



BEST PRACTICES DATA BASE

Learning through Sustainable Innovations

INTERNAL QUALITY ASSURANCE CELL INITIATIVES



POST GRADUATE GOVT. COLLEGE FOR GIRLS

SECTOR-42, CHANDIGARH - 160036

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BEST PRACTICE – 3.1

1. Title of the Practice:

GENDER DNA: Knowing Ourselves and Empowering Ourselves

2. Aim of the practice:

The primary goal of the college is to provide holistic education to girls and to afford an opportunity for them to develop their potential and intellectual faculties. The Gender Equity and Non- Discrimination Society of the college endeavors to facilitate them with an awareness and capacity building programme which rests on the principle of “Gender DNA: Knowing Ourselves and Empowering Ourselves”. The chief objective of this healthy practice is to enable young girls to participate in the process of identity formation, decision-making and personality development. Consequently, they develop an understanding about the need to break free from old discriminatory stereotypes and to undergo attitudinal changes so as to enhance positive self- esteem and confidence. In emancipating them, the college contributes substantially in the growth of the comprehensive intellectual; emotional, social, physical, artistic and creative potential of the students. This, in turn, will contribute to create a society based on equality and justice.

3. The Context: Gender DNA

Decision Making, Negotiation and Action addresses issues pertaining to multiple marginalization existing in society at economic, social, caste and gender levels. The Gender Equity and Non- Discrimination Society provides a platform to the students to voice their fears and worries, ‘break the silence’ and seek alternatives to oppressive socio-cultural systems. This forum sensitizes them with the need to question the subaltern structures and the dynamics of oppression prevailing in society. Since girls remain the most vulnerable - both within and outside the home, these complex issues need serious consideration and concrete action. Young girls are encouraged to develop a sense of empowerment through innovative processes and activities, to identify discriminatory practices, negotiate and make informed choices. This is an emancipating process and we notice a marked difference in the attitude of the participants. Thus, the students not only realize their potential but also become spirited participants in society as agents of change.

4. *The Practice and its implementation:*

Gender Equity and Non-Discrimination Society aims to work towards creating a 'Gender Equal and Gender Just' social system and have done a commendable job in awakening young girls to social concerns. A wide range of events are planned and spread over the entire session and incorporate a number of thought-provoking and engaging activities.

5. *Evidence of Success:*

One of the main accomplishments is the uninhibited manner in which discussions take place. In the Context of young girls 'breaking the silence' becomes significant. This forum offers alternatives and enables them to gain control over their own lives. Subsequent follow-up meetings are an effective method to gauge the impact of sensitization and keep up the level of involvement of the students. The consistent increase in the number of participants is a positive indicator of how well this practice has been received by the students. There are numerous instances where Gender DNA has helped students overcome precarious situations pertaining to exploitation. Sensitization drives on issues such as Legal rights of women, female exploitation, women empowerment and well-being etc. are carried out regularly. These in-house institutional mechanisms are extraordinary in many ways. The college administration and proficient faculty maturely handle issues in a sensitive manner instead of referring them to Commissions /Govt. agencies. This is a major contribution and accomplishment of the institution to the cause of girls especially in the present Indian scenario.

6. *Problems encountered and Resources Required:*

Earlier, the process of getting funding sanctioned to conduct workshops was often tedious and daunting. However, this challenge has been temporarily resolved with the latest collaboration with the NGO Jagori Grameen, Dharamsala who have consented to fund the workshops on Gender and Reproductive Health for the next two years. One of the other constraints pertains to the fact that students coming from outside the tri-city are unable to use state mechanisms as intervention methods since they live away from Chandigarh and are not familiar with the processes in their local areas. In few cases, our interventions remain limited since the students may not disclose the full details of the incident. The resources are required for arranging / conducting extension activities for sensitizing students about relevant issues and their solutions.

7. *Any other relevant information:*

It is appropriate to mention that this model has been systemized & evolved after much deliberation to address the emerging issues related to the young girls in present sociocultural milieu. Hence, this model may be considered for emulation by other institutions. We would be pleased to collaborate as facilitators & coordinators for such endeavors.

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BEST PRACTICE –3.2

1. Title of the Practice:

Faculty Research Promotion Endeavours

2. Aim of the Practice:

The main goal of this practice is to promote a research culture amongst the faculty. The other subsidiary goals are as below:

- To enable the faculty to develop a scientific temper;
- To undertake research projects from different funding agencies;
- To organize national / state conferences / seminars / workshops;
- To facilitate travel, grant assistance for national and international academic programmes;
- To motivate the faculty to participate in Academic Bodies like Senate/ Syndicate, Board of Studies, Academic Council, and various faculty of the affiliating university and
- To encourage faculty to publish research papers in UGC approved journals.

3. The Context:

Initially, there was low enthusiasm for academic enhancement amongst the faculty. However, consistent efforts have been made to encourage the faculty members to cultivate the research temper by organizing workshops, personal interfaces, and staff meetings. This endeavor disseminates information about upcoming conferences, seminars, funding agencies etc. and the consequent advantages of remaining updated academically.

4. The Practice and its implementation:

The main motive of this practice is to achieve academic excellence. IQAC from time to time informs the faculty about various research announcements/ notices of different funding agencies. The college regularly also organizes various activities like FDPs, webinars, conferences, workshops, seminars etc. related to research. Conducting research, especially interdisciplinary research, entails sufficient monetary resources. The college constantly works to obtain new grants and financial support from governmental bodies, authorities, agencies as well as engage in collaborations with other academic institutions, in order to pursue its research agenda. The college is also in the process of getting the necessary administrative approvals for publishing its own research journal. The college has the subscription to Plagiarism Check Software, that promotes quality research.

The college has Panjab University approved Research Center in Zoology that facilitates the staff and students to conduct their research competently.

The staff is also given incentives in the form of duty leaves, travel grants etc. to promote their participations in various research endeavours.

5. Evidence of Success:

This practice acts as a tool for quality enhancement and sustenance and has gained popularity over the years. The quantum of its success can be judged as per details below:

S. No.	Particulars	Link
1	Faculty as Research Guides	https://www.gcg42.ac.in/research-scholars
2	FDP, Orientation Programs and Refresher courses participation by Faculty	https://www.gcg42.ac.in/medias/media/other/1736/fdp-2016-17-to-2020-2021.pdf
3	Research Projects	https://www.gcg42.ac.in/research-projects
4	Faculty Publications	https://gcg42.irins.org/
5	Research related Activities organized by the College	<ul style="list-style-type: none"> • https://www.gcg42.ac.in/medias/media/other/1527/webinar-report-2021-2022.pdf • https://www.gcg42.ac.in/medias/criteria/1666856031.pdf • https://www.gcg42.ac.in/medias/criteria/1666950639.pdf
6	Faculty as Member of various academic bodies	<ul style="list-style-type: none"> • https://www.gcg42.ac.in/medias/criteria/1666254403.pdf

6. Problems encountered and Resources Required:

It is proposed that efforts may be initiated for the creation of a separate fund for providing `Seed Money` for short term research initiatives. The college aspires to start research centres in various subjects; thus, it requires necessary infrastructure and funding from the administration.

The curriculum of various subjects must include research related practice that can inculcate and imbibe curiosity and desire for research among students. The students also need special training in research methodology as per their area of interest. This would generate a better environment for future research endeavors.

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BEST PRACTICE – 3.3

1. Name of the Practice:

DAY CARE CENTRE – a Nurturing support for children of Teaching, Non-Teaching faculty, and Students

2. Aim of the Practice:

Children need a congenial and conducive environment for growth and development both within and outside the homes. With the emergence of nuclear families, support systems like the Day Care are essential in institutions.

3. The Context:

The Day Care Centre at PGGCG-42, Chandigarh established under the aegis of MHRD (RUSA Scheme) has been a step in this direction. It was inaugurated on 23/09/2017 by Sh. Rakesh Kumar Popli, Director Higher Education, Chandigarh Administration.

Ever since its inception, the Day Care Centre has facilitated working mothers and students with kids to pursue their work and studies respectively, while their young ones spend quality time in a safe, healthy, and conducive environment within the fourwalls of the college.

4. The Practice and its implementation:

The objective of this Centre is to take care of children of the staff (teaching and non-teaching) and students during the working hours of the college. The Centre provides basic care and involves children in various quality activities like reading, writing, painting and play way activities.

The Centre ensures security and safety and has an open door policy, allowing and welcoming parents to visit and observe their children at any time. It ensures that the atmosphere is such wherein a child feels cared for and loved in the mother's absence. Rooms are fully equipped with safe toys that stimulate learning, Building blocks, rubberballs, books and many more. The play room is covered with safety mats and is bright and colorful. There is also an ante room where children can take a nap. The Centre is well equipped with all the necessary paraphernalia required for quality child care.

