

Best Practice-I

Title of the practice:

Nature club – Youth for Environment (NCYE) -

Objectives of the practice:

1. Establishment of Nature club – Youth for Environment (NCYE) as an effective college-based environmental club that is linked with agencies / institutions dedicated for the conservation and preservation of natural resources required for sustainable development.
2. To preserve and conserve our natural resources through environmental increase in the awareness of the community. This may result in their active involvement on environmentally related issues.
3. To achieve sustainable development and protection of mother nature through different activities.

The Context:

Nature is beautiful and needs to be preserved. With this context, it is our collective responsibility to contribute to the nature. The college established Nature club for conducting various activities oriented towards environment preservation. These activities may include setting up a recycling system in the college campus, planting a small organic garden that will provide fresh vegetables and flowers club, give an opportunity to the students to work with various agencies / institutions. The students can also support local wildlife and reduce CO₂ in the atmosphere by planting trees, shrubs and flowers in the college premises.

The Practice:

As an attempt in this direction, member students under the guidance of teachers, have been monitoring biodiversity of the campus. They were also engaged with many environment conservative activities. The IQAC and the Department of Geography along with Nature Club have been working on various issues related wildlife and nature conservation.

The waste from the college was managed through solid waste management, liquid waste management and E waste management. From the view point of water conservation, the teachers and students are sensitized about saving water. Several activities like Tree plantation, Cleanliness drives, Save fuel etc. are taken up on regular basis by the NSS unit of the college. The Nature Club organized numerous activities that created awareness amongst students about environment conservation. The NGO CARS (Center for animal rescue and study) developed app with name ARRM (App for rescue and road kill mapping). Students are using this app to count road kills of animals, monthly road kills, statistics collected

through this app. The students collected primary database for initiating research work in wild life. Students were encouraged to do research projects on Wild Life and Environment Conservation.

Since establishment years/inception years, institute has been practicing Environment conservation and sustainable development activities to contribute nature. But to develop rapport with students and environment institute along with Geography department established Nature club – Youth for Environment in the year 2018. Since then institute conducted many activities to protect environment and for its development. As still much to contribute in this regards we are continuing with the same best practice Nature Club – Youth for Environment. In 2020 – 2021 this Pandemic year institute contribute Nature in many ways such as:

Making Seed balls : Which helps to increase green space in Campus and surrounded areas. It is a easiest and sustainable way of cultivating plants and this cultivated sapling many time we offer to welcome gust in the programme or visitors. Once in every year we host a Seed Ball Making event. Seed balls get students involved in nature.

Tree Plantation : Tree plantation in the campus and surrounded areas.

Evidence of Success:

1. Cleanliness drives :

The college organized Cleanliness Drives in campus where students made sure that everything is kept clean and litter free, right from classes to college grounds. They were made responsible for keeping all the campus spotlessly clean. They were also be encouraged to participate in cleanliness drives in their localities.

2. Embedding environmental preservation in the curriculum. The environment preservation was taught to them. The field visits were organized to locate the water bodies like lakes and rivers in the nearby areas. These activities appraised the students about water scarcity. They were also asked to creatively think of different ways of water conservation such as rain water harvesting, building dams. They were involved in various activities leading to keep water bodies clean and so on.
3. Environment-friendly policies: Various environment-friendly policies were implemented such as energy conservation, plastic-free campus, green days etc.
4. Other activities such as Environment preservation posters, flex boards, environment-friendly selfie spot. This helped in making environment friendliness a part of their subconscious learning.
5. Organization of posters, drawings, quiz, poems, article competitions etc. was done by the college.
6. **Adopt a plant programme:**
An excellent practice of **Adopt a plant programme** was conducted by the college. In this programme, the teachers and the students were asked to adopt “one plant in college and one the home”, taking pledge to provide complete care to it by entire family. This has given excellent results.
7. Empathy for living creatures :

By keeping the track of road killing of animals, participating in animal census programmes, by providing care to the injured animals etc. the empathy for living creatures was developed in the students.

8. The Data of road kill rescue of animals through ARRM was kept.
9. **Walk to environment:** The Nature Walks were organized in nearby Saatpuda Hills for making students well aware about the nature.
10. Various activities such as Environment Day, World Wild Life Week, National Energy Conservation Day, Tiger Day etc. were celebrated in the college.
11. Nature Club in collaboration with NSS Unit of the college has organized several activities under "Swaccha Bharat Abhiyan.

Problems encountered and resources required:

1. The students were unaware about different environment conservation activities.
2. The activities were physically vigorous. So it was difficult for the students, especially girl students, to take active part in some of the activities.
3. It required guidance from persons specialized in environment conservation activities.
4. It was difficult to make arrangements required for conducting these activities and manage the schedule of these activities.
5. More financial resources and equipments were required for organizing and conducting these activities.
6. Availability high-end technology and instruments was required.

