

Institutional Best Practices

Best Practice -I

1. Title of the Practice: Online ISRO Courses

2. Objectives of the Practice:

1. These courses aim to provide participants with the opportunity to enhance their knowledge and skills in various areas through convenient online learning methods. 2. The goal is to establish a platform focused on ISRO-based courses that delve into environmental issues. These courses would explore the intersection between space research and environmental concerns, offering participants unique insights and perspectives.

3. By shifting to online learning, individuals can continue their education and access valuable resources while maintaining safety and adhering to social distancing guidelines.

4. To offer an open and accessible learning opportunity to participants through an online platform. This approach ensures that individuals from diverse backgrounds and geographical locations can engage in learning activities at their own pace and convenience, fostering a culture of lifelong learning and knowledge sharing.

3. The Context:

Considering the significance of online platforms and the need for accessible education remain. By collaborating with ISRO, we aim to provide students and teachers with an open and online learning platform that promotes continuous learning and encourages exploration of environmental and geological topics. ISRO offers a range of courses that cover various aspects of the environment and geology, making it an ideal partner for this initiative. The curriculum of these courses is carefully designed to incorporate co-curricular, extracurricular, and transdisciplinary approaches. This holistic approach ensures that students not only gain subject-specific knowledge but also develop skills beyond the classroom, fostering a well-rounded educational experience. All the courses are successfully run by the institute during pandemic situation too and this is appreciated by ISRO.

4. The Practice: In the realm of higher education in India, we implemented a unique and pioneering practice by offering a diverse range of courses through the Indian Space Research Organization (ISRO). These courses covered a wide array of subjects, including space science, geology, geography, remote sensing, and geoinformatics. In total, 19 courses were carefully selected to cater to the diverse interests and needs of the participants. The practice we adopted stands out in the context of higher education in India due to several key aspects. Firstly, the collaboration with ISRO, a prestigious and globally recognized organization, added immense

value and credibility to the courses offered. ISRO's expertise in space research and technology provided a strong foundation for the curriculum, ensuring that participants received cutting-edge knowledge and insights. The uniqueness of this practice lies in its interdisciplinary approach, bridging the gap between different academic domains. By integrating space science, geology, geography, and remote sensing, participants were exposed to a comprehensive understanding of the subject matter. This transdisciplinary approach allowed students to explore connections between seemingly distinct fields and develop a holistic perspective. Moreover, the incorporation of geoinformatics in the courses further enriched the learning experience. Geoinformatics, the science of acquiring, analyzing, and interpreting spatial data, is an emerging field with significant applications in various sectors. By including geoinformatics in the curriculum, participants gained practical skills and knowledge relevant to contemporary challenges in areas such as urban planning, disaster management, and environmental conservation. The practice also showcased a forward-thinking approach by leveraging online platforms for course delivery. Through online learning, participants had the flexibility to access the courses from anywhere, breaking geographical barriers and expanding educational opportunities. This mode of delivery proved particularly valuable during the pandemic when traditional classroom-based teaching faced significant disruptions. The selection of 19 courses allowed participants to choose subjects that aligned with their specific interests and career goals. This personalized approach catered to the diverse needs of learners, enabling them to tailor their educational journey according to their preferences. By offering a wide range of courses, the practice fostered inclusivity and accommodated learners from different academic backgrounds. This practice of offering ISRO-based courses in space science, geology, geography, remote sensing, and geoinformatics introduced a novel and distinctive dimension to higher education in India. The collaboration with ISRO, the interdisciplinary curriculum, the integration of geoinformatics, and the utilization of online platforms showcased the progressive and forward-looking nature of this practice. By providing participants with unique learning opportunities and cutting-edge knowledge, this practice contributed to the holistic development of students and the advancement of India's higher education landscape.

5. Evidence of Success: The initiative to offer 16 courses through ISRO attracted significant participation from students and teachers across the country. In total, 125 individuals enrolled in these courses, representing a diverse range of backgrounds and interests. This wide participation demonstrates the broad appeal and relevance of the courses offered. One of the key strengths of this initiative was its inclusivity. The courses were open to participants from

all over the country, allowing individuals from various states, cities, and educational institutions to access the learning opportunities. This openness ensured that students and teachers, regardless of their geographical location, could benefit from the expertise and resources offered through the ISRO courses. The geographical diversity of the participants also underlines the national reach and impact of this initiative. It brought together individuals from different regions, fostering a sense of unity and collaboration among participants from diverse cultural, linguistic, and socio-economic backgrounds. The collective engagement of students and teachers from across the country contributed to the building of a stronger and more interconnected academic community.

6. Problems Encountered and Resources Required Publicity and popularity of the courses as the Information of the courses were available on website of ISRO and institute. There is no need of the additional infrastructure.

