



**SRI BHUVANENDRA COLLEGE**

**KARKALA- 574104**

**PERSPECTIVE PLAN**

**2016-2021**

Submitted for approval of  
**SRI BHUVANENDRA COLLEGE TRUST**  
**SRI BHUVANENDRA COLLEGE GOVERNING COUNCIL**

## GOALS AND STRATEGIES UNDER PERSPECTIVE PLAN

2016 - 2021

### ABOUT THE INSTITUTION

Sri Bhuvanendra College, Karkala, is an Arts, Science and Commerce college founded in 1960 and affiliated to the Mangalore University. The management of the College is vested in Sri Bhuvanendra College Trust, a registered body nominated by the Academy of General Education, Manipal. It was founded by late Dr. T. M. A. Pai - the wizard of Manipal, the visionary whose farsightedness, transformed a barren tiny village into a productive international mega town with its thrust on health care, and elimination of ignorance and poverty. The monumental phenomenon testifies the spirit of dynamism in all institutions founded by Dr. T.M.A. Pai including Sri Bhuvanendra College. The set goal of the College is to frame, organize and to execute a specific methodology for providing quality education under the umbrella of Sri Bhuvanendra College Trust. The day to day administration is carried out by Sri Bhuvanendra College Governing Council. Principal of the College is also the secretary of both Sri Bhuvanendra College Trust and Sri Bhuvanendra College Governing Council. Sri Bhuvanendra College is housed in a campus of Srinivas Ashrama established by Paduthirupathi Sri Venkatramana Swamy Temple, Karkala. Old Sanskrit College which was imparting Sanskrit education from 1918 could not get students enough by 1950s due to the introduction of secular education based post-independence. Thus old building of the Sanskrit College of Srinivas Ashrama provided basic infrastructure for the founding of Sri Bhuvanendra College in 1960. Srinivas Ashrama continues offering shelter and basic Vedic education to a few boys.

The College campus placed at a distance from the town is providing pristine and calm environment for students. It is recognized as College with Potential for Excellence (CPE) by UGC. Presently the College is accredited at 'B' with 2.80 rating in the third cycle of NAAC accreditation.

Under the name of Sri Manjunatha Pai Memorial Post Graduate Centre, the College is offering Post-graduate course in Commerce with an affiliation from Mangalore University



The College is committed to providing students with an environment to flourish and fulfil their goals. It recognises the importance of diversity; of understanding individual ways of learning and how they can complement each other to deliver quality results.

### **VISION OF THE COLLEGE**

To make Sri Bhuvanendra College, Karkala a centre of excellence creating graduates and post-graduates to be the worthy citizens of India imbued with knowledge, skills and values-ethical, social, secular and spiritual-enabling them to lead an ideal and successful life with high integrity of character and being compassionate and beneficial to the poor and downtrodden.

### **MISSION OF THE COLLEGE**

1. To make quality the hallmark in teaching, evaluation and research through the combination of self-evaluation and external evaluation.
2. To provide the students life-skills along with academics through various add-on courses, clubs and association activities.
3. To impart value-education through bringing awareness regarding democratic and secular principles, constitution of India, human rights, bio-mass protection, conservation of energy and participation in community welfare projects.
4. To promote the sense of duty, discipline and service through ancillary organizations such as N.C.C., N.S.S. Rovers and Rangers, Youth Red Cross, Sports and Games, etc.
5. To promote mutual understanding, tolerance, compassion and positive outlook through co-education.
6. To cultivate a sense of responsibility in students and staff through specific academic programmes or projects.
7. To undertake quality-related research studies, consultancy and training programmes.
8. To take higher education to masses through extension activities and through ensuring community participation.
9. To undertake joint ventures in the field of generating patents through fundamental research and research in the field of education.
10. To facilitate employment through campus recruitment and also in liaison with corporate and Service sector employers.
11. To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.



## CORE VALUES

- Strive for Excellence
- Competence and skills with ethics
- Citizenship
- Integrity of Character
- Responsibility
- Compassion for fellow Humans
- Serve the Society

## INTRODUCTION TO PERSPECTIVE PLAN

### SWOT ANALYSIS:

A SWOT analysis is a most famous and most recent approach in the world of management. The word SWOT is an acronym for strengths, weaknesses, opportunities, and threats. The SWOT analysis is an evaluation process of the organization's system in terms of its internal strengths and weaknesses as well as external opportunities and threats. This analysis is based on a logic that one can maximize strengths and opportunities and simultaneously minimize weaknesses and threats. SWOT analysis has become a standard tool used in strategic educational planning. It remains a useful tool in placing the potential of the institution itself as well as environmental review. The basic SWOT assumption that a critical internal and external reality test should encourage managers to form appropriate strategies to achieve their organizational goals. Management experts suggest that if the SWOT analysis is done correctly, then it seems that the effort to choose and determine an effective strategy will produce results as desired.

### Strengths:

Strengths of the institution span from physical infrastructure to students' competency, skills and attitudes as end products.

1. Sprawling Campus at Srinivasa Ashram in the outskirts of Karkala, a mofussil town with serene atmosphere.
2. Long history starting from 1920 as a Sanskrit College transforming itself into a College offering modern higher education since 1960.
3. It is complete in terms of physical infrastructure with all amenities for learning.
4. Enlightened Management with the experience of with experience of an international University securing institution of eminence status by the government of India.



5. A College with reputation as the lead Institute with the status of CPE conferred by UGC, New Delhi.
6. A well-motivated and dedicated staff
7. A grant in aid institution imparting affordable, quality education to cater the needs of all the sections of the society.
8. Adequate and reliable ICT infrastructure.
9. Promoting girl education with large number of girl students.
10. Existence of a well-structured calendar of activities.
11. Very healthy Students/ Faculty ratio (20:1).
12. Skill oriented Add on Courses.
13. High percentage of results with many ranks every year.
14. High progression ration with more than 30% students going for post-graduate courses.
15. Placement Cell for job training and Campus placements.
16. Well-structured feedback system.
17. Proctorial system (Mentor- mentee program) to provide professional socialization and personal support to facilitate success in college and beyond.
18. Numerous Cells, Committees, Clubs and associations for organising and overseeing all academic and co-curricular processes.
19. Teaching and Non – teaching Staff Development Scheme in place.
20. Numerous department level associations to conduct plethora of programs and events to enhance student engagement.
21. Sponsorship offered by old students/Old Students Association.
22. Free midday meal to deserving poor students.
23. Scholarships, free -ships and fee concessions for poor and meritorious students.
24. Hostel facilities for outstation students.
25. Active NCC/NSS/ Rovers and Rangers Units
26. Very active Old students' Association.
27. Emphasis on sustainability and "green campus".
28. Several initiatives to enhance the environment within the College like green audit

**Weaknesses:**

Weakness includes limitations in terms of the facilities and infrastructure, resources, skills, and abilities that are a severe barrier in satisfying organizational performance. They also include the quality or ability of the teaching staff, the fragility of public trust,



the incompatibility between the results of graduates and the needs of the community or business and industry and others.

1. Huge and aging infrastructure incurring high maintenance cost.
2. Away from town and lack of Public transport.
3. Decreasing number of aided staff due to government policy paralysis.
4. Difficulty in resource mobilization to pay a good salary matching with UGC salary.
5. Rising cost leading to increased fees discouraging parents from BPL families to seek admission.
6. Decreasing number of students seeking admission in this institution due to coming up of institutions in their neighborhood.
7. Low rate of Campus placement due to poor industry-academia relationship as this is a rural place at a distance from urban industrial hubs.
8. Low research output.
9. Poorly resourced Research and Publication Unit.
10. Weak links with international organizations.
11. Increasing trend of students to opt for technical, medical, paramedical and professional Courses.

#### **Opportunities**

Opportunities are various environmental situations that are beneficial for an institution for its growth or diversification through identification of (1) Essential trends that occur among students. (2) Identification of an education service that has not received attention. (3) Changes in the state of competition. (4) Relationships with users or customers and so on.

1. The College introduced different Courses and combinations identifying essential trends in higher education.
2. The Campus Placement and automation of office processes has been undertaken to update and cater to the riding needs of the students.
3. Along with introducing new Courses and combinations and initiating new services, the College has been competing with new institutions which have come up with huge capital investment backed by industrialists sponsoring metropolitan and cosmopolitan outlook.
4. The College also has to draw a plan to compete with too many government Colleges in the neighborhood where education is almost free and students are supported by free laptop and other devices.



5. The College has added a National Testing Centre to help the people attempt online competitive exams.
6. The College has established a post graduate Centre to meet the needs of students.
7. It is an essential for now to go digital and adopt a Management Information System.
8. Engaging development partners on issues.
9. Links with other institutes of better performance
10. Securing additional alumni support.
11. Secure funding to establish and support training programs from external funding sources like Tata or Infosys Foundations.
12. Develop quality online programs for students.
13. Develop greater collaboration between workforce and academic departments.
14. MOUs with various professional and promotional organizations for competency and skill building, and training and placement.
15. Undertaking measures to strengthen trust between the College and also between the College and Alumni Association.

#### **Threats:**

Threats include environmental factors that are not favorable and become a barrier to progress of the College and pose a threat to the role of an educational institution itself. They also include decreased interest in new students, lack of public trust in these educational institutions etc.

1. Retirement of Grant in Aid staff and freezing of vacancies by the Government.
2. Fund raising to substitute government grant for regular appointment of staff.
3. Providing free education to the poor and meritorious through getting sponsorship, fellowship, and scholarship and cross subsidization to compete with too many Government Colleges that have come up in the neighboring villages which had been replenishing students to our Colleges.
4. Going for Autonomy to design and offer new career oriented Courses.
5. Reorienting of vision and mission to match the criteria prescribed by accreditation and ranking agencies.
6. Branding of institution to compete at national and international level.

Having done our SWOT Analysis, we are pleased to place the Perspective Plan of Sri Bhuvanendra College for 2016-2021. This document is the culmination of post accreditation initiatives after 3<sup>rd</sup> cycle inspection process which serves to guide our planning and decision-making for day-to-day operations, resource allocations and strategic directions. The plan is



intentionally brief to promote clarity and keep our college focused on its goals, objectives and priorities.

#### Perspective Planning Process:

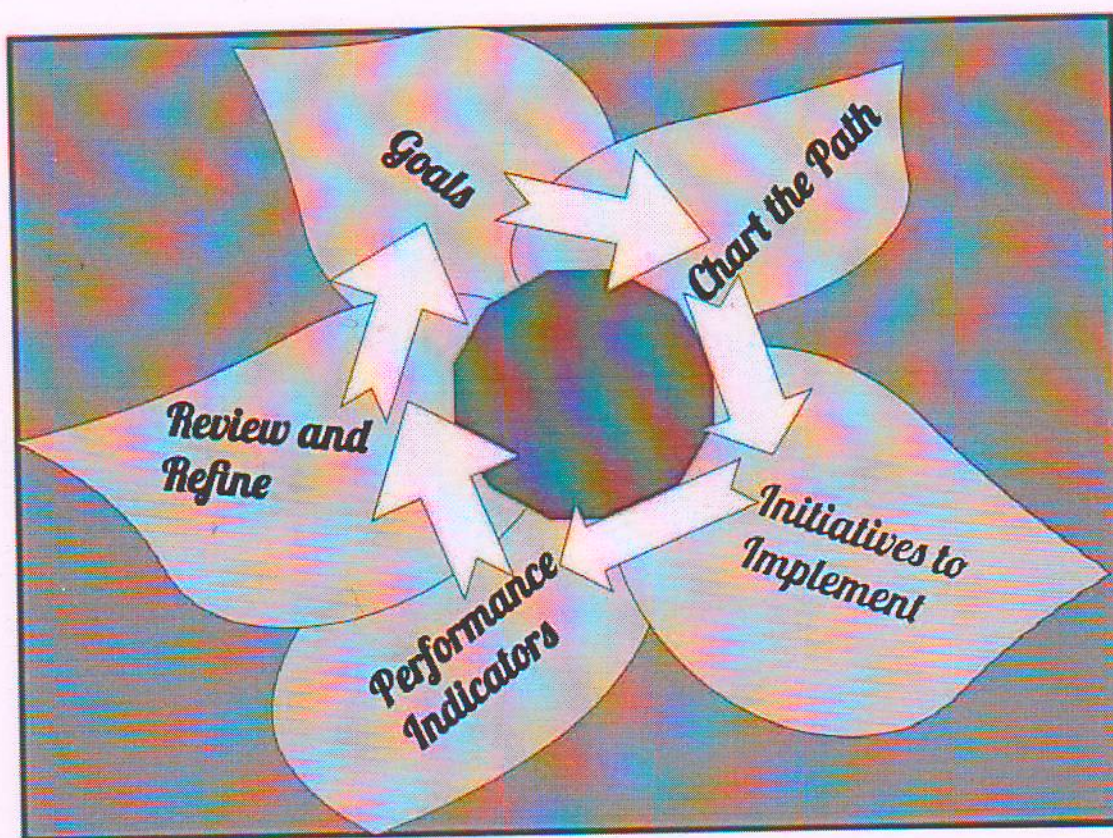
The process of Long term perspective plan involved the following steps:

- Forming of a Committee.
- Understanding the vision, mission and goals of the institution
- SWOT analysis.
- Post accreditation Exit Report recommendations.
- Collection of inputs from all the stakeholders.
- Deliberations leading to the formulation of the perspective plan.
- Presenting in Governing Bodies namely Sri Bhuvanendra College Trust and Governing Council meeting for suggestions and approval.
- Monitoring the progress of the perspective plan by conducting yearly audits and preparing the progress reports, AQAR, Annual reports and college magazine.





## IMPLEMENTATION PATH WAY



### The Process:

The planning started with the review of peer team visit and analysis of exit report presented by the NAAC committee. The observations of committee members was meticulously listed and recommendations in Exit Report were carefully considered for strategic planning. Fortunately, the college got status of 'College with Potential for Excellence' by UGC, New Delhi a rare honour considering NAAC accreditation at grade 'B'. Hence, Internal Quality Assurance Cell combined the recommendations of exit report and the action plan presented for CPE proposal consideration. Then the Perspective Plan for 2016 to 2021 was drafted with the objective of securing grade 'A' in the succeeding cycle of NAAC re-accreditation due for 2021.

### Exit Report observations

1. Add-on courses to be conducted
2. Formal remedial classes need to be conducted
3. Classrooms need to be upgraded with ICT facilities



4. More teachers need to use ICT technology in teaching.
5. Teachers with UGC qualification need to be appointed against permanent vacancies.
6. Teachers should be encouraged to qualify in NET/SLET examinations.
7. All program should be outcome-based and program outcomes, program specific outcomes and course learning outcomes need to be well defined by every department.
8. More research projects and activities need to be undertaken.
9. The seed money kept for research needs to be properly utilized.
10. Research culture needs to be cultivated in students.
11. Serious efforts needed for local area socio-economic surveys.
12. More publications by teachers needed.
13. Formal consultancy mechanism for the benefit of local community.
14. More collaborations for academic and skill development, outcome based training, placement, R&D services and related services needed.

Considering all these observations in coordination with vision and mission of the College and also against the backdrop of SWOT analysis a Perspective Plan was drafted by a committee of stake holders under IQAC to be submitted for the consideration of the Sri Bhuvanendra Governing Council and SB College Trust.

The planning process was comprehensive, collaborative, informed by all constituencies of the College and designed to support the effective advancement of our strategic priorities and fulfilment of the vision and mission of the College.

A planning framework was created with, synthesized stakeholder input and identified key themes for both incremental and transformative initiatives.

A timeline for accomplishing every goal has been set to implement the plan. The process also includes a redesign of the college website retaining its essence and meaning.

### **Implementation**

The Perspective Plan comprising the goals, objectives, activities and timelines was reviewed and approved by the Governing Council on 03.08.2016 and SBC Trust on 3.11.2016, Work to achieve the strategic goals is well underway and periodic progress reports will be synthesized with AQAR and submitted the statutory bodies of the institution.

### **Cyclical Review:**

In addition, the college has decided to have a five-year cycle for reviewing this plan, refining it as needed, and developing the next iteration to take effect in 2021 - 2022.



## ACTION PLAN PROPOSED POST ACCREDITATION INITIATIVES

Perspective Plan 2016 –2021 identifies the following broad targets as per the suggestions given by NAAC peer team during 3<sup>rd</sup> cycle of accreditation and institutional goals in tune with the vision of the college

### A. Curricular Plan

1. Having got unexpected grade in the 3<sup>rd</sup> cycle of NAAC accreditation, the College shall think of going for autonomous status only after next cycle of accreditation.
2. Measures like publicity, yearly visit to various P.U. Colleges and special programs on career guidance shall be planned to attract talented students to seek admission in this College.
3. College shall take yearly feedback from all stakeholders on every programme offered and also on the functioning of the College.

### B. Infrastructure up gradation –

1. At least 75% classrooms shall have ICT facilities by 2021.
2. There shall be at least 3 Seminar Halls with all facilities.
3. The old sheet roofing shall be replaced with new sheets.
4. Multipurpose Language lab shall be established to facilitate scientific understanding of languages and enhance linguistic competence of students. It shall also help introduce Maths Practical's as per New CBCS syllabus.
5. Whole Campus including Hostels shall be secured with CC Cameras and watchmen.
6. All efforts shall be made for making the Campus green by tree plantation, biodiversity audit, energy conservation methods and scientific disposal of waste.
7. At least one project of rain water harvesting shall be taken up before next NAAC visit for re-accreditation.
8. Girl students shall have sanitary pad vending machines and incinerator for disposal of pads at a ladies room and ladies hostel.
9. An expert shall be consulted regarding renovation of a pond supplying water to College and regarding building a check dam to ensure storage of water in the pond during summer.



10. Extension of computer lab as and when needed.
11. Establishment of a studio for training students on audio and video media. Using it for preparing E-content by the teachers and documentation and preserving of local Arts, folklore and geo-specific rare things of the locality, interview with experts in all walks of life invited to the College.
12. Alumni Association be requested for initiating an herbal garden on the campus.
13. Heritage building where the College started functioning shall be considered for curation as a monument/Heritage Building.
14. Establishment of a centre for competitive examinations online with the permission of National Testing Agency.
15. As the institution has a long history of its own, all matters pertaining to land, building, license, permissions, taxes, electricity and water connection shall be reviewed and audited to ensure that everything shall be legal and transparent.
16. Going for Ranking and other types assessment and accreditation processes after next NAAC accreditation.
17. Identifying needs of the society and trying to help young entrepreneurs with requisite expertise and amenities. This shall be tried by establishing an integrated entrepreneurship development centre or incubation centre.

### **C. Teaching and Learning**

1. All Departments shall impart Outcomes' Based Education by defining Programme Outcomes, Programme Specific Outcomes (PSO) and Course Learning Outcomes.
2. Every Department shall prepare blow-up syllabus and offer at least one add-on Course before next NAAC accreditation.
3. All teachers shall use ICT by 2021.
4. All teachers shall be trained in using ICT in teaching and be encouraged to develop E- content and enrich the curriculum for self-learning and blended learning.
5. Immediate proposal shall be sent to the Karnataka Government for appointment of UGC qualified teachers against aided courses.
6. Teachers appointed by the management shall be encouraged to clear NET/SLET examinations and register for Ph. D.
7. Remedial Class shall be held in all subjects.



8. Students shall be provided with opportunities to interact with academic experts frequently.
9. Mentoring shall be strengthened making Cumulative Record more comprehensive defining every criterion for assessment scientifically.
10. Every student's aptitude shall be identified in the first year degree programme and she/he shall be nurtured accordingly to help him/her realize full potential.
11. All efforts shall be made to increase the number of Rank holders and all-round achievers.

**D Promotion of Research, Innovation and Extension activities and best practices:**

1. To have a well-defined institutional Research Policy
2. To strengthen research cell
3. To organise conferences and seminars to promote research.
4. To encourage staff to attend conferences and seminars.
5. To encourage staff and students to write research papers and presentations.
6. To encourage and support faculty to write research proposals for engaging in collaborative research projects.
7. To support and provide facilities to the relevant resources fostering quality research.
8. To involve students for writing collaborative research articles.
9. To publish papers in UGC care journals/high impact journals.
10. To apply for Minor Research Projects from UGC.
11. To seek funds from non-government agencies to conduct seminars in the contemporary fields of study.

**Innovation:**

1. Identifying and developing society/ industry relevant curriculum with research orientation offered by affiliating University and nurturing global competencies through the use of effective pedagogy, technological advancements and judicious methods of evaluation.
2. Collaborations and MOUs with various organisations to develop relevant knowledge, attitude and skills with multidisciplinary competencies for enhancing employment and entrepreneurship through industry-institution interaction and experiential learning.



3. Encouraging students to take up projects and internships for job training during their studies.

**Extension Activities:**

1. Organising intercollegiate competitions and festivals for promoting camaraderie among students and also identifying Talents and cultivating of organisational skills in students
2. Joining hands with government and NGOs in spreading awareness on various issues and facilitating schemes of the government for the progress of society through campus to community initiative.
3. Initiating various Students' Clubs to connect with communities such as farmers, bankers, accountants etc.
4. Establishing mechanism to connect Academia with different occupations/fields of life and Organising programs for consultation and also convergence of minds.
5. Strengthening of NSS, NCC, Rovers and Rangers and such organisations for extension activities.

**E. Skill Development Initiatives:**

1. Developing skill lab concepts
2. Collaboration with organisations like ICT Academy to train students in various life skills.
3. Initiating Add on Courses for skill development.
4. MOUs with local enterprises and industries for short term internship as also training sessions on various soft skills, software and also on effective personality and professional ethics.

**F. Character Building Initiatives:**

1. Moral and Spiritual Camp.
2. Celebration of days of National importance.
3. Commemorative Lectures.
4. Propagating and practising social justice by admitting socially and economically disadvantaged sections of the society.
5. Imparting the values of diversity, social commitment, national integration, environmental consciousness and encourage life-long learning.



**G. Green Campus- Clean Campus Initiative**

1. Remodeling of campus in terms of sustainability, usage of energy and water and recycling of materials after Green Audit.
2. Gradual Replacement of traditional/ exhaustible sources of energy with Renewable sources such as solar water heater, solar panels etc.
3. To install and use less energy consumption equipment like LED bulbs, solar panels etc.
4. To enhance green carpet through gardening
5. To maintain hygienic and clean environment
6. To install rain water harvesting system.
7. To have MoUs with skilled organisations for regular maintenance to create a sustainable environmental friendly college.

**H. 'Grow great with your Almamater' Initiative:**

**Ensure participation of Alumni in the growth of the institution**

1. Membership drive for Alumni Association.
2. To place efforts in connecting to Alumni and seek their support for admission, Job training, placements, internships, motivating students through guest lectures, academic events like Bhuvanotsav etc.
3. Establishing chapters of Alumni Association in different parts of India and abroad.
4. Request for fellowship for teachers going for higher education and research, sponsorship, scholarship and incentives for students.

  
Secretary

Secretary  
Sri Bhuvanendra College Trust  
Sri Bhuvanendra College Trust  
KARKALA-574 104





## **SRI BHUVANENDRA COLLEGE, KARKALA**

### **“Zero Tolerance for Ragging on Campus”** **Policy Notification**

The University Grants Commission (UGC), New Delhi vide its Notification no. F.1-16/20093(CPP-II) dated 21-19-2009 has taken a very serious view of ragging incidences in educational institutions and on Directions of the Hon'ble Supreme Court of India vide its Order dated 16.5.2007 has ordered strict implementation of following rules & regulations for Prevention and prohibition of Ragging in All Higher Education institutions. Accordingly Sri Bhuvanendra College, Karkala framed regulations for curbing ragging on the College Campus including Hostels for men and Women.

Students are informed to read the following carefully and also informed to furnish affidavit of abiding by these regulations.

#### **What constitutes Ragging?**

“Any disorderly conduct whether by words spoken or written or by an act which has the effect of teasing, treating or handling with rudeness any other student, indulging in rowdy or undisciplined activities which causes or is likely to cause annoyance, hardship or psychological harm or to raise fear or apprehension thereof in a fresher or a junior student or asking the students to do any act or perform something which such student will not in the ordinary course and which has the effect of causing or generating a sense of shame or embarrassment so as to adversely affect the physique or psyche of a fresher or a junior student.”(Supreme Court of India,2009)

#### **Types of Ragging**

The Hon'ble Supreme Court and also the Gazette notification of the UGC have listed the following types of ragging:-



1. Ragging has several aspects with, among others, psychological, social, political, economic, cultural, and academic dimensions.
2. Any act that prevents, disrupts or disturbs the regular academic activity of a student should be considered within the academics related aspect of ragging; similarly, exploiting the services of a junior student for completing the academic tasks assigned to an individual or a group of seniors is also an aspect of academics related ragging prevalent in many institutions, particularly in the technical institutions.
3. Any act of financial extortion or forceful expenditure burden put on a junior student by senior students should be considered an aspect of ragging for ragging economic dimensions.
4. Any act of physical abuse including all variants of it: sexual abuse, homosexual assaults, stripping, forcing obscene and lewd acts, gestured, causing bodily harm or any other danger to health or person can be put in the category of ragging with criminal dimensions.
5. Any act or abuse by spoken words, emails, snail-mails, blogs, public insults should be considered within the psychological aspects of ragging. This aspect would also include deriving perverted pleasure, vicarious or sadistic thrill from actively or passively participating in the discomfiture to others; the absence of preparing 'freshers' in the run up to their admission to higher education and life in hostels also can be ascribed as a psychological aspect of ragging – coping skills in interaction with seniors or strangers can be imparted by parents as well. Any act that affects the mental health and self-confidence of students also can be described in terms of the psychological aspects of ragging.
6. The human rights perspective of ragging involves the injury caused to the fundamental right to human dignity through humiliation heaped on junior students by seniors; often resulting in the extreme step of suicide by the victims.

### **Actions to be taken against students for indulging and abetting in Ragging:**

The punishment to be meted out to the persons indulged in ragging has to be exemplary and justifiably harsh to act as a deterrent against recurrence of such incidents. The students who are found to be indulged in ragging should be debarred from taking admission in any technical institution in India.

1. Every single incident of ragging a First Information Report (FIR) must be filed without exception by the institutional authorities with the local police authorities.



2. Depending upon the nature and gravity of the offence as established by the Anti-Ragging Committee of the institution, the possible punishments for those found guilty of ragging at the institution level shall be any one or any combination of the following.
- (i) Cancellation of admission
  - (ii) Suspension from attending classes
  - (iii) Withholding/withdrawing scholarship/fellowship and other benefits
  - (iv) Debarring from appearing in any test/examination or other evaluation process
  - (v) Withholding results
  - (vi) Debarring from representing the institution in any regional, national or international meet, tournament, youth festival, etc.
  - (vii) Suspension/expulsion from the hostel
  - (viii) Rustication from the institution for period ranging from 1 to 4 semesters
  - (ix) Expulsion from the institution and consequent debarring from admission to any other institution.
  - (x) Fine of Rupees 25,000/-
  - (xi) Collective punishment: when the persons committing or abetting the crime of ragging are not identified, the institution shall resort to collective punishment as a deterrent to ensure community pressure on the potential raggers.
3. The institutional authority shall intimate the incidents of ragging occurred in their premises along with actions taken to the UGC immediately after occurrence of such incident and inform the status of the case from time to time.
4. Courts ensure that cases involving ragging are taken up on priority basis to send the correct message that ragging is not only to be discouraged but also to be dealt with sternness.

  
**Principal**  
**Principal**  
**Sri Bhuvanendra College**  
**KARKALA - 574 104**





## SRI BHUVANENDRA COLLEGE

**KARKALA-574104**

### **Establishment of Mechanism for Grievance Redressal (Regulations – 2016)**

This Policy is drafted on the basis of UGC notification of December 2012/ Gazette Notification of March 2013. In keeping with the letter and spirit of the notification, the College has evolved its own policy for the redressal of the grievances of students.

A. Students "grievances" include the complaints of the aggrieved students regarding:

(i) The Admission, fee collection contrary to policy of governments or approved by the competent authority

(ii) The discrimination of students, from the Scheduled Castes, the Scheduled Tribes, Other Backward Classes, Women, Minority or Disabled categories;

(iii) The non-payment or delay in payment of scholarships to any student that such institution is committed, under the conditions imposed by University Grants Commission, or by any other authority;

(iv) The delay in conduct of examinations or declaration of results beyond that specified in the academic calendar;

(v) The provision of student amenities as may have been promised or required to be provided by the institution;

(vi) The denial of quality education as promised at the time of admission or required to be provided;

(vii) The non-transparent or unfair evaluation practices;

(viii) The harassment and victimization of students, including sexual harassment;

B. The College shall constitute "Students Grievance Redressal Cell" in order to develop a mechanism to collect complaints hold fair enquiry and take action for redressal of grievances.

C. **Publication of Prospectus:** To avoid complaints regarding admission and fee collection College shall publish prospectus, with information on the date of the commencement of the admission to any of its courses or programmes of study, the number of seats



approved by the Mangalore University for the academic year, the conditions of eligibility for admission, the process of admission and selection of eligible candidates, and the amount of fee to be paid for the admission, details of the teaching faculty, information on physical and academic infrastructure and other facilities including hostel accommodation, library, broad outlines of the syllabus for every course or programme of study, all relevant instructions in regard to maintaining the discipline by students within or outside the campus of the institution, and, in particular such discipline relating to the prohibition of ragging and, any such other information as may be required to be known by the students.

**D. Composition of Students Grievance Redressal Cell" (SGRC):** It shall be comprising of Principal as the Chairman, Students' Welfare Officer as the Coordinator and coordinators of Women's Empowerment Cell, Women' Harassment Redressal Cell, SC/ST Cell, OBC Cell as Members.

**E. Principles of Adjudication:** In considering the grievances before it, the SGRC shall follow principles of natural justice. The SGRC shall send its report with recommendations, if any, to the concerned Management and a copy thereof to the aggrieved student, within a period of 15 days from the date of receipt of the complaint.


**F. Procedure for redressal of grievances:**

1. Complaints regarding admission and fee shall be addressed by the Principal at his level and if the complaint is lodged with the University Ombudsman the Principal or an official authorized by him shall represent the case in front of a competent authority.
2. Any complaints regarding discrimination of students from the Scheduled Castes, the Scheduled Tribes, Other Backward Classes, Women, Minority or Disabled categories shall be received by SC/ST/OBC Cell, Women Empowerment Cell, and Women's Harassment Redressal Cell. After trying to redress them at their level and if it needs adjudication and Redressal at higher level the same shall be brought to Students' Grievances Redressal Cell for solution.
3. Any complaint regarding examination and results shall be received the examination section of the office or the Students' Welfare Officer/Principal to be taken up with University authorities.
4. Complaints regarding non payment or delay in payment of scholarships shall be received by the concerned section of the College and be brought to the notice of SWO or Principal to be taken up with the competent authorities for redressal.
5. All complaints regarding provision of student amenities as may be dropped in Complaint box or shall be received by Students welfare Officer to be redressed in consultation with the Principal or to be brought before Governing Council.



6. Regarding denial of quality education as promised at the time of admission The Students shall either drop their complaints in complaint box or shall approach SWO or the Principal as required. The same shall be placed before the Governing Council meeting. If they are not satisfied by the measures taken by the College Management, they shall be guided to approach Ombudsman at University level.
7. Regarding non transparent or unfair evaluation practices in internal assessment, students' complaints be received in the exam section of the office. The same shall be sent to concern Head of the department for redressal. If the student is not satisfied with the solution he/she shall approach Students' Welfare Officer with his grievance and the same shall be resolved with the intervention of the Principal.
8. Grievances regarding University Semester Examinations shall be forwarded to University Examination Authorities by the Examination Section of College Office. The same shall be followed up constantly by the Principal.
9. The Anti-ragging Committees in the hostels and Discipline Committee and Women's Anti-harassment Cell of the College shall hear the grievances regarding the harassment and victimization of students, including sexual harassment and ensure justice to the aggrieved.

G. **Publicity of the Policy:** The Students shall be made aware Grievances Redressal Policy by publishing this document in the College Website and displaying them on noticeboards on College Campus including Boys and Ladies Hostels.



**IQAC COORDINATOR**



**SECRETARY**

**Secretary**

Sri Bhuvanendra College Trust  
KARKALA-574 104





# भारत का राजपत्र The Gazette of India

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मानव संसाधन विकास मंत्रालय

(विश्वविद्यालय अनुदान आयोग)

अधिसूचना

नई दिल्ली, 2 मई, 2016

विश्वविद्यालय अनुदान आयोग (उच्चतर शैक्षिक संस्थानों में महिला कर्मचारियों एवं छात्रों के लैंगिक उत्पीड़न के निराकरण, निषेध एवं इसमें सुधार) विनियम 2015

मि. सं. 91-1/2013 (टी. एफ. जी. एस.—विश्वविद्यालय अनुदान आयोग अधिनियम 1956 (1956 का 3) जिसे उक्त अधिनियम के अनुच्छेद 20 के उप-अनुच्छेद (1) से संयुक्त रूप से पढ़ा जाए उस अधिनियम 26 के अनुच्छेद (1) की धारा (जी) द्वारा प्रदत्त अधिकारों के क्रियान्वयन अनुसार विश्वविद्यालय अनुदान आयोग एतद्वारा निम्न विनियम निर्मित कर रहा है, नामतः :—

1. लघु शीर्ष, अनुप्रयोग एवं समारम्भ:— (1) ये विनियम विश्वविद्यालय अनुदान आयोग (उच्चतर शैक्षिक संस्थानों में महिला कर्मचारियों एवं छात्रों के लैंगिक उत्पीड़न के निराकरण, निषेध एवं इसमें सुधार) विनियम, 2015 कहलाएंगे।

(2) ये विनियम भारत वर्ष में सभी उच्चतर शैक्षिक संस्थानों पर लागू होंगे।

(3) सरकारी राजपत्र में उनके प्रकाशन की तिथि से वे लागू माने जाएँगे।

2. परिभाषाएँ:— इन विनियमों में—बशर्ते विषयवस्तु के अन्तर्गत कुछ अन्यथा जरूरी है:—

(अ) “पीड़ित महिला” से अर्थ है किसी भी आयु वर्ग की एक ऐसी महिला—चाहे वह रोज़गार में है या नहीं, किसी कार्य स्थल में कथित तौर से प्रतिवादी द्वारा कोई लैंगिक प्रताड़ना के कार्य का शिकार बनी है;

(ब) “अधिनियम” से अर्थ है कार्य स्थल में महिलाओं का लैंगिक उत्पीड़न (निराकरण, निषेध एवं समाधान) अधिनियम, 2013 (2013 का 14);

(स) “परिसर” का अर्थ उस स्थान अथवा भूमि से है जहाँ पर उच्चतर शैक्षिक संस्थान तथा इसकी संबद्ध संस्थागत सुविधाएँ जैसे पुस्तकालय, प्रयोगशालाएँ, लेक्चर हॉल, आवास, हॉल, शौचालय, छात्र केन्द्र, छात्रावास, भोजन कक्षों, स्टेडियम, वाहन पड़ाव स्थल, उपवनों जैसे स्थल तथा अन्य कुछ सुविधाएँ जैसे स्वास्थ्य केन्द्र, कैन्टीन, बैंक पटल इत्यादि स्थित हैं तथा जिसमें छात्रों द्वारा उच्चशिक्षा के छात्र के रूप में दौरा किया जाता हो—जिस में वह परिवहन शामिल है जो उन्हें उस संस्थान से आने जाने के लिए, उस संस्थान के अलावा क्षेत्रीय भ्रमण हेतु



संस्थान पर, अध्ययनों, अध्ययन भ्रमण, सैर-सपाटे के लिए, लघु-अवधि वाली नियुक्तियों के लिए, शिविरों के लिए उपयोग किए जा रहे स्थानों, सांस्कृतिक समारोहों, खेलकूद आयोजनों एवं ऐसी ही अन्य गतिविधियों जिनमें कोई व्यक्ति एक कर्मचारी अथवा उच्चतर शैक्षिक संस्थान के एक छात्र के रूप में भाग ले रहा है—यह समस्त उस परिसर में सम्मिलित हैं;

(डी) “आयोग” का अर्थ है विश्वविद्यालय अनुदान आयोग जो विश्वविद्यालय अनुदान आयोग अधिनियम 1956 (1956 का 3) के अनुच्छेद 4 के अन्तर्गत स्थापित हैं;

(ई) “आवृत्त व्यक्तियों” से अर्थ उन व्यक्तियों से है जो एक सुरक्षित गतिविधि में कार्यरत हैं जैसे कि किसी लैंगिक उत्पीड़न की शिकायत को दायर करना—अथवा वे ऐसे किसी व्यक्ति से घनिष्ठ रूप से सम्बद्ध हैं जो सुरक्षित गतिविधि में कार्यरत हैं तथा ऐसा व्यक्ति एक कर्मचारी हो सकता है अथवा उस पीड़ित व्यक्ति का एक कर्मचारी हो सकता है अथवा एक साथी छात्र अथवा अभिभावक हो सकता है;

(एफ) “कर्मचारी” का अर्थ, उस व्यक्ति से है जिसे अधिनियम में परिभाषित किया गया है तथा इसमें इन विनियमों की दृष्टि से प्रशिक्षार्थी, शिक्षार्थी अथवा वे अन्य जिस नाम से भी जाने जाते हैं। आन्तरिक अध्ययन में लगे छात्र, स्वयंसेवक, अध्यापन-सहायक शोध-सहायक चाहे वे रोजगार में हैं अथवा नहीं, तथा क्षेत्रीय अध्ययन में, परियोजनाओं लघु-स्तर के भ्रमण अथवा शिविरों में कार्यरत व्यक्तियों से है;

(जी) “कार्यकारी प्राधिकारी” से अर्थ है उच्चतर शैक्षिक संस्थान के प्रमुख कार्यकारी प्राधिकारी, चाहे जिस नाम से वे जाने जाते हों— तथा जिस संस्थान में उच्चतर शैक्षिक संस्थान का सामान्य प्रशासन सम्मिलित है। सार्वजनिक रूप से निधि प्राप्त संस्थानों के लिए, कार्यकारी प्राधिकारी से अर्थ है अनुशासनात्मक प्राधिकारी जैसा कि केन्द्रीय नागरिक सेवायें (वर्गीकरण, नियन्त्रण एवं अपील) नियम तथा इसके समतुल्य नियमों में दर्शाया गया है;

(एच) “उच्चतर शैक्षिक संस्थान” (एचई.आई.) से अर्थ है—एक विश्वविद्यालय जो अनुच्छेद 2 की धारा (जे) के अन्तर्गत अर्थों के अनुसार है, ऐसा एक महाविद्यालय जो अनुच्छेद 12 (ए) के उप-अनुच्छेद (1) की धारा (बी) के अर्थ के अनुसार है तथा एक ऐसा संस्थान जो मानित विश्वविद्यालय के रूप में विश्वविद्यालय अनुदान आयोग अधिनियम 1956 (1956 का 3) के अनुच्छेद 3 के अन्तर्गत है;

