

5.4 Special Initiative / Innovative Idea :

1) Organ Donation Awareness and Registration Initiative

Centre of Excellence, Government College Sanjauli, Shimla

The Centre of Excellence, Government College Sanjauli has adopted **Organ Donation Awareness and Registration** as a **special social responsibility initiative**, reflecting the institution's commitment to innovative, value-based, and life-oriented education beyond the classroom. The initiative has been systematically implemented through the **National Service Scheme (NSS) Unit** of the college.

For the past 2–3 years, the NSS unit has consistently organized **organ donation awareness drives, registration campaigns, and Nukkad Nataks**, demonstrating continuity and sustained engagement with the community. Recognizing the impact of these efforts, a dedicated **Organ Donation Camp** titled "*Bano India Ke Ang Daata*" was organized on **12 September 2024** in collaboration with **State Organ & Tissue Transplant Organisation (SOTTO)** and **Indira Gandhi Medical College (IGMC), Shimla**.

The initiative stands out as a **special and innovative practice** as it directly addresses deeply rooted social myths, ethical concerns, and psychological barriers associated with organ donation. Expert sessions by medical professionals, interactive discussions, and live registration opportunities enabled students to make **informed and voluntary commitments** toward organ donation. The programme was attended by **over 130 NSS volunteers**, indicating strong student participation and institutional support.

This initiative goes beyond conventional awareness programmes by fostering **behavioural change, moral responsibility, and civic engagement** among students. By promoting informed consent and encouraging online donor pledges, the college has successfully integrated **health awareness, ethical education, and community service** into its institutional practices.

The Organ Donation Initiative exemplifies the college's adoption of **innovative ideas with long-term social impact**, aligning with NAAC's emphasis on **institutional values, social outreach, and best practices**. Through sustained efforts, inter-institutional collaboration, and student-led engagement, Government College Sanjauli has institutionalized organ donation awareness as a **distinctive and socially transformative initiative**.

Documents Enclosed as Documentary Evidence



2) Ann Sanjeevni 2.0

🌱 Every act of support becomes a harvest of healing, positioning Ann Sanjeevni 2.0 as a signature special initiative of the institution under.

Ann Sanjeevni 2.0 is a distinctive special humanitarian initiative undertaken by NSS, Government College Sanjauli, reflecting the institution's core values of **empathy, social responsibility, and inclusive community engagement**. The initiative transcends the

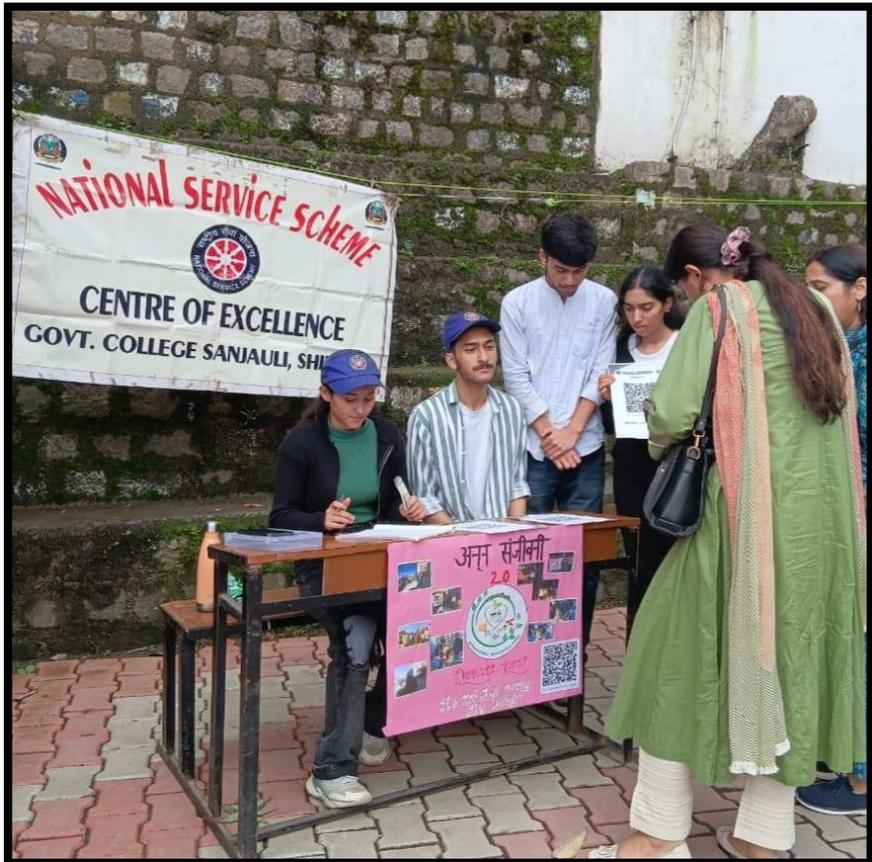
conventional framework of a donation drive and functions as a **lifeline of hope and relief**, aimed at supporting vulnerable communities during times of need.