It also has a fully furnished kitchen and a washroom. Day Care Centre offers full day, half day care and before/after school services. It's a cheery place where children get an opportunity to mingle with peers and learn and play together.

5. Evidence of Success

The outcome of this initiative has been really encouraging. This can be gauged from the enthusiasm of the kids who look forward to spending time in the centre during their school holidays.

We guide kids towards their daily work e.g. School work and other activities.

6. Problems encountered and Resources required:

There were some initial hiccups such as time-bound approval from higher authorities to set up the Day Care Centre however, once the approval was received things moved fast and the day Care center was setup under the aegis of RUSA and Director Higher Education Chandigarh administration.

Secondly, the Day Care supervisor had to work on honorary basis till the approval for funding of her salary was received. Since the post is not covered under GEM, the manpower contract issue remains a challenge.

As far as resources are concerned, apart from human resource required to run the centre, financial resources are also needed to upgrade and upkeep the Day care Centre.

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BEST PRACTICE – 3.4

1. Title of the Practice:

YOUTH ADALAT – A forum of the Students, for the Students and by the Students

2. Aim of the Practice:

Youth Adalat, convened every month, is a novel initiative which provides a platform to young girls to openly discuss and deliberate on shared experiences of their struggles, trials and tribulations. It further empowers them to find solutions by discerning strategies within their socio- economic and socio-cultural locale.

3. The Context:

The main challenge is to motivate the young girls to overcome inhibitions and bring the ‘private into the public domain’ – encouraging them to overcome negative feminine stereotyping and constricting role - defining connotations. The response and engagement of the students has been so overwhelming that we have been able to continue the practice and sustain it. In this context, the partnership with an NGO Sanjh Jagori, Chandigarh has been very meaningful and we have been able to take the process forward to an inclusive gender justice approach.

4. The Practice and its implementation:

As the name suggests, the practice is unique and innovative in itself - ours is the only institution which has an open forum of this kind. For the past two years, two members of Sanjh Jagori Chandigarh (NGO) have been facilitating the Youth Adalat. This partnership is another unique practice of our institution.

The whole process of conducting the Youth Adalat is formulated in a manner where maximum involvement, participation and onus is taken by the students. The jury comprises of three students who listen to the deliberations and wrap up the discussion and highlight strategies to deal with the issue at hand at the end of the session. The sessions often stretch beyond the stipulated time, since generally 5-6 girls stay back to discuss the issue in hand in greater detail.

All this reinforces the development of a keen sense of observation, sensitivity, and vigilance. It also encourages them to support each other. The open deliberations not only generate awareness but also enable them to pre-empt situations and strategize further to protect their own interests

5. Evidence of Success:

The very fact that this initiative has been sustained with the consistent presence and participation of students is evidence of success.

The girls bring forward incidents / cases they or others have encountered as well as and also current incidents or social cultural practices which pressurize them. The issues discussed range from harassment on the streets, buses etc./ sexual harassment/sexual - bullying on social media; stalking and rape; incidents of broken relationships to strained parent-children relationships and domestic violence.

The dimensions and scope of the deliberations and the strategies discussed are progressive and sensitive. We can see them gradually move out of their subdued reticent molds to talking in an uninhibited manner- relating to each other, networking, leading to group cohesiveness; empathizing and taking pro-active action to uphold their dignity and rights. The transformation and confidence building along with relevant information has helped them to approach appropriate authorities for redressal.

6. Problems encountered and Resources Required:

The main problem we encounter is that the students are sometimes unable to participate in the Youth Adalat because of involvement with classes. However, it is heartening to notice that some of the students join in late after their classes are over. It is pertinent to mention that each session of the Youth Adalat is becoming consistently more vibrant with ever increasing number of students joining in.

7. Any other relevant information:

This is a healthy practice that may be emulated in the form of Youth forum / Open house in other institutions. The participation in such forums empowers the students in a manner which text books and exams may not be able to.

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BEST PRACTICE: 3.5

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, and expertise; to store, and retrieve information and encourage independent, active and responsible learning.

3. The Context:

Initially, the challenge was to effectively incorporate ICT with long established traditional 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 within the HEI. Special efforts are made to provide continual training in ICT resulting in the incorporation of the same in pedagogy.

4. The Practice and its implementation:

The focus of our endeavors has been to integrate ICT in our teaching practices to augment leaning. This process has two components:

- a. Technological aspect which supports the integration of technological infrastructures and systems into the educational environment. This includes ICT tools and resources, e-resources and techniques, 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, ICT was introduced in a phased manner. Initially, the faculty was introduced to ICT as teaching learning resource through training workshops in the campus. A special ICT Training Programme (Certificate Course) for Group A officials has been designed by the Directorate of Technical Education for the purpose and many faculty members have undertaken this course. Similarly, the non-Teaching faculty is also trained in ICT from time to time.

The Chandigarh Administration and other governing bodies have been generously funding purchase and establishment of requisite infrastructure. The college has also organized several 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. consequently, now the college has:
- Fully Wi-Fi campus with all classrooms and laboratories equipped with ICT facilities.
- The college has a dedicated IT Block.
- High Speed 100 Mbps optical fiber lease line and Jio Wi-fi facilities have been made available for the students and the faculty members in all the departments.
- To bridge the gap between traditional approaches towards learning and the newer modes of digital education, ICT tools and resources are being used (<https://www.gcg42.ac.in/it-facilities>).

- **College Website (<https://www.gcg42.ac.in/>):** The website of the college is a repository of information about all activities, important notices, and day to day events held, and is updated every day for the convenience of all stakeholders.
- ICT is used for services like e-tendering, admission, examination, ACRS, annual property returns and many more.
- All the payments like fee, salaries, mess charges are made through online mode only.
- Similarly, payments are made through PFMS.
- The college has subscribed to Google Workplace for Education for online teaching-learning which has been used for online classes and other academic related activities like tests, assignment, notes sharing etc.
- Dedicated domain ID for all faculty members and students with G-Suite 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 Internet Management System 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 the 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, fee submission, students' return, examination etc.
- During the pandemic both the students and faculty members made 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' ability.
- 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 the up-gradation of infrastructure.
- Allocation of more funds from the government are needed to give it impetus.
- Also, specific language software (Hindi / Punjabi) is not easily available.
- Regular maintenance of ICT equipment is also a challenge.

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BEST PRACTICE – 3.6

1. Title of the Practice:

PROJECT UDAY: Community Outreach to Teach Street Children

2. Aim of the Practice:

The aim of this best practice is to inculcate social responsibility among NSS volunteers by engaging them in community outreach programmes through exemplary services. This initiative was taken up in 2009 when the construction of IT block of the college was underway. It was found that the kids of laborers were roaming free and had no access to formal education. NSS volunteers offered to teach them during their free time with a purpose to prepare them to join a formal school.

3. The Context:

Initiating these kids into learning alphabets and basic Maths was not an easy task. The exercise was carried out in the adopted Village Kajheri. First, they were made aware of the need to maintain basic cleanliness and hygiene. In the beginning, the volunteers faced problems as the children were not willing to come forward; so innovative ways such as game playing, distribution of biscuits and toffees etc. were adopted to build confidence and faith. Gradually, the project gained momentum and 32 children started learning alphabets. Project UDAY got overwhelming response from all corners. Children and volunteers displayed enthusiasm and sincerity towards the project.

4. The Practice and its implementation:

For holistic development of the students, their participation in Community Outreach programmes becomes imperative for it provides them with an opportunity to become active stake holders in society and nation building. This project brought volunteers near to the community and inculcated feeling to serve community as well as to provide opportunity to the deprived sections of the society which is the motto of the NSS “Not Me but You”. Once the construction of the IT block got over and the laborers moved out of the campus, needy kids from the adopted village Kajheri and neighbouring slum areas were taken into the fold. There was overwhelming response from the volunteers. 50 volunteers and 2 NSS Programme Officers participated in this project. NSS volunteers and programme officers identified 75 street children from the adopted village Kajheri and laborers working inside the

college campus, who were not going to any schools.

5. Evidence of Success:

Under project UDAY, 40 children have been taught till now.

6. Problems encountered and Resources Required:

Some of the problems encountered during the execution of this ambitious project included

- Motivating street children and children of laborers to join classes.
- Coordinating volunteers to find devoted time to interact with and teach these students.
- Financial Constraint for the expansion of this Project.
- Need administrative help for rescuing children.

7. Any other relevant information:





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BEST PRACTICE –3.7

1. Title of the Practice:

WOMEN CELL: An Emotional Space for Young Women

2. Aim of the Practice:

The Women Cell began with a purpose of providing an emotional and personal space for students of the college. Young adolescent girls go through numerous growing-up predicaments – they also remain the most vulnerable both within and outside the home. They face varied personal, inter-personal dilemmas: strained parent-child relationships, peer pressures, social media influences which bring confusion, complexes, and feeling of inferiority in their perception and relationships. These complex issues that confront them need serious consideration and concrete action. Women Cell offers a space for young girls to freely express their anxieties and find solutions through counselling or any help required in specific situations.

