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| **Good Practice: I**  **Title of the Practice**  **Addressing the menstrual health and other issues faced by students to enhance well being**  **Goal**  Given the demographic diversity of the student population  **The Context**  The Women’s Cell was instituted in the year 2008 by the affiliating University, HNB Garhwal University, to curb ragging and any form of sexual harassment in campuses. Since ragging had always been discouraged in the College and it is a Women’s College with a strictly female teaching staff, it had no such issues to address. The convener and members of the Cell, with the encouragement of the Principal decided to engage in programmes that help empower the students, taking a multidimensional approach.  **The Practice**  **Describe the Practice and its implementation. Include anything about this practice that may be unique in the Indian higher education. Please also identify constraints or limitations, if any, in about 400 words**  In February 2020 it was decided that the Cell, having no issues to address pertaining to its original mandate, that is, to curb ragging and any kind of sexual harassment, should contribute to the well being of its students in ways that will empower then to become strong women and responsible citizens. The members of the teaching faculty associated with the Women’s Cell brought up the issue of increasing incidence of PCOS/PCOD amongst our students and the need to address the issue by creating awareness and with interventions, if possible.   1. With the advent of COVID 19 and the subsequent lockdown a core group of students and faculty was formed and a WhatsApp group was also formed so as to be able carry the activities forward. 2. The PCOS Club India was contacted and an MOU was drafted which unfortunately could not be signed because of the prevailing lockdown conditions 3. The students were engaged online through WhatsApp by sending information and reading material. A meeting of forty volunteers was held to keep the students motivated and chalk out a plan of activities for the PCOS/PCOD awareness and mitigation activities. 4. The next step was to collect information from the students regarding their menstrual health status through Google forms, made by the students themselves and a target group identified. 5. Dr Indu Rana from Prakritiveda, a Dehradun based Yog and Yogic Kriya centre, was contacted and a program chalked out. 6. Through interactive programmes and online workshops were conducted and practical guidelines were given to the students that could help them resolve their health issues. 7. The doctor was kind enough to make herself available for free consultations, an offer that was taken up a number of students.   **Evidence of success**  Since a majority of the students at come from the lower/lower middle economic strata of society, the need of the hour was to talk openly about menstrual health and to create awareness regarding the increased incidence of PCOS/PCOD. This need was effectively addressed.  The target group identified though the questionnaires was given special attention and attempts were made to take regular feedback from them and provide guidance and also professional medical consultation, when required.  That a need for awareness exists and that a substantial number of the students that participated in the program are affected by menstrual health problems was confirmed. Also, it came to light that a number of the problems are because of hygiene and nutritional deficiencies. Hence these aspects were also addressed during the workshops and lectures, stressing on the need for personal hygiene and the very topical need to eat healthy and avoid unhealthy fast food.  **Problems Encountered and Resources Required**  **Please identify the problems encountered and resources required to implement the practice in about 150 words.** |
| First and foremost was the fact that the programme had been visualized with in-person direct contact activities in mind but after the introductory sessions an alternative medium, the online medium, had to be explored which was new to the faculty and to the students. The transition was not easy and there were misgivings regarding its effectiveness in addressing health issues but all the stake holders, students, staff and the health professionals persevered and attained a level of comfort in the medium, even innovating as the program progressed.  Since there are no funds available for such activities the program had to be run through the pro bono efforts of health professionals, and it was a challenge to find professional who would be willing to share time and expertise with the students on a regular basis.  **Good Practice II**  **Title of the Practice**  **Eco-Restoration through Teamwork - Swayam se Shuruat**  **Goal**  The Institution has had an Eco Restoration Club for some time and when a new team came to the helm, the need to revitalize and reenergize the program came to the fore. The goals framed for the Club were as follows   1. Sensitizing youth as they are will inherit the future, which must be sustainable. 2. Inculcate scientific values in students who should be able to think, research and implement strategies. 3. Promote an ecologically sustainable campus, 4. Work with experts to learn how to use simple technology to handle waste in eco-friendly ways. 5. Conduct out reach programs at government schools and colleges of Dehradun. 6. Obtain feedback from experts to be able to work mindfully.     **The Context**  Although the Institution has the good fortune to have a clean and very green campus it was becoming noticeable that environmental consciousness was somewhat lacking in the students who come from very demographically diverse backgrounds. The need for sensitization had become very salient, so also the need to conserve and enhance the immediate environment, that is, our campus.  The vision was to start in the immediate environment and inculcate values and habits which the students would carry to their own homes and surroundings, eventually becoming leaders of environmental consciousness and sustainable action in their community and beyond.  The ultimate aim was to inculcate a sustainable lifestyle in our students , young women of the near future who would guide their households, their neighbourhoods, their communities and eventually society towards a sustainable future.  **The Practice**  **Describe the Practice and its implementation. Include anything about this practice that may be unique in the Indian higher education. Please also identify constraints or limitations, if any, in about 400 words**  The Eco Restoration Club was restarted on the 17th of September, 2019 with four faculty members and 50 students, with the initial aim of a plastic free clean campus and educating students regarding personal hygiene and eco friendly habits.  The Club was formally inaugurated with a pledge to keep the college clean and green and a poster competition on ‘Cleanliness and Hygiene in College’, a skit and Nukkad natak on the same theme. Posters were also put up in the student toilets regarding dos and don’ts. The students went on to participate in a wall painting exercise organized by a very active NGO, The Waste Warriors, who went on to be the Club’s significant collaborator. A cleanliness drive were held in College with the support of waste warriors and with the help of another NGO an above ground compost pit was constructed. The members of the Club spearheaded the activities of the SWATCHTA PAKHWARA under the aegis of the MHRD through the Rashtriya Uchch Shiksha Abhiyaan (RUSA) of which the Institution was a beneficiary. Daily activities were held from the 16th – the 28th of January and the ERC members were in the forefront in all of them. Four more composting pits were installed by PRAMUKH and the students participated in a cleanliness drive for Sparsh Ganga.  The lockdown was just a minor hurdle ro the ERC. The activities went online and the informative continued. There was a talk on sustainable menstruation by Dr. Saumya Prasad, another one on ‘How to be certain in uncertain times’.  In may 2020 the Club held a Paryavaran Utsav during which many online competitions were held, and so were sessions regarding sustainable practices and women’s health such as How to Safe gaurd our families from toxic exposure of plastic with simple solutions’. A gardening challenge was also organized, encouraging students to maintain small kitchen gardens, even in pots, and grow organic vegetables and fruits. The Utsav concluded on World Environ Day with an Oath Taking Ceremony to save the Environment and to actively participate in environment friendly activities, planting of saplings at home and a session on Environment and Women’s Health. 66 students were given e certificates.  Such a practice is unique to the Higher Education System as it is self-driven and self-sustained without any precedence in the Institution and works as an entity that is powered by passion and enthusiasm of the staff and students.  **Problems Encountered and Resources Required**  **Please identify the problems encountered and resources required to implement the practice in about 150 words.**  The obvious problem was that of financial resources which was addressed by approaching NGOs. The NGO PRAMUKH installed the overground compost pits at no cost to the Institution. The NGO Waste Warriors have always been at hand to guide the Club and provide material resources when needed. Other petty expenses are met by the faculty themselves. As mentioned earlier, the lockdown was a minor hurdle and the activiries went online in a very smooth fashion after the initial hiccough or two. |