing one's potential through practical experience.
- To develop interpersonal skills and adopt good leadership behavior for empowerment of self and others.
- To set appropriate goals, manage stress and time effectively.

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3. THE CONTEXT

Life skills also can include the ability of your emotions, finances, school performance, health, etc. If you are practicing life skills, so can improve a child's esteem, social competence, and confidence. You are increasing the life skills in your life. Life skills are the psychosocial competencies and interpersonal skills that help people make decisions, build healthy, solve problems, communicate effectively, and think critically and creatively. Maybe life skills are directed towards personal actions or actions towards others. Through Life Skills Education, learners acquire and develop skills such as critical thinking, problem solving, decision-making, interpersonal relationships, stress and anxiety management, effective communication, self-esteem, assertiveness and empathy. Life skills approach is an interactive educational methodology that focuses on learner centered, youth-friendly, gender sensitive, interactive and participatory learning. Life skills help individuals to deal with rapid changes brought about by modernization. The life skills approach aims at assisting adolescents to gain new ways of learning as well as control over their behavior and to take informed decision that can lead to positive values. Integrating life skills as part of education has some rationale. Due to the absence of life skills, not only personal lives but professional lives and careers get affected. Our institute takes up initiative and efforts by educating life skills, faculties can develop self-confidence in them. It makes them cooperative and communicative. It prepares them to take quick action in any unfavorable circumstances.

4. THE PRACTICE

Our institute organizes talks, seminars, FDPs which emphasize the importance of life skills in the workplace. It will cater to their need & demands, will ensure adaptability, helps deal with failure, assists in team collaboration and increases accountability.

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Our institute organizes webinar on self-care and wellbeing of women, webinar on importance of skill improvement for education and career success, role of multimedia in teaching learning process, yoga activities, success building workshop, workshop on computer literacy, webinar on skill development, corporate grooming program, health awareness program, lecture on entrepreneurship mindset, talk on communication skills, workshop on women empowerment. These programs will help in inculcating the following essential life skills:

1. Confidence skills.
2. Decision-making skills.
3. Stress alleviation skills.
4. Adjustment skills in adversity.
5. Self-awareness skills.
6. The skill of negative tendency towards wrongdoing.
7. Positive behavior.
8. Critical Thinking.
9. Society's skills towards each other.
10. High-level skills

In the present context and scenario the education is undergoing a revolutionized change regarding science & technology, globalization and societal change. Today we are facing many emerging issues such as global warming, global pandemic, social, emotional, physical and psychological issues. Cut-throat competition, unemployment, lack of job security, etc. are some of the major concerns for the educated and as a result, they are caught in the mad race. Life-Skills Education as defined by the UNICEF "a behavior change or behavior development approach to address a balance of three areas; knowledge, attitude and skills".In general Life skills Education contributes to good citizenship, quality of life, quality and

efficiency of the education system the promotion of lifelong learning.

5. EVIDENCE OF SUCCESS

The success of all the activities taken is evident from the fact that it has a positive impact on the working culture of the faculties. They have shown resiliency at the workplace, they learn from the opportunity and grab it whenever it comes to them. It helped them in the promotion of peace, socialization, preparing them for changing social circumstances. With inculcating these skills it keeps them physically fit and gives mental peace too, it enhance them professionally which is very much seen in their work. This has created a congenial and conducive environment to learn, grow and achieve new heights professionally.

6. PROBLEMS ENCOUNTERED

Although all of them adopted it but there were constraints too, the major challenges in implementation of life skills include the time constraints, fear of failure, poor learning experience, negative past experience, these were some of the problems which were faced during the activities. Apart from this some of the personal factors also influence the learning process as age, maturation, motivation, perception, needs and interests, emotional condition etc.

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BEST PRACTICE:2

1. TITLE: MENTAL AND PHYSICAL WELLBEING OF STUDENTS TO OVERCOME PANDEMIC REPERCUSSIONS.

2. OBJECTIVE

- To identify and overcome the covid-19 pandemic side effects
- To Treat Covid-19 repercussions
- To promote community participation in the mental health service development and to stimulate efforts towards self-help in the community.
- To overcome the Anxiety, Depression and behaviour problems in the students.

3. CONTEXT

One of the biggest global crises in generations, the COVID-19 pandemic has had severe and far-reaching repercussions for health systems, economies and societies. Countless people have died, or lost their livelihoods. Families and communities have been strained and separated. Children and young people have missed out on learning and socializing. People grapple with the health, social and economic impacts; mental health has been widely affected. The pandemic brought a complex array of challenges which had mental health repercussions for everyone, including children and adolescents. Grief, fear, uncertainty, social isolation, increased screen time, and parental fatigue have negatively affected the mental health of children. It decreases in mobility, walking, and physical activity, and increases in sedentary activity.

4. PRACTICE

To overcome the impacts of pandemic institute involved in various activities were initiated in collaboration with NGOs like, Sashkt Bharat Nirman Educational and welfare foundation and Local Development committee (RWA) Qutubvihar-II.

- Our institute organized webinar on self-care and wellbeing in association with santharidass hospital and NGO.
- Sant Hari Dass college of Higher Education in association with Sashakts Bharat Nirman Educational

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and Welfare Foundation (NGO) organized a webinar on self care and Wellbeing of Women.

- Under the aegis of “Azadi Ka Amrit Mahotsav”, SHDCHE organized “Tree plantation & Swacchata Abhiyaan” in association with Sashakt Bharat Nirman Educational and Welfare Foundation (NGO). On the same day institute also conduct “HAR GHAR TIRANGA” students played Nukkad Natak to bring awareness about the Govt. initiative of swacchta abhiyaan.
- Short term Continued Education Programme “Yoga Aur Swasthya”.
- Work Shop on Health and Hygiene
- Health Awareness Programme
- Organizing health camp for students
- Guidance and Counselling session for students

5. EVIDENCE OF SUCCESS

It was very successful and informative for all of us as we were facing such problems since pandemic. It spreads awareness about health and hygiene among all. It make them feel good - boosting self-esteem and helping all to concentrate and feel better. Good personal hygiene is one of the best ways to protect yourself from getting gastro or infectious diseases such as COVID-19, colds and flu. Maintaining good personal hygiene will also help prevent you from spreading diseases to other people.

6. PROBLEMS ENCOUNTERED

Organizing workshops in community and resource arrangement were quit challenging. Overall it was not as challenging.

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