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ISO 9001 No. 20220000000001, MSME Reg No. UD18AM00014-2014-0121, GST No. 33WMA8000A019

Green Audit Report (2018-19) Of GOUR MAHAVIDYALAYA



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1. Introduction:

The introduction highlights the goals of the green audit and provides an overview of the college's commitment to sustainability. It also describes the scope of the audit. To evaluate the college's environmental impact, sustainability practices, and areas for growth, the Green Audit Report was conducted at GOUR MAHAVIDYALAYA. This all-encompassing analysis has assessed the college's energy use, waste management, water consumption, transportation options, and general environmental consciousness analysis. The findings and suggestions to strengthen the college's dedication to environmental responsibility and sustainable practices are detailed in this study.

Green Audit Working Team (2018-19):

Sl.No	Name of the Members	Designation
1	Dr. Ashim Kumar Sarkar	Principal
2	Dr. Pulak Kumar Kundu	IQAC Coordinator
3	Md. Murshed Alam	NAAC Coordinator
4	Dr. Niranjan Kumar Mridha	Bursar
5	Partho Chakraborty (SDO)	Administrator
6	Arup Roy	Member
7	Syfaajaman Tarafder	Member
8	Dichen Lhamu Sherpa	Member
9	Dipjyoti Singha	Member
10	Sangita Singha	Member
11	Sipendranath Mandal	Non-Teaching Member

2. The Necessity of a Green Audit:

The need for green audits, also known as environmental audits or sustainability audits, is rising in today's society for several reasons.

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ISO 9001:2015, ISO 14001:2015, ISO 45001:2018, ISO 27001:2017, ISO 22301:2019

(a) Effects on the Environment: Green audits help to assess and lessen an organization's harmful environmental impact. They analyse factors such as energy consumption, trash generation, water use, and emissions to find areas that could be improved to decrease environmental harm.

(b) Conformity with Regulations: The environmental regulations and rules established in many countries must be followed by organizations. Green audits help colleges adhere to standards to avoid penalties or other legal implications for non-compliance.

(c) Savings on Expenses: Green audits can identify inefficient practices, providing opportunities for cost savings. By studying energy use, resource consumption, and waste management, businesses can put strategies into practice to reduce operational costs and increase overall efficiency.

(d) Reputation and the Expectations of Stakeholders: Customers and other stakeholders now call organisations to adopt more environmentally friendly practices. Green audits promote trust among customers, employees, investors, and communities by demonstrating an organization's transparency and commitment to sustainability.

(e) Risk Management: Environmental hazards can have serious financial and reputational ramifications for firms, including pollution events, regulatory non-compliance, and supply chain interruptions. By evaluating environmental management systems, ensuring sufficient controls are in place, and putting preventative measures in place to deal with possible problems, green audits assist in identifying and mitigating these risks.

(f) Continuous Improvement: Green audits encourage a continuing commitment to sustainability rather than being one-time events. Organizations can see trends, set goals, and implement improvement initiatives by routinely evaluating and tracking environmental performance. This iterative process promotes a culture of sustainability and propels long-lasting transformation.

(g) Sustainable Development Goals (SDGs): An international framework for solving urgent environmental and social issues is provided by the Sustainable Development Goals. Organizations can better align their operations with these objectives with the aid of green audits, paving the way for a more just and sustainable future. Green audits are essential to evaluate, enhance, and confirm

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The Green Audit Team carried out the five-day field trip. The tour's main goal was to evaluate the Institution's waste management procedures, energy conservation tactics, and other aspects of its green cover. The protocols for sample collection, preservation, and analysis were followed scientifically.

3.2. Focus Group Discussion:

The nature club, staff, and management members participated in focus group discussions on various facets of the green audit. Identification of attitudes and awareness towards environmental issues at the institutional and local levels was the main topic of discussion.

3.3. Energy and waste management Survey:

The audit team evaluated the college's waste generation, disposal, and treatment facilities as well as its energy usage pattern with the assistance of teachers and students. A comprehensive questionnaire survey method was used to carry out the monitoring.

4. Target Areas of Green Auditing:

Energy Consumption:

The college's electrical and HVAC usage trends are dissected in this section. It detects energy-efficient practices and points out places to make improvements, such as through lighting retrofits, HVAC system optimisation, and the introduction of energy-saving devices.

Waste Management:

Recycling initiatives, landfill diversion rates, and other waste management practices on campus are all part of the evaluation. It proposes measures to cut down on garbage, boost recycling, and promote eco-friendly behaviour all over campus.

Water Usage:

The college's water consumption, conservation initiatives, and opportunities for water savings are all evaluated in this report. It recommends promoting water conservation through the use of water-efficient fixtures, rainwater collection, and educational programmes.



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Transportation:

In this section, we take a look at how the college neighbourhood gets around. Bicycle-sharing initiatives, financial incentives for carpooling, and collaborations with public transportation providers are some of the eco-friendly commute solutions investigated.

Green Spaces and Biodiversity:

The report assesses the College's green areas, biodiversity protection initiatives, and landscaping methods. Preserving natural areas, growing native species and supporting programmes that help pollinators are all possible suggestions.



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Curriculum and Awareness:

This analysis considers the ways in which sustainability and environmental studies are taught and discussed on campus. It suggests fostering environmental awareness and green initiatives across all academic fields.

Stakeholder Engagement:

Student, professor, and staff participation in sustainability initiatives is assessed in this report. It suggests ways to increase participation and diversity in environmentally friendly activities.

Future Goals and Targets:

This section establishes attainable sustainability targets for the university based on audit findings. It lays out both immediate and far-off goals for improving the organization's environmental impact.

Conclusion:

The implementation plan details the steps to be taken, who will be responsible for them, and when they will be completed in order to meet the suggested sustainability targets. Budgetary constraints, collaboration with external organisations, and methods for assessing performance are all possibilities.

