



# BEST PRACTICES DATA BASE

*Learning through Sustainable Innovations*

**INTERNAL QUALITY ASSURANCE CELL  
INITIATIVES**

POST GRADUATE GOVT. COLLEGE FOR GIRLS  
SECTOR-42, CHANDIGARH - 160036  
Website: [www.gcg42.ac.in](http://www.gcg42.ac.in)  
e-mail: [gcg42chd@yahoo.com](mailto:gcg42chd@yahoo.com)

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## *EDITORIAL TEAM*

**Ms. Mani Bedi**, Principal cum Chairperson of IQAC, PGGCG-42, Chandigarh

**Dr. Dalip Kumar**, Member Coordinator of IQAC, PGGCG-42, Chandigarh

**Dr. Jyoti Seth**, Department of Sociology, PGGCG-42, Chandigarh

**Professor Punam Agarwal**, Department of Commerce, PGGCG-42, Chandigarh

**Ms. Monica Singh**, Department of English, PGGCG-42, Chandigarh

**Dr. Shweta Bali**, Department of English, PGGCG-42, Chandigarh

**Mr. Sudhir Kumar Sharma**, Department of Comp. Applications, PGGCG-42, Chandigarh

**Ms. Nidhi Goyal**, Department of Comp. Applications, PGGCG-42, Chandigarh

**Ms. Anu Chawla**, Department of Comp. Applications, PGGCG-42, Chandigarh

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## **BEST PRACTICE – 1.1**

### **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 endeavours to facilitate them with an awareness and capacity building programme which rests on “*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 practises, 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 and Population

Foundation of India who will be funding 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 remains limited since the students may not disclose the full details of the incident.

**7. Any other relevant information:**

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

**Contact Details of the Coordinator:**

***Dr. Jyoti Seth***

Women Cell Coordinator cum Head of Department of Sociology

PG Govt. College for Girls

Sector-42, Chandigarh (160036)

e-mail ID: jyotiseth@gmail.com

Work Phone: 0172-2676005

Mobile: 09815961261

## **BEST PRACTICE – 1.2**

### **1. Title of the Practice::**

#### ***Save Fuel -Save Energy- Save Environment***

#### ***(BIOMASS FUEL USE AS AN ALTERNATIVE TO LPG)***

### **2. Aim of the Practice:**

One of the ambitious projects undertaken by the college is on Energy Conservation. It is an initiative which aims to target the following core areas of Biotechnological applications:

- **Energy Conservation (Biomass Fuel Promotion as an Alternative to LPG)**

The college has plans to extend this practice to include:

- Nutrition (Human and Animal)
- Healthcare (Medicinal Plants Germplasm identification and propagation/certified extracts for medicinal use)
- Pollution Control (Bio-technology interventions for managing water pollution/sludge disposal and also air-pollution caused by foul gases from city garbage)
- Employment Generation (at UG/PG level i.e. B.Sc./M.Sc.)

### **3. The Context:**

The best practice aims to promote production and use of biomass fuels as an alternative to LPG/Petrol/Diesel. Fuel pellets made of wheat straw/bio-waste e.g. fallen leaves, are a 'carbon neutral source' of energy, which can be used to replace LPG in hostel messes and canteens.

### **4. The Practice and its implementation:**

PGGCG-42 is the only institution to have installed "Biomass fuel Cooking System" in its Hostel Kitchen. This is not only a cost effective system but also environment friendly and non-hazardous as compared to LPG.

This cooking system provides new dimensions for the progress of the nation. Having successfully implemented this practice, the college is collaborating with Chandigarh

Administration to help other institutions of the city under the aegis of “Chandigarh colleges Biotech Mission”.

As far as the financial benefits are concerned, Biomass Fuel Pellet saves about 15 commercial LPG cylinders per month which means a saving of about 1.48 lakhs per annum even in a small hostel like ours.

