



## BEST PRACTICES 1:

### **1. Title of the Practice: Energy conservation and Energy Management**

**2. Objective:** To save energy and to make College campus eco-friendly.

**3. Context:** LED bulbs are 80% energy efficient compared to fluorescent bulbs. LEDs also make less wastage of energy than other conventional bulbs. LEDs however convert 95% of energy into light without only 5% being wasted as heat. Hence, using of LED bulbs saves energy and it is eco-friendly.

**4. Practice:** From last 4 years, LED bulbs are used in College and saving energy, thereby sensitizing or making aware the students and teacher community about energy saving.

### **5. Evidence of success**

Energy conservation: The College have taken many steps to minimize energy consumption. These include:-

- Replacement of energy consuming tube light & bulb with energy saving CFL tubes & LED bulbs.
- Energy consumption in the hostel should be monitored by a committee which can successfully bring down power consumption by enlightening the inmates about the indispensability of energy saving.
- The Energy Conservation Club can conduct various programmes, discussions and campaigns to create an energy conserving mentality among the students.
- The college can foster an energy saving attitude among students and staff through various programmes, discussions and campaigns in association with GESCOM.
- College can also organize an inter departmental, power quiz for the students.
- ELECTRICAL AND ELECTRONICS ENGINEERING DEPARTMENT has conducted awareness program on "DEMAND SIDE MANAGEMENT AND SAFETY PRECAUTIONS OF ELECTRIC SHOCK" on 4<sup>th</sup> and 5<sup>th</sup> October 2019 in GUTTIGANUR village.



**RAO BAHADUR Y. MAHABALESWARAPPA ENGINEERING COLLEGE, BELLARY**  
**Department of Electrical and Electronics Engineering**



- We have even conducted many quiz related to many subjects like Renewable Energy Sources, Basic Electrical Engg, Analog Electronics, transmission and distribution and many other subjects through forms.







- ELECTRICAL AND ELECTRONICS ENGINEERING DEPARTMENT has conducted awareness program on “ENERGY CONSERVATION & SOLAR ENERGY” on in HARAGINADONI village.

#### **6. Problem Encountered and Resources Required:**

Conventional source of energy are scarce and depleting day by day. The increasing electricity bills also require that alternative source of energy ought to be explored.

- **Problems and Prospect:**

Further funds are required to augment the existing facility. Relying more on alternative source of energy will help us to make this planet more sustainable.

- **The Practice:**

The College has made a big stride in this desirable direction by harnessing solar energy. Solar panels have been installed on the roof tops of different buildings i.e. Arts Block, Library Building, Boys Hostel and Science Block having capacity of 28kw, 6 kw, 5kw and another 5kw respectively.

It is estimated that roughly 25 – 40 percent electricity consumption of the college will be fulfilled by this arrangement. The use of solar energy has resulted into substantial reduction of electricity bill. The college which was paying a hefty amount earlier is now paying only the fixed meter rent.



## **7. Notes**

Rooms have ample windows and wide doors for optimal utilization of natural light. SAVE ELECTRICITY campaigns are conducted throughout the academic year. Student volunteers of LEAD team have put up posters near the switch boards of classrooms urging users to switch off lights and fans on their way out.

**USE OF LED LIGHTING:** In a concerted move, traditional lights which consume a greater amount of power have been substituted by LED'S in the library and all corridors of the old block.

Dedicated work by the volunteers has ensured that students themselves switch off lights and fans when they move out of rooms, establishing a culture of energy conservation.

It is to be ensured that space for solar equipment is such that it receives ample amount of Sunlight without any hindrance from nearby buildings and trees. Second important feature of the initiative is to select the lab equipment that are energy efficient and can be integrated to the solar cell panels.



## BEST PRACTICES 2:

1. Title of Best Practice: Google forms for formative assessment quizzes.
2. Objective of the practices :To collect evidences and data as to how the students understand the lecture in classroom and use that evidence to form or change what to do in next offering of the class.
3. The Context :An excellent tool for formative assessment is Google Forms. Good formative assessment allows you to be quickly responsive to student needs. Google Forms gives you the data from students instantly after they press submit. Google Forms has consistently been a fantastic technology in the classroom tool for teachers to quickly gather data about student's level of understanding. Google facilitates a "Quiz" feature that allows teachers to turn their form into a self-grading quiz. Google form was used to design and conduct formative quizzes for the course Database Management System.
4. The Practice: Dr Anuradha SG Associate professor of department of Computer science and Engineering has designed and employed Google forms for formative assessment quizzes. Students of V semester CSE were given the Google link through the blog and whatsapp groups.

Google quizzes Link:

<https://goo.gl/forms/1EmB9gfKZ1jyzS663>, <https://goo.gl/forms/I5RS S7ro8iVOH5jU2>.

Since all student answers are together in one spreadsheet it is easy



SQL MCQ's

QUESTIONS

RESPONSES 39

39 responses

SUMMARY

QUESTION

INDIVIDUAL

Accepting responses

Insights

Average  
7.21 / 10 points

Median  
8 / 10 points

Range  
1 - 10 points

Total points distribution



#### 5. Evidences of success : (Adapted from Harry G Tuttle's blog)

- Students benefit greatly from being able to take online practice quizzes. These quizzes focus on the critical lower-level thinking learning for the students. The students can practice these activities on online quizzes, therefore, freeing up class time for higher-level thinking activities.
- Students do not have to wonder if their answer is correct or not as they answer a question, the quiz program tells the student. Students get immediate reaction to their answer; they do not have to wait until the next class which may be 24 hours, 48 hours or more away.
- Students can read the teacher-provided strategy for improvement for each wrong answer. The students do not just know that they are incorrect but they see an explanation of how to improve. They learn how to do it correctly; they improve through formative assessment.



- Students can answer without feeling badly about having a wrong answer as can happen in a class. No other student knows.
- Students can retake a practice quiz as often as they want to improve their score. If the practice quizzes are truly formative then no mark will be recorded. Students will demonstrate their learning in class and on summative tests.

6. Problem Encountered and Required:

Successful and in what areas they have demonstrated learning gaps. They can select an appropriate learning strategy for each student for class.

- Both students and teachers can see the students' progress over time as they see the online quiz scores. In addition, lecturers may notice patterns over time and can adapt their teaching and learning strategies to address students' learning gaps and misunderstandings accordingly.