Yearly Records (2018-19):

Electrical device/items	Number	Power(watt)	Usage time (hr/day)
Normal Tubelight	370	3000	10:00 am to 6:00 pm
LED Tubelight	212	29200	Do
Normal Bulb	62	0	Do
LED Bulb	21	300	Do
Ceiling Fan	520	17100	Do
Wall fan	34	3640	Do

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Normal tube light & Fan

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Silent DG sets are designed to generate a very low level of background noise, just as their name suggests. Their structures are constructed to eliminate virtually all noise and vibrations due to careful design. Because of this, they are not harmful to the environment and are ideally suited for use in residential areas.

4.2. Waste Management:

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4.2.1. Recycling: Even though recycling containers could be found all throughout campus, the audit discovered that there was insufficient separation of recyclable items and inadequate information regarding products that might be recycled. Raising the recycling rate can be done in a number of ways, including by enhancing the signs, providing clear instructions, and implementing a comprehensive recycling education programme.

4.2.2. Composting: To appropriately dispose of organic waste produced by Hostel occupants (both boys and girls), composting facilities might be set up at the organisation. Composting not only reduces the quantity of waste sent to landfills but also produces useful compost that may be utilised for campus landscaping and gardening.

Table: Different types of waste generated in the college and their disposal

Types of waste	Particulars	Disposal method
E-Waste	Computers, electrical and electronic parts.	After a while, we can offer these from a separate tank.
Plastic waste	Pen, Refill, Plastic water bottles and other plastic containers, wrappers etc.	Single-use plastic bottles, jars, and bags. Encourage reusable water bottles and other containers. Establish plastic recycling containers, and after a certain time, we can sell the recyclables directly.
Solid wastes:	Paper waste, Damaged furniture, paper plates, food wastes.	Maintenance energy conversion reuse. College composting systems turn food waste into nutrient-rich compost for campus landscaping and community gardens. Institutions can work with local farms to collect food waste.

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WATER: 91-22-2222222222, MOBILE: 91-9840101010, 14-22-4071, GST No. 27FMA82222222

Chemical wastes:	Laboratory waste	Water neutralises. Follow safety rules when handling hazardous waste.
Wastewater	Washing urinals, bathrooms	Soak pits
Glass waste	Broken glass wares from the labs	Glass should be recycled separately from other recyclables in glass recycling containers. Contact local recycling centres to recycle glass properly.
Sanitary Napkin	=	Burn

4.3. Water Usage:

4.3.1. Water Fixtures: Numerous locations within the college had outdated and ineffective water fixtures, which caused excessive water use. Water resources can be saved by swapping these fixtures for low-flow models and encouraging staff and students to practice water-saving habits.

Water management table:

Water Management Tasks	Frequency	Responsible Party
Routine examination of water supplies	Monthly	Green Audit Working Team
Testing for drinking water quality	Half-yearly	Do
Awareness of water conservation	Half-yearly	Green Audit Working Team & various department
Infrastructure for water distribution that needs upkeep and repair	As needed	Caretaker
Reporting and analysis of water use	Annually	Green Audit Working Team & Caretaker

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		2,000 litres of tanks to store rainwater.
12	Any leaky taps	None
13	Daily amount of water that is lost.	Not applicable
14	Is there any kind of plan for the management of water?	Promote water conservation, pollution reduction, and sustainable water management. Water rights and allocation procedures should be clear to distribute water fairly among multiple users.
15	Have any methods for conserving water been implemented?	Rainwater Harvesting

4.4. Transportation:

4.4.1. Public Transport: The college's carbon footprint can be significantly reduced by encouraging employees and students to use public transport. Sustainable transport solutions can be promoted by offering cheap bus passes, encouraging carpooling, and supporting bicycle infrastructure.

	Students	Employee	Total

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Average numbers over 6 days in a peak session

Bicycles are being used as modes of transportation for getting to and around the college by students, non-teaching staff and teaching staff.

Girls- 172
Boys- 81

10

263

4.5. Overall Environmental Awareness:

4.5.1. Curriculum Integration: The institution can integrate environmental awareness and sustainability into its curriculum across various subject areas. This

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strategy will guarantee that students receive instruction and training in environmental stewardship, encouraging sustainable thinking.

Environmental awareness across different subjects	Parameters	Program time
Language Arts	Discuss texts from literature that are in some way connected to topics concerning the environment, such as conservation or environmental advocacy. Compose poetry or essays that argue for the protection of the environment and use persuasion. Conduct research on a variety of environmental topics, then present your findings. Through various awareness programs, they understand the environmental laws and regulations that apply on the local, national, and international levels. Discuss the roles that governments, NGOs, and people play in the effort to solve environmental problems. Investigate the environmental concerns from both a historical and cultural point of view.	Whole year
Arts	Investigate the causes of climate change and possible solutions to the problem. Analyse the impact that human activities have had on different landscapes as well as the distribution of natural resources. Studies should be done on urbanization, logging, and industry's impact on the natural environment. Investigate geographical approaches to resolving environmental issues, such as environmentally responsible land management planning.	Whole year
Pure Science	Conduct studies on environmental issues, such as assessing water quality, soil analysis, power consumption, or	Half-yearly/ each program

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	recycling To better comprehend environmental patterns and forecasts, consider using mathematical models. Investigate the repercussions of environmental actions on the economy, such as doing cost-benefit analyses for environmentally friendly projects.	
Bio-Science	Study subjects include ecosystems, biodiversity, and the interconnectedness of all living things.	Whole year
Physical Education	Encourage students to develop an appreciation for the natural world by having them participate in outdoor sports and activities. Talk about the significance of physical activity for both one's own health and the health of the environment (for example, taking bike instead of the car).	Whole year
NSS	To enhance the amount of green cover and fight deforestation, organizing tree-planting events in local communities and educational institutions is important. To combat littering and to encourage a clean environment, it is important to organise routine clean-up efforts in public places like parks and beaches. To educate both students and members of the general public about environmental issues such as climate change, waste management, renewable energy, and conservation, workshops and seminars should be organized. It should be a priority to create opportunities for individuals to engage with the natural world and develop a sense of ownership over its preservation through participating in hikes and other outdoor activities. To raise awareness about environmental issues and motivate	Whole year

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Floral Diversity of the Campus

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A lush green grassland improves the college campus's aesthetic beauty, making it more hospitable and alluring to students, faculty, and visitors.