Developing a sense of empowerment through innovative processes and activities, young girls are encouraged to discern the underlying dimensions of inequality and inequity by recognizing their ability to participate in decision making processes and choose the path of their lives.

3. The Context:

Counselling is one of the important functions of the Women Cell. This involves time and continuous sessions with the student under stress. The challenging aspect is that each girl who approaches us with a problem wants immediate attention and solutions. These situations have to be handled with prudence since we are able to give time only after our classes.

The issues are personal and deal with matters pertaining to parental control/ abuse by father/ alcoholic father/ disputes among parents/ economic deprivation by father/ disputes among relatives/ too many constraints on mobility and clothes. Some tensions of the girls are also about the weak economic status of parents. A substantial number of cases are about broken relationships with boys/ stress about relationships with peers.

A number of girls come from dysfunctional homes and may be disturbed about a particular issue. While talking to them we realize the intensity of the problem which is rooted in complex familial and social issues. They are not even aware that they need counselling. We

spend several hours talking to them, to hear them out and then to help deal with the solution in the best possible manner.

4. The Practice and its implementation:

Our college is the only institution in the city which has a Women Cell and offers a space for emotional support. This assumes importance since a majority of girls come from families where patriarchy remains dominant and they are socialized with conditioned mind-set of subservience and subjugation. These sessions help them to understand and view situations with open-mindedness, objectivity and freedom.

Interaction with emancipated women in the field of literature, activism, judiciary etc. provides a new direction to the young women and inculcates a feeling of self-worth and self-assurance among them. These activities also bring the members of the Women Cell closer to each other and they develop a spirit of bonding, sharing and supporting system.

5. Evidence of Success:

Women Cell has been able to handle and solve numerous complex cases of harassment-sexual harassment on streets, domestic violence by parents and relatives, molestation, cyber-crime, stalking on phone, drinking and addiction, altercation among students, abusive language, theft, and suicidal tendencies. The girls also come up with cases related to relationship with boys (break-ups / cheating / double timing/ phone friends / misleading by peers etc.). These problems are regularly dealt with, discussed and in case of professional and long-term counselling need, the student is sent to the professional counsellor of the college. The success of this endeavor can be judged from a few cases cited below:

- A small movement in the city took shape with our intervention in a case of molestation and attempt to kidnap and harm a college student. The college as an institution took up the issue with the department of Higher Education and the Police.
- A case of Cyber-crime was taken up by Women Cell with the Police when about 8 girls from M. Sc. approached the Cell with a complaint that their Facebook profiles were being hacked. Through our intervention, we were able to block the sites immediately. Since the case seemed quite complicated where one of the students was being harassed and money had been appropriated from her over a period of time, the case was reported to the police. The Police followed up the case and culprits were identified and apprehended. Presently, they are

serving a sentence.

- Providing Financial support to deserving students

6. *Problems encountered and Resources Required:*

The problems which we encounter are varied and often complex. In cases related to the family-parents and siblings, we are unable to meet or counsel them since the girls themselves do not wish that their parents should get to know that they are seeking outside help. Therefore, we are only able to give them a patient ear – this vents their angst and they are able to unburden and get some emotional support.

7. *Any other relevant information:*

Since our students are young adolescents who often face growing-up issues, parent – child and inter-generational gaps, emotional insecurity and lack physical space, they feel the need to share their problems while ensuring anonymity. Women Cell works on the commitment of being non-judgmental or biased. It endeavors to hear out and gently suggest so as to empower them to make their own decisions and negotiations.

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BEST PRACTICE – 3.8

1. *Title of the Practice:*

The Counselling Support

2. *Aim of the Practice:*

The basic purpose of counselling is to help students use their existing problem-solving skills more effectively or to develop new or better coping skills. This provides an opportunity for the students to define their feelings and problems and to take decisions and actions that are based on informed choices. For example, if they learn good communications skills in dealing with their mates, they can also use those communication skills with children, friends, or future co-workers. The counselling sessions also assist them in developing & building a deeper sense of self awareness, enabling them to introspect, make informed choices and act judiciously.

3. *The Context:*

Counselling helps the students in managing the transitions in their life. Another benefit is to help the students to express about emotions and thoughts that they maynot have been able to reveal before, or address relevant issues that they have put off, but which always seem to recur. Therapy also enables students to manage difficult feelings, without avoiding them. Understanding the current situation always culminates in a sense of relief. Counselling is also about freeing ourselves, moving away from what we don't want, towards what we do want. It may include supporting students to gain and maintain pleasure in life, despite the difficulties life brings.

Counselling can also provide the opportunity to look at the obstacles in our life, those we are conscious of and others that we are not. With fresh insight, we can understand our life differently with a new perspective.

4. *The Practice and its implementation:*

Demand for psychological counselling services in college has risen in present times. This need was felt because of an increased complexity of the problems that college students face these days. For instance, personal problems, fears, inhibitions, doubts that they cannot share with their parents fearing parental anger, criticism or pressure of unrealistic expectations. The Counsellor assists the students to make career choices and realize their strengths and potential.

Thus, it is important that Counselling services are provided in Educational institutions as students need to be facilitated to overcome some personal obstacles like: low self-esteem, fears, insecurities, inhibitions etc. and then move on to realize their potential and make the best use of education.

The motto of the Counselling Cell is to enhance students' performance and provide requisite information and Counselling. It addresses emotional issues such as stress, depression, low self-esteem and anxiety. It helps them to handle personal problems, relationships and financial matters. It also helps them to deal with academic problems, increase concentration, better study skills and Time Management. The students are also provided career counselling. Assessment of intelligence, aptitude, personality and interest tests are also carried out regularly for their benefit.

THERAPIES USED:

<ul style="list-style-type: none"> • Therapeutic techniques 	<ul style="list-style-type: none"> • Problems
<ul style="list-style-type: none"> • Relaxation Techniques: • Deep Breathing • Jacobson Progressive Muscular Relaxation • Guided Imagery 	<ul style="list-style-type: none"> • Anxiety • Anger Management • Concentration • Phobias • Stress
<ul style="list-style-type: none"> • Behaviour Therapies 	<ul style="list-style-type: none"> • Anger management • Relationship problems • Familial problems • Study skills • Decision making
<ul style="list-style-type: none"> • Cognitive Behaviour Therapy 	<ul style="list-style-type: none"> • Pessimistic thoughts • Low self esteem • Relationship problem • Family problem

TESTING:

- **Aptitude test** used for those students who were in a dilemma about their future and career prospects.
- **Personality test** conducted on those students who had problems related to:
 - Adjustment
 - Low self esteem
 - Low confidence
 - Inferiority complex
- **Interest test** conducted to check the professional inclinations of students

DURING EXAMS:

- Counselling sessions conducted for those students who had problems in
 - Retention
 - Concentration difficulty
 - Exam anxiety
 - Time management
- Motivational enhancement therapies and behavior therapies are used to keep the students motivated and enhance their study skills during this time period.

5. Evidence of success:

With every passing year, students are getting more aware about the benefits of counselling. Students who have participated in counselling sessions, have got better grades, shown a remarkable improvement in their retention power, are able to manage relationships better, are more aware about their self and handle emotions better as compared to their counterparts who haven't been counselled. This counselling helps them cope up with pressures in their workplace as well.

6. Problems encountered and Resources Required:

In the beginning, students were not aware of what counselling is all about and how it could benefit them. They erroneously assumed that counselling is taken by those people who have psychiatric disorders so awareness had to be created by the help of notices and announcements in the classes.

Moreover, many a times, girls show reluctance to share their problems. They are inhibited about revealing their feelings due to the fear that their problems and issues would be disclosed to the authorities. As such the counsellor assured them that their sessions would be

kept confidential so that the girls would feel comfortable in revealing their personal issues and problems.

The counselling sessions require a separate room and designated person to take these sessions. The college faculty -members of women cell, gender equity and non - discrimination society, anti-Sexual harassment society- all collectively pitch in to help students tide over their emotional and psychological concerns.

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BEST PRACTICE – 3.9

1. Title of the Practice:

Democratic Election Process

2. Aim of the Practice:

With an aim to sensitize students to the electoral process and to make them active participants both in the democratic and the decision - making process, the college holds student Elections in the college every year. The purpose of this exercise is to prepare students for the future and to hone some of them to become leaders in future.

3. The Context:

The college holds democratic and fair elections every year as per PU norms. The university declares the schedule for elections for campus and affiliated colleges in Chandigarh. The college ensures the rigorous application of J. M. Lyngdoh guidelines regarding rules and regulations of Election procedure.