#### 5. Evidence of Success:

	LPG CYLINDER	LPG CYLINDER + BIOFUEL
<b>No of Cylinders used per month</b>	<b>75</b>	<b>60</b>
<b>Cost @1545/Cylinder</b>	<b>115875</b>	<b>92700</b>
<b>Bio-Fuel pallet used per month</b>	-	<b>18X 30</b>
<b>Cost bio-Fuel Pallet @18/kg/month</b>	-	<b>9720</b>
<b>Total Cost</b>	<b>115875</b>	<b>102420</b>
<b>Saving</b>	-	<b>13455/ Month 148005 for eleven months</b>

- **Benefits of using this cooking system:**
  - COST EFFECTIVE – saves more than 35% of the cooking fuel cost as compared to traditional LPG cooking.
  - HYGIENIC – usage of this non-polluting fuel promotes wellness as it is environment-friendly.
  - SAFE – The technology behind this concept is very safe and there is no hazard to life as compared to LPG
  - No carbon emissions
  - Conserves the nutritional value as well as the delicious taste of food.
  - Issue of delayed supply of LPG cylinders is resolved.
  - Fuel ash is being used as manure.
  - The funds thus saved are being utilized in welfare schemes for hostel students (up gradation of existing facilities, safe drinking water facility, & awards).
  - Reduced the cost of diet of poor brilliant students upto 20%.



## **6. Problems encountered and Resources Required:**

At the time of implementation of the practice the mess contractor was apprehensive about the installation of Biomass fuel cooking system for he feared that this system would emit sparks that could cause a blast in the kitchen and would also increase the cooking time. However, the results of the practice have proved it to be cost- effective, hassle-free and innovatively effective.

### **Contact Details of the Coordinator:**

***Dr. Dalip Kumar***

Head of Department of Biotechnology

PG Govt. College for Girls,

Sector-42, Chandigarh - 160036

e-mail ID: dalipchd@yahoo.co.in

Work Phone: 0172-2676005

Mobile: 09888697902

### **BEST PRACTICE – 1.3**

#### **1. Title of the Practice:**

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

#### **2. Aim of the Practice:**

Launched six years ago, Youth Adalat, convened every Friday, 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 them 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 one year, 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 an 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 moulds 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.

**Contact Details of the Coordinator:**

***Dr. Jyoti Seth***

Women Cell Coordinator cum Head of Department of Sociology

PG Govt. College for Girls,

Sector-42, Chandigarh - 160036

e-mail ID: jyotiseth@gmail.com

Work Phone: 0172-2676005

Mobile: 09815961261

**BEST PRACTICE – 1.4**

**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) Code of conduct is strictly followed during the entire election procedure
- 6) No printed material is allowed to be used or distributed
- 7) No defacement of walls is permitted
- 8) 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.

**Contact Details of the Coordinator:**

***Mr Jagan Nath***

Head of Department of Public Administration

PG Govt. College for Girls,

Sector-42, Chandigarh - 160036

e-mail ID: jagannath2014@gmail.com

Work Phone: 0172-2676005

Mobile: 09417023869

## **BEST PRACTICE – 1.5**

### **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 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 amount 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 come to donate blood but are not allowed to do so as they are anaemic. 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 haemoglobin level. The girls are encouraged to take appropriate supplements and improve their diet to overcome this deficiency.

The students are also regularly appraised 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 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.

**Contact Details of the Coordinator:**

***Dr. Neelam K. Sharma***

Head of Department of Zoology

PG Govt. College for Girls,

Sector-42, Chandigarh - 160036

e-mail ID: neelam\_510@yahoo.co.in

Work Phone: 0172-2676005

Mobile: 9888980546

## **BEST PRACTICE – 1.6**

### **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 infrastructure, 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.
- 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.
- Web-OPAC (Online Public Access Catalogue) makes for easy access to the library resources.

