

**LAXMI CHARITABLE TRUST'S**  
**SHETH L. U. J. & SIR M.V. COLLEGE OF ARTS, SCIENCE AND COMMERCE**  
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**BEST PRACTICES**  
**ACADEMIC YEAR 2021–2022**

**Practice 1**

**1. Title of the practice: "Green Healing and Plastic Free campus"**

**2. Objective of the practice:**

- To achieve well-being, university performance, and educational outcomes.
- To develop creative methods for increasing greenery and reducing plastic on campus.
- To minimize pollution on campus and in the vicinity.
- To inspire students to adopt sustainable values in their own lives.

**3. The context:**

- The impacts of the coronavirus pandemic have had a significant influence on the use of campus green areas by students at the college.
- In the years 2021-22, students' desire to attend college in hybrid mode with safety precautions gradually increased the amount of time they spent on campus.
- As an educational institution, it is our moral responsibility to educate and inspire all students, participants, and staff members to take part in reducing pollution and restoring the environment.
- In order to maintain the greenery on and around the campus and take measures to limit the development of pollutants like plastic, MVLU College put forward the initiative "Green Healing and Plastic Free Campus" in 2021–2022.
- We maintained the practice this year, adding to the steps taken the prior year. The primary focus was on developing a Plastic free campus.

**4. The Practice:**

- At the start of each academic year, the IQAC informed all departments about this mission.
- The coordinators received details about the "Green Healing and Plastic Free Campus" and then conveyed the information to the students.
- The authority then put the strategy into action by supporting goals such as minimizing plastic usage, recycling paper, utilizing sustainable materials, and so on.
- Students were made to realize the importance of green healing.
- To accomplish these goals, both teaching and non-teaching staff members, as well as the students, contributed.
- In the student cafeteria, only paper cups have been used for serving tea, coffee, juices, etc. No plastic cups are used anymore in the cafeteria.
- In the current circumstances, enhancing overall sustainability and environmental preservation required appropriate waste management and an overall decrease in plastic usage. Our college has made a significant contribution in this area.

**5. Problems Encountered and Resources Required**

- Convincing students could not be done effectively to curb the use of plastic water bottles, due to the hybrid working environment created by covid -19 pandemic, all stakeholders were not available on campus.

## 6. Evidence of Success:

- The success of “Green Healing and Plastic Free Campus” could be observed in the pictures shown below.
- Housekeeping staff, all of whom were on campus, watered and looked after the plants on a regular basis.
- Increased greenery on campus provided shade and fresh air, and it also gave more oxygen.
- A water filler with AquaGuard is provided, so Students carry their own water bottles and get them filled.
- Reduced usage of paper, power, and other natural resources.
- The college deployed a team of Green Warriors for the mission, comprising faculty advisors who ensure the Planning and implementation of this Phase-wise Plastic ban on the campus.
- Reusing old one sided paper for printing and replacing paper-based documents with online forms and PDFs
- Effective waste management and an enhanced sense of gratitude, responsibility, and appreciation towards the environment among all stakeholders involved.
- “Green Healing and Plastic Free Campus” served as an essential health-promoting resource.



Figure 1 Green Healing and Plastic Free campus

## **Practice 2**

### **1. Title of the Practice: ICT Enhanced Learning Experience**

### **2. Objectives of the Practice:**

- To broaden the productivity of students learning via the internet and offline.
- To encourage students' desire for learning while developing new talents.
- Teachers can offer interesting and dynamic learning experiences for students by using technology such as interactive whiteboards, collaboration software, and other digital tools to bring effectiveness to the teaching-learning process.
- To convince students to adopt the open-source philosophy to make educational resources more affordable.

### **3. The Context**

- Due to the worldwide COVID-19 epidemic, students and teachers modified their operational methods and adapted to the new conditions through hybrid formats of teaching.
- The fundamental cause for this is the covid-19 pandemic, which has pushed online education to become an acceptable replacement for conventional education. This pandemic-induced transition, widened the scope of teaching by innovations in technology.
- This had a swift influence on our personal, social, and professional lives. As a result, education has undergone tremendous change with the distinct rise of e-learning, in which instructions are offered remotely and via digital platforms.
- ICT enables learners to share learning materials and spaces, to encourage learner-centered and collaborative learning concepts, and to improve critical thinking, creative thinking, and problem-solving abilities.
- As a result, MVLU College has launched an initiative called "ICT Enhanced Learning Experience," which seeks to educate students and instructors by effectively using different information and communication technologies and open source technologies for teaching and learning.

### **4. The Practice**

- The IQAC informed all departments about this goal at the start of the academic year.
- All coordinators were exposed to open-source software in order to explain it to their colleagues and students. Furthermore, it made use of the combination of ICT and the internet, which opened up not only numerous chances for creativity and innovation, but also for addressing educational material for today's students.
- The strategy was then put into action by pushing the specified objectives, such as student programmers using pre-existing code to improve the software and even coming up with ideas of their own.
- This promoted collaborative writing and information exchange by using online tools such as e-mail, chat, and Google Classrooms.
- All teaching, non-teaching employees, and students collaborated to achieve the aforementioned objectives.