4. The Practice and its implementation:

Once the university announces the election schedule, notices are put up and the nominations are called for the posts of President, Vice President, Secretary, Joint Secretary and Class Representatives.

Scrutiny of nominations is undertaken as per the following parameters:

- 1) Age limit for UG classes 17 years -22 Years and for PG classes up to 24 years
- 2) 75% attendance in classes
- 3) No Academic Arrears
- 4) Office bearers can seek elections only once during their stay in college
- 5) Class representatives can contest for two times during their stay in the college
- 6) Code of conduct is strictly followed during the entire election procedure
- 7) No printed material is allowed to be used or distributed
- 8) No defacement of walls is permitted
- 9) No classes are allowed to be disturbed

In most colleges, students are encouraged to unanimously elect their representatives to various

posts so that elections can be avoided. Most colleges do not elect Class Representatives in this democratic fashion. However, our college encourages students to fill nominations and seek elections to various posts.

5. Evidence of Success:

The outcome of fair elections held in a democratic manner in the college ensures a conducive environment wherein students participate in:

- 1) Decision making processes of the college as these representatives serve as the link between the administration and the students
- 2) Organizing various cultural and sports functions
- 3) Maintaining discipline and ensuring cleanliness of the campus
- 4) Maintenance of proper academic atmosphere in the college

6. Problems encountered and Resources Required:

This practice involves a lot of planning which includes the tedious screening procedure of the candidates, procurement of ballot boxes, printing of ballot papers, setting up of voting booths, appointing of teachers as electoral staff, and the counting and final declaration of results. However, all these arrangements are made keeping in mind the larger interest of the students and to facilitate them in being a part of the electoral process.

7. Any other relevant information:

Since the elections are carried out in a very smooth and harmonious manner in the campus, this model can be emulated by other institutions where elections are discouraged or class representatives appointed by the teachers themselves.



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BEST PRACTICE – 3.10

1. Title of the Practice:

Health Awareness Initiatives

2. Aim of the Practice:

The College is committed to cultivate health awareness amongst the students. It aims to develop in them a sense of responsibility for promotion of healthy environment for themselves as individuals, as daughters, as future mothers and as responsible members of the community. The idea is to make the young girls aware of all major diseases, their prevention and treatment. It also enlightens them on administering First Aid, the requisite nourishment for an individual, and the need to maintain personal hygiene and cleanliness. The students and staff are also encouraged to donate blood generously during the Blood Donation camps held in the college every year.

3. The Context:

This initiative was undertaken keeping in view the growing sedentary life style of youngsters and its implications as also the increasing health issues especially among girls such as Anaemia, Anorexia and Bulimia. As far as challenges are concerned, the main issue is to make arrangements to engage doctors from diverse fields to enlighten the students on various health issues and for Blood Donation camps.

4. The Practice and its implementation:

With an aim to sensitize students on health and hygiene, they are motivated and advised to include green vegetables, fruits, right number of proteins and carbohydrates in their diet and are informed about the importance of self-care and wellness. Whenever blood donation camps are organized, many motivated students and faculty members come to donate blood but are not allowed to do so as they are anemic. They are not aware that they can donate blood only if their Hb count is above 12.5. These girls are then apprised of the fact that due to regular menstrual cycle, they lose blood, and they need to be careful about maintaining their hemoglobin level. The girls are encouraged to take appropriate supplements and improve their diet to overcome this deficiency.

The students are also regularly apprised about the causes, prevention and cure of HIV-

AIDS through regular campaigns held by the “Red Ribbon Club” in collaboration with State Aids Control Society, U.T. Chandigarh. Video lectures by experts, competitions such as Poster making, Rangoli, Quiz, etc. and various awareness drives on safe sex, nutrition, alleviation of myths associated with various diseases and rallies are also organized for mass awareness. They are also motivated to voluntarily donate blood etc.

5. Evidence of Success:

The success of these initiatives can be measured from the fact that:

- Every Year students and faculty donates blood generously.
- The students and staff donated bicycles to HIV-AIDS affected patients.
- Every year AIDS patients come to the college to sell file covers and letter-pads made by them and decorated by student volunteers.
- Interactions with AIDS affected people are arranged regularly to dispel fears about spread of AIDS.

6. Problems encountered and Resources Required:

Funds are needed for arranging lectures and to pay honorarium to the experts. The resources are also needed for different kinds of health check-ups since health awareness necessitates inviting doctors for eye donation, eye check-up, dental check-up, breast feeding awareness, cancer awareness, ill effects of drugs and alcohol and other psychological problems. Another constraint is that the students do not come up to ask various questions about sex education and AIDS. Though a question box is installed in the college to know about AIDS, they are hesitant to disclose the HIV status of their relatives. They still think that it is a social-stigma, thus do not want to talk openly about HIV-AIDS with their future life partners.

The result of awareness is that the students come up on their own to enact and perform in street plays for awareness of HIV-AIDS and now know the basic causes of AIDS. The students come forward for participating in various functions and activities organized by Health Awareness Society and State AIDS Control Society, U.T., Chandigarh. Most of the students are now aware about the basic concepts of health.

7. Any other relevant information:

Funds should be allocated for poor students and for follow up of check-up.



An Extension lecture on "Polycystic Ovarian Syndrome"
Aids Awareness/ Public health/Community hygiene & Sanitation Society of
P.G.C.C.C, Sector-42, Chandigarh



21.02.2023

Dr. Apoorva Kulshreshtha, MBBS, MD, Gynaecologist,
Govt. Multi-Speciality Hospital, Sector-16, Chandigarh,

Blood Donation Camp



14.10.2022

PGGCG-42, Chandigarh

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BEST PRACTICE: 3.11

1. Title of the Practice:

Water Quality Maintenance Initiatives

2. Aim of the Practice:

Water quality is commonly defined by its physical, chemical, biological and aesthetic (appearance and smell) characteristics and there are many factors that can degrade the quality of water such as contamination, aging water distribution system, the type of plumbing and unknown to many, even municipalities can supply hard water. The quality of a water source may change over time, even suddenly. Changes can go unnoticed as the water may look, smell, and taste the same. Therefore, Water quality can no longer be taken for granted.

To ensure portable water supply in the campus, the college undertakes water Quality Testing Maintenance initiative every year. The aim of water analysis is to maintain the water quality and to provide clean drinking water to all the students. Testing water quality on a regular basis ensures that the water source is being properly protected from potential contamination, and that appropriate treatment is selected and operating properly. The test results also allow us to properly address the specific problems of a water supply and ensure safe drinking water.

3. The Context:

Water that is supplied to the city is tested by the City Council but at the user end it is never tested by any official body and it is the responsibility of an institution to ensure clean water supply. Frequent water testing helps to identify unsafe water and ensure that the treatment system is treating the water to a satisfactory level. Water is something we all need regardless of where we live and what our lifestyles may be. Without good water supplies people can succumb to all types of illnesses, the majority of which can take lives. This is why water testing, especially of drinking water is so important.

Water analysis is the first step in determining the quality of the water and the only way to know whether the water is safe for drinking or not is by getting it tested by the commercial laboratory. Harmful bacteria, parasites, and viruses are invisible to the naked eye, so water which looks and tastes good may not necessarily be safe to drink. These microbes can exist in surface and groundwater supplies, and can cause immediate sickness in humans if not properly treated. Certain chemical contaminants that are sometimes found in a water source can cause long term health problems that take years to develop. Water should be tested

immediately if it suddenly develops any unusual colour, taste or odour.

4. The Practice and its implementation:

The location from where water has to be analyzed was decided and the sample was collected by Eco Laboratories & Consultants Pvt. Ltd. (Environmental Testing Laboratory accredited by NABL & MoEF) for the set of chemical and biological parameters as per Indian Standards 10500:2012 such as Color, Odour, Taste, Turbidity, pH, Total Hardness, Iron, Chlorides, Coliforms and *E. Coli*. We call this set the "General Assessment". When necessary, additional tests, for example metals such as copper, lead and arsenic will be added. Schedule of Sampling along with parameters analyzed and remarks is shown in Table 1.