5.2. Faunal Diversity:

Gour Mahavidyalaya holds 2.56 acres (building land approx. 0.68 acres) of land and a large water body of approx. 0.992 acres. Hence, Gour Mahavidyalaya boasts a rich faunal diversity, thanks to its lush greenery and expansive water body. Our college is situated in the region around English Bazar and Old Malda, which possess a variety of insects, amphibian species, reptiles, birds and mammals that thrive in its subtropical climate and riverine environment. Our estimation on faunal diversity is mostly based on random sampling. Majority of the data were gathered during college hours through direct observations. We have also gathered information from different students and staffs, who were not directly a member of a survey group.

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1. Houseflies (*Musca domestica*)

Animals

1. Indian Hare (*Lepus nigricollis*)
2. Jackal (*Canis aureus*) (Often enters college premises at night)
3. Indian Squirrel (*Funambulus palmarum*)
4. Rhesus Macaque (*Macaca mulatta*)
5. Indian Pipistrelle (*Pipistrellus coromandra*)
6. Rat (*Rattus norvegicus*)
7. Common Cat (*Felis catus*)
8. Common Dog (*Canis lupus familiaris*)
9. Grey mongoose (*Herpestidae sp.*)

Our college is an oasis in the midst of concrete jungle. Conservation efforts are essential to maintain this ecological balance and protect the native species.



Plantation of Wild type Medicinal plants:

On the grounds of our college, we planted not one but two different medicinal gardens. Every day, more and more wild medicinal plant kinds are becoming extinct as a direct result of human activity and pollution. Once we have determined the species of these plants, we will work to preserve them in our medicinal gardens by means of multiplication. Through the appropriate method, it is accessible to any and all interested parties or agencies. A medical garden is a specific location on the grounds of an educational institution that is devoted to the growth and maintenance of a large variety of different kinds of medicinal plants. Medical gardens are often found on university campuses. Students, staff members, and researchers all have access to it as a resource for teaching and study, which makes it possible for them to investigate and learn about the many different qualities and applications that medicinal plants can have. The cultivation of a medicinal garden on a college campus has the potential to confer significant value and benefits on the surrounding academic community as well as on society.



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Figure: Our medicinal garden (114 numbers of medicinal plants)

7. Conclusion: According to the results of a recent green audit, the GOUR MAHAVIDYALAYA has identified a few sites on campus that may use some work to further sustainability goals. Implementing the offered solutions has the potential to result in a number of positive environmental outcomes, including decreased energy consumption, improved waste management, enhanced water use efficiency, expanded sustainable transportation options, and heightened environmental consciousness. By putting these alterations into effect, GOUR MAHAVIDYALAYA will be able to demonstrate to its pupils how to responsibly care for the environment and make a contribution towards a more sustainable future.

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Green Audit Report (2019-20)

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1. Introduction:

The GOUR MAHAVIDYALAYA 's Green Audit Report attempts to evaluate the institution's environmental effect, sustainability practices, and potential for development. We have assessed numerous facets of the college's operations, including energy use, waste management, water use, transportation, and general environmental awareness, by conducting an in-depth review. The conclusions and suggestions in this report are meant to strengthen the college's dedication to sustainable practices and environmental responsibility.

Green Audit Working Team (2019-20):

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3	Md. Murshed Alam	NAAC Coordinator
4	Dr. Niranjan Kumar Mridha	Bursar
5	Partho Chakraborty (SDO)	Administrator
6	Arup Roy	Member
7	Syfujjaman Tarafder	Member
8	Dichen Lhamu Sherpa	Member
9	Dipjyoti Singha	Member
10	Sangita Singha	Member
11	Sipendranath Mandal	Non-Teaching Member

2. The Necessity of a Green Audit:

The need for green audits, also known as environmental audits or sustainability audits, is rising in today's society for a number of reasons.

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(c) Savings on Expenses:Green audits can identify inefficient practises and inefficiencies within a business, providing opportunities for cost savings. By

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studying energy use, resource consumption, and waste management, businesses can put strategies into practise to reduce operational costs and increase overall efficiency.

(d) Reputation and the Expectations of Stakeholders: Customers and other stakeholders now call organisations to adopt more environmentally friendly practises. Green audits promote trust among customers, employees, investors, and communities by demonstrating an organization's transparency and commitment to sustainability.

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(g) Sustainable Development Goals (SDGs): An international framework for solving urgent environmental and social issues is provided by the Sustainable Development Goals. Organizations can better align their operations with these objectives with the aid of green audits, paving the way for a more just and sustainable future. Green audits are essential to evaluate, enhance, and confirm environmental performance. They allow companies to control risks, comply with rules, cut costs, improve reputations, and support sustainable development.

3. Methodology for Green Audit:

Audits of an organization's environmental performance and practices are known as "green," "environmental," or "sustainability" audits. They entail assessing the company's influence on the environment, resource usage, waste management, and

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adherence to environmental legislation. Here is a procedure for carrying out a green audit:

- (a) Planning:
- (b) Identify audit team and resources:
- (c) Develop an audit plan: Create a detailed plan outlining audit activities, timelines, responsibilities, and communication channels.
- (d) Data Collection:
- (e) Gather information:
- (f) Conduct site visits and interviews:
- (g) Review documentation:
- (h) Evaluation and Analysis:
- (i) Assess environmental impacts:
- (j) Evaluate compliance:
- (k) Identify strengths and weaknesses:
- (l) Quantify results:
- (m) Reporting:
- (n) Prepare an audit report:
- (o) Communicate results:
- (p) Follow-up and Improvement:
- (q) Develop an action plan:
- (r) Monitor progress:
- (s) Continuous improvement:

The methodology adopted to conduct the Green Audit of the Institution had the following components.