- The students of BCA department have designed 02 websites and 01 Android based App.
- The faculty of the BCA department is the trouble shooter and provides technical support to the content management of college website, alumni website, e-Campus solution software.

#### **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 19 are smart class rooms. As a result only a few faculty members get the opportunity to use them. The college has already sent a proposal under RUSA to convert more class rooms into smart class rooms so that more students benefit from it.

We also do not have technical staff exclusively for the maintenance and upkeep of the hardware. Additional resources are needed for procuring expensive ICT

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.

#### **Contact Details of the Coordinator:**

***Dr. Punam Agarwal***

Head of Department of Computer Applications

PG Govt. College for Girls,

Sector-42, Chandigarh - 160036

e-mail ID: punamaggarwal@yahoo.com

Work Phone: 0172-2676005

Mobile: 9417214447

## **BEST PRACTICE – 1.7**

### **1. Title of the Practice:**

#### ***PROJECT UDAY: Reaching out 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 labourers 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 a phased manner in the college campus from 2.00 pm to 5.00 pm. 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 labourers 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 12 staff members participated in this project. NGO "Theatre Age" and "Salam Zindagi", collaborated with NSS units. NSS volunteers and programme officers identified 115 street children from the adopted village Kajehari, Sector 42, Panjab University campus, Dhanas, Maloya and Dadu Majra who were not going to any schools.

**5. Evidence of Success:**

Under project UDAY, 87 children have been taught till now. Due to the efforts of NSS volunteers, 62 children got admission in various government schools.

**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 labourers to join classes;
- Co-ordinating 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:**

- Volunteer coordinator Shelly received Indira Gandhi Award in 2014.
- Two coordinators of project, Preeti and Shelly were honoured with Star Girl Award by M.P Kirron Kher.

**Contact Details of the Coordinator:**

***Dr. Nemi Chand***

NSS Co-ordinator cum Assistant Professor, Department of Public Administration

PG Govt. College for Girls,

Sector-42, Chandigarh - 160036

e-mail ID: dr.nemichand@gmail.com

Work Phone: 0172-2676005

Mobile: 09417860148

## **BEST PRACTICE – 1.8**

### **1. Title of the Practice:**

#### ***Rejuvenating Sanskrit***

### **2. Aim of the Practice:**

The aim of this exemplary practice is to revive an ancient language which has been the medium of instruction for thousands of years and is the language of our holy scriptures, but is increasingly being relegated to the background. The fact that most schools do not offer this subject makes it all the more difficult for students at the entry level in colleges to take it up as an elective subject. In our institution, most of the students belong to semi-urban & rural areas of Panjab; as such they have no knowledge of the importance of this language. Initiatives are made to counsel/guide the uninitiated learners about the importance of Sanskrit not only as a classical language but also a mother language which contributes to the phonology, etymology and genesis of other languages and disciplines. The students are also apprised about the importance of this subject for appearing in competitive exams.

### **3. The Context:**

The challenge in implementing this practice lies in the fact that most of the students being from the non-Hindi speaking belt are untrained in this language at the school level. Initially, they are resistant to the suggestion of taking up a new language or a hitherto unfamiliar option.

Another drawback is the interference of the regional dialect in enunciating the correct pronunciation of Sanskrit. To overcome this is a painstaking endeavour which needs individual attention.

### **4. The Practice and its implementation:**

These days it is the policy of the Government to encourage the promotion of Sanskrit. As such many Shloka Recitation competitions are organised at the college, university, state & national levels. The college encourages maximum participation in these competitions.

The uniqueness of this enterprise lies in the fact that our students who are novices in this language are trained & groomed through persistent efforts. They are not only acquainted with the nuances of Sanskrit pronunciation but also provided facilities such as exposure to CD's & recordings of Sanskrit shlokas and practicing correct pronunciation. Finally through a consistent rehearsal schedule, they compete in shloka recitation contests & bring laurels for the institution.

