



Shri Dhaneshwari Manav Vikas Mandal's  
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**7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual**

Practice I: "Plant Trees, Save the Environment" is the best practice.

2. The Practice's Goals:

1. To design a lovely, green college campus.
2. To provide college students with the shade of trees.
3. To halt the erosive soil.
4. To elevate the level of groundwater.
5. To educate the pupils on the value of protecting the environment and planting trees.
6. To motivate people to save the environment and natural resources.
7. To prevent contamination and maintain the natural equilibrium.

3. The Situation:

The N.S.S. department volunteers, together with every member of the teaching and non-teaching staff, were instrumental in the tree planting process. The college has formed an Environment Committee in accordance with the best practice "Plant Trees, Save Environment" to carry out this work. The committee's head have been designated as committee members.

The committee began planting trees every year during the wet season. M.L. A. of Hatta took part in the 2018–2019 tree planting initiative.

The following is the tree planting year-by-year report:

Year Trees: for

- 2018 – 2019: 158
- 2019 – 2020: 148
- 2020 – 2021: 146
- 2021 – 2022: 143
- 2022 – 2023: 167

Neem, almond, coconut, Saraca Asoka, curry, ebony, black plum, bunyan, and gulmohor trees are among the trees. Therefore, good number of trees were planted overall over the five years from 2018–2019 to 2022–2023 under "Best Practice."

#### 4. The Method:

The unique selling point of our college's "Plant Trees, Save Environment" best practice is that it was successfully implemented in the drought-prone and backward district, which is also home to the water-scarce Marathwada region.

Teachers, non-teaching staff, students, parents, and farmers have all given the college the trees as gifts. Watering the trees is necessary for them to grow. To save the trees, the Environment Committee, professors, volunteers, and students work together. Many citizens, parents, students, and offices are motivated to plantations of their own by this practice. This exercise benefits various social stakeholders in addition to college students and staff. For second-year students, the Parent University has mandated "Environment Science" as a required course. Through the "Plant Trees, Save Environment" programme, one can get practical knowledge about environmental conservation.

#### 5. Proof of Achievement:

1. As more trees grow, students can study beneath them and benefit from their shadows.
2. Trees provide the campus with a naturally lovely appearance and clean air.
3. The campus turned green in five years due to the trees' rapid growth.
4. To keep animals out of the trees, star fences have been installed around the college.
5. A lot of pupils have begun planting trees in their village at home.

#### 6. Issues Raised and Resources Needed:

1. The primary issue at this place is the water crisis.
2. Fertility is low in the soil. It is therefore challenging to grow trees. The college has a bore well, but throughout the summer, the water level drops, making it difficult for trees and plants to acquire enough moisture.
3. The bore well's water supply for trees was insufficient, particularly during the heat.
4. Because there was no fencing, some bystanders on the road and animals used to kill the campus's trees.

#### Additional Details:

"Plant Trees, Save Environment" is a social enterprise as well as a best practice. By encouraging more societal participation, the college hopes to spread the message of planting and caring for trees as well as maintaining the equilibrium of the ecosystem. The college intends to carry out the programme off campus in the future. The college wants to preserve uncommon trees in the future. It wants to inspire people to plant more and more trees by preserving trees that are present in nature but are rarely encountered in our surroundings. The college also wants to grow beneficial trees that will help society as a whole.

## **Second-Best Practice:**

### 1. Title of the Practice:

WhatsApp groups used for connected communication and the teaching-learning process.

### 2. The practice's objectives:

1. To enhance interaction in the teaching and learning process.
2. To provide notifications and expand the opportunities for improving the efficiency of the teaching and learning process through the use of additional social media devices.
3. To use WhatsApp appropriately to send critical information about college in a timely manner.
4. To effectively utilize the WhatsApp service for student communication in an emergency.
5. To provide exam and other academic activity-related information.

### 3. The Situation:

Among the younger generation, WhatsApp has emerged as the most popular social networking platform due to the growing usage of internet-based technologies. The Play Stores offer this software for free download, making it freely accessible. The user-friendly programme allows users to communicate a variety of material in text, image, video, and other format formats with individuals or in groups.

Teachers can communicate notes in a WhatsApp group. Using a Google Form to gather academic data will be beneficial. Messages can be sent directly without being restricted by location because it is connected to the phone's contact list. The younger generation is using internet-based resources at an ever-increasing rate. As ICT has affected practically every aspect of life, it has also created new opportunities for teaching and learning as well as useful tools for managing a variety of institutions.

### 4. The Method:

In order to improve the efficiency of the teaching and learning process, our institution has made the decision to promote the usage of WhatsApp groups. As a result, college faculty members created WhatsApp groups based on classes and subjects. Important topic notes have been exchanged in Word and PDF format through these groups. Files containing images, videos, and audio that are relevant to the topic matter are also provided.

These groups become interactive when students actively participate and faculty members address any questions or concerns they may have about the things they are studying. These groups are also utilized for the exchange of most recent advancements and updated information in the specific field and knowledge stream. Using their audio lectures as a guide, several faculty members have additionally explained key ideas. Furthermore, these groups have shared general knowledge, encouraging messages, and other significant academic information. The dissemination of subject-related knowledge through visuals and videos helped to engage the student body in the teaching and learning process.

The management of the college has also made the decision to utilize the WhatsApp group

appropriately. Together with teaching and non-teaching personnel, students have founded the WhatsApp Group.

#### 5. Proof of Achievement:

The successful teaching and learning process has been enhanced by the class- and subject-specific WhatsApp groups. It is clear from interacting with the pupils who, on the other hand, keep quiet and are reluctant to talk in class. The college administration also considers WhatsApp groups to be an effective communication medium for accurate, reliable, and fast information transfer. Many students were spared obstacles by the communicating within WhatsApp groups, given that the university is located in a remote place.

There is a significant impact on transportation. In an emergency case like this, students travelling from far-flung places need to be informed quickly. This requirement for communication during an emergency has been met by the WhatsApp group.


The college's IQAC has established a separate WhatsApp group, which is quite beneficial for coordinating the several campus events.

#### 6. Issues Raised and Resources Needed:

Teachers first had their qualms about the idea of using a WhatsApp group for teaching and learning. They have expressed worries about this WhatsApp group being misused. Teachers expressed concern that pupils could squander their valuable time by reading WhatsApp groups, as a second issue of concern. Another problem is the existence of female students in the same WhatsApp group.

Fewer students who don't own Android phones are from lower-class backgrounds. The practice's application is hampered by the network's sluggish speed and frequent failures. For this WhatsApp group teaching and learning process to be effective, teachers must uphold academic integrity within the group. Students need to be made aware of the value of these organizations for their academic work. Enhancing the constancy of the network will undoubtedly augment the utility of this procedure.



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