



PANDIT NEKI RAM SHARMA GOVT. COLLEGE, ROHTAK

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BEST PRACTICES OF THE COLLEGE

The word "best practices" is used to refer to a set of procedures/working that has been proven to deliver great results, boost productivity, and foster more standardised operations. Best practices are utilised by a wide variety of institutions and organizations to facilitate the standardisation and simplification of their procedures. Learning from others' experiences and emulating their strategies might help one achieve greater levels of success in their professional lives.

Pandit Neki Ram Sharma Govt. College Rohtak has a glorious history in all sets of knowledge. The college was established in 1927 as an Intermediate College and was upgraded to Degree College in 1944. The college shifted to its present campus in 1960. The administrative control of the college was taken over by Maharishi Dayanand University, Rohtak, in 1980, and it was known as University College, Rohtak. The Govt. of Haryana resumed its administrative control in April 2006, and it is once again known as P Neki Ram Sharma Govt. College, Rohtak.

Pandit Neki Ram Sharma Government Colleges take into consideration the procedures that follow to establish the best practices for the college.

- ❖ Study. Before establishing and adopting best practices, the college investigates successful institutions working models in that field.
- ❖ Stakeholders. The college communicates college best practices to those stakeholders' students and teaching and non-teaching faculty about the practice and its objective.
- ❖ Measure practises. To evaluate optimal practices, the college defines some measurements and parameters about the practice. These measurable techniques let the college track progress and evaluate its efficacy.
- ❖ Flexibility. The college considers the possibility of resistance from stakeholders and others when implementing best practices.
- ❖ business-specific best practices Change best practices that worked for other, similar businesses to meet the organization's aims and unique qualities.
- ❖ College-wide participation. After settling on best practices, the college makes sure everyone in the organisation knows about them and commits to following them.
- ❖ Stakeholder feedback. After adopting the best practices for a period, the institute collects feedback to see how they help meet the required needs.
- ❖ Revisit and enhance. The best practices are evaluated regularly.



Best Practice-I – GENDER EQUALITY AND SUSTAINANCE

Objective:

The College's motto is "Still Achieving and Still Pursuing," which encapsulates the institution's aspirations. As a result, the College provides a nurturing setting in which to develop mature, morally-aware individuals.

- ❖ Encourage female students to acquire knowledge via practical exercises.
- ❖ Encourage female students to realise their maximum potential.
- ❖ Provide Girl's students with opportunities for experiential learning.
- ❖ Create a gender-inclusive environment.
- ❖ To develop gender-balanced diversity in the college.

Context:

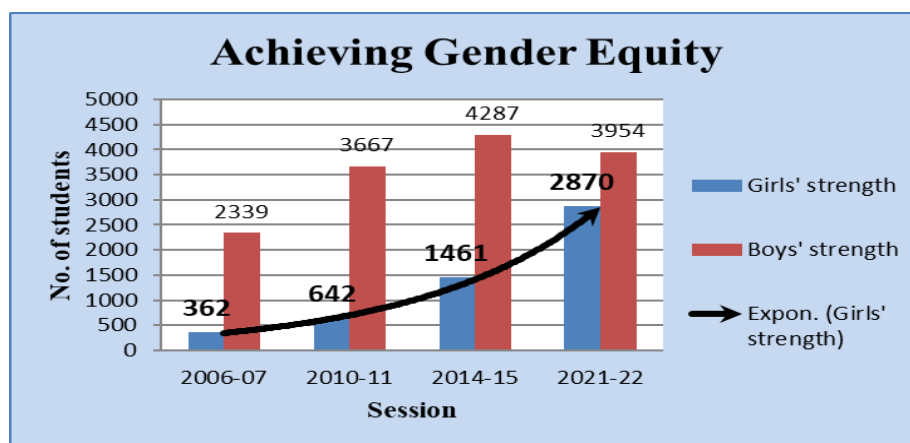
- ❖ Historically, the Rohtak area has been known as a place where haughtiness, domination, and rurality are held in high esteem. Those who hold this view as ideal are naturally in favour of restricting women's work to the home. Perhaps this explains why this region became nationally famed for having such a low proportion of women to men.
- ❖ Pandit Neki Ram Sharma, a prominent independence warrior, dedicated his life to empowering women and ensuring that they had access to quality education.
- ❖ A small percentage of female students attended this college when it was reclaimed by the Haryana Government from Maharshi Dayanand University Rohtak in 2006.
- ❖ Since the college accepts students from a wide variety of backgrounds, it's important to encourage a gender-balanced student body.

