CRITERION VII – BEST PRACTICES

7.2 Best Practices

Best Practices

1. Best Practice
    - **a. Title of the best practice**
        - i. Eco-Friendly Campus
    - **b. Objectives of the practice**
        - i. To create a sense of responsibility towards the creation of a Greener environment
        - ii. Training college students to coordinate student led green initiatives
        - iii. To acquaint them to the basics of the cultivation of vegetable garden
        - iv. To cultivate and culture plants
    - **c. The context**

      In a space constrained and vertically growing city like Mumbai, where students have little opportunity to engage with gardening and vegetation, the college introduced the initiative of creating an Edible garden, which will afford students the exclusive setting to acquaint themselves to the basics of vegetation.
    - **d. The practice**
        - i. The gardener used to gather the students of SOU and brief them over how to execute the project of 'edible gardens'.

      Week 1: (14/01-20/01)

      Week one was introductory week, where SOU volunteers met their Gardening mentor, Ms. Dipti Jhangiani, Owner and Founder of Edible Gardens. Volunteers helped cleaning the gallery outside the library which was then just an unused space overlooking the main entrance of college. Also the contractors worked on the gallery to make it a safe and viable place that can be used for gardening by adding taps and netting around the gallery.

      Week 2: (21/01-27/01)

      During this week volunteers rounded up all the plants and pots lying around campus and began the process of reviving those plants. We also started brewing soil right from the scratch in 3 huge drums. In this process, Volunteers laid repetitive layers of various organic matters available in college's surrounding like bamboo, coconut shells, dried leaves, bagasse and also handled cow dung. The students, who were holding back at first, were having fun doing it by the end of week.

      Week 3 :(28/01-03/02)

      During this week volunteers upturned the already brewing soil to air it and also added new layers of same organic matters. It could be observed that all the components were starting to decompose. Volunteers also planted their first sapling this week, a lemon tree sapling. Followed by plantation of certain edible climbers like red spinach, ivy gourd (tinda),etc.

      Week 4: (04/02-10/02)

Volunteers began the week by upturning the brewing soil. Following whole week students planted various herbs and flowering plants like Italian basil, chives, lettuce, cheery, etc. Also vegetable sapling like brinjal, tomatoes, curry leaves were planted

Week 5: (11/02-18/02)

Brewing soil was giving out pleasant earthen smell and had turned black, hence was ready for activating nitrogen cycle. Volunteers laid seeds of green like maize, mustards, celery, cilantro, and arugula. These micro green grow within 1-2 week, and are very reach in nitrogen. Hence once grown to height of 1-2 inches they will be harvested and added to the brewing soil.

Week 6: (19/02-24/02)

Green colored plant can be observed on the brewing soil and pots were micro-greens were planted. All the plants were doing well in their new home. They were topped by new soil by volunteers. By the end of week some of the micro greens which were ready along with lettuce and Italian basil formed UPG Gardenia's first harvest, which was presented to the Principal, Dr. Anju Kapoor, and the staff members. The principal visited the garden to encourage and appreciate students on their work. She harvested the lemon which was ripe to use and also helped in planting butterfly attracting plants necessary for pollination like blue star.

Week 7: (25/02 -1/03)

All the micro greens were harvested and mixed with brewing soil to make it rich in nitrogen. Drip irrigation systems were laid for the fast approaching summer. Seeds for vegetables like pumpkins, bottle gourd were planted too. Waste plastic bottles were up cycled to become beautiful new homes to herbs and money plant.

e. Impact of the practice

Students developed a greater sense of responsibility and affection towards the process of green vegetation.

Students learnt the process of planting and maintaining the garden.

f. Evidence of success

The greatest evidence of this practise is the regular supply of vegetable and fruits from the garden, which is provided to the support staff.

g. Problems encountered

College is working on fixing the issue of using AC water from pipes on terrace to reach the plants

h. Resources required

i. A dedicated professional gardener to look after the edible garden and its produce.
ii. Green fertilizers to help improve the produce.

Before

After

Best Practice 2

1. **Title of best practice**
   Smart Teaching
2. **Objectives of best practice**
   a. To improve the attention span of students
   b. To improve the quality of content delivery
   c. To facilitate quick learning and comprehension
   d. To develop visual learning
   e. To enhance interactivity in the class room
3. **The context**

In a digital age where the chalk and duster has turned obsolete and the attention span of students is ever so decreasing, a smart board changes the game by making the learning process relatable and more immersive. It provides teachers incredible accessibility to content and enables him or her to deliver it in the most engaging manner. It brings a two-dimensional perspective to receiving content. It helps us to create digital repository of learning content on a day to day basis which comes in handy for posterity.