**5. Evidence of Success:**

The success of the practice can be measured from the fact that the results of the subject are always 100% and most of the toppers in humanities have Sanskrit as one of the elective subjects. Moreover, it is indeed creditable that many Muslim students have willingly taken up and excelled in the subject.

Once initiated, many of our students have successfully completed their Masters in Sanskrit, and enrolled themselves for research degrees leading to PhDs.

At the college and intervarsity Sanskrit Mantra/Shloka Competitions, our students have been consistently winning accolades.

**6. Problems encountered and Resources Required:**

The major problem encountered in this practice is the initial difficulty in convincing & motivating the entry-level learner to take up Sanskrit as an elective subject. This is taken care of through counselling and frequent interfaces with the seniors and alumni.

Efforts are also be made to inform the fresher students about the mathematical marking structure of Sanskrit which can greatly improve their grades in the exams. The fact that this subject is fast becoming a preferred choice for competitive exams is also largely due to the defined & precise nature of this subject.



**7. Any other relevant information:**

The medals and accolades won by the students in various competitions are testimony to the resounding success of this practice in the college. Similar efforts can be made by other institutions to rejuvenate Sanskrit which would otherwise become an obsolete language in the coming times.

**Contact Details of the Coordinator:**

***Dr. Lakhvir Singh***

Head of Department of Sanskrit

PG Govt. College for Girls,

Sector-42, Chandigarh - 160036

e-mail ID: mailtoshagan@yahoo.co.in

Work Phone: 0172-2676005

Mobile: 09417184039

### **BEST PRACTICE – 1.9**

#### **1. Title of the Practice:**

##### ***Share and Care***

#### **2. Aim of the Practice:**

Believing that educating students within the restrictive parameters of formulated syllabi is no education at all if it does not link them with the cosmos, an attempt has been made to sensitize the students towards caring and feeling for the winged beings. Nursing sick birds is such an attempt aimed at opening their minds towards the realization of the ultimate truth that they are not at the top of the pyramid but a part of the pyramid that encloses whole life. This also makes them realize that they must consider it their moral duty to work for the welfare of all living beings. As they learn to care and nurse, they become compassionate towards their fellow beings.

This is an ongoing process because compassion thus learnt would translate and manifest itself in the society as well. Since women play a pivotal role in the social and familial set up, their mental and emotional evolution would spread peace and harmony through their families into the surroundings.

#### **3. The Context:**

This initiative has been taken up by the Zoology department and the cage has been installed and is being maintained by the department. It is aimed at not only providing succour and care to the mute, helpless winged beings who often because of injury and disease fall prey to predators but also provides the students an opportunity to study their activities, behaviour and correlate these with their theoretical knowledge about the birds.

There has been literally no challenge in taking up this practice for all stake holders were more than eager to begin this noble deed.

#### **4. The Practice and its implementation:**

The injured and sick birds are cared for, nursed and fed by the students of Zoology department. Since the cage has been installed near the department, many students from other streams also show curiosity, and help in feeding and nursing the birds. The

concept of Share and Care is unique in the sense that generally in colleges the students who want to serve the cause associate themselves with NGOs but here we have made arrangements for them to look after such hapless beings within the campus. This practice is unique also because there is hardly any college at least in the vicinity which offers similar help to the winged beings.

**5. Evidence of Success:**

The best practice Share and Care works on the principle of sharing the responsibility for caring for the winged ones. So far the initiative has met with a lot of support and appreciation from the students who show a keen interest in helping these sick birds. It is wonderful to watch them tenderly nurse and wash their wounds and establish a bond with them. Once the birds become healthy enough they are released to join their friends.

**6. Problems encountered and Resources Required:**

Although there have been no problems as such in the execution of this practice, the need for a bigger cage to host eagles is being felt and efforts for the installation of the same are being made.