3.1. On-site Visit :

The Green Audit Team carried out the five-day field trip. The tour's main goal was to evaluate the Institution's waste management procedures, energy conservation tactics, and other aspects of its green cover. The protocols for sample collection, preservation, and analysis were followed scientifically.

3.2. Focus Group Discussion :

The nature club, staff, and management members participated in focus group discussions on various facets of the green audit. Identification of attitudes and

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awareness towards environmental issues at the institutional and local levels was the main topic of discussion.

3.3. Energy and waste management Survey:

The audit team evaluated the college's waste generation, disposal, and treatment facilities as well as its energy usage pattern with the assistance of teachers and students. A comprehensive questionnaire survey method was used to carry out the monitoring.

4. Target Areas of Green Auditing:

An environmental audit is one of the steps involved in the process of resource management. Green audits are useful despite the fact that they are one-off occurrences. This is due to the fact that they are carried out on a regular basis, and the results of the audits might shift or get better over time. The concept of an eco-campus centers primarily on making effective use of water and energy while simultaneously reducing pollution and the amount of trash produced.

Several indicators will be evaluated during the "Green Auditing of this Educational Institute" procedure. Eco-campus focuses on these goals in order to reduce emissions, obtain a reliable and affordable energy supply, encourage and improve energy conservation, decrease the institute's energy and water use, reduce the amount of waste that is sent to landfills, and incorporate environmental considerations into all contracts and services that are thought to have significant environmental impacts. Eco-campus also focuses on these goals in order to improve the quality of life on campus. The water, the electricity, the rubbish, and the green campuses are the key focuses of this environmental audit.

4.1. Energy Consumption:

4.1.1. Lighting: According to the findings of the audit, a significant number of the college's lighting fixtures are both inefficient and out of date. It is recommended to make advantage of natural light whenever it is feasible, to install occupancy sensors, and to replace traditional light bulbs with LED light bulbs that are more energy efficient.

4.1.2. Heating, Ventilation, and Air Conditioning (HVAC):

It was found that the HVAC systems were operating at a lower level of efficiency than was required. Switching to heating, ventilation, and air conditioning

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(HVAC) equipment that is more energy-efficient, installing thermostats that are programmable, and keeping up with normal maintenance can significantly cut energy consumption.

4.1.3. Energy Awareness: Both the faculty and the student body should be encouraged to engage in energy-saving behaviours by the college. Campaigns, instructional activities, and financial incentives for projects that save energy are all potential ways to assist in accomplishing this goal.

Details electrical requirements:

Electrical device/items	Number	Power(watt)	Usage time (hr/day)
Normal Tubelight	370	3000	10:00 am to 6:00 pm
LED Tubelight	216	29200	Do
Normal Bulb	60	0	Do
LED Bulb	25	500	Do
Ceiling Fan	520	17100	Do
Wall fan	40	2640	Do



Normal tube light

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LED Bulb & save energy

Performing routine maintenance on electrical fans. The accumulation of dust and debris can hinder the fan's performance. Regular cleaning of the grilles, blades, and motor housing is necessary to maintain optimal operation, ensure smooth airflow & save energy.



are not harmful to the environment and are ideally suited for use in residential areas.

4.2. Waste Management:

4.2.1. Recycling: Despite the fact that recycling canisters were located all around the campus, the audit indicated that there was insufficient separation of recyclable materials and inadequate information regarding products that might be recycled. This was the case despite the fact that recycling canisters were located everywhere. An increase in the percentage of materials that are recycled can be **Silent DG sets are designed to generate a very low level of background noise, just as their name suggests. Their structures are constructed to eliminate virtually all noise and vibrations due to careful design. Because of this, they** accomplished in a number of different ways; some of these ways include making the signs clearer, providing instructions that are free of ambiguity, and carrying out an intensive recycling education programme.

4.2.2. Composting: At the organisation, composting facilities can be established so that the organic waste that is produced by the residents of the hostel (both boys and girls) can be disposed of in an appropriate manner. Composting not only produces useful compost that can be utilised for campus landscaping and gardening, but it also contributes greatly to a reduction in the amount of waste that is dumped in landfills. This is one of the many benefits of composting.

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Table: Different types of waste generated in the college and their disposal

Types of waste	Particulars	Disposal method
E-Waste	Computers, electrical and electronic parts	Store these in a separate tank, and we can start selling them directly after a certain amount of time.
Plastic waste	Pen, Refill, Plastic water bottles and other plastic containers, wrappers etc	Items made of plastic that are only intended to be used once, such as bottles, jars, and bags. Encourage people to use water bottles and other containers that may be reused. Establish distinct recycling containers for plastic garbage, and after a predetermined period of time, we will be able to begin selling the collected recyclables directly.
Solid wastes	Paper waste, Damaged furniture, paper plates, food wastes	Reuse after maintenance energy conversion. Installing composting systems on a college campus will allow for the conversion of discarded food into nutrient-dense compost that may be used in the campus landscaping or in community gardens. Another option is for institutions to form partnerships with farmers in the

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		surrounding area to collect food waste.
Chemical wastes	Laboratory waste	Water should be used to neutralise. When dealing with hazardous garbage, adhere strictly to all safety regulations.
Wastewater	Washing, urinals, bathrooms	Soak pits
Glass waste	Broken glass wares from the labs	Glass debris should be kept separate from other recyclable materials and disposed of in containers that are specifically intended for glass recycling. Make sure that you recycle glass in the correct manner by coordinating with the local recycling centers.
Sanitary Napkin	-	Napkin Incinerators

4.3. Water Usage:

4.3.1. Water Fixtures: Numerous locations within the college had outdated and ineffective water fixtures, which caused excessive water use. Water resources can be saved by swapping these fixtures for low-flow models and encouraging staff and students to practice water-saving habits.