### **5. Problems Encountered and Resources Required**

- Time constraints-for both formal training and self-directed investigation Creating ICT materials for the lesson, Lack of self-assurance in utilising ICT Faculty members have had negative experiences with ICT in the past, including embarrassment in front of students and colleagues, loss of standing, and an effective minimization of professional abilities.
- As a result of internet connectivity challenges at times, students have no opportunity to collaborate.
- All stakeholders concerned needed a push to adopt ICT tools for hybrid education techniques.



- Open source technology has at times incurred unexpected costs in regards to user training, data importation, and hardware setup.
- After a brief talk and some counseling from the teachers, the ICT Enhanced Learning Experience and open source technologies were beneficial.

## 6. Evidence of Success

- Reduced usage of paper, energy, and other natural resources aided conservation.
- Improved faculty-student connection, enhanced information retention, engaging and enjoyable learning environment, cost-effectiveness, and connectivity from anywhere.
- Furthermore, the adoption of open source technology, which comes with a built-in group that regularly edits and improves the source code, and therefore ICT training, aided in the removal of obstacles.
- Technology saved time and offered students powerful new tools to examine subjects in depth that were previously unavailable.
- Enhanced gratitude for ICT-based learning and open-source technology, has benefited the education system by sharing data, libraries, and opportunities for teachers, professors, and scientists to grow their educational programs and raise the level of education at each stage.

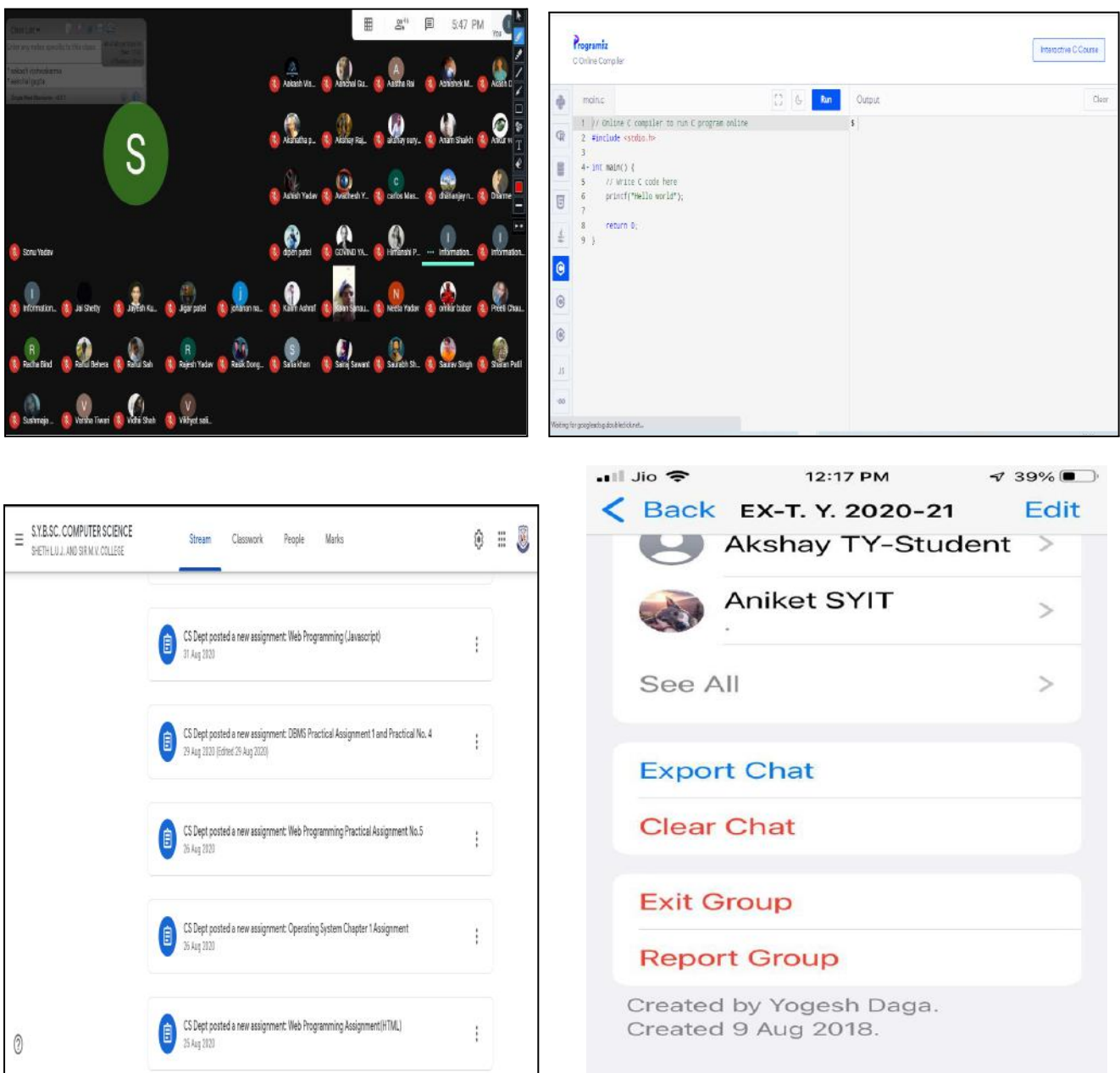


Figure 2 ICT Enhanced Learning Experience