4. **The practice**

The use of power point presentation: The smart board is used for creation, viewing and presentation of power point. The smart board's dedicated remote control allows for an astonishing synchronicity of audio and visual content

Use of internet connection to view online resources: The smart board allows seamless access to live content on various media platforms in never seen before manner.

Unlimited whiteboard: Smart board has unlimited white board area that facilitates lengthy writings/ problem solving without requiring to erase the previous content.

Support both android and window:

The smart board is designed to support the world's two leading operating systems windows and android. This allows faculties technological dynamism also windows operating system helped to use to customize software for various teaching aids

Lecture recording: Using smart board teachers can now record live lectures. These recordings are uploaded by faculties to serve as teaching aids

5. **Impact of practice**

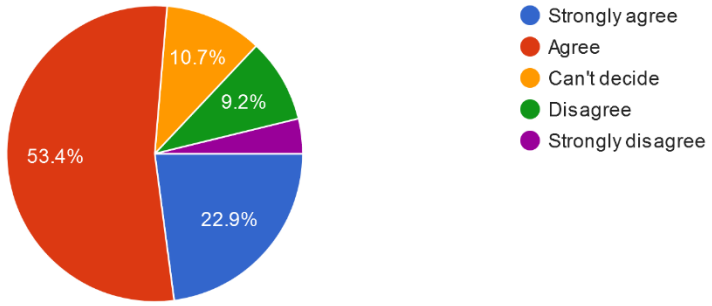
Enhanced student interactions – the visual nature of the learning content excites the curiosity of the students that further leads to greater level of participation and interactivity.

Improved Comprehension of concepts: summary quiz conducted at the end of the session. Rise in attention span of students. Rise in student satisfaction and interest.

6. Evidence of success

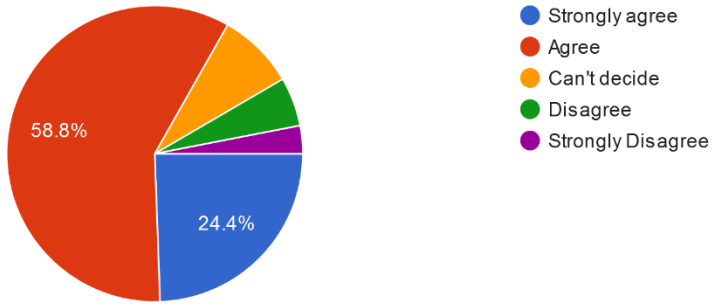
The attention span of students has increased due to use of smart board by the teacher in the classroom.

131 responses

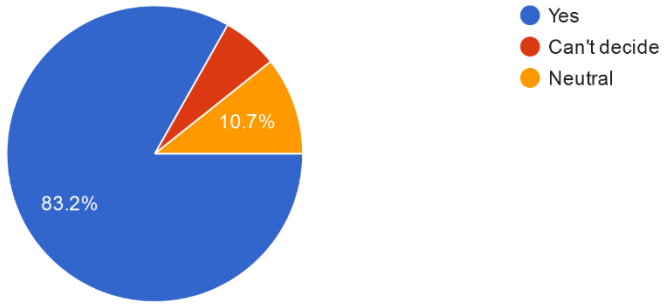


The quality of teacher's content delivery has improved due to the use of smart board in the classroom

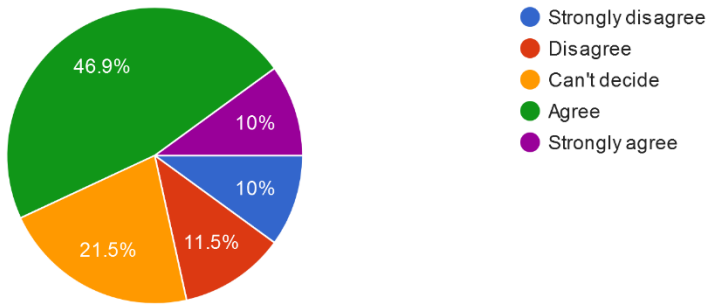
131 responses



Has the smart board technology improved the visual learning of concepts in comparison to projectors?



The student - teacher interactivity has increased due to use of smart board in the classrooms.



7. Problems encountered

Teachers-students adaption to smart board at initial level, adaption of new entrants to smart boards

8. Resource required

a. None