Water Quality Analysis Schedule

S. No.	Date of Sampling	Date of Reporting	Sampling Location	Parameters Analyzed	Remarks
1	2.09.2015	8.09.2015	Water Cooler near Staff Room	Colour, Odour, Taste, Turbidity, pH, Total Hardness, Iron and Chlorides	Sample confirms to IS:10500-2012 with respect to parameters
2	17.08.2016	20.08.2016	Girls Hostel	Colour, Odour, Taste, Turbidity, pH, Total Hardness, Iron and Chlorides	Sample confirms to IS:10500-2012 with respect to parameters
3	22.03.2017	27.03.2017	Water Cooler	Colour, Odour, Taste, Turbidity, pH, Total Hardness, Iron and Chlorides	Sample confirms to IS:10500-2012 with respect to parameters
4	17.07.2017	22.07.2017	Water Cooler	Colour, Odour, Taste, Turbidity, pH, Total Hardness, Iron and Chlorides	Sample confirms to IS:10500-2012 with respect to parameters
5	21.08.18	25.08.18	Water Cooler near Staff Room	Colour, Odour, Taste, Turbidity, pH, Total Hardness, Iron and Chlorides	Sample confirms to IS:10500-2012 with respect to parameters

				Chlorides	parameters
6	11.09.18	15.09.18	Water Cooler	Colour, Odour, Taste, Turbidity, pH, Total Hardness, Iron and Chlorides	Sample conforms to IS:10500-2012 with respect to parameters
7	19.08.19	21.08.19	Sample provided from Academic block	Colour, Odour, Taste, Turbidity, pH, Total Hardness, Iron and Chlorides, <i>E. Coli</i> , Total coliforms	Sample conforms to IS:10500-2012 with respect to parameters
8	19.08.19	21.08.19	Sample provided from Girls Hostel	Colour, Odour, Taste, Turbidity, pH, Total Hardness, Iron and Chlorides, <i>E. Coli</i> , Total coliforms	Sample conforms to IS:10500-2012 with respect to parameters
9	13.09.19	17.09.19	Sample provided from 3 rd floor	Total Hardness, Total Dissolved solids, <i>E. Coli</i> , Total coliforms	Sample conforms to IS:10500-2012 with respect to parameters
10	22.11.21	29.11.21	Sample provided from Girls Hostel	Colour, Odour, Taste, Turbidity, pH, Total Hardness, Iron and Chlorides, <i>E. Coli</i> , Total coliforms	Sample conforms to IS:10500-2012 with respect to parameters
11	20.02.23	24.02.23	Sample provided from staff Room	Colour, Odour, Taste, Turbidity, pH, Total Hardness, Iron and Chlorides, <i>E. Coli</i> , Total coliforms, Calcium, Lead	Sample conforms to IS:10500-2012 (II nd Revision) with respect to parameters
12	20.02.23	24.02.23	Sample provided from Girls Hostel	Colour, Odour, Taste, Turbidity, pH, Total Hardness, Iron and Chlorides, <i>E. Coli</i> , Total coliforms, Calcium, Lead	Sample conforms to IS:10500-2012 (II nd Revision) with respect to parameters

5. Evidence of Success:

Dealing with bacterial contamination of water

Water samples analyzed during the year 2015, 2016, 2017, 2018, 2019 2021 and 2023 conforms to IS:10500 with respect to parameters analyzed but in the year 2012 sample conforms to IS:10500 except for Coliforms. Coliform bacteria are present in the environment and faeces of all warm-blooded animals and humans. Coliform bacteria are unlikely to cause illness. However, their presence in drinking water indicates that disease-causing organisms (pathogens) could be in the water system. Most pathogens that can contaminate water supplies come from the faeces of humans or animals.

After the confirmation of presence of Coliforms in drinking water, the notice had been displayed not to use the water for drinking till further notice. Also, it is necessary to investigate to find out how the contamination got into the water. Leakages from septic tanks could be one of the reasons for the contamination. The same information was communicated to Municipal Corporation, Chandigarh and they were asked to resolve the problem with system repairs, flushing, and adding chlorine. After getting confirmation from MC, Chandigarh sample was again collected by Laboratory from same location and it confirmed that the sample conforms to IS: 10500 with respect to parameters analyzed.

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BEST PRACTICE – 3.12

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. Approximately Rs. 1,70,000 has been disbursed among the students for the help in their fees during the last two sessions 2021-23.

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 last two sessions 2021-23, 135 students were given financial assistance under this fund.
3. Students of SC/ ST category of the college were given free stationary.
4. Around 177 students from different courses were given 50% concession in the tuition fee during the last two sessions 2021-23.
5. One blind student has been given full fee concession in both the sessions 2021-23.
6. 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 in each session.
7. 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.
8. Pranshu Anmol Scholarship was started by Mr. T C Garg, Associate Professor in Commerce, in memory of his late sons Pranshu 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.
9. 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
10. 40 students from different undergraduate courses were given laptops free of cost under the e-Snatak Scheme for Priority Household during the session 2019-2020.
11. 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 600 students benefited under various welfare schemes of the college during the previous years.

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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BEST PRACTICE – 3.13

1. Title:

Storytelling Clubs: Friday Fables & Tell-Tale Tuesdays

2. Aim of the Practice:

The primary goal of the college library is to provide as much help as possible to faculty members doing research and support the education of both undergraduates and graduate students. Library also aims to inculcate reading habits among its users. For these reasons, Storytelling Clubs: Friday Fables & Tell Tale Tuesday were initiated by the library under its extension services. Primarily, the clubs were created, so that a closed group of avid readers can get together on a regular basis to share the pleasure of hearing and telling stories.

3. Context:

Storytelling is an art of telling fiction and showcases a world that exists in the head of a writer. It is the act and art of telling stories that attracts the audience, be it the students, teachers, or any other person irrespective of the age group they belong to.

Storytelling has its own importance and essence in the world of academics and literature. The club's ultimate aim is to inculcate reading habits among the students of the college. These kinds of storytelling clubs help us emotionally feel how other human beings feel emotions like pain, joy, heartache, love, etc. The main purpose of the club was to provide insight to the students about universal life experiences through stories and explore the imaginative world created by the authors and the writers.

4. The Practice and Its Implementation:

PGGCG42 Library Chandigarh under the initiatives taken by Dr. Preeti Sharda. Librarian started its first storytelling club namely "Friday Fables" in February 2020 with a small group of students and faculty members Mr. Mohit Verma and Dr. Nidhi Rana. Every alternate Friday, a story of some prominent author in Hindi was to be read to the audience which was followed by a discussion. In this way the forum started motivating participants to read more and more stories. During lockdown the college started live streaming of the story narration every Friday at 6 pm through Facebook page (<https://www.facebook.com/pggcgff/>).

These stories were later saved on the Facebook page for students and people to view, listen and share. The motto of going live was to bring joy of reading and listening to stories by great writers, during the desperate testing times of COVID Lockdown.

Looking at the success of the Friday Fables, another initiative was to start Tell-Tale Tuesdays, a forum created to celebrate stories in English. The forum started on 13 October 2020 on the

Facebook Page (<https://www.facebook.com/pggcggtt>) and is continuing till date. On every second and fourth Tuesday at 6 pm, a story is narrated by one of us. Stories create magic and a sense of wonder at the world. These kinds of events promote feelings of well-being and relaxation and also encourage use of imagination and creativity amongst students as well as faculty members.

5. *Evidence of Success:*

The success of the storytelling clubs and this initiative is evident through following facts:

Fifty stories have been read on Friday Fables and twenty-four stories have been narrated on Tell-Tale Tuesdays so far.

Stories have been narrated by prominent people of the society which include authors like Tithi Dani, Veeru Sonekar, Soni Pandey, Monika Kumar, etc.; Educationist like Prof. Deepika Kansal, Dr. Gurmel Singh, Dr. Manisha Gupta etc.; IAS officer like Madhvi Kataria, Film Artists like Madhurjeet Sarghi, Rekha Babbal, etc.

People from all fields and all around the world are viewers of the two Facebook pages.

Thousands of story lovers follow the page and listen to the stories. The constant reach and activation of the pages also make it clear that the initiative has reached a large number of people.

Requests from many narrators are received by the organizers regularly who wish to read the story on the forum. The active participation of the faculty in story telling is also noticeable.

Storytelling clubs ensure an increased interest of students in stories and reading. Reading habits of students have tremendously improved and many of the participants have even started writing stories of their own.

6. *Problems Encountered and the Resources Required:*

The key challenge of this initiative was to bring these clubs to the notice of students and staff members. Any storytelling club needs a lot of practice and planning. This includes the practice by our storytellers of the respective stories and a tedious screening procedure, working long hours with cameras etc. A major constraint is that students do not come forward regarding their requests or choices of stories. This hinders the way of knowing the mutual interests of the students. Also, as the videos are posted online or through social media only, sometimes it takes a lot of time for the videos to reach a large number of people online.

7. *Any Other Relevant Information:*

The practice of storytelling can be initiated in other Institutes also as it has escalated the interest of the students in the genre of storytelling. People of every age group have lately started seeing it as a source of knowledge as well as entertainment. It has helped in reviving the interest of students as well as the general public in art and literature. These interactions of the storyteller and the listener widens one's horizons and helps in gaining more expertise and knowledge about our history, culture, literature.

