

## **D. Y. Patil Education Society (Deemed University), Kolhapur**

### **Best Practices**

#### **Best Practice No.1 - YOGA PRACTICE IN LEARNING ENVIRONS**

1. **Title of practice:** Yoga practice in learning environs
2. **Objectives of the Practice:** To inculcate in students the habits of self-control, discipline and improve knowledge and adoption of Indian cultural practices through introduction of Yoga practices within the teaching-learning spaces of the University.
3. **The context:**

Today's learner operates and performs in a fast-paced and exacting society with the potential stresses of continuously evolving technologies, increasing competitiveness, rapid knowledge escalation and need for regular updating of skills. This is in addition to personal and life goals that merge with the professional in the continuum of their careers.

Skills of self-control, self-discipline and the ability to handle stress in addition to improving attention and mental well being are some traits that Yoga can actualize with ease and no financial outlay. These are in addition to benefits to physical health. If students are acquainted and trained in simple yogic practices the skills will stand them in good stead for a long time. Also, it will provide a realistic and first-hand experience of the benefits of yoga which potentially could persuade therapeutic options offered to patients.
4. **The Practice**

The benefits of Yoga are universally acknowledged and scientifically proven. The need for more and more youth to garner the benefits of this ancient practice was realised. The following practices were put in place within the University:

  1. Faculty were trained in simple yogic practices by a faculty member who is also a recognised teacher of the Patanjali Yog Samhiti. Two training sessions were taken for a group of one faculty member from each department.
  2. All departments spend 10-15 minutes at the start of their practical class when students are taught and then asked to practice simple postures, meditation and breathing exercises as per yogic system.
  3. In the hospital students spend 10 minutes before the clinics in different departments to practice yogic exercises or meditation with deep breathing exercises.
  4. For those keen on learning more, the Yoga Lab offers the equipment, space and training within the campus.
5. **Evidence of success:**
  - a. Students and faculty are continuing with this practice for last 2 years within the limitations of space and time. Dharana, Pranayam
  - b. Some departments included asanas in their yoga sessions
  - c. Feedback from students has been positive about the practice being conducted.

- d. Students have been motivated to participate in a study being conducted by the Yoga Lab on Yoga
  - e. The establishment of Yoga classes for the ante-natal mothers in the hospital has become a success
  - f. Students and faculty participate in the International Yoga Day celebrations at the hospital, nursing college and university each year.
6. Problems encountered and resources required:  
No real problem was encountered. However, few teachers took some time to adjust to this new practice and become comfortable with doing the yoga exercises with students.  
Resources required: Capacity building amongst faculty, willing faculty and space for those faculty/departments who also included asanas in their yoga sessions.

## **Best Practice No.2 - LMS FOR ADMINISTRATIVE EFFICIENCY**

1. **Title of practice:** LMS for administrative efficiency
2. **Objectives of the Practice:** Optimal utilization of available ERP to assure quality and enhance efficiency of the administrative work within the University and its constituent units.
3. **The context:**  
Teaching faculty in Health Sciences institutions are entrusted with academic, clinical, research and administrative duties. Ensuring quality in these multiple areas in addition

to personal and professional development mandate a need to overcome challenges of time and prioritization. In addition, quality assurance transactions increase need for documentation and record keeping. To facilitate ease of routine, banal and yet elemental obligations of administrative duties, ICT through the ERP offers an efficient and transparent alternative.

Use of ICT also reduces the amount of paper that is used at all levels.

#### **4. The Practice:**

ERP with a Learning Management System was introduced in 2017 in a phased-manner with different modules introduced to relevant users. However, well acknowledged challenges of familiarity with software, software customization, setting up tailored systems, individual proclivities for computers had to be overcome. Several steps were taken for the same:

1. Capacity building of faculty through multiple training sessions by experts
2. Responsiveness of software developers and engineers to faculty problems was ensured to allow for ease of participative development of the final module
3. Prompt resolution of identified problems was made for user-related challenge in form of guidance, hands-on training and repeat trainings
4. Prompt modifications of software to suit institutional needs was undertaken through the team of developers and IT experts seated in-house.
5. Introduction of different functions of a given module in a phased and progressive manner reduced the disquietude of sudden change.
6. Individual logins are given to each faculty which gives them access to their password-protected accounts. Administrators and authorities have access to only those relevant sections of individual faculty accounts that are related to departmental work.
7. Identification of those functions for individual faculty or departments that were linked to necessary outcomes such as leave sanctions, salary linkage to online-attendance, indent of stationery or laboratory chemicals was done. This ensured higher willingness to use the ERP/LMS by faculty and staff.
8. Leave functions have been transferred to the ERP. Advance applications for leave are made online and if recommended by HOD, forwarded to Head of Institution for approval. In the event that the HOD does not make his or her recommendation within 48 hours, the leave application is forwarded directly to Head of Institution to be disposed off at discretion
9. Duty Leaves for attending conferences, presenting papers/posters, taking examinations are also made on the ERP. Final sanction of the approved leave is done when the faculty uploads the certificate of attendance, paper presentation and any distinction or award conferred on the faculty.
10. Indent for items of regular use in departments is also made online through the demand note in the ERP.
11. Attendance of all faculty is taken through biometric system which is linked with the ERP. This has made computation of salary simpler, transparent and made faculty more accountable for adhering to timings, applying for leave, etc.

12. Circulation of notices, circulars, teaching schedules, minutes of meeting, news about departmental activities and reports are done through the ERP/LMS.

**5. Evidence of Success:**

1. Faculty profiles are uploaded and available on the LMS module of the ERP with regular updates by the individual faculty providing the authorities with a depository of all academic and research work done by faculty over time. This facilitates generation of data, submission of official data to authorities etc.
2. All leaves are now applied, recommended and approved entirely through the online system. This ensures leave calculation is transparent and fair and record-keeping is precise.
3. Records of conferences attended, papers presented are transparent. Also, deficient or excess duty leave being taken can be identified.
4. Online indenting saves paper and allows for inventory control. Monitoring usage of individual departments and different heads of expense allows for improved managerial and fiscal accountability.
5. Faculty grouses with salary computation have reduced drastically.
6. Efficient of information flow, transfer of data and response to queries within departments has been enhanced.

**6. Problems encountered and resources required:**

**Problems encountered:** These were mainly in two areas

- a. Qualms of faculty to shift from habituated paper-based system to the online mode for administrative work
- b. Ongoing need for customization of software as usage of the modules increased.

**Resources required:**

- a. A flexible and modifiable framework of software being used
- b. IT team willing and able to make modifications as per need
- c. Regular and continued training, guidance and hands-holding of users by IT experts
- d. Patience and belief in faculty and staff.

7. Readiness for online learning is not a success factor. The system has many features like chat and forum but most of the faculty and students use the LMS as a basic content management system. Motivating the students and faculty to use the system is important. Investigating the impact of the LMS characteristics in the system success is necessary.