(आई) “आन्तरिक शिकायत समिति” (आई.सी.सी.) (इन्टरनल कम्प्लेन्ट्स कमिटी) से अर्थ है इन विनियमों के विनियम 4 के उप-विनियम (1) के अर्थ के अनुसार उच्चतर शैक्षिक संस्थान द्वारा गठित की जाने वाली आन्तरिक शिकायत समिति से है। यदि पहले से ही समान उद्देश्य वाला कोई निकाय सक्रिय है, (जैसे कि लैंगिक संवेदीकरण समिति जो लैंगिक उत्पीड़न संबंधी विवाद देखेगी (जी.एस.सी.ए.एस.एच.) ऐसे निकाय को आन्तरिक शिकायत समिति (आईसीसी) के रूप में पुनर्गठित किया जाना चाहिए;

बशर्ते, बाद वाले मामले में उच्चतर शैक्षिक संस्थान ऐसा सुनिश्चित करेगा कि इन विनियमों के अन्तर्गत आन्तरिक शिकायत केन्द्र के लिए ऐसे एक निकाय का गठन आवश्यक है। बशर्ते कि ऐसा निकाय इन विनियमों के प्रावधानों द्वारा बाध्य होगा;

(जे) “संरक्षित गतिविधि” में ऐसी एक परम्परा, के प्रति तर्कपूर्ण विरोध शामिल है, जिसके बारे में ऐसा माना जाता है कि अपनी तरफ से अथवा कुछ दूसरे लोगों की तरफ से लैंगिक उत्पीड़न संबंधी कानूनों का उल्लंघन उस परम्परा के माध्यम से किया जा रहा है— जैसे कि लैंगिक उत्पीड़न मामलों की कार्रवाई में भागीदारी करना, किसी भी आन्तरिक जांच पड़ताल में अथवा कथित लैंगिक उत्पीड़न मामलों में सहयोग करना अथवा किसी बाहरी एजेंसी द्वारा की जा रही जाँच पड़ताल में अथवा किसी मुकदमे में बतौर गवाह मौजूद रहना;

(के) “लैंगिक उत्पीड़न” का अर्थ है—

(i) ऐसा एक अनचाहा आचरण जिसमें छिपे रूप में लैंगिक भावनाएँ जो प्रत्यक्ष भी हो जाती हैं अथवा जो भावनाएँ अत्यन्त मजबूत होती, नीचतायुक्त होती हैं, अपमानजनक होती हैं अथवा एक प्रतिकूल और धमकी भरा वातावरण पैदा करती हैं अथवा वास्तविक अथवा धमकी भरे परिणामों द्वारा अधीनता की ओर प्रेरित करने वाली होती हैं तथा ऐसी भावनाओं में निम्नलिखित अवांछित काम या व्यवहारों में कोई भी एक या उससे अधिक या ये समस्त व्यवहार शामिल हैं (चाहे सीधे तौर से या छिपे तौर से) नामतः—

(अ) लैंगिक भावना से युक्त कोई भी अप्रिय शारीरिक, मौखिक अथवा गैर मौखिक के अतिरिक्त कोई आचरण

(ब) लैंगिक अनुग्रह या अनुरोध करना

(स) लैंगिकतायुक्त टिप्पणी करना



- (ड़) शारीरिक रूप से संबंध बनाना अथवा पास बने रहने की कोशिश करना
- (ई) अश्लील साहित्य दिखाना
- (ii) निम्न परिस्थितियों में से किसी एक में (अथवा इससे अधिक एक या सभी में) यदि ऐसा पाया जाता है अथवा वह ऐसे किसी बर्ताव के बारे में है या उससे संबंधित है जिसमें व्यापक रूप से या छिपे रूप में लैंगिक संकेत छिपे हैं—
- (अ) छिपे तौर से या प्रत्यक्ष रूप से अधिमान्य व्यवहार देने का वायदा जो लैंगिक समर्थन के एवज में है;
- (ब) कार्य के निष्पादन में छिपे रूप से या सीधे तौर से रुकावट डालने की धमकी;
- (स) संबद्ध व्यक्ति के वर्तमान अथवा उसके भविष्य के प्रति छिपे तौर से या सीधे तौर से धमकी देकर;
- (द) एक दहशत भरा हिंसात्मक या द्वेषपूर्ण वातावरण पैदा करके;
- (ई) ऐसा व्यवहार करना जो कि संबद्ध व्यक्ति के स्वास्थ्य उसकी सुरक्षा, प्रतिष्ठा अथवा उसकी शारीरिक दृढ़ता को दुष्प्रभावित करने वाला है;
- (एल) “छात्र” शब्द का अर्थ उस व्यक्ति के लिए है जिसे विधिवत प्रवेश मिला हुआ है, जो नियमित रूप से या दूर शिक्षा विधि से एक उच्च शिक्षा संस्थान में, एक अध्ययन पाठ्यक्रम का अनुसरण कर रहा है जिसमें लघु अवधि प्रशिक्षण पाठ्यक्रम भी शामिल हः
- बशर्ते, ऐसे किसी छात्र के साथ यदि कोई लैंगिक उत्पीड़न की घटना होती है जो उच्च शिक्षा संस्थान परिसर में प्रवेश पाने की प्रक्रिया में है— यद्यपि वह प्रवेश प्राप्त नहीं हुआ है तो इन विनियमों के आधार पर उस छात्र को उच्च शिक्षा संस्थान का छात्र माना जाएगा:
- बशर्ते एक ऐसा छात्र जो किसी उच्चतर शैक्षिक संस्थान में प्रवेश प्राप्त है तथा उस संस्थान में भागीदार है और उस छात्र के प्रति कोई लैंगिक उत्पीड़न होता है तो उसे उस उच्च संस्थान का छात्र माना जाएगा;
- (एम) “किसी तीसरे व्यक्ति द्वारा उत्पीड़न” उस स्थिति को दर्शाता है जब लैंगिक उत्पीड़न की घटना किसी तीसरे व्यक्ति द्वारा या किसी बाहर के आदमी द्वारा की गई हो जो ना तो उस उच्च शैक्षिक संस्थान का कर्मचारी अथवा उसका छात्र है—बल्कि उस संस्थान में एक आगन्तुक है जो अपने अन्य किसी काम या उद्देश्य से आया हुआ है;
- (एन) “उत्पीड़न” का अर्थ है किसी व्यक्ति से नकारात्मक व्यवहार जिसमें छिपे तौर से या सीधे तौर से लैंगिक दुर्भावना की नीयत छिपी होती है;
- (ओ) “कार्यस्थल” का अर्थ है उच्चतर शैक्षिक संस्थान का परिसर जिसमें शामिल हैं:
- (अ) कोई विभाग, संगठन, उपक्रम, प्रतिष्ठान, उद्योग, संस्थान, कार्यालय, शाखा अथवा एकांश जो उपयुक्त उच्चतर शैक्षिक संस्थान द्वारा पूरी तरह अथवा पर्याप्त रूप से उपलब्ध निधि द्वारा सीधे तौर से अथवा अप्रत्यक्ष रूप से स्थापित, स्वामित्व वाले या उससे नियन्त्रित है;
- (ब) ऐसा कोई खेलकूद संस्थान, स्टेडियम, खेल परिसर या प्रतियोगिता या खेलकूद क्षेत्र चाहे वह आवासीय है या नहीं या उसे उच्चतर शैक्षिक संस्थान की प्रशिक्षण, खेलकूद अथवा अन्य गतिविधियों के लिए उपयोग नहीं किया जा रहा है;
- (स) ऐसा कोई स्थान जिसमें कर्मचारी अथवा छात्र अपने रोजगार के दौरान या अध्ययन के दौरान आते रहते हैं तथा जिस गतिविधि में यातायात शामिल है जिसे कार्यकारी प्राधिकारी ने ऐसे भ्रमण के लिए उपलब्ध कराया है जो उस उच्च शैक्षिक संस्थान में अध्ययन के लिए हैं।

### 3. उच्चतर शैक्षिक संस्थानों के दायित्व—(1) प्रत्येक उच्चतर शैक्षिक संस्थान)

- (अ) कर्मचारियों एवं छात्रों के प्रति लैंगिक उत्पीड़न के निराकरण एवं निषेध संबंधी अपनी नीति एवं विनियमों में उपरोक्त परिभाषाओं की भावना को यथा आवश्यक उपयुक्त रूप में सम्मिलित करें तथा इन विनियमों की आवश्यकता अनुसार अपने अध्यादेशों एवं नियमों को संशोधित करना;
- (ब) लैंगिक उत्पीड़न के विरुद्ध प्रावधानों को अधिसूचित करना तथा उनके विस्तृत प्रचार—प्रसार को सुनिश्चित करना;



- (स) जैसा कि आयोग की “सक्षम” (परिसरों में महिलाओं की सुरक्षा एवं लैंगिक संवेदीकरण कार्यक्रम) रिपोर्ट में दर्शाया गया है, प्रशिक्षण कार्यक्रम अथवा कार्यशाला, अधिकारियों, कार्यपालकों, संकाय सदस्यों एवं छात्रों के लिए उन्हें सभी को सुग्राही बनाना तथा इस अधिनियम एवं इन विनियमों में स्थापित अधिकारों, पात्रताओं एवं दायित्वों की जानकारी उन्हें सुनिश्चित कराना तथा उनके प्रति उन्हें जागरूक बनाना;
- (द) इस बात को पहचानते हुए कि प्राथमिक रूप से महिला कर्मचारी तथा छात्राओं एवं कुछ छात्र तथा तीसरे लिंग वाले छात्र कई प्रकार के लैंगिक उत्पीड़न, अपमान एवं शोषण के अन्तर्गत संवेदनशील हैं, तदनुसार सभी लिंगों के कर्मचारियों एवं छात्रों के प्रति सुनियोजित समस्त लिंग आधारित हिंसा के विरुद्ध निर्णयात्मक रूप से सक्रिय बनना ;
- (ई) लैंगिक उत्पीड़न के प्रति शून्य स्तर सहन संबंधी नीति की सार्वजनिक प्रतिबद्धता रखना;
- (एफ) सभी स्तरों पर अपने परिसर को, भेदभाव, उत्पीड़न, प्रतिशोध अथवा लैंगिक आक्रमणों से मुक्त बनाने की प्रतिबद्धता की पुनः पुष्टि करना;
- (जी) इस विषय में जागरूकता पैदा करना कि लैंगिक उत्पीड़न में क्या शामिल है— तथा इसके साथ ही हिंसापूर्ण वातावरण उत्पीड़न एवं प्रतिकर उत्पीड़न इन विषयों में जागरूकता पैदा करना;
- (एच) अपनी विवरणिका में सम्मिलित करना और महत्वपूर्ण स्थलों पर, विशिष्ट स्थानों पर या नोटिस बोर्ड पर लैंगिक उत्पीड़न के दण्ड एवं परिणामों को दर्शाया जाना तथा संस्थान के सभी समुदायों के वर्गों को इस तन्त्र की सूचना के प्रति जागरूक करना जो तन्त्र लैंगिक उत्पीड़न संबंधी शिकायतों के समाधान के लिए बनाया गया है तथा इसके बारे में आन्तरिक शिकायत समिति के सदस्यों का विवरण, उनसे संपर्क साधना, शिकायत के बारे में विधि आदि के बारे में बताना यदि कोई मौजूदा निकाय पहले से ही उसी लक्ष्य के साथ सक्रिय है (जैसे कि लैंगिक संवेदीकरण समिति जो लैंगिक उत्पीड़न के विरुद्ध है, ऐसे जेन्डर सेन्सिटाइजेशन कमिटी अगेंस्ट सैक्सुअल हार्समेंट—जी.एस.सी. ए.एस.एच. निकाय को आन्तरिक शिकायत समिति) (इण्टरनल कम्प्लेन्ट्स कमिटी—आई.सी.सी) के समान ही पुनर्गठित करना :
- बशर्ते, बाद में दर्शाये गए मामले में उच्चतर शैक्षिक संस्थान सुनिश्चित करेंगे कि इस प्रकार के निकाय का गठन आई.सी.सी. के लिए आवश्यक सिद्धान्तों के आधार पर इन विनियमों के अन्तर्गत किया गया है। ऐसा कोई भी निकाय इन विनियमों के प्रावधानों के द्वारा बाध्य होगा;
- (आई) कर्मचारियों एवं छात्रों को उपलब्ध आश्रय के बारे में बताना, यदि वे लैंगिक उत्पीड़न के शिकार हुए हैं;
- (जे) आन्तरिक शिकायत समिति के सदस्यों द्वारा शिकायतों के निपटान, समाधान अथवा समझौते आदि की प्रक्रिया का संचालन संवेदनशील रूप से करने के लिए, नियमित अभिमुखी अथवा प्रशिक्षण कार्यक्रम संचालित करना;
- (के) कर्मचारियों एवं छात्रों के सभी प्रकार के उत्पीड़न के निराकरण हेतु सक्रिय रूप से गतिशील बनाना चाहे वह उत्पीड़न किसी प्रबल अधिकारी अथवा उच्चतर शैक्षिक संस्थान में स्थित पदानुक्रम संबंधों के आधार पर है। अथवा किसी घनिष्ठ भागीदार की हिंसा संबंधी हो अथवा समकक्षों से अथवा उस उच्चतर शैक्षिक संस्थान की भौगोलिक सीमाओं से बाहर किन्हीं तत्वों के कारण हो;
- (एल) उसके कर्मचारियों एवं छात्रों के प्रति किए गए लैंगिक उत्पीड़न के लिए दोषी जो लोग हैं उन्हें दण्डित करना तथा विधि द्वारा मान्य कानून के अनुसार समस्त कार्यवाही करना तथा परिसर में लैंगिक उत्पीड़न के निराकरण एवं अवरोध हेतु तन्त्रों एवं समाधान प्रणाली को यथास्थिति बनाना;
- (एम) यदि उस दुराचार का षडयंत्रकारी वहाँ का कर्मचारी है तो सेवा नियमों के अन्तर्गत लैंगिक उत्पीड़न को एक दुराचार के रूप में मानना;
- (एन) यदि अपराधकर्ता कोई छात्र है तो लैंगिक उत्पीड़न को अनुशासनात्मक नियमों (जो बहिष्कार एवं बहिष्करण तक हो सकता है) के उल्लंघन के रूप में देखना;
- (ओ) इन विनियमों के प्रकाशन की तिथि से लेकर 60 दिनों की अवधि में इन विनियमों के प्रावधानों का अनुपालन सुनिश्चित किया जाना, जिनमें आन्तरिक शिकायत समिति की नियुक्ति शामिल है;
- (पी) आन्तरिक शिकायत समिति द्वारा की गई रिपोर्टों का समयबद्ध रूप से प्रस्तुतीकरण;
- (क्यू) एक वार्षिक स्थिति रिपोर्ट जिसमें दायर मामलों का, उनके निपटान का विवरण हो, वह तैयार करना तथा इसे आयोग को प्रस्तुत करना;

### 3.2 समर्थन करने वाली गतिविधियाँ—

- (1) जिन नियमों, विनियमों अथवा अन्य इसी प्रकार के माध्यम जिनके द्वारा आन्तरिक शिकायत केन्द्र (आई.सी.सी.) प्रकाश करेगा, उन्हें अद्यतन किया जाएगा तथा उन्हें समय-समय पर संशोधित किया



जाएगा—क्योंकि न्यायालय के निर्णय एवं अन्य कानून तथा नियमों द्वारा उस कानूनी ढाँचे में लगातार संशोधन होता रहेगा जिनके अनुसार अधिनियम लागू किया जाना है;

- (2) उच्चतर शैक्षिक संस्थानों का कार्यकारी प्राधिकारी द्वारा अधिदेशात्मक रूप से पूरा समर्थन किया जाना चाहिए तथा यह देखा जाना चाहिए कि आई.सी.सी. की सिफारिशों का क्रियान्वयन समयबद्ध रूप से किया जा रहा है कि नहीं। आई.सी.सी. के प्रकार्य के लिए समस्त संभावित संसाधन उपलब्ध कराए जाने चाहिए— जिनमें कार्यालय और भवन अवसंरचना सहित (कम्प्यूटर, फोटो कॉपियर, श्रव्य दृश्य उपकरणों आदि) स्टाफ (टाइपिस्ट, सलाह एवं कानूनी सेवाओं) सहित पर्याप्त रूप में वित्तीय संसाधन का आबंटन भी हो;
- (3) असुरक्षित/दुर्बल वर्ग विशेष रूप से प्रताड़ना के शिकार बन जाते हैं और उनके द्वारा शिकायत करना और भी ज्यादा कठिन होता है। क्षेत्र, वर्ग, जाति, लैंगिक प्रवृत्ति, अल्पसंख्यक पहचान, एवं पृथक रूप से सामर्थ्य से असुरक्षा सामाजिक रूप से संयोजित हो सकती है। समर्थकारी समितियों को इस प्रकार की असुरक्षितताओं के प्रति अति संवेदनशीलता एवं विशेष जरूरतों के प्रति संवेदनशील होने की आवश्यकता है;
- (4) क्योंकि शोध छात्र और डॉक्टरल छात्र विशेष रूप से आक्रान्त होते हैं, अतः उच्चतर शैक्षिक संस्थानों द्वारा यह सुनिश्चित कराया जाए कि शोध सर्वेक्षण की नैतिकता संबंधी दिशा निर्देश उचित रूप से लागू हो रहे हैं;
- (5) समस्त उच्चतर शैक्षिक संस्थानों द्वारा उनकी लैंगिक उत्पीड़न विरोधी नीति की क्षमता का नियमित रूप से अर्ध वार्षिक पुनरीक्षण किया जाना चाहिए;
- (6) सभी अकादमिक स्टाफ कॉलेजों (जिन्हें अब मानव संसाधन विकास केन्द्रों के रूप में पाया जाता है) (एचआरडीसी) और क्षमता निर्माण के क्षेत्रीय केन्द्रों द्वारा लिंग संबंधी सत्रों को अपने अभिमुखी एवं पुनश्चर्या पाठ्यक्रमों में निगमित करना चाहिए। अन्य सब विषयों से भी इसे प्राथमिकता दी जाए तथा इसे मुख्य धारा के रूप में विशेष रूप से बनाया जाए तथा इसके लिए “यूजीसी सक्षम” रिपोर्ट का उपयोग करें जिसमें, इस बारे में, प्रविधियाँ उपलब्ध कराई जाती हैं;
- (7) उच्चतर शैक्षिक संस्थानों में प्रशासकों के लिए संचालित अभिमुखी पाठ्यक्रमों में आवश्यक रूप से लैंगिक संवेदीकरण तथा लैंगिक उत्पीड़न की समस्याओं पर एक मापदण्ड होना चाहिए। उच्चतर शैक्षिक संस्थान के समस्त विभागों में मौजूद सदस्यों के लिए कार्यशालाएँ नियमित रूप से संचालित की जानी चाहिए;
- (8) समस्त उच्चतर शैक्षिक संस्थानों में परामर्श सेवाओं को संस्थानों के अन्तर्गत रखा जाना चाहिए और इसके लिए सुप्रशिक्षित पूर्णकालिक परामर्शदाता होने चाहिए;
- (9) कई उच्चतर शैक्षिक संस्थान जिनके विशाल परिसर हैं जिनमें प्रकाश संबंधी व्यवस्था बहुत अधूरी है तथा अन्य संस्थानों के लोगों के अनुभव अनुसार वे स्थान असुरक्षित समझे जाते हैं, वहाँ पर्याप्त प्रकाश व्यवस्था अवसंरचना एवं रख-रखाव का एक अनिवार्य अंग है;
- (10) पर्याप्त एवं अच्छी तरह से प्रशिक्षित सुरक्षा स्टाफ आवश्यक रूप से होना चाहिए जिसमें महिला सुरक्षा स्टाफ सदस्य अच्छी संख्या में हों, जिससे संतुलन बना रहे। सुरक्षा स्टाफ नियुक्ति के मामले में लैंगिक संवेदनशीलता प्रशिक्षण को एक शर्त के रूप में माना जाना चाहिए;
- (11) उच्चतर शैक्षिक संस्थान आवश्यक रूप से विश्वसनीय जन यातायात को सुनिश्चित करें— विशेष रूप से उच्चतर शैक्षिक संस्थानों के विस्तृत परिसरों के अन्दर विभिन्न विभागों के मध्य जैसे— छात्रावासों, पुस्तकालयों, प्रयोगशालाओं तथा मुख्यालय और विशेष रूप से वे स्थान जिन तक पहुँच पाना दैनिक शोधकर्ताओं के लिए कठिन है। सुरक्षा की कमी तथा उत्पीड़न बहुत बढ़ जाता है जब कर्मचारी और छात्र सुरक्षित जन यातायात पर निर्भर नहीं रहते हैं। कर्मचारी एवं छात्रों द्वारा पुस्तकालयों और प्रयोगशालाओं में देर रात तक काम करने और शाम के समय अन्य कार्यक्रमों में भाग लेने के लिए उच्चतर शैक्षिक संस्थानों द्वारा भरोसेमंद यातायात का प्रबन्ध किया जाना चाहिए;
- (12) आवासीय उच्चतर शैक्षिक संस्थानों द्वारा महिला छात्रावासों की संरचना को प्राथमिकता दी जाए। महिला छात्रावास, जो सभी प्रकार के उत्पीड़न से थोड़ी बहुत सुरक्षा प्रदान करते हैं, उस उच्च शिक्षा के सभी स्तरों पर, शहरी एवं ग्रामीण क्षेत्रों में बड़ी संख्या में उच्च शिक्षा इच्छुक युवा महिलाओं के लिए अत्यन्त जरूरी है;

- (13) युवा छात्रों की तुलना में छात्रावास में स्थित छात्राओं की सुरक्षा के मामले को भेदभाव पूर्ण नियमों का आधार नहीं बनाया जाना चाहिए। परिसर की सुरक्षा संबंधी नीतियों को महिला कर्मचारी एवं छात्राओं की सुरक्षात्मकता के रूप में नहीं बन जाना चाहिए, जैसे कि आवश्यकता से अधिक सर्वेक्षण या पुलिसिया निगरानी अथवा आने जाने की स्वतंत्रता में कटौती करना— विशेषकर महिला कर्मचारी एवं छात्राओं के लिए;
- (14) सभी उच्चतर शैक्षिक संस्थानों के लिए पर्याप्त स्वास्थ्य सुविधायें होनी अधिदेशात्मक हैं। महिलाओं के विषय में इस प्रक्रिया में लिंग संवेदी डाक्टर और नर्स तथा इसके साथ ही एक स्त्री रोग विशेषज्ञ की सेवाएँ उपलब्ध होनी चाहिए;
- (15) महाविद्यालयों में महिला विकास प्रकोष्ठ पुनः चालू किये जाने चाहिए एवं उन्हें धन दिया जाना चाहिए और इन्हें लैंगिक उत्पीड़न विरोधी समितियों तथा आन्तरिक शिकायत समिति के प्रचार्यों से पृथक करके स्वशासी रखा जाना चाहिए। उसके साथ ही वे आन्तरिक शिकायत केन्द्रों के परामर्श से अपनी गतिविधियाँ विस्तारित करेंगे जिनमें लैंगिक संवेदीकरण कार्यक्रम शामिल हैं तथा नियमित आधार पर लैंगिक उत्पीड़न विरोधी नीतियाँ परिसरों में प्रचारित प्रसारित करेंगे। “सांस्कृतिक पृष्ठभूमि” एवं “औपचारिक अकादमिक स्थल” इन्हें परस्पर सहभागिता करनी चाहिए ताकि ये कार्यशालाएँ नवोन्मेषी, आकर्षक बने एवं मशीनी न हों;
- (16) छात्रावासों के वार्डन, अध्यक्ष, प्राचार्य, कुलपतियों, विधि अधिकारियों एवं अन्य कार्यकारी सदस्यों को नियमों के अथवा अध्यादेशों में संशोधनों द्वारा जबाबदेही के दायरे में यथाआवश्यक रूप से लाना चाहिए;

#### 4. शिकायत समाधान तन्त्रः—

- (1) लैंगिक उत्पीड़न के विरुद्ध प्रत्येक कार्यकारी प्राधिकारी लैंगिक संवेदीकरण के लिए एक आन्तरिक तन्त्र सहित एक आन्तरिक शिकायत समिति (आई.सी.सी.) का गठन करेंगे। आई.सी.सी. की निम्न संरचना होगी:—
  - (अ) एक पीठासीन अधिकारी जो एक महिला संकाय सदस्य हो और जो एक वरिष्ठ पद पर (एक विश्वविद्यालय की स्थिति में प्रोफेसर से निम्न न हो तथा किसी महाविद्यालय की स्थिति में सह-प्रोफेसर अथवा रीडर से निम्न न हो) शैक्षिक संस्थान में नियुक्त हो तथा कार्यकारी प्राधिकारी द्वारा नामित हो:
 

बशर्तें यदि किसी स्थिति में कोई वरिष्ठ स्तर की महिला कर्मचारी उपलब्ध नहीं है तो पीठासीन अधिकारी को उप-अनुभाग 2(ओ) में दर्शाये कार्यस्थल के अन्य कार्यालय अथवा प्रशासनिक एकांश से उन्हें नामित किया जाएगा:

“बशर्तें यदि उस कार्यस्थल के अन्य कार्यालयों अथवा प्रशासनिक एकांशों में कोई वरिष्ठ स्तर की महिला कर्मचारी नहीं है तो अध्यक्ष अधिकारी को उसी नियोक्ता के कार्यस्थल से अथवा किसी अन्य विभाग या संगठन में से नामित किया जा सकता है”
  - (ब) दो संकाय सदस्य एवं दो गैर-अध्यापनरत कर्मचारी जो अधिमानतः महिलाओं की समस्याओं के लिए प्रतिबद्ध हैं तथा जिन्हें सामाजिक कार्य अथवा कानूनी जानकारी है, उन्हें कार्यकारी प्राधिकारी द्वारा नामित किया जाना चाहिए;
  - (स) यदि किसी मामले में छात्र शामिल हैं तो उसमें तीन छात्र हों जिन्हें स्नातक पूर्व, स्नातकोत्तर एवं शोधस्तर पर क्रमशः भर्ती किया जायेगा जिन छात्रों को पारदर्शी लोकतांत्रिक प्रणाली द्वारा चुना गया है;
  - (द) गैर सरकारी संगठनों में से किसी एक में से अथवा किसी ऐसी सभा में से जो महिलाओं की समस्याओं के लिए प्रतिबद्ध हैं या एक ऐसा व्यक्ति हो जो लैंगिक उत्पीड़न से जुड़े मामलों का जानकार हो, जो कार्यकारी प्राधिकारी द्वारा नामित हो;
- (2) आन्तरिक शिकायत समिति के कुल सदस्यों में न्यूनतम आधे सदस्य महिलायें होनी चाहिए;
- (3) उच्चतर शैक्षिक संस्थानों में वरिष्ठ प्रशासनिक पदों पर नियुक्त व्यक्ति जैसे कुलपति, पदेन कुलपति, रेक्टर, कुलसचिव, डीन, विभागों के अध्यक्ष आदि आन्तरिक समिति के सदस्य नहीं होंगे ताकि ऐसे केन्द्र के प्रकार्य की स्वायत्तता सुनिश्चित रहे;



- (4) आन्तरिक शिकायत समिति के सदस्यों की सदस्यता अवधि तीन वर्ष की होगी। उच्चतर शैक्षिक संस्थान ऐसी एक प्रणाली का उपयोग करें जिसके द्वारा आन्तरिक शिकायत केन्द्र के सदस्यों का एक तिहाई भाग प्रतिवर्ष परिवर्तित होता रहे;
- (5) आन्तरिक समिति की बैठक आयोजित करने के लिए जो सदस्य गैर सरकारी संगठनों अथवा सभाओं से संबद्ध हैं उन्हें कार्यकारी प्राधिकारी द्वारा ऐसे शुल्क अथवा भत्ते का भुगतान किया जाए, जैसा निर्धारित किया गया है;
- (6) जिस स्थिति में आन्तरिक समिति का अध्यक्ष अधिकारी अथवा इसका कोई सदस्य, यदि:—
  - (अ) अधिनियम की धारा 16 के प्रावधानों का उल्लंघन करता है, अथवा
  - (ब) वह किसी अपराध के लिए दोषी सिद्ध हुआ है अथवा उसके विरुद्ध वर्तमान में लागू किसी कानून के अन्तर्गत किसी अपराध के बारे में कोई पड़ताल लम्बित है, अथवा
  - (स) किसी अनुशासनात्मक कार्यवाही के तहत वह दोषी पाया गया है अथवा उसके विरुद्ध कोई अनुशासनात्मक कार्यवाही लम्बित है, अथवा
  - (द) उसने अपने पद का दुरुपयोग इस सीमा तक किया है कि कार्यालय में उसकी सेवामें निरन्तरता को जनहित के प्रतिकूल माना जाएगा;
 तो ऐसा अध्यक्ष अधिकारी अथवा सदस्य, यथास्थिति, इस समिति से हटा दिया जाएगा तथा इस प्रकार से होने वाली रिक्ति अथवा ऐसी कोई नैमित्तिक (कैजुअल) रिक्ति को नये नामांकन द्वारा इस धारा के प्रावधानों के अनुसार भरा जाएगा;”

**5. आन्तरिक शिकायत समिति (आई.सी.सी.) :-** आन्तरिक शिकायत समिति करेगी :-

- (अ) यदि कोई कर्मचारी अथवा छात्र पुलिस के पास कोई शिकायत दर्ज करना चाहता है तो उसे सहायता उपलब्ध कराएगी;
- (ब) विवाद समाधान के हेतु बातचीत संबंधी तन्त्र उपलब्ध कराना ताकि विवादित बातों पर पूर्वानुमान को समीचीन एवं उचित मैत्रीपूर्ण क्रिया द्वारा देखा जा सका जिससे उस शिकायतकर्ता के अधिकारों की हानि न हो तथा जिससे पूरी तरह से दण्डात्मक दृष्टिकोणों की न्यूनतम जरूरत हो जिनसे और अधिक जानकारी, विमुखता अथवा हिंसा न बढ़े;
- (स) उस व्यक्ति की पहचान उजागर किये बिना उस शिकायतकर्ता की सुरक्षा बनाए रखना तथा स्वीकृत अवकाश अथवा उपस्थिति संबंधी अनिवार्यताओं में छूट द्वारा अथवा अन्य किसी विभाग में अथवा किसी सर्वेक्षणकर्ता के पास स्थानान्तरण द्वारा, यथा आवश्यक रूप से उस शिकायत के लम्बित होने की अवधि में अथवा उस अपराधकर्ता के स्थानान्तरण का भी प्रावधान किया जाएगा;
- (द) लैंगिक उत्पीड़न संबंधी शिकायतों के निपटान करते समय सुनिश्चित करें कि पीड़ित व्यक्ति या गवाहों का शोषण ना किया जाए अथवा उनके साथ भेदभाव न किया जाए, तथा
- (ई) किसी भी आवृत्त व्यक्ति के विरुद्ध अथवा प्रतिकूल कार्रवाई पर प्रतिबन्ध को सुनिश्चित करना क्योंकि वह कर्मचारी अथवा छात्र एक संरक्षित गतिविधि में व्यस्त है;

**6. शिकायत करने एवं जाँच पड़ताल की प्रक्रिया:-** आन्तरिक शिकायत समिति किसी भी शिकायत को दायर करने और उस शिकायत की जाँच करने के लिए इन विनियमों और अधिनियम में निर्धारित प्रणाली का अनुपालन करेगी ताकि वह समयबद्ध रूप से पूरी हो सके। उच्चतर शैक्षिक संस्थान, आन्तरिक शिकायत समिति को सभी आवश्यक सुविधाएँ उपलब्ध कराएगा ताकि जाँच पड़ताल शीघ्रता से संचालित हो सके तथा आवश्यक गोपनीयता भी बनी रहे;

**7. लैंगिक उत्पीड़न की शिकायत दायर करने की प्रक्रिया :-** किसी भी असन्तुष्ट व्यक्ति के लिए आवश्यक है कि वह घटना होने की तिथि से तीन माह के भीतर लिखित शिकायत आन्तरिक शिकायत समिति को प्रस्तुत करे और यदि लगातार कई घटनाएँ हुई हो तो सबसे बाद की घटना से तीन माह के भीतर उसे प्रस्तुत करें;

बशर्ते जहाँ ऐसी शिकायत लिखित रूप में नहीं दी जा सकती है, वहाँ अध्यक्ष अधिकारी अथवा आन्तरिक समिति का कोई भी सदस्य, उस व्यक्ति के द्वारा लिखित शिकायत प्रस्तुत करने के लिए समस्त सम्भव सहायता प्रदान करेगा;

बशर्ते, इसके साथ ही आई.सी.सी. लिखित रूप से प्रस्तुत तर्कों के आधार पर समय सीमा विस्तारित कर सकती है, परन्तु वह तीन माह से अधिक की नहीं होगी, यदि इस बात को आश्वस्त किया गया हो कि परिस्थितियाँ ऐसी थी कि जिनके कारण वह व्यक्ति इस कथित अवधि के दौरान शिकायत दायर करने से वंचित रह गया था;

**8. जाँच पड़ताल की प्रक्रिया:-**

- (1) शिकायत मिलने पर आन्तरिक शिकायत समिति इसकी एक प्रति को प्रतिवादी को इसके प्राप्त होने से सात दिनों के भीतर भेजेगी;
- (2) शिकायत की प्रति मिलने के बाद प्रतिवादी अपना उत्तर इस शिकायत के बारे में, समस्त दस्तावेजों की सूची, गवाहों के नामों एवं पतों के नामों एवं उनके पतों सहित दस दिन की अवधि में दाखिल करेगा;
- (3) शिकायत प्राप्त होने के 90 दिनों के भीतर ही जाँच पड़ताल पूरी की जानी चाहिए। अनुशंसाओं सहित, यदि वे हों, तो, जाँच पड़ताल रिपोर्ट उस जाँच के पूरा होने के 10 दिनों के भीतर उच्चतर शैक्षिक संस्थान के कार्यकारी प्राधिकारी को प्रस्तुत की जानी चाहिए। इस शिकायत से जुड़े दोनों पक्षों के समक्ष इस जाँच के तथ्यों या सिफारिशों की प्रति दी जाएगी;
- (4) जाँच रिपोर्ट प्राप्त होने के 30 दिनों के भीतर इस समिति की सिफारिशों पर उच्चतर शैक्षिक संस्थान के अध्यक्ष प्राधिकारी कार्यवाही करेंगे, यदि किसी भी पक्ष द्वारा उस अवधि में जाँच के विरुद्ध कोई अपील दायर न की गई हो;
- (5) दोनों में से किसी भी पक्ष द्वारा आन्तरिक शिकायत समिति द्वारा प्रदान तथ्यों/अनुशंसाओं के विरुद्ध उच्चतर शैक्षिक संस्थान के कार्यकारी प्राधिकारी के समक्ष की गई अनुशंसाओं की तिथि से तीस दिन की अवधि में अपील दायर की जा सकती है;
- (6) उच्चतर शैक्षिक संस्थान का कार्यकारी प्राधिकारी यदि आन्तरिक शिकायत समिति की सिफारिशों के अनुसार कार्य नहीं करने का निर्णय लेता है तो वह इसके बारे में लिखित रूप से कारण स्पष्ट करेगा जिन्हें आन्तरिक शिकायत समिति को तथा उस कार्यवाही से जुड़े दोनों पक्षों को भेजा जाएगा। यदि दूसरी ओर वह आन्तरिक शिकायत समिति द्वारा की गई सिफारिशों के अनुसार कार्य करने का निर्णय लेता है तो एक कारण बताओ नोटिस जिसका 10 दिनों के भीतर उत्तर भेजा जाना है— उसे उस पक्ष को भेजा जाएगा जिसके विरुद्ध कार्यवाही की जानी है। उच्चतर शैक्षिक संस्थान के कार्यकारी प्राधिकारी उस असन्तुष्ट व्यक्ति का पक्ष सुनने के पश्चात ही आगे की कार्यवाही करेंगे;
- (7) मामले को निपटाने के उद्देश्य से पीड़ित पक्ष एक सुलह का आग्रह कर सकता है। सुलह का आधार कोई आर्थिक समझौता नहीं होना चाहिए। यदि कोई सुलह का प्रस्ताव रखा जाता है तो यथास्थिति उच्चतर शैक्षिक संस्थान सुलह की प्रक्रिया को आन्तरिक शिकायत समिति के माध्यम से सुलभ कराएगा। किसी भी दण्डात्मक हस्तक्षेप की तुलना में, जहाँ तक संभव होता है, उस पीड़ित पक्ष की पूरी संतुष्टि के लिए उस पारस्परिक विरोध के समाधान को अधिमानता दी जाती है;
- (8) पीड़ित पक्ष अथवा पीड़ित व्यक्ति अथवा गवाह अथवा अपराधकर्ता की पहचान सार्वजनिक नहीं की जाएगी या विशेष रूप से उस जाँच प्रक्रिया के दौरान इसे सार्वजनिक क्षेत्र में रखा जाएगा;

**9. अन्तरिम समाधान:—** उच्चतर शैक्षिक संस्थान,

- (अ) यदि आन्तरिक शिकायत केन्द्र सिफारिश करता है तो शिकायतकर्ता अथवा प्रतिवादी को अन्य किसी अनुभाग अथवा विभाग में स्थानान्तरित किया जा सकता है ताकि सम्पर्क अथवा अन्योन्य क्रिया में शामिल जोखिम कम से कम बना रहे;
- (ब) पीड़ित पक्ष को, सम्पूर्ण स्तर संबंधी एवं अन्य हित लाभों के संरक्षण सहित तीन माह तक का अवकाश स्वीकृत कर दे;
- (स) शिकायतकर्ता के किसी भी काम अथवा निष्पादन अथवा परीक्षण अथवा परीक्षाओं के संबंध में कोई बात प्रकट न करने के लिए प्रतिवादी को बाध्य कर दें;
- (द) सुनिश्चित करें कि अपराधकर्ताओं को पीड़ित व्यक्तियों से दूरी बना कर रखनी चाहिए तथा यथा आवश्यक, यदि कोई प्रत्यक्ष धमकी है तो उनका परिसर में प्रवेश प्रतिबंधित कर दे;
- (ई) लैंगिक उत्पीड़न की किसी शिकायत के परिणाम स्वरूप, शिकायतकर्ता को प्रतिशोध एवं उत्पीड़न से सुरक्षा प्रदान करने के लिए तथा एक अनुकूल वातावरण उपलब्ध कराने के लिए सख्त उपाय किये जाने चाहिए;

**10. दण्ड एवं हरजाना:—**

- (1) अपराधकर्ता यदि उच्चतर शैक्षिक संस्थान का कर्मचारी है तथा लैंगिक उत्पीड़न का दोषी पाया जाता है तो उसे संस्थान के सेवा नियमों के अनुसार दण्डित किया जाएगा;
- (2) अपराध की गंभीरता को देखते हुए— यदि प्रतिवादी कोई छात्र है, तो उच्चतर शैक्षिक संस्थान:—
  - (अ) ऐसे छात्र के विशेषाधिकारों को रोक सकता है तो, जैसे—पुस्तकालय, सभागार, आवासीय आगारों, यातायात, छात्रवृत्ति, भत्तों एवं पहचान पत्र आदि तक पहुँच बनाना;