Best Practice-II

Title of the practice: Reader's Society

Objectives of the practice:

- 1) Establishment of Reader's society for promoting the love of literature in a positive direction and nurturing learning environment.
- 2) To bring students together to learn and discuss about several issues those are important to them for the betterment of their future.
- 3) To promote critical thinking and deeper engagement with syllabus.
- 4) To enhance interest and accountability among the students related to reading and reading comprehension.
- 5) To make the students aware about various areas of knowledge available in the form of books.
- 6) To make the students aware about enormous literary work done by legendary authors.
- 7) To prepare them for getting success in competitive examinations.
- 8) To provide forum for literary discussions and deliberations.

The context

A thriving learning community begins through conversation giving value to unique approaches to literature.

As a culture, too much time is spent being entertained with the advances in technology; much time is invested in social media. This is leading to greater interest non-important issues that are often distracting us from our target. Even though the pace and the necessity of learning is increasing rapidly within our culture yet there is need to provide conducive environment for promotion of reading culture. With increasing value given to each individual's thinking, the quality of conversation produced from a reader's society can increase community.

Reading is an individual skill; reading within community is an art. As the writings of great authors are drawn from research or artistically created literature, the author's writings need to be aesthetic and it should create connections with readers. If the text does not come alive through conversation, then the sense of students dwindles and the sense of purpose can be lost. Our college Reading Society began through conversation, giving value to unique approaches towards literature, finding purpose within a reading. This reading should necessarily be grasped by the individuals involved and finding a purpose within reading and discussions. This can be extremely inspiring to the readers.

The Practice:

In 2018, the IQAC started incorporating literature circles into classroom. This gave a way to the students to talk about assigned reading. The structure of these groups initially was rigid. Students were assigned reading from a common book that was assigned to the group. With each assigned reading, the students had individual roles to fulfill, including discussion leader, connection captain, vocabulary muster recorder. With these roles to play, they were asked to come prepared so the group could have a successful conversation.

During the following years, some changes were made within the literature circle, giving students more and more responsibility. Later on the students were assigning their own reading, they were able to choose their roles. This has led to significant decrease in requirements from the students. From casual observation, we learnt that, the more responsibility the students had, the more effective their learning was together.

The IQAC expected that the students should learn the social aspects of learning. It wanted them to build on of their independent thinking within their reading. They also wanted to extend their academic growth academically while being brought together socially.

The IQAC started initializing MoU with several local and outside libraries. Various programme like lectures, Book exhibitions, free book exchange were organized for student with the help of campus/college library. Again celebration of “Reading Motivation Day and “Best reader award” ceremony were organized. Along with this, inter library loan service, information literacy programme, conduction of several talks with great readers, motivational movie shows were organized to create awareness about book reading.

Awareness about reading books

Programmes like visual reading, group discussion, competitions on reading were organized which developed the leadership, critical thinking, listening skills, confidence, capability to co-ordinate knowledge potential, Body language, presence of mind, resolving ability etc. These qualities are required for effective Group Discussion. Another effective programme run by the institute was “School outreach programmes”. It is expected that the student should equip themselves with the qualities while graduating from school to college or university. To create awareness and to bridge the gap, we have designed few outreach programs for the students and teachers within the premises and facilitating them to access the knowledge resources available in the college. The school students come to read and collected books from library. This was one of the way to motivate them to read. To ensure academic excellence of both the teachers and the students, relevant text book, reference book, standard journals, E-Journals were provided by the library for reading purpose.

Evidence of success:

All these activities fostered by the “Reader’s Society” of the college empowered the young learners to be intellectually and socially involved in each other’s learning through reading. Reading was given more importance resulting in lesser distractions from their surroundings within the structure of Reader’s Society. Along with this, social responsibility

and selfless behavior was developed in the readers. The enabled students transferred these skills into their learning and also with the peers in social settings. It further encouraged them as readers to achieve deeper levels of learning. The reading of literature enhanced their self-motivation.

a. Diverse perspectives:

Students increased love for reading because of the various perspectives from their club members. A number of students were initially hesitant to join a book club. They did not want to give up their independent reading time. Later on, it was observed that, they enjoyed group reading also.

b. Building relationships:

Within the Reader's Society, students made connections with each other and the community. This included personal information they felt comfortable sharing. Reader's Society supported in competitive examination reading. This has led to increased appearance of the students in the competitive examinations. The college has provided conducive environment for promotion of reading among the students.

Problems encountered and resources required:

1. Earlier the students were not interested in joining "Reader's Society".
2. It was difficult to inculcate reading habits in the students.
3. The students were distracted by various social media.
4. For enhancing the reading habits the library other knowledge resources needed to enhanced and made available to the members of "Reader's Society".
5. Better availability of digital sources of the knowledge.