Rooted in the institutional ethos of service and civic consciousness, Ann Sanjeevni 2.0 actively involves students and volunteers in organized relief efforts, fostering **value-based education through action**. The initiative enables learners to translate compassion into meaningful service, reinforcing the belief that higher education must contribute to **social healing and nation-building**.

By mobilizing collective care and voluntary participation, the initiative promotes humanitarian values, strengthens community bonds, and nurtures responsible citizenship among students. Each contribution under Ann Sanjeevni 2.0 symbolizes shared responsibility and solidarity, making it a **best practice aligned with Criterion 5**, which emphasizes institutional values, social commitment, and transformative outreach.

Documents Enclosed as Documentary Evidence





3) Free Thinkers Club

The **Free Thinkers Club** of the college is a student-centric academic and intellectual forum established to promote **critical thinking, rational inquiry, democratic dialogue, and informed citizenship** among students. Functioning in collaboration with various departments, especially the **Department of Political Science**, the club provides a structured platform where students freely express ideas, engage in debates, analyze contemporary socio-economic and environmental issues, and develop independent perspectives.

The club emphasizes **experiential learning**, participatory discussion, and interdisciplinary engagement, thereby nurturing analytical abilities, communication skills, leadership qualities, and social responsibility. Through seminars, debates, discussions, and interactive sessions, the Free Thinkers Club actively contributes to the college's vision of holistic education and academic excellence.

Free Thinkers Club: A Platform for Critical Consciousness and Democratic Engagement

The **Free Thinkers Club** represents a significant **innovative academic initiative** aligned with NAAC's focus on **student engagement, innovation in teaching-learning, and institutional best practices**. The club functions as a **non-credit, enrichment-based learning space** that complements classroom instruction by encouraging students to critically engage with real-world issues through dialogue, debate, and scholarly presentations.

Summary of Activities (Session 2024–25)

During the academic session **2024–25**, the Free Thinkers Club successfully organized intellectually stimulating activities that strengthened students' analytical, argumentative, and research skills:

- 1. Seminar on “India: The 4th Largest Economy – Economic Journey and Global Position”**
 - Organized in collaboration with the Department of Political Science.
 - Students presented multidisciplinary perspectives covering historical evolution, economic indicators (GDP, GNP, PPP), global comparisons, technological advancement, and critical challenges like inequality and jobless growth.
 - The seminar encouraged **data-based reasoning, critical evaluation, and balanced viewpoints**, aligning with outcome-based education.
 - Participation of nearly **150 students** ensured inclusivity and wide academic outreach.
- 2. Debate Competition on “Are Himachal Disasters Natural or Man-Made?”**
 - Addressed a **locally relevant and socially sensitive issue**, linking theory with ground realities.

- Students critically examined environmental ethics, policy failures, climate change, and sustainable development.
- The debate format enhanced **logical reasoning, public speaking, teamwork, and ethical sensitivity**.
- Attendance of around **250 students** reflects strong student involvement and institutional support.

Innovative Aspects :

- **Student-Led Academic Engagement:** Students acted as speakers, moderators, analysts, and critics, promoting learner autonomy.
- **Critical Thinking & Democratic Values:** Activities fostered questioning attitudes, evidence-based argumentation, and respect for diverse viewpoints.
- **Interdisciplinary Learning:** Integration of economics, politics, environment, ethics, and public policy.
- **Community & Regional Relevance:** Addressed contemporary national and regional issues, enhancing social consciousness.
- **Skill Development:** Strengthened communication skills, leadership, research orientation, and civic responsibility.

