



Government Post Graduate College, New Tehri (Uttarakhand)
राजकीय स्नातकोत्तर महाविद्यालय, नई टिहरी, उत्तराखण्ड

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BEST PRACTICE I

1. Title of the Practice

‘Establishment of a Humanities and Social Sciences Council’ (HSSC)

2. Objectives of the Practice

As per the Memorandum of Association (Unregistered) of the Council (HSSC) the following are the primary objectives of the Council.

To inculcate inter disciplinary approach of learning among students and teachers by organizing academic lectures, seminars, workshops, etc through offline and/or online mode while involving resource persons from both within and outside the college.

To promote research and action based projects and publication of periodic newsletters, journals and magazines.

The driving objective of the council could be cited as the promotion of academic excellence amongst the teachers and the students alike.

3. The Context

Though a district headquarter in the Himalayan region, New Tehri offers only restricted transportation to remote areas, and inadequate communications, whether ICT or otherwise, to the nether regions of the district from where most of the students come. Academic activities or enlivening entertainment in the district beyond the precincts of the college are negligible, except the presence of a small campus facility of the HNB Garhwal (Central) University about 12 kms away. This has a morose and debilitating effect upon the teachers as well as the students. The fresh and young entrants as faculty became acutely aware of this and felt the need to have a mechanism whereby this could be addressed. At the insistence of the IQAC they came together to establish the HSSC and the senior faculty readily supported the effort.

4. The Practice

The Humanities and Social Science Council was formed on 10th November 2021 as most of the faculty members of the Faculty of Arts came together to formalize their joint efforts towards interdisciplinary approach towards academics, inculcate research based study habits in students, conduct academic events, etc. The Executive committee members were nominated from the members of the Governing Body for a term of one year.

The Council duly drew up and adopted the 'Memorandum of Association' and the 'Articles of Association'. All the teachers and the students from Humanities and Social Sciences are members of the General Body by default. The funds and Resources for the council activities are exclusively contributed by the teachers. There is a General Body, Governing Body, Executive Committee and sub-committees through which the activities of the Council are undertaken. As per the Articles, 7 students are represented in the Governing Body and 2 students are taken in the Executive committee. The meetings of the Council are held regularly and the Minutes of the meetings are maintained. The council works according to the directives set in the Memorandum and the Articles.

5. Evidence of Success

The activities undertaken by the Council from November 2021 till the period under review can be summarized in the following points:

Monthly lecture series by faculty representing all the Humanities and Social Science disciplines and some from the Sciences too. The topics included Economy, Gender, Literature, Medicine systems, Ayurveda, Environment, and Global Warming.

The e-newsletter of the Council- *Sanchetna* is also published almost every month with contribution from both students and faculty members. This newsletter was also uploaded on the college website.

The Council also celebrated *Sanskrit Day* .

A 'You-Tube channel' of the Council was formed on which these lectures were uploaded.

An exclusive email id was also formed for the Council.

A successful proposal for holding a seminar on Traditional Knowledge Systems was formulated.

The news regarding monthly lectures was published on print as well as online media.

A Reading Club was also formed under the Council in which the members of the Council donated books, magazines and newspapers.

Active participation and presence of students and teachers representing the entire college and efforts to set up such councils in other disciplines too manifestly speaks of the success of the council.

6. Problems Encountered and Resources Required

The Council (HSSC) has been constituted under a Government PG College and therefore, largely suffers from the usual institutional constraints of a government concern that hamper the rapid growth of the council to its full potential. Besides this the constraints related to hierarchical permissions, funds and resources, 9 to 5 college timings, geographical constraints, and social constraints discourage new initiatives to be taken up by the council.

7. Notes (Optional)

Some quarters of teachers insist upon the ‘**registration**’ of the council under some ‘statute’ of the state so that funds could be acquired from external sources and activities of the council could be expanded. But, the council is yet undecided on the matter and due to certain constraints desists from applying for registration.

BEST PRACTICE II

1. Title of the Practice

‘Dedication and Commitment of the Teachers’

2. Objectives of the Practice

Utmost priority is to build a necessary trust amongst the students coming in from remote villages or semi-urban areas often representing extremely poor backgrounds who are primarily unexposed to an unencumbered spirit of free enquiry and the standards of modern-day higher education. Upholding of a conscious and a patient demeanor by the faculty, towards the students, who are to become rightfully informed and robustly socialized citizens of a democratic nation. This is also required in order to impart the highly abstruse and abstract conceptual portions of the syllabus.