Water management table:

Water Management Tasks	Frequency	Responsible Party
Routine examination of water supplies	Monthly	Green Audit Working Team
Testing for drinking water quality	Half-yearly	Do

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Awareness of water conservation	Half-yearly	Green Audit Working Team & various department
Infrastructure for water distribution that needs upkeep and repair	As needed	Caretaker
Reporting and analysis of water use	Annually	Green Audit Working Team & Caretaker
Learn what causes excessive water consumption.	As needed	Caretaker

Tabular data detailing the subject at hand:

SI No	Parameters	Response
1	Source of water	Municipality, Underground, Pond (approx. 03 Bigha) & Rain Harvesting Water Note: The ground's water serves as a drinking water supply for around 4,500 people, including students and staff members.
2	Source of Drinking Water	Ground's water
3	Any treatment for drinking water	Nil, 16 numbers water purifier Note: Water purifiers have been installed in 1-2 numbers on each floor (total 13 in number) and are maintained for 3–4 months afterward.
4	What is the total number of motors that are used?	13 numbers
5	What is the total number of water tanks? Capacity of tank	13 numbers@ 1000 liters each
6	Tap water	200 numbers
	Quantity of water pumped every day	13000 liters/per day

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7	Do you waste water, and if so, why?	No
8	How much water is required for gardening purposes?	600 liters/per day
9	How many water coolers are there in total?	Not applicable
10	Do you have access to rainwater harvesting?	Yes
11	The number of units harvested and the total volume of water	01 number, We have constructed a water canal to connect a college pond that is 1500 square feet and 2,000 liters of tanks to store rainwater.
12	Any leaky taps	None
13	Daily amount of water that is lost.	Not applicable
14	Is there any kind of plan for the management of water?	Raise public awareness regarding the importance of water conservation, the prevention of pollution, and the implementation of sustainable water management practices. Unambiguous water rights and equitable water allocation regulations should be established to ensure that water is distributed fairly among the many different users.
15	Have any methods for conserving water been implemented?	Rainwater Harvesting


4.4 Transportation

4.4.1. Public Transport: The college's carbon footprint can be significantly reduced by encouraging employees and students to use public transport.
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Sustainable transport solutions can be promoted by offering cheap bus passes, encouraging carpooling, and supporting bicycle infrastructure.

	Students	Emplo yee	Total
	Average numbers over 6 days in a peak session		
81	Girls- 172 Boys-81	10	263

4.5. Overall Environmental Awareness:

4.5.1. Curriculum Integration: The institution can incorporate environmental consciousness and sustainable practices into its curriculum in a variety of topic areas. Students will be provided with teaching and training in environmental stewardship thanks to this technique, which will also encourage them to think in a sustainable manner.

Environmental awareness:

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Environmental awareness across different subjects	Parameters	Program time
Language Arts	Discuss texts from literature that are in some way connected to topics concerning the environment, such as conservation or environmental advocacy. Compose poetry or essays that argue for the protection of the environment and use persuasion. Conduct research on a variety of environmental topics, then present your findings. Through various awareness programs, they understand the environmental laws and regulations that apply on the local, national, and international levels. Discuss the roles that governments, NGOs, and people play in the effort to solve environmental problems. Investigate the environmental concerns from both a historical and cultural point of view.	Whole year
Arts	Investigate the causes of climate change and possible solutions to the problem. Analyse the impact that human activities have had on different landscapes as well as the distribution of natural resources. Studies should be done on urbanization, logging, and industry's impact on the natural environment. Investigate geographical approaches to resolving environmental issues, such as environmentally responsible land management planning.	Whole year
Pure Science	Conduct studies on environmental issues, such as assessing water quality, soil analysis, power consumption or recycling. To better comprehend environmental patterns and forecasts,	Half-yearly/ each program

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	consider using mathematical models. Investigate the repercussions of environmental actions on the economy, such as doing cost-benefit analyses for environmentally friendly projects.	
Bio-Science	Study subjects include ecosystems, biodiversity, and the interconnectedness of all living things.	Whole year
Physical Education	Encourage students to develop an appreciation for the natural world by having them participate in outdoor sports and activities. Talk about the significance of physical activity for both one's own health and the health of the environment (for example, taking bike instead of the car).	Whole year
NSS	To enhance the amount of green cover and fight deforestation, organizing tree-planting events in local communities and educational institutions is important. To combat littering and to encourage a clean environment, it is important to organize routine clean-up efforts in public places like parks and beaches. To educate both students and members of the general public about environmental issues such as climate change, waste management, renewable energy, and conservation, workshops and seminars should be organized. It should be a priority to create opportunities for individuals to engage with the natural world and develop a sense of ownership over its preservation through participating in hikes and other outdoor activities. To raise awareness about environmental issues and motivate people to take action, you	Whole year

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	might use social media, posters, and booklets.	
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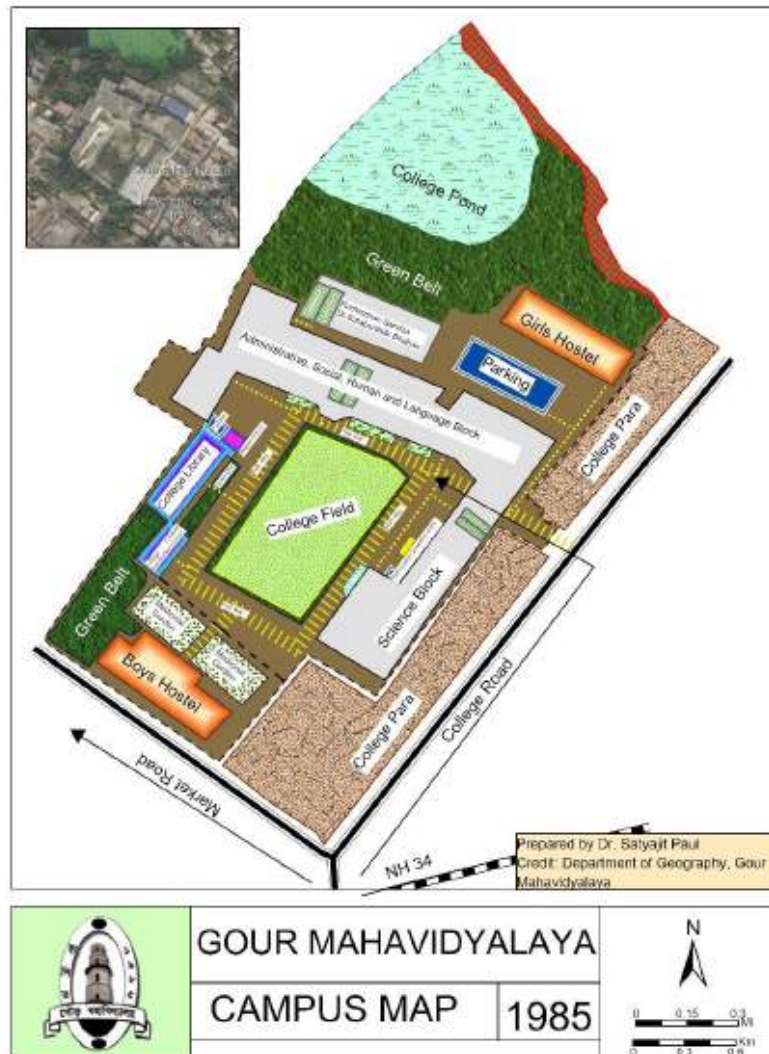
Plantation Programmes