**Contact Details of the Coordinator:**

***Dr. Neelima Talwar***

Associate Professor, Zoology Department

PG Govt. College for Girls,

Sector-42, Chandigarh - 160036

e-mail ID: neelimatalwar@yahoo.com

Work Phone: 0172-2676005

Mobile: 09855241021

### **BEST PRACTICE – 1.10**

#### **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. BSc (Microbial Bio technology)

- c. BSc Biotechnology Honours
  - d. M.A
  - e. M.Com etc
2. 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.
  3. 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
  4. Some other scholarships include :
    - a. Saroj Vasudeva Memorial Trust
    - b. Daulat Ram Mehndiratta Charitable Trust
    - c. Rotary Club sponsored Manisha, a student of BCA for two consecutive Years.
  5. The faculty made efforts to facilitate the stay of a brilliant college student during the semester exams in May 2015 in the college hostel. An outstation student, she used to commute daily from Pinjore where she was staying with her relatives. Since a lot of her time was wasted in travelling, she brought this problem to the notice of Functional English teachers who further requested the Principal to help her. As a result, she was adjusted in the college hostel free of cost during the annual examinations.
  6. The faculty has also been instrumental in involving NGOs through their personal contacts to fund poor brilliant students.
  7. NGOs such as Himjyoti School, Dehradun - A free boarding school for underprivileged girls is funding five students. They are paying for their college and hostel dues.

**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.

**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.

**Contact Details of the Coordinator:**

***Ms. Monica Singh***

Co-ordinator cum Associate Professor, Functional English

PG Govt. College for Girls,

Sector-42, Chandigarh - 160036

e-mail ID: monicasingh62@yahoo.com

Work Phone: 0172-2676005

Mobile: 09815960315

**BEST PRACTICE – 1.11**

**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 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 recognising 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 boys/ stress about relationships with peers who are girls

A number of girls come from dysfunctional homes and may be disturbed about a particular issue. While talking to them we realise 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 endeavour 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 MSc 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-judgemental or biased. It endeavours to hear out and gently suggest so as to empower them to make their own decisions and negotiations.

**Contact Details of the Coordinator:**

***Dr. Jyoti Seth***

Women Cell Coordinator cum Head of Department of Sociology

PG Govt. College for Girls,

Sector-42, Chandigarh - 160036

e-mail ID: jyotiseth@gmail.com

Work Phone: 0172-2676005

Mobile: 09815961261

**BEST PRACTICE – 1.12**

**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 may not 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:**

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

**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 behaviour therapies are used to keep the students motivated and enhance their study skills during this time period.

**5. Evidence of success:**

Counselling has been in practice since the last 5 years. 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.

It was felt that girls would be 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.

**Contact Details of the Coordinator:**

***Ms. Anuradha Ranjan***

College Counsellor

PG Govt. College for Girls,

Sector-42, Chandigarh - 160036

e-mail ID: anuradha.ranjan24@gmail.com

Work Phone: 0172-2676005

Mobile: 09876149172

**BEST PRACTICE – 1.13****1. Title of the Practice:*****Confidence Building through Personality Development*****2. Aim of the Practice:**

The main objective of this program was to generate Employability Skills in the Final year students and make them ready for the job market. A needs analysis was conducted of these students which revealed that they needed help and practice in the areas concerning language skills, soft & hard skills, group discussion and interview preparation among several areas. In the year 2009, Post Graduate Government College for Girls-42 Chandigarh in association with the Regional Institute of English, Sector 32 C started this as a pilot program in the college which received huge success. The RIE Certificate Course in Personal Development is now a regular program which runs in the Post Graduate Government College for Girls-42, for the Final year students of all streams (BA, BCA, B.Sc. and B.Com). A very impressive number of students register every year with the program which is an evidence of its popularity and success. The year wise details of students registered are as follows;

Name of the College	Number of Students (Session wise)				
	2010-11	2011-12	2012-2013	2013-14	2014-15
GCG 42	720	740	742	689	708

**3. The Context:**

The needs analysis led the researching team to understand the main problems that the students had been facing and encountered otherwise as well. Most of the students felt that they needed more confidence, better and expansive vocabulary, good communication skills, knowledge of work ethics and the professional field etc. The following topics were shortlisted thereafter and material produced for the same which came in the form of a workbook, 'Springboard to Success' which is given to each student.

