

BEST PRACTICES

BEST PRACTICE – I

1. Title of the Practice: Enhancing Sustainable Green Initiatives

2. Objectives of the Practice:

- To reduce energy consumption and carbon footprints
- To provide appropriate environmental educational programmes for staff and students and reach out to community through them
- To internalize and reinforce appropriate eco-friendly behaviors / habits

3 The Context:

We have been practicing environmental friendly habits in bits and pieces e.g using energy efficient appliances, reducing use of paper and plastic, tree plantation, water conservation etc. Sustainable green initiatives are much-needed in today's time given the monumental challenges being posed to our health and well-being by the fragile environmental situation. As an environmentally conscious and responsible institution, we are aligned with adopting sustainable green practices on our campus as our contribution towards saving the environment and ensuring reduction in the adversity that future generations may face. We have realised that to have lasting 360° impact on our environment conservation efforts a holistic approach is needed.

4. The Practice

Green, Environment and Energy Audit were carried out by professionals on college campus with the objective of understanding the current status of our campus with regard to these aspects. These audits clearly highlighted our strengths and outlined areas we could improve upon in order to create a greener space with the help of all our stakeholders. We have made concerted efforts to identify areas where these changes could be introduced. In our march towards a green environment, the following steps were implemented

- A solar power system has been installed on the roof-top of the college building which has the capacity to generate 3430 kWh/month which can meet part of the campus's energy requirements through renewable energy sources
- All the lights used on the campus are LEDs which consume substantially lesser electricity
- All electrical appliances installed in the campus are energy-efficient star-rated devices.
- Staff and students are encouraged to ensure that all lights and fans are switched off whenever they are not required and before they leave the premises. All the air conditioners are maintained at or above 24 degree Celsius temperature
- Regular programmes are organized by the NSS Unit of the college to educate the students regarding the adoption of green practices including 'Save Energy' with TATA power for a healthy future.
- An already existing rain-water harvesting system was renovated to make water harvesting more efficient in recharging the underground well in the college campus and this water is utilized in all the bathroom blocks of both the wings of the college building. This ensures that potable water is not wasted for non-potable purposes.
- Additional modules were added to the document management system to reduce the use of paper. Scanned copies of question papers in the library instead of hard copies help to reduce use of paper.
- We practice simple measures like using two sides of paper for printing and using waste paper for rough work.
- A MoU has been signed with Stree Mukti Sanghatana, an NGO working towards

effective reuse and recycling of paper and e-waste generated on the campus.

- Potted plants have been placed all over the college building which keeps the environment clean and adds to the aesthetics of the spaces.
- The NSS Unit of the college has been consistently involved in tree plantation programmes in and around the adopted villages and other areas in association with local GOs and NGOs.
- Signages have been put up at various spots on the campus motivating students to prevent the wastage of water and electricity.
- Regular programmes are arranged to create awareness among the students about environmental issues

5. Evidence of Success:

The green initiatives undertaken by our institution have had the following positive outcomes:

- We have been able to substantially reduce our electricity bills by ensuring a reduction in wasteful electrical energy consumption by using LED lighting equipment, star-rated ACs and other electrical devices, and keeping lights, fans and ACs off when not required.
- A part of our electricity needs is now been met through the fully operational solar power system.
- Our dependence on municipal water supply is reduced as the recharged well-water can meet a part of our water requirement.
- We have successfully reduced waste generation in our day-to-day activities and have a well-established waste management system due to our collaboration with Stree Mukti Sanghatana. None of the waste generated on our campus is directly polluting the environment.
- Staff and students exhibit a greater level of awareness and participation in the institutional green initiatives by avoiding wasteful use of these resources.

We are enthusiastically working towards making our environmental protection efforts more robust and achieving quality certification in this area of institutional functioning.

6. Problems Encountered and Resources Required:

- Installing the roof-top solar power generation unit was challenging as the load-bearing capacity of the roof-top was inadequate. The institution explored various alternatives which would be best suited in the face of this challenge and finally could identify a vendor who was able to offer a light-weight alternative to enable installation of the solar power generating system.
- Though green initiatives are viable in the long-run, creating these systems is a resource-intensive process. This hurdle was very effectively overcome through the tireless efforts of the management who were very keen that these initiatives must be instituted.
- Creating and sustaining the interest of various stakeholders in these initiatives is challenging and requires sustained and consistent.
- Our college building is right in the midst of a crowded suburban neighborhood which poses numerous challenges to the introduction of changes and modification of existing facilities.

BEST PRACTICE – II

1. Title of the Practice: Super Thirty Empowerment Programme (STEP)

2. Objectives of the Practice

The focus of this programme is to empower selected advanced learners to redefine themselves and use their talents, passion and interest to influence their inclination and transform their lives.

The objectives are as follows:

- To further improve students' academic performance
- To develop self-awareness
- To build self-confidence, enhance self-esteem and the overall change in personality of an individual.
- To enhance communication skills and leadership skills

3. The Context

Human beings are born with unlimited potentials, but there is a need of a mentor who can discover the potentials of the individual and help to systematically develop it. This program aims to enhance and groom student's outer and inner self to bring about positive change in their life. This program also provides the participants with the guidance and the empowerments they need to set their goals correctly and achieve them.

4. The Practice

Super Thirty Empowerment Programme (STEP) was implemented for First Year students of degree programmes. Thirty students across faculties were selected after the semester examination. The duration of this programme was 30 hrs. This programme included boosting the individual's confidence, improving communication skills (verbal and nonverbal) and speaking abilities, and learning skills like critical thinking, problem solving, work ethics etc. This program started in January 2020. The first six sessions were conducted in college till March 2020. Due to the pandemic remaining sessions were conducted online through Zoom. Each session had many different activities like role plays, one-minute test, different games, group discussions, guest lecture etc.

5. Evidence of Success

In today's competitive world, an educational institute is not only responsible for providing education of highest standards, but it is also responsible for all round development of its students. All participants took interest in this program and attended sessions regularly.

We had conducted a pre and posttest with these students. Communication Scale, Susan Barkman and Krisanna Machtmes, 2002 and Motivation – Goal-Setting Questionnaire, Ed E. Emory, 2000 were used to study the difference if any in communication skills score and motivational levels and goal setting skills in students. T test was used to find the significance. The results for Communication Scale concluded that there is significant difference in communication skills of students after intervention. The results for motivational levels and goal setting skills also indicate that their significant difference in motivational levels and goal setting skills of students before and after intervention.

The impact of this practice is tremendous and it has improved academic performance of students' in their FY Examinations. These students have enhanced their participation in co - curricular and extra - curricular activities and won accolades.

6. Problems Encountered and Resources Required

The problems faced in the initial phase are as follows

- Sessions were conducted on Saturdays and a few students were reluctant to attend.
- Due to lockdown, face to face sessions could not be conducted and therefore, some students faced network issues during the online sessions.