7. Notes (Benefits)

The online education platform created a need for diverse inputs related to the curriculum. In response to this demand, activities such as the one being discussed have emerged, aiming to fulfill the educational requirements of both students and teachers. By offering a range of courses and resources tailored to the interests of participants, these activities effectively address the specific needs and preferences of individuals engaged in online learning. Students seeking to expand their knowledge and skills, as well as teachers looking to enhance their expertise, can find valuable opportunities within these initiatives. Such activities play a crucial role in bridging the gap between traditional classroom-based education and the virtual learning environment. They provide a platform for students and teachers to access relevant and up-to-date educational content, ensuring that the online curriculum remains comprehensive and engaging.

Table: 1 . List of the courses and number of beneficiary

| Sr.No | Course Name | Date | Beneficiary |
|--------------|--|-------------------------|--------------------|
| 1 | 99 Geospatial Application for Forest Ecosystem Analysis | 20 June to 25 June 2025 | 04 |
| 2 | 114 Advances in Remote Sensing Techniques for Geological Application | 13 to 24 March 2023 | 06 |
| 3 | 101 Satellite Remote Sensing of Atmosphere | July 11-15, 2022 | 03 |

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|----|--|-------------------------------|----|
| 4 | 102 REMOTE SENSING & GIS APPLICATIONS IN AGRICULTURE (Time-Table | 25-29 July, 2022) | 02 |
| 5 | 106 सुदरू संवेदन एवं जीआईएस प्रौद्योगिकी के अनुप्रयोगों पर दो सप्ताह का पाठ्यक्रम | 14-28 Sept , 2022 | 01 |
| 6 | 108th IIRS Outreach Programme on “Overview of Geographical Information System” 3-10-2022 to 27-10-2022 | 3-10-2022 to 27-10-2022 | 01 |
| 7 | 1028 “Applications of Geospatial Technology in Paleochannel Studies: Potential and Future Trends” | 11/10/2022 | 07 |
| 8 | 112 "Geo-data sharing and Cyber Security") | (October 17-21, 2022 | 14 |
| 9 | 109 Basics of Geocomputation and Geoweb Services | 31-10-2021 to 04-11-2021 | 02 |
| 10 | 110th IIRS Outreach Programme On RS & GIS Applications in Natural Resources Management | 11 November- 25 November 2022 | 03 |
| 11 | One day online workshop on "UAV Remote Sensing" | November 21, 2022 | 60 |
| 12 | 111 Advances in monitoring and modelling of hydro-meteorological hazards using geospatial technology and process based models” | during December 5-9, 2022 | 05 |
| 13 | 7013 “Geospatial Modeling Driven Urban Hazard and Risk Analysis” | February 13-17, 2023 | 03 |
| 14 | 7014 RS and GIS Applications in Atmospheric and Oceanic Hazards February | 27 – March 3, 2023 | 04 |
| 15 | 114 “Advances in Remote Sensing Techniques for Geological Applications” | March 13-24, 2023 | 06 |
| 16 | “Geomatics in Urban Disasters” | May 24, 2023 | 03 |

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|--|--------------------|-----|
| | Total Participants | 125 |
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Figure 2. Certificate of the Appointment of Coordinator



Figure 3. Institutional Letter for the course

Best Practice-II

1. Title of the Practice: Wild Vegetable Festival

2. Objectives of the Practice:

1. To inculcate awareness about the importance of wild vegetables in terms of nutrition, biodiversity conservation, and cultural heritage.
2. Encouraging consumption of wild vegetables by showcasing their culinary diversity, nutritional value, and unique flavors.
3. Preserving traditional knowledge related to the identification, cultivation, and utilization of wild vegetables. Through workshops, demonstrations, and interactive sessions, students and society members can learn from experienced practitioners and keep traditional knowledge alive.
4. To highlight the importance of conserving wild vegetable species and their habitats.
5. To promote cultural diversity and dialogue between students and society.

3. **The Context:** Organizing a Wild Vegetable Festival in college provides a unique opportunity to engage students, faculty, and the local community in a meaningful and educational event. The festival serves as a platform to promote awareness and appreciation for the rich diversity of wild vegetables, their nutritional value, and their



Figure 1 Advertisement and open invitation

cultural significance. By organizing a Wild Vegetable Festival in college, students gain practical knowledge, cultural appreciation, and a sense of responsibility towards sustainable food systems. The festival will play vital role for learning, collaboration,

and community engagement, creating a positive impact both within the college and in the broader society.



Figure 2 Felicitation of Forest Officers

4. The Practice:

The college is nestled in a hilly area amidst the majestic Satmala mountain ranges, surrounded by breathtaking natural beauty. The majority of our students hail from tribal communities, revered as custodians of rich ethnic knowledge. Our location in this hilly terrain blesses us with abundant biodiversity.

