Post Graduate Government College for Girls, Sector 42, Chandigarh

2019-2020

BEST PRACTICE: 1

1. Title of the Practice:
   ICT- Teaching Learning Resource

2. Aim of the Practice:
   ICT as teacher learner Resource has been unequivocally adopted by teachers in our institution and has become an integral aspect of the teaching-learning processes. A distinct increase in the exposure to educational ICT through curriculum integration has resulted in a positive impact on student achievements, especially in terms of **Knowledge, Comprehension, Practical skills** and **Presentation skills.**
   It also provides opportunities to teachers and students to share resources, expertise and advice; to store, manipulate, retrieve information and encourage independent, active, responsible learning.

3. The Context:
   Initially, the challenge was to effectively incorporate ICT with long established teaching practices. However, gradual integration has resulted in engaging students in activities that enhance their cognitive skills and enables them to solve complex problems. The constructive influence of IT has led to ICT competence, computer self-efficacy and professional development which is adequately facilitated by infra-structure, accessibility and technical support. Special efforts are made to provide continual training in the pedagogical issues which convinces faculty of the value of using ICT. A majority of the staff members have effectively incorporated ICT in their teaching-learning process.

4. The Practice and its implementation:
   The focus of our endeavours has been to integrate ICT in our teaching practices to improve students' knowledge pool. This process has two components:
   a. Technological aspect which supports the integration of technological infrastructures and systems into the educational environment. This includes ICT resources and applications / media and method of delivery.
   b. Pedagogical aspect which supports the integration of ICT materials and programs in terms of social constructive learning principles. The convergence of these two aspects thus promotes an effective learning environment and results in:
   * Strengthening the learning process of students
   * Developing high level cognitive skills and
   * Supporting individual differences of students.
   In our college, the ICT was introduced in a phased manner. Initially, the faculty was introduced to ICT as teaching learning resource through a two day workshop on e-content development and demonstrating the application of ICT in education. This was followed by providing finances by the Chandigarh administration for the purchase and establishment of requisite infrastructure in the form of provision of 19 smart class rooms and provision of 49

laptops to the faculty members There after the department of Computer Applications of the college organised a number of computer literacy and usage workshops in the college to provide necessary help to the faculty in content development and usage of infrastructure. All this helped in smooth transition from traditional delivery method to ICT integrated teaching learning approach besides inculcating interest among the faculty. At present our entire teaching and non- teaching staff is ICT literate. Through ICT, teachers have been able to create interactive classes and make the lessons more interesting.

5. Evidence of Success:

- The extensive use of ICT in our institution has revamped information sharing and communication at the administrative and intra-departmental level.
- College Website: The website act as a mirror of the college activities and information about all activities, important notices, etc are made easily available to the outsiders.
- ICT is used for services like copy of salary certificates, internal communication between the employees.
- Dedicated domain ID for all faculty members and students with GSuite for Education for collaborative working in the college.
- Biometric attendance (face and fingerprint recognition) is compulsory for both the teaching and non-teaching staff members.
- Direct submission of assessment to Panjab University of internal assessment and examination forms is an on-line process.
- Students in various departments submit assignments/ projects on-line. Presentations made by students are through ICT.
- Nebero Systems is used for Firewall and Bandwidth Management in the college.
- CCTVs (surveillance cameras) have been installed at strategic places on campus and are constantly monitored by the Principal and Superintendents who are ably assisted in this task by the IT team.
- E-Campus software hosted over the DHE website, www.dhe.chd.gov.in, is used for online admissions, students' return, examination etc.
- During the pandemic both the students and faculty members make extensive use of online teaching learning tools and social media platforms like WhatsApp, Facebook, Twitter, Instagram and emails for communication. Faculty members made use of Google forms to conduct exams and quizzes and test the students'.
- Library is fully automated and RFID enabled which helps in tracking the collection of library with ease.
- Web-OPAC (Online Public Access Catalogue) makes for easy access to the library resources.
- Webinars and workshops are conducted regularly on latest topics for all the students and staff.

6. Problems encountered and Resources Required:

The key challenge is the optimum utilization of IT/ICT.
One of the implementation issues relates to of the up-gradation of infrastructure. Out of 52 classrooms only 22 are smart class rooms. As a result only a few faculty members get the opportunity to use them.

Also the specific language software (Hindi / Punjabi) is not easily available. Developing ICT ready classrooms is too expensive to afford for the college. Lack of technical staff for the maintenance of ICT equipments is yet another limitation of ICT.

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BEST PRACTICE – 2

1. Title of the Practice:
Faculty Sponsored Fund for Poor Brilliant Students

2. Aim of the Practice:
As stake holders in community service and development, the college faculty remains actively involved in raising funds and contributing personally towards providing financial aid and prescribed books to poor brilliant students of the college. The college caters to the academic needs of all strata of society. A major component of this, however, belongs to the lower strata of the society and every year a number of students who seek admission in the college are unable to pay their fee or buy books. Since the govt. and other agencies provide limited amount as scholarships and that too after the first instalment of fee has been paid, the faculty voluntarily contributes, involves family and friends and approaches NGOs in this sterling endeavour.

3. The Context:
The implementation of this noble practice was not easy since initially some faculty members raised concerns about how it would be ensured that only genuine cases will be entertained for the purpose. To address this issue, a committee was formed which interviews needy students, check their credentials and the financial background before handing over the money. The aid rendered varies from partial payment of fee to full payment depending upon the course and the financial condition of the student. These students are also told to show their fee slip and ensure that they would score more than 60% to avail this aid in future. Every year approximately 2 lakh rupees are disbursed among the students for fee and books.

4. The Practice and its implementation:
1. The uniqueness of the practice lies in the fact that the faculty helps students from technical and specialized and even self–financed courses which do not have the option of fee concession under any Govt. schemes. These include:
   a. Bachelor of Computer Applications
   b. B.Sc. (Microbial Biotechnology)
   c. B.Sc.(Biotechnology)Honours
   d. M.A.
   e. M.Com. etc.
2. Poor Student Aid Fund is constituted to help the meritorious students of different UG and PG courses. During the year, 80 students were given financial assistance under this fund.
3. Students of SC/ ST category of the college were given free stationary.
4. Around 180 students from different courses were given 50% concession in the tuition fee during the year.
5. In another endeavor, a fixed deposit has been instituted in the memory of our beloved colleagues: Ms Beena and Ms Amarjit in State Bank of India, Sector 42 Branch, Chandigarh. Out of the interest accrued, toppers of all classes are given cash scholarships.
6. Another set of scholarships have been instituted by certain faculty members in the memory of their parents. These include: Lakshmi Devi memorial Scholarship by Dr. Dalip Kumar in memory of his mother and Dr. Darshan Singh Maini Memorial Scholarship instituted by his daughter Dr. Irma Maini, a former colleague.

7. Pranshu Anmol Scholarship was startedby Mr. T C Garg, Associate Professor in Commerce, in memory of his late sonsPranshu and Anmol amounting to Rs. 22000/-. He also donated an amount of Rs. 51000/- in the college annual commerce fest "Comenzer" for the meritorious students.
8. Some other scholarships include :
    a. Saroj Vasudeva Memorial Trust
    b. Daulat Ram Mehndiratta Charitable Trust
    c. Marubeni India Meritorious Scholarship
    d. Central Sector Scheme of Scholarships for College and University Students
    e. HDFC Education Crisis Scholarship
    f. Navtej Singh Memorial Trust Society
5. 40 students from different undergraduate courses were given laptops free of cost under the e-Snatak Scheme for Priority Household.
6. The faculty members have also been instrumental in involving NGOs through their personal contacts to fund poor brilliant students.

5. Evidence of Success:

Due to the efforts and contribution of the faculty, many students are able to continue and complete their studies and purchase books. It is pertinent to mention that since it is a voluntary practice most faculty members including the Principal donate money generously as and when the need arises and most of them do not keep a record of what they donate year after year. As evident from records, around 650 students benefited under various welfare schemes of the college.

6. Problems encountered and Resources Required:

The main problem encountered is in identifying NGOs and other agencies which are ready to help. Finding genuine beneficiaries for this noble effort is a tedious and ongoing process.

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