- (ब) एक विशेष समय तक परिसर में उसका प्रवेश स्थगित अथवा बाधित करना;
- (स) यदि उस अपराध की ऐसी गंभीरता है तो उस छात्र को संस्थान से निष्कासित किया जा सकता है तथा उसका नाम उस संस्थान की नामावलि से हटाया जा सकता है, इसके साथ ही पुनः प्रवेश की अनुमति उसे नहीं होगी;
- (द) अधिदेशात्मक परामर्श अथवा सामुदायिक सेवाओं जैसे सुधारवादी दण्ड प्रदान करना;
- (3) पीड़ित व्यक्ति मुआवजे का अधिकारी है। आन्तरिक शिकायत समिति द्वारा अनुशंसित तथा कार्यकारी प्राधिकारी द्वारा स्वीकृत मुआवजे के भुगतान के लिए उच्चतर शैक्षिक संस्थान निर्देश जारी करेगा, जिसकी वसूली अपराधकर्ता से की जाएगी। देय मुआवजे का निर्धारण निम्न आधार पर होगा:-
  - (अ) पीड़ित व्यक्ति को जितना मानसिक तनाव, कष्ट, व्यथा एवं दुख पहुँचा है;
  - (ब) उस लैंगिक उत्पीड़न की घटना के कारण उन्हें अपनी जीविका के सुअवसर की हानि उठानी पड़ी;
  - (स) पीड़ित व्यक्ति द्वारा अपने शारीरिक एवं मनोरोग संबंधी आधार के लिए खर्च किए गए चिकित्सा व्यय;
  - (द) कथित अपराधकर्ता एवं उस पीड़ित व्यक्ति की आय एवं जीवन स्तर, और
  - (ई) ऐसे समस्त भुगतान का एकमुश्त रूप से या किस्तों में किए जाने का औचित्य;

#### 11. झूठी शिकायत के विरुद्ध कार्यवाई:-

इस बात को सुनिश्चित करने के लिए कि लैंगिक उत्पीड़न मामलों में कर्मचारियों एवं छात्रों की सुरक्षा के प्रावधानों का दुरुपयोग न हो, असत्य एवं द्वेष भावना पूर्ण शिकायतों के विरुद्ध प्रावधान किये जाने की आवश्यकता है तथा इन्हें उच्चतर शैक्षिक संस्थानों में प्रचारित प्रसारित किया जाना चाहिए। आन्तरिक शिकायत समिति यदि यह निष्कर्ष निकालती है कि लगाए गए अभियोग असत्य, थे, विद्वेषपूर्ण थे अथवा यह जानते हुए भी कि वह शिकायत असत्य अथवा जाली है अथवा भ्रामक सूचना को उस पड़ताल के दौरान उपलब्ध कराया गया है तो शिकायतकर्ता विनियम (10) के उप विनियम (1) के तहत दण्डित किये जाने के लिए बाध्य होगा यदि शिकायतकर्ता एक कर्मचारी है, तथा यदि वह अपराधकर्ता एक छात्र है तो वह इस विनियम की उप-विनियम (2) के प्रावधानों के अनुसार सजा के लिए बाध्य होगा तथापि किसी भी शिकायत को प्रमाणित करने अथवा उसके लिए पर्याप्त सबूत उपलब्ध न कर पाने का आधार, शिकायतकर्ता के विरुद्ध कार्यवाई करने का कारण नहीं माना जा सकता है। शिकायतकर्ता द्वारा द्वेषपूर्ण उद्देश्य से दायर शिकायत की जाँच पड़ताल द्वारा तय किया जाना चाहिए तथा इस बारे में किसी कार्यवाई की सिफारिश किए जाने से पूर्व इस विषय में निर्धारित प्रणाली के अनुसार जाँच की जानी चाहिए;

#### 12. गैर अनुपालन के परिणाम:-

- (1) ऐसे संस्थान जो जानबूझकर अथवा बारंबार उन दायित्वों तथा कर्तव्यों के अनुपालन में असमर्थ बना रहता है जिन्हें कर्मचारियों एवं छात्रों के प्रति लैंगिक उत्पीड़न के निराकरण, निषेध एवं समाधान हेतु निर्धारित किया गया है, तो इस स्थिति में आयोग विधिवत नोटिस देकर निम्न में से किसी एक अथवा इससे अधिक बिन्दुओं पर कार्यवाई करेगा:-
  - (अ) विश्वविद्यालय अनुदान आयोग अधिनियम 1956 की धारा 12(बी) के अन्तर्गत की गई घोषणा जो पात्रता दिये जाने के विषय में है, उसका आहरण किया जाना;
  - (ब) आयोग द्वारा अधिनियम 1956 की धारा 2 (एफ) के अन्तर्गत अनुरक्षित सूची में से उस विश्वविद्यालय अथवा महाविद्यालय का नाम हटाना;
  - (स) संस्थान को आबंटित किसी भी अनुदान को रोक देना;
  - (द) आयोग को किसी भी सामान्य अथवा विशेष सहायता कार्यक्रमों के अन्तर्गत किसी भी सहायता को प्राप्त करने के लिए उस संस्थान को अपात्र घोषित किया जाना;
  - (ई) जन साधारण को, एवं रोजगार अथवा प्रवेश के इच्छुक भावी प्रत्याशियों को एक ऐसे नोटिस द्वारा सूचित करना जो समाचार पत्रों में प्रमुख रूप से दर्शाया गया है अथवा उपयुक्त मीडिया में दर्शाया गया है तथा आयोग की वेबसाइट पर प्रदर्शित किया गया है तथा जिस नोटिस में घोषणा की गई है कि वह संस्थान लैंगिक उत्पीड़न के विरुद्ध शून्य सहनशीलता नीति मतव जवसमतंदबम चवसपबलद्ध का समर्थन नहीं करता है;
  - (एफ) यदि वह एक महाविद्यालय है तो उसके सम्बद्ध विश्वविद्यालय द्वारा उसकी सहसम्बद्धता को आहरित करने की अनुशंसा के लिये कहें;

- (जी) यदि वह एक मानित विश्वविद्यालय संस्थान है तो केन्द्र सरकार को उस मानित विश्वविद्यालय के आहरण की अनुशंसा करना;
- (एच) यदि वह किसी राज्य अधिनियम के अन्तर्गत स्थापित अथवा नियमित विश्वविद्यालय है तो उसके इस स्तर को आहरित करने के लिए उपयुक्त राज्य सरकार को सिफारिश करना;
- (आई) जैसे कि विश्वविद्यालय अनुदान आयोग अधिनियम 1956 के अन्तर्गत प्रावधान किया जाना हो तदनुसार अपने अधिकारों के अनुसार यथोचित रूप से ऐसी समयावधि के लिए दण्ड प्रदान कर सकता है जिस समय तक वह संस्थान इन विनियमों में निर्धारित प्रावधानों का अनुपालन नहीं करता है;
- (जे) इन विनियमों के अन्तर्गत आयोग द्वारा उस समय तक कार्रवाई नहीं की जाएगी जब तक कि संस्थान को अपना पक्ष प्रस्तुत करने के लिए प्रदत्त सुअवसर के आधार पर उनकी सुनवाई कर ली गई हो;

[विज्ञापन—III/4/असा./53]

जसपाल एस. संधु, सचिव, यूजीसी

## MINISTRY OF HUMAN RESOURCE DEVELOPMENT

(University Grants Commission)

### NOTIFICATION

New Delhi, the 2nd May, 2016

#### University Grants Commission (Prevention, prohibition and redressal of sexual harassment of women employees and students in higher educational institutions) Regulations, 2015

**No. F. 91-1/2013(TFGS).**—In exercise of the powers conferred by clause (g) of sub-section (1) of section 26 of the University Grants Commission Act, 1956 (3 of 1956), read with sub-section (1) of Section 20 of the said Act, the University Grants Commission hereby makes the following regulations, namely:-

1. **Short title, application and commencement.**—(1) These regulations may be called the University Grants Commission (Prevention, prohibition and redressal of sexual harassment of women employees and students in higher educational institutions) Regulations, 2015.
  - (2) They shall apply to all higher educational institutions in India.
  - (3) They shall come into force on the date of their publication in the Official Gazette.
2. **Definitions.**—In these regulations, unless the context otherwise requires,-
  - (a) "aggrieved woman" means in relation to work place, a woman of any age whether employed or not, who alleges to have been subjected to any act of sexual harassment by the respondent;
  - (b) 'Act' means the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 (14 of 2013);
  - (c) "campus" means the location or the land on which a Higher Educational Institution and its related institutional facilities like libraries, laboratories, lecture halls, residences, halls, toilets, student centres, hostels, dining halls, stadiums, parking areas, parks-like settings and other amenities like health centres, canteens, Bank counters, etc., are situated and also includes extended campus and covers within its scope places visited as a student of the HEI including transportation provided for the purpose of commuting to and from the institution, the locations outside the institution on field trips, internships, study tours, excursions, short- term placements, places used for camps , cultural festivals, sports meets and such other activities where a person is participating in the capacity of an employee or a student of the HEI;



- (d) Commission” means the University Grants Commission established under section 4 of the University Grants Commission Act, 1956 (3 of 1956);
- (e) “covered individuals” are persons who have engaged in protected activity such as filing a sexual harassment charge, or who are closely associated with an individual who has engaged in protected activity and such person can be an employee or a fellow student or guardian of the offended person;
- (f) “employee” means a person as defined in the Act and also includes, for the purposes of these Regulations trainee, apprentice (or called by any other name), interns, volunteers, teacher assistants, research assistants, whether employed or not, including those involved in field studies, projects, short-visits and camps;
- (g) “Executive Authority” means the chief executive authority of the HEI, by whatever name called, in which the general administration of the HEI is vested. For public funded institutions the Executive Authority means the Disciplinary Authority as indicated in Central Civil Services (Classification, Control and Appeal) Rules, 1965 or its equivalent rules;
- (h) “Higher Educational Institution” (HEI) means a university within the meaning of clause (j) of section 2, a college within the meaning of clause(b) of sub-section (1) of section 12A and an institution deemed to be a University under section 3 of the University Grants Commission Act, 1956 (3 of 1956);
- (i) “Internal Complaints Committee” (ICC) means Internal Complaints Committee to be constituted by an HEI under sub regulation (1) of regulation 4 of these regulations. Any existing body already functioning with the same objective (like the Gender Sensitization Committee Against Sexual Harassment (GSCASH)) should be reconstituted as the ICC;
- Provided that in the latter case the HEI shall ensure that the constitution of such a Body is as required for ICC under these regulations. Provided further that such a Body shall be bound by the provisions of these regulations;
- (j) “protected activity” includes reasonable opposition to a practice believed to violate sexual harassment laws on behalf of oneself or others such as participation in sexual harassment proceedings, cooperating with an internal investigation or alleged sexual harassment practices or acting as a witness in an investigation by an outside agency or in litigation;
- (k) “sexual harassment” means-

- (i) “An unwanted conduct with sexual undertones if it occurs or which is persistent and which demeans, humiliates or creates a hostile and intimidating environment or is calculated to induce submission by actual or threatened adverse consequences and includes any one or more or all of the following unwelcome acts or behaviour (whether directly or by implication), namely;-

- (a) any unwelcome physical, verbal or non verbal conduct of sexual nature;
- (b) demand or request for sexual favours;
- (c) making sexually coloured remarks
- (d) physical contact and advances; or
- (e) showing pornography”

- (ii) any one (or more than one or all) of the following circumstances, if it occurs or is present in relation or connected with any behaviour that has explicit or implicit sexual undertones-

- (a) implied or explicit promise of preferential treatment as quid pro quo for sexual favours;
- (b) implied or explicit threat of detrimental treatment in the conduct of work;
- (c) implied or explicit threat about the present or future status of the person concerned;
- (d) creating an intimidating offensive or hostile learning environment;
- (e) humiliating treatment likely to affect the health, safety dignity or physical integrity of the person concerned;

- (l) “student” means a person duly admitted and pursuing a programme of study either through regular mode or distance mode, including short-term training programmes in a HEI;  
 Provided that a student who is in the process of taking admission in HEIs campus, although not yet admitted, shall be treated, for the purposes of these regulations, as a student of that HEI, where any incident of sexual harassment takes place against such student;  
 Provided that a student who is a participant in any of the activities in a HEI other than the HEI where such student is enrolled shall be treated, for the purposes of these regulations, as a student of that HEI where any incident of sexual harassment takes place against such student;
- (m) “third Party Harassment” refers to a situation where sexual harassment occurs as a result of an act or omission by any third party or outsider, who is not an employee or a student of the HEI, but a visitor to the HEI in some other capacity or for some other purpose or reason;
- (n) “victimisation” means any unfavourable treatment meted out to a person with an implicit or explicit intention to obtain sexual favour;
- (o) “workplace” means the campus of a HEI including-
- (a) Any department, organisation, undertaking, establishment, enterprise, institution, office, branch or unit which is established, owned, controlled or wholly or substantially financed by funds provided directly or indirectly by the appropriate HEIs;
  - (b) Any sports institute, stadium, sports complex or competition or games venue, whether residential or not used for training, sports or other activities relating thereof in HEIs;
  - (c) Any place visited by the employee or student arising out of or during the course of employment or study including transportation provided by the Executive Authority for undertaking such journey for study in HEIs.’

### **3. Responsibilities of the Higher Educational Institution- (1) Every HEI shall,-**

- (a) Wherever required, appropriately subsume the spirit of the above definitions in its policy and regulations on prevention and prohibition of sexual harassment against the employees and the students, and modify its ordinances and rules in consonance with the requirements of the Regulations;
- (b) publicly notify the provisions against sexual harassment and ensure their wide dissemination;
- (c) organise training programmes or as the case may be, workshops for the officers, functionaries, faculty and students, as indicated in the SAKSHAM Report (Measures for Ensuring the Safety of Women and Programmes for Gender Sensitization on Campuses) of the Commission, to sensitize them and ensure knowledge and awareness of the rights, entitlements and responsibilities enshrined in the Act and under these regulations;
- (d) act decisively against all gender based violence perpetrated against employees and students of all sexes recognising that primarily women employees and students and some male students and students of the third gender are vulnerable to many forms of sexual harassment and humiliation and exploitation;
- (e) publicly commit itself to a zero tolerance policy towards sexual harassment;
- (f) reinforce its commitment to creating its campus free from discrimination, harassment, retaliation or sexual assault at all levels;
- (g) create awareness about what constitutes sexual harassment including hostile environment harassment and quid pro quo harassment;
- (h) include in its prospectus and display prominently at conspicuous places or Notice Boards the penalty and consequences of sexual harassment and make all sections of the institutional community aware of the information on the mechanism put in place for redressal of complaints pertaining to sexual



harassment, contact details of members of Internal Complaints Committee , complaints procedure and so on. Any existing body already functioning with the same objective (like the Gender Sensitization Committee Against Sexual Harassment (GSCASH)) should be reconstituted as the ICC; Provided that in the latter case the HEI shall ensure that the constitution of such a Body is as required for ICC under these regulations. Provided further that such a Body shall be bound by the provisions of these regulations;

- (i) inform employees and students of the recourse available to them if they are victims of sexual harassment;
- (j) organise regular orientation or training programmes for the members of the ICC to deal with complaints, steer the process of settlement or conciliation, etc., with sensitivity;
- (k) proactively move to curb all forms of harassment of employees and students whether it is from those in a dominant power or hierarchical relationship within HEIs or owing to intimate partner violence or from peers or from elements outside of the geographical limits of the HEI;
- (l) be responsible to bring those guilty of sexual harassment against its employees and students to book and initiate all proceedings as required by law and also put in place mechanisms and redressal systems like the ICC to curb and prevent sexual harassment on its campus;
- (m) treat sexual harassment as a misconduct under service rules and initiate action for misconduct if the perpetrator is an employee;
- (n) treat sexual harassment as a violation of the disciplinary rules (leading up to rustication and expulsion) if the perpetrator is a student;
- (o) ensure compliance with the provisions of these regulations, including appointment of ICC, within a period of sixty days from the date of publication of these regulations;
- (p) monitor the timely submission of reports by the ICC;
- (q) prepare an annual status report with details on the number of cases filed and their disposal and submit the same to the Commission.

**3.2 Supportive measures.**—(1) The rules, regulations or any such other instrument by which ICC shall function have to be updated and revised from time-to-time, as court judgments and other laws and rules will continue to revise the legal framework within which the Act is to be implemented.

(2) The Executive Authority of the HEIs must mandatorily extend full support to see that the recommendations of the ICC are implemented in a timely manner. All possible institutional resources must be given to the functioning of the ICC, including office and building infrastructure (computers, photocopiers, audio-video, equipment, etc.), staff (typists, counselling and legal services) as, well as a sufficient allocation of financial resources.

(3) Vulnerable groups are particularly prone to harassment and also find it more difficult to complain. Vulnerability can be socially compounded by region, class, caste, sexual orientation, minority identity and by being differently abled. Enabling committees must be sensitive to such vulnerabilities and special needs.

(4) Since research students and doctoral candidates are particularly vulnerable the HEIs must ensure that the guidelines for ethics for Research Supervision are put in place.

(5) All HEIs must conduct a regular and half yearly review of the efficacy and implementation of their anti-sexual harassment policy.

- (6) All Academic Staff Colleges (now known as Human Resource Development Centres (HRDCs) and Regional Centres for Capacity Building (RCCBs) must incorporate sessions on gender in their orientation and refresher courses. This should be across disciplines, and preferably mainstreamed using the UGC SAKSHAM Report which provides indicative modules in this regard.
- (7) Orientation courses for administrators conducted in HEIs must have a module on gender sensitization and sexual harassment issues. Regular workshops are to be conducted for all sections of the HEI community.
- (8) Counselling services must be institutionalised in all HEIs and must have well trained full-time counsellors.
- (9) Many HEIs having large campuses have a deficit in lighting and are experienced as unsafe places by the institutional community. Adequate lighting is a necessary aspect of infrastructure and maintenance.
- (10) Adequate and well trained security including a good proportion or balance of women security staff is necessary. Security staff must receive gender sensitization training as a part of conditions of appointment.
- (11) HEIs must ensure reliable public transport, especially within large campuses between different sections of the HEI, hostels, libraries, laboratories and main buildings, and especially those that do not have good access for day scholars. Lack of safety as well as harassment is exacerbated when employees and students cannot depend on safe public transport. Reliable transport may be considered by HEIs to enable employees and students to work late in libraries, laboratories and to attend programmes in the evenings.
- (12) Residential HEIs should accord priority to construction of women's hostels. For the growing population of young women wishing to access higher education, hostel accommodation is desirable in both urban and rural areas and at all levels of higher education which provides a modicum of protection from harassment of all kinds.
- (13) Concern for the safety of women students must not be cited to impose discriminatory rules for women in the hostels as compared to male students. Campus safety policies should not result in securitization, such as over monitoring or policing or curtailing the freedom of movement, especially for women employees and students.
- (14) Adequate health facilities are equally mandatory for all HEIs. In the case of women this must include gender sensitive doctors and nurses, as well as the services of a gynaecologist.
- (15) The Women's Development Cells in colleges shall be revived and funded to be able to carry out the range of activities required for gender sensitization and remain autonomous of the functioning of anti sexual harassment committees and ICCs. At the same time they shall extend their activities to include gender sensitization programmes in consultation with ICCs and help to disseminate anti-sexual harassment policies on campuses on a regular basis. The 'cultural' space and the 'formal academic space' need to collaborate to render these workshops innovative, engaging and non-mechanical.
- (16) Hostel Wardens, Provosts, Principals, Vice Chancellors, Legal Officers and other functionaries must be brought within the domain of accountability through amendments in the rules or Ordinances where necessary.

**4. Grievance redressal mechanism.**—(1) Every Executive Authority shall constitute an Internal Complaints Committee (ICC) with an inbuilt mechanism for gender sensitization against sexual harassment. The ICC shall have the following composition:-



- (a) A Presiding Officer who shall be a woman faculty member employed at a senior level (not below a Professor in case of a university, and not below an Associate Professor or Reader in case of a college) at the educational institution, nominated by the Executive Authority;

Provided that in case a senior level woman employee is not available, the Presiding Officer shall be nominated from other offices or administrative units of the workplace referred to in sub-section 2(o);

Provided further that in case the other offices or administrative units of the workplace do not have a senior level woman employee, the Presiding Officer shall be nominated from any other workplace of the same employer or other department or organization;”

- (b) two faculty members and two non-teaching employees, preferably committed to the cause of women or who have had experience in social work or have legal knowledge, nominated by the Executive Authority;
- (c) Three students, if the matter involves students, who shall be enrolled at the undergraduate, master's, and research scholar levels respectively, elected through transparent democratic procedure;
- (d) one member from amongst non-government organisations or associations committed to the cause of women or a person familiar with the issues relating to sexual harassment, nominated by the Executive Authority.
- (2) At least one-half of the total members of the ICC shall be women.
- (3) Persons in senior administrative positions in the HEI, such as Vice- Chancellor, Pro Vice-Chancellors, Rectors, Registrar, Deans, Heads of Departments, etc., shall not be members of ICCs in order to ensure autonomy of their functioning.
- (4) The term of office of the members of the ICC shall be for a period of three years. HEIs may also employ a system whereby one –third of the members of the ICC may change every year.
- (5) The Member appointed from amongst the non-governmental organizations or associations shall be paid such fees or allowances for holding the proceedings of the Internal Committee, by the Executive Authority as may be prescribed.
- (6) Where the Presiding Officer or any member of the Internal Committee:
- (a) contravenes the provisions of section 16 of the Act; or
  - (b) has been convicted for an offence or an inquiry into an offence under any law for the time being in force is pending against him; or
  - (c) he has been found guilty in any disciplinary proceedings or a disciplinary proceeding is pending against him; or
  - (d) has so abused his position as to render his continuance in office prejudicial to the public interest,

such Presiding Officer or Member, as the case may be, shall be removed from the Committee and the vacancy so created or any casual vacancy shall be filled by fresh nomination in accordance with the provisions of this section.”

- 5. Responsibilities of Internal Complaints Committee (ICC) -** The Internal Complaints Committee shall:
- (a) provide assistance if an employee or a student chooses to file a complaint with the police;

- (b) provide mechanisms of dispute redressal and dialogue to anticipate and address issues through just and fair conciliation without undermining complainant's rights, and minimize the need for purely punitive approaches that lead to further resentment, alienation or violence;
- (c) protect the safety of the complainant by not divulging the person's identity, and provide the mandatory relief by way of sanctioned leave or relaxation of attendance requirement or transfer to another department or supervisor as required during the pendency of the complaint, or also provide for the transfer of the offender;
- (d) ensure that victims or witnesses are not victimised or discriminated against while dealing with complaints of sexual harassment; and
- (e) ensure prohibition of retaliation or adverse action against a covered individual because the employee or the student is engaged in protected activity.

**6. The process for making complaint and conducting Inquiry** – The ICC shall comply with the procedure prescribed in these Regulations and the Act, for making a complaint and inquiring into the complaint in a time bound manner. The HEI shall provide all necessary facilities to the ICC to conduct the inquiry expeditiously and with required privacy

**7. Process of making complaint of sexual harassment** - An aggrieved person is required to submit a written complaint to the ICC within three months from the date of the incident and in case of a series of incidents within a period of three months from the date of the last incident.

Provided that where such complaint cannot be made in writing, the Presiding Officer or any Member of the Internal Committee shall render all reasonable assistance to the person for making the complaint in writing;

Provided further that the ICC may, for the reasons to be accorded in the writing, extend the time limit not exceeding three months, if it is satisfied that the circumstances were such which prevented the person from filing a complaint within the said period.”

Friends, relatives, Colleagues, Co-students, Psychologist, or any other associate of the victim may file the complaint in situations where the aggrieved person is unable to make a complaint on account of physical or mental incapacity or death.

**8. Process of conducting Inquiry-** (1) The ICC shall, upon receipt of the complaint, send one copy of the complaint to the respondent within a period of seven days of such receipt.

(2) Upon receipt of the copy of the complaint, the respondent shall file his or her reply to the complaint along with the list of documents, and names and addresses of witnesses within a period of ten days.

(3) The inquiry has to be completed within a period of ninety days from the receipt of the complaint. The inquiry report, with recommendations, if any, has to be submitted within ten days from the completion of the inquiry to the Executive Authority of the HEI. Copy of the findings or recommendations shall also be served on both parties to the complaint.

(4) **The Executive Authority of the HEI shall act on the recommendations of the committee within a period of thirty days from the receipt of the inquiry report, unless an appeal against the findings is filed within that time by either party.**

(5) An appeal against the findings or /recommendations of the ICC may be filed by either party before the Executive Authority of the HEI within a period of thirty days from the date of the recommendations.

(6) If the Executive Authority of the HEI decides not to act as per the recommendations of the ICC, then it shall record written reasons for the same to be conveyed to ICC and both the parties to the proceedings. If on the other hand it is decided to act as per the recommendations of the ICC, then a show cause notice, answerable within ten days, shall be served on the party against whom action is decided to be taken. The Executive Authority of the HEI shall proceed only after considering the reply or hearing the aggrieved person.

(7) The aggrieved party may seek conciliation in order to settle the matter. No monetary settlement should be made as a basis of conciliation. The HEI shall facilitate a conciliation process through ICC, as the



case may be, once it is sought. The resolution of the conflict to the full satisfaction of the aggrieved party wherever possible, is preferred to purely punitive intervention.

(8) The identities of the aggrieved party or victim or the witness or the offender shall not be made public or kept in the public domain especially during the process of the inquiry.

**9. Interim redressal-**The HEI may,

- (a) transfer the complainant or the respondent to another section or department to minimise the risks involved in contact or interaction, if such a recommendation is made by the ICC;
- (b) grant leave to the aggrieved with full protection of status and benefits for a period up to three months;
- (c) restrain the respondent from reporting on or evaluating the work or performance or tests or examinations of the complainant;
- (d) ensure that offenders are warned to keep a distance from the aggrieved, and wherever necessary, if there is a definite threat, restrain their entry into the campus;
- (e) take strict measures to provide a conducive environment of safety and protection to the complainant against retaliation and victimisation as a consequence of making a complaint of sexual harassment.

**10. Punishment and compensation-** (1) Anyone found guilty of sexual harassment shall be punished in accordance with the service rules of the HEI, if the offender is an employee.

(2) Where the respondent is a student, depending upon the severity of the offence, the HEI may,-

- (a) withhold privileges of the student such as access to the library, auditoria, halls of residence, transportation, scholarships, allowances, and identity card;
  - (b) suspend or restrict entry into the campus for a specific period;
  - (c) expel and strike off name from the rolls of the institution, including denial of readmission, if the offence so warrants;
  - (d) award reformatory punishments like mandatory counselling and, or, performance of community services.
- (3) The aggrieved person is entitled to the payment of compensation. The HEI shall issue direction for payment of the compensation recommended by the ICC and accepted by the Executive Authority, which shall be recovered from the offender. The compensation payable shall be determined on the basis of-
- (a) mental trauma, pain, suffering and distress caused to the aggrieved person;
  - (b) the loss of career opportunity due to the incident of sexual harassment;
  - (c) the medical expenses incurred by the victim for physical, psychiatric treatment;
  - (d) the income and status of the alleged perpetrator and victim; and
  - (e) the feasibility of such payment in lump sum or in instalments.

**11. Action against frivolous complaint.**—To ensure that the provisions for the protection of employees and students from sexual harassment do not get misused, provisions against false or malicious complaints have to be made and publicised within all HEIs. If the ICC concludes that the allegations made were false, malicious or the complaint was made knowing it to be untrue, or forged or misleading information has been provided during the inquiry, the complainant shall be liable to be punished as per the provisions of sub-regulations (1) of regulations 10, if the complainant happens to be an employee and as per sub-regulation (2)

of that regulation, if the complainant happens to be a student. However, the mere inability to substantiate a complaint or provide adequate proof will not attract attention against the complainant. Malicious intent on the part of the complainant shall not be established without an inquiry, in accordance with the procedure prescribed, conducted before any action is recommended.

**12. Consequences of non-compliance.**—(1) The Commission shall, in respect of any institution that will fully contravenes or repeatedly fails to comply with the obligations and duties laid out for the prevention, prohibition and redressal of sexual harassment of employees and students, take one or more of the following actions after providing due notice: -

- (a) withdrawal of declaration of fitness to receive grants under section 12B of the University Grants Commission Act, 1956.
  - (b) removing the name of the university or college from the list maintained by the Commission under clause (f) of section 2 of said Act, 1956;
  - (c) withholding any grant allocated to the institution;
  - (d) declaring the institution ineligible for consideration for any assistance under any of the general or special assistance programmes of the Commission;
  - (e) informing the general public, including potential candidates for employment or admission, through a notice displayed prominently in the newspapers or other suitable media and posted on the website of the Commission, declaring that the institution does not provide for a zero tolerance policy against sexual harassment;
  - (f) recommending the affiliating university for withdrawal of affiliation, in case of a college;
  - (g) recommending the Central Government for withdrawal of declaration as an institution deemed to be university, in case of an institution deemed to be university;
  - (h) recommending the appropriate State Government for withdrawal of status as university in case of a university established or incorporated under a State Act.
  - (i) taking such other action within its powers as it may deem fit and impose such other penalties as may be provided in the University Grants Commission Act, 1956 for such duration of time till the institution complies with the provisions of these regulations.
- (2) No action shall be taken by the Commission under these regulations unless the Institution has been given an opportunity to explain its position and an opportunity of being heard has been provided to it.

[Advt.-III/4/Exty./53]

JASPAL S. SANDHU, Secy. UGC





## **SRI BHUVANENDRA COLLEGE, KARKALA**

### **Decentralization and Participative Management**

Sri Bhuvanendra College is an aided institution run by a Trust sponsored by the Academy of General Education, Manipal. It was founded by Late Dr. T.M.A. Pai who also is the founder of Manipal Academy of Higher Education, a prestigious International University. His grandson Dr. Ranjan Pai is the present Registrar of Academy of General Education. Governance Structure of the College is an example of Private-Public-People (PPP) participation model envisioned 60 years ago by the founder.

Padma vibhushana Awardee and honourable Member of Rajyasabha Rajashree Dr. Veerendra Hegde is the President of the Trust.

Day to day Governance is done by Sri Bhuvanendra College Governing Council with members nominated by the Trust. Co-opted from Sri Venkataramana Swamy Temple Trust, Sri Srinivasa Ashrama Trust. It also has eminent people from local community, old students of repute, representatives from Parents and Staff Representatives on board. Thee College functions with the vision of academic excellence with integrity of character and the mission of the institution is integral development of personality based on ethical and spiritual ideals. The institution strives to cater to the needs of everyone irrespective of caste and creed. The college aims to educate the citizens who love community and serve humanity.

Under the leadership of a dedicated and supportive management, the college functions through a decentralised and participative system of governance.

#### **A. Administrative Decentralization**

##### **(1) Sri Bhuvanendra College Trust**

The SBC Trust is established as a SPV by the Academy of General Education, Manipal, the Supreme Governing Body with many Educational Institutions under its supervision. The Trust continues as the custodian of all assets and the body for Policy making.

##### **(2) Sri Bhuvanendra College Governing Council**

Sri Bhuvanendra College Governing Council is the body that looks after the administration of the College. It is responsible for planning and policy development, institutional budget, academic and research growth of the College and other extension activities. It comprises of Trustees from the SBC Trust, Representatives, Industry Experts, Eminent Educationists, People from local communities, Parent representatives, Teachers' representatives.

##### **(3) Principal**

Principal is the ex-officio Secretary of the Trust and Governing Council. He looks after the entire assets and operations of the organization.

##### **4. Office**

All day to day Supervision of maintenance of infrastructure, Communication with Govt and University authorities, Handling the issues concerning financial management, etc are looked after by the Office.



**(5) Internal Quality Assurance Cell:**

Principal is the Chairman of the IQAC that plans the utilisation of Educational Resources available and chalks out a perspective plan for the progress of the College in seven criteria framework of NAAC. IQAC plan is put before Governing Council after being approved by Staff Council.

**(6) Staff Council:**

Staff Council is the highest academic body chaired by the Principal and comprising of heads of all the Departments, Students' Welfare Officer, Librarian, Physical Director, Officers of NCC, NSS and Rovers and Rangers.

**(6) Departments:**

Principal gives directives to the departmental heads to prepare the annual departmental requirements. The HoDs conduct meeting of the departments and submit requirements, depending upon the need of the syllabus. For the acquisition of goods and services, including requisition preparation, funds approval, payments to suppliers, and follow-up inquiries, college practices decentralization by providing operational autonomy to the departments. The Principal consolidates requirements of all the departments and forwards it to the management for approval. The sanctioned budget from the management is received by the institute.

**7. Library**

It is an important resource centre of the College and is managed by the librarian and library assistants.

**B. Academic Decentralization:**

There are 18 different committees and Cells with well-defined functions that give academic and administrative leadership to the institution. Staff Council is responsible for holistic development of the college- a) Prepare the Academic Calendar, plan delivery and completion of the Syllabi, design methods of instruction, learning and assessment (b) To supervise the academic work of the institution. (c) arrangements for the conduct of examinations in conformity with the University directives from time to time, (d) To maintain proper standards of academic records like Diaries, course files etc. (e) For improvement of standards of teaching, research and training. (f) To discuss academic and related issues/ developments at least twice in a semester. (g) To discuss and review the co/extracurricular activities. (h) Organizing Conferences/ Workshops.

**C. Participation of students :** Students' Council is constituted with democratically elected Class Representatives. All members were trained regarding parliamentary procedures. Students Council members settle all their grievances at class level by approaching their Academic Advisors and at College level by the Students Welfare Officer who resolves problems immediately. The rapport of the students is so well that all grievances are settled without any complaints in writing. Principal works as jury of all appeals.