Given this backdrop, students have taken it upon themselves to explore and gather edible plant species from the mountains, preparing a variety of traditional recipes. This initiative culminates in the organization of a Wild Vegetable Festival within the college premises. This annual event serves as a powerful platform to not only raise awareness about the significance of wild vegetables but also to promote sustainable food practices, cultural appreciation, and community engagement.

The Wild Vegetable Festival is more than just a gathering; it is a celebration of diversity, knowledge-sharing, and culinary artistry. It provides a unique opportunity for students, faculty, and the local community to come together and immerse themselves in the rich tapestry of wild vegetables. Through interactive workshops, cooking demonstrations, and educational sessions, participants learn about the nutritional benefits and cultural importance of these indigenous plants.

Moreover, the festival serves as a catalyst for advocating the integration of wild vegetables into daily diets for improved nutrition and environmental sustainability. By showcasing the culinary versatility and health benefits of these often-overlooked

ingredients, we aim to foster a deeper appreciation for our natural resources and traditional food practices.

In essence, the practice of organizing a Wild Vegetable Festival embodies our commitment to holistic education and community engagement. It is a testament to our collective effort to celebrate and preserve the invaluable heritage of wild vegetables while nurturing a sense of pride and connection to our local environment.

1. Wild vegetable identification and documentation: Students and experts teachers from department of Botany identify and document various species of wild vegetables brought by students.
2. Exhibitions and displays: The festival typically features exhibitions and displays that the different types of wild vegetables. These displays may include live specimens, photographs, charts, and informational posters that provide details about the botanical properties, traditional uses, and health benefits of each vegetable. This allows participants to learn about the variety and significance of wild vegetables.
3. Culinary demonstrations and tastings: One of the highlights of the festival is the culinary aspect. Chefs, local cooks, or culinary experts conduct cooking demonstrations where they prepare dishes using wild vegetables. Participants have the opportunity to taste these dishes and learn about the unique flavors and textures that wild vegetables offer. Recipe contests or workshops may also be organized to encourage participants to explore cooking with wild vegetables at home.
4. Workshops and seminars: The festival also include workshops and seminars conducted by experts in the field of botany, nutrition, or sustainable agriculture.
5. Community engagement and outreach: Inviting farmers, indigenous communities, or local organizations involved in wild vegetable cultivation and preservation can

foster



Figure 3 Participants

knowledge-sharing, promote sustainable practices, and create networking opportunities.

5. Evidence of Success: At the Wild Vegetable Festival, students crafted a total of 58 recipes using an assortment of wild vegetables, attracting the interest of 86 participants eager to delve into the culinary arts. These recipes spanned a wide range, encompassing juices, milkshakes, curries, roti, pickles, chutneys, and even jaggery tea. Complementing the culinary delights, the festival also featured an informative exhibit showcasing 21 distinct plants. Each plant was accompanied by detailed information regarding its utilization, nutritional value, and the recipes it contributed to. Of particular note was the revelation that certain plants could be employed in the creation of multiple dishes, underscoring their versatility and the creative potential inherent in their use. This revelation not only expanded the culinary repertoire but also underscored the importance of sustainable practices in harnessing wild vegetables. By presenting a diverse array of recipes and comprehensive botanical insights, the Wild Vegetable Festival provided attendees with an opportunity to explore new flavours, gain insights into the nutritional benefits of wild vegetables, and recognize the abundant culinary possibilities they offer. One of the students she prepared 39 recipes using various wild plants

6. Problems Encountered and Resources Required: When organizing a Wild



Figure 4. Recipes

Vegetable Festival, several challenges can arise, and specific resources are required for its success. These challenges include a lack of awareness about wild vegetables among participants, limited availability of certain species, the need for safety and hygiene measures, and obtaining necessary permits and permissions. To overcome these

challenges, resources such as expertise and knowledge from experts in botany, agriculture, and nutrition are essential.

Additionally, a knowledge and culinary expertise, wild vegetable identification resources, culinary equipment and ingredients, promotional materials, partnerships with local farmers and organizations, and funding or sponsorship are needed. By addressing these challenges and utilizing the necessary resources, a Wild Vegetable Festival can effectively promote awareness, education, and appreciation of wild vegetables among participants and the broader community.

- 7. Notes:** The Wild Vegetable Festival practice serves as a significant initiative for the college, benefiting both the college community and the wider society. This practice holds great importance due to its multiple advantages and impacts. Firstly, the practice benefits the college students by providing them with hands-on experience and



Figure 5. Visitors

knowledge about wild vegetables. Through their participation in the festival, students have the opportunity to explore and appreciate the culinary and nutritional aspects of wild vegetables. This enhances their understanding of local biodiversity, traditional food practices, and sustainable agriculture. Moreover, the practice extends its benefits to the society at large. By showcasing the nutritional value and culinary potential of wild vegetables, the festival promotes healthier eating habits and encourages individuals to incorporate these nutritious plants into their diets. This can have a positive impact on public health and wellbeing.




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