1. Best Practice

"Clean College Green College"

1. **Title of the Practice:** "Clean College Green College"

2. **Goal:** To inculcate importance of cleanliness & eco friendly habits in students & to make campus clean & green

3. **Context:** Cleanliness is an important factor of life. It is essential to learn about cleanliness, hygiene & sanitation. It is vital for healthy body, mind & spirit. The term green indicates eco- friendly or not damaging the environment. Clean & healthy environment is one of the desired pre requisites in any educational institute.

4**. Practice**: To fulfil the goal our college emphasized on adopting clean & green practices active participation of students facilitated process of making campus clean & eco friendly. The strategies used to make college campus clean & eco- friendly are adopting practices such as periodic cleaning drive, tree plantation, energy conservation practices, effective waste management, rainwater harvesting, solar street lamps, observing no vehicle day. Further the college has active Eco club which conducts various activities to increase awareness amongst students. The college has 17 academic department the time schedule has been prepared as a week for a department for performing clean & green activities. Main activities performed are

- Plantation & tree nursing in campus
- Rain water harvesting system
- Solar panel units
- Observation of environmental awareness days & event through eco club.
- Use of energy efficient devices
- Display boards to aware stakeholders to avoid wastage of water & energy
- Mock drills for switching off electrical equipments.
- Use of minimum prints with use of both sides of paper
- Vermi composting
- Disposal of solid & E-waste through authorized agencies for recycling through write off.
- Observing no vehicle day
- Promotion of eco-friendly campus

5. **Evidence of Success:**

- The active participation of students
- Rise in green cover on campus
- Water independence in maximum days in the year
- Awareness in students about conservation
- Decreased fuel usage
- Decrease in pollution due to decreased fuel usage
- Cut in electricity charges.

6. **Problems encountered and Resources required:**

No

Best Practice 2

Introduction of ICT based evaluation method by using Kahoot

Title of the practice: - Introduction of ICT based evaluation method by using Kahoot

Goal: - Examination Reforms

To make evaluation process interesting & essay

Use of ICT in evaluation

Context: Information and Communication Technology (ICT) in education is the mode of education that use information and communications technology to support, enhance, and optimize the delivery of information. Worldwide research has shown that **ICT** can lead to an improved student learning and better teaching methods.

The use of **ICT** in the classroom teaching-learning is very important for it provides opportunities for teachers and students to operate, store, manipulate, and retrieve information, encourage independent and active learning, and self-responsibility for **learning** such as distance **learning**, motivate **teachers** and students.

Kahoot! is a tool for using technology to administer quizzes, discussions or surveys. It is a game based classroom response system played by the whole class in real time. Multiple-choice questions are projected on the screen. Students answer the questions with their smartphone, tablet or computer. Kahoots", are multiple-choice quizzes that allow user generation and can be accessed via a web browser.

Computer Assisted Assessment (CAA): Computer-assisted assessment refers to the use of computers to assess students learning and performance. Computer-assisted assessment is a term that covers all forms of assessments, whether summative or formative, delivered with the help of computers. This covers both assessments delivered on computer, either online or offline, and those that are marked with the aid of computers, such as those using Optical Mark Reading (OMR).

Computer Assisted Assessment is typically formative, in that it helps students to discover whether they have learned what the educator intended and provide timely feedback on how best to teach a subject. Increasingly, it can be summative, with limited feedback typically being given at the end of a course and serving to grade and categorize the student's work. It can also be diagnostic, e.g. by testing for pre-knowledge.