
Best Practice of the Year-1

- **Title of the practice**

Campaign For Environmental Awareness

- **The context that required the initiation of the practice**

Due to the increasing environmental degradation at the regional, national and global level and a continuance observance on adverse impact on the living conditions in rural and urban Haryana, a need was felt to address the overall issue in a manner that the students, faculty and community at large is made aware on the diverse aspects of environmental balance through a wide range of approaches and activities already available or to be visualized and evolved as per segments to be addressed and engaged.

- **Objectives of the practice**

- To launch a sustained campaign in a phased manner
- To make deep and wide impact from college campus to grass-root level

- **The practice**

The college decided to start the campaign with participation of Eco-Club, NSS and NCC students. This initiative gradually involved different cells, societies and committees. At the initial stage, plantation, cleanliness and general awareness drive on environmental issues were taken up. For popularizing the campaign, social networking sites, college website, Facebook page of the institution, WhatsApp and Alumni link were actively used. A large number of student-volunteers came forward to participate and carry forward the campaign to the nearby localities and rural areas. The college administration also reached out to a number of govt. and non-govt. organizations for support and participation. The college became a centre of debates, discussions, exhibitions and other related activities on environment and risk management.

- **Obstacles faced if any and strategies adopted to overcome**

The popular mode of addressing the issue in a rhetorical and ceremonial manner was a major problem and special efforts were required to make the campaign really effective. Debates, discussions and poster exhibitions providing clarity helped in raising level of awareness and qualitative shifts in modes of participation.

Given the wide range of developmental, cultural and political issues and standpoints involved in prevalent discourse on Environment and Climate change, it was particularly difficult to immediately arrive at a set of activities relevant to different target groups and areas for sustained drives. Regular participation of faculty, consultation and collaboration with govt. and non-govt. agencies/ organizations and grassroots level experience helped in sustaining focus on key environmental issues.

- **Impact of the Practice**

The campaign was thoroughly successful in making deep impact from micro to the macro level. Beginning at the institutional level, it finally reached a number of nearby villages. Students under Swachhata Abhiyaan took summer training in community service and became volunteers as well as leaders of the campaign. As done at the college level, they actively used social networking sites like Facebook and WhatsApp. This practice was particularly successful building a tempo of awareness that resulted in ground level activism addressing a wide range of local and global issues including stubble burning, groundwater level, diversification of crops, organic farming, forms and management of pollution, transport habits, climate change, diversity of species, flora and fauna etc. with a genuine community perspective. The recurrence of natural calamities and resultant urgency of risk management remained the vantage point of all activities and discourse emanating from the practice. Finally, it was felt that this practice carries a scope and social responsibility for the generations to come and the existence of planet Earth itself.

- **Resources Required**

Initially, the college provided required finances and logistics. But it expanded with broader support from society, govt. and several NGOs identifying their objectives with the campaign. Volunteerism of participants and organizers is self-assuring in terms of resources required.

- **Further Details:**

- A DGHE sponsored One Day National Seminar was organized on 16th March, 2018 on the topic “Environment & Natural Resources: Human Necessity and Challenges”. In all 450 students, research scholars, teachers from various Institutes of Haryana, Punjab, Himachal Pradesh, Uttar Pradesh, New Delhi, Telangana, Tamilnadu, participated in the Seminar. The Keynote speakers were Dr. R. K. Sharma, Dean of Colleges and Chairman, Department of Zoology, Kurukshetra University, Kurukshetra, Prof. (Dr.) S. S. Hundal, Punjab Agriculture University, Ludhiana, Dr. Jitender Sharma, Dept of Zoology, Kurukshetra University, Kurukshetra and about 225 research papers were presented.
- In collaboration with Haryana Forest Development Corporation & Haryana State Pollution Control Board, a state level seminar was organized on “Environment Education camp & Drawing Competition” on 21st March 2018.
- Dr. Suruchi Sharma and Jaibir Dhariwal, Dept. of English participated and presented research papers in a Multi-disciplinary National Seminar on Swachh Bharat Abhiyaan, sponsored by DGHE, Haryana, organized by Govt. College, Chhachhrauli (Yamuna Nagar) on 30th March 2018.
- On 29th August, 2017 the students of Economics department were told about the importance of cleanliness in life. A cleanliness drive was also launched by the faculty with the help of students in the college campus.
- On 8th September, 2017, the students of Economics Association donated plants with plant pots to the department for the cause of environmental awareness.

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- Various committees like Campus Beautification and Floriculture Committee, Waste Disposal Committee, Eco-club and NSS & NCC units protect, conserve and monitor the environment.
 - A year-long cleanliness drive beginning from the college Campus & outside initiated by NSS under “Swacch Bharat Abhiyaan”.
 - A 100-day long drive of cleanliness in Deora Village under Swacch Bharat Summer Internship.
 - A cleanliness Drive was launched by NSS Volunteers under “Swacch Bharat Abhiyaan” on 12th August 2017. An Extension Lecture was also delivered by Dr. Rishipal Bedi on this occasion.
 - Distribution of Plants by Prof. Chetna Sharma under “Voice of Nature” Programme organized by NSS on 20th August, 2017.
 - The college has been maintaining a clean and green campus with aesthetically selected plants and carefully groomed lawns. A plantation drive in coordination with Forest Department was undertaken to increase the green cover.
 - Dustbins have been placed at various locations in large number.
 - Use of polythene bags is banned.
 - Prescribed procedure is followed for the disposal of hazardous chemical waste.
 - CFL/ LED lamps have replaced incandescent lamps in the campus to save electricity.
 - Special care is taken to switch off electrical appliances and equipment when not in use.
 - A waste disposal committee works to ensure the proper disposal of waste generated in the college.
 - The artificial recharge structure installed in the playground of the college was properly maintained.
 - To promote the use of clean energy, gradual shift to solar power has been planned. A 120 KW Solar Power Plant is being proposed to be installed in the campus. This will reduce 90% dependency on electricity purchased from the Govt.
 - Debate, Declamation, Collage, Poster-Making Competition were organised on the theme of Environment protection.