Outcome and Institutional Impact

The Free Thinkers Club has emerged as an effective **best practice** by bridging academic knowledge with societal concerns. It has contributed significantly to:

- Development of **critical consciousness** among students
- Promotion of **active citizenship and ethical awareness**
- Enhancement of **institutional academic culture** beyond the classroom

Conclusion :

The Free Thinkers Club stands as a **distinctive and innovative institutional initiative**, aligned with NAAC's vision of quality enhancement, participative learning, and holistic student development. By fostering free inquiry, informed debate, and intellectual courage, the club strengthens the institution's commitment to nurturing **thoughtful, responsible, and socially aware graduates**.

Documents Enclosed as Documentary Evidence



4) COUNSELLING CELL :

Student Mental Health, Career Awareness, and Substance Abuse Prevention Initiative: Counseling, Collaboration, and Home-Based Assessment

Objective of the Initiative

The Counseling Cell of Government College Sanjauli undertook structured, preventive, and innovative initiatives during the academic session 2024–25 with the objective of promoting students' psychological well-being, emotional resilience, informed career decision-making, and awareness regarding substance abuse prevention. The initiative aimed to address students' behavioral, academic, emotional, and familial concerns while extending mental health and well-being awareness through collaborative programs with student bodies and institutional committees.

Description of Activities

1. Individual Student Counseling Sessions

During the academic session 2024–25, the Counseling Cell provided individual counseling services to five (05) students who reported psychological and adjustment-related concerns. The counseling interventions primarily addressed:

- Behavioral issues
- Academic stress and performance-related difficulties
- Parental conflicts and family-related stress

Each student received structured counseling in a confidential, supportive, and non-judgmental environment. The sessions emphasized emotional regulation, coping strategies, problem-solving skills, stress management, and academic adjustment. Wherever necessary, follow-up guidance and referral support were also suggested.

2. Collaborative Anxiety Awareness Programs (Free Thinker Club)

As part of its preventive mental health strategy, the Counseling Cell organized multiple collaborative awareness activities in association with the **Free Thinker Club** of the college.

- An **insightful session on “Understanding Anxiety among College Students”** was conducted, focusing on the concept of anxiety, its causes, symptoms, and impact on academic and personal functioning.
- Students were sensitized to early warning signs of anxiety disorders and were introduced to healthy coping mechanisms, relaxation techniques, and adaptive help-seeking behaviors.

These interactive sessions encouraged open dialogue, reduced stigma surrounding mental health issues, and motivated students to approach the Counseling Cell for support without hesitation.

3. Collaborative Anti-Drug Awareness Activity (Anti-Drug Committee)

In collaboration with the **College Anti-Drug Committee**, the Counseling Cell actively participated in awareness activities aimed at substance abuse prevention and mental health promotion. The collaborative initiative focused on:

- Creating awareness about the psychological, social, and academic consequences of substance abuse
- Promoting healthy lifestyle choices and resilience against peer pressure
- Encouraging responsible behavior and informed decision-making among students

The activity strengthened students' understanding of the link between mental health and substance abuse prevention and reinforced the institution's commitment to a drug-free, healthy campus environment.

4. Innovative Home-Based Career Preference Assessment

As a special and innovative counseling initiative, BA 1st Year students were administered a **Career Preference Record Questionnaire**, which they completed at their homes.

- **Total Participants:** 50 BA 1st Year students
- **Assessment Type:** Individual career preference record
- **Outcome:** Enhanced self-awareness regarding interests, aptitude, and suitable career options

This home-based assessment approach promoted self-reflection, parental involvement, and independent thinking, making the activity student-centric and innovative in nature. The initiative helped students make informed career choices at an early stage of their academic journey.

