

BEST PRACTICES

1. Title of the Practice:

“HARMONY IN GREEN: Cultivating Sustainability on Campus”

Objectives of the Practice

- **To Reduce Energy Consumption, water usage and minimize the environmental footprint of the campus.**
- **To promote the Sustainable living and practices as educational platform.**
- **To Enhancing Biodiversity support.**
- **To reduce carbon Footprint.**
- **Education and Research**
- **Community Engagement**
- **For Health and Well-being**
- **For Long Term Sustainability**

The Context

Time and again, environmental awareness is crucial; our campus has started a revolutionary path towards sustainability. Our motto, "Harmony in Green," represents our dedication to fostering a campus setting that balances with the natural world while embracing cutting-edge methods to reduce our environmental impact. Through educational programs that encourage sustainable living and the construction of energy-efficient buildings and green places that support biodiversity, we are cultivating a culture in which sustainability is not only an objective but a way of life.

This background lays the groundwork for the green campus effort, highlighting its objectives, core principles, and all-encompassing approach to sustainability. It highlights the value of cooperating to achieve a common goal while inviting community involvement and participation.

The Practice

Reducing the environmental footprint within our campus is fundamental to our commitment to sustainability. We recognize the impact that our activities have on the environment and are dedicated to implementing Strategies that minimize this footprint. Our focus extends beyond infrastructure to encompass sustainable transportation options, the Promotion of eco-friendly behavior among our campus community. By actively managing our environmental footprint, we strive to create a model of responsible stewardship that demonstrates the positive impact of sustainable practices on both our campus and the broader community.

In order to enhancing biodiversity within our green campus is a core aspect of our commitment to sustainability and ecological stewardship. We believe that keeping ecosystems

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healthy and providing for local species depends on protecting and enhancing biodiversity. Our goal is to produce a campus environment that promotes biodiversity by means of meticulous landscaping techniques like by running plantation drives that includes mainly the native plant species.

Beside this Education and research are integral component of our green campus initiative, driving innovation and fostering a deeper understanding of sustainability. Our campus serves as a living laboratory where students, faculty, and researchers collaborate to explore solutions to environmental challenges. Through interdisciplinary coursework, workshops and hands on projects, we empower our community to become leaders in sustainable practices and environmental stewardship. By integrating sustainability into our curriculum and research agenda, we are preparing the next generation of environmental advocates and problem solvers. Together, we strive to advance knowledge and promote actionable solutions that contribute to a more sustainable future, both on our campus and beyond.

Additionally promoting health and well-being is a fundamental aspect of our green campus initiative. Green spaces on our campus provide opportunities for relaxation, exercise, and connection with nature, which are essential for reducing stress and improving overall health. Cleaner air quality, achieved through sustainable practices like minimizing pollution and maximizing greenery contributes to respiratory health and enhances the quality of life for everyone on campus.

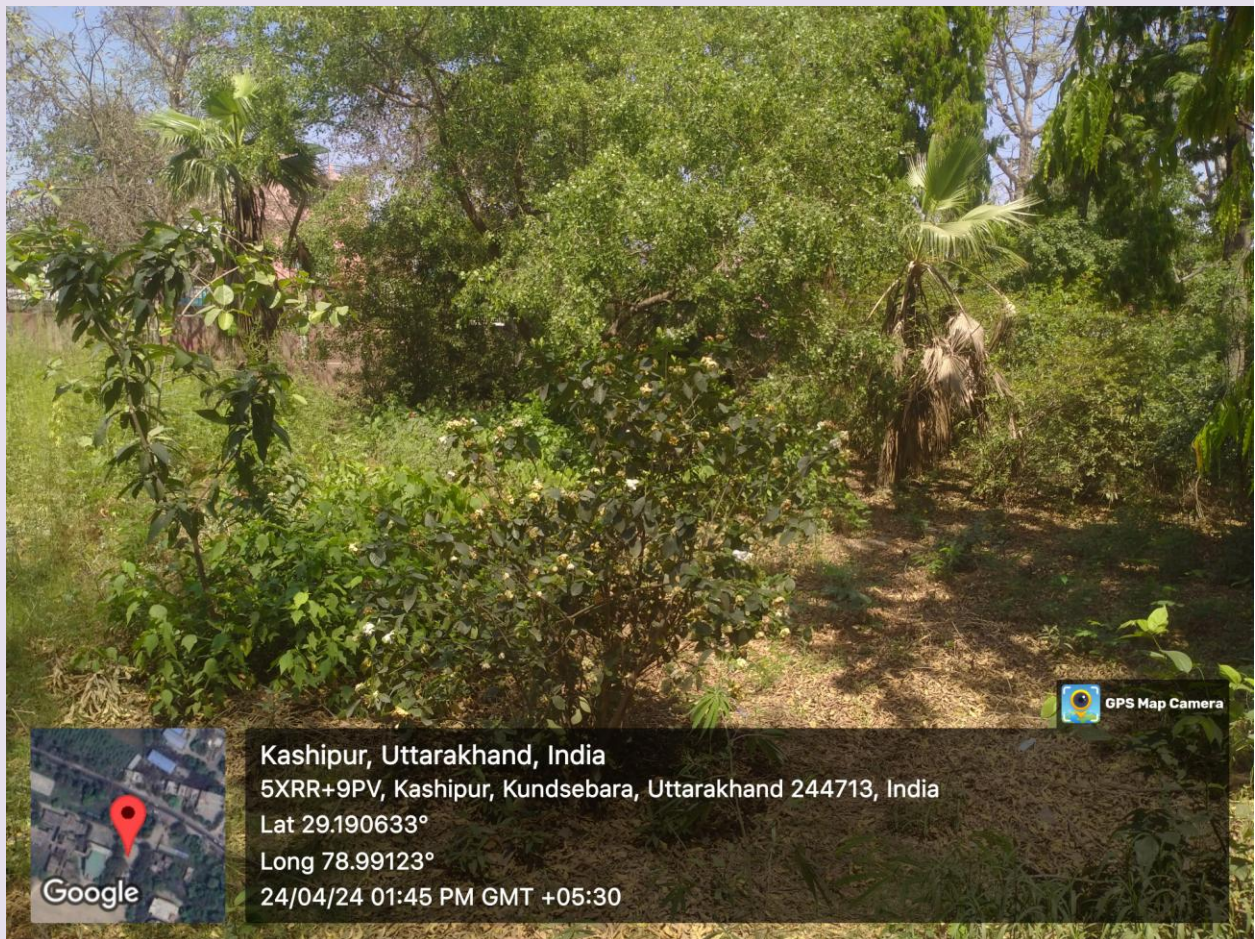
Evidence of Success:



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R.H. Govt. P.G. College , Kashipur
Department of Botany
Field Visit- 24 March, 2023



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2 -Title of the Practice:

INTEGRATIVE AND TRANSFORMATIVE LEARNING THROUGH DIGITAL CONVERGENCE

Objectives of Practice

- To give students access to high-quality education by utilizing networking technology and teaching communities.
- To offer anytime, anywhere learning.
- To offer a learning experience that is both integrative and transformative.
- To introduce strategic teaching by making decisions based on students' learning pace and interests.
- To offer a learning environment that caters to each individual student's unique interests.
- To introduce the ICT-supported teaching and learning environment in order to expand and enhance the learning domains.
- To deliver an all-encompassing educational experience and a sustainable, student-centered higher education.

The Context:

Modern technology is ubiquitous and has assimilated into people's daily lives. More notably, the younger generation has gotten used to using technology in all its forms and exchange of ideas. As a result, the new education policy's higher education component emphasizes an ICT-supported global learning environment with a curriculum and learning domains that are centered on the needs of the student. In an educational organization, these domains are meant to foster each student's unique interests. Our college has made the decision to offer young from rural backgrounds an integrative and transformative learning experience, along with fair access to the knowledge and skills required for professional readiness and alignment with the new knowledge economy through digital convergence.

The Practices:

- The academic plan includes teaching content, a teaching plan, elective enrollment, schedules, field activity plans, advisor assignments, holidays, and events for the current semester.
- These are the generic components. The management and display of the instructional content is done by the teaching component. It gives the faculty the ability to choose the subjects to teach and the pedagogical strategies to employ. It lets the teachers to add any kind of content to each topic—pictures, audio clips, videos, etc.
- The teaching plan, which is also available on the student portal, outlines the subjects that will be covered in class, discussed, and evaluated by the students on a given day. The faculty may reschedule the plan in accordance with the students' feedback or learning style.
- The dash board provides a quick overview of the daily attendance, academic view for the day, class-by-class examination performance, and teaching plan progress and outcomes

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- The assignment module allows instructors to designate homework topics for their students, discussion, gathering of data, etc., as well as returning the students' completed work and reviewing, grading, and offering comments.
- The purpose of the assessment module is to schedule online exams and practice exams for students as well as to evaluate their learning outcomes.
- The questions are kept in question banks. The test results are used to analyze the performance of the students.
- Students can receive exam details, such as internal assessment timetables and marks along with the class average, through the examination management module.

Evidence of Success:

The current system offers much faster communication between the administration, faculty, and students on campus matters than the traditional teaching-learning approach. It makes it possible to quickly update the course material and offers a variety of assignment options. The visual aids enhance the application and comprehensive skills. Online tests give students instant feedback on their performance, allowing them to evaluate their own performance and make necessary corrections. The teacher-student communication component helps to build a strong rapport between the teacher and the students, allowing even the most introverted students to communicate with her and meet her needs.

Through the program, the students have become self-assured with solid knowledge of how to use technology for education, communication, and the development of their skill sets, aptitude, and attitude. Their performances both on and off campus, as well as their career after graduation, show this.