Key Indicator - 7.2 Best Practices (30)

Title of the Practice 1

Enriching ecosystem: A crying need for sustainable development

Objective of the Practice

In order to translate the idea of "think globally and act locally" to be in synchrony with UNDP and NITI Aayog, the university aims to enrich the existing environment to match with geographical conditions of the region. The university has evolved a strategy to overcome the difficulties arising out of climate change and depredation of bio-diversity with constantly falling water table of the region. This will fulfill the objective of bringing about the change in quality of life. Towards translating this idea work has been initiated in the first phase where the University is working on water resource management.

The Context

In the context of sustainable development goals it has become imperative for us to formulate a strategy of enriching our ecosystem. The university has to draw a roadmap of its future development keeping in mind the principles which underline the fulfillment of needs of current generation without compromising the needs of posterity. It also envisages to strike a balance among economic growth, environmental care and social justice. Being keenly alive to the locational features of the university and environs falling into semi-drought prone area, the university has made meticulous plans towards recharging depleting water table and conserving bio-diversity with a motto 'Live Green, Breathe Green, Go Green'.

The Practice

- **Zero discharge water system**: not a single drop of water goes out of the campus. A perfect mechanism is developed for recycling of used water through Sewage treatment plant for reuse of water and maintaining eco system
- Rain Water harvesting for sustainable development and restoration of ecosystem.
- A huge capacity reservoir to store rain water for multipurpose use
- Day light conservation: Minimum 30% of living area has been covered by Day light as prescribed in NBC 2005. construction throughout the campus are delicately designed to utilize most of the day light, in turns, limiting the use of electricity.
- Double toughened glass to maintain cozy environment inside the room, thus reducing electricity consumption and save the environment with a tag line '**less consumption less emission**'
- Heat resistant tiles (HRT) on the roof to maintain the temperature: Due to use of heat resistant tiles the university has capped the electricity use to a huge extent.
- To promote Green Energy- Solar Light Installed in the campus

- Eco Friendly Fly Ash Bricks has been used. In addition, during the construction phase the master layout plan has been designed in such an efficient manner with almost zero deforestation.
- Use of Low VOC (Volatile Organic Compound) paints/adhesives/sealants. Minimum ozone depleting substances.
- Use of Exhaust Stack for diesel generator of height approx. 30 mtr complying CPCB norms.
- Use of green refrigerant gases in HVAC system. Further, use of VRV based HVAC system to reduce power consumption.
- Soil conservation: utilizing soil taken out during construction for plantation and leveling of uneven terrain inside the campus. Thus, saving the ecosystem and developing a divine environment for students.
- Preserve and protect landscape during construction/compensatory depository forestation.
- Automatic light in washroom to switch off when not in use.
- Use of biological materials inside the campus for plantation to avoid any use of synthetic substances in order to maintain soil fertility and ecological balance, thus minimizing pollution.
- Non-use of plastic materials inside the campus
- Under the guidance of an Institutional Biosafety Committee, disposing generating bio-waste to proper protocol and procedures has become streamlined
- Use of Bicycle in the Campus
- Plastic Free Campus
- Bio-friendly afforestation
- To enrich the quality of soil cropping activities and promote organic farming to achieve the sustainable development goals in a broader perspective

Evidence of Success

The measures adopted towards realization of the sustainable development goals have yielded encouraging results which are as follows

- District Green Champion 2021-22 awardee by MGNCRE , Ministry of Education
- Cooler and cleaner air quality inside the campus. AQI based on PM10 and PM2.5 in CUSB is much lower than the Gaya city. This is because of the fact the green cover inside the campus is 70% and less vehicular movement.
- Huge water reservoir full of aquatic resources and water level is maintained throughout the year
- The indigenous fruit-bearing trees planted on the campus have attracted 51 species of birds.
- Environmental consciousness amongst students and faculty has been generated appreciably, resulting in constitution of Green Committee, Eco-Friendly Club and Paryvaran Mitra etc. in every department
- Massive effort towards increasing the green cover and conserving sacred grove inside the campus has led it to be an attraction for to the bio-diversity
- Increase in floral and faunal diversity specifically a number of grass species has been observed.

