

## **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.
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 space 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 19 courses through ISRO attracted significant participation from students and teachers across the country. In total, 131 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.

<b>Nodal Center Name :KKHA ARTS SMGL COMMERCE AND SPH JAIN SCIENCE COLLEGE CHANDWAD</b> <b>Coordinator Name: Dr.Kudnar C,K</b>					
Sr.No	Course Name	Date	Beneficiary	Remarks	Organized by
2023-24					Indian Institute of Remote Sensing/Indian Space Research
1.	1033-One day workshop On Integration of ground-based in situ observations/ measurements with EO data for enhanced Geological Applications: Advantages and Challenges	August 24, 2023	01	Coordinator	
2.	118 Applications of Machine Learning in Urban Studies June 05-09, 2023	05-09, 2023	02	Coordinator	

3.	117 Geospatial Technology for Archaeological Studies August 07-11, 2023	07-11, 2023	02	Coordinator	Organization, /Department of Space/ Govt. of India Dehradun <a href="https://elearning.iir.s.gov.in/">https://elearning.iir.s.gov.in/</a>
4.	119 Geospatial Technology for Climate-Smart Agriculture July 10 – July 14, 2023	10 – July 14, 2023	02	Coordinator	
5.	120-Satellite meteorology applications in weather and climate studies	August 7 - 11, 2023	05	Coordinator	
6.	122-Basics of Remote Sensing, Geographical Information System and Global Navigation Satellite System	August 28- November 17, 2023	02	Coordinator	
7.	125- अंतरिक्ष प्रौद्योगिकी का अवलोकन पर दो सप्ताह का पाठ्यक्रम	सितंबर 14 -28, 2023	02	Coordinator	
8.	126-Global Navigation Satellite System	(25/09/23 – 06/10/2023):	05	Coordinator	
9.	127-Geographical Information System	(09/10/2023 to 27/10/2023	60	Coordinator	
10.	1034-One day Workshop on Remote sensing based data analytics in Agriculture	Oct 26, 2023	02	Coordinator	
11.	1036- Workshop on Monitoring Forest Disturbances using Geospatial Technology	October 4, 2023	12	Coordinator	
12.	128-Basics of Geocomputation and Geoweb Services	(30/10/2023 to 03/11/2023):	07	Coordinator	
13.	129-RS and GIS Applications	06/11/2023 to 17/11/2023):	04	Coordinator	
14.	135-Geospatial Analysis using Google Earth Engine	February 19-23, 2024	03	Coordinator	
15.	136- Advances in Remote Sensing Techniques for Geological Applications	March 11-15, 2024	08	Coordinator	
16.	137- Aditya L1: India's first spacebased observatory	March 18-22, 2024	06	Coordinator	

17.	144-AI/ML for Geodata Analysis	August 19-23, 2024	06	Coordinator
18.	145-LIDAR Remote Sensing, data processing and applications	August 05-16, 2024	01	Coordinator
19.	146-Basics of Remote Sensing, GIS and GNSS	(August 27- November 22, 2024):	01	Coordinator
<b>Grand Total</b>			<b>131</b>	

**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. 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.

### **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 on campus offers a unique opportunity to bring together students, faculty, and the local community for an engaging and educational experience. The festival acts as a platform to highlight the rich diversity of wild vegetables, emphasizing their nutritional benefits and cultural significance. Through this initiative, students gain practical knowledge, develop cultural appreciation, and foster a sense of responsibility toward sustainable food systems. The festival serves as a catalyst for learning, collaboration, and community involvement, creating a positive and lasting impact both within the college and in the wider society.

**4. The Practice:** The College is nestled in a hilly region amidst the majestic Satmala mountain ranges, surrounded by stunning natural beauty. Most of our students come from tribal communities, revered as guardians of rich ethnic knowledge. Our unique location, rich in biodiversity, inspires students to explore and collect edible plant species from the surrounding mountains, which they use to prepare a variety of traditional recipes. This initiative has given rise to the annual Wild Vegetable Festival, held on the college campus. The festival is more than an event—it's a celebration of biodiversity, cultural heritage, and sustainable living. It provides a platform to raise awareness about the importance of wild vegetables while promoting sustainable food practices, cultural appreciation, and community involvement.



**Figure 1 Chief Guest and Visitors**

The Wild Vegetable Festival brings together students, faculty, and the local community in a vibrant celebration of diversity, knowledge-sharing, and culinary creativity. Through interactive workshops, cooking demonstrations, and educational sessions, participants gain insights into the nutritional value and cultural significance of these indigenous plants. The festival also advocates for the integration of wild vegetables into daily diets to enhance nutrition and promote environmental sustainability. By showcasing the culinary versatility and health benefits of these often-overlooked resources, the event emphasizes their role in building healthier and more sustainable food systems. Through the use of traditional ingredients, we aim to instill a deeper appreciation for our natural resources and age-old food practices. Organizing a Wild Vegetable Festival reflects our dedication to holistic education and meaningful community engagement. It serves as a collective endeavor to

celebrate and safeguard the invaluable heritage of wild vegetables, fostering pride and a stronger connection to our local environment.



**Figure 2 Recipe**

Total 78 students of UG and PG were participated. The festival were kept open for the visit of the school students, teachers, and also the society. More than 300 plus visitors visited the festival. Finally price distribution were held for the best recipe.

**Key Activities of the Wild Vegetable Festival:**

- 1. Wild Vegetable Identification and Documentation:** Students, with expert faculty from the Department of Botany, collaborate to identify and document various species of wild vegetables collected by students. This activity contributes to creating a valuable repository of knowledge about local biodiversity.
- 2. Exhibitions and Displays:** The festival features vibrant exhibitions showcasing a variety of wild vegetables. Displays include live specimens, photographs, charts, and informational posters that detail the botanical characteristics, traditional uses, and health benefits of each vegetable. These exhibits educate participants on the diversity and significance of wild vegetables.
- 3. Culinary Demonstrations and Tastings:** A major highlight of the festival is its culinary segment. Chefs, local cooks, and culinary experts conduct live cooking demonstrations, preparing dishes using wild vegetables. Participants can taste these unique dishes and discover the distinct flavors and textures of wild vegetables. Recipe



contests or cooking workshops may also be organized to inspire participants to



incorporate wild vegetables into their own meals.

Figure 3. Recipe

4. **Workshops and Seminars:** Experts in botany, nutrition, and sustainable agriculture lead workshops and seminars during the festival. These sessions provide valuable insights into the ecological, nutritional, and cultural importance of wild vegetables while promoting sustainable food practices.
5. **Community Engagement and Outreach:** The festival invites participation from farmers, indigenous communities, and local organizations involved in the cultivation and preservation of wild vegetables. This fosters knowledge-sharing, encourages sustainable practices, and creates opportunities for networking and collaboration. By integrating these activities, the Wild Vegetable Festival becomes a multifaceted celebration of biodiversity, culture, and sustainability, leaving a positive impact on both the college community and society at large.