Topics covered under this initiative include Ice Breaking Session, thematic vocabulary, introduction to sounds of English Language, Interpersonal skills, Motivation, Stress

Management, Hygiene and Attire, Attitude, Body Language, Common errors in Writing, Grammar and Usage, Intonation., Preparing for the Interview, Interview etiquette, writing Skills (Cover Letter, Resume Writing), and Group Discussion.

Furthermore, GCG 42 was the venue for a seminar on 'Careers in the 21<sup>st</sup> Century' which was addressed by Ms Pervin Malhotra and Mr Zubin Malhotra, Director CARING who interacted with over 500 students about their concerns regarding a brighter professional future.

#### **4. The Practice and its implementation:**

Overall, the program was a huge success with a very good number of students reporting for the classes. Overwhelming enquiries were made till the last day, with students keenly interested to continue further. A majority of students were given career counseling and they learnt immensely from the program. Technology based teaching was a major component in this program with sample GD's, Interviews and pronunciation videos used for the classes. There have been 23 Videos and 18 PowerPoint Presentations used for the program. The students enjoyed this ICT Aided language learning experience and wanted more of such sessions.

#### **5. Evidence of Success:**

The 100 Hour programme aimed at introducing communication & soft skills, personality development through activity based learning, resume writing, interview and group discussion skills, time management, stress management and other domains with regard to their professional development. The teachers focused on various aspects of Spoken English (Language correction, Vocabulary building, introduction to Phonetics), Personal Grooming (Hygiene, Manners and Etiquettes) and sessions on Resume Writing, Interview Skills, Body Language, Positive Mental Attitude, FEAR (*Fantasized Experiences Appearing Real*), and Cloze Tests for Vocabulary and Grammar Development. SWOT Analysis, Career Counseling Sessions and Psychometric tests were conducted to help the students identify their future possibilities, remove apprehensions and instill confidence. A class in Visualization



(Meditation) helped the students to focus on their goals. Demo interview and group discussion sessions were also conducted to infuse confidence in these students.

The students who enrolled for the programme emerged as more confident and oriented. They became aware of their language skills, future prospects and personality traits. They developed a keen interest in language learning through the spoken channel and overcame their inhibitions about the same.

**6. Problems Encountered and Resources Required:**

No major issues were encountered. With help from the college authorities and the administration, the program has been running smoothly and successfully since five years.

**7. Any other relevant information:**

The practice can be emulated by other institutions for it has helped the students in improving their communication skills, helping them to prepare for interviews, group discussions and emerge as confident, informed young girls.

**Contact Details of the Coordinator:**

***Ms. Shubhpreet Kaur***

Head of Department of English

PG Govt. College for Girls,

Sector-42, Chandigarh - 160036

E-mail ID: shubsj56@yahoo.co.in

Work Phone: 0172-2676005

Mobile: 09855080163

**BEST PRACTICE: 1.14**

**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, municipalities can even 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	10.05.10	12.05.10	Water Cooler near Staff Room	Colour, Odour, Taste, Turbidity, pH, Total Hardness, Iron and Chlorides	Sample confirms to IS:10500-1991 with respect to parameters
2	16.08.11	20.08.11	Girls Hostel	Colour, Odour, Taste, Turbidity, pH, Total Hardness,	Sample confirms to IS:10500-1991 with respect to
3	23.08.12	28.08.12	Girls Hostel	Colour, Odour, Taste, Turbidity, pH, Total Hardness, Iron, Chlorides,	Sample confirms to IS: 10500-2012 except for Coliforms.