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BEST PRACTICE – 3.14

1. Title:

Institutional Support in Covid -19 Management

2. Aim of the Practice:

To spread awareness amongst the society to prevent the COVID disease and its prevention. As the world was gripped by an unusual wave of pandemic it was the moral duty of all the agencies to contribute to the society for helping the mankind. And our college also participated with full vigour to do its bit.

3. Context:

Our college being an integral part of the society actively participated in helping all the strata of society during this pandemic. With organizing vaccination camps to distributing free rashan and taking care of not only humans but animals too.

4. The Practice and Implementation:

Data of 800 volunteers was collected in a pool along with their email ids, as per the instructions, to Dr. Mehak at the designated email id in June 2020 so that if their services are required at any point of time they can contribute. All the PO's and Volunteers enthusiastically consented to give their services. NSS programme officers and volunteers participated actively to create awareness regarding COVID -19 and fulfilled their social responsibilities.

Around 600 volunteers have already registered on IGOT (A Government's platform for various online courses on Dikha App.) in June 2020. Volunteers were also encouraged to download the ArogyaSetu App and around 700 volunteers and more downloaded it along with the PO's. Webinar was organized by Rajiv Gandhi University of Health Sciences, Karnataka on multiple aspects of COVID 19 was attended by the NSS programme officers. The main highlight was to sensitize people on how to maintain hand hygiene, respiratory hygiene and social distancing. It also informed them regarding the types of masks that can be used, how to use mask and how to dispose them off. Dr. Gurmel Singh joined as incharge of sector response team (SRT) Sector 37, Chandigarh from first day when asked to volunteer the service of POs by state NSS cell, Chandigarh to redress the grievances of residents of Chandigarh. Residents consulted the members in connection with any issue in their respective areas. One of our faculty members Dr. Ranjna Sharma attended the Master trainers COVID -19 program organized by State NSS cell on April 15th, 2020 at Government Multi-Specialty Hospital, Sector 16, Chandigarh in which 20 NSS programme officers from different colleges and schools who volunteered their services have been trained as Master Trainers. Our volunteers, acknowledging the issue and caring for the

precautions, regularly acted in the best health interests of our society. They helped them by creating awareness among people to stay at home and in isolation as it is the best way to beat the pandemic. Other than this, under the able guidance of College Principal Prof. Nisha Aggarwal, all the eight programme officers collected Rs. 500 each and gathered an amount of Rs. 8000/- . Rashan was distributed to homeless and needy people out of this money. NSS Programme officers and volunteers also provided rashan or cooked meals to the needy people around them throughout the lockdown period. Ms. Kalyani Singh (Faculty of Home Science) sensitized students on ways to boost their immunity through nutrition to battle COVID-19. She made students aware of which food is good for consumption and which food should be avoided. Since during the lockdown, stray dogs and cows went unnoticed, our volunteers were even feeding them. A vaccination camp for COVID -19 was organized in our camp for 7 days with around 1700 people getting jabbed.

5. Evidences of Success:

Our two faculty members, Dr. Nemi Chand, Nodal Officer and Dr. Nidhi Rana who were overall control room in-charge, received letter of State Level Commendation Award from the Governor on Independence Day for their tireless work done during this pandemic.

6. Problems Encountered and Resources Required:

The key challenge during this process of making people aware was to make containment zones especially in slum areas. Sometimes data sent to Health Department for correction was not received back in time. Many a times it was also seen that people gave false address of Chandigarh but were originally residing in Panchkula or Mohali so tracing of address was problematic at times.

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BEST PRACTICE – 3.15

1. Title:

Academic Database of faculty at VIDWAN IRINS

2. Aim of the Practice:

To showcase the academic and research profile of the faculty members with the overall research profile of the college.

3. The Context:

Cognizant of the fact that Vidwan is a premier database of profiles of scientists, a platform was created with information about every faculty member's academic background, teaching and research experience, scholarly publications, skills and accomplishments, researcher identity, etc. to map the scholarly profile of the faculty of college.

4. The Practice:

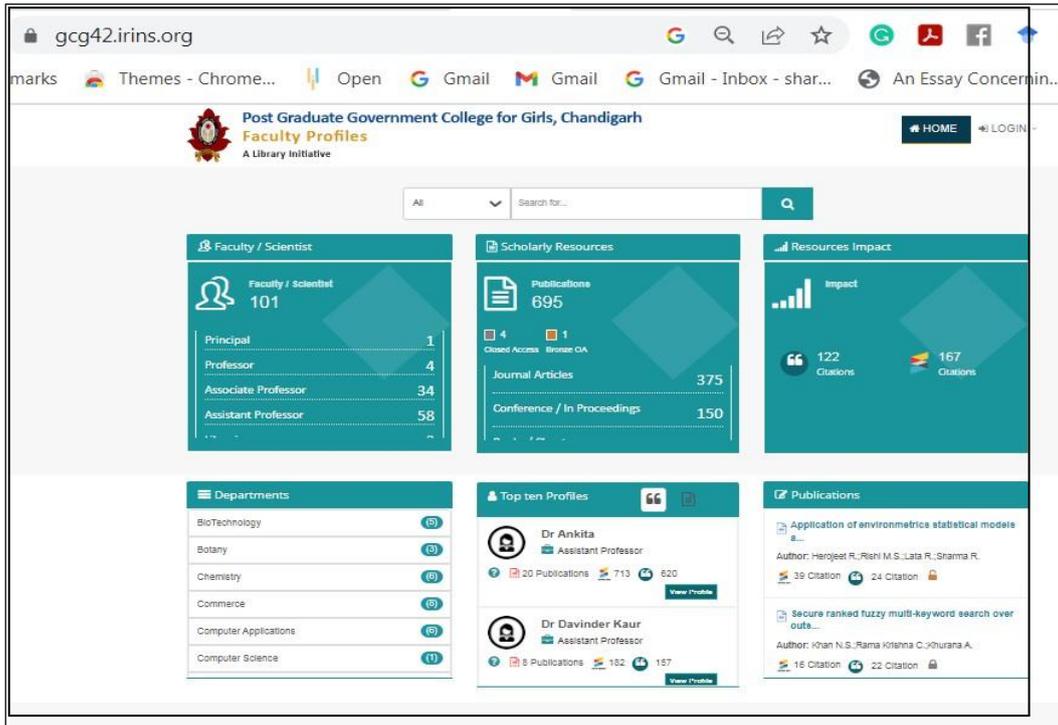
The library of the college initiated the process of creating Academic Identities of all the faculty members on the Vidwan and IRINS database. All the faculty members created their profiles at Vidwan database and provided their personal and professional information. INFLIBNET was requested to create the college IRINS link. The objective was to provide quick and convenient access to information about experts in the college for better academic collaborations and other opportunities at National/ International level. Actually, it was an initiative to register our college faculty into this database to bring them at par with other academia working at other leading institutions.

The information procured through Vidwan helps us to build an authentic database for AQAR report as well as for National Institute Ranking Framework (NIRF) and All India Survey on Higher Education (AISHE). It provides comprehensive information about researcher's/faculty background, experience, publications, accomplishments, etc. It sets a benchmark for the credibility of the faculty publications/ research work. etc. It will help in enhancing faculty exchange and inter institutional research work.

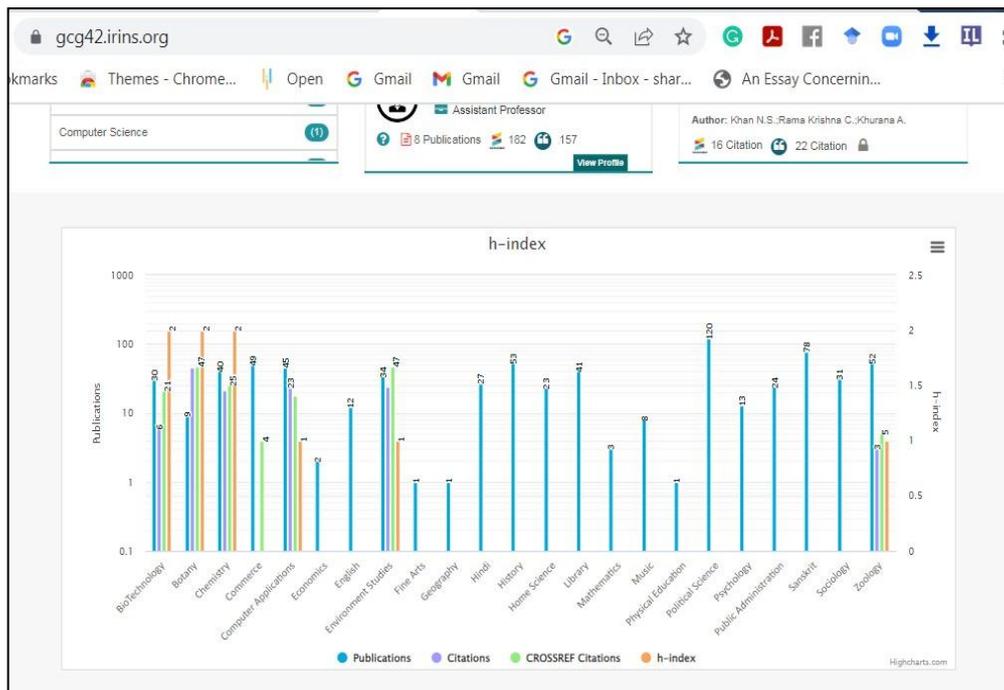
5. Evidence of Success:

The success of this initiative is evident through following facts:

- All the faculty members now have their VIDWAN IDs.
- College has its IRINS page - <https://gcg42.irins.org/>
- Faculty is regularly updating its scholarly publications, books, articles, book reviews, presentations, etc. on the VIDWAN database.
- These updates give them global recognition.



