

REPORT ON THE TWO-DAY FACULTY DEVELOPMENT PROGRAMME "SUSTAINABLE WELLNESS: BUILDING RESILIENT MINDS"

1. Introduction

A Two-Day Faculty Development Programme on **"Sustainable Wellness: Building Resilient Minds – An Initiative for Developing Student Support Ecosystem in Higher Educational Institutions"** was organized by the **Andhra Pradesh State Council of Higher Education (APSCHE)** in association with **Acharya Nagarjuna University (ANU), Guntur**, with the support of **RUSA 2.0, ANU**.

The programme was held on **19th and 20th August 2026** at the **Dr. H.H. Deichmann & Dr. S. John David Auditorium, Acharya Nagarjuna University, Guntur**.

The programme focused on strengthening student-support systems in higher educational institutions and emphasized the importance of student well-being, safety, emotional resilience, early identification of distress, counselling, mentoring, referral mechanisms, grievance redressal, and institutional preparedness.

The insights gained from the programme are highly relevant in strengthening existing student-support and welfare mechanisms at our College.

The programme provides useful direction for further strengthening:

- Student mentoring and counselling systems.
- Faculty sensitization and awareness programmes.
- Early identification and referral mechanisms.
- Grievance Redressal mechanisms.
- Anti-Ragging and student safety measures.
- Parent-Teacher interaction and communication.
- Life-skills and wellness programmes.
- Inclusive and student-friendly campus practices.
- Orientation programmes for students on available support systems.
- Collaboration with qualified professionals and external support agencies wherever necessary.

The learnings may also be integrated into the activities of the college committees, clubs and student-support cells so that student welfare becomes a continuous and coordinated institutional practice.

Personal Reflection

Participation in the programme provided valuable exposure to contemporary approaches to **student wellness, resilience and institutional support systems**. It reinforced the understanding that the role of an educational institution extends beyond imparting academic knowledge. A higher educational institution must also create an environment in which students feel **safe, respected, supported and encouraged to grow**.

The programme particularly highlighted the importance of moving from crisis response to **prevention, early identification and timely intervention**. As educational leaders, it is important to ensure that institutional systems are accessible, responsive and student-centred.

Conclusion

The Two-Day Faculty Development Programme on "**Sustainable Wellness: Building Resilient Minds**" was highly informative and relevant to the present needs of higher education. It provided valuable perspectives on building resilient students and strengthening institutional systems for student welfare.

The programme has reinforced the importance of adopting a **whole-institution approach to student wellness**, involving administrators, faculty, mentors, counsellors, parents and students in creating a healthy and supportive educational environment.

The knowledge and insights gained from the programme can be effectively utilized to further strengthen student-support initiatives at **our College**, thereby contributing to the development of a **safe, inclusive, compassionate, resilient and student-centred campus**.

Major Learning Outcomes

The programme provided valuable insights into the need for a comprehensive student-support framework in higher educational institutions. The major learnings included:

1. **Student wellness is a collective institutional responsibility** and should not be confined to a single department or individual.
2. **Early identification is essential** for ensuring that students facing difficulties receive timely and appropriate support.

3. **Faculty members play a crucial role** as they interact with students regularly and can notice changes in academic performance, attendance, behaviour and engagement.
4. **Mentoring and counselling systems need to be strengthened** so that students have trusted avenues through which they can seek assistance.
5. **Referral mechanisms should be clearly defined**, enabling institutions to connect students with appropriate professional or specialized support whenever necessary.
6. **Institutional policies should be preventive and proactive**, rather than responding only after serious concerns arise.
7. **A positive and inclusive campus culture** contributes significantly to student confidence, belongingness and overall development.
8. **Student support should be integrated with academic development**, as emotional well-being and academic success are closely connected.





Two - Day Faculty Development Program on **SUSTAINABLE WELLNESS: BUILDING RESILIENT MINDS**

AN INITIATIVE FOR DEVELOPING STUDENT SUPPORT ECOSYSTEM IN HIGHER EDUCATIONAL INSTITUTIONS

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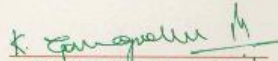
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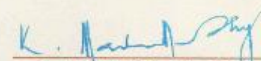
ACHARYA NAGARJUNA UNIVERSITY

Sponsored by **RUSA 2.0, ANU**

Participation Certificate

This is to certify that **Mr./Ms./Dr./Prof. Shantha Kallur**, St. Joseph's Degree College, Kurnool has participated in the Two-Day Workshop on "**Sustainable Wellness: Building Resilient Minds**" at Dr. H.H. Deichmann & Dr. S. John David Auditorium, Acharya Nagarjuna University, Guntur organized by **Andhra Pradesh State Council of Higher Education**, Mangalagiri and **Acharya Nagarjuna University**, Guntur from 19.08.2026 to 20.08.2026.


Prof. K. Gangadhara Rao
Vice-Chancellor
Acharya Nagarjuna University


Prof. K. Madhu Murthy
Chairman
APSCHE - Mangalagiri