4	04.09.12 (Resampling)	11.09.12	Girls Hostel	Colour, Odour, Taste, Turbidity, pH, Total Hardness, Iron, Chlorides,	Sample confirms to IS:10500-2012 with respect to parameters
5	14.08.13	20.08.13	Water Cooler near Staff Room	Colour, Odour, Taste, Turbidity, pH, Total Hardness, Iron, Chlorides,	Sample confirms to IS:10500-2012 with respect to parameters
6	22.08.14	28.08.14	Sample provided to Laboratory	Colour, Odour, Taste, Turbidity, pH, Total Hardness, Iron, Chlorides,	Sample confirms to IS:10500-2012 with respect to parameters
7	02.09.15	08.09.15	Water Cooler near Staff Room	Colour, Odour, Taste, Turbidity, pH, Total Hardness, Iron, Chlorides,	Sample confirms to IS:10500-2012 with respect to parameters

#### 5. Evidence of Success:

##### *Dealing with bacterial contamination of water*

Water samples analysed during the year 2010, 2011, 2013, 2014 and 2015 conforms to IS:10500 with respect to parameters analysed 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 analysed.

**Contact Details of the Coordinator:**

***Dr. Deepika Kansal***

Associate Professor, Chemistry

PG Govt. College for Girls,

Sector-42, Chandigarh - 160036

E-mail ID: drdeepika08@hotmail.com

Work Phone: 0172-2676005

Mobile No: 09855203103

### **BEST PRACTICE – 1.15**

#### **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 and
- To facilitate travel grant assistance for national and international academic programmes.

#### **3. The Context:**

Initially, there was a negligible 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 endeavour disseminates information about upcoming conferences, seminars, funding agencies etc. and the consequent advantages of remaining updated academically.

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

The main motive of this practice is to achieve academic excellence. A workshop related to relevant information regarding Minor / Major projects was conducted by the IQAC of the college in 2011. About twenty faculty members attended the workshop. Out of these, eight applied to the UGC for financial assistance. This culminated in the sanction of seven Research Projects in the subjects of Chemistry, Public Administration, Hindi, Punjabi, English, Commerce and Psychology.

#### **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:

Number of Major and Minor Projects sanctioned: 32 (Amount sanctioned: 51.50 Lakhs)

Number of Academic Programmes organized: 15

Number of Ph.Ds / MPhils awarded to the faculty in-service: 20

Number of Faculty currently pursuing Ph.D: 15

Number of sponsored Foreign Academic visits undertaken: 14

**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 has already taken a stride in this direction by submitting a proposal for the same under the RUSA scheme. This would generate a better environment for future research endeavours.

**Contact Details of the Coordinator:**

***Dr. Dalip Kumar***

Member Coordinator, Internal Quality Assurance Cell

PG Govt. College for Girls,

Sector-42, Chandigarh - 160036

E-mail ID: dalipchd@yahoo.co.in

Work Phone: 0172-2676005

Mobile: 09888697902

## **BEST PRACTICE – 1.16**

### **1. Name of the Practice:**

***DAY CARE CENTRE – for children of Teaching, Non-Teaching 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.

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, DHE, Chandigarh.

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 four walls of the college.

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 mothers' absence. Rooms are fully equipped with safe toys that stimulate learning. Building blocks, rubber balls, books and many more. The play room is covered with safety mats and is bright and colourful. 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.



### 3. Evidence of Success

At the time of starting the centre we had 5-7 kids but now there are more than 30 kids who avail the benefit of this facility and enjoy their time with each other and staff.

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.