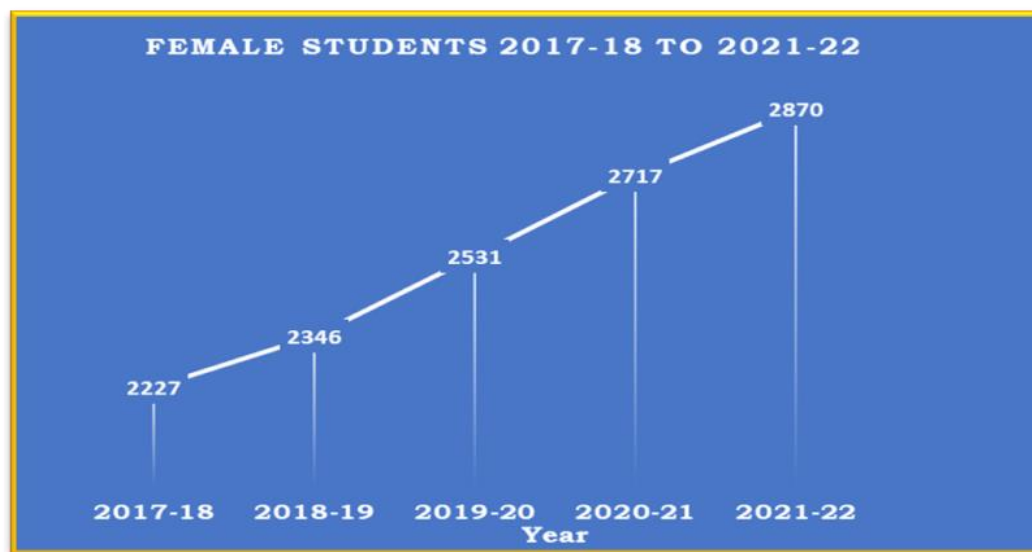
Practice:

- High Level of Discipline
- Academic Diversity
- Safe and Secure Campus
- Sense of responsibility of Faculty
- Facilities for Girls Students

The college administration's efforts to boost the number of female students is reflected in the comments submitted by the college's female students. As a result of stricter regulations and a greater sense of responsibility on the part of college parents, the number of female students has increased, in college. Furthermore, they discussed how our college provides facilities, care and concern in all matters, whereas other private institutions are either expensive or indifferent. It has been noted that our college's female students rate the faculty to be the most committed and genuine that has ever been noticed by them. Students also noted that the principal is very aware and responsive, thwarting any attempt by mischievous elements. This is in addition to the teachers being helpful in the classroom, answering girl students' questions, giving them more time, and addressing their concerns. It has been observed regularly by the female students at our college that the quality and quantity of the teachers are much higher and more expert than at other institutions. They also mentioned how the students' lives have been greatly simplified because boys are strictly forbidden from entering places reserved for female students. The girls feel completely secure in this environment, which exudes the good intentions of the authorities and the atmosphere of a holy place dedicated to learning. At the parent-teacher meeting, it was revealed that students had a positive impression of their classes and that their parents unanimously praised the principal for having the confidence to address negative behaviour on a college campus. Students appreciated PTM and alumni gatherings because they saw them as a way to involve their families and themselves in the college's activities even after they had graduated. Moreover, the females recognised the significant impact that their college family played in moulding not just their professional lives but also their personalities. The female students found that college was more suited to their psychological needs and values.