4.5.2. Student Engagement: A culture of sustainability can be promoted among students by supporting student-led projects, creating environmental groups, and holding awareness events and workshops.

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5. Green Campus:

5.1. Floral Diversity:

The following are some actions to take into account when setting up a plantation programme at our college:

- Organise a group of academics, employees, and students who are interested in managing the plantation programme. Assign roles and duties to make the execution go smoothly.
- Consult with local forestry professionals or environmental groups to discover native or adapted tree species that are well-suited to the climate, soil, and goal of the plantation programme. Research and choose suitable tree species.

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- To obtain the necessary approvals or permits for planting trees on campus or in the neighborhood, check with the college administration or other appropriate authorities.
- Look into possible funding options, including grants, sponsorships, or collaborations with nearby companies or environmental organizations. This will aid in defraying the price of buying trees, equipment, and other required supplies.
- Establish the plantation event's date, time, and venue. Plan the delivery of the trees, tools, and equipment to the planting location. Make sure that safety precautions are in place, including appropriate instruction on planting methods and equipment use.
- Promote the planting programme within the campus community by using various communication channels, such as posters, social media, emails, and word-of-mouth, in order to raise awareness and find volunteers. Encourage everyone to volunteer, including alumni, faculty, staff, and students.
- Volunteers should be gathered at the planting site on the appointed planting day. Give them the equipment, instructions, and direction they need to plant trees correctly. Foster a sense of accomplishment and community pride while fostering teamwork.
- Stress the significance of taking care of the freshly planted trees. This could entail routine weeding, mulching, watering, and pest or disease inspection. To guarantee the long-term well-being and survival of the trees, think about setting up a system for volunteers or staff members.
- After the plantation programme, evaluate the impact and accomplishment of the effort. Keep an eye on the trees' growth and survival rate. To determine areas for improvement and to organize upcoming plantation programmes, collect participant and stakeholder input.

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Floral Diversity of the Campus

To encourage participation in the upkeep and preservation of the grassland, the institution's students, instructors, and staff should be encouraged to do so. Volunteer initiatives, instructional workshops, and awareness campaigns are all effective ways for reaching this objective. On grasslands, it is possible for many different kinds of plants and animals to flourish. By providing a home for a wide variety of plant and animal species and so making a contribution to the preservation of ecological equilibrium, a grassland promotes a higher level of biodiversity on a campus. Grasslands have the ability to collect carbon dioxide from the air and store it in their soil, which helps in the fight against climate change by lowering overall levels of greenhouse gases.

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Fig. College ground field.

The ability of the campus to maintain a healthy ecological balance is greatly dependent on the presence of ponds. They contribute to the recharging of groundwater supplies, help to limit the amount of erosion that occurs in the surrounding area, and support the ecology of the area by providing a habitat for a diverse array of flora and fauna.

5.2. Faunal Diversity:

Gour Mahavidyalaya holds 2.56 acres (building land approx. 0.68 acres) of land and a large water body of approx. 0.992 acres. Hence, Gour Mahavidyalaya boasts a rich faunal diversity, thanks to its lush greenery and expansive water body. Our college is situated in the region around English Bazar and Old Malda; which possess a variety of insects, amphibian species, reptiles, birds and mammals that thrive in its subtropical climate and riverine environment. Our estimation on faunal diversity is mostly based on random sampling. Majority of the data were gathered during college hours through direct observations. We

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have also gathered information from different students and staffs, who were not directly a member of survey-group. Around the water body a huge number of invertebrates like the insects were observed, which require more active documentation.

Amphibia

1. Indian balloon frog (*Uperodon globulosus*)
- 2 Asian Common Toad (*Bufo melanostictus*)
- 3 Common tree frog (*Rachophorus* sp.)

Reptiles

- 1 Checkered Keelback (*Xenochrophis piscator*)
- 2 Buff Striped Keelback (*Amphiesma stolatum*)
- 3 Skink (*Lampropholis* sp.)
- 5 Oriental Garden Lizard (*Colotes versicolor*)
- 6 Wall Lizard (*Hemidactylus frenatus*)
- 7 Banded Krait (*Bungarus fasciatus*)

Birds

1. Crow (*Corvus splendens*)
2. House Sparrow (*Passer domesticus*)
3. Common Myna (*Acridotheres tristis*)
4. Red-vented Bulbul (*Pycnonotus cafer*)
5. Cattle Egret (*Bubulcus ibis*)
6. Black Drongo (*Dicrurus macrocercus*)
7. Barn Owl (*Tyto alba*)
8. Kingfisher (*Alcedo atthis*)
9. Parrot (*Psittacula krameri*)
10. Spotted Dove (*Spilopelia chinensis*)
11. Pigeon (*Columba* sp.)