## **Structure of Governance**



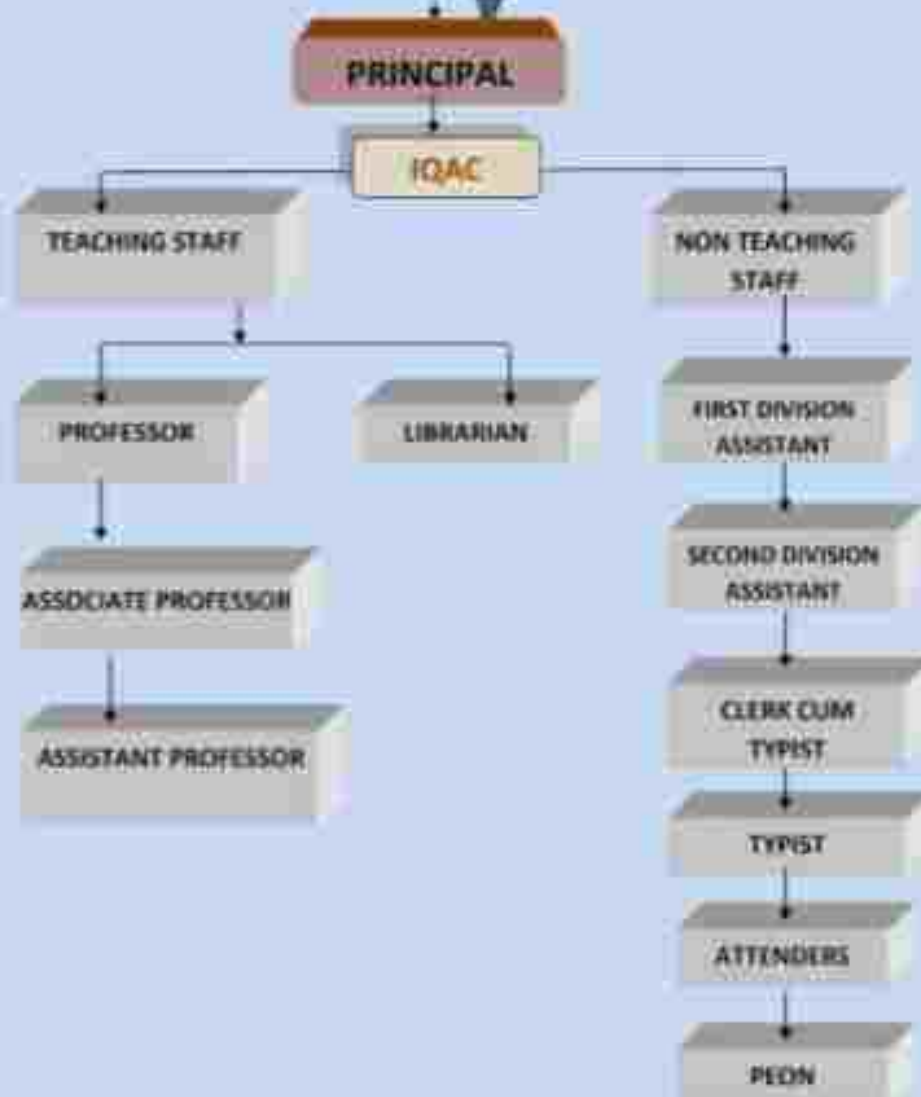


## Sri Bhuvanendra College, Karkala

Academy General Education, Manipal

Sri Bhuvanendra College Trust

Sri Bhuvanendra College Governing Council



THE ACADEMY OF GENERAL EDUCATION, MANIPAL  
MEMBERS OF THE ADMINISTRATIVE COMMITTEE



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2. Sri T. Satish U Pai **Vice-President**  
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Manipal 576 104
3. Dr. Ranjan R. Pai **Chairman**  
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Manipal 576 104
5. Dr. P.L.N. Rao  
Professor Emeritus  
Dept. of Physiology **Member**  
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Everest Enterprises  
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Udupi 576 101 **Member**
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8. Sri Abhayachandra Jain  
Rajamatha Mansion  
Jain Pete, Moodbidri 574 227 **Member**
9. Sri K. Devadas Kamath  
"Vignesh" Kodi Road  
Post: Hangalur  
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10. Sri T. Ashok Pai  
14A, Ananth Nagar  
Manipal 576 104 **Member**
11. Dr. H. Vinod Bhat  
Executive Vice-President  
Manipal Academy of Higher Education  
Manipal **Member**



12. Dr. Narayana Sahhahit  
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Manipal Academy of Higher Education  
Manipal **Member**

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Kumbhashi post - 576 257 **Member**

14. Smt. Vasanti R. Pai  
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Manipal 576 104 **Member**

15. Sri R. Krishna Nayak  
"Ravi Kiran"  
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KARKALA - 574 104 **Member**

*Permanent Invitees*

1. Lt. Gen. (Dr) M.D. Venkatesh  
Vice-Chancellor  
MAHE, Manipal

2. Dr. H. Shantaram  
Mentor  
Academy of General Education  
Manipal





**UPTO-DATE LIST OF TRUSTEES ALONG WITH ADDRESS AND PHONE NUMBERS**

Sl. No	Name	Address	Phone Number	E-mail ID
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6	Sri C. Damodar Kamath  S V Temple Representative	H.No. 15-260(1) Vasu Nilaya, Near M.S.R.S. College Road, P.O.Shirva, Udupi Taluk	0820- 2554122 9449254837	
7	Sri K. Surendra Kamath (Srinivasa Ashrama Representative)	Maruthi Nilaya Kamath Lane, Karkala - 574 104	08258- 231205 9980772998	<a href="mailto:surendrakamath631@gmail.com">surendrakamath631@gmail.com</a>
8	Dr. Asha P. Hegde	Old Electric Lane, Car Street, Karkala - 574 104.	9448824967	<a href="mailto:hegde.asha@gmail.com">hegde.asha@gmail.com</a>
9	Dr. A. Bharathesh	Jeevan Clinic, Karkala Karkala Taluk. - 574 104	9886922300	<a href="mailto:drbharatesh@yahoo.com">drbharatesh@yahoo.com</a>



10	Sri. B. Janardhan Shenoy	Soverign Cottage, Pervaje Road, Karkala Taluk - 574 104	9342326457 08258-231077	
11	Sri Bola Ramanath Kamath	Salmara Karkala, Karkala Tq - 574 104	08258-230262	
12	Sri K. Surendra Prabhu,	"Shreyas", No: 5-6-401/8 Kodialguthu West, Mangalore - 575 003.	9448121065, 9343323345, 0824-2496485	<a href="mailto:deepapackers@gmail.com">deepapackers@gmail.com</a>
13	Dr. H. Vinod Bhat	Pro - chancellor, Manipal University, Manipal - 576 104,	(PA) 0820-2922615	<a href="mailto:vinod.bhat@manipal.edu">vinod.bhat@manipal.edu</a>
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17	Sri T.A. Jagadish	"Annapoorna", Saraswath Nagar, Joduraste, Kukkundoor post, karkalla Tq.	9448135126	
18	Sri Anand G. Pai	Bharath Beedi Works Pvt. Ltd., Post Box No. 730, Bharath Bagh, Kadri Road, Mangalore.		
19	Sri Nagendra D. Pai	Executive Director, Bharath Beedi Works Pvt. Ltd., Post Box No. 730, Bharath Bagh, Kadri Road, Mangalore 575003.		
20	S.B.C. Principal	Secretary	9845435701	



**SRI BHUVANENDRA COLLEGE TRUST KARKALA - 574 104**

**UPTO-DATE LIST OF GOVERNING COUNCIL ALONG WITH ADDRESS AND PHONE NUMBERS**

Sl.No	Name		
1	CA Shivananda Pai	Next to Satya Sai Mandir, III Cross, Gandhi Nagar, Mannagudda, Mangalore - 575 003.	9844129730
2	DR. H. Shantaram	Administrative Officer, Academy of General Education, University Building, Manipal - 576 104	9990070450/9343562277 08205270450(R) (0820)2972392 (PA Sathyanarayana) (Office) 0820-2574285
3	Sri K. Surendra Kamath	Maruthi Nilaya Kamath Lane, Karkala - 574 104	08258- 231205 9900771998
4	Dr. Asha P. Hegde	Old Electric Lane, Car Street, Karkala - 574 104.	9448924967
5	Dr. A. Bharathesh	Jeevan Clinic, Karkala Karkala Taluk. - 574 104	9886922300 08258- 231024
6	Sri Bola Damodar Kamath	C/o Sri Bola Surendra Kamath, BSK, Kedinje, Karkala	9845084010
7	Sri K. Surendra Prabhu,	"Shreyas", No: 5-6-401/8, Kodialguthu West, Mangalore - 575 003.	9448121065, 9343323345, 0824-2496485 <a href="mailto:SRIKANTH@GMAIL.COM">SRIKANTH@GMAIL.COM</a>
8	Sri R. Tukaram Nayak,	Ravi Kiran", A.S. Road, Karkala - 574 104.	8861031455.
9	Sri Mohan Shenoy Yarmal	"Paarijat", 1st Cross, Tellar Road, Karkala - 574 104	8845056271
10	P T A Representative Degree College	Degree College	
11	P T A Representative P U College	P U College	
12	Staff Representative Degree College	Degree College	
12	Staff Representative P U College	P U College	
13	Principal, S B P U College		
14	Principal Degree College - Secretary		

**POWERS AND DUTIES OF VARIOUS OFFICER/EMPLOYEES**





Sa l. No	PEON	Duties
1.	Principal	<p>1 The principal shall exercise such administrative powers as are delegated under various acts, Rules, regulations, Orders and instructions of the government, dept of collegiate education and other competent authorities. He shall be both administrative and academic head of the college. He shall take all steps for smooth and efficient functioning of the college.</p> <p>2 To ensure that the scholarship applications of the concerned students are sent to sanctioning department. Viz social welfare department, backward classes and minorities department and department of collegiate education etc.</p> <p>3 To ensure that the proposal for renewal of affiliation/accordal of permanent affiliation is sent to the concerned University well in time.</p> <p>4 To ensure that the accreditation from the NAAC is obtained and to ensure if already accorded is upgraded after 5 years.</p> <p>5 To take necessary action to bring the college under 2(f) and 12(b) of the UGC Act, 1965. This can be done by sending the proposal to the UGC, New Delhi.</p> <p>6 The Principal shall handle 6 hours of teaching work-load in a week in the relevant subject etc.</p>
2.	Professor, Associate Professor, Assistant Professor, Lecturer	<p>1 She/He shall conduct the classes as per the time table.</p> <p>2 Complete the syllabus prescribed by the concerned university well in time.</p> <p>3 Extend their full cooperation to the heads of the departments in completing the syllabus before commencement of the University examinations.</p> <p>4 To Cooperate with the principal in smooth function of internal, supplementary and semester examinations.</p> <p>5 To teach the workload prescribed by the University and to maintain diaries and shall be available for student at least 7 hours daily and for 5 hours on Saturdays in the college.</p> <p>6 To maintain the attendance of the students of the respective classes.</p> <p>7 He/She shall conduct the practical classes as prescribed by the university and attend valuation work of the University examination which is 14 mandstory.</p> <p>8 To conduct tutorial classes as per the UGC norms etc.</p>
3.	LIBRARY ASSISTANT	<p>1 To assist the librarian in discharging the duties of the library.</p>



		<p>2 Maintain necessary records/registers in the library etc.,</p> <p>3 To discharge the duties assigned by the Principal/Librarian</p>
4	FIRST DIVISION ASSISTANT	<p>First Division to prepare the budget and its correspondence, reconciliation of department figures.</p> <p>YFirst Division assistant should assist accounts superintendent in keeping update of departmental functions. He should keep files intact</p>
5	FIRST DIVISION ASSISTANT /SECOND DIVISION ASSISTANT	<p>The first Division Assistants/ Section Division Assistants works under the guidance of the superintendent. He is responsible for the work entrusted to him.</p> <p>Each Assistant will be allotted certain subjects to deal with. His duties mainly are as follows:</p>
6	CLERK CUM TYPIST  TYPIST	<p><b>The Typist's duties and responsibilities are as follows:</b></p> <p>1 To type both on computer and typewriter neatly and accurately all letters marked to him. 2 To take out number of copies required.</p> <p>3 Stenciling when the number of copies required are more than 10</p> <p>4 Typist shall compare fair copies before they are returned to the case worker.</p> <p>5 To maintain the work diary in the in the prescribed proforma.</p> <p>6 Draft shall be typed giving wide margin for effecting necessary corrections.</p>
7	ATTENDERS/PEON	<p><b>The duties of the Attender/Peon are as follows: General Duties.</b></p> <p>1 Carrying a file from one section to another, or from one case worker to another etc.,</p> <p>2 Stitching the files/Exam bundles.</p> <p>3 Carrying the distribution of stationary and making envelopes whenever necessary.</p> <p>4 Arranging the furniture,</p> <p>5 Keeping the officer premises clean.</p>

### The Academy of General Education, Manipal

Dr. T.M.A.Pai, the Founder of Manipal, was a man of vision who firmly believed in achieving success in any venture through co-operation from the community. According to him, poverty prevalent in the community can be overcome by the eradication of illiteracy and ill-health. To achieve this goal, he gathered like-minded people around him and established in 1942 "The Academy of General Education" as a Society registered under the Societies Registration Act XXI



of 1860 to make available technical and commercial education to any one interested. In the early stages the Society provided facilities for training in different crafts that helped people to eke out their livelihood and established primary and secondary schools to provide formal basic education. The success achieved in these early ventures made the Society to venture in the field of higher education. Mahatma Gandhi Memorial College, established in 1949 at Udupi was the first venture. Dr. Pai was keen on establishing facilities for higher education at rural areas through the Academy of General Education. Thus the Academy volunteered to establish Colleges in rural centres if the local community raised a sum of Rupees two lakhs. With such local participation came up Arts, Science and Commerce Colleges in Karkala, Mulki, Kundapura, Moodbidri and Sringeri. Simultaneously the Academy established professional colleges for imparting training in medicine, engineering, dentistry, pharmacy, architecture, law, education, management etc. on co-operative basis with the participation of the parents who wanted to train their wards in these disciplines. The dream of Dr.T.M.A. Pai to establish an University became a reality after his demise when the University Grants Commission conferred the Deemed to be University status for professional institutions at Manipal two and a half decades ago. Today Manipal has become an educational Centre of repute attracting students from nearly fifty-two countries. The Academy has already completed 75 years of existence in the field of imparting education at all levels to the rural community providing valuable human resources.





## SRI BHUVANENDRA COLLEGE, KARKALA

### Procurement, Utilization and Maintenance Policy

#### POLICIES FOR MAINTAINING AND UTILIZING PHYSICAL, ACADEMIC AND SUPPORT FACILITIES - LABORATORY, LIBRARY, SPORTS COMPLEX, COMPUTERS AND CLASSROOMS

Sri Bhuvanendra College has a well laid out policy for procurement, maintenance infrastructure and disposal of waste.

##### A. Procurement:

The major procurements are done as per UGC Plan guidelines. Beginning of every year departments place indent for their requirements with the office. Small items like stationary items are sanctioned immediately by the Principal. Bulk buyings like paper bundles for examination purposes are procured from wholesalers scrutinizing their quotations by the purchase committee.

##### B. Maintenance:

The college ensures optimal allocation and utilization of the available financial resources for maintenance and upkeep of different facilities by holding regular meetings of various committees constituted for this purpose and using the grants received by the college as per the requirements in the interest of students.

1. **Laboratory:** The record of maintenance account is maintained by HODs of the concerned departments.

**Maintenance of laboratories are as follows:** The calibration, repairing and maintenance of sophisticated lab equipment are done by the technicians of related owner enterprises.

##### 2. Library:

- a. The requirement and list of books are taken from the concerned departments and HOD's are involved in the process. The finalized list of required books is duly approved in the meeting of the Library Committee and signed by the Principal.
- b. Suggestion box is installed inside the reading room to take users feedback. Their continuous feedback helps a lot in introducing new ideas regarding library enrichment.
- c. To ensure return of books, 'no dues' from the library is mandatory for students before appearing in exams and also while securing their Transfer Certificate.
- d. Other issues such as weeding out of old titles, schedule of issue/ return of books etc. are chalked out/resolved by the library committee.
- e. Annual stock verification is done to ascertain the number of books in the library.
- f. Easylib software is used in the Library.
- g. Open access journals facilities are available.





3. **Sports:** Regarding the maintenance of sports equipment of the college is done by the Physical Director.

- a. He places the indent for procurement of goods required with the College office.
- b. The meeting of sports committees decides whether to purchase and place orders with the suppliers after collecting at least quotations.
- c. Writing off the damaged goods is done after annual stock verification and certification of their no usability by the Physical Director.
- d. As far as sports infrastructure is concerned at the requisition of the Physical Director in writing the Principal directs the Campus Manager to get the facilities repaired.

4. **Computers:**

- a. ICT Coordinator, who is also a senior teacher, keeps watch on computer facilities and also on their optimum utilization.
- b. A programmer who is specialized in hardware looks after the repairs and updation under the overseeing of ICT Coordinator
- c. The HoD of the Computer Department ensures optimum utilisation of Computer laboratories.
- d. Any requirement for an additional number of Computers is communicated in writing by the HoD of the Department.
- e. The standard procedure of asking for the quotation from suppliers and after collecting at least three of them they are opened at the purchase committee meeting and the price and terms offer sale services are negotiated before purchase order is placed.
- f. Once the product is delivered in the best condition then it is taken into stock by the Department.
- g. Any depreciation, condemnation or writing off of damaged or worn off ICT equipment needs to be certified and signed by the IT Coordinator and the Principal of the College for its final disposal.
- h. Robosoft software is used for maintaining faculty and students details.
- i. Each Department has an appropriate computer for their requirements.
- j. The internet and WIFI have been enabled on campus.

5. **Classrooms:**

- a. The college has various committees for maintenance and upkeep of infrastructure. At the departmental level, HODs submit their requirements to the Principal regarding classroom furniture and other.
- b. Estate Supervisor will look after the condition of classrooms and look after the repair of the damaged amenities and student's requirements.

6. **Additional information on maintenance:**

- a. There is a lab attendant in every department, who maintains the stock register by physically verifying the items round the year.
- b. Department wise annual stock verification is done by concerned HoD of the Department.
- c. Regular cleaning of water tanks, proper garbage disposal, pest control, landscaping and maintenance of lawns is done by employees appointed for the purpose and campus supervisor and office superintendent oversee these things.
- d. College campus maintenance is monitored through regular inspection.
- e. Upkeep of all facilities and cleanliness of the environment in men's and women's hostels is maintained through the Hostel monitoring committee.



f. Outsourcing is done for maintenance and repairing of IT infrastructure such as computers, internet facilities including Wi-Fi and broadband.

**C. Disposal:** Any major item shall be written off after they are found and certified as unrepairable or unusable by the competent authority and countersigned by the Principal.

**Secretary**

**Sri Bhuvanendra College Trust**

**KARKALA-574 104**



**SRI BHUVANENDRA COLLEGE**

**KARKALA 574104**



**GREEN AUDIT REPORT 2020-2021**



**Submitted to**

**SRI BHUVANENDRA COLLEGE TRUST**

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**SRI BHUVANENDRA COLLEGE**  
KARKALA - 574 104, UDUPI DISTRICT



17.08.2022

**GREEN AUDIT COMMITTEE  
CERTIFICATE**

This is to certify that the Green Audit Report of Sri Bhuvanendra College is based on the original data collected during the period of study. Further, it is certified that the baseline data was prepared by the internal Green Audit team of Sri Bhuvanendra College, Karkala and submitted to us. The content of the baseline data of the study has been personally verified by the Green Audit Team for validity and reliability. The data used in the study are original in nature and have not been presented or published elsewhere. Photographs used in the report are either taken directly by the audit team or are given by the internal audit team.

  
Coordinator

Green Audit Team

  
Principal  
SRI BHUVANENDRA COLLEGE  
KARKALA - 574 104



## **SRI BHUVANENDRA COLLEGE**

### **GREEN AUDIT COMMITTEE**

#### **CHAIRMAN**

Dr. Manjunatha A. Kotian, Principal.

#### **ADVISORS:**

Mr. Dattatreya Rao, Associate Professor and HOD of English. SWO

Mr. H.G. Nagabhushan, Associate Professor and HOD of Hindi. NAAC Coordinator

#### **CHIEF COORDINATOR:**

Mr. R.G.Yogesh Kumar, Assistant Professor and HOD of Botany

### **SUBCOMMITTEES**

#### **1. WATER AUDIT COMMITTEE**

##### **COORDINATOR:**

Dr. Shakuntala, Associate Professor and HOD of Chemistry

##### **MEMBERS:**

Mrs. Deepthi, Lecturer and HOD of Biotechnology

Miss. Jayalaxmi K., Lecturer in Chemistry

Miss. Shilpa Kumari, Lecturer in Chemistry

Miss. Sana Parveen, Lecturer in English

Miss. Geetha, Lecturer in Computer Science

Mr. Amar Shetty, Lecturer in Computer Science

Mr. Santhosh Achari V., Lecturer in Commerce

#### **STUDENT VOLUNTEERS**

Rithika, III B.Sc.

Reethashree, III B.Sc.

Abhijith, III B.Sc.

Ganavi K Y, III B.Com

Paudan H P, III B.Com

Ranjitha K, III BA

Maneesha Kashyap, III BA

**2. ENERGY AUDIT COMMITTEE COORDINATOR:**

Mrs. Vijaya Kumari, Associate Professor and HOD of Physics

**MEMBERS:**

Dr. Manjunath Bhat, Assistant Professor and HOD of Sanskrit

Mrs. Vanitha Shetty, Lecturer in Kannada

Mr. Shrimurthi, Lecturer in Bachelor of Business Administration

Mr. Mahesh Prabhu, Lecturer in commerce

Mrs. Geetha Pai K., Lecturer in Physics

Mrs. Ramya Beliraya, Lecturer in Physics

Mr. Divyaksha Prabhu, Lecturer Computer Science

Mr. Gireesh Devadiga, Estate manager

**3. WASTE DISPOSAL AUDIT COMMITTEE COORDINATOR:**

Mrs. Sophia Joyce Pereira, Associate Professor of Chemistry

**MEMBERS:**

Mrs. Suvarnalatha shenoy, Assistant Professor of Physics Mr. Shivashankar, Assistant Professor of Commerce

Mr. Nandakishore, Lecturer, ASWO & HOD of Bachelor of Business Administration Mr. Anantha Pai, Lecturer in Commerce

Mr. Shivananda Nayak, Lecturer in Commerce

Mrs. Prajna Kumari, Lecturer in Economics

Mr. Ramdas Shetty, Lecturer in Bachelor of Business Administration

**4. ENVIRONMENTAL QUALITY AUDIT COMMITTEE COORDINATOR:**

Mr. R.G.Yogesh Kumar., Assistant Professor and HOD of Botany

**MEMBERS:**

Mr. D. Ravikumar, Assistant Professor and HOD of Political Science

Mr. Shivakumar S.J, Assistant Professor and HOD of Economics

Mrs. Suchithra, Assistant Professor and HOD of History

Mr. Vijay Kumar, Lecturer in BBA

Mr. Shankar Kudva, Lecturer in Botany

Mrs. Swathi Sadananda Poojari, Lecturer in Computer Science

Miss. Padmashree, Lecturer in English

Miss. Thejaswi B, Lecturer in Botany

## **5. HEALTH AUDIT COMMITTEE**

### **COORDINATOR:**

Mr. Chandrakanth K, Lecturer and HOD of Psychology

### **MEMBERS:**

Mrs. Vijaya Kumari, Associate Professor and HOD of Physics

Mrs. Pratheeksha C.H, Lecturer in Biotechnology

Miss. Suvarni, Lecturer in Commerce

Miss. Sushma, Lecturer in Journalism

Mrs. Joyline Vandana Cabral, Lecturer in Computer Science

## **6. CAMPUS BIODIVERSITY AUDIT COMMITTEE**

### **COORDINATOR:**

Dr. P. Ishwara Bhat, Associate Professor and HOD of Zoology

### **MEMBERS:**

Mrs. Swathi K, HOD of Computer Science

Mrs. Deepthi, HOD of Biotechnology

Mrs. Hemavathi M.S., Lecturer in Economics

Miss. Meenakshi, Lecturer in Zoology

Mrs. Ashma Yoigine D'Souza, Lecturer in Hindi

Mr. Mahesh. N, Lecturer in Commerce

Mr. Harishchandra, Lecturer in Commerce

Mr. Suresh Poojari, Lecturer in Commerce

### **STUDENT VOLUNTEERS**

Poorvika P Naik, III B.Sc.

Ramya, III B.Sc.



Sinchana III B.Sc.

Muskaan, III B.Sc.

Druthi Nayana R, III B.Sc.

Archana Elizabeth Chandy, III B.Sc.

Inchara, III B.Sc.

Divyashree, III B.Sc.

Chandini, III B.Sc.

Pratheeksha P, III B.Sc.

Muskaan Taj, II B.Sc.

Bhagyashree, II B.Sc.

Ashritha, II B.Sc.

Chandrika, II B.Sc.

Anusha G.Y, II B.Sc.

Pavan Kumar, III B.Sc.

Chandrashekhar, II B.Sc.

Mallikarjun, II B.Sc.

\*\*\*\*\*



## GREEN AUDIT 2020-2021

### EXECUTIVE SUMMARY

Sri Bhuvanendra College Karkala sponsored by the Academy of General Education, Manipal in 1960, is situated in a sprawling 42 acres of green campus on the slopes of hilly terrain of Western Ghats of Udupi district, about 2 km away from Karkala town. The College is in its fourth cycle of NAAC re-accreditation by and has undergone a green audit for a first time in its progress towards the goal Swachch Srinivas Ashram. It has 1048 students, 58 faculty members and 26 non-teaching staff. The audit was undertaken by Green Audit Team of Sri Bhuvanendra College, which had an interdisciplinary composition of experts in various aspects of the environment. The Green Audit Policy framed by the College was the basis for green audit. The UN policy documents and various acts and regulations of the government of India were also examined by the Audit research articles were also taken into consideration.

The audit period was between November 2020 and January of 2021. The audit was based on the audit team verified the documentation on green practices related to environmental audit were examined. This audit report has been prepared through participatory processes within the College.

The audit was limited to 16.2 acres of Campus. As professional environmental auditors are not available in the locality, Audit Committee and seven sub-committees were formed with the teachers of different departments. The Audit was undertaken in seven area concerned with environment: Water, Energy, waste disposal, Health and Stress Management, Environment and carbon footprint, Biodiversity Audit and Flora and Fauna.

Clear methodology with Pre-audit, Audit and Post-audit procedures were meticulously followed. Questionnaire, field study, examination of relevant documents such as purchase, disbursement and disposal, sample testing and lab reports were examined. Available sources, usage, wastage and possibility of optimization were considered for arriving findings. Recommendations were made by each sub-committee.

The audit observed the following:

- There is an improvement in the efforts by the college on the green front Compliance efforts.
- Involvement of all stakeholders, viz., college management, administration, faculty, student, alumni etc., it is resulting in consistent improvement in physical facilities.



- Importance needs to be given to biodiversity practices. More than 300 plant species found on the campus is a good sign.
- Elaborate audit process involving different stakeholders itself works out to be an educative programme for the campus community.
- The optimization of energy use replacement of florescent bulbs with led bulbs and old devices with power efficient devices is happening in phased manner.
- Effort to enhance solar energy trapping systems, with specific achievable target, and in a time bound plan.
- Water quality and utilization is ensured and conservation of water resources through rainwater harvesting and building of check -dam is undertaken.
- Waste generation and disposal methods are examined and suggestions have been being put to practice.
- Health checkup is done from time to time and stress of studies is measured and found to be within the prescribed limit.
- Job satisfaction survey is conducted.
- Environmental quality is measured in terms of carbon footprints and level of noise. Both are found to be well under the permissible limit prescribed by various agencies
- .It is suggested that emission certificate from the students to be collected from time to time and use of vehicles with carbon footprint be discouraged
- The activities related Swachh Bharath, organic farming, conservation of water resources, clean campus, and conservation of biodiversity are to be made mandatory to everyone in the campus.
- Greater stress on documentation of bio-diversity and their periodical updation, with specific reference to their respective seasonality
- Annual internal audit to be conducted

We hope this audit will provide a solid platform to identify strengths and weakness of green management in Sri Bhuvanendra College Campus and the College team would take it further.

**Coordinator, Audit Team**

**Principal**





# **SRI BHUVANENDRA COLLEGE**

**KARKALA 574104**

## **Environmental Policy Statement**

**(Adopted by Governing Council, March 2020)**

"The core mission of Sri Bhuvanendra College, Karkala is to impart value based higher education to its students. One aspect of such education is the demonstration by its policies and actions of its concern for conservation of its physical environment. Sri Bhuvanendra College shall not only be a responsible custodian of the environment but also propagate the culture of environmental, and sustainable development. As such, the College shall seek 1) to reduce the rate at which it contributes to the depletion and degradation of natural resources; 2) to increase the use of renewable resources; 3) to consider other measures that can enhance the physical environment in which we live, and 4) Educate students on environmental issues. The development of priorities and the implementation of decisions regarding the use of energy, the use and development of our grounds, facilities construction, modernization, maintenance, transportation, and use of materials and resources will be informed by their impact on environment. The Principal or delegated officials will periodically review and report the management of the College's progress in this area."



## Sri Bhuvanendra College Environmental Policy

Ambience of Sri Bhuvanendra College is that of Historical and Spiritual Town offering Modern Education in Pristine Environment – heritage is continued with modern outlook

ಹೊಸ ಚಿಗುರು ಹಳೆ ಬೇರು ಕೂಡಿರಲು ಮರ ಸೊಬಗು।

ಹೊಸಯುಕ್ತಿ ಹಳೆತತ್ವದೊಡಗೂಡೆ ಧರ್ಮ॥

ಮುಷಿವಾಕ್ಯದೊಡನೆ ವಿಜ್ಞಾನ ಕಲೆ ಮೇಳವಿಸೆ।

ಜಸವು ಜನಜೀವನಕೆ – ಮಂಕುತಿಮ್ಮ॥

- from 'Mankutimmana Kagga' by Dr. D.V.Gundappa, Kannada poet of great renown)

### Translation:

Like new shoots with old roots

Bring great elegance to trees,

New reasoning with old tenets

Will bring ethics (Dharma) to life

Science and arts enriched with wise words of sages

Make life accomplished one Mankutimma

Karkala is on the western stretch of Western Ghats and is near to costal Karnataka. Nature here is endowed with pristine greenery and pure sources of air and water. Along with pristine landscape all around, it is an enchanting place with a population of nearly 35000. Placed in between Mangalore (55 Kms) and Manipal-Udupi (39 Kms), Karkala is a strategic location with a vast network of roads connecting various places of interest like Agumbe, Kudremukh, Sringeri, Moodbidri and Dharmasthala.

### **A. Modern College Campus in historical Shrinivasa Ashrama**

Sri Bhuvanendra College is housed in Srinivasa Ashrama of Paduthirapathi Venkataramana Swamy Temple in the outskirts of Karkala, a picturesque township rich with historical, cultural and architectural heritage such as monolithic statue of Gomateshwara, Chaturmukha (four faced) Basadi, Manastambha at Hiriangadi, Ananthashayana shrine - all works of art on granite. Ramasamudra, the perennial lake; Anekere, a smaller one, in the heart of the town are lakes of interest. College is situated 2 kilometers away from the town in a rural location which is highly conducive for higher studies.



## **B. Sanskrit College Transformed into modern College Imparting Higher Education in English medium embodying spiritual ethos**

Saga of Sri Bhuvanendra College stands as an epitome of what the poet means in above lines. In 1960, Sri Bhuvanendra College was founded in the premises of an ashram and in the building which housed a Sanskrit College offering courses awarded by Madras University from 1918. With the advent of modern secular education in post independent India, Sanskrit College witnessed gradual decline in number of scholars seeking admission in Sanskrit studies. It had to be closed in the 1950s. Sri Venkataramana Swamy Temple Trust handed over 16.7 acres of land with the old Sanskrit college building of Srinivasa Ashrama founded and run by the temple to Sri Bhuvanendra College Trust a registered body floated as SPV by Academy of General Education, Manipal to establish Sri Bhuvanendra College, Karkala.

Thus, the history of Sri Bhuvanendra College is a history of transformation of an institution disseminating religious and spiritual education into an institution imparting secular and modern education.

It is interesting to note that a small ashrama, an abode for Sanskrit learning, continues to exist at the far end of the College Campus where a few young boys stay and pursue their spiritual studies along with enrolling to graduate courses in Sri Bhuvanendra College. Sanskrit College building stands with majesty as a heritage building being renovated and housing History and Yakshagana Museum and Sanskrit learning Center under Swamy Vivekananda Adhyayana Kendra.

Sri Bhuvanendra College now has approximately 42 acres of land of its own and has a residential school, a Pre-university College and a Post-graduation Centre on its campus. Every effort is made to retain its landscape untampered using green campus principles.

### **A. Scope of the Policy :**

The Environmental Policy will develop exciting academic, co-curricular and extracurricular practices that encourage students to take the lead in creating positive change. These initiatives call for a thorough review of all infrastructural, administrative functions from the standpoints of energy efficiency, prevention of environmental pollution, water management, waste management, sustainability and the compliance of environmental legislations.





The focus areas of this policy are:

- Clean Campus Initiatives
- Landscaping Initiatives
- Clean Air Initiatives
- Infrastructure
  - Solar Power Plant
  - Solar Water Heater
  - Energy Efficiency Equipment
  - Water Conservation through Rainwater Harvesting System and Check dams
- Waste Management processes
  1. Solid Waste Management
  2. Liquid Waste Management
  3. E-Waste Management
- Awareness Initiatives
  1. Awareness activities: field survey/programs/projects/ movements etc.
  2. Environment-centric Activities of institution and students
  3. Botanical garden and Herbal garden
- Green Audit (carbon foot prints, air quality, water quality, noise level etc.)
- Energy Audit
- Biodiversity Audit
- Plastic-Free Campus

### **B. Objectives of the Policy**

1. To conduct environmental and energy audits from time to time.
2. To protect and conserve ecological systems and resources within the campus.
3. To ensure judicious use of environmental resources to meet the needs and aspirations of the present and future generations.
4. To integrate environmental concerns into policies, plans and programmes for social development and outreach activities.



5. To continuously improve the efficient use of all resources, including energy and water, and to reduce consumption and the amount of waste produced, recovering and recycling waste wherever possible.
6. To work with all stakeholders and the local community to raise awareness and seek the adoption of good environmental practices and the reduction of any adverse effects on the environment.
7. To continuously improve our contribution to climate protection and adaptation to climate change and to the conservation of global resources.
8. To ensure that all environmental legislations are fully complied with including the quantity and quality parameters for objects and practices on Campus
9. To make the campus plastic free.
10. To minimize the use of paper in administration through adopting the policy of E-governance.

### **C. Policy:**

#### **1. Campus Initiatives:**

Sri Bhuvanendra College has pledged to actively coordinate cleanliness activities in the college and beyond the campus in accordance with the vision of Swachh Bharat Abhiyan. It commits to continue with this Programme. The broad vision is as follows:

1. Creating mass awareness on cleanliness and hygiene among the students and staff members by holding regular cleanliness drives. The idea is to motivate them to contribute in a proactive manner.
2. Activities under 'Swachh Bharat Abhiyan' will be a key component of all the community work being done by NSS, NCC and Green Society volunteers of the college.
3. Staff Members will be encouraged to participate in the cleanliness drive in the college campus.
4. Events such as poster and slogan competitions, essay writing, spoken word poetry, speeches and skits on 'Swachh Bharat' will be organised.
5. Rallies on the theme 'Swachh Bharat Swastha Bharat' in and around the college campus will be conducted to create mass awareness.
6. Remove all kinds of waste material like broken furniture, unusable equipment etc.
7. Administer of the pledge by students and staff members to maintain cleanliness of the college campus and its surrounding areas on an annual basis.
8. Conduct workshops on the 3Rs: Reduce, reusing and recycling of waste.



9. Commit to manage waste and maintain clean campus especially during college events.
10. Discouraging the activities generating waste and polluting the atmosphere such as disuse of plastic bags and less use of vehicles polluting air through carbon emissions.
11. Encouraging healthy practices such as using cloth bags and use of bicycles.

## **2. Landscaping Initiatives**

The campus landscape, like its buildings, can be seen as the physical embodiment of a college's values. It is a vital part of the life of a campus, providing space for study, play, outdoor events, relaxation and aesthetic appreciation. Green campus landscapes also manage runoff, help recharge groundwater, and clean and cool the air on campus. The landscape serves as a visual representation of the campus community's commitment to sustainability. As campus landscapes are so visible and accessible, landscaping initiatives are a great way to build awareness around the environment.

There are a lot of trees and shrubs on campus along with acres of grass cover. The landscape of trees and plants provide the 1000+ students and staff with clean and cool air and is a soothing environment.

The diverse green cover of Sri Bhuvanendra College is also home to a number of flora and fauna species, creating a campus rich in biodiversity. The college commits to enriching this healthy habitat and maintaining the symbiotic relation of the institution with nature by

- Organizing annual tree plantation drives
- Encouraging student societies to hold tree planting events

## **3. Clean Air Initiatives:**

1. We encourage our students and staffs to use public transportation.
2. We insist the students to do the emission test of their two wheelers and four wheelers and the emission certificate has to be submitted to office from time to time.
3. The entry of automobiles inside the campus is restricted and use of horns is completely prohibited.
4. The abundant natural landscape not only keeps the air on campus clean but also ensures presence of spiritual ethos.





5. In compliance with the framework provided by the National Tobacco Control Programme (NTCP) 2007-2008, the college **prohibits smoking and the use of other tobacco** product.
6. As a step in this direction, selling and use of tobacco in and around the campus is strictly prohibited.

#### **4. Clean and optimum water initiatives:**

- 4.1. The quality of drinking water is monitored by frequent tests in labs and potability of water is ensured by installing water purifiers at different places on campus.
- 4.2. Economical use of water is ensured by frequent inspection of storage and supply equipment.

#### **5. Water Conservation initiatives:**

1. As an institution located on the lower slopes of Western Ghats, the area receives heavy rains but still ground water level is sinking year after year. Therefore Sri Bhuvanendra College has committed itself to the effort to replenish the groundwater table by practicing rainwater harvesting. . A pilot project is already made operational.
- 5.2. A Check dam is built to improve storage of water in the pond and enable ground water level of the locality.

#### **6. Initiatives to harness Renewable Sources of Energy**

Sri Bhuvanendra College is dedicated not only to minimize and sustainably manage the use of electricity in the campus, it is also making all efforts to harness clean and renewable energy sources like solar power for lighting, heating, cooking and powering of equipment.

**7. Energy Saving Initiatives:** The College believes in using energy efficient lighting systems such as LED lighting. Likewise the old equipment are replaced with eco-friendly star rated equipment.

#### **8. Waste Management initiatives:**

Sri Bhuvanendra College strives to have a minimal impact on the environment and is dedicated to reduce and manage the waste generated in the college campus. The following specific procedures will be undertaken to ensure the contribution of the College in protecting the environment.

##### **8.1 Solid Waste Management:**



With its aim to provide holistic education that also has a positive impact on the environment, the college will adopt practices that will mitigate the generation, and manage solid waste through the following methods:

1. Systematically engage with the 4 Rs of environment friendliness (Review the need and nature of objects, Reduce the use of wasteful products, Reuse of the products for different purposes, and Recycle to generate usefulness in waste).
2. Collect paper waste produced on campus and collaborate with scrap dealers for recycling.
3. Reduce solid waste by developing a technology-centric teaching/learning and E-governance model.
4. Reduce use of paper by supporting digitization of attendance and internal assessment records.
5. Reduce the requirement of printed books by updating the e-books and e-journals collection of the college library.
6. Encourage the students and teachers to use LMS of Google Space, emails for assignment submissions.
7. Take initiatives to spread awareness amongst students about:
  - ✓ Food wastage and ways of minimizing it.
  - ✓ Minimizing the use of packaged food.
  - ✓ The habit of reusing and recycling non-biodegradable products.
  - ✓ Organizing workshops for students on solid waste management.

## **8.2.Liquid Waste Management**

- Maintain leak proof water fixtures.
- Minimize the use of water by constructing more Indian style toilets instead of western style toilets.
- Continued employment of a caretaker to take immediate steps to stop any water leakage through taps, pipes, tanks, toilet, flush etc.
- Reuse of wastewater for growing plants around waste water points

## **8.3.E-Waste Management:**

The College Management ensures that its usage of technology and generation of e-waste does not impact the environment. For this purpose, the college plans to strive towards:

- More provisions for the disposal of the institutional e-waste.



- Collaboration with e-waste procurers to get electronic waste properly salvaged.
- Awareness amongst students about reduction of e-waste and environment friendly disposal practices for e-waste.
- Encouraging department and society level activities pertaining to e-waste management.

## **9. Awareness Initiatives**

Outreach and education are of utmost importance so that all members of the campus community may value the objectives of the policy and aid in its implementation. This is why the College supports and encourages awareness campaigns, seminars, workshops, conferences and other interactive sessions to facilitate effective implementation of the Green Campus, Energy and Environment policies.

## **10. Green Audit:**

The college aims to regularly conduct a Green Audit of the College campus to assess our strengths and weaknesses to further our goals of long-term sustainability. A green audit is a useful tool to determine how and where most energy or water or resources are being used. The college can then consider how to implement changes and make savings. It can determine the type and volume of waste. Recycling projects or waste minimization plans can be adopted. It will create health consciousness and promote environmental values and ethics. It provides a better understanding of the impact of ecofriendly practices on campus. Green auditing will promote financial savings through reduction of resource use. It is imperative that the college evaluate its own contributions toward a sustainable future.

## **11. Plastic-Free Campus:**

SBC has been observing most of its duties in terms of solid waste management since its inception. In view of the Government of India's resolution to ban all single use plastics due





*Environmental Policy Document*  
*Sri Bhuvanendra College, Karkala*

to the hazardous impact of plastic use and pollution, the college administration strictly bans the use of single use plastics in its premise to make it a 'Plastic Free Campus'.

**Declaration**

We pledge that all efforts will be made and all measures will be taken to chart the path laid down in this document and implement the vision envisaged to make the College Campus; completely environment friendly and sustainable.

  
IQAC Coordinator.

  
**Principal**  
**SRI BHUVANENDRA COLLEGE**  
**KARKALA - 574 104**



## Chapter-1

### INTRODUCTION TO GREEN AUDIT

Karkala is a historical place rich in culture and heritage, with one of the most beautiful second big Monolithic statues of Bahubali (gomateshwara). The name 'Karkala' is said to have originated from two words "Kari" and "Kallu" which in vernacular mean "Black" and "Stone". Rightly, Karkala is endowed with rich rocky mounds and vast granite sheets. Man and nature have meticulously carved out a picturesque township rich with cultural and architectural heritage such as Chaturmukha (four faced) Basadi, Manastambha at Hiriangadi, Ananthashayana shrine - all works of art on granite. Ramasamudra, the perennial lake, Anekere, a smaller one, in the heart of the town. Along with pristine landscape all around, it is an enchanting place with a population of nearly 35000.

Placed in between Mangalore (55 Kms) and Manipal-Udupi (39 Kms), Karkala has a strategic location with a vast network of roads connecting various places of interest like Agumbe, Kudremukh, Sringeri, Moodbidri and Dharmasthala.

#### About the College

The great visionary, Padmashree awardee Dr.T.M.A. Pai with his Midas touch pioneered a great center for higher education Sri Bhuvanendra College in Karkala in the year 1960 with the generous donation of an inspiring and pious campus 'Sri Srinivasa Ashram' - an area of 17 acres to promote the cause of education by Karkala Sri Venkatramana Temple, also known as Paduthirupathi Venkataramana temple. The College was founded in the name of Shrimath Bhuvanendra Thirtha - the seventeenth Swamiji of Shree Kashi Math who was a great ascetic and great scholar of Dwaita Vedanta, Dharma Shastra, Agama Shastra, Jyotisha, Ayurveda, Mantra Shastra, Shilpa Shastra etc. He was also noted for the depth of his knowledge and for the observance of religious rules. Dr. Pai's dreams were not limited to Manipal but extended throughout Karnataka and the nation. He established medical colleges, Engineering Colleges and strings of other institutions including the Academy of General Education that sponsored this College.

Sri Bhuvanendra College since its inception has shaped the destiny of thousands of students who are equipped with competence and excellence in the most sought- after courses in commerce, science and arts, and also with skills for the present day occupations like business management, biotechnology and journalism.