Evidence of Success:





Evidence of Success

Evidence of success in promoting Gender Equality- Our college receives maximum number of applications during admission days which shows preference of girl students for this college. Our college is the first choice for girls students. Our college has created a safe environment for girl students thereby promoting female students intake. Extensive surveillance, security check points at all campus entry and exits make female students feel safe in the campus. Also sexual harassment committee has done a lot to deal strictly with complaints received. Girls and their parents are also satisfied with the discipline in the college. To promote gender equality, equal share/participation of girl's students is encouraged in all fields like NCC, NSS, Sports, Cultural events, etc. The success of female students is evident in above mentioned fields of the college. Academic results are a sufficient proof of the fact that girls have been outshining the boys in academics too. All this indicates that the college has really been successful in creating a congenial atmosphere for girls' students.

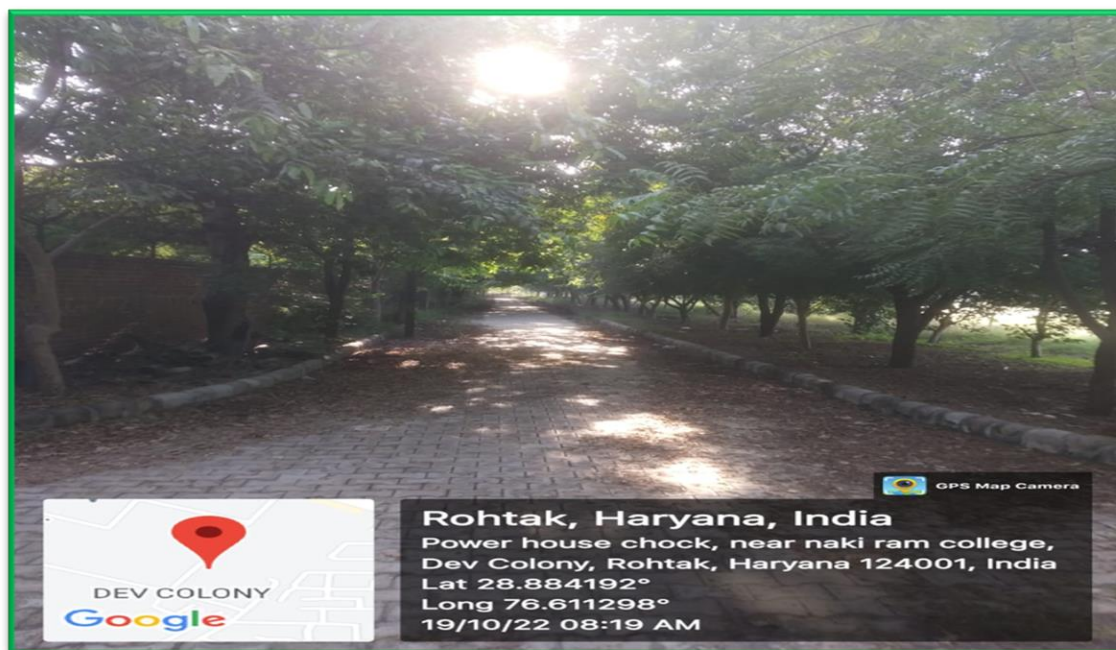
Problems encountered and resources required

Problems encountered towards establishing gender equality- Since most of the girls come from rural areas surrounding Rohtak, commuting becomes a hindrance for the female students who come to urban colleges. Earlier our college had a smaller number of female teachers as compared to male teachers. With the increase in the

number of female teachers, girls' students are in a better position to voice themselves due to better rapport with the lady staff. Lack of common rooms/separate areas for girls poses a problem at the level of infrastructure. Also, there is a lack of female counsellors/health experts/security personnel who can guide our female students.