Insects

1. Butterflies (various species)
2. Honeybees (*Apis cerana*)
3. Dragonflies (various species)
4. Ants (various species)
5. Mosquitoes (*Aedes* and *Culex* species)
6. Grasshoppers (various species)
7. Termites (various species)

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8. Ladybugs (Coccinellidae family)
9. Fireflies (Lampyridae family)
- 1 Houseflies (*Musca domestica*)

Animals

1. Indian Hare (*Lepus nigricollis*)
2. Jackal (*Canis aureus*) (Often enters college premises at night)
3. Indian Squirrel (*Funambulus palmarum*)
4. Rhesus Macaque (*Macaca mulatta*)
5. Indian Pipistrelle (*Pipistrellus coromandra*)
6. Rat (*Rattus norvegicus*)
7. Common Cat (*Felis catus*)
8. Common Dog (*Canis lupus familiaris*)
9. Grey mongoose (*Herpestidae* sp.)

Our college is an oasis in the midst of concrete jungle. Conservation efforts are essential to maintain this ecological balance and protect the native species



6. Wild type Medicinal plants at medicinal garden:

Two medicinal gardens were developed at our college premises. Many wild medicinal plant varieties were lost daily due to anthropogenic activities and pollution. After identifying these plants, we conserve these through propagation in our medicinal gardens. Any interested people or agencies can access it through the proper channel. Medicinal garden is a specific area inside the grounds of a college that is dedicated to the cultivation and upkeep of a wide range of different sorts of medicinal plants. As an educational and research resource, it makes it possible for students, faculty members, and researchers to investigate and gain knowledge on medicinal plants' varied qualities and applications. Culturing a medicinal garden on a college campus can confer major value and benefits to the surrounding academic community and society.

Table: List of wild types of medicinal plants at the premises of GOUR MAHAVIDYALAYA

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Sl. No. 1	Binomial name: <i>Syzygium aromaticum</i> (L) Merrill & Perry Family: Myrtaceae Common name: Labanga Habit: Tree Parts used: Dried flower bud, leaves Medicinal use: Clove oil is used as a pain killer, for dental problems, used for the treatment of hernia, Stomach upset and as an expectorant.	Sl. No. 2	Binomial name: <i>Barleria prionitis</i> L. Family: Acanthaceae Common name: Bazradanti Habit: Herb Parts used: Leaves Medicinal use: Leaf juice is used to prevent tissue maceration, stop gum bleeding, and as an expectorant.
Sl. No. 3	Binomial name: <i>Glycosmis pentaphyla</i> (Retz) Correa Family: Rutaceae Common name: Ash shaowra Habit: Shrub Parts used: Leaves and stem Medicinal use: Leaves are used for fever, liver complaints, and stem for ulcer.	Sl. No. 4	Binomial name: <i>Trema orcostalis</i> (L) Blume Family: Cannabaceae Common name: Jibanti Habit: Tree Parts used: Leaves and bark Medicinal use: Leaves & bark are used for cough, sore throat, asthma, and yellow fever.
Sl. No. 5	Binomial name: <i>Blumea lacera</i> (Burm. F.) Dc. Family: Asteraceae Common name: Bara cooksina Habit: Herb Parts used: Whole plant Medicinal use: Leaves used for liver tonic, antipyretic, diuretic, ophthalmic.	Sl. No. 6	Binomial name: <i>Clitoria ternatea</i> L. Family: Fabaceae Common name: Aporajita Habit: Herb, Climber Parts used: Leaves Medicinal use: Leaves are used as memory enhancer, antidepressant, sedative agent.
Sl. No. 7	Binomial name: <i>Aegel marmelos</i> (L) correa Family: Rutaceae Common name: Bel Habit: Tree Parts used: Whole plant, Leaves, Fruit Medicinal use: Fruit pulp is use for laxative, jaundice, constipation	Sl. No. 8	Binomial name: <i>Elaeocarpus serratus</i> L. Family: Elaeocarpaceae Common name: Jalpai Habit: Tree Parts used: Leaves and Fruits Medicinal use: Leaves used for rheumatism and antitode of poison and fruit for dysentery.
Sl. No. 9	Binomial name : <i>Pogostemon cablin</i> (Blanco) Benth Family: Lamiaceae Common name: Pachouri Habit: Herb Parts used: Leaves Medicinal use: Used in insect repellants, and antidepressant.	Sl. No. 10	Binomial name: <i>Cympogon citrus</i> (L.) Spreng Family: Poaceae Common name: Lebughash Habit: Herb Parts used: Leaves Medicinal use: Pesticide, insecticide & antifungal and antibacterial and also used as insect repellent.