Best Practice II

Title of the Practice

Qualitative Transformation of Academic Space within the Institution

- **The context that required the initiation of practice**

The academic ambience of an institution depends upon several factors. But it is the teaching-learning process that serves as the foundation for the germination and diversification of curriculum based or extra-curricular directions and activities. During this academic session, the college was inspected by NAAC Peer Team and accredited with grade -A. In continuation with the internal churning on teaching-learning process, the common thread running through the overall observations and suggestions made in the report of the peer team was also for due cognizance and assimilation of new methods and technologies in this particular aspect. While interacting with management, faculty, non-teaching staff, IQAC and various departments, the peer team emphasized that the institution has the potential and resources to redefine the teaching-learning process and overall academic environment as per latest paradigms and technology in all streams. This necessitated a review of the Action Plan and academic calendar of the session.

- **Objectives of the Practice**

- To re-invent classroom teaching-learning process
- To plan experimentation at the departmental level.
- To enhance participation of students in the teaching-learning process through innovative activities.
- To percolate research orientation and expertise of faculty through reforms in internal examination and evaluation

- **The practice**

Without the excitement of participation in the classroom and motivation for self-learning through various methods, students are prone to become indifferent to the teaching learning process in the class room. While consolidating classroom teaching methods, sustained efforts were made to overcome the tendency and limitation of the students as passive listeners in the classroom. Instead of ongoing incremental change, systematic and all round measures were planned and taken across the streams from UG to PG. Faculty were provided with required exposure and orientation on ICT tools and IQAC coordinated institution level workshops as per emerging paradigms of quality assurance in teaching-learning process. At the classroom level, activities based on the curriculum were planned and widely experimented with. Different departments conducted Quiz contests, Poster Making and Poster exhibitions, Presentations, Declamations, Group discussions and Essay Writing competitions etc. to involve students actively. Power point presentations using smart board were made a regular feature in B.Sc. final year labs. The task of preparing presentations with due space for needful explanations was assigned to the students in groups of two-three with other students and the faculty as audience. In this way the students got the

opportunity to have a thorough discussion on all the experiments prescribed in the syllabus both as presenter and audience.

The post-graduate departments developed poster-making and poster-exhibition as effective tools of learning with active participation of students. In groups of threes/fours, students were given the task of preparing posters on specific text in the syllabus and elaborate the depiction invoking a useful discussion on the topic in the process. Similarly, students of other courses were also engaged in activities like group discussion, declamation, quiz etc. for rejuvenating the teaching-learning process. The dept. of Commerce, Economics, Zoology and Botany transformed project work and assignment to make them survey based and research-centric. Particularly, students of Commerce attended three-week industry training and submitted well documented projects for evaluation and defended through presentation and viva. At UG level, dept. of English, Hindi, Sanskrit, Punjabi, Political Science and History selectively clubbed presentations on a part of assignments in the class room settings. Departments of Mathematics, Physics, Computer Science and Chemistry held dept. specific and interdepartmental activities planned and organized by students through subject societies. In addition to the above activities faculty and students participated and presented their innovative projects and research at state, national and international level exhibitions, seminars and conferences within and outside India. A One-day drive among Postgraduate students on anti-plagiarism awareness was launched. Further details are there in Annexures of Departmental Activities and Achievements of Faculty.

- **Obstacles faced if any and strategies adopted to overcome**

Obsession with exams-centric teaching-learning process and continuous pressure of university exams and completion of syllabi due to semester system was a major hurdle in experimentation. By encouraging faculty to adopt and assimilate latest ICT tools helped a lot. Focus on curriculum with regular efforts to make linkages with the aspects beyond given horizons of curriculum through opportunities availed by assignments/project works and PPT or classroom group discussions, participation of students carried the endeavour to a sustainable success for the coming academic sessions.

- **Impact of the Practice**

A genuine and qualitative shift in teaching-learning process is rejuvenating teacher-taught relationship and overall academic space of the institution. The college library witnessed extraordinary use of INFLIBNET, books and reading Hall. The Library Committee started a process of getting suggestions and feedback from students for incorporating the needful changes. Faculty and students placed special request before the management to further upgrade the facilities available in the library. Another dividend of the practice was a growing interest among faculty for getting engaged in personal and group consultation of students on issues and problems within or outside curriculum.

- **Resources Required**

The college management and administration supported this experimentation in teaching-learning with additional smart classrooms, upgradation of seminar rooms and readiness to send faculty for orientation/training/ workshops/ refresher courses on latest ICT tools and processes.