Best Practice-II –

Optimum green cover on the campus



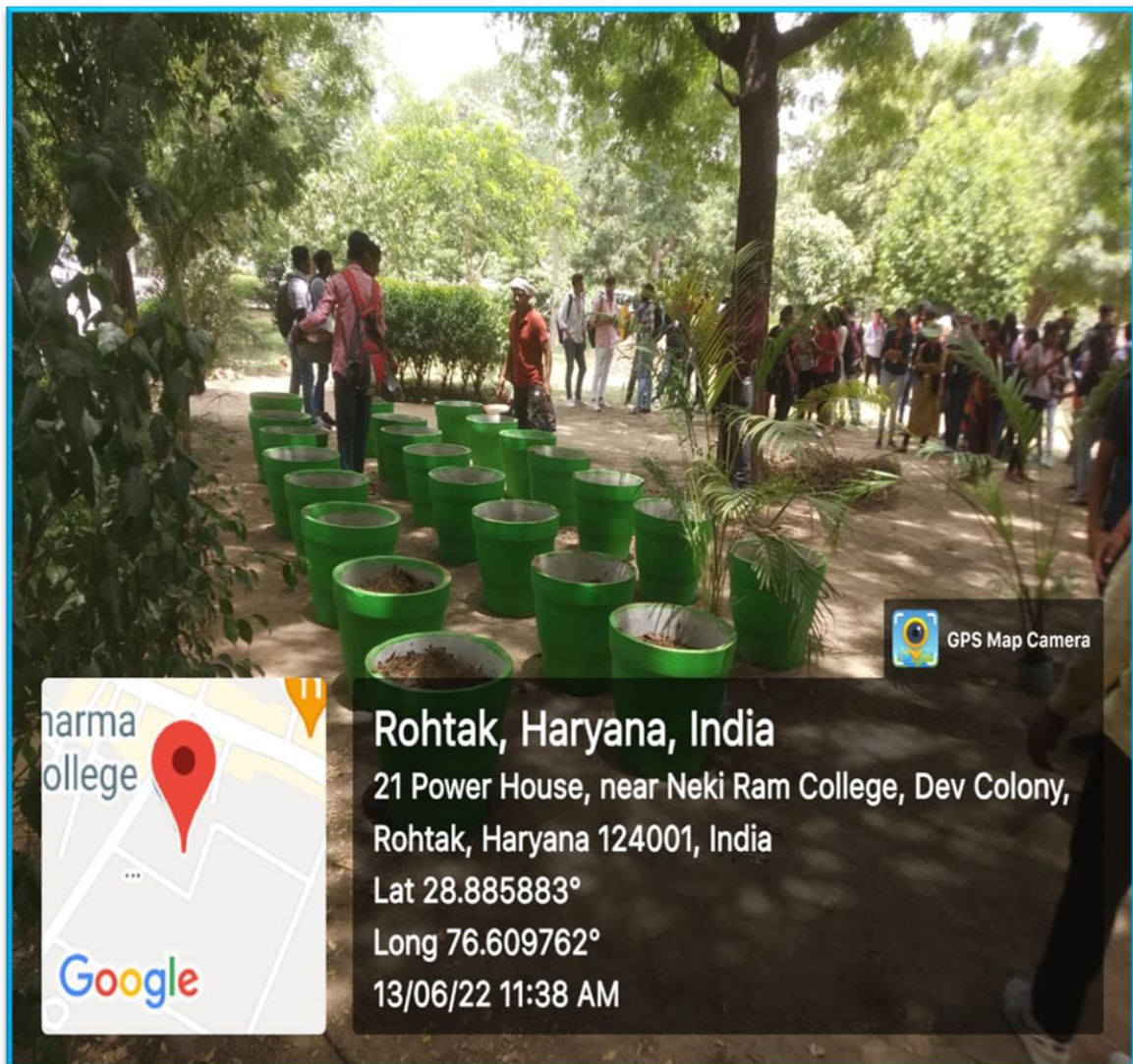
Objective:

- ❖ To sustain the college campus's ecological systems and its environmental assets.
- ❖ To include environmental issues in social development and outreach plans and programmes.
- ❖ To reduce the city's overall impact on the environment caused by carbon emissions.
- ❖ To increase the amount of vegetation on the college campus.
- ❖ To promote environmental awareness, renewable energy, energy efficiency, recycling, composting, and green landscaping in the camp

Context:

- ❖ The name "Rohtak" originates from the Sanskrit word "Rohitiki," which translates to "Rohera tree." This refers to a species of tree that is native to semi-arid regions.