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Sl. No. 11	Binomial name: <i>Ocimum tenuiflorum</i> L. Family: Lamiaceae Common name: Krishna Tulsi Habit: Herb Parts used: Whole plant. Medicinal use: Reduce chest congestion, germicide and tuberculosis.	Sl. No. 12	Binomial name: <i>Stephania japonica</i> (Thumb). Miers Family: Menispermaceae Common name: Nimukha Habit : Climber, Herb Parts used: Whole plant and Leaves. Medicinal use: Leaves are used in fever, diarrhoea, dyspepsia. Root is used to treat fever, diarrhoea and urinary disease.
Sl. No. 13	Binomial name: <i>Mikania scandense</i> B. L. Rob. Family: Asteraceae Common name: Jarman lata Habit: Climbing Herb Parts used: Leaves Medicinal use: Gastric ulcer, wound insect bites stop bleeding from cut, It also has antimicrobial, antipyretic and anti-inflammatory properties.	Sl. No. 14	Binomial name: <i>Aerva lantana</i> L. Family: Amaranthaceae Common name: Chaya Habit: Herb Parts used: Whole plant Medicinal use: Antioxidant activity, stop abnormal bleeding in menstruation.
Sl. No. 15	Binomial name: <i>Desmodium gangeticum</i> (L.) Dc. Family: Fabaceae Common name: Shalparni Habit: Herb Parts used: Leaves and roots Medicinal use: Heart disease, rejuvenation, anti dysenteric	Sl. No. 16	Binomial name: <i>Costus speciosus</i> (J. Koning.) C. Specht. Family: Zingiberaceae Common name: Keu Habit: Herb Parts used: Rhizome Medicinal use: Anti-diabetic, to treat asthma, bronchitis and fever.
Sl. No. 17	Binomial name: <i>Uraria picta</i> (Jack) Dc. Family: Fabaceae Common name: Prishiparni Habit: Herb Parts used: Whole plant, Leaves, Medicinal use: Hear trouble, fractured bone, cough.	Sl. No. 18	Binomial name: <i>Iresine herbstii</i> Hook. ex Lindl. Family: Amaranthaceae Common name: Lal vishyalikarani Habit: Herb Parts used: Leaves Medicinal use: Healing property.
Sl. No. 19	Binomial name: <i>Ruellia prostrata</i> L. Family: Acanthaceae Common name: Patpati Habit: Herb Parts used: Whole plant, Leaves Medicinal use: Anti-cancerous against the epidermis of naso-pharynx.	Sl. No. 20	Binomial name: <i>Barringtonia acutangula</i> (L) Gaertn. Family: Lecythidaceae Common name: Hijol Habit: Herb Parts used: Whole plant, Leaves. Medicinal use: Seed extract for anti tumor and anti fungal.
Sl. No.	Binomial name: <i>Madhuca longifolia</i> (J. Konig) J. F. Macbr.	Sl. No.	Binomial name: <i>Cephalandra indica</i> (W. and A.) Naud.

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21	Family: Sapotaceae Common name: Mahua Habit: Tree Parts used: Flower and Bark Medicinal use: Bark used for tonsillitis, gum trouble, Flower used for stimulant, laxative anti-helminthes, cough reliving, respiratory disorder.	22	Family: Cucurbitaceae Common name: Talakuch Habit: Herb, Climber Parts used: Whole plant Medicinal use: Flower- Jaundice, Fruits- Leprosy, bronchitis, asthma, Leaves- Cough, skin disease, Root- Diabetes, gonorrhea.
Sl. No. 23	Scientific name: <i>Hemidesmus indicus</i> R. Br. Family: Asclepedaceae Common name: Ananta mul Habit: Herb Parts used: Whole plant, Leaves, Uses: Oligo-spermia, skin disease, piles, leucorrhoea.	Sl. No. 24	Scientific name: <i>Syzazium jambos</i> L. (Aloston) Family: Mytraceae Common name: Jam Habit: Tree Parts used: Seeds and young Leaves Uses: Diabetes (seed), dysentery, anti-inflammatory effect.
Sl. No. 25	Scientific name: <i>Artemisia vulguris</i> L. Family: Asteraceae Common name: Nagdola Habit: Herb Parts used: Whole plant, Uses: Malaria fever, worm repellent.	Sl. No. 26	Scientific name: <i>Ocimum gratissimum</i> L. Family: Lamiaceae Common name: Chandan tulsi Habit: Herb Parts used: Whole plant, Uses: Antiseptic, anti microbial property used in common cold and respiratory trouble.
Sl. No. 27	Scientific name: <i>Morinda critifolia</i> L. Family: Rubiaceae Common name: Noni Habit: Shrub Parts used: Fruit and Leaves Uses: Leaf, fruit, bark used to treat AIDS liver disease, small pox, cancer.	Sl. No. 28	Scientific name: <i>Saraca asoca</i> (Roxb.) Willd. Family: Fabaceae Common name: Ashok Habit: Tree Parts used: Bark, leaves and seed Uses: Dysmenorrhoea, depression, leucorrhoea.
Sl. No. 29	Scientific name: <i>Vitex negundo</i> Linn. Family: Verbaneeae Common name: Nishinda Habit: Herb Parts used: Whole plant, Uses: Skin disease eczema, ring worm, spleen enlargement, expectorant, bronchitis, asthma.	Sl. No. 30	Scientific name: <i>Murraya koenigii</i> (L.) Spreng. Family: Rutaceae Common name: Kari Pata Habit: Shrub Parts used: Leaves Uses: Anti-diabetic, also used to treat piles, inflammation, itching, dysentery.
Sl. No. 31	Scientific name: <i>Withania somnifera</i> (L.) Kuntze Family: Solanaceae Common name: Awshagandha	Sl. No. 32	Scientific name: <i>Cissus quadrangularis</i> L. Family: Vitaceae Common name: Harjora

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	Habit: Herb Parts used: Seed, Leaves and root Uses: Arthritis, anxiety, oligospermia, asthma, insomnia, ulcer and neurological disorder.		Habit: Climbing Herb Parts used: Whole plant Uses: Heal the broken bone and ligament.
Sl. No. 33	Scientific name: <i>Amomum aromaticum</i> Roxb. Family: Zingiberaceae Common name: Alach Habit: Herb Parts used: Seed Uses: Anti oxidant, antiseptic, stomachic digestive.	Sl. No. 34	Scientific name: <i>Clerodendrum indicum</i> L. Family: Verbenaceae Common name: Bamunhati Habit: small tree Parts used: Leaves Uses: Allergy, asthma, fever, bronchitis, liver problem, tuberculosis.
Sl. No. 35	Scientific name: <i>Psidium guajava</i> Linn. Family: Myrtaceae Common name: Payara Habit: Tree Parts used: Fruits and Leaves Uses: Fruit is used as laxative and leaf is used for wound ulcers.	Sl. No. 36	Scientific name: <i>Adhatoda vasica</i> Nees Family: Acanthaceae Common name: Vashak Habit: Shrub Parts used: Leaves Uses: Bronchial disease, cough, expectorates
Sl. No. 37	Scientific name: <i>Wedelia calendula</i> (L.) Less. Family: Asteraceae Common name: Bhringaraj Habit: Herb Parts used: Leaves, Uses: Hair fall treatment, skin disease.	Sl. No. 38	Scientific name: <i>Terminalia chebula</i> Retz. Family