3. The Context

The Institution is aware of the distinct priority it is obliged to embrace towards imparting higher education in the Himalayan Mountains. It has to mostly cater to the students coming in from remote villages or semi-urban areas who are primarily unexposed to the standards of modern-day higher education. And, most of these students, almost 65% of the total students are girl students, who freshly step out of the confines of their village homes to attend college. They are extremely submissive, non-expressive and full of inhibitions. Therefore, it

becomes doubly incumbent upon the faculty, to not just go about the teaching task but, to be extremely careful and amiable as far gender interactions are concerned so as to build the necessary trust and encourage the students to participate in various activities that the teachers can come up with their own volition.

4. The Practice

Unlike the students pursuing higher education in areas that are more urbane and offer more conducive environments, the faculty in the college is much obliged to offer more than just the course they are required to impart. As mostly the students usually come from rural backgrounds it is the **interaction between the students and the teachers** that is of paramount importance. The students who are extremely submissive, non-expressive and full of inhibitions cannot be expected to encounter apathetic mentors and teachers who are just concerned with the course to be imparted. Then there is the question of language and the predominance of girl students. The students if not handled with empathy, are not proficient enough in either Hindi or English to tackle the course intricacies. Therefore, with regard to the conduct and behavior there is an unwritten code of practice the faculty constantly observes while interacting with the students. The faculty understands the necessity of deploying such demeanor in classrooms and more so, out of class. Opportunities are constantly created by the faculty to regularly engage and interact with the students, out of class. The observation of national days, commemorative days, annual sports meet, and cultural events too, offer occasion for a free interaction amongst the students and teachers. The fresh entrants to the faculty are amply made aware of this aspect of interaction with the students through the 'orientation programmes' organized for them. The various academic and non-academic workshops, lectures and events that are thought out and organized by the teachers of their own volition is not for the sake of holding those events or for self aggrandizement, rather, there is a subtle drive to expand the horizons of the students. In such efforts the entire teaching faculty joins hands and cooperates, for without the desired change in the students, even the sense of fulfillment in their own lives would be utterly lacking.

5. Evidence of Success

Much of the subtle acts that the teachers perform, for or with the students, cannot be put up as evidence for success in this regard as these, much of the times are not intentional acts and have become an intrinsic part of the teachers' behavior. However, objective evidence of the success for the practice may be observed by witnessing the interaction between the students and the faculty. Then, there is the due regard that the students show towards the teachers after they have passed out of the college. The teachers are still held in high esteem

by the students. Year after year, the increase in the number of events held with the students may be cited as an evidence of success. Even during the period claimed by the pandemic some of the teachers of their own desire got out to distribute masks and medicine in the community, to set up an example for overcoming fear. Likewise the faculty actively engages in events like the Electoral literacy Awareness, plantation on certain national and commemorative days, environmental awareness campaigns, and in the activities and camps organized by the NSS wing in college.

6. Problems Encountered and Resources Required

As can be inferred by the account gone by above it is an outstanding practice of the faculty to find more informal time with the students in order to sow the seeds of transformation in them, yet there are certain constraints that cannot be skirted around in the present circumstances. The more pressing is the residential locations of the students who happen to hail from distant villages and destinations, and perforce, due to certain compulsions of transport and time, have to leave the college before 3pm in the evening. This gives very less time for the interactions between the students and the teachers. Camps, excursions, prolonged out-of-campus activities that can give extended periods of interaction cannot be conceived of due to the institutional and social constraints. Yet, the faculty is committed enough to utilize all the time they get to introduce the required changes.

7. Notes (Optional)

The vision and the mission of the faculty and the institution would be enormously aided in its achievement if the reference works (books and journals) in various disciplines were available in Hindi also and at least one or two days in a week were allotted/included for debates and activities in the curriculum.


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उत्तराखण्ड

SIGNATURE OF HEAD OF THE INSTITUTION:

NAME OF HEAD OF THE INSTITUTION: Prof. Dr Renu Negi