- ❖
- ❖ Most of the area of the city of Rohtak in which this college is located is devoid of trees, and the neighbourhood in which the college is situated is a highly inhabited area.
- ❖ Because it is so close to the nation's capital and a metropolitan city, Delhi, the air quality index (AQI) in Rohtak is almost always high.
- ❖ At its location at 28.89N, 76.60E, Rohtak city enjoys year-round sunshine and warm daytime temperatures of 35-40 degrees Celsius for almost 9 months out of the year.
- ❖ Most of the city is made up of treeless concrete, making summers extremely hot and increasing the frequency with which heat waves occur.



Practice:

- For Pandit Neki Ram Sharma Government College Rohtak, planting has not been a one-time activity but rather a continuous practice. The practice has been growing rapidly over the past decade, although it dates to the very beginning of the college. Over the past decade, the College has added over 1500 new trees to its 2600 total.
- The plantation programme includes both students and faculty members.
- Every year, in the months of July and August, the college celebrate Van Mahotsav.
- The college has established an Eco-club, in which both students and faculty participate; they actively encourage other students to become Eco-volunteers.
- On commemorative occasions, the principal, members of the faculty and non-teaching staff plant trees. Tree-planting ceremonies, led by the protagonist or special visitor, are a common tradition of celebrations in the college.
- Old trees receive additional attention and care from the college staff. Cutting down an existing tree is strictly forbidden under all circumstances, and as a result, not a single tree has been felled in the intervening years.
- The campus has several composting areas where dead leaves and other biodegradable trash are collected to be turned into plant nutrients.
- As a part of their practical assessment, students in an environmental science class plant trees and fill flower pots with flowers.

Planning Of Plantation

- Typically, native trees are given preference over ornamental or foreign species.
- Safe spaces like botanical gardens and hostels are planted with fruit trees.
- Trees along roads are densely leafed.
- The trees near playgrounds typically have two or three tree tiers.
- The botanical garden has variety of herbs and medicinal plants.

Constraints:

Because of a shortage of malis and other supporting workers, it can be challenging to care for such a huge quantity of trees and plants. The entirety of the campus is covered in a substantial quantity of fallen

leaves due to the high density of tree canopy. There are a variety of drawbacks that are associated with plants that produce fruit, including the fact that they are more likely to attract monkeys and produce fruit that quickly spoils. However, the advantages much exceed the disadvantages in a significant way. Additionally, the fallen leaves offer us a source of very fertile compost.

Evidence of Success

It is very clear that the practice has been successful. The presence of a significant number of plants on a college campus earns it the reputation of a "green campus." There are around 3,500 trees on campus, representing more than 35 different species and 15 different kinds of fruit trees. trees of all ages, from the very old to the more recent ones, can be seen within the camp; not even one of these trees has been cut down in the past few years. The college's roads and walkways are completely overgrown with shady trees, which provide a sanctuary from the scorching heat of the summer. The gfor thening programme at the College is a great example of how educational institutions should prioritise and achieve maximum priority on their campuses.



Problems encountered and resources required

The practise is not very expensive in terms of money, but it is very labour intensive. Manpower is required for planting, watering, and maintaining many plants and trees. Further, as the trees shed many leaves throughout the year, collecting leaves and dumping them in compost pits is also very labour intensive. The availability of manpower for the same is a constraint we face. Fruit bearing trees also produce fruit waste, which needs to be cleaned periodically. Fruit trees in hostels are also very close together and must be pruned on a regular basis.