This is an aided institution recognized by the University Grants Commission and accredited by National Assessment and Accreditation Council (NAAC) at B+. We feel pleased to let you know that the College is considered as a **College with Potential for Excellence (CPE)**, a very rare and coveted status for any **College**. The management of the College is vested in the hands of Sri Bhuvanendra college trust registered body constituted by The Academy of General Education, Manipal which has sponsored the College. Dharmadhikeri Padmabhusana awardee Dr. Veerendra Hegde is the president and CA Shivananda Pai as the Vice President of the Trust with nominated members as trustees.

### **The Vision:**

To make Sri Bhuvanendra College, a center of excellence creating graduates and postgraduates to be the worthy citizens of India imbued with knowledge, skills and values-ethical, social, secular and spiritual - enabling them to lead an ideal and successful life with high integrity of character and being compassionate and beneficial to the poor and downtrodden.

### **Mission of the Institution:**

1. To make quality the hallmark in teaching, evaluation and research through the combination of self-evaluation and external evaluation.
2. To provide the students life-skills along with academics through various add-on courses, clubs and association activities.
3. To impart value-education through bringing awareness regarding democratic and secular principles, constitution of India, human rights, biomass protection, conservation of energy and participation in community welfare projects.
4. To promote sense of duty, discipline and service through ancillary organisations such as N.C.C., N.S.S, Rovers and Rangers, Youth Red Cross, Sports and Games, etc.
5. To promote mutual understanding, tolerance, compassion and positive outlook through co-education.
6. To cultivate a sense of responsibility in students and staff through specific academic programmes or projects.
7. To undertake quality-related research studies, consultancy and training programmes.
8. To take higher education to the masses through extension activities and through ensuring community participation.





9. To undertake joint ventures in the field of generating patents through fundamental research in the field of education.
10. To facilitate employment through campus recruitment and also in liaison with Corporate and Service sector employers.
11. To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.

### **Introduction to Environmental Audit or Green Audit:**

The environment we live within is of utmost concern since it is directly related to our survival. Keeping it healthy is the responsibility of each and every individual. Increasing population, civilization, industrialization and urbanization on the earth have brought this environment under great pressure.

Revolution in the field of science and technology to make life more comfortable has made environmental degradation a transboundary problem which has polluted air, water, soil and ecosystem as whole.

Polluted environment leads to the adverse effects on the health of animals, plants and human beings. Booming technological fight in the past decade has affected the environment very adversely. Therefore, 'Environmental issues' have now become a world-wide concern and the focus of discussion in a variety of forums both at national and international levels. It is a paradox that science and technology have accelerated the exploitation of the environment and the same are needed to answer this problem, of course, with a change in our perspective to concepts of life, progress and development.

The need for protection and conservation of the environment and sustainable use of natural resources is reflected in the constitutional framework of India and also in the international commitments of India. The Constitution under Part IVA (Art 51A-Fundamental Duties) assigns a duty on every citizen of India to protect and improve the natural environment including forests, lakes, rivers and wildlife, and to have compassion for living creatures. Further, the Constitution of India under Part IV (Art 48A-Directive Principles of State Policies) stipulates that the State shall endeavour to protect and improve the environment and to safeguard the forests and wildlife of the country.

Several environment protection legislations existed even before Independence of India. However, the true thrust for putting in force a well-developed framework came only after



the UN Conference on the Human Environment (Stockholm, 1972). After the Stockholm Conference, the National Council for Environmental Policy and Planning was set up in 1972 within the Department of Science and Technology to establish a regulatory body to look after the environment-related issues. This Council later evolved into a full-fledged Ministry of Environment and Forests (MoEF), being established in 1985. Today it is the apex administrative body in the country for regulating and ensuring environmental protection and lays down the legal and regulatory framework for the same. Since the 1970s, a number of environment legislations have been put in place. The MoEF and the pollution control boards ("CPCB", i.e., Central Pollution Control Board and "SPCBs", i.e., State Pollution Control Boards) together form the regulatory and administrative core of the sector.

Some of the important legislations for environment protection are as follows:

- The National Green Tribunal Act, 2010
- The Air (Prevention and Control of Pollution) Act, 1981
- The Water (Prevention and Control of Pollution) Act, 1974
- The Environment Protection Act, 1986
- The Hazardous Waste Management Regulations, etc.

After the Earth Summit Rio 1992, the concept of environmental audit was accepted by many countries. India is the first country in the world to make environmental audit compulsory (Arora 2017). According to gazette notification [No. GSR 329 (E)] of March 13, 1992, all Industries were communicated to submit the reports of the environmental audit to their concerned State Pollution Board, giving details of water, raw materials and energy resources used and products and waste generated by them in their operations from 1992 (National Environmental Policy 2006). The industries were now supposed to fill a form and submit it to the concerned Pollution Control Boards (PCBs). The environmental statement was to declare that the concerned industry has taken requisite steps in compliance with existing pollution control regulations. In 2006, Government of India declared the National Environment Policy 2006 and made green-audit mandatory to each industry. According to the policy it is a response to India's national commitment to a clean environment, mandated in the Constitution in Articles 48 A and 51 A (g), (DPSP) strengthened by judicial interpretation of Article 21 (National Environmental Policy 2006). It is recognized that the maintenance of the healthy environment is not the responsibility of the state alone. It is the responsibility of every citizen and thus a spirit of partnership is to be realized through the environment management of the



country. The process of environmental audit was formalized by the Supreme Audit Institution (SAI) according to the guidelines given in the Manual of Standard Orders (MSO) issued by the Authority of the Controller and Auditor General of India 2002. The Supreme Audit Institution of India is the highest national Institution of auditing in the country.

### **What is Green-audit?**

Green audit is the tool of a management system used methodologically for protection and conservation of the environment. It is also used for the sustenance of the environment. The audit suggests different standard parameters, methods and projects for environmental protection. It can be adopted by any industry, organization, and institute, and even by housing complexes.

The green audit is useful to detect and monitor sources of environment pollution and it emphasizes on management of all types of wastes, monitoring of energy consumption, monitoring of quality and quantity of water, monitoring of hazards, safety of stakeholders and even the management of disasters.

### **Context for Green Audit:**

By realizing the need for awareness regarding the environmental issues in academic institutions and ensuring their responsibility towards the environment, NAAC, an autonomous body under UGC has added the concept of environmental audit in accreditation methodologies of universities and colleges.

### **Aims and objectives:**

In order to create environmental friendly management in our College following aims and objectives were formulated:

- To secure the environment and cut down the threats posed to health of community on campus.
- To provide baseline information to enable the College to evaluate and manage environmental change, threat and risk.
- To recognize, diagnose and resolve the environmental problems.
- To evaluate the effects of an organization on the environment and vice versa.
- To identify and control the impact of activities of the College on the environment.
- To suggest the best protocols for sustainable development.





- To assess environmental performance and the effectiveness of the measures to achieve the defined objectives and targets.
- To identify the different pressures on organization to improve their environmental performance.
- To ensure that the natural resources are utilized properly as per national policy of environment.
- To establish the parameters for maintaining the health and welfare of the community of the organization.
- To set the procedure for disposal of all types of harmful wastes.
- To reduce energy consumption.
- To give preference to the most energy efficient and environmentally sound appliances.
- To minimize the consumption of water and monitor its quality.
- To identify the risks of hazards and implement the policies for safety of stakeholders.
- To facilitate the stakeholders with different aspects of disaster management.
- To train all stakeholders of the organization and empower them to contribute and participate in environmental protection.
- To make sure that rules and regulations are taken care to avoid interruptions in the environment.

### **How was Green-audit performed in Sri Bhuvanendra College?**

**1. Pre-audit stage:** The process of Green Audit was begun with the establishment of an Environmental Management System (EMS) with the President of the Governing Council as its Chairman and the Principal of the College as its secretary. All the Heads of Departments of Science subjects are its members. Environmental Management (EM) is the management of an organization's impact on the environment. The function of EMS is to ensure utilization of natural resources, reduction or reuse of generated waste, prevention of environmental pollution, compliance of environmental regulations and improvement in environmental performance. Plan, do, check and act are the four principles on which it is decided to march ahead

**A. Declaration of Environmental Policy:** A committee was formed to draft the Environmental Policy of the institution in keeping the function of EMS as defined above. The draft policy was adopted by the EMS. (Annexure -)



- B. Planning of Programmes or Activities:** A good number of activities concerned with green campus have been carried out every year. It was high time we evaluated the impact of these activities and necessary corrective measures taken to augment our efforts towards optimization of green campus initiatives. Therefore, a Green audit was initiated.
- C. Green Audit by internal committee:** Due to financial constraints caused by COVID-19 pandemic and also non-availability of certified auditors in this locality an internal Audit Committee of teachers and students was constituted for Green Audit.
- D. The committee was directed to consider:** 1) The environment policy document of the College 2) Infrastructure 3) Plans, projects, proposals 4) Maintenance policy 5) Purchase policy 6) Academic programs and 7) Activities of the previous years. They were also informed to give recommendations keeping in view the compliance of various legislations.
- E. Methodology of Green Auditing:** The purpose of the audit was to ensure that the practices followed in the campus are in accordance with the Green Policy adopted by the institution. The criteria, methods and recommendations used in the audit are based on the identified risks. The methodology includes: preparation and filling up of the questionnaire, physical inspection of the campus, observation and review of the document, interviewing responsible persons and data analysis, measurements and recommendations. The methodology adopted for this audit was a three step process comprising of:
- i. Data Collection** - In preliminary data collection phase, exhaustive data collection was performed using different tools such as observation, survey communicating with responsible persons and measurements. Following steps were taken for data collection:
- The team went to each department, centers, Library, canteen etc. Data about the general information was collected by observation and interview.
  - The power consumption of appliances was recorded by taking an average value in some cases.
- ii. Data Analysis** Detailed analysis of data collected include: calculation of energy consumption, analysis of latest electricity bill of the campus, understanding the tariff plan provided by the Mangalore Electricity Supply Corporation Limited. Data related to water usages were also analyzed using appropriate methodology.



- iii. **Recommendation** - On the basis of results of data analysis and observations, some steps for reducing power and water consumption were recommended. Proper treatments for waste were also suggested. Use of fossil fuels has to be reduced for the sake of community health.

## 2. Audit Stage

In the College green auditing was done with the help of teaching and non-teaching staff and students.

- A. The green audit began with the teams walking through all the different facilities at the college, determining the different types of appliances and utilities (lights, taps, toilets, fridge, etc.) as well as measuring the usage per item (Watts indicated on the appliance or measuring water from a tap) and identifying the relevant consumption patterns (such as how often an appliance is used) and their impacts. The staff and learners were interviewed to get details of usage, frequency or general characteristics of certain appliances
- B. Data collection was done in the sectors such as Energy, Waste, greening, Carbon footprint and Water use. College records and documents were verified several times to clarify the data received through the survey and discussions.
- C. The Green Audit is carried out as per the environmental policy of the Sri Bhuvanendra College and Green audit checklist.
- D. The team reviewed the existing practices and provide advice for the development of environmental policy and practice in the areas of:
- Water conservation and management
  - Energy use and conservation
  - Waste Management.
    1. Solid waste management
    2. Liquid waste Management
    3. E-waste management
  - Environmental Quality audit
  - Health Audit
  - Bio-diversity and threatened/ endangered species preservations
- E. **Student Clubs and Forums Involved**
- Nature Club
  - NCC(Army and Baby)





- NSS
- Rovers and Rangers
- Youth Red cross
- Sports Club
- Department level associations

#### **F. Comments on Site Tour**

Site inspection was done along with the college staff. Questionnaires were answered during the site tour. The staff took much interest in the data collection processes. It was quite interesting and fascinating. It was an environmental awareness program for the staff who participated in the green auditing. The experience of green auditing was totally a new Experience for most of the participants. They have shared their expectations about a green campus and gave suggestions for the audit recommendation.

**G. Review of Documents and Records** Documents such as purchase register, audited statements, and office registers were examined and data were collected

#### **H. Review of Policies**

Discussions were made with the College Management regarding their policies on environmental management. Future plans of the college were also discussed. The purpose of the green audit was to ensure that the practices followed in the campus are in accordance with the Green Policy adopted by the institutions as also of the nation.

#### **I. Interviews**

In order to collect information for green auditing, different student groups interviewed office staff, teaching and non-teaching staff, and other stakeholders of the college Discussions were also made with the Trust and Governing Council office bearers to clarify doubts regarding certain points of Institutional Environmental Policy.

### **3. Post-Audit Stage**

The basis of any green audit is that its findings are supported by documents and verifiable information. The real value of green audits is the fact that they are carried out at defined intervals, and their results can illustrate improvement or change over time. The green audits are carried out using policies, procedures, documented systems and objectives and the recommendations are made for the rectification of anomalies in policies, plans, processes, practices, activities and implementation policies and compliances of prescribed laws and regulations.



## Chapter-2

# Water Audit Report

## Introduction

Environmental concern has become a key factor of the era. A clean and healthy environment is needed for effective learning. Adequate clean water is the basic necessity of the campus. This water audit can be a useful tool to determine the various water resources, water quality and total usage of water in the campus. The water audit also includes conservation and management of water resources. It helps to create the awareness among the students and staff about the importance of water conservation.

### College Layout:

The area covered for the water audit – College campus including hostels and canteen.



## Pre audit meeting

With the motto of water conservation, a committee was formed for water audit headed by the principal, faculties and students from different departments. A committee decided to carry out a survey on available water resources in the campus and examine the quality of drinking water with standard values. The committee planned to gather the information about total usage of water by taking a count of the total no. of water purifiers and water taps and their conditions in the campus.

**List of students and staffs involved:**



Sl. No.	Staff	Department
1	Dr. Shakuntala	Chemistry
2	Mrs. Deepthi	Biotechnology
3	Mr. Santhosh Achari	Commerce
4	Ms. Sana Parvin	English
5	Mr. Amar Shetty	chemistry
6	Ms. Jayalaxmi k	chemistry
7	Ms. Geetha	Computer
8	Ms. Shilpa k	Chemistry

Sl. No.	Students	Department
1	Rithika	Science
2	Reethashree	Science
3	Abhijith	Science
4	Ganavi K Y	Commerce
5	Gleeson Lewis	Commerce
6	Paudan H P	Commerce
7	Sourav Poojari	BCA
8	Ranjitha K	Arts
9	Maneesha Kashyap	Arts

### Interviews

The water audit committee had a brief interview with the superintendent of college office, hostel wardens and canteen manager. The committee gathered the information about the daily water consumption and data regarding the total number of water purifiers, taps and coolers. The committee also enquired the reuse of water from the wash areas, laboratories and canteen.

### Site Inspection



## Photos

The students headed by staff members of water audit committee visited targeted water sources (pond, well, and municipality water) in order to collect the samples.

## Key Findings and Observation

### Uses of water in the campus:

- Drinking
- Toilets and wash areas
- Laboratories
- Cooking purpose in hostels and canteen
- Gardening
- Renovation and Construction purposes

### Water usage areas

AREA	COLLEGE	HOSTEL		CANTEEN	TOTAL
		GIRLS	BOYS		
	TOTAL NUMBER OF TAPS				
Bathroom	05	48	46	02	101
Toilet	59	56	80	02	197
Wash area	80	71	54	23	228
Water Tank	03	07	04	02	16
Water purifier/cooler	04	03	03	nil	10

### Capacity of overhead water tanks

- College campus -10,000L.
- Hostel
  1. Boys-19,000L
  2. Girls-21,000L





- Canteen -2,500L.

#### **Overall utilization of water:**

- College Campus –10,000L/day
- Hostel
  1. Boys-30,000L/day
  2. Girls-30,000L/day
- Canteen-1,875L/day

Rain water harvesting and reuse of water for gardening



#### **Water sampling of college campus**

The image shows the testing results of the samples



Analysis test report of water sample supplied by: 05-02-2021

The Principal,  
Shri Bhuvanendra College,  
Karkalla- 574 104

Ref: Letter no. Nil dated 01/01/2021. Testing of water – reg.

Sl. No	Tests	Results			IS – 10500- 2012 Desirable limits
		Well	Pond	Municipality	
1.	Colour, Hazen units	< 2.5	< 2.5	< 2.5	5.0 max
2.	Turbidity, NTU	0.1	0.8	5.4	1.0 max
3.	Dissolved solids, mg/l	20.0	25.0	17.0	500 max
4.	pH – Value	6.20	6.10	6.20	6.5 to 8.5
5.	Chlorides as Cl, mg/l	1.4	1.4	1.4	250 max
6.	Total hardness as CaCO <sub>3</sub> , mg/l	16.0	14.0	14.0	200 max
7.	Ammonical Nitrogen as N , mg/l	NIL	NIL	NIL	0.5 max
8.	Nitrites as N , mg/l	NIL	NIL	NIL	
9.	Dissolved oxygen, mg/l	7.04	5.36	7.04	
10.	MPN of coliform bacteria/100ml	> 2400	> 2400	< Zero	< Zero
11.	Total Alkalinity as CaCO <sub>3</sub> , mg/l	20.0	24.0	16.0	200 max
12.	Iron as Fe <sup>++</sup> , mg/l	0.18	0.20	0.28	0.3 max

**Note:** The water sample & the information are provided by the party.

Analysed by:

(DR. MOHANDAS CHADAGA) (DR. PURUSHOTHAM G. SARVADE)  
IN-CHARGE OF TESTING H.O.D OF CIVIL ENGG.  
ENVIRONMENTAL ENGG. LAB.

The water samples from a pond, municipality and well were collected and examined at a reputed testing center. The water samples results were compared with the standards of WHO drinking water quality as cited in the following link-----

### Follow up action and plans:

- Awareness campaign for the students and staff must be initiated.
- The Environmental awareness initiatives must be adequate.
- Rainwater harvesting systems must be practiced.
- Automated switching pumps must be used when the tanks are full.
- Waste water generation from laboratories, canteen, hostel kitchen, toilets and bathrooms and office rooms must be recycled.
- Per day usage of water must be highlighted in the college notice in order to take an initiative to use less water than yesterday.
- Display boards against the misuse of water.



- Consideration towards the use of water resources.
- Activate the nature club.
- Recycling the used water from a canteen, hostels and college building for gardening.
- Introducing drip irrigation method in order to curb the excessive use of water in a garden.
- Remove damaged taps.
- If water consumption exceeds the limits stated by WHO in hostels in that case the college must introduce tap water saving sprinklers.
- Hazardous chemicals must be discarded wisely according to the prescribed laboratory standards.

**Conclusions:**

The soil type in Karkala and in the campus is sandy clay. The water holding capacity of this type of sand is more and support tree plantations. Average rainfall in Karkala 5150mm/year. The same rainfall is observed in the campus also. The college has provision to monitor the rainfall with the help of the rain gauge. Our water usage per head is compared with that of WHO standard. The college has frequently monitored students throughout the year in creating awareness in use of water consumption. With this the college has successfully maintained minimal use of water per head. In future the college has planned to implement rain water harvesting in large scale. The college is also planning to have recycling unit for the waste water manage.



## Chapter3

# Energy Audit

### Introduction:

Energy audit has positive approach aiming at continuous improvement in energy utilization in contrast to financial audit which stresses to maintain regularity. Energy audit helps in energy cost optimization, pollution control, safety aspects and suggests the methods to improve the operating and maintenance practices of the system. It is instrumental in coping with the situation of variation in energy cost availability, reliability of energy supply, decision on using improved energy conservation equipment, instrumentations and technology.

### Objectives:

Sri Bhuvanendra College, Karkala entrusted the work of conducting a detailed energy audit of campus with the following objectives:

- To study the pattern of energy
- Measures taken for cost saving
- Recommendation for energy conservation

### Approach to energy audit:

Our focus was to inspect, survey and analysis of energy flows and for energy consumption in the building, the measures taken to reduce the amount of energy loss.

The College uses energy in the following forms:

I. Electricity from MESCOM

II. High Speed Generator

Electrical energy is used for

- Lighting
- Fans
- Computers
- Air-Conditioning
- Fridge





- Xerox machine
- Other Lab Equipments

### Experimental and data collection:

We have studied total economic investment of college on the electricity and total generation of electricity. Also studied exact contribution of bulb, fans, computer, Lighting, Air-Conditioning, Lab Equipment, instruments, etc. in the total requirement of electricity. We have ensured the requirement of solar energy. According to survey following data is collected.

### Total power requirement of various equipments in our campus

Equipment	Fan	LED Light	AC	Fridge	Computer	Printer	Scanner	Xerox Machine	Tube Light
Office	9	17	-	-	9	5	3	1	-
Principal chamber	4	10	1	-	1	1	1	-	2
Executive Chamber	9	17	1	-	-	-	-	-	2
Physics Dept +Lab	16	4	-	-	1	1	-	-	-
Chemistry Dept +Lab	16	12	-	1	1	1	1	-	7
Botany Dept +Lab	10	4	-	1	1	1	1	-	1
Zoology Dept +Lab	7	-	-	1	1	1	-	-	11
Biotechnology Dept +Lab	14	3	1	2	1	1	-	-	32
Computer	17	4	4	-	105	11	-	-	18



Dept +Lab									
Psychology and Journalism Dept +Lab	6	4	4	1	-	-	-	-	5
Mathmatics Dept	3	3	1	1	-	-	-	--	-
Language Dept +lab	11	12	-	-	22	2	-	-	5
Humanities Department	6	2	-	-	3	1	-	-	7
Commerce Department	5	-	-	-	3	2	-	-	6
Ground Floor class rooms + passage	14	14	-	-	-	-	--	-	2
First Floor class rooms + passage	16	16	-	-	-	-	-	-	16
Second Floor class rooms + passage	26	5	--	-	-	-	-	-	36
SR Hall	19	5	-	-	-	-	-	-	27
A.V. Hall	10	18	3	-	-	-	-	-	-
Wash Rooms	3	25	-	-	-	-	-	-	-



PUC block	34	33	2	1	10	5	-	-	47
Library	37	15	1	-	7	2	1	1	92
Indoor stadium	12	14	-	-	1	1	-	-	08
Canteen building	23	09	-	2	-	-	-	-	29
NSS Room	1	-	-	-	-	-	-	-	2
NCC Room	1	1	-	-	-	-	-	-	-
Ladies Hostel	189	51	-	1	3	1	-	-	156
Boys Hostel	197	-	-	1	3	1	-	-	454
P.G Centre building	56			1	4	1			71
Total Quantity of equipments	771	298	18	13	176	38	7	2	1036
Consumption In units per hour	55	18	1000	300	100	250	30	1000	40
Consumption In units for 5 hours	3801030	26820	90000	19500	88000	47500	1050	10000	207200
Consumption In units per month	87423690	616860	2070000	448500	2024000	1092500	24150	230000	4765600



## Historical Data Analysis

This step involves actual site measurement and collection of data from record books. Study of efficiency of equipment. It also involves compilation of data and finding out losses in the system.

### Total energy consumption of the power (Annual) in Units

	Jan 2018-Dec 2018	Jan 2019-Dec 2019	Jan 2020-Dec 2020
College campus	46865	46150	26295
College water Pump	3735	3212	2600
Ladies hostel water Pump	8508	8859	4710
Ladies hostel	40827	50807	18978
Boy's hostel +Water pump	42274	50169	8600
Library Block	3078	2305	1728
Canteen and Mid-day meal (New building)	-	-	168
Indoor stadium	7796	7988	4467
Games Room	81	101	16
NCC,NSS Room	442	521	366
PG block	687	799	554
<b>Total Unit</b>	<b>154293</b>	<b>170911</b>	<b>68482</b>

### Power Consumption of Individual Blocks

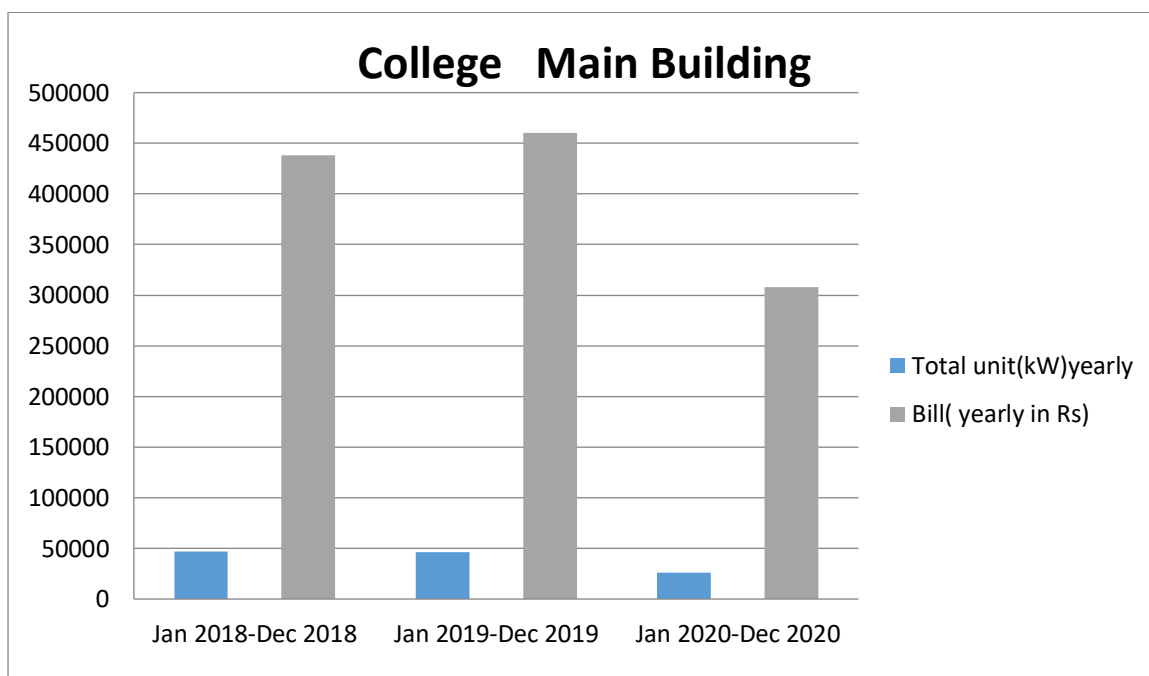
#### 1. College Main Building

	RR No.	Sanctioned load (kW)	year	Total unit (kW) yearly	Average unit (kW)/month	Bill (yearly in Rs)	Bill ( /Month in Rs)
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College	773	48	Jan 2018- Dec 2018	46865.	3905	438113	36509
Main building			Jan 2019- Dec 2019	46150	3846	460411	38368
			Jan 2020- Dec 2020	26295	2192	308105	25675

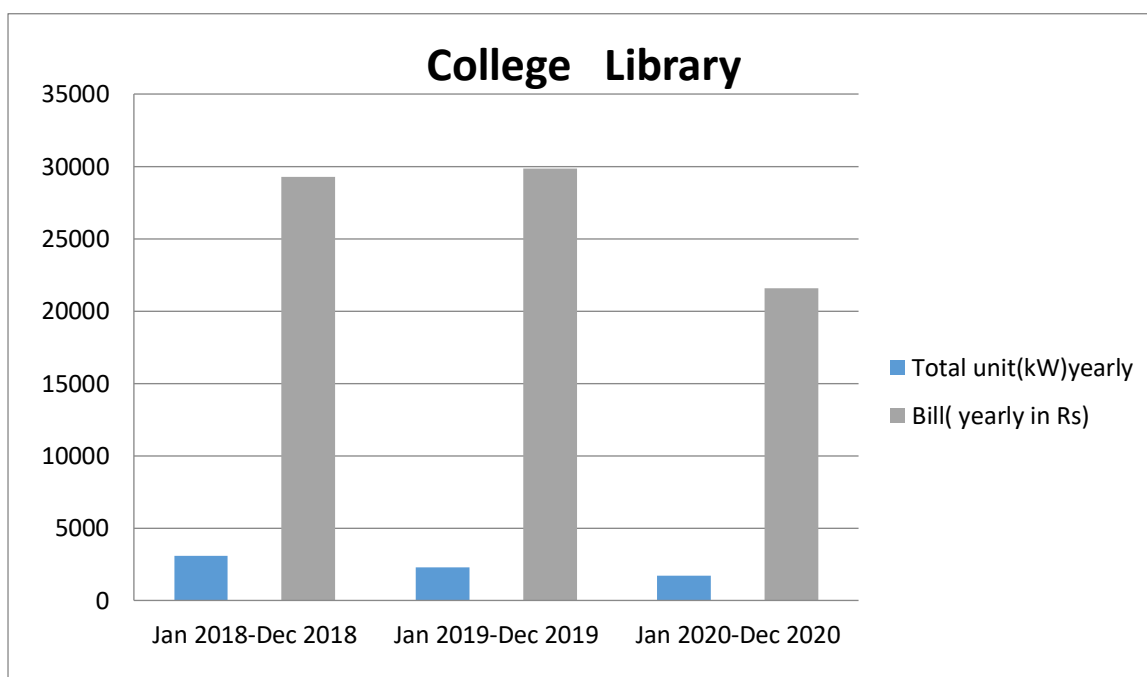


**Graphical representation of Electricity Consumption in College main Building**



## 2. Library Block

	RR No.	Sanctioned load (kW)	year	Total unit(kW)yearly	Average unit (kW)/month	Bill (yearly in Rs)	Bill( /month in Rs)
College library	57607	9.48	Jan 2018-Dec 2018	3078	257	29290	2441
			Jan 2019-Dec 2019	2305	193	29869	2490
			Jan 2020-Dec 2020	1728	144	21565	1798

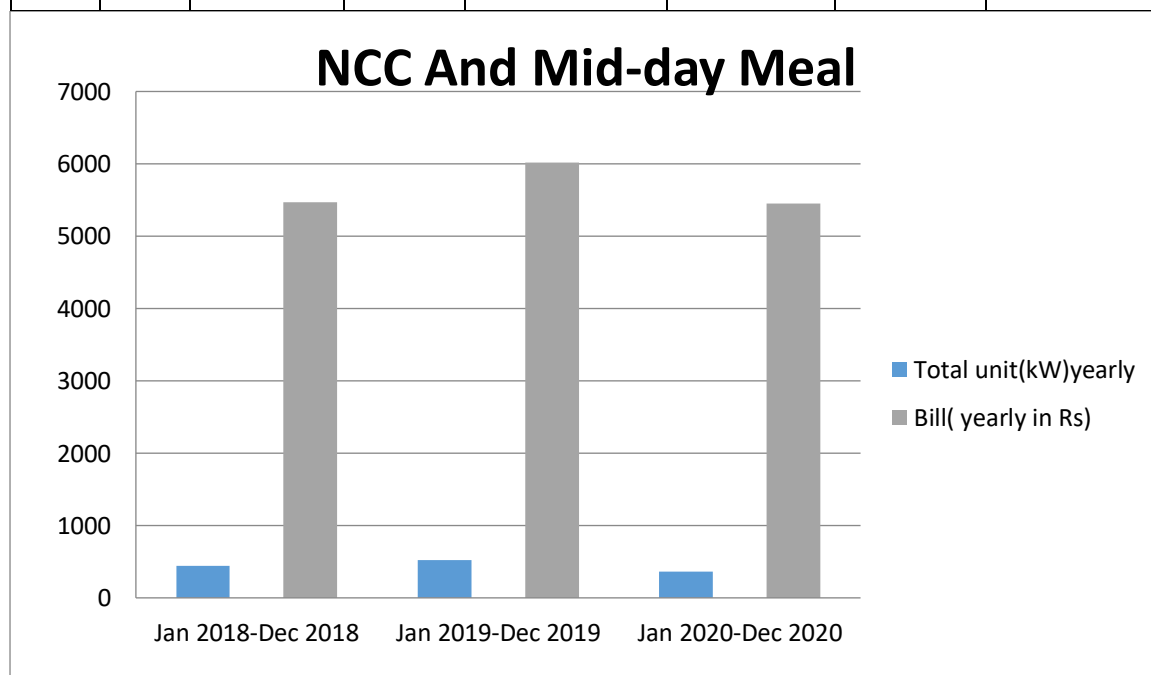




## Graphical representation of Electricity Consumption in College Library Building

### 3. NCC and mid-day meal

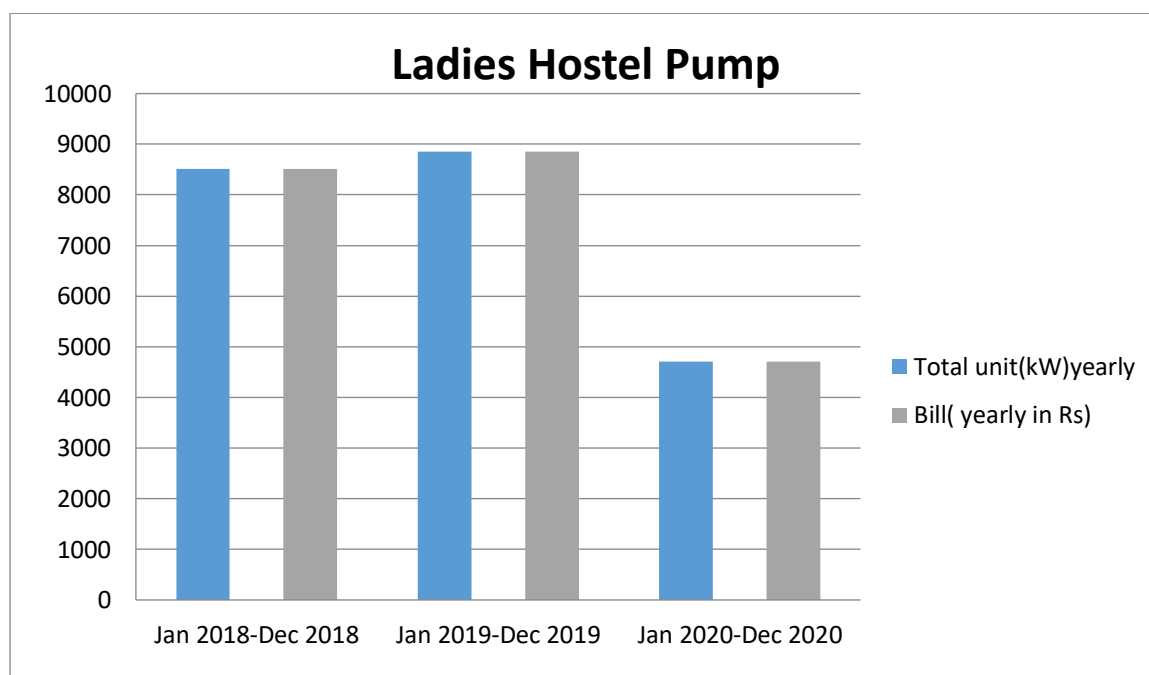
	RR No.	Sanctioned load (kW)	year	Total unit(kW)yearly	Average unit (kW)/month	Bill (yearly in Rs)	Bill( /month in Rs)
NCC and mid-day meal	603	1kW	Jan 2018-Dec 2018	442	37	5470	456
			Jan 2019-Dec 2019	521	44	6015	502
			Jan 2020-Dec 2020	366	31	5455	455



### 4. Ladies hostel water pump



	RR No.	Sanctioned load (kW)	year	Total unit(kW)yearly	Average unit (kW)/month	Bill (yearly in Rs)	Bill( /month in Rs)
Ladies hostel water pump	395	7.5HP	Jan 2018-Dec 2018	8508	709	8508	9504
			Jan 2019-Dec 2019	8859	739	8859	6855
			Jan 2020-Dec 2020	4710	392	4710	4

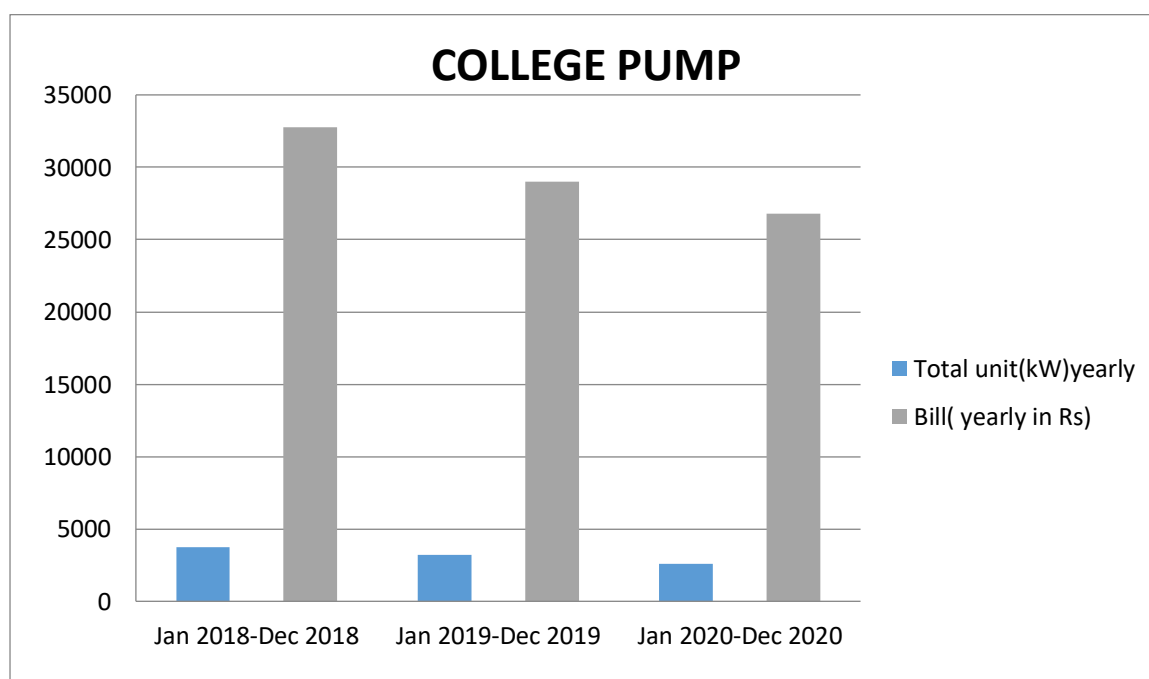


## **5. COLLEGE water PUMP**





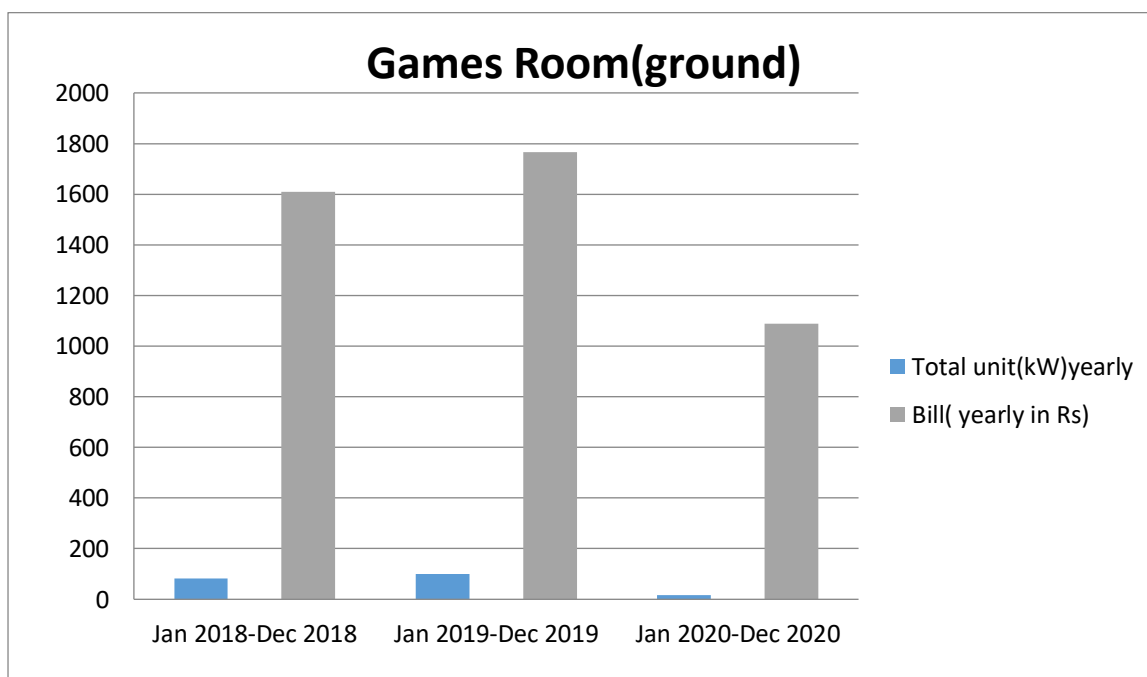
	RR No.	Sanctioned load (kW)	year	Total unit(kW)yearly	Average unit (kW)/month	Bill (yearly in Rs)	Bill( /month in Rs)
COLLEGE water PUMP	146	5HP	Jan 2018-Dec 2018	3735	312	32762	2731
			Jan 2019-Dec 2019	3212	268	29008	2418
			Jan 2020-Dec 2020	2600	217	26804	2234