#### Teaching staff:

Sr. No.	Kid's Name	Mother's Name
1.	Ganeev	Mrs. Ramninder Kaur
2.	Jaspinder Singh	Mrs. Jasdeep Kaur
3.	Nimar	Dr. Sukhpreet Kaur
4.	Prisha	Dr. Jyoty Ahuja
5.	Anika and Arush	Mrs. Rachna Rana
6.	Kayna	Mrs. Manvi
7.	Kavya	Mr. Mehar Chand
8.	Tejal	Dr. Deepti
9.	Vanya	Mrs. Divya
10.	Saysha	Mrs. Preeti
11.	Arjun and Manya	Mr. Sudhir
12.	Reya and Nimish	Mrs. Anu Chawla
13.	Adhirit	Mrs. Deepa Sood
14.	Nikshit and Bhavin	Mrs. Nidhi Goyal

15.	Sagar Singh	Dr. Gurvinder
16.	Annay and Ananya	Mrs. Deepika
17.	Sarbpreet singh	Mrs. Sarbjeet Kaur
18.	Sidak	Mrs. Gagan
19.	Amira	Mrs. Jagjeet Kaur
20.	Pavika	Mrs. Charul
21.	Keyush	Mrs. Ranjna
22.	Rohnish	Mrs. Sonika

**Non-Teaching:**

<b>Sr. No.</b>	<b>Kid's Name</b>	<b>Mother's Name</b>
1.	Syrus and Dilshan	Mrs. Rupinder Kaur
2.	Ruhani and Chahat	Mrs. Gurpreet Kaur
3.	Elina and Devanshi	Mrs. Sangeeta
4.	Manya and Tushita	Mrs. Sapna
5.	Gurvansh	Mrs. Amanpreet Kaur
6.	Simranjot and Paramvir	Mrs. Jaspreet Kaur
7.	Yashika	Mr. Manish Bains
8.	Dherya	Mrs. Shivani
9.	Arnav	Mrs. Anuradha
10.	Ekam	Mrs. Kulwinder Kaur
11.	Gurnoor and Gurshan	Mrs. Amandeep Kaur
12.	Kunjal	Mr. Naveen

## **Students:**

<b>Sr. No.</b>	<b>Kid's Name</b>	<b>Mother's Name</b>
1.	Vaishnavi	Mrs. Nandini
2.	Nayra	Mrs. Sonali

Some of the feedback received from the parents speaks volumes about the success of this RUSA sponsored initiative.

### **Teaching Staff**

*“Day care center is a helpful initiative step for us. Our kids stay there safely and we can come and meet them”.*

---- Mrs. Sukhpreet Kaur, Assistant Professor, English Department

*“Kids enjoy staying there and spend joyful time while playing and studying in day care. And staff helps children in their school work and other activities and they learn how to interact with each other.”*

---- Dr. Jyoti Ahuja, Assistant Professor, Sociology Department

### **Administrative Staff**

*“My child has become more confident in her own skills and thus more self reliant. It's good for her to have time apart and play with other children at day care.”*

---- Mrs. Rupinder Kaur, PA to Principal

*“My daughter was very shy par ab usne friends banaliye he aur confident bhihogayi he. Day care me enjoy bhikarti he. Me bhiapni job aaram se karletihoon”.*

---- Mrs. Gurpreet Kaur, Lab Attendant Computer Science

### **Married Students**

*“It was a social hindrance to continue studies. My in-laws wanted me to take care of the house and child but the facility of the day care in the College has helped me continue my higher studies and take care of my child as well”.*

---- Sonali, BA III

*“The day care facility and financial support from the college has helped me continue my higher studies in pursuit of better future. I live in a nuclear family and my husband is a labourer.”*

---- Nandini, BA III

### **4. 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 centre 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 man power 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.

### **5. Any other information**

### **6. Contact details of the coordinator:**

***Dr. Punam Agarwal***

Incharge BCA, Professor in Commerce

Post Graduate Government College for Girls

Sector 42, , Chandigarh, 160036

Email Id: [punamaggarwal@yahoo.com](mailto:punamaggarwal@yahoo.com)

Work Phone : 0172-2676005

Mobile: 9417214447