Problems Encountered and Resources Required

- The university is encumbered with resource constraint and as such finds it hard to maintain the cost intensive enterprises of a huge campus of 300 acres.
- Being a new campus, the need for setting up a Center for Climate Change, Sustainable Agriculture and Animal Husbandry
- The university's plan to establish a Centre for Bio-Diversity conservation is hampered due to paucity of funds and trained manpower
- Towards increasing the clean energy generation, we require to cover the building roof with solar panel, which require a huge investment and the support from the government would strengthen us to meet PM's objective of Green Grids Initiatives - One Sun, One World, One Grid
- However, despite of scarcity of resources the university is managing through internal resources and in the event of the government forthcoming support it will be further strengthened

Title of the Practice 2

Inter-disciplinarily, multi-disciplinarily and skill Enhancement Reflective Curricula

Objective:

- Designing and structuring the contents of each course with an objective of incorporating the essence of Interdisciplinarity, multidisciplinarity and skill enhancement in the curricula of all programmes offered by the university.

Context:

- Consciously breaking down boundaries between disciplines, so that students can take up courses from different disciplines for improving the employability potential. In the context of market demands and expectations from the graduates; the university is moving from an era of specialisation to super-specialisation to multi-specialisation courses. It has developed all the courses in coordination with different disciplines; exploring possibility of thematic interaction, synthesis and harmonisation among disciplines with an aim to include coherent elements of ideas as a whole. Mandating the researchers working on distinct aspects of the common undertaking within the context of their own disciplinary base, to explore and identify different perspective on the problem or issue for furthering the research activities in interlinked thematic areas.

Practice

- **Multidisciplinary** approach is adopted in letter and spirit by all the department in its each programme by inclusion of CBCS System where the students have choice to choose the courses offered by other department having inter related dimension with an aim of combining the views of different disciplines. The University has adopted a model CBCS Ordinance in all PG courses with an aim to transform the standalone discipline model into multidisciplinary model.

- All the UG and PG programs are in nature multidisciplinary as well as interdisciplinary.
- All the UG and PG programs have an average of 15-20% multi-disciplinary components.
- The University has adopted the credit transfer system in its Ordinance up to 20% courses for the credit earned through SWAYAM. It will be upgraded up to 40% in line with the NEP-2020 reform agenda.
- Training Students to understand the concepts from the perspectives of different inter-related disciplines and preparing them for changing market requirement.
- The University has a practice of opting faculty from different department as RAC members working on the diverse thematic area to broaden the horizon of research.
- Undergraduate programmes such as B.A. B.Ed., B.Sc.B. Ed., B.A.LL.B(Hons) etc. have a mix of professional programme as well as liberal arts and humanities. Such programmes have been initiated by the University to encourage student to pursue their subjects of interest and at the same time acquire a professional skills based job oriented additional course so that it will improve the economic status of the students.
- All the programmes on average, have experiential learning components comprising of practical, internship, industrial training, dissertation and field trip components varying from 5% to 50%.
- Offering undergraduate degree and a Masters degree programmes with a research component, encouraging multi-disciplinary approach to research.
- The university has organised various webinar. Workshop/ training programmes/lectures series covering components of skill development in diverse areas.
- Considering the newness of many of these multi-disciplinary courses, the faculty is developing study material as ready reckoner.
- Through strong mentorship the students are learning more about self, discovering interests, nurturing passions, channelling talents, challenging self and growing as a student, individual, and member of society.
- Through multi-disciplinarity structure of program the students get opportunity to pursue their diversified interest.

Evidence of Success

- Stress free campus with negligible numbers of complaints.
- Improved success rate of the students due to creative and innovative teaching.
- Administrative workflow with minimal paper work
- Negligible number of court case and audit para

Problems Encounter and Resources Required

- Locational disadvantage (LWE area)

- Lack of infrastructure such as academic buildings, auditorium, hostel, international hostel, computer cum data centre, residential quarters
- Fund constraints for sophisticated cutting-edge instrument
- Retention of faculty and staff because of poor accessibility
- Lack of elementary school in the campus
- Lack of post-office in the campus