## **6. Games room (ground)**



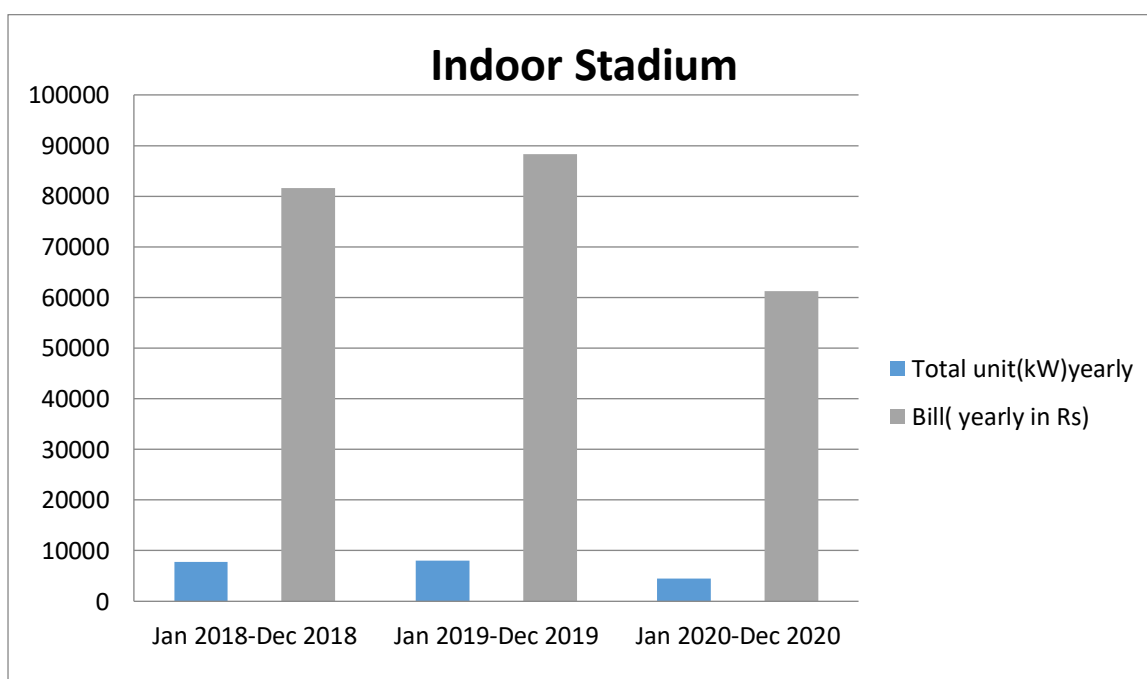
	RR No.	Sanctioned load (kW)	year	Total unit(kW)yearly	Average unit (kW)/month	Bill (yearly in Rs)	Bill( /month in Rs)
Games room(ground)	4889	1kW	Jan 2018-Dec 2018	81	7	1610	134
			Jan 2019-Dec 2019	101	09	1766	147
			Jan 2020-Dec 2020	16	2	1088	91



## **7. Indoor stadium**



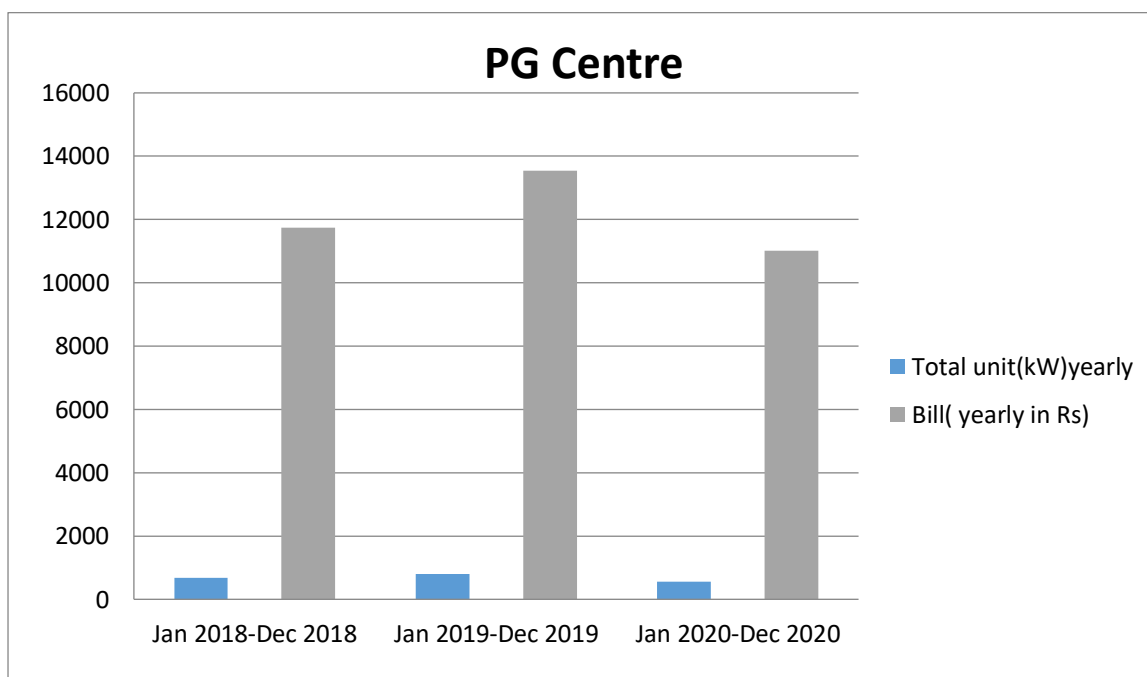
	RR No.	Sanctioned load (kW)	year	Total unit(kW)yearly	Average unit (kW)/month	Bill (yearly in Rs)	Bill( /month in Rs)
Indoor stadium	100822	14	Jan 2018-Dec 2018	7796	650	81,650	6804
			Jan 2019-Dec 2019	7988	666	88,329	7,360
			Jan 2020-Dec 2020	4467	372	61,219	5,101



## 8. PG centre building



	RR No.	Sanctioned load (kW)	year	Total unit(kW)yearly	Averageunit (kW)/month	Bill (yearly in Rs)	Bill( /month in Rs)
PG centre	101600	10	Jan 2018-Dec 2018	687	57	11,739	978
			Jan 2019-Dec 2019	799	67	13,540	1128
			Jan 2020-Dec 2020	554	46	11,017	918

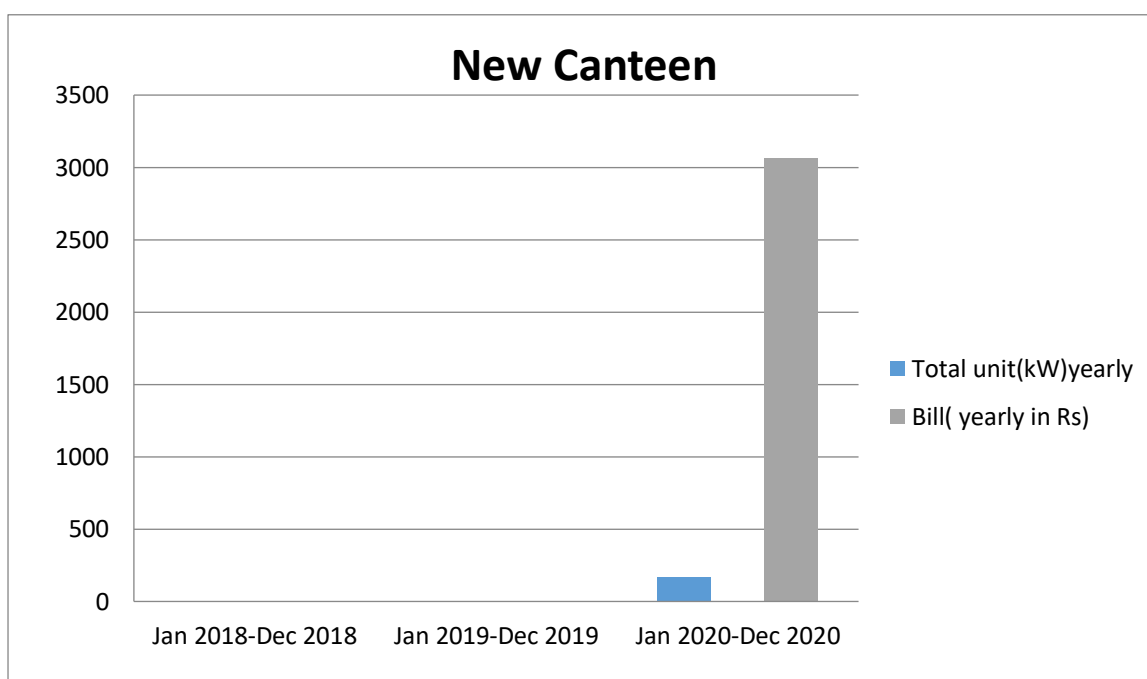


## **9. New canteen and Midday meal**





	RR No.	Sanctioned load (kW)	year	Total unit(kW)yearly	Average unit (kW)/month	Bill (yearly in Rs)	Bill( /month in Rs)
New canteen and Midday meal	114142	5	Jan 2018-Dec 2018	-	-	-	-
			Jan 2019-Dec 2019	-	-	-	-
			July2020-Sep2020	168	56	3064	1021

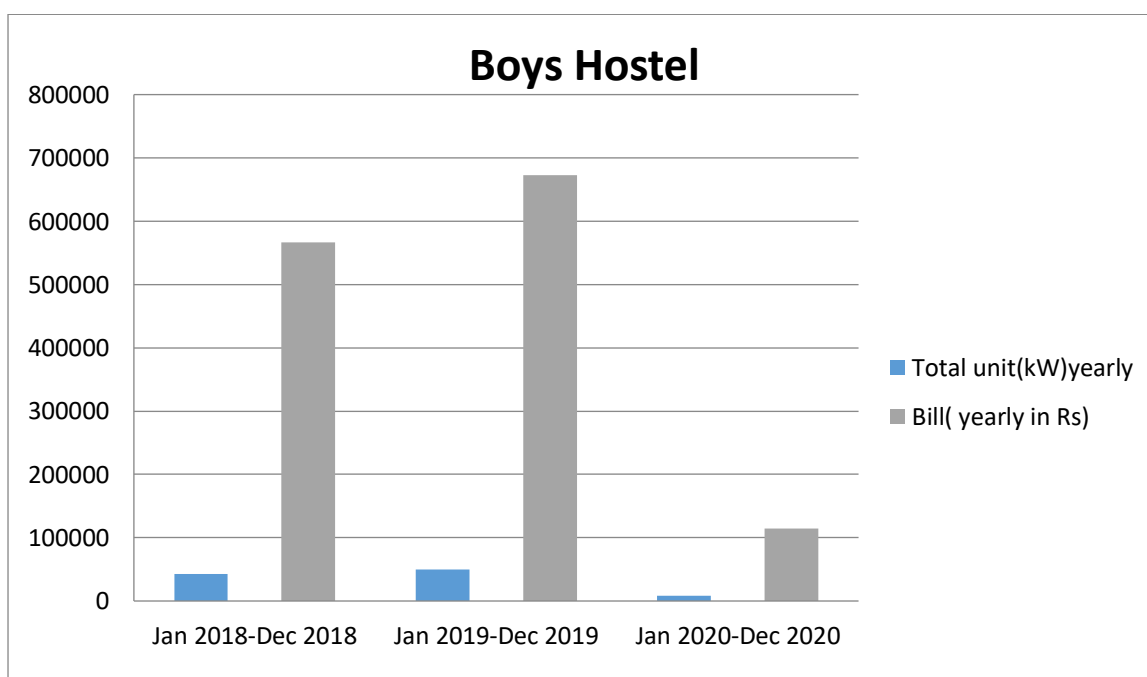


## 10. Boys Hostel

	RR No.	Sanctioned load (kW)	year	Total unit(kW)yearly	Average unit	Bill	Bill( /month in Rs)
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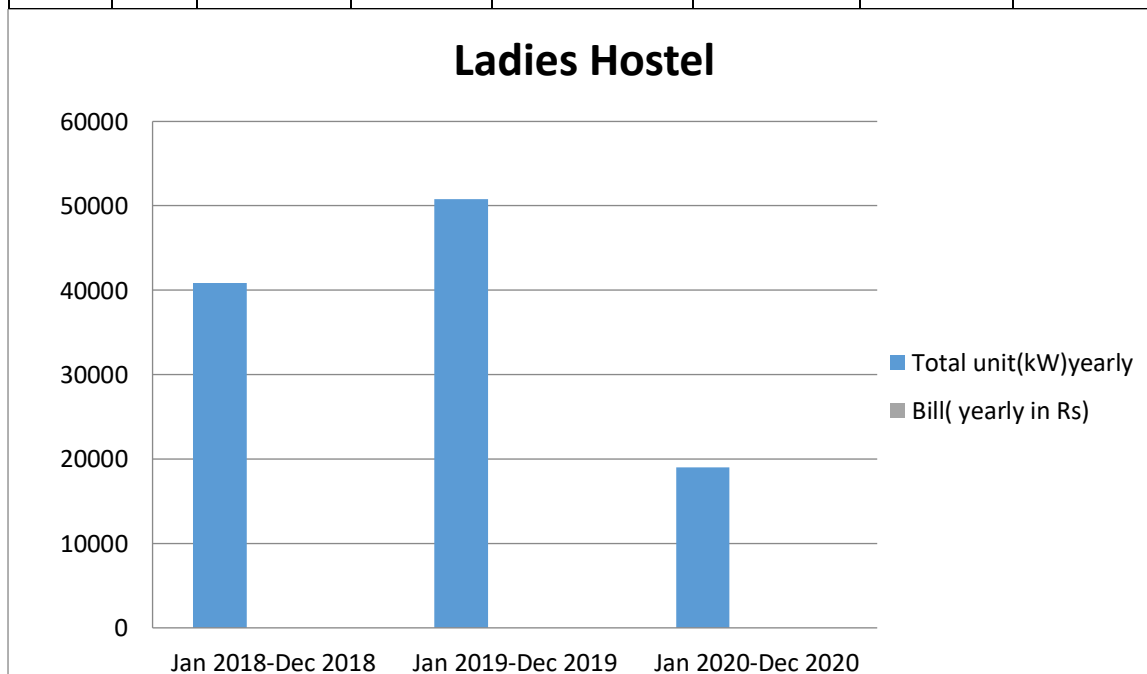
					(kW)/month	(yearly in Rs)	
Boys Hostel	1848 and 12419	13.3 kW + 10.19 kW	Jan 2018-Dec 2018	42274	3522	566472	47206
			Jan 2019-Dec 2019	50169	4180	672268	56022
			Jan2020-Dec2020	8600	720	114836	9569





## **11. Ladies Hostel**

	RR No.	Sanctioned load (kW)	year	Total unit(kW)yearly	Average unit (kW)/month	Bill (yearly in Rs)	Bill( /month in Rs)
Ladies Hostel	4390	25	Jan 2018-Dec 2018	40827	3402	4,24,662	35,389
			Jan 2019-Dec 2019	50807	4234	4,84,021	40,335
			Jan 2020-Dec 2020	18978	1582	2,26,732	18,810



### **Alternate Power Source:**

When there is power cut from Electricity Board, a high speed sound proof Generator is used as an alternative source of power in college as well as in both the hostels. The details of Generator used in College is given below.



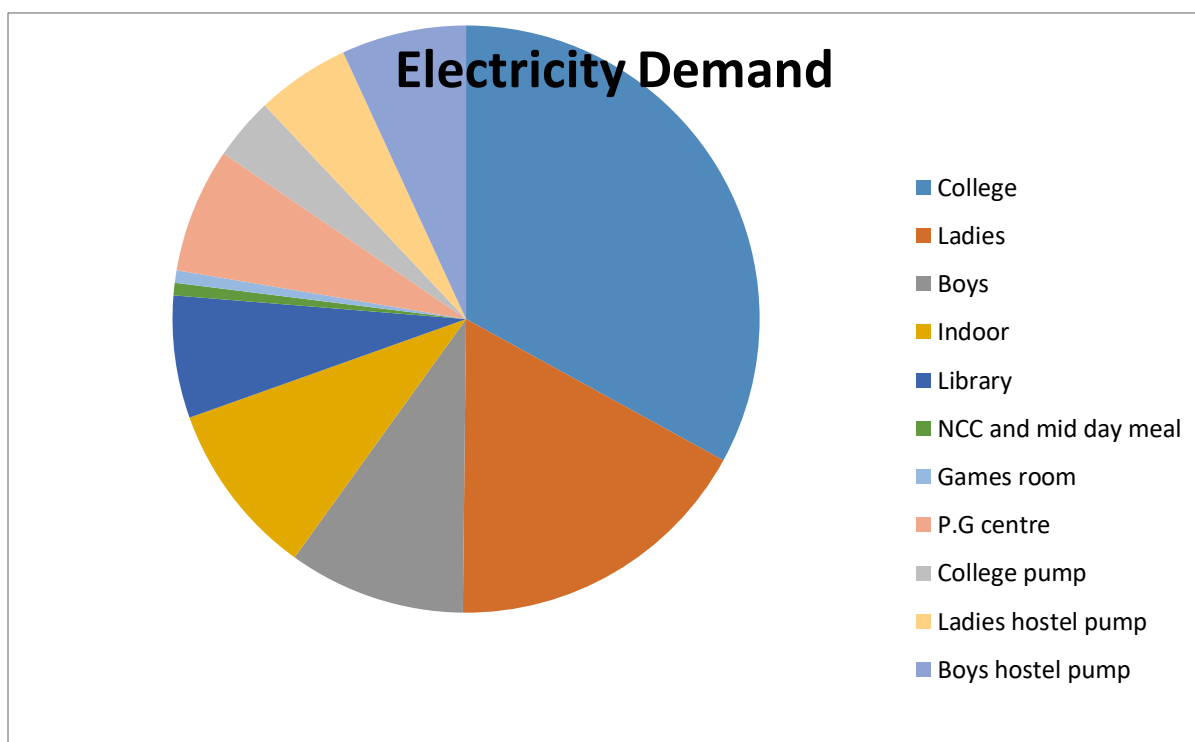
Kirloskar made (RR No. UG – 1418)	Capacity(load)	Outcome capacity for one litre Diesel consumption(hour)	Diesel consumed(litre) / year	Amount spent(Rs) / year
	125KVA	0.1580	1120	76,002

### Star ratings for

Air-Conditioning	Fridge
3	3

### Study of Electrical Demand:

Individual Meters are installed in each building. The details of which are given below







Building	RR No.	Details of electricity demand
College(main building)	773	48KW
Ladies Hostel	4390	25KW
Boys Hostel	1848/12419	13.3KW+10.19KW
Indoor stadium	100822	14KW
Library building	57607	9.8KW
NCC and mid-day meal	603	1 KW
Games room	4889	1 KW
P.G centre	101600	10KW
College water pump	146	5HP
Ladies hostel water pump	395	7.5HP
Boys hostel water pump	2288	5HP+5HP

## **Renewable energy sources**

### **Alternate Substitutes:**

- Solar water heater installed in both the hostels which has capacity of more than 4000 litres.
- Solar street lights are installed in our campus.

## Photograph of Renewable Energy Sources-



**Fig 1. Solar water heater in Ladies Hostel (wing1)**



**Fig 2. Solar water heater in Ladies Hostel (wing2)**



**Fig 3. Solar water heater in Boys Hostel**



**Fig 4. Solar Street light in college campus**

- A proposal of introducing solar power for Computer Lab and Physics Lab Equipment's has been submitted, which is under progress.

**Proposed Cost:**

1. **For Computer lab:** ₹ 7,17,650.00 /-(Rupees Seven Lakh Seventeen thousand six hundred fifty Only)
2. **For Physics lab:** ₹ 2,34,000/- (Rupees Two Lakh Thirty Four Thousand Only)

**Safety Measures:**

- Safety Measures are taken in all respects including thick and fire proof wires using for electricity connections.



- Earthing facilities are undertaken in the campus.
- To check the leakage, Meggering instrument is used.
- Lightning arrestor are used to protect the buildings.

### **Maintenance:**

- Old electrical equipment's are repaired and replaced.

### **Measure to Reduce Power Consumption:**

- Normal air conditioning temperature are kept as high as possible. Increase in 3 degrees in indoor air temperatures can save 1% of electricity.
- Since there is good ventilation in our campus, there is less use of lights and Fans.
- Natural ventilation is available which minimize the requirement of exhaust fans.
- College working hour is in favour to reduce power consumption.
- Common staff rooms are used in each department.
- Computer and Projectors are used in power saving mode. Kept OFF or in idle mode if there will be no presentation slides
- Students are trained to switch off the light and fans when they are not in use.
- Lights in toilet area kept OFF during day time

### **Identification and evaluation of Energy Conservation Opportunities**





All recommendations for reducing losses in the system are backed with its cost benefit analysis.

- Since tube lights consumes more power, they can be replaced by LED light.
- Old electrical equipment's can be replaced by newer one with low power consumption.
- Master control switch can be used.
- Solar power can be used to save power and cost.
- Lights and fans are kept off when they are not in use.

### **Conclusion:**

In conclusion, data generated in energy audit are useful to understand the energy distribution and utilization of college. The college consumed 154,293 units (in 2018) 170911 units (in 2019), 68,482 units (in 2020) of electricity. Monitoring and analysis of use of energy including submission of the technical report containing recommendations for improving energy efficient with cost benefit analysis and an action plan to reduce energy consumption.



## Chapter4

# THE WASTE DISPOSAL AUDIT

## INTRODUCTION:

Waste audit can help us to identify what types of recyclable materials and waste, our facility generates and how much of each category is recovered for recycling or discarded. Using the data collected, our institution can identify the feasibility of enhancing its recycling efforts and the potential for cost savings.

Government of India introduced Swachh Bharat Abhiyana in the year 2014 to increase the waste management awareness in educational institutions. In order to create a zero waste campus, a waste audit has been conducted to analyze the amount and types of waste generated in the college. This report reviews the waste audit and focuses on framing solid waste policies.

## OBJECTIVES:

- To categorically and quantitatively identify the waste.
- To create awareness among the student community regarding the waste they generate.
- To synthesize a list of recycling ideas to reduce waste.
- To measure effectiveness of existing waste management systems.
- To identify opportunities for improving waste management systems and strategies.
- To promote the environment management and conservation in the college campus.
- To introduce and aware students to real concern of environment and its sustainability.
- To secure the environment and cut down the threats posed to human health by analyzing the pattern and extent of resource use of the campus.

**List of staff involved:**

Sl.no	Staff	Department
1	Mrs. Sophia Joyce Periera	Co-ordinator Chemistry
2	Mrs. Suvarnalatha Shenoy	Secretary Physics
3	Mr. Shivashankar	commerce
4	Mr. Nandakishore	commerce
5	Mr. Ananth Pai	Commerce
6	Mr. Shivanand Nayak	Commerce
7	Mrs. Prajna Kumari H	Economics
8	Mr. Ramadaas	Commerce

**List of Students:**

Sl.no	Student	Course
1	Bhumika	B.Sc
2	Sanchitha	B.Sc
3	Harshali	B.Sc
4	Shwetha	B.Com
5	Venkatesh	B.Com
6	Shwetha P	B.A
7	Akshith	B.A



## **METHODOLOGY:**

- With the help of teachers and students, the audit team has assessed the waste generation, disposal and treatment facilities of the college.
- As part of our waste audit process the waste generated at our campus is properly analyzed by conducting an on-site evaluation and material breakdown of a 24-hours sample of the waste and recycling facility where our waste is taken.

The sample we collect are further broken down by each area outlined in our audit scope.

### **Step 1: Qualifying waste streams:**

Sample materials collected during our waste audits will be observed at our facility from the origin of their generation and classified in separate categories. Each category of material will be broken down to identify the materials that each was comprised of. The categories of materials we assess include:

- General land fill waste
- Organics (food waste)
- Source separated paper fibres (cardboard, box board and various paper)
- Source separated recyclables (plastic, glass, metals)
- Other ( scrap, steel, wood, printer, computers and other electronic equipments)

### **Step 2: Quantify waste streams:**

Following quantifications we began to observe the materials gathered in a designated area of our campus. Then our waste audit team members carefully sorted and weighed the sample materials in order to properly quantify the waste generation. By this information, evaluation about the annual quantities of waste generations was done.

### **Step 3: Evaluate current waste and Recycling processes:**

At the stage of our waste audit we continued our on-site analysis and had conversations with higher authorities of the college about current processes for managing waste.



**Step 4:**

The final step in our waste audit was to identify a base line to measure the progress of future recycling initiatives and suggest recommendations to improve the waste and recycling processes and to better ways for the disposal of wastes.

**Waste Generation:**

The indicator addresses waste production and disposal of different wastes like paper, food, plastic, Biodegradable, glass, dust and recycling. Furthermore, solid waste often includes wasted material resources that could otherwise be channelled into better service through recycling, repair and reuse.

- ❖ Total Stakeholders – 1031 (UG) +22 (PG) + 60 (Teaching faculty)
- ❖ Class rooms – 27
- ❖ Staff rooms - 11
- ❖ Office rooms –03
- ❖ Laboratories – 09
- ❖ Kitchen – 04 (canteen 1 + Boy's hostel 2+ Ladies hostel 1)
- ❖ E-wastes- computers, electrical and electronic parts (such as bulbs, fans, batteries, electrical equipment's) – dumped
- ❖ Plastic waste - Plastic bottles from labs + plastic covers collected from the class room, plastic containers of chemicals, plastic buckets and mugs – given to the municipal waste collection centres.
- ❖ Solid wastes – Damaged furniture (repaired and reused) paper waste, paper plates – disposal by selling, food wastes -collected and donated to the piggery.
- ❖ Chemical wastes – Laboratory waste – Wastes are disposed after diluting with water to the pit near the flower garden separately.
- ❖ Waste water – washing, bathrooms and washrooms, etc. to the soak pits.
- ❖ Glass waste – Broken glass wares from the labs to municipal waste collection centres.
- ❖ Earning from selling of waste – Rs. 4500/year
- ❖ Napkin incinerators -01 (ladies rest room)

**Quantity of waste generated: -**



- ❖ Biodegradable –5 kg/day (office and class rooms)
- ❖ Non-biodegradable –1.35kg/day
- ❖ E-waste collected (office) - 177Kg/year
- ❖ Unused equipment's (office repaired and reused)
- ❖ Glass waste – nil
- ❖ Dry leaves – 8 to 10 bags/day
- ❖ Napkins (number) – 50/day (burning by incinerators)

### **Canteen waste**

- ❖ Total Stakeholders –04 + 300 students +225 midday meal students
- ❖ Rooms – 04
- ❖ Kitchen – 01
- ❖ Biodegradable –15 kg/day (Given to the piggery)
- ❖ Non-biodegradable –1.5kg/day (Given to municipal waste collectors)





### Hostel waste (Ladies)

- ❖ Total Stakeholders – 168 students + 09 faculty + 07 staff
- ❖ Rooms – 125
- ❖ Staff rooms - 01
- ❖ Office rooms –01
- ❖ Kitchen – 01
- ❖ E-wastes – nil
- ❖ Plastic waste – 1.5 kg/day (given to municipal waste collectors)
- ❖ Waste water – 10,000 Litres/day (washing, bathrooms and washrooms etc.) - to the soak pits.
- ❖ Earning from selling of waste – Rs. 200/year
- ❖ Napkin incinerators -60/day (disposed by burning)
- ❖ Biodegradable –5 kg/day
- ❖ non-Biodegradable -1.5kg/day
- ❖ Unused Equipment's – only coin phone
- ❖ Dry leaves -200gm/day (it is burnt and ash is used as fertilisers for the plants)







### Hostel Waste (Gents)

- ❖ Total Stakeholders – 228 students + 19 faculties
- ❖ Rooms – 118 (Madhav pai hostel) +64 (Vivekananda hostel)
- ❖ Office rooms –02
- ❖ Kitchen – 02
- ❖ E-wastes – 70kg/year
- ❖ Glass waste – 5kg/year
- ❖ Plastic waste – 1.5 kg/day (given to municipal waste collectors)
- ❖ Waste water – 18000 Litres/day (washing, bathrooms and washrooms etc.) - to the soak pits.
- ❖ Earning from selling of waste – nil
- ❖ Biodegradable – 40 kg/day
- ❖ non-Biodegradable - 02kg/day
- ❖ Unused Equipment's – 04-coin phones
- ❖ Dry leaves -400gm/day (it is burnt and ash is used as fertilisers for the plants)



### Laboratory waste

- ❖ Biodegradable – 24.5 kg/year





❖ Non-Biodegradable -152.5kg/year

❖ Chemical waste

Solid waste- 24kg/year

Liquid waste- 69Ltrs/ year (Both wastes are disposed after diluting with water to the pit near the flower garden separately).

❖ E-wastes –159kg /year

#### Office and Class rooms:

Approximate	Biodegradable	Non-biodegradable	Hazardous	Others
≥10kg	5kg/day	1.35kg/day	nil	nil

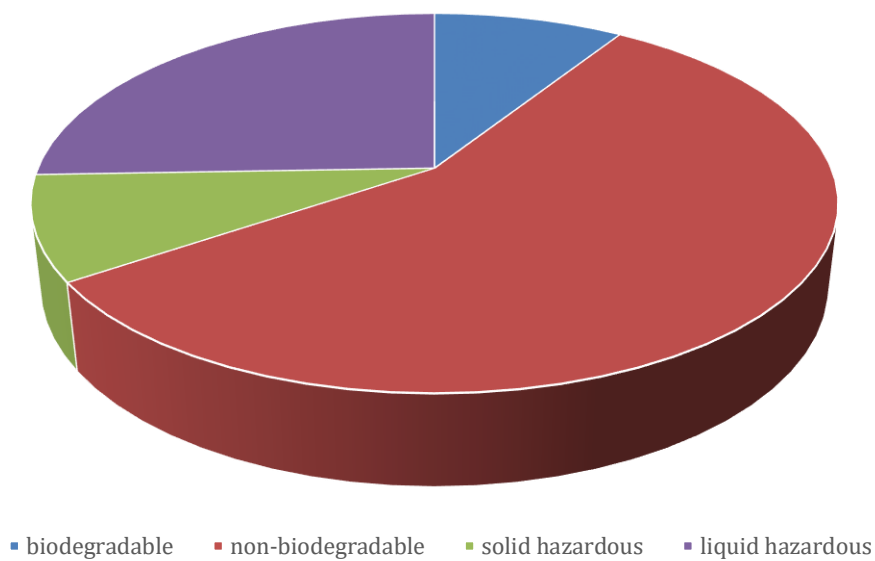




### Laboratories:

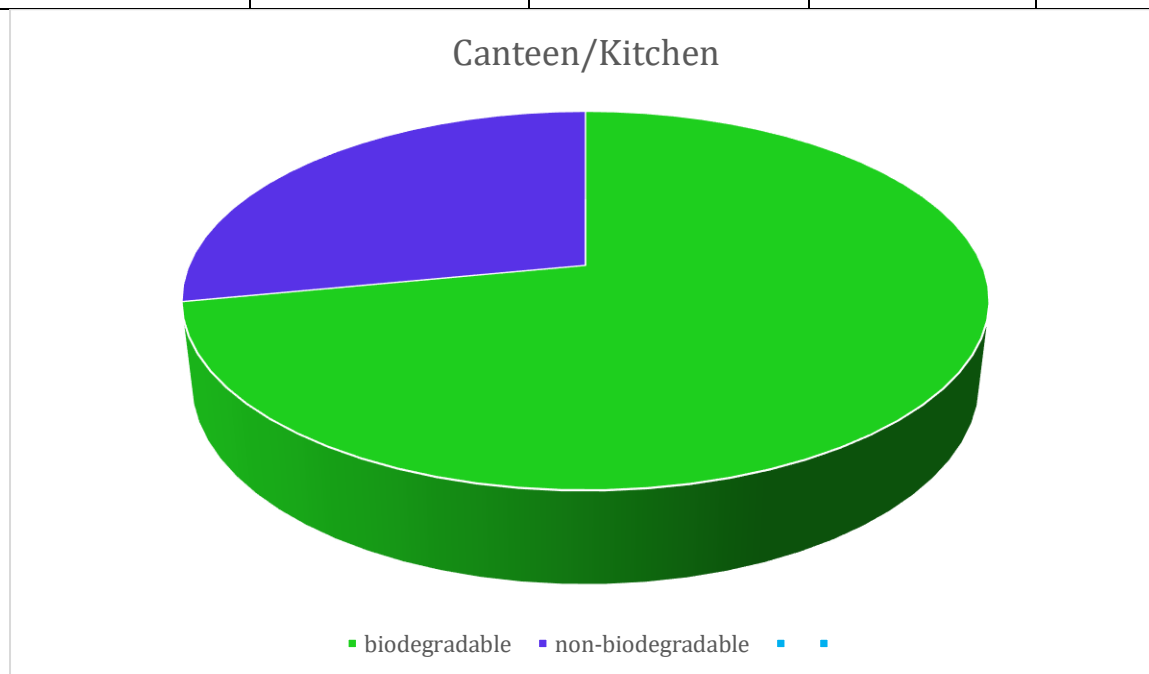
Approximate	Biodegradable	Non-biodegradable	Hazardous	Others
≤ 10kg	24.5kg/year	152.5kg/year	Chemicals-solid 24kg/ year and liquid 69Ltrs/year	Nil

laboratories waste



**Canteen/Kitchen:**

Approximate	Biodegradable	Non-biodegradable	Hazardous	Others
≤10kg	15kg/day	1.5kg/day	nil	Nil

**FINDINGS:**

- ❖ Waste generation from the tree dropping and lawn management is a major solid waste generated in the campus.
- ❖ The waste is segregated at source by providing separate dustbins for biodegradable and plastic waste.
- ❖ The biodegradable waste like food waste and vegetable waste generated by the students, staffs, canteen and hostels are transported to piggery each day.
- ❖ Single sided used papers reused for writing and printing in all departments and recently both side printing is carried out as per requirements.
- ❖ Wooden waste and metal waste is stored and given to authorised scrap agents for further processing.
- ❖ The solid waste is collected by the municipal corporation and disposed by their methods.



- ❖ E-waste generated in the campus is very less in quantity. Administration conducts awareness programmes regarding E-waste management with the help of various departments.
- ❖ E-waste and defective items from the computer lab, office and departments are being stored properly.
- ❖ The institution has decided to contact approved E-waste management and disposal facility in order to dispose E-waste in scientific manner.

### RECOMMENDATIONS:

- The organic waste generated in the canteen, hostels etc, can be used to generate biogas and the biogas can be used as a fuel in the college canteen, hostels, laboratories and departments.
- Vegetable waste and other leaf litters can be used to feed the vermi-compost pit and the resulting vermin-cast can be used as manure in the garden.
- The sealed tank along with water can be provided for the disposal of the chemicals from the laboratories, so that the chemicals undergo neutralisation with water.

### CONCLUSION:

- ❖ Segregation of waste at source for recyclable material should be encouraged so that the quantity of waste to be disposed can be minimized and recycling should be adopted.
- ❖ Being a responsible citizen, we should play a role in e-waste management as donating electronic items for reuse, which extends the lives of valuable products and keep them out of the waste management system for a long time.
- ❖ We should take some initiatives to manage the waste and follow three R's (Reuse, Reduce and Recycle).
- ❖ Hope that the results presented in the waste auditing report will serve as a guide for educating the college community on the existing environment related practices and resource usage at college as well as spawn new activities and innovative practices.







## Chapter-5

# HEALTH AUDIT

### **Students stress scale**

The present era is well known as age of stress and anxiety .Stress is affecting almost each and every individual irrespective of age, class, sex, caste, religion etc. it is highly individualistic in nature. Some individuals experience more stress and others may not. In students life children crave a certain amount of novelty excitement and stimulation in their lives .students can strive on certain amount of uncertainty anxiety and pressure. It motivates them to get things done, to be successful and to achieve something in life. Their ability to focus and push themselves just that biot increases. This phenomenon is called Eustress. This may be attributed to positive stress this enhances performance of the students.

Stress has become part of students' academic life due to various internal and external expectations placed upon their shoulders. Adolescents are particularly vulnerable to the problems associated with academic stress as transitions occur at an individual and social level. It therefore, becomes imperative to understand the sources and impact of academic stress in order to derive adequate and efficient intervention strategies. The study employed a quantitative research design where participants were screened using Academic Stress Scale (Rajendran& Kaliappan, 1991 from four streams namely, commerce, management, humanities, and basic science. The five dimensions of sources such as personal inadequacy, fear of failure, interpersonal difficulties with teachers, teacher pupil relationship and inadequate study facilities were further analyzed and gender differences were also obtained. Understanding the sources of stress would facilitate the development of effective counseling modules and intervention strategies by school psychologists and counselors in order to help students alleviate stress.

For the longest time, people assumed that the student population was the least affected by any sort of stress or problems. Stress is now understood as a lifestyle crisis (Masih & Gulrez, 2006) affecting any individual regardless of their developmental stage(Banerjee & Chatterjee, 2016). The only task students were expected to undertake was to study and studying was never perceived as stressful. What proved to be stressful were the expectations parents had for their children, which in turn grew into larger burdens that these children could not carry anymore. According to the statistics published by National Crime Records Bureau, there is one student every hour that commits suicide (Saha, 2017). The bureau registered 1.8% students who



committed suicide due to failing in examinations and an 80% rise in suicide rates during a one-year time frame. A 2012 Lancet report also quoted that the 15-29 age group in India has the highest rate of suicide in the world (as cited in “India has the Highest Suicide Rate”) and these numbers show no sign of dropping.