S. No.	Name of Plant	Aravalli hostel	Himalaya hostel	Girl's hostel	Old building and parks	Arts and commerce block area	Sports ground	Botanical Garden	Total trees
1	Citrus nobilis x Citrus deliciosa (Kinnow)	7	30	36	7	3	2	7	92
2	Citrus lemon (Lemon)	17	21	48	14	6	2	10	118
3	Citrus limetta (Mosambi)	5	10	8		1		3	27
4	Citrus sinensis (Orange)				1				1
5	Prunus persica (Peach)	2	3	2		3		4	14
6	Prunus domestica (Plum)		1	4					5
7	Pyrus communis (Pear)		1			10		2	13
8	Malus domestica (Apple)							5	5
9	Manilkara zapota (Chikoo)	4	32	5	1	6		13	61
10	Mangifera indica (Mango)	35	100	27	37	18	49	14	280
11	Phyllanthus emblica (Amla)	4	2	8	7	1		1	23
12	Ziziphus mauritiana (Ber)	5	4	26			1	5	41
13	Psidium guajava (Guava)	19	14	39	4	2	6	5	89
14	Syzygium cumini (Black plum)	51	41	58	22	18	107	4	301
15	Morus alba (Shalitoof)	9	16	4	8	2	19	2	60
16	Punica granatum (Anar)	19	4	15	1	2	1	2	44
17	Ficus carica (Anjeer)		1					1	2
18	Aegle marmelos (Bel patr)	5	8		1		3		17
19	Artocarpus heterophyllus				1			2	3
20	Pterospermum acerifolium (Kanak champa)					4			4
21	Arnicaria heterophylla				2	2		2	6
22	Acacia nilotica						2		2
23	Acacia mangium							1	1
24	Swietenia mahogany					13		2	15
25	Santalum album							3	3
26	Pongamia pinnata (Karanj)	3	3	9	10	2	15		42
27	Madhuca indica (Mahua)	1	1	3	11	6	5		27
28	Anthocephalus kadamba (Kadamab)	16	3	5		2	3		27
29	Ficus benjamina				2	10			12
30	Ficus benghalensis (Banyan tree)	9	2	1	5	7	18		42
31	Ficus religiosa (Peepal)	6	6	1		1	15		29
32	Ficus elastica (Rubber tree)					1	1		2
33	Ficus virens (Pilkhan)			3	3	6	6		18
34	Ficus microcarpa				13	20	7		40
35	Cela pentandra				2	2			4
36	Bombax ceiba				8	4	8		20
37	Mimusops elengi		1	3	8	4	1	1	18

38	Melia azadirach			2	3	5	6		16
39	Melia azadirachta	22	18	33	24	21	143		261
40	Terminalia arjuna	9		20	4	4	86		123
41	Callistemon citrinus		5	6	5	5	13		34
42	Cassia fistula	7	5	9	5	4	18	1	49
43	Cassia siamea				7	4	3		14
44	Delonix regia	1					2		3
45	Alstonia scholaris	1	3	2	16	1	3		26
46	Polyalthia logifolia	47	29	9	40		1		126
47	Delbergia sisso	13	3	7	19	3	19		64
48	Bauhinia variegata			1	9	5	2		17
49	Grevillea robusta				11	55			66
50	Tectona grandis	6	4		31	1			42
51	Moringa oleifera				6	5	11		22
52	Pithecellobium dulce		1				4		5
53	Toona ciliata					1		1	2
54	Ficus racimosa (Gular)	3	3		2				8
55	Cordia dichotoma		1		1		1		3
56	Lagerstroemia speciosa (pride of India)			17					17
57	Diospyros cordifolia (Bistendu)	1							1
58	Albizia lebbeck	10	2	4	2	9	10		37
59	Roystonea regia		12		13	1	3		29
60	Livistona speciosa			1	17				18
61	Eucalyptus lanceolatus	2					1		1
62	Proropis cineraria		1						3
63	Putranjiva roxburghii				3				7
64	Cycas revoluta				3			4	7
65	Fernandus adanophylla (Katsagon)				1	4	10	1	16
66	Chukrasia tabularis				1				8
67	Holoptelea integrifolia (Pahadi papdi)					1	7		8
68	Nyctanthes arbor-tristis (harsingar)					1		2	3
69	Carissa carandus (kronda)						8		8

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