Outcomes and Impact

- Psychological support provided to students facing behavioral, academic, emotional, and family-related challenges
- Increased awareness and sensitivity toward anxiety, mental health, and substance abuse prevention
- Normalization of mental health discussions through collaborative initiatives
- Early identification and intervention of student concerns through counseling support
- Enhanced self-awareness and informed career planning among BA 1st Year students
- Promotion of a supportive, inclusive, healthy, and drug-free campus environment

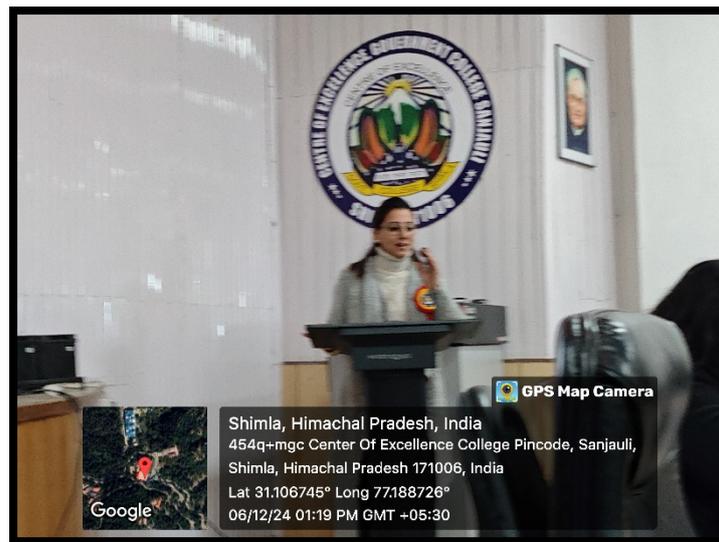
Innovative Aspects of the Initiative

- Integration of **curative (individual counseling)** and **preventive (awareness and sensitization)** mental health approaches
- Strong **collaborative model** involving student clubs (Free Thinker Club) and institutional committees (Anti-Drug Committee)
- **Home-based career assessment**, extending counseling services beyond campus boundaries

Conclusion

The Counseling Cell of Government College Sanjauli, through its structured individual counseling services, collaborative anxiety awareness programs with the Free Thinker Club, joint anti-drug awareness initiatives, and innovative home-based career preference assessment, made a significant contribution to students' mental health, well-being, and personal development during the academic session 2024–25. These initiatives reflect the institution's strong commitment to holistic student support, preventive mental health care, and value-based education, in alignment with NAAC's emphasis on institutional innovation and best practices.

Documents Enclosed as Documentary Evidence





Career Preference Record (Sample)

Consumable Booklet of CPR-88 (English Version)

Dr. Vivek Bhargava (Agra)
Dr. (Mrs) Rajshree Bhargava (Agra)

Please Fill in the following entries : Date 17/09/2018

Name Somya Father's Name Mr. Rajendra

Date of Birth 01/01/2000 Sex: Male Female Class 10th

Optional Subject : 1. _____ 2. _____

School Govt. Girls S.S.S. Pathankot Place _____

Fathers' Vocation : Service (Govt. Private Own Vocation

Type of Family : Joint Single Area : Urban Rural

INSTRUCTIONS

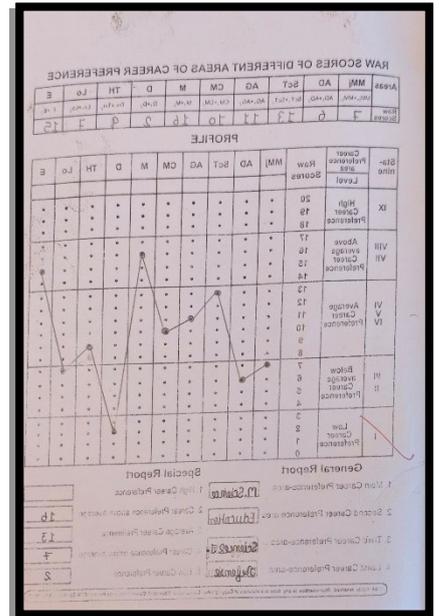
On the following pages information about your career has been given, so that knowing your career interest, you can be counselled. On the following pages, in 100 boxes 200 careers, 10 careers in each box, have been given. You are to put a in the cell of your career of interest.

- If you prefer the first career (Doctor), then please put a mark in the cell 1 .
- If you prefer the second career (Judge), then please put a mark in the cell 2 .
- If you prefer both the careers, then put a mark in the cell 1 & 2 (05).
- If you do not prefer both the careers, then put a mark in both the cell 1 & 2 (06).
- In each box the career which you don't prefer do put a in the cell.
- Do not leave any box unanswered.
- Though there is no time limit to complete this record, but you can complete it in 30 minutes.
- Be sure your answers will be kept confidential.

Estd. 1971 www.npcindia.com (0562) 260102

NATIONAL PSYCHOLOGICAL CORPORATION
UG-1, Nirmal Heights, Near Mental Hospital, Agra-282007

<input type="checkbox"/> Radio Journalist	<input type="checkbox"/> Singer	<input type="checkbox"/> Atomic Scientist	<input type="checkbox"/> Agriculture Scientist	<input type="checkbox"/> Computer Operator
<input type="checkbox"/> TV Journalist	<input type="checkbox"/> News Paper Editor	<input type="checkbox"/> Crime Reporter	<input type="checkbox"/> News Reader	<input type="checkbox"/> Cartoonist
<input type="checkbox"/> Film Producer	<input type="checkbox"/> Musician	<input type="checkbox"/> Anthropologist	<input type="checkbox"/> Veterinary Doctor	<input type="checkbox"/> Chartered Accountant
<input type="checkbox"/> Dancer	<input type="checkbox"/> Magician	<input type="checkbox"/> Fashion Designer	<input type="checkbox"/> Furniture Designer	<input type="checkbox"/> Textile Designer
<input type="checkbox"/> Film Director	<input type="checkbox"/> Advertising Director	<input type="checkbox"/> Mechanical Engineer	<input type="checkbox"/> Horticulturist	<input type="checkbox"/> Company Secretary
<input type="checkbox"/> Electronic Engineer	<input type="checkbox"/> Electrical Engineer	<input type="checkbox"/> Chemical Engineer	<input type="checkbox"/> Computer Engineer	<input type="checkbox"/> Software Programmer
<input type="checkbox"/> Sound Technician	<input type="checkbox"/> Exhibition Designer	<input type="checkbox"/> Automobile Engineer	<input type="checkbox"/> Dairy Farmer	<input type="checkbox"/> Finance Manager
<input type="checkbox"/> Poultry Farmer	<input type="checkbox"/> Soil Specialist	<input type="checkbox"/> Farmer	<input type="checkbox"/> Gardener	<input type="checkbox"/> Plant Breeder
<input type="checkbox"/> Radio Announcer	<input type="checkbox"/> Footwear Designer	<input type="checkbox"/> Marine Engineer	<input type="checkbox"/> Fertilizer Shopkeeper	<input type="checkbox"/> Custom Broker
<input type="checkbox"/> Personal Secretary	<input type="checkbox"/> Shopkeeper	<input type="checkbox"/> Wholesaler	<input type="checkbox"/> Marketing Manager	<input type="checkbox"/> Stock Broker
<input type="checkbox"/> TV Announcer	<input type="checkbox"/> Interior Decorator	<input type="checkbox"/> Environmental Scientist	<input type="checkbox"/> Forest Officer	<input type="checkbox"/> Surveyor
<input type="checkbox"/> Gastrologist	<input type="checkbox"/> Dentist	<input type="checkbox"/> Pharmacist	<input type="checkbox"/> Anaesthetist	<input type="checkbox"/> Speech Therapist
<input type="checkbox"/> Cyber Point Operator	<input type="checkbox"/> Graphic Designer	<input type="checkbox"/> Aeronautical Engineer	<input type="checkbox"/> Agriculture Inspector	<input type="checkbox"/> L.I.C. Agent
<input type="checkbox"/> Platoon Commander	<input type="checkbox"/> Subedar	<input type="checkbox"/> Air Traffic Controller	<input type="checkbox"/> Group Captain	<input type="checkbox"/> Soldier
<input type="checkbox"/> Magazine Reporter	<input type="checkbox"/> Sculptor	<input type="checkbox"/> Bio-chemist	<input type="checkbox"/> Fertilizer Specialist	<input type="checkbox"/> Transport Manager
<input type="checkbox"/> Banquet Manager	<input type="checkbox"/> Historian	<input type="checkbox"/> Museum Curator	<input type="checkbox"/> Tour Secretary	<input type="checkbox"/> Club Manager
<input type="checkbox"/> Cable Operator	<input type="checkbox"/> Artist	<input type="checkbox"/> Petroleum Engineer	<input type="checkbox"/> Agriculture Engineer	<input type="checkbox"/> Production Manager
<input type="checkbox"/> Tax Lawyer	<input type="checkbox"/> Municipal Magistrate	<input type="checkbox"/> Solicitor	<input type="checkbox"/> Notary	<input type="checkbox"/> District Magistrate
<input type="checkbox"/> Commentator	<input type="checkbox"/> Industrial Designer	<input type="checkbox"/> Mathematician	<input type="checkbox"/> Agriculture Researcher	<input type="checkbox"/> Export-Import Manager
<input type="checkbox"/> Librarian	<input type="checkbox"/> Researcher	<input type="checkbox"/> I.T. Expert	<input type="checkbox"/> Sports Coach	<input type="checkbox"/> Education Officer



Please read each statement and circle a number 0, 1, 2 or 3 which indicates how much the statement applied to you over the past week. There are no right or wrong answers. Do not spend too much time on any statement.

The rating scale is as follows:
 0 Did not apply to me at all - NEVER
 1 Applied to me to some degree, or some of the time - SOMETIMES
 2 Applied to me to a considerable degree, or a good part of the time - OFTEN
 3 Applied to me very much, or most of the time - ALMOST ALWAYS

	N	S	O	A
1 I found it hard to wind down.	0	1	2	3
2 I was aware of dryness of my mouth.	0	1	2	3
3 I couldn't seem to experience any positive feeling at all.	0	1	2	3
4 I experienced breathing difficulty. (e.g. excessive rapid breathing, breathlessness in the absence of physical exertion)	0	1	2	3
5 I found it difficult to work up initiative to do things.	0	1	2	3
6 I tended to overreact to situations.	0	1	2	3
7 I experienced trembling (e.g. in the hands).	0	1	2	3
8 I felt that I was using a lot of nervous energy.	0	1	2	3
9 I was worried about situations in which I might panic and make a fool of myself.	0	1	2	3
10 I felt that I had nothing to look forward to.	0	1	2	3
11 I found myself getting agitated.	0	1	2	3
12 I found it difficult to relax.	0	1	2	3
13 I felt down-hearted and blue.	0	1	2	3
14 I was intolerant of anything that kept me from getting on with what I was doing.	0	1	2	3
15 I felt I was close to panic.	0	1	2	3
16 I was unable to become enthusiastic about anything.	0	1	2	3
17 I felt I wasn't worth much as a person.	0	1	2	3
18 I felt that I was rather touchy.	0	1	2	3
19 I was aware of the action of my heart in the absence of physical exertion. (e.g. sense of heart rate increase, heart missing a beat)	0	1	2	3
20 I felt scared without any good reason.	0	1	2	3
21 I felt life was meaningless.	0	1	2	3

DASS21 Quick Score

Interpretation of score:

	Scale		
	D	A	S
Normal	0-9	0-7	0-14
Mild	10-13	8-9	15-18
Moderate	14-20	10-14	19-25
Severe	21-27	15-19	26-33
Extreme	28+	20+	34+

Note: The DASS21 is based on the DASS42.

It is important when using the DASS21 to multiply the obtained scale scores by 2, so that they can be compared to the DASS normative data and to other published DASS data.

The DASS may be administered and scored by nonpsychologists, but decisions based on particular score profiles should be made only by experienced clinicians who have carried out an appropriate clinical examination.

Item	Depression D	Anxiety A	Stress S
1 S			
2 A			
3 D	0		
4 A			
5 D			
6 S			
7 A		0	
8 S			
9 A			
10 D	0		
11 S			
12 S			0
13 D	0		
14 S			0
15 A			
16 D	0		
17 D	0		
18 S			0
19 A		0	
20 A		0	
21 D	0		
Totals	8	14	16

Total each scale, then multiply sum by 2.

Name: _____ Date: . / / _____
 Designation: _____ Signature: _____

Reference: Lovibond, S.H. & Lovibond, P.F. (1999). Manual for the Depression Anxiety Stress Scales. (2nd. Ed.) Sydney: Psychology Foundation.

The **DASS-21** scale was administered to assess the emotional status of the student (AD). The obtained scores were **Depression = 8 (Normal)**, **Anxiety = 14 (Moderate)**, and **Stress = 16 (Mild)** after applying the standard DASS-21 scoring procedure.

B. Singh
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 COE, Govt. College
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