Academic stress has been identified as the primary cause of these alarming figures. Lee & Larson (2000) explain this stress as an interaction between environmental stressors, student’s appraisal and reactions for the same. It has now become a grave reality that is termed as a “career stopper” (Kadapatti & Vijayalaxmi, 2012). Therefore, it becomes a significant cause of concern as it is symptomatic of rising mental health concerns in India

Depression, anxiety, behavioral problems, irritability, etc. are few of the many problems reported in students with high academic stress (Deb, Strodl & Sun, 2015; Verma, Sharma & Larson, 2002). Incidences of depression were also found among stressful adolescents as it is linked with inability to concentrate, fear of failure, negative evaluation of future, etc. Adolescents were also reported to be indulging in various risky behaviors such as increased consumption of alcohol and drugs, unprotected sexual activities, physical inactivity, poor eating and sleeping patterns (American College Health Association, 2009; Bennet & Holloway, 2014; King, Vidourek & Singh, 2014). The pressure these students face to perform is so severe resulting in five-fold increase in suicide attempts.

It becomes imperative to also understand that low stress does not necessarily ascertain that students will perform better, but in fact under these circumstances, they would perceive the task as unchallenging and may also get easily bored. Though certain levels of stress push students towards optimum performance, when it is not managed efficiently due to inadequate resources to cope with the stress, it can have dismal consequences for the student as well as the institution.

The stress response elicited by every individual is identical regardless of the trigger causing. For example, marital stress, exam anxiety, work stress, etc. would elicit identical physiological responses from the body. This happens primarily due to the adreno-medullary system, which is part of the sympathetic division of our nervous system and the adrenocortical axis (Bourne & Yaroush, 2003) resulting in the “fight or flight” reaction. Some of the physiological changes that can be observed in the body are changes in heart rate (HR), blood pressure (BP), respiratory rate, increased blood flow towards skeletal muscles, etc.



While the stress response may be identical, the sources of stress reported by individuals vary. These differences would be seen in the causes, sources and consequences of stressors. Some of the common stressors reported in an academic setting include excessive assignments, poor time management and social skills, peer competition, etc. (Fairbrother & Warn, 2003). These results are consistent with studies conducted in India.

Other individual specific factors include problems in financial management, changes in living atmosphere, difficulties managing personal and academic life, etc. (Byron, Brun & Ivers, 2008; Chernomas & Shapiro, 2013; Goff, 2011; Jimenez, Navia-Osorio & Diaz, 2010; Moscaritolo, 2009).

Thus, as the sources of stress vary despite identical stress responses elicited by the body, understanding the former will help develop tailor made interventions targeted to reduce stress levels of students, which will in turn contribute towards holistic well-being of the individual.

The main objective of the study was to find if there exists academic stress among students. Further, this study was also conducted to understand if there is gender wise and stream wise differences in academic stress reported by the participants. Differences in gender and stream were also noted in the different dimensions or sources of stress as assessed by the Academic Stress Scale. It was hypothesized that there exists significant gender differences and stream wise differences in academic stress. It was also hypothesized that the sources of stress will also significantly vary among gender and the different streams.

Participants for the study were selected from a general pool of students using random sampling technique where the classes were chosen based on names picked out from a fish bowl. Informed consent form and demographic profile sheet were given to all the participants and the objectives of the study were explained. Student Stress Scale developed by Dr. Zakir Akhtar Dept. Of Psychology Karim city College, Jamshedpur was used to understand the sources of stress. This questionnaire was selected on the basis of previous results obtained during the pilot study of this project. It measures the sources of stress primarily on four dimensions namely, personal inadequacy, fear of failure, teacher pupil relationship, interpersonal difficulties, and inadequate study facilities. The approximate administration time was around 25 minutes. Incomplete forms and questionnaire were not included in the study. Results were then analyzed.



## Results and Discussion

The main objectives of the study were to understand the level of academic stress faced by students and the different sources that contributed to the same. Gender differences and stream wise differences in total academic stress were also analysed. Data was collected from four academic streams namely, commerce, humanities, science, and management. The students who responded to the questionnaire were currently in their final year of undergraduate programme. The obtained data was subjected to appropriate statistical analysis and the results are discussed in this session.

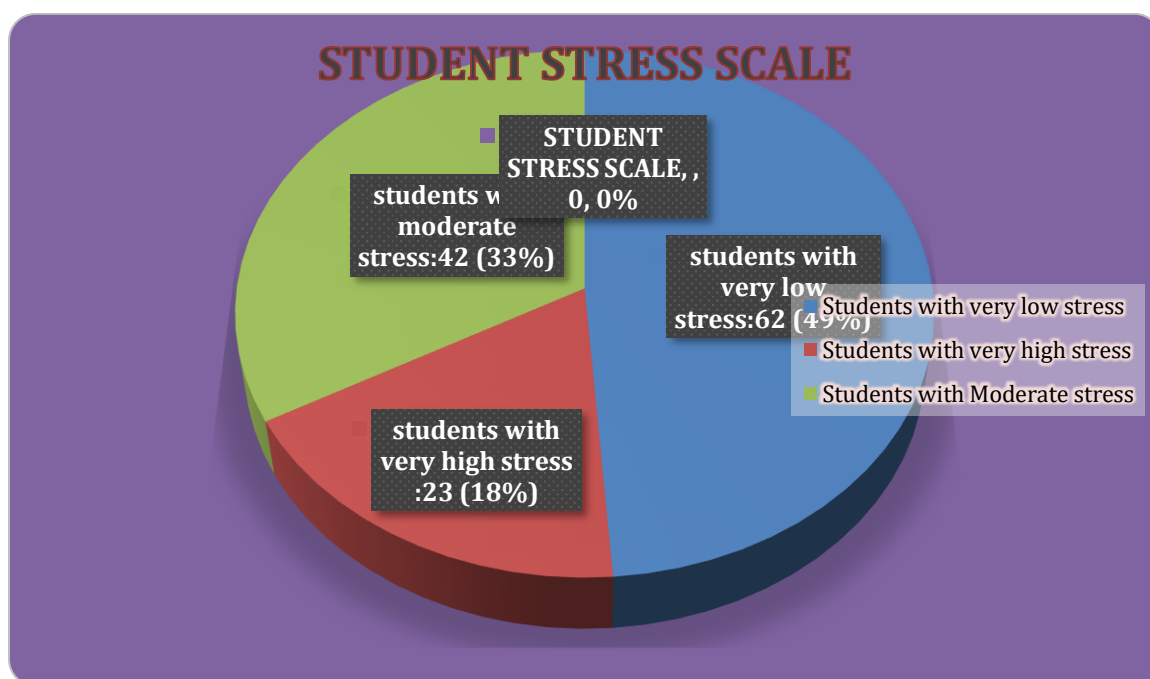
The total number of participants who were subjected to the analysis procedures was 127. The overall result is like follows

### Experiment conducted: STUDENT STRESS SCALE

SAMPLE SIZE; 127

#### Results

1. Students with very low stress: 62
2. Students with moderate stress: 42
3. Students with very high stress: 23





**HEALTH AUDIT****PART II: ANNUAL STUDENTS HEALTH CHEKUP**

<b>YEAR</b>	<b>TOTAL STUDENTS EXAMINED</b>	<b>DOCTORS</b>
2016-17	911	Dr. K Sooryakantha Shenoy Chethana Clinic Karkala
2017-18	929	Dr. Asha P Hegde Old KHB Lane Carstreet karkala
2018-19	915	Dr. Asha P Hegde Old KHB Lane Carstreet karkala
2019-20	937	Dr. Asha P Hegde Old KHB Lane Carstreet karkala
2020-21	1002	Dr. Asha P Hegde Old KHB Lane Carstreet karkala

**JOB SATISFACTION SCALE****REVIEW:**

Performance evaluation is a major measure adopted by the organizations in evaluating the quantitative and qualitative contributions rendered by their employers. The competitive and



employee oriented business world has now joined hands with the HR department in assisting and managing employee performance. A satisfied employee would have an emotional bond with the organization and takes pride in their membership which paves way to keep up industrial integrity and a high morale. Several factors contribute to employee satisfaction. Working condition we might think that any well compensated employee is satisfied one but that isn't the necessary case. Among those impactful things are workplace safety both physical and emotional and a clean healthy environment. Work should be a place where people look forward to come every day. If they don't ,their job satisfaction will be low and worse.

Measuring employee satisfaction: The best practice is to measure it through multiple means both formal and informal. Questionnaires are a great way to get formal responses from our employees about their job satisfaction and engagement. This is an exploratory survey attempting to discover how the dimensions of job satisfaction are significantly related to job performance of an employee. The test given was Job satisfaction scale and the data were collected from employees both teaching and non-teaching staff of SRI BHUVANENDRA COLLEGE KARKALA.

The result shows the existence of positive correlation between the job dimensions and job satisfaction of employees.

Following are the results of this survey

EXPERIMENT: JOB SATISFACTION SCALE

TOTAL NUMBER OF TEACHERS EXAMINED: 46

RESULTS: HIGHLY SATISFIED: 35



## Chapter-6

# Environmental Quality Audit

## Air Quality of SBC Campus

Exposure to high level of air pollution can cause a variety of adverse health outcomes. Health implication of air pollution is strong because exposure to air is ubiquitous and widespread. However, there are several key methodical challenges in the estimation of the health effect of low-level exposure to air pollution.

So in order to determine the air quality in Sri Bhuvanendra College Campus, we have collected the emission test of vehicles that are brought inside the campus by teaching staff, non-teaching staff and as well as from students of the college.

After collecting the emission test report, we have gone through the level of pollutants that is emerging from the vehicle and whether it is harmful or not for the environment.

So in order to improve the air quality in the campus college has undertaken some initiatives such as legal prescription of not bringing the vehicle one day in a month to the campus so that we are doing our contribution to the environment and protect the environment for the future generations.

Environmental citizenship is the idea that we should take responsibility for how we interact with the environment. We can start by educating ourselves and simply making a few changes in our life style, go on to support environmental causes. There is plenty we can do as individuals to contribute to the conservation of our planet, and if we find a way to get in touch with like-minded people, and generate a collective spirit around environmental goals, a community based action can become the motto of a more powerful conservation movement.

### Plastic Free Green Campus

Plastic has become inevitable part of our life in the present world. We use plastic items directly or indirectly in our way of life which indeed results in dangerous effect on the environment as plastic products is not bio- degradable. As the quantity of the plastic gets into the soil, they won't get degraded. If plastic is burnt, results in depletion of ozone layer. In case of ocean, it causes serious problems to marine lives.



As a responsible citizen of country, every individual is equally responsible for maintenance of clean and healthy environment for present as well for future.

Being students, one can involve himself/herself in bringing awareness in the society by initiating the cleanliness from their classrooms and campus. They can educate even in their surroundings about the disposal and management of plastic wastes to avoid the plastic and to use bio-degradable items for carrying the goods/ food stuffs etc.

### **Environmental Audit**

As the agenda of Environmental Audit to achieve the "Plastic Free Campus", committee members visited all the degree classrooms and informed about the cleanliness to be maintained within the classroom and in the campus.

How the plastic waste to be dumped was briefed to the students as well as to the staff members.

To meet this objective, separate dustbins were arranged. Such as "Red dustbins" for plastic / Non- bio-degradable wastes and "Green dustbin" for Bio-degradable wastes in the campus. Students and staff members contributed their ideas for the better implementation of the agenda in the most defeating manner.

### **Greenhouse gases**

A greenhouse gas is a gas that absorbs and emits radiant energy within the thermal infrared range, causing the greenhouse effect. The primary greenhouse gases in Earth's atmosphere are water vapor (H<sub>2</sub>O), carbon dioxide (CO<sub>2</sub>), methane (CH<sub>4</sub>), nitrous oxide (N<sub>2</sub>O), and ozone (O<sub>3</sub>). Without greenhouse gases, the average temperature of Earth's surface would be about -18 °C (0 °F), rather than the present average of 15 °C (59 °F).

Greenhouse gases have far-ranging environmental and health effects. They cause climate change by trapping heat, and they also contribute to respiratory disease from smog and air pollution. Extreme weather, food supply disruptions, and increased wildfires are other effects of climate change caused by greenhouse gases. Air pollution includes greenhouse gases such as carbon dioxide. Greenhouse gases cause the climate to warm by trapping heat from the Sun in the Earth's atmosphere.. According to a NASA study, an increase in ozone pollution, or smog, is causing warming in the Arctic regions.

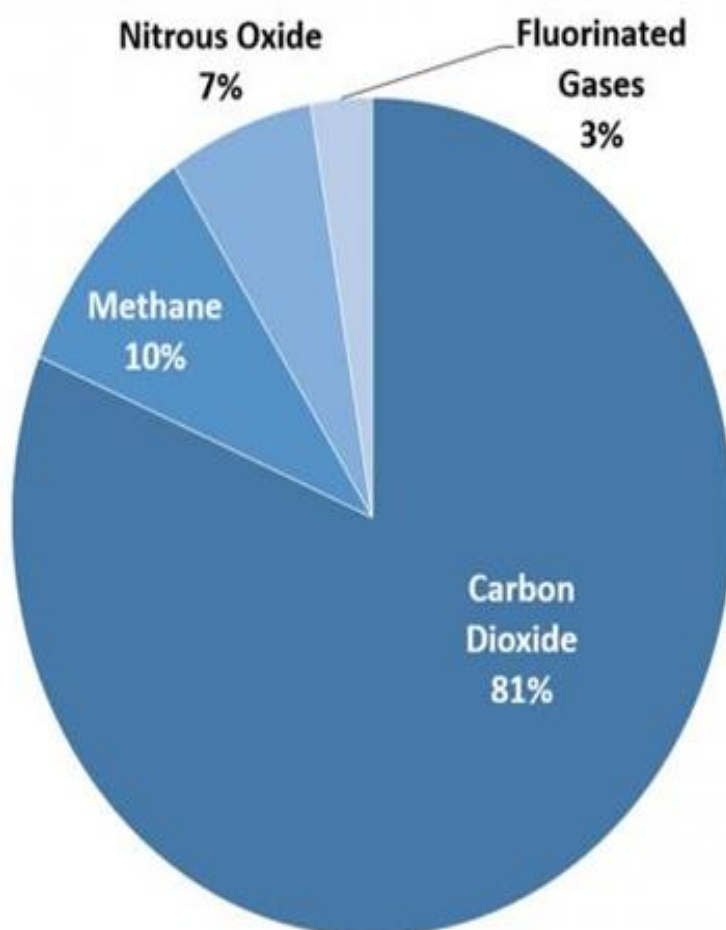


## Impacts of Climate Change

The changing climate affects society and ecosystems in a variety of ways. For instance:

- A warmer climate is expected to both increase the risk of heat-related illnesses and deaths and increase certain types of air pollution.
- More severe heat waves, floods, and droughts are expected in a warmer climate. These may reduce crop yields.
- Sea level rise could erode and inundate coastal ecosystems and eliminate wetlands.
- Climate change can alter where species live and how they interact, which could fundamentally transform current ecosystems.

### Overview of Greenhouse Gas Emissions in 2018





**Documentation of Devices of Sri Bhuvanendra College, Karkala emitting Greenhouse Gases**

Sl. No	Name of the Department	Number of Refrigerators / AC i	Eco-friendly status (green/red)
1.	BOTANY	1	G
2.	BIOTECHNOLOGY	1+3	G
3.	ZOOLOGY	1	G
4.	CHEMISTRY	1	G
5.	COMPUTER SCIENCE	AC - 4	G
6.	PRINCIPAL CHAMBER	AC- 1	G
7.	EXECUTIVE CHAMBER	AC -1	G
8.	AUDIO VISUAL HALL	3	G
9.	CANTEEN	2	G
10.	LIBRARY	AC -1	G
11.	BOYS HOSTEL	1	G
12.	BHUVANANGAN A	AC – 3	G

**AWARENESS BUILDING MEASURES AND CONSERVATION MEASURES**

Reducing the output of greenhouse gas emissions is one of the most critical responses to climate change, which is why it plays central role in implementing the carbon and climate commitments. The direct reductions of on – campus emissions is often a tangible and lightly



successful demonstration of sustainability policies something to bring together many disparate members of the campus community around a common action.

- Setting a bold aspiration to carbon neutrality:

Carbon neutrality is defined as having no net greenhouse gas (GHG) emissions, to be achieved by minimizing GHG emissions as much as possible, and using carbon offsets or other measures to mitigate remaining emissions. To help focus planning and determine a starting point for carbon mitigation efforts, it is often useful to follow a carbon management hierarchy.

Carbon Management hierarchy outlines broad categories of mitigation strategies that are more favorable than others. This is often started as: “Reduce what you can, offset what you can’t” and similar phrases. Typically, it is applied as:

- Avoiding or reducing emissions through efficiency and construction.
- Eliminating emissions through switching to Renewable (Zero Carbon) sources of energy.
- Sequestering or offsetting any remaining emissions.
- Ways to Reduce Green House Gases:
  - Reduce, Reuse and Recycle.
  - Use less heat and air conditioning.
  - Replacing light bulbs.
  - Drive less and drive smart.
  - Buy Energy- Efficient products.
  - Use less hot water.
  - Use the ‘off’ switch.
  - Plant a tree.
  - Get a report card from utility company.
  - Encourage others to conserve
  - Eating a plant- based diet.
  - Calculation of carbon foot print.
  - Encouraging for use of hybrid cars.
  - Buy energy- efficient products.
  - Buy green electricity.
  - More teleconference and telecommunications.



- Use of non-toxic household products.
- Vote thoughtfully.

**EMISSION TEST: MEASURED LEVEL OF PARTICULARS**

SL.NO	Wheler	CO	HC
1	2	0.69	0.8
2	2	0.055	273
3	2	2.553	3289
4	2	0.081	1015
5	2	3.073	1151
6	4	0.031	0
7	2	0.263	87
8	2	2.073	788
9	2	3.125	1218
10	4	0.287	16
11	2	0.724	96
12	2	2.231	152
13	2	0.011	5552
14	2	1.04	0
15	2	1.695	315
16	2	1.068	72
17	2	0.001	11
18	2	1.343	133
19	2	0.264	366
20	2	0.008	718
21	2	2.069	470
22	2	0.286	602
23	2	1.077	40
24	2	1.608	4114
25	2	0.081	736
26	2	0.298	226
27	4	0	2





28	2	1.35	38
29	2	2.525	499
30	2	0.004	31
31	4	0.001	9
32	2	0.002	13
33	2	1.691	1792
34	2	2.935	864
35	2	0.053	48
36	2	2.507	455
37	2	3.057	177
38	4	0	3
39	2	3.085	315
40	2	0.058	191
41	2	1.009	303
42	4	0.002	0
43	2	1.783	0
44	2	0.371	210
45	2	2.26	203
46	2	0.17	131
47	2	1.35	459
48	2	1.641	310
49	4	0.049	12
50	2	0.65	262
51	4	0.128	20
52	2	2.082	135
53	2	2.535	1033
54	2	0.088	50
55	2	0.157	413
56	2	1.766	192
57	2	2.473	543
58	2	2.497	2350



59	2	0.414	1303
60	2	2.889	697
61	2	0.596	121
62	4	0.001	0
63	2	3.137	148
64	2	0.947	3
65	2	1.271	97
66	2	3.493	626
67	2	0	7
68	2	0.017	0
69	2	0.185	27
70	2	2.567	578
71	2	0.208	113
72	2	0.603	310
73	2	1.67	126
74	2	0.177	136
75	2	2.555	67
76	2	0.622	168
77	2	2.301	118
78	2	0.121	277
79	2	2.283	992
80	2	0.909	103
81	2	0	1
82	2	0.15	79
83	2	1.77	143
84	2	0.048	63
85	2	0.112	0
86	2	2.264	2954
87	2	2.737	544
88	2	0.203	106
89	2	0.352	196



90	2	0.055	0
91	2	0.005	6
92	2	2.029	560
93	2	0.77	5
94	2	1.091	463
95	2	3.256	392
96	2	0.687	88
TOTAL	-	106.809	44120.8

Total measured level of CO<sub>2</sub> 424.76

Total measured level of HC

Total measured level of CO 106.809

0 5000 10000 15000 20000 25000 30000

Measurement of Noise Level of Class Rooms and College Campus

Measuring noise levels and work's noise exposure is the most important part of a work place "hearing conservation and noise control

program." It helps to identify work locations that are classrooms and college campus, where there are noise problems, students, staff, who may be exposed to noise levels that can cause



“hearing loss”, and where additional noise measurements need to be made. This information also helps determine appropriate “noise control measures” that need to be put in place.

For occupational hygiene purpose, the sound pressure level is measured to determine noise exposures. Various instruments and techniques may be used. The choice depends on the workplace noise and the information needed. However, the first step is to determine if there is a noise problem in the workplace.

The first step is to determine whether noise is a potential problem in the college campus or class rooms. A walk through surely is recommended. The indicators of potentially hazardous noise level include;

- Noise is louder than busy city traffic.
- People have to raise their voice to talk to someone at one meter (3feet) away.
- Students /staff hear a ringing or humming noise when they leave/enter college campus.

Before taking field measurement, it is important to determine the types of information required, that are:

- The purpose of measurement compliance with noise regulation, hearing loss prevention, noise control, community annoyance etc.
- The sources of noise and times when the sources are operating.
- The temporal pattern of noise- continuous, variable, intermittent, impulse.
- Locations of exposed persons.

The initial measurements are noise surveys to determine if:

- Noise problem exists.
- Further measurements are needed.

The second step is to determine personal noise exposure levels.

A noise survey takes noise measurements throughout an entire plant or section to identify noise areas. Noise surveys provide information which includes us to identify:

- Area where students, staffs are likely to be exposed to harmful levels of noise.
- Machines and equipment which generate harmful levels of noise.
- Students and staff that might be exposed unacceptable noise levels.
- Noise control options to reduce noise exposure.
- Impact on noise level from modifications or changes in operations.

Sound is measured in decibels (DB). Sounds at or below 70 dBA are generally considered safe. Any sound at or below 85dBA is more likely to damage your hearing overtime. It is



found that people who are exposed over long period of time to noise levels at 85dBA or higher are at a much greater risk for hearing loss.

### **Different levels of noise**

- 10Db- Breathing almost quiet.
- 20dB – Mosquito, rustling levels.
- 30dB – whisper, quite room.
- 40dB- quiet library, park.
- 50dB- quiet office and street.
- 60dB- normal conversation at 3ft.
- 70dB- busy traffic and vacuum cleaner.
- 80dB- busy streets and alarm clocks.
- 90dB- diesel truck, power tools
- 100dB- blow dryer, motor cycle.
- 110dB- rock music, car horns.
- 120dB- threshold of pain, thunder.

### **Target Audience:**

- ❖ Students.
- ❖ Teaching staff.
- ❖ Non-teaching staff.
- ❖ Other workers in the college campus.
- ❖ From this work it is easy to understand how noise can damage hearing. Recognize solutions when noise levels may be hazardous.
- ❖ Describe the main components of a hearing loss prevention programe.
- ❖ Plan, select and use hearing protectors.
- ❖ Identify methods of controlling work place noise exposure.

### **Actions taken:**

- ❖ Students are not allowed to ride the vehicles during the class hours.
- ❖ Within the class also the noise level is minimal.
- ❖ College campus flourish with green campus hence noise level is minimal to greater extent.

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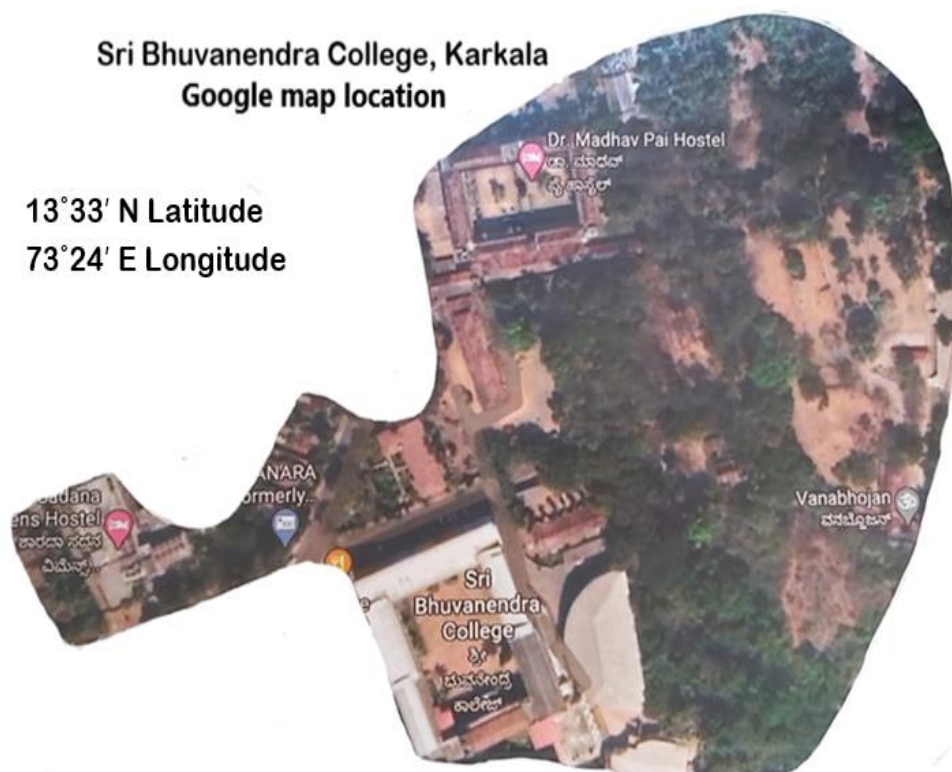
## Chapter-7

# Biodiversity Audit

### Introduction:

The campus of Sri Bhuvanendra College, Karkala is located in the picturesque lush green surroundings at the foothills of Western Ghats. India, being one of the mega-biodiversity countries in the World; it harbors four Biodiversity hot-spots. Among them the tremendous biodiversity is witnessed in Western Ghats especially in the Kudremukh National Park where many endemic and threatened plants such as Neelakurinji, which flowers once in 12 years and animals such as lion tailed macaque which is only 318 in number in Kudremukh National Park. The College campus is located just outside the buffer zone of this National Park. The knowledge of Biodiversity of the campus offers colossal scope for the restoration and rebuilding of the same and is an added value to bio resources.

Sri Bhuvanendra College, Karkala campus is located at 13°33' N Latitude and 73°24' E Longitude. It is spread in an area of around 30 acres of land. The soil here is wet lateritic intermittent with granite rocks. Average annual rain fall is 4372.7mm, atmospheric temperature ranges between 24<sup>0</sup> to 38<sup>0</sup>C, humidity is 68% and average wind speed is 8km / hour.





The facts and figures provided in this report is the preliminary study outcome to develop the Biodiversity action plan for the college campus in the coming years. For the study purpose of flora, the premises have been bifurcated in to six sub units such as College premises, College canteen area, Srinivasa Ashram, boys hostel premises, college garden and ladies hostel area. The campus premises have been visited to document the floral diversity. To document the faunal diversity, the campus has been visited several times and all the observations are compiled and documented. On the basis of careful and extensive observations, entire campus area has been assessed and presented in form of report. The report will contribute towards environmental conservation and the development of strategies for the conservation and enhancement of Biodiversity. The present study help to analyze current status of floral and faunal composition of the campus, to identify the areas within the campus which have potential for restoration of biodiversity and to suggest measures to develop a sustainable biodiversity in the campus.

The current alarming issue of global concern is the depletion of biodiversity. Over the past 300 years, many species of organisms, including mammals, birds, butterflies and plants, have become extinct due to land transformation and developmental activities. Hence the efforts should be extended for protection and conservation of environment and biological diversity. The environmental components determine what kind of plants and animals are to be sustaining in the specific area. Overall distribution of species depends on the habitat, climatic conditions and presence of specific ecological parameters along with typical landform and land-type. In the distribution of flora, the topography, rainfall, soil type etc. play crucial role for their distribution.

In present survey, documentation of diversity of plants (including trees, shrubs, climbers and herbaceous elements), animals (including insects, reptiles, birds and mammals) in the college campus is made. The data will help in the protection and conservation of biodiversity in future and an eco-friendly development of the campus. This is the first stage in the development of a biodiversity action plan for the campus which will contribute towards the implementation in the future. The assessment includes understanding present floral and faunal diversity of the campus. The inventory of faunal components has been done by random sampling method and visual observations in the campus. The focus is also given on pollution control methodology, best practice for environment conservation, etc. By visual observations and identification a checklist has been prepared. The flowering pattern of trees, shrubs and climbers were observed to understand the pollinators and dispersal agents.



**COLLECTION OF GARDEN SOIL SAMPLE FOR TESTING:**







**SOIL HEALTH  
CARD****Farmer's  
Details**

Name	Yogesh Kumar
Address	Sri Bhuvanendra College Garden
Village	Karkala Municipality
Sub-District	Karkala
District	Udupi
PIN	574104
Aadhaar Number	
Mobile Number	9845446973

**Soil Samples  
Details**

Soil Sample Number	026	
Samples Collected on	01.04.21	
Survey No.		
Khasra No. / Dag No.		
Farm Size	20 cents	
Geo Position (GPS)	<b>Latitude: 13<sup>0</sup> 12' 33.06<sup>0</sup> N</b>	<b>Longitude: 75<sup>0</sup> 00' 24.18 " E</b>





NISARGA AGRO ENTERPRISES		
Teast Value	Range	Rating
5.71	3- Dec	Moderately acid
0.5	0.4 – 1.6 mS/cm	Non-saline
0.4273	0 – 1.72 %	low
239	0 – 560 Kg/ha	low
0.8	0 – 80 Kg/ha	low
108.2	0 – 400 Kg/ha	low
8.3	0.5 – 10 Mg/kg	Sufficit
0.2	0.1 – 2 Mg/kg	Defficit
7.8	0.5 – 50 Mg/kg	Defficit
11.8	0.5 – 20 Mg/kg	Sufficit
4	0.1 – 10 Mg/kg	Sufficit
18.1	1.0 – 150 Mg/kg	Sufficit



SI NO.	Parameter	Recommendations For Soil Applications
1	Sulphur (S)	Add no Gypsm
2	Zinc (Zn)	Add no Zincsulphat
3	Boron (B)	Add 4kg/acre Borax
4	Iron (Fe)	Add 40kg/acre Ironsulphat
5	Manganese (Mn)	Add no Mangesesulphat
6	Copper (Cu)	Add no HC1-Cu
General Recommendations		
1	Organic Manure	
2	Biofertilizer	
3	Lime / Gypsum	Add 3.7t/acre lime



## Chapter-8

**FLORA OF SBC CAMPUS****SBC CANTEEN:**

1. Calliandra haematocephala Family: Fabaceae Sub family: Mimosoideae	14. Ailanthus malabarica DC. Family: Simaroubaceae
2. Chrysothelmis pulchella Family: Gesneriaceae	15. Acacia mangium Family: Fabaceae Subfamily: Mimosoideae
3. Citrus limon Family: Rutaceae	16. Macaranga peltata Family: Euphorbiaceae
4. Codiaeum variegatum Family: Euphorbiaceae	17. Mussaenda paradox Family: Rubiaceae
5. Spathodia campanulata Family: Bignoniaceae	18. Caryota urens Family: Arecaceae
6. Bahunia vaiegata Family: Fabaceae Sub family: Caesapinoideae	19. Trema orientalis Family: Cannabaceae
7. Tectona grandis Family: Verbenaceae	20. Desmodium scarpiorus Family: Fabaceae Subfamily: Papilionoideae
8. Tabernaemontana divaricata Family: Apocynaceae	21. Solanum tarvum Family: Solanaceae
9. Bombax ceiba Family: Malvaceae	22. Digitaria ciliaris Family: Poaceae



10. Anamirta cocculus  Family: Menispermaceae	23. Ficus hispida  Family: Moraceae
11. Bambosa vulgaris  Family: Poaceae	24. Breynia rhamnoides  Family: Phyllanthaceae
12. Swetenia mahagoni  Family: Meliaceae	25. Demodium rotundifolium  Family: Fabaceae
13. Peltophorum ferrugineum  Family: Fabaceae  Sub family : Caesapinoideae	Sub family: Papilionoideae  26. Spathodia pinnata  Family: Bignoniaceae

27. Lagerstroemia speciosa  Family: Lythraceae	<b><u>Srinivasa ashrama</u></b>
28. Ficus carica  Family: Moraceae	38. Gardenia jasminoides  Family: Rubiaceae
29. Ficus tsjehela  Family: Moraceae	39. Tectona grandis  Family: Verbenaceae
30. Gliricidia maculata  Family: Fabaceae  Sub Family: Papilionoideae	40. Ficus religiosa  Family: Moraceae
31. Alstonia scholaris	41. Swetenia mahagani 12 numbers  Family: Meliaceae



Family: Apocynaceae	42. Terminalia reticulata
32. Careya arborea	Family: Bignoniaceae
Family: Lecythidaceae	43. Fagraea ceilanica
33. Terminalia paniculata	Family: Gentianaceae
Family: Bignoniaceae	44. Vateria indica
34. Phyllanthus emblica	Family: Dipterocarpaceae
Family: Phyllanthaceae	45. Acamphe praemorsa
35. Epipremnum aureum	Family: Orchidaceae
Family: Araceae	46. Scurula parasitica
36. Ficus bengalensis	Family: Loranthaceae
Family: Moraceae	47. Lophophytum betaceum
37. Artocarpus heterophyllum	Family: Balanophoraceae
Family: Moraceae	48. Lea indica
	Family: Vitaceae
	49. Ficus hirsuta
	Family: Moraceae
	50. Terminalia bellirica
	Family: Combretaceae
	Taarekaimara
	51. Bredelia stipularis
	Family: Phyllanthaceae





52. <i>Bixa orellana</i>  Family: Bixaceae	67. <i>Durantha erecta</i>  Family: Verbenaceae
53. <i>Asparagus racemosus</i>  Family: Asparagaceae	68. <i>Ficus exasparata</i>  Family: Moraceae
54. <i>Madhuca indica</i>  Family: Sapotaceae	69. <i>Dracaena</i>  Family: Liliaceae
<b><u>Boys Hostel</u></b>	70. <i>Platycladus orientalis</i>  Family: Cupressaceae  Chinese Tuja,  Gymnosperms
55. <i>Peltophorum ferrugineum</i>  Family: Fabaceae  Subfamily: Caesalpinioideae	71. <i>Sansevieria francisii</i>  Family: Dracaenaceae
56. <i>Holmskiodea scaveolans</i>  Family: Verbenaceae	72. <i>Ficus racemosa</i>  Family: Moraceae
57. <i>Hamelia indica</i>  Family: Rubiaceae	73. <i>Psidium gujava</i>  Family: Myrtaceae
58. <i>Tabernaemontana coronaria</i>  Family: Apocynaceae	74. <i>Ananas squamosa</i>  Family: Bromeliaceae
59. <i>Acalypha wilkisia</i>  Family: Moraceae	75. <i>Magnolia champaca</i>  Family: Magnoliaceae
60. <i>Michelia champaca</i>  Family: Magnoliaceae	76. <i>Canthium dicoccum</i>  Family: Rubiaceae
61. <i>Araucaria columnaris</i>  Family: Araucariaceae	



<p>Gymnosperms</p> <p>62. Cuphea hyssopioides</p> <p>Family: Lythraceae</p> <p>63. Bambusa vulgaris</p> <p>Family: Poaceae</p> <p>64. Ixora finlaysoniana</p> <p>Family: Rubiaceae</p> <p>65. Swetenia macrophylla</p> <p>Family: Meliaceae</p> <p>66. Phyllanthus myrtifolius</p> <p>Family: Phyllanthaceae</p>	<p>77. Anacardium occidentale</p> <p>Family: Anacardiacae</p> <p>78. Morus alba</p> <p>Family: Moraceae</p> <p>Mulberry</p> <p>79. Artocarpus heterophylla</p> <p>Family: Moraceae</p> <p>80. Schefflera arboricola</p> <p>Family: Araliaceae</p> <p>81. Cinedrella nudiflora</p> <p>Family: Asteraceae</p>
<p>82. Amaryllis belladonna</p> <p>Family: Liliaceae</p> <p><b><u>College Quadrangle</u></b></p> <p>83. Cordyline fruticosa</p> <p>Family: Asparagaceae</p> <p>84. Diffenbechia seguin</p> <p>Family: Araceae</p> <p>85. Duranta erecta</p> <p>Family: Verbenaceae</p> <p>86. Thunbergia</p> <p>Family: Acanthaceae</p>	<p>97. Rhoeo discolor</p> <p>Family: Liliaceae</p> <p>98. Polyalthia longifolia</p> <p>Family: Annonaceae</p> <p>99. Cocos nucifera</p> <p>Family: Arecaceae</p> <p>100. Piper betel</p> <p>Family: Piperaceae</p> <p>101. Syzygium jambosa</p> <p>Family: Myrtaceae</p> <p>102. Ficus hispida</p>



87. Pteris	Family: Moraceae
Pteridophytes	
Family: Polypodiaceae	
88. Euphorbia	103. Amorpha fruticosa
Family: Euphorbiaceae	Family: Fabaceae
	Sub family: Papilionoideae
89. Araucaria columnaris	104. Tabernaemontana divaricata
Family: Araucariaceae	Family: Apocyanaceae
90. Cuphea hyssopioides	105. Cinnamomum zeylanicum
Family: Lythraceae	Family: Lauraceae
91. Clerodendron umbellatum	106. Aristolochia macrophylla
Family: Verbenaceae	Family: Aristolochiaceae
92. Tecoma stans	107. Psidium gujava
Family: Bignoniaceae	Family: Myrtaceae
93. Cyclea peltata	108. Phyllanthus acidus
Family: Menispermaceae	Family: Phyllanthaceae
94. Leucas aspera	109. Saraca asoca
Family: Lamiaceae	Family: Fabaceae
95. Syngonium auritum	Subfamily: Caesapinoideae
Family: Araceae	110. Costus spiralis
96. Ixora coccinea	Family: Zingiberaceae
Family: Rubiaceae	111. Polyseis sutella
	Family: Aralicaeae



112. Passiflora edulis Family: Passifloraceae	126. Hamelia patans Family: Rubiaceae
113. Rubus Family: Rosaceae	127. Ficus raemosa Family: Moraceae
114. Rosa indica Family: Rosaceae	128. Erigaeron Canadensis Family: Asteraceae
115. Parthenocissus tricuspidata Family: Vitaceae	129. Oxalis cetocella Family: Oxalidaceae
116. Cassia fistula Family: Fabaceae Subfamily: Caesalpinioideae	<b><u>SBC, Garden plants</u></b>
117. Allamanda cathartica Family: Apocynaceae	130. Myristica fragrans Family: Myristicaceae
118. Passiflora edulis Family: Passifloraceae	131. Russelia equisetiformis Family: Plantaginaceae
119. Nephrolepis cordifolia Pteridophytes Family: Polypodiaceae	132. Areca triandra Family: Arecaeae
120. Lygodium venusitum Pteridophytes Family: Lygodiaceae	133. Codeium variegatum Family: Euphorbiaceae
121. Alternanthera sessilis	134. Dracaena colorana Family: Asparagaceae
	135. Anthurium andraeanum Family: Araceae
	136. Thunbergia erecta



