

CRITERION VII – BEST PRACTICE

7.2 Best Practices

1. Best Practice

a. Title of the best practice

Environment driven green practices

b. Objectives of the practice

- To collect waste found at different clean-up locations and dispose the collected waste properly and safely
- To give an aesthetic look and appeal to mismanaged and unhygienic places
- To plant trees at different locations and create a greener surrounding for the future
- To repurpose rain water
- To make use of renewable source of energy

c. The context

Mumbai is a city that is vertically growing, resulting into what is called as a Concrete Jungle and cleanliness is not a strength of this city. Therefore, a great many water bodies have continued to remain in a state of extreme defilement. There is a growing need to continually clean the beaches and restore the beauty that had once graced the city. Through the clean-up and plantation drive activities, rain water harvesting, and solar energy water pumping project, the college inspires into its people the desire for environmental peace and harmony and encourages an organic connection with the environment.

d. The practice

The college has conducted many successful clean-up drives at Juhu Koliwada, Dadar Beach, Mithi River, Tata Compound, Prem Nagar, Karav Village (Vangani), and College Campus. Moreover, the college has planted 1193 trees at SRPF ground, Mumbai, and at different locations across India in five years.

The volunteers collected different types of plastic waste including milk packets, plastic bags, microplastics, etc. Along with this, different types of wet waste were collected. There was active participation by all volunteers in the collection and safe disposal of all waste found at the beach and other locations. Volunteers successfully took steps towards a greener surrounding. Substantial waste was collected and



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disposed. A sense of public engagement was created as the local residents started to join volunteers in cleaning the beach.

The college has conducted tree plantation drives at various places in collaboration with NGOs and college NSS unit.

Keeping in mind the water requirement of the campus and the rising demand for water facilities, rooftop rainwater harvesting has been established in the campus. The collected water from the roof top is passed through a filter system and stored in large tank. The harvested water is also used for day to day water consumption and watering the plants.

The edible garden project at Usha Pravin Gandhi College of Arts, Science, and Commerce focuses on the planting of food plants, particularly fruits and vegetables. Watering the plants is a time-consuming task, especially given the vast number of pots. We require an automated system to water the plants while also ensuring that it is done in an environment friendly manner. The ideal approach for using this method to water the plants is done using solar energy. This approach will ensure that the edible garden's carbon footprint is reduced and that it is more environment friendly.

e. Impact of the practice

Through the plantation drive, the volunteers contributed to ensuring a greener future amidst the **concrete jungle**. Moreover, through the clean-up drives, the targeted locations were found much cleaner than it was before. Volunteers ended the clean-up drives by bringing a great change to the environment. They also imparted knowledge regarding cleanliness to villagers. A substantial amount of waste has been eliminated from the surroundings and disposed of safely in the past years.

The success of this practice has inspired the college to participate in an ambitious Green Mission- Majhi Vasundhara Abhiyaan, started by the Government of India.

f. Evidence of success

The grand outcome of this practice was that the initiative broadcasted on **Republic TV** organized by the 'Beach Please India' organization. Furthermore, we received the '**Social Service Excellence**' award from Khushiyaan Foundation NGO in 2019 for extraordinary and selfless service towards the nation.

g. Problems encountered

- Taking permissions from all the authorities for the drives was one of the most important and difficult parts of this activity.
- Many items left on beaches such as broken glasses, sharp metals, or hard plastics proved to be a major threat for the volunteers. However, volunteers ensured the safety of all students and no one was hurt during the drives.
- The water collected in the reservoir is limited to the capacity of the reservoir and cannot be used as potable water. Hence major requirement of the campus cannot be fulfilled using this water
- Since the solar panels would be facing west direction, the system would be able to work post afternoon and since the garden area is surrounded by high rise building it would be very difficult for the solar panels to work efficiently in normal day light



h. Resources required

- Clean-Up Drive: Masks, Gloves, sanitizer, waste collection basket and broom
- Plantation Drive: Saplings, Water sprinkler and spade.
- Solar Energy Project: Solar panel, battery, solar panel controller, solar panel stand

Photographs/supporting documents:



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CRITERION VII – BEST PRACTICES

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a. **Title of the best practice:** Online Feedback, Evaluation and Analysis System (OFEAS)

b. **Objectives of the practice:**

- To ensure that all key stakeholders, which are students, parents, teachers and Employers, are involved with administrative decisions.
- To ensure that a wide range of suggestions are collected in order to make the best decision.
- To ensure that the needs are satisfied among the students, teachers, alumni, parents, professional bodies and the industry.

c. **The context:**

In India, higher education institutions have been instrumental in developing knowledge communities and organizations that are committed to the development of the knowledge education system. To achieve this objective, it is critical that all stakeholders, including students, participate in institutional quality improvement procedures. At Usha Pravin Gandhi College of Arts Science and Commerce, student involvement in quality improvement is an ongoing and continuous activity. Students' involvement in the process of enhancing the quality of higher education is necessary for the following reasons:

- Students, teachers, alumni and employer's involvement in quality improvement are seen as a chance for them to contribute to the institution's ongoing growth. This also fosters a feeling of belonging to the institution and a sense of responsibility for sustaining and preserving the establishment's performance excellence.
- Teaching is the educational sector's primary function. Effective management of teaching-learning processes in an educational institution creates an environment favorable to effectively engaging the student voice.
- A more student-friendly teaching learning environment may be developed to promote student learning.

d. **The Practice:**

The feedback is taken from students once a semester and for those of teachers, alumni and employers it's taken once every academic year. This system contains a central feedback process for the smooth conduct of the practice.



Student's feedback: The feedback for students contains close-ended questionnaires on a scale of 1-5, answered by students by selecting appropriate options. The questionnaire mainly concentrates on teaching- learning aspects, followed by a comment section which helps students to give suggestions. This feedback provides appropriate guidance for improvement in teaching learning experience. Hence, encourages students to a give their free and fair feedback. The feedback for teachers taken relating to their satisfaction towards the curriculum, teaching, learning, evaluation and infrastructure.

Alumni Feedback: The college views its alumni as a valuable source of information. Alumni feedback offer important perspectives for evaluating academic programs and student services. Alumni feedback occupies a prominent position in the strategic development policies. It also helps to improve the accountability of the system. The feedback for the college is taken by the alumni for every academic session. The parameters include

- Rating of course completed by alumni with respect to employability, Infrastructural and laboratory facilities,
- Rating of faculty,
- Rating of Library,
- Rating of office staff,
- Rating of educational resources, Satisfaction regarding admission procedure,
- Overall rating of the college, Satisfaction regarding sports activities
- Satisfaction regarding personality development activities, etc.

e. Impact of the practice:

- There exists a sense of satisfaction among the students, teachers, alumni, parents, professional bodies and the industry
- A wide range of suggestions is made available in order to make the best governance decisions

f. Evidence of success:

The underlying needs of students were identified and catered to in the form of value-added courses, certificate courses, workshops, seminars etc.

It has been observed that the stakeholders have shown keen interest in understanding the quality initiatives of the college. Stakeholders have willingly participated in feedback activities which have given them an opportunity to envision actions embossed with quality. Regular feedback has enabled the institution to add value to the existing academic and administrative practices

g. Problems encountered:

The barriers to adoption and execution of this approach come in the form of stakeholder's lack of knowledge and definition of quality. Stakeholders have disparate interests and perceptions of academic and administrative quality, making it difficult to reach agreement on quality criteria. Classroom teaching and assessment procedures are rather strict, and students' perceptions of these elements may serve as a barrier to implementing certain recommendations.

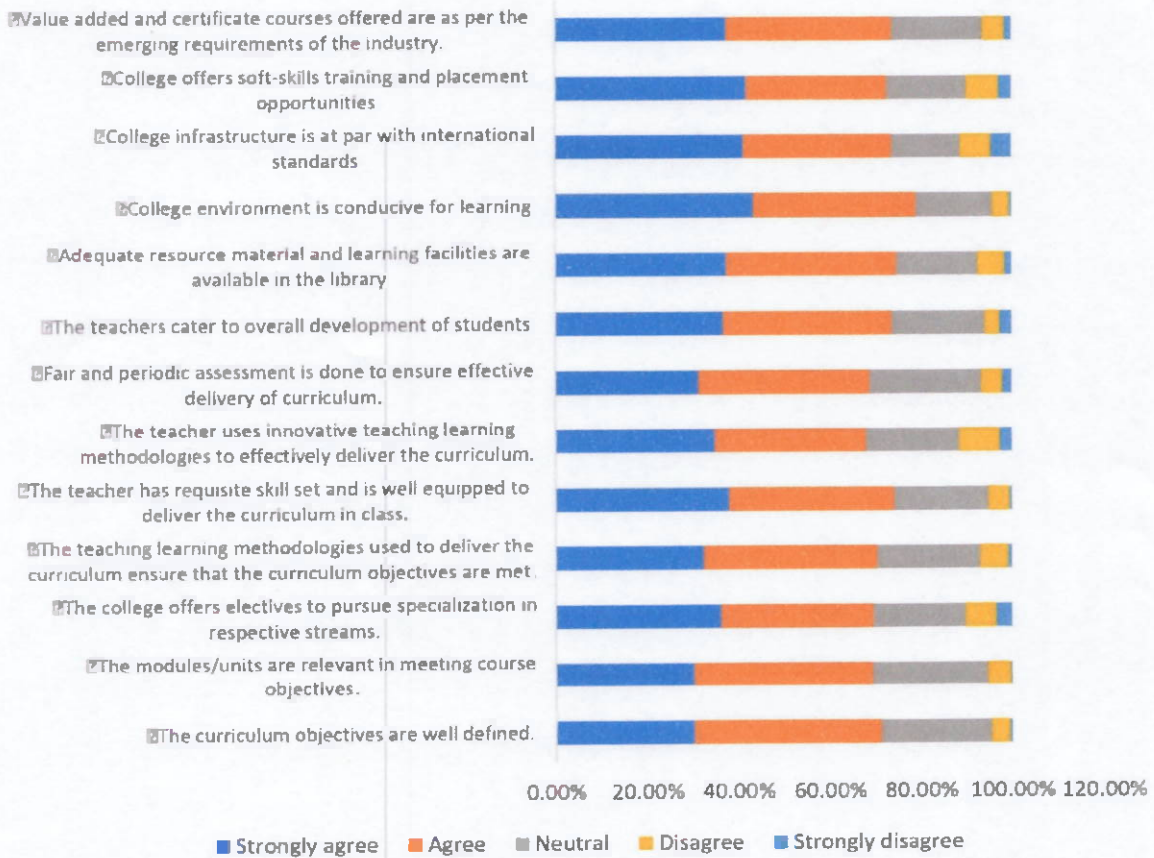


Resources required:

1. Feedback portals such as offline and online forms need to be integrated with this feedback system making it less time consuming and automated in feedback collection, processing and analysis of results.
2. A dedicated person needs to be appointed for execution, collection and analysis of the feedback.

Proofs:

STUDENT FEEDBACK

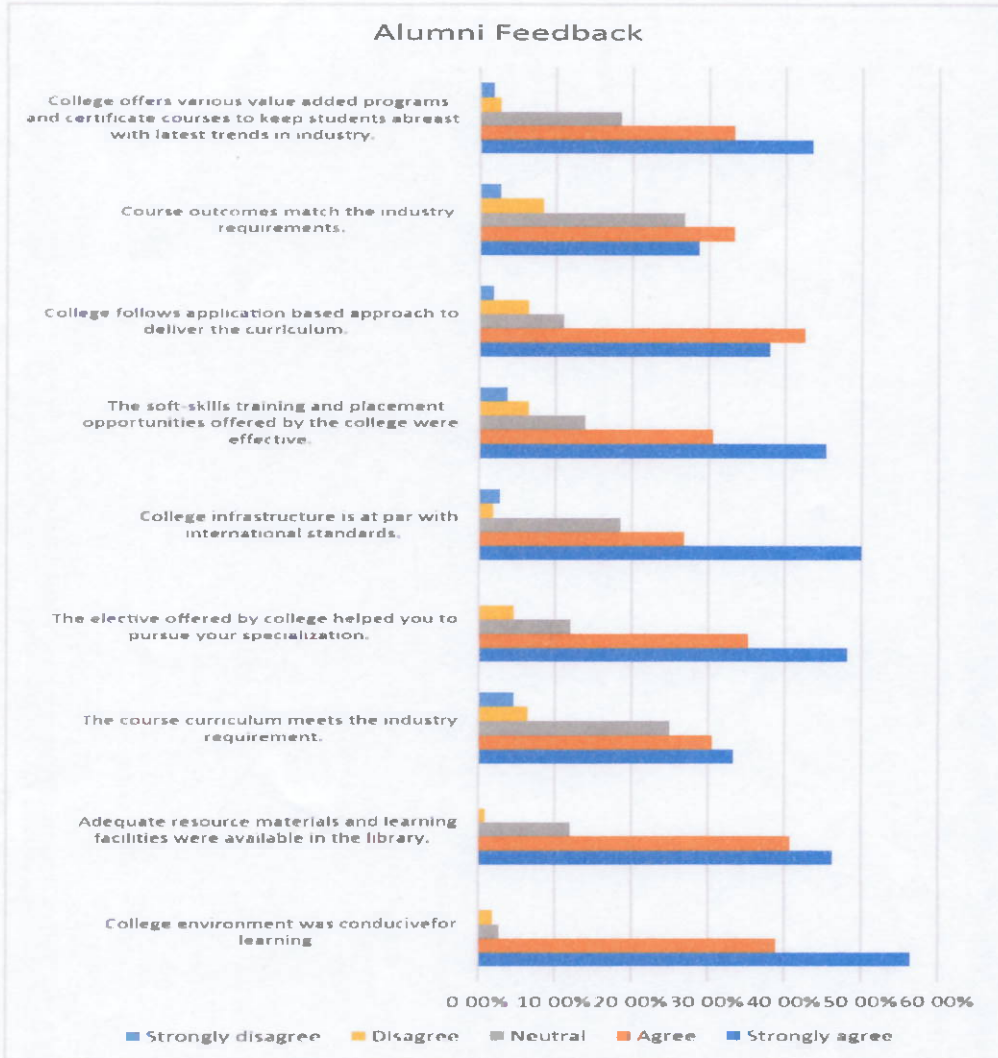


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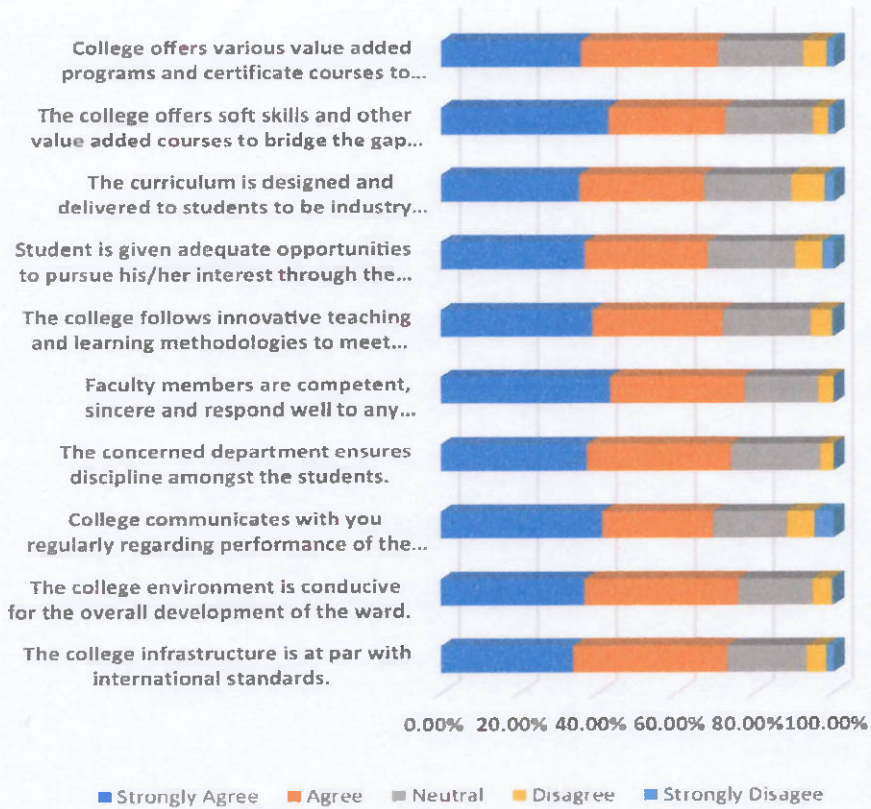
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Alumni Feedback



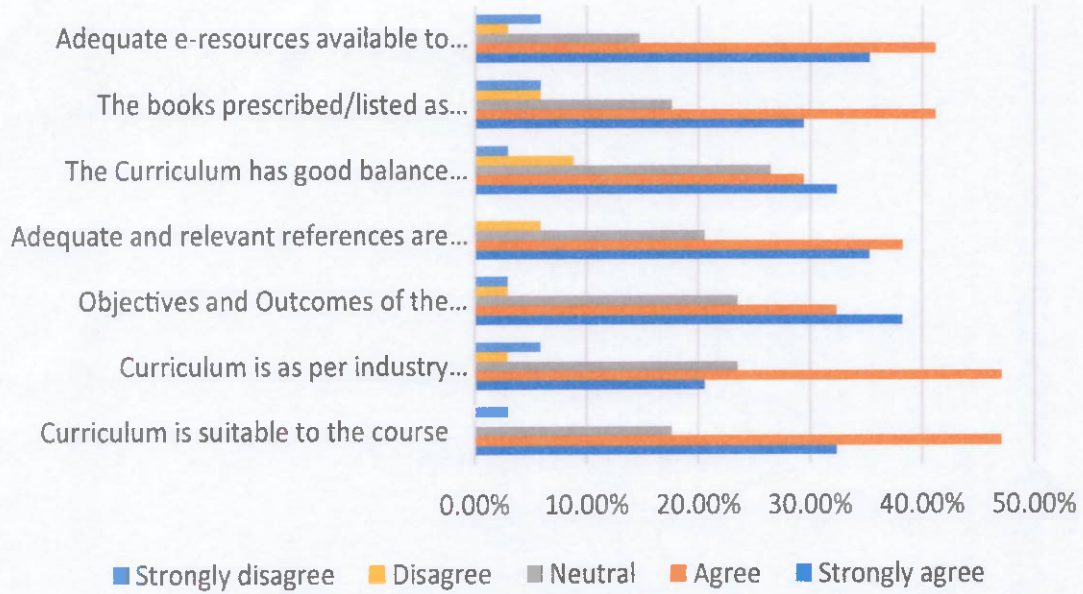
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PARENT'S FEEDBACK



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TEACHER'S FEEDBACK



EMPLOYER FEEDBACK