IRNIS Page of PGGCG-42, Chandigarh



h-Index at IRINS

Expert ID	Name	Email	Status Mode	Status	Created By	Updated By	Verify Status	Created Date	Updated Date	Edit	View
48725	Preeti	sharda.preeti@gmail.com	A	1	Vidwan Admin	Preeti Sharda	NV	2021-08-16	2022-03-31		
114521	Kalyani	singh.kalyani2@yahoo.com	A	1	Vidwan Admin	Preeti Sharda		2019-12-20	2022-01-24		
136651	Naveena	natarajan.naveena@gmail.com	A	1	Naveena Natarajan	Naveena Natarajan	NV	2020-05-10	2021-11-12		
230535	Sumit	shayshappy.dash3@gmail.com	A	1	Vidwan Admin	Sumit Dashni		2021-08-16	2021-11-15		
230536	Manvi	manvi07@gmail.com	A	1	Vidwan Admin	Preeti Sharda		2021-08-16	2021-11-10		
230537	Ankita	ankitoyan10@gmail.com	A	1	Vidwan Admin	Preeti Sharda		2021-08-16	2021-11-15		
230538	Gagandeep	gagandeep.gyani@gmail.com	A	1	Vidwan Admin	Preeti Sharda		2021-08-16	2021-11-16		
230539	Indu	indu.ier@gmail.com	A	1	Vidwan Admin	Preeti Sharda		2021-08-16	2021-11-10		
230540	Gundeep	gundeep.88@gmail.com	A	1	Vidwan Admin	Preeti Sharda		2021-08-16	2021-10-16		
230541	Hani	gjer_ssc@yahoo.co.in	A	1	Vidwan Admin	Preeti Sharda		2021-08-16	2021-11-10		

VIDWAN of PGGCG-42, Chandigarh

6. *Problems encountered and Resources Required*

- Initially faculty members were little hesitant to give information about their scholarly publications. There were also some technical issues, which were resolved from time-to-time by the technical support of IRINS team.

7. Advantages

- The information procured through Vidwan helps us to build an authentic database for AQAR report as well as for National Institute Ranking Framework (NIRF) and All India Survey on Higher Education (AISHE).
- It provides comprehensive information about researcher's/faculty background, experience, publications, accomplishments, etc.
- It sets a benchmark for the credibility of the faculty publications/ research work. etc.
- It will help in enhancing faculty exchange and inter institutional research work.

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BEST PRACTICE – 3.16

1. Title

“Mission: Waste to Wealth”

2. Objectives of the Practice:

The objective of this practice is to inculcate social awareness, values, and environmentally responsible behavior amongst stakeholders and to nurture students as citizens with moral, ethical, and social values to provide service to the society.

3. The Context:

The institution took initiative under the aegis of “Mission Waste to Wealth” to curb solid waste management issues specially e-waste and single use plastic menace in collaboration with CPCC Chandigarh Administration, Municipal Corporation, Chandigarh Administration, Department of Environment, Chandigarh Administration and “Swarmani” Youth Welfare Association.

4. The Practice:

To impart holistic knowledge, the (SUPP) single use plastic ban committee, “Srisht” environment society, NSS Wing and Dept. of Biotechnology of the college creates awareness among stakeholders and nearby community about dry/wet waste, single use plastic and e-waste management.

Following extension activities have been undertaken:

1. Training of Trainers

Training session on safe disposal of single use plastic and e-waste was organized 26th March 2022 in collaboration with Dept. of Environment, Chandigarh Administration, Pollution Control Committee and Municipal Corporation, Chandigarh Administration, under the aegis of “Swarmani” Youth Welfare Association, Officials from Municipal Corporation and Pollution Control Committee Chandigarh administration conducted this activity.



Training session on safe disposal of single use plastic and e-waste

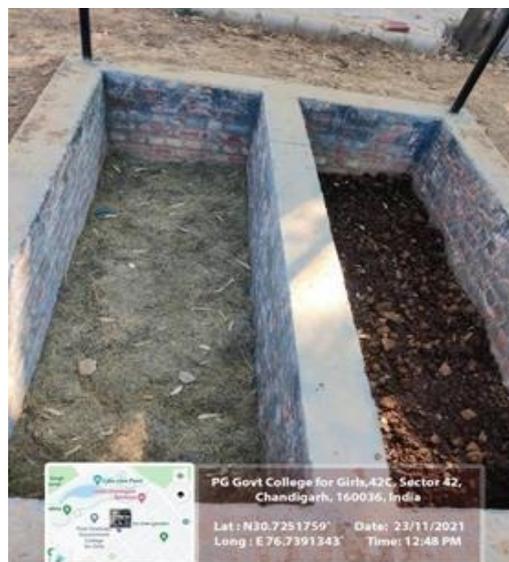
2. Dry/Wet Waste Management

Our college has developed sustainable system to manage solid waste generated in the institution. The solid waste is segregated on daily basis as wet and dry waste, in green- and blue-colored dustbins respectively. Separate bins have also been installed to dispose off plastic waste and glass waste promoting the concept of “segregation of waste at the source”. Wet biodegradable waste is converted to nutrient rich compost while dry waste is disposed off with the help of



Municipal Corporation.

Green & blue dustbins for waste segregation



Vermi-compost unit



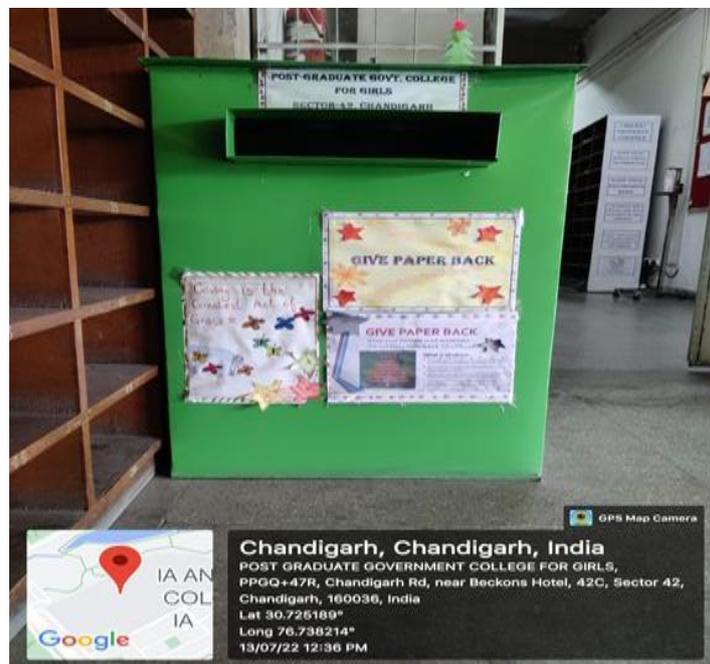
Pit composting unit



In vessel composting

3. “Give paper back” campaign

The college library has started “Give paper back” campaign where one sided used paper donated by faculty and students is reused.



4. Separate site set up for disposal of E-Waste, Plastic and Glass Waste

Plastic, glass and E-waste recycling site has been set by placing color coded disposal bins for segregation of all type of solid waste generated in the college campus by the Dept. of Environment Studies.



Electronic waste, plastic waste and glass waste segregation unit

**Use of old tank for waste collection donated
staff member**

Waste segregation site by our

5. Plastic and Electronic Waste Collection Drive in the Campus

Student volunteers for the eradication of Single Use Plastic Committee started plastic and electronic waste collection drives by circulating the information among student groups and staff members. Anjali, Harmandeep, Nisha, Gungun and Shikha collected empty milk packets from neighborhoods, college canteen and milkshake corner in the college campus for up-cycling in a plant nursery. Rosy, Anantha, Sneha, Jyoti and Luxmi collected plastic bottles from public events and college campus for up-cycling into ecobricks. Other collected waste was handed over to authorized recycler with the help of Chandigarh Pollution Control Committee. In return contributors who deposited waste were rewarded with eco-friendly gifts for motivating them to keep the movement going further.

6. Collection of Milk Packets

Empty plastic milk packets are collected from our homes, tea vendors around college and college canteen contractor. Volunteers wash and dry these before using these for planting small plants. Students have collected around 2400 milk packets.



Plastic/ E-waste donated by students and staff packets later

Collection of empty milk

used for plant nursery



7. “ZERO WASTE MAY” Workshop

A 15 days’ workshop cum awareness drive was organized in the college campus on 11th May 2022 in collaboration with MGNCRE, Ministry of Higher Education. Mr. Samarth Sharma a consultant with MGNCRE visited the workshop and gave appreciation certificates to all the volunteers and also appreciation letter to the college principal and convener of the workshop for

the sustainable practices in the college. This workshop on the theme “Give Waste- Take Away Gift” was started by collecting used plastic milk packets, take away containers, packaging material, glass waste and electronic waste like used batteries, phones, adapters, chargers, wires, old switches, etc.



Education



Awareness Lecture on E-Waste management by Nagender Pratap Singh, Karo Sambhav

8. Plogging Activities

Student volunteers collected plastic waste from nearby public parks and from New Lake, Sector-42, Chandigarh under “Mission: Waste to Wealth” on 28th May 2022. 5 kg plastic and glass waste was collected during this drive.



Collection of plastic waste from public parks by student volunteers

9. Citizen Parliament

Citizen parliament was conducted under the aegis of “Mission: Waste to Wealth” by Swarmani. Seven students participated in this debate and received appreciation certificates on 19th June, 2022.



10. Pledge taking ceremony on international plastic bag free day

Pledge ceremony was organized to make the stakeholder aware about carrying their own bags and no use of polybags on this day as per guidelines received from Pollution Control Committee Chandigarh and Dept. of Environment, Chandigarh Administration on 9th July, 2022.



1. The college was honored with the following commendations:
 - A certificate of Commendable work done in Zero Waste Awareness from MGNCRE, Ministry of Higher Education, Govt. of India, May, 2022.
 - A certificate of Appreciation from MGNCRE, Ministry of Higher Education, Govt. of India, January, 2022.
 - A certificate of Appreciation from MGNCRE, Ministry of Higher Education, Govt. of India, February, 2022.
 - A certificate of Recognition from MGNCRE, Ministry of Higher Education, Govt. of India, March, 2022.
 - Best Environment Society award for 3 consecutive years (2018-19, 2019-20, 2020-21).
2. Around 240 empty milk packets, 54 Kgs of Plastic and 22 Kgs of E- waste was collected and disposed of through authorized recyclers.
3. We have created awareness amongst the students to dispose off waste in an environment friendly way.
4. These practices have instilled a sense of responsibility amongst the students to be eco sensitive.
5. They are now a better citizen with good civic values.



Best Environment Society Award , year 2021



Certificate of Appreciation for conducting Cleanliness Drive under Swachhhatta Action Plan



Certificate of Appreciation for conducting largest Plantation Drive



MGNCRE

महात्मा गांधी राष्ट्रीय ग्रामीण शिक्षा परिषद
Mahatma Gandhi National Council of Rural Education
Department of Higher Education, Ministry of Education, Government of India



Lr. No. MHRD/GOI/SAP/2021-22/295

Date: 08.03.2022

SUB: MGNCRE-DHE-MoE-GoI/ Appreciation Letter/ Nodal Officer /Swachhta Activities-2021-22

Dear Sunita ji,

At the outset, we congratulate you for participating in the Swachhta activities in your college which speaks volumes of your dedication and commitment to make not only your Institution exemplary, but also is an inspiration to your students towards making India a Clean and Green place to live in.

We also appreciate the best work done by you in the areas of Sanitation, Hygiene, Waste Management, Water Management, Energy Management and Greenery Management.

Your ideas and your commitment are greatly appreciated. We wish you all the best in your future endeavours.

Please accept my heartfelt gratitude. Hoping this association continuous.

Warm Regards

Samarth Sharma
Consultant
MGNCRE, Ministry of Education
Government of India

Copy to:

Ms. Sunita Kumari, Assistant Professor, Post Graduate Govt. College for Girls,
Sector- 42 , Chandigarh



Certificate of commendable work done in Zero Waste Awareness from MGNCRE, Ministry of Higher Education, Govt. of India, May 2022

Problems:

The Environment Society faces a financial crunch as more bins need to be installed around the campus. Moreover, it is a difficult job to convince people to make a habit to segregate and dispose off the waste ecofriendly.

Contact Details of the Coordinator:

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Nodal Officer

PGGCG-42, Chandigarh

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BEST PRACTICE –3.17

1. Title of the Practice:

Utsav: Birthday Wishes Galore

2. Aim of the Practice:

The aim of this best practice is to develop cohesiveness and warmth amongst colleagues by wishing all the faculty members (teaching) on their special day, i.e. birthdays. It also gives everyone an opportunity to ponder over thought provoking quotations by writing the intended content on the designated whiteboard in the main staff room.

3. The Context:

The need was felt to have a more friendly and relaxed work atmosphere so that everyone put their best foot forward in their professional work space. It took a while for everyone to warm up to the idea. After the initial hiccups, the initiative was welcomed by the majority and has gone from strength to strength in the years that followed.

4. The Practice and its implementation:

For holistic development of the institution, the whole hearted participation of its stakeholders is imperative. Better emotional connectivity of the teaching faculty betters the team dynamics and is incredibly empowering and motivating. This healthy practice not only gives joy to the members but also fodder to their minds to ruminate upon. The original whiteboard was bought from the collection of the staff fund and was installed in the main staff room in 2004. This practice was initiated on 5th March 2004 and has continued unbroken for more than nineteen years.

5. Evidence of Success:

Success of this endeavour presented itself early on. Innumerable wishes pour in on the special day of the concerned member. Everyone started celebrating their birthdays in various ways, individually and/or in groups - by bringing sweets, throwing parties, donating to The Joy of Giving and so on.

Also, the thought of the day helped many a troubled mind from making a mountain out of a molehill.

6. Problems encountered and Resources Required:

Some of the problems encountered during the execution of this project included:

- initial assembling of the birthday list and updating it at regular intervals whenever there are any changes in the teaching staff
- on request from those whose birthdays fall during vacation, the practice of writing a long list of birthdays before the commencement of vacation was taken up
- finding a reliable stand-in in case of being on leave

Resources required were minimal – just a whiteboard, whiteboard marker pen, duster and plenty of dedication.

7. Any other relevant information:

- Ms. Gurmeet Bhullar, Head, Department of Economics, and Dr. Gurmel Singh, Associate Professor, Department of Punjabi, were the first two colleagues whose birthday wishes were written for the first time on the whiteboard on 5th March 2004.
- After the completion of fifteen years of this practice in 2019, the birthday of the whiteboard also started getting celebrated.

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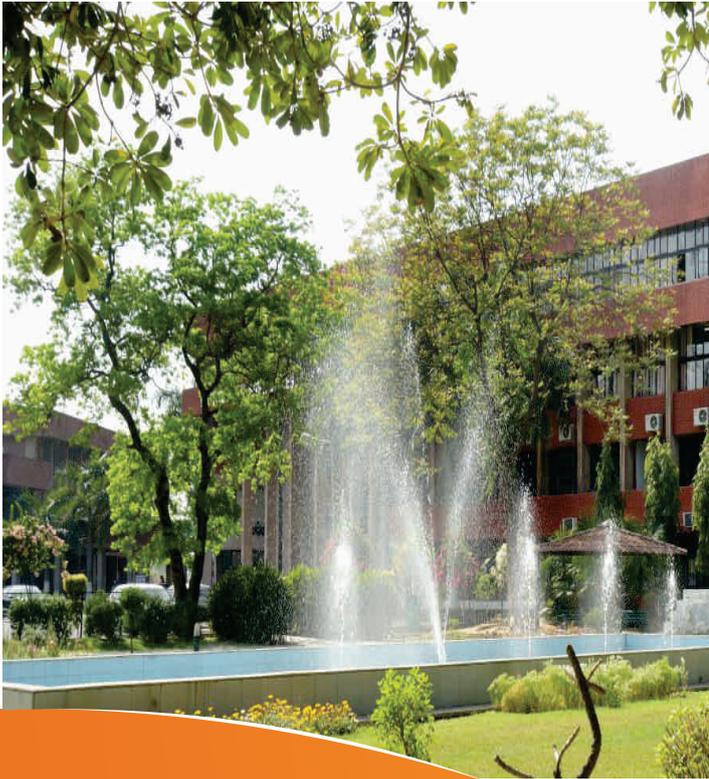
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IQAC (PGGCG-42) March, 2023

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