<p>Family: Amaranthaceae</p> <p>122. Durantha erecta</p> <p>Family: Verbenaceae</p> <p>123. Holmskioidea scaveolans</p> <p>Family: Verbenaceae</p> <p>124. Hydarngia petiolaris</p> <p>Family: Hydrangiaceae</p> <p>125. Cuphaea hyssopifolia</p> <p>Family: Lythraceae</p>	<p>Family: Acanthaceae</p> <p>137. Phyllanthus mytifolius</p> <p>Family: Euphorbiaceae</p> <p>138. Sansveria roxburghi</p> <p>Family: Agavaceae</p> <p>139. Talinum portulaca</p> <p>Family: Portulaceae</p> <p>140. Schefflera arboricola</p> <p>Family: Aaliaceae</p> <p>141. Monstera deliciosa</p> <p>Family: Araliceae</p>
<p>142. Asplenium viridae</p> <p>Family: Aspleniaceae</p> <p>Pteridophytes</p> <p>143. Hamelia patens</p> <p>Family: Rubiaceae</p> <p>144. Saraca asoca</p> <p>Family: Fabaceae</p> <p>Subfamily: Caesalpinoideae</p> <p>145. Hydrilla verticillata</p> <p>Family: Hydrocharitaceae</p> <p>146. Nymphaea alba</p>	<p>155. Mussaenda erythophylla</p> <p>Family: Rubiaceae</p> <p>156. Bauhinia variegata</p> <p>Family: Fabaceae</p> <p>157. Caryota urens</p> <p>Family: Arecaeae</p> <p>158. Syzygium malaucus</p> <p>Family: Myrtaceae</p> <p>159. Garcinia indica</p> <p>Family: Clusiaceae</p> <p>160. Spathodea campunulata</p>





Family: Nymphaeaceae	Family: Bignoniaceae
Water lilly	161. Roystonia regia
147. Nelumbo nucifera	Family: Arecaceae
Family: Nelumbonaceae	162. Andrographis paniculata
148. Chara vulgaris	Family: Acanthaceae
Family: Characeae	163. Vetiveria zizanioides
Algae	Family: Poaceae
149. Eichhornia crassipes	164. Acacia ferruginea DC.
Pontederiaceae	Family: Fabaceae
Water hyacinth	Subfamily: Mimosoideae
150. Pistia stratiotes	165. Ipomoea batatas
Family: Araceae	Family: Convolvulaceae
Water lettuce	166. Areca catechu
151. Jussiaea repens	Family: Arecaceae
Family: Onagraceae	167. Acalypha wilkesiana
152. Zamia pygmaea	Family: Euphorbiaceae
Family: Zamiaceae	168. Acalypha hispida
Gymnosperms	Family: Euphorbiaceae Mangianabala
153. Chlorophytum comosum	169. Phoenix sylvestris
Family: Liliaceae	Family: Arecaceae
154. Costus speciosus	170. Washingtonia filifera
Family: Zingiberaceae	Family: Arecaceae





171. Dombeya spectabilis Family: Malvaceae	Gymnosperms
172. Agave sisiliana Family: Agavaceae	186. Rhoecoloba discolor Family: Liliaceae
173. Elaeocarpus serratus Family: Elaeocarpaceae	187. Lantana camara Family: Verbenaceae
174. Sauropus androgynus Family: Euphorbiaceae	188. Michelia champaca Family: Magnoliaceae
Star gooseberry	<b><u>Girls Hostel</u></b>
175. Calamus nagabettai Family: Arecaceae	189. Areca catechu Family: Arecaceae
176. Elaeis guianensis Family: Arecaceae	190. Duranthera erecta Family: Verbenaceae
Oil palm	191. Hibiscus rosa-sinensis Family: Malvaceae
177. Hibiscus-rosa sinensis Family: Malvaceae	192. Polyseias fruticosa Family: Araliaceae
Chinese shoe flower	193. Psidium guajava Family: Myrtaceae
178. Lygodium pentaphylla Family: Lygodaceae	194. Diffenbachia seguine Family: Araliaceae
179. Ficus tsiangii Family: Moraceae	195. Cocos nucifera Family: Arecaceae
180. Tinospora cordifolia	



<p>Family: Menispermaceae</p> <p>181. Alamanda cathartica</p> <p>Family: Apocyanaceae</p> <p>182. Areca catechu</p> <p>Family: Arecaeae</p> <p>183. Phyllanthus emblica</p> <p>Family: Phyllanthaceae</p> <p>184. Stephania japonica</p> <p>Family: Menispermaceae</p> <p>185. Araucaria columnaris</p> <p>Family: Araucariaceae</p>	<p>196. Cyandon dactylon</p> <p>Family: Poaceae</p> <p>197. Ixora coccinea</p> <p>Family: Rubiaceae</p> <p>198. Hedychium coronarium</p> <p>Family: Zingiberaceae</p> <p>199. Cyclea peltata</p> <p>Family: Menispermaceae</p> <p>200. Lilium bulbiferum</p> <p>Family: Liliaceae</p>
<p>201. Lilium bulbiferum</p> <p>Family: Liliaceae</p> <p>202. Piper betel</p> <p>Family: Piperaceae</p> <p>203. Pistia</p> <p>Family: Araceae</p> <p>204. Sauropus androgynus</p> <p>Family: Phyllanthaceae</p> <p>205. Cordyline fruticosa</p> <p>Family: Asperagaceae</p> <p>206. Hibiscus mutabilis</p>	<p>216. Polygonum</p> <p>Family: Polygonaceae</p> <p>217. Lantana camara</p> <p>Family: Verbenaceae</p> <p>218. Etlingera elatior</p> <p>Family: Zingiberaceae</p> <p>219. Alamanda cathartica</p> <p>Family: Apocyanaceae</p> <p>220. Rhoecol discolor</p> <p>Family: Liliaceae</p> <p>221. Dracaena brownii</p>





Family: Malvaceae	Family: Dracaenaceae
207. <i>Murraya koenighi</i>	222. <i>Vetiveria zizanioides</i>
Family: Rutaceae	Family: Poaceae
208. <i>Plantago major</i>	223. <i>Leucas aspera</i>
Family: Plantaginaceae	Family: Lamiaceae
209. <i>Agave Americana</i>	224. <i>Ipomoea carnea</i>
Family: Agavaceae	Family: Convolvulaceae
210. <i>Codiaeum variegatum</i>	225. <i>Centratherum punctatum</i>
Family: Euphorbiaceae	Family: Asteraceae
211. <i>Tabernaemontana coronaria</i>	226. <i>Spathodium campanulata</i>
Family: Apocyanaceae	Family: Bignoniaceae
212. <i>Sansiveria trifasciata</i>	227. <i>Mimosa pudica</i>
Family: Liliaceae	Family: Fabaceae
213. <i>Bauhinia acuminata</i>	Subfamily: Mimosoideae
Family: Fabaceae	228. <i>Macranga peltata</i>
Subfamily: Papilionoideae	Family: Euphorbiaceae
214. <i>Cinnamomum zeylanicum</i>	229. <i>Epipremnum aureum</i>
Family: Lauraceae	Family: Araceae
Chakke	229. <i>Ficus racemosa</i>
215. <i>Polyalthia longifolia</i>	Family: Moraceae
Family: Annonaceae	230. <i>Musa paradisiaca</i>
	Family: Musaceae





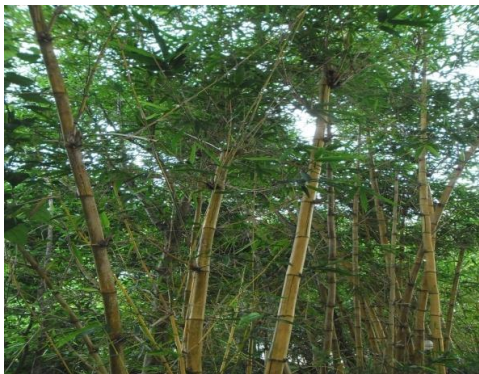

231. <i>Capsicum annum</i> Family: Solanaceae	
232. <i>Cayota urens</i> Family: Arecaceae	
233. <i>Carica papaya</i> Family: Caricaceae	
234. <i>Mangifera indica</i> Family: Anacardiaceae	
235. <i>Achyranthes aspera</i> Family: Amaranthaceae	
236. <i>Euphorbia hirsuta</i> Family: Euphorbiaceae	
237. <i>Calotropis procera</i> Family: Asclepiadaceae	
238. <i>Tagetes erecta</i> Family: Asteraceae	
239. <i>Syzygium jambosa</i> Family: Myrtaceae	
240. <i>Asparagus racemosus</i> Family: Asparagaceae	
241. <i>Aloe vera</i> Family: Liliaceae	<p><b>Calliandra haematocephala</b></p> <p><b>Spathodia</b></p> <p><b>Spathodia campanulata</b></p>



242. Vinca alba Family: Apocyanaceae	
243. Asplenium viridae Family: Aspleniaceae Pteridophytes	
244. Phalaris arundinaceae Family: Poaceae	
245. Coleus amboinicus Family: Lamiaceae	
246. Euphorbia milli Family: Euphorbiaceae	

<p><b>Calliandra haematocephala</b></p> 	<p><b>Spathodia campanulata</b></p> 
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 <p><b>Tectona grandis</b></p>	 <p><b>Tabernaemontana divaricata</b></p>
 <p><b>Bombax ceiba</b></p>	 <p><b>Anamirta cocculus</b></p>
 <p><b>Bambusa vulgaris</b></p>	 <p><b>Swetenia Mahogany</b></p>



**Peltophorum ferrugineum**



**Ailanthus malabarica**



**Acacia mangium**



**Macaranga peltata**



**Mussanda paradoxa**



**Caryota urens**



T



**Trema orientalis**



**Desmodium scarpior**



**Digitaria ciliaris**



**Ficus hispida**





## Faunal diversity of the campus:

The insects are the largest group of organisms on earth, either in terms of number of species or number of individuals. Insects live in every conceivable habitat on land or water or as parasites. Insects are practically unaccountable in both density and diversity because many of them are yet to be identified and named. Insects are economically important group of organisms. They act as pollinating agents supporting the production of many agricultural crops, they produce honey, silk and other products of commercial value. They form an important link in the food chain. They act as scavengers. On the other hand some are harmful insects and responsible for enormous loss of agricultural crops and stored food grains. Few of them transmit diseases that seriously affect the health of humans and other animals. In the present observations few insects from five orders are identified. They include Orthoptera Coleoptera (beetles), Diptera (flies), Hymenoptera (wasps, ants and bees) and Lepidoptera (butterflies and moths).

The Srinivasa Ashram area in the campus includes a small stream in which the water overflows from Ramasamudra Pond flowing downwards. Few fresh water fishes were documented from the stream. As we all know the Amphibians are the most important groups of vertebrates which form the indicator species of the health of the habitat. They also form an important link in the food chain. Hence the Amphibians of the campus is also a part of the inventory. Few species of snakes representing the Reptiles were also documented in the campus. Birds are the most attractive element of faunal diversity. There are several species of birds as residents and local migrants. The college campus is the breeding site for many resident birds like black headed munia, red whiskered bulbul, green barbet etc. many other birds inhabit in the campus for food and shelter. In addition to this few mammals like rats and bats are also documented representing Mammalia.

**Faunal diversity of the S B College campus is as follows.**

A) Class: Insecta (Insects):		
Order:	Common Name	Scientific Name
Orthoptera	1. Common locust	<i>Patanga succinct</i>
	2. Pygmy grasshopper	<i>Tettigidea sps</i>





	3. Ground crickets	<i>Acheta sps</i>
	4. Mole cricket	<i>Neocurtilla sps</i>
Hemiptera	5. Cicadas	<i>Cicadoidea sps.</i>
	6. Tree bugs	<i>Heteroptera sps.</i>
	7. Stink bugs	<i>Euchistus sps.</i>
	8. Pond scater	<i>Geroidea sps.</i>
Coleoptera	9. Rhinoceros beetle	<i>Oryctes rhinoceros</i>
	10. Dung beetle	<i>Geotrupes sps</i>
	11. Tiger beetles	<i>Cicindela sps</i>
	12. Ladybird beetle	<i>Hippodamia sps</i>
	13. Leaf beetle	<i>Crioceris sps</i>
Lepidoptera	14. Southern bird wing	<i>Triodes minos</i>
	15. Common mormon	<i>Papilio polytes</i>
	16. Blue Mormon	<i>Papilio polymnestor</i>
	17. Crimson rose	<i>Pachliopta hector</i>
	18. Tailed jay	<i>Graphium Agamemnon</i>
	19. Glassy tiger	<i>Parantica aplea</i>
	20. Blue bottle	<i>Graphium tereon</i>
	21. Common grass yellow	<i>Eurema hecabe simulate</i>
	22. Common jezebel	<i>Delias eucharis</i>
	23. Common pirrot	<i>Castalius rosimon</i>
	24. Common emigrant	<i>Catopsilia Pomona</i>



	25. Common cerulean	<i>Jamides celeno</i>
	26. Monkey puzzle	<i>Rathinda amor</i>
	27. Yamfly	<i>Loxura atymnus</i>
	28. Autumn oakleaf	<i>Doleschallia bisaltide</i>
	29. Blue tiger	<i>Tirumala limniace</i>
	30. Grey pansy	<i>Junonia atlites</i>
	31. Common crow	<i>Euploea core</i>
	32. Common sailor	<i>Neptis hylas</i>
	33. Common castor	<i>Ariadne merione</i>
	34. Great eggfly	<i>Hypolimnas bolina</i>
	35. Grey count	<i>Tanaecia lepidea</i>
	36. Common rustic	<i>Cupha erymanthis</i>
	37. Tauny coster	<i>Acraea terpiscore</i>
Hymenoptera	38. Asiatic honeybee	<i>Apis cerana indica</i>
	39. Gaint honeybee	<i>Apis dorsata</i>
	40. European honeybee	<i>Apis mellifera</i>
	41. Carpenter ant	<i>Camponotus sericeus</i>
	42. Weaver ant	<i>Oecophylla smaragdina</i>
Class:	43. Garden spider	<i>Argiope pulchella</i>
Arachnida	44. Jumping spider	<i>Hyllus semicupreus</i>



Order:	45. Sheet weaver	Linyphiidae genus
Araneae	46. Gaint woodspider	<i>Nephila pilipes</i>

B) Phylum: Mollusca		
Class	Common Name	Scientific Name
Gastropoda	1. Garden snail	<i>Pila globosa</i>
	2. Fresh water snail	<i>Bellamya bengalensis</i>
	3. Land snail	<i>Mariaella dussumeri</i>

C) Class: Osteichthyes ( fresh water fishes)		
Order	Common Name	Scientific Name
Actinopterygii	1. Top minnows	<i>Phoxinus phoxinus</i>
• „ •	2. Common barb	<i>Barbus barbus</i>
• „ •	3. Common rasbora	<i>Trigonostigma sps.</i>
Anguiliformes	4. Common eel	<i>Anguilla bengalensis</i>
Siluriformes	5. Cat fish	<i>Clarias sps.</i>

D) Class: Amphibia		
Order	Common Name	Scientific Name
Anura(frogs/toads)	1. Indian bull frog	<i>Hoplobatrachus tigerinus</i> <i>Racophorus malabaricus</i>



	2. Malabar gliding frog	<i>Euphlyctis cyanophlictis</i>
		<i>Bufo melanostictus</i>
	3. Skipper frog	<i>Fejervarya fejervarya</i>
	4. Common toad	<i>Sphaerotheca dobsonii</i>
	5. Semi aquatic frog	<i>Hylarana aurantiaca</i>
	6. Burrowing frog	<i>Hylarana malabarica</i>
	7. Golden frog	<i>Polypedates Occidentalis</i>
	8. Fungoid frog	
	9. Arboreal frog	

E) Reptilia		
Order	Common Name	Scientific Name
Squamata	1. Indian cobra	<i>Naja naja</i>
	2. King cobra	<i>Ophiophagus Hannah</i>
	3. Malabar pit viper	<i>Trimeresurus malabaricus</i>
	4. Russel's Viper	<i>Vipera russelli</i>
	5. Common Krait	<i>Bungarus caeruleus</i>
	6. Rat snake	<i>Ptya mucosa</i>
	7. Green vine snake	<i>Ahaetulla sps.</i>
	8. Common sand boa	<i>Eryx johnii</i>
	9. Ornate flying snake	<i>Chrysopelea ornate</i>
	10. Indian rock python	<i>Python morulus</i>
	11. Trinket snake	<i>Coelognathus sps.</i>



	<b>12. Common keelback</b>	<i>Rhabdophis sps.</i>
	<b>13. Striped keelback</b>	<i>Amphiesma sps.</i>
	<b>14. Garden lizard</b>	<i>Calotes versicolor</i>
	<b>15. Garden lizard</b>	<i>Chemaleon sps.</i>
	<b>16. Wall lizard</b>	<i>Hamidactylus flaviviridis</i>
	<b>17. Monitor lizard</b>	<i>Varanus monitor</i>

F) Class: Aves (Birds)		
Order	Common Name	Scientific Name
Pelicaniformes	1. Pond heron	<i>Ardeola grayii</i>
	2. Cattle egret	<i>Bubulcus ibis</i>
	3. Little cormorant	<i>Phalacrocorax niger</i>
Falconiformes	4. Pariah kite	<i>Milvus migrans</i>
	5. Brahminy kite	<i>Haliastur Indus</i>
Galliformes	6. Grey junglefowl	<i>Gallus sonneratti</i>
	7. Indian peafowl	<i>Pavo cristatus</i>
	8. Red wattled lapwing	<i>Vanellus indicus</i>
Columbiformes	9. Blue rock pigeon	<i>Columba livia</i>
	10. Spotted dove	<i>Streptopelia chinensis</i>
Psittaciformes	11. Rose ringed parakeet	<i>Psittacula Krameri</i>
Cuculiformes	12. Koel	<i>Eudynamys scolopacea</i>
	13. Coucal	<i>Centropus sinensis</i>





Trogoniformes	14. Malabar trogon	<i>Herpactes fasciatus</i>
Coraciformes	15. Common kingfisher	
	16. White breasted kingfisher	<i>Alcedo atthis</i>
	17. Storkbilled kingfisher	<i>Halcyon smirnensis</i>
	18. Small green bee eater	<i>Pelargopsis capensis</i>
Coraciformes	19. Indian roller (blue jay)	<i>Meropus orientalis</i>
	20. Common grey hornbill	<i>Coracias benghalensis</i>
	21. Malabar pied horn bill	<i>Ocyrceros birostris</i>
Piciformes	22. Small green barbet	<i>Anthacoceros coronatus</i>
	23. Large green berbet	
	24. Crimson breasted barbet	<i>Megalaima viridis</i>
	25. Golden backed woodpecker	<i>Megalaima zeylanica</i>
Passeriformes	26. Grey shrike	<i>Megalaima haemacephala</i>
	27. Black drongo	<i>Dinopium benghalense</i>
	28. Ashy drongo	
	29. Racket tailed drongo	<i>Lanius excubitor</i>
	30. Golden oriole	<i>Dicrurus adsimilis</i>



31. Black headed oriole	<i>Oriolus xanthornus</i>
32. Common myna	<i>Acridotherus tristis</i>
33. Hill myna	<i>Gracula religiosa</i>
34. Common crow	<i>Corvus splendens</i>
35. Jungle crow	<i>Corvus macrorhynchus</i>
36. Indian treepie	<i>Dendrocitta vagabunda</i>
37. Small minivet	<i>Cinnamomeus pericrocotus</i>
38. Scarlet minivet	<i>Cinnamomeus flammeus</i>
39. Common iora	<i>Aegithina tiphia</i>
40. Gold fronted chloropsis	<i>Chloropsis aurifrons</i> <i>Pycnonotus cafer</i>
41. Red vented bulbul	<i>Pycnonotus jocosus</i>
42. Red whiskered bulbul	<i>Pycnonotus melanicterus</i>
43. Ruby throated bulbul	<i>Turdoides caudatus</i>
44. Common babbler	<i>Turdoides striatus</i>
45. Jungle babbler	<i>Terpsiphone paradise</i>
46. Paradise fly catcher	<i>Saxicoloides fulicata</i>
47. Indian robin	<i>Copsychus saularis</i>
48. Magpie robin	<i>Meiophonus horsefieldii</i>
49. Malabar whistling thrush	<i>Zoothera citrine cyanotus</i> <i>Motacilla flava</i>
50. White throated ground thrush	<i>Motacilla cinerea</i>



	51. Yellow wagtail	<i>Motacilla maderaspatensis</i>
	52. Grey wagtail	<i>Nectarinia asiatica</i>
	53. Pied wagtail	<i>Loncura striata</i>
	54. Purple sunbird	
	55. White rumped munia	

G) Class: Mammalia (Mammals)		
Order	Common Name	Scientific Name
Primates	1. Bonnet monkey	<i>Mecaca radiate</i>
	2. Lungur	<i>Presbitis entellus</i>
Chiroptera	3. Flying fox	<i>Pteropus giganteus</i>
	4. Insectivorous bat	<i>Rhinolopus sps.</i>
Rodentia	5. House rat	<i>Rattus rattus</i>
	6. House mouse	<i>Mus musculus</i>
	7. Squirrel	<i>Funambulus palmarum</i>
Lagomorpha	8. Rabbit	<i>Oryctolagus cuniculus</i>
Carnivora	9. Mongoose	<i>Herpestis edwardsi</i>
	10. Jackel	<i>Canis oureus</i>
	11. Palm civet cat	<i>Paradoxurus harmaphroditicus</i>



The above fauna were documented on the basis of look and see method and recognizing their call notes. Among them some of the species are under the threat of displacement due to non-availability of food and shelter. As a part of conservation strategies Vanamahotsava (tree planting) has been organized every year and efforts are made to make the campus plastic free so as to make it a green campus. Measures are taken for habitat improvement by adding necessary elements to the soil after soil testing and by constructing water harvesting system. Water audit is also done to quantify the action plan. Hunting is completely checked by placing the security and night watchman.

Energy audit is also done to monitor the environmental health. Vehicle movements in the campus are restricted. Vehicle emission test report is made mandatory to all vehicles entering the campus. Use of electric vehicles is encouraged among the students and faculty. Swaccha Bharat abhiyan is organized under the banner of NSS, NCC and Rovers and Rangers in every semester. Traffic safety program is organized regularly. In addition our college non-teaching staff under the leadership of Mr. Shivananda has ventured in to a task of Paddy field farming on service basis nearby the campus since last three years. Above all a pilot project of medicinal plant garden (herbal garden) in 90 cents area in the campus is in progress instituted by the college old students association at an approximate cost of 20 lacks. Additional recommendations are to avoid burning of leaf litter inside the campus, avoiding the use of chemical fertilizers and pesticides, additional rain water harvesting system, planting flowering and fruit yielding plants and regular monitoring and evaluation of the campus biodiversity.

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## **A Brief Survey of Environment Laws in India**

The need for protection and conservation of environment and sustainable use of natural resources is reflected in the constitutional framework of India and also in the international commitments of India. The Constitution under Part IVA (Art 51A-Fundamental Duties) casts a duty on every citizen of India to protect and improve the natural environment including forests, lakes, rivers and wildlife, and to have compassion for living creatures. Further, the Constitution of India under Part IV (Art 48A-Directive Principles of State Policies) stipulates that the State shall endeavour to protect and improve the environment and to safeguard the forests and wildlife of the country.

Several environment protection legislations existed even before Independence of India. However, the true thrust for putting in force a well-developed framework came only after the UN Conference on the Human Environment (Stockholm, 1972). After the Stockholm Conference, the National Council for Environmental Policy and Planning was set up in 1972 within the Department of Science and Technology to establish a regulatory body to look after the environment-related issues. This Council later evolved into a full-fledged Ministry of Environment and Forests (MoEF).

MoEF was established in 1985, which today is the apex administrative body in the country for regulating and ensuring environmental protection and lays down the legal and regulatory framework for the same. Since 1970s, a number of environment legislations have been put in place. The MoEF and the pollution control boards ("CPCB", ie, Central Pollution Control Board and "SPCBs", ie, State Pollution Control Boards) together form the regulatory and administrative core of the sector.

Some of the important legislations for environment protection are as follows:

- ✓ The National Green Tribunal Act, 2010
- ✓ The Air (Prevention and Control of Pollution) Act, 1981
- ✓ The Water (Prevention and Control of Pollution) Act, 1974
- ✓ The Environment Protection Act, 1986
- ✓ The Hazardous Waste Management Regulations, etc.
- ✓ These important environment legislations have been briefly explained in the succeeding paragraphs.

### **The National Green Tribunal Act, 2010**

The National Green Tribunal Act, 2010 (No. 19 of 2010) (NGT Act) has been enacted with the objectives to provide for establishment of a National Green Tribunal (NGT) for the





effective and expeditious disposal of cases relating to environment protection and conservation of forests and other natural resources including enforcement of any legal right relating to environment and giving relief and compensation for damages to persons and property and for matters connected therewith or incidental thereto.

The Act received the assent of the President of India on June 2, 2010, and was enforced by the Central Government vide Notification no. S.O. 2569(E) dated October 18, 2010, with effect from October 18, 2010. The Act envisages establishment of NGT in order to deal with all environmental laws relating to air and water pollution, the Environment Protection Act, the Forest Conservation Act and the Biodiversity Act as have been set out in Schedule I of the NGT Act.

Consequent to enforcement of the National Green Tribunal Act, 2010, the National Environment Tribunal Act, 1995 and the National Environment Appellate Authority Act, 1997 stand repealed. The National Environment Appellate Authority established under s 3(1) of the National Environment Appellate Authority Act, 1997 stands dissolved, in view of the establishment of the National Green Tribunal under the National Green Tribunal Act, 2010 vide Notification no. S.O. 2570(E) dated October 18, 2010.

#### The Air (Prevention and Control of Pollution) Act, 1981

The Air (Prevention and Control of Pollution) Act, 1981 (the "Air Act") is an act to provide for the prevention, control and abatement of air pollution and for the establishment of Boards at the Central and State levels with a view to carry out the aforesaid purposes.

To counter the problems associated with air pollution, ambient air quality standards were established under the Air Act. The Air Act seeks to combat air pollution by prohibiting the use of polluting fuels and substances, as well as by regulating appliances that give rise to air pollution. The Air Act empowers the State Government, after consultation with the SPCBs, to declare any area or areas within the State as air pollution control area or areas. Under the Act, establishing or operating any industrial plant in the pollution control area requires consent from SPCBs. SPCBs are also expected to test the air in air pollution control areas, inspect pollution control equipment, and manufacturing processes.

#### The Water (Prevention and Control of Pollution) Act, 1974

The Water Prevention and Control of Pollution Act, 1974 (the "Water Act") has been enacted to provide for the prevention and control of water pollution and to maintain or restore wholesomeness of water in the country. It further provides for the establishment of Boards for the prevention and control of water pollution with a view to carry out the aforesaid purposes.



The Water Act prohibits the discharge of pollutants into water bodies beyond a given standard, and lays down penalties for non-compliance. At the Centre, the Water Act has set up the CPCB which lays down standards for the prevention and control of water pollution. At the State level, SPCBs function under the direction of the CPCB and the State Government.

Further, the Water (Prevention and Control of Pollution) Cess Act was enacted in 1977 to provide for the levy and collection of a cess on water consumed by persons operating and carrying on certain types of industrial activities. This cess is collected with a view to augment the resources of the Central Board and the State Boards for the prevention and control of water pollution constituted under the Water (Prevention and Control of Pollution) Act, 1974. The Act was last amended in 2003.

#### The Environment Protection Act, 1986

The Environment Protection Act, 1986 (the "Environment Act") provides for the protection and improvement of environment. The Environment Protection Act establishes the framework for studying, planning and implementing long-term requirements of environmental safety and laying down a system of speedy and adequate response to situations threatening the environment. It is an umbrella legislation designed to provide a framework for the coordination of central and state authorities established under the Water Act, 1974 and the Air Act. The term "environment" is understood in a very wide term under s 2(a) of the Environment Act. It includes water, air and land as well as the interrelationship which exists between water, air, land, and human beings, other living creatures, plants, micro-organisms and property.

Under the Environment Act, the Central Government is empowered to take measures necessary to protect and improve the quality of environment by setting standards for emissions and discharges of pollution in the atmosphere by any person carrying on an industry or activity; regulating the location of industries; management of hazardous wastes, and protection of public health and welfare. From time to time, the Central Government issues notifications under the Environment Act for the protection of ecologically-sensitive areas or issues guidelines for matters under the Environment Act.

In case of any non-compliance or contravention of the Environment Act, or of the rules or directions under the said Act, the violator will be punishable with imprisonment up to five years or with fine up to Rs 1,00,000, or with both. In case of continuation of such violation, an additional fine of up to Rs 5,000 for every day during which such failure or contravention continues after the conviction for the first such failure or contravention, will be levied. Further,



if the violation continues beyond a period of one year after the date of conviction, the offender shall be punishable with imprisonment for a term which may extend to seven years.

### Hazardous Wastes Management Regulations

Hazardous waste means any waste which, by reason of any of its physical, chemical, reactive, toxic, flammable, explosive or corrosive characteristics, causes danger or is likely to cause danger to health or environment, whether alone or when in contact with other wastes or substances.

There are several legislations that directly or indirectly deal with hazardous waste management. The relevant legislations are the Factories Act, 1948, the Public Liability Insurance Act, 1991, the National Environment Tribunal Act, 1995 and rules and notifications under the Environmental Act. Some of the rules dealing with hazardous waste management are discussed below:

Hazardous Wastes (Management, Handling and Transboundary) Rules, 2008, brought out a guide for manufacture, storage and import of hazardous chemicals and for management of hazardous wastes.

Biomedical Waste (Management and Handling) Rules, 1998, were formulated along parallel lines, for proper disposal, segregation, transport, etc., of infectious wastes.

Municipal Solid Wastes (Management and Handling) Rules, 2000, aim at enabling municipalities to dispose municipal solid waste in a scientific manner.

In view of the short-comings and overlapping of some categories causing inconvenience in implementation of the Biomedical Waste (Management and Handling) Rules, 1998 as well as the Municipal Solid Wastes (Management and Handling) Rules, 2000, the Ministry of Environment, Forest and Climate Change has formulated the draft Bio-Medical Waste (Management & Handling) Rules, 2015 (Draft BMW Rules) and the draft Solid Waste Management Rules, 2015 (Draft SWM Rules) and sought comments on the draft Rules.

The Draft BMW Rules are to replace the Biomedical Waste (Management and Handling) Rules, 1998, and the Draft SWM Rules are to replace the Municipal Solid Waste (Management and Handling) Rules, 2000. The objective of the Draft BMW Rules is to enable the prescribed authorities to implement the rules more effectively, thereby, reducing the bio-medical waste generation and also for its proper treatment and disposal and to ensure environmentally sound management of these wastes, and the Draft SWM Rules aim at dealing with the management of solid waste including its segregation at source, transportation of waste, treatment and final disposal.



E - Waste (Management and Handling) Rules, 2011 have been notified on May 1, 2011 and came into effect from May 1, 2012, with primary objective to reduce the use of hazardous substances in electrical and electronic equipment by specifying threshold for use of hazardous material and to channelize the e-waste generated in the country for environmentally sound recycling. The Rules apply to every producer, consumer or bulk consumer, collection centre, dismantler and recycler of e-waste involved in the manufacture, sale and purchase and processing of electrical and electronic equipment or components as detailed in the Rules.

Batteries (Management & Handling) Rules, 2001 deal with the proper and effective management and handling of lead acid batteries waste. The Act requires all manufacturers, assemblers, re-conditioners, importers, dealers, auctioneers, bulk consumers, consumers, involved in manufacture, processing, sale, purchase and use of batteries or components thereof, to comply with the provisions of Batteries (Management & Handling) Rules, 2001.

#### Other Laws Relating to Environment

In addition, there are many other laws relating to environment, namely –

##### The Wildlife Protection Act, 1972

The Wild Life (Protection) Act, 1972 was enacted with the objective of effectively protecting the wild life of this country and to control poaching, smuggling and illegal trade in wildlife and its derivatives. The Act was amended in January 2003 and punishment and penalty for offences under the Act have been made more stringent. The Ministry has proposed further amendments in the law by introducing more rigid measures to strengthen the Act. The objective is to provide protection to the listed endangered flora and fauna and ecologically important protected areas.

##### The Forest Conservation Act, 1980

The Forest Conservation Act, 1980 was enacted to help conserve the country's forests. It strictly restricts and regulates the de-reservation of forests or use of forest land for non-forest purposes without the prior approval of Central Government. To this end the Act lays down the pre-requisites for the diversion of forest land for non-forest purposes.

The Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006, recognises the rights of forest-dwelling Scheduled Tribes and other traditional forest dwellers over the forest areas inhabited by them and provides a framework for according the same.

The Indian Forest Act, 1927 consolidates the law relating to forests, the transit of forest-produce and the duty leviable on timber and other forest-produce.



### Public Liability Insurance Act, 1991

The Public Liability Insurance Act, 1991 was enacted with the objectives to provide for damages to victims of an accident which occurs as a result of handling any hazardous substance. The Act applies to all owners associated with the production or handling of any hazardous chemicals.)

### The Biological Diversity Act, 2002

The Biological Diversity Act 2002 was born out of India's attempt to realise the objectives enshrined in the United Nations Convention on Biological Diversity (CBD), 1992 which recognises the sovereign rights of states to use their own Biological Resources. The Act aims at the conservation of biological resources and associated knowledge as well as facilitating access to them in a sustainable manner. The National Biodiversity Authority in Chennai has been established for the purposes of implementing the objects of the Act.

### Coastal Regulation Zone Notification

The Ministry of Environment and Forests had issued the Coastal Regulation Zone Notification vide Notification no. S O. 19(E), dated January 06, 2011 with an objective to ensure livelihood security to the fishing communities and other local communities living in the coastal areas, to conserve and protect coastal stretches and to promote development in a sustainable manner based on scientific principles, taking into account the dangers of natural hazards in the coastal areas and sea level rise due to global warming.

### Major environmental policies and legislations in India

The Ministry of Environment & Forests is the nodal agency in the administrative structure of the Central Government, for the planning, promotion, co-ordination and overseeing the implementation of environmental and forestry programmes. The Ministry is also the Nodal agency in the country for the United Nations Environment Programme (UNEP). The principal activities undertaken by Ministry of Environment & Forests, consist of conservation & survey of flora, fauna, forests and Wildlife, prevention & control of pollution, afforestation & regeneration of degraded areas and protection of environment, in the frame work of legislations. The main tools utilized for this include surveys, impact assessment, control of pollution, regeneration programmes, support to organizations, research to solve solutions and training to augment the requisite manpower, collection and dissemination of environmental information and creation of environmental awareness among all sectors of the country's population.





The Central Pollution Control Board (CPCB), statutory organisation, was constituted in September, 1974 under the Water (Prevention and Control of Pollution) Act, 1974. Further, CPCB was entrusted with the powers and functions under the Air (Prevention and Control of Pollution) Act, 1981. It serves as a field formation and also provides technical services to the Ministry of Environment and Forests of the provisions of the Environment (Protection) Act, 1986. Principal Functions of the CPCB, as spelt out in the Water (Prevention and Control of Pollution) Act, 1974, and the Air (Prevention and Control of Pollution) Act, 1981, (i) to promote cleanliness of streams and wells in different areas of the States by prevention, control and abatement of water pollution, and (ii) to improve the quality of air and to prevent, control or abate air pollution in the country.

#### Policies to protect environment in India

- ✓ Environment Protection Act, 1986
- ✓ National Conservation Strategy and Policy Statement on Environment and Development, 1992
- ✓ Policy Statement for the Abatement of Pollution, 1992
- ✓ National Environment Policy, 2006
- ✓ Vision Statement on Environment and Health
- ✓ Legislations and Rules for the protection of environment in India
- ✓ Water pollution
- ✓ Air Pollution
- ✓ Environment Protection
- ✓ Wildlife
- ✓ Forest Conservation
- ✓ Biodiversity
- ✓ National Green Tribunal
- ✓ Animal Welfare

#### The six laws related to environmental protection and wildlife are:

- ✓ The Environment (Protection) Act, 1986;
- ✓ The Forest (Conservation) Act, 1980;
- ✓ The Wildlife Protection Act, 1972;
- ✓ Water (Prevention and Control of Pollution) Act, 1974;
- ✓ Air (Prevention and Control of Pollution) Act, 1981 and
- ✓ The Indian Forest Act, 1927.



## **Biological Diversity Act, 2002**

The Convention on Biological Diversity (CBD) was inspired by the world community's growing commitment to sustainable development. It represented a step forward in the conservation of biological diversity, the sustainable use of its components, and the fair and equitable sharing of benefits arising from the use of genetic resources. In pursuance to the Convention on Biological Diversity (CBD), to which it was a signatory, India enacted the Biological Diversity Act in 2002 following a widespread consultative process over a period of eight years. The Biological Diversity Rules were notified thereafter in 2004. The Act gives effect to the provisions of the CBD. It also addresses access to biological resources and associates traditional knowledge to ensure equitable sharing of benefits arising out of their use to the country and its people. It included provisions like prohibition on transfer of Indian genetic material outside the country without specific approval of the Indian Government; prohibition on anyone claiming an Intellectual Property Right (IPR), such as a patent, over biodiversity or related knowledge, without the permission of the Indian Government; regulation of collection and use of biodiversity by Indian nationals, while exempting local communities from such restrictions; measures for sharing the benefits from the use of biodiversity, including the transfer of technology, monetary returns; measures for sharing the benefits from the use of biodiversity, including the transfer of technology, monetary returns; Setting up of Biodiversity Management Committees (BMC) at local, village and urban levels, State Biodiversity Boards (SBB) at the state level, and a National Biodiversity Authority (NBA) etc.

Biological Diversity Rules, 2004

The full texts can be found at <http://moef.nic.in/division/biodiversity>

## **Vision Statement on Environment and Health**

The purpose of vision document was to evolve a strategy of health-risk reduction arising from environment pollution would help the implementing agencies to revise the environmental and industry specific actions. Ministry of Environment and Forests (MoEF) had constituted a Committee on Environment and Health in July, 1999 and the report was submitted in May, 2000. The Report of the "Committee on Environment and Health" brought out issues requiring the attention of various stakeholders. The "Conference on Environmental Health" organized



by Ministry of Environment and Forests in November, 2002 also brought out thrust areas and action points that need to be implemented for protection of public health.

The environment in which we live greatly influences our health. The household, workplace, outdoor and indoor environments may pose risks to health in a number of different ways. The poor quality of air which we may breathe, the contaminated water we may drink and the surroundings in which we live, determine our quality of life. While the genetic factors may also be responsible for causing diseases but the environmental factors play a much more active role in contracting various diseases. The key purpose of this Vision Statement on Environment and Human Health is to evolve a strategy for health risk reduction. It also offers a comprehensive approach to environmental health management plans, which would be a systematic approach to estimate the burden of disease and injury due to different environmental pollutants. Therefore, the activities and programmes required to be taken up for the protection of public health due to environmental pollution are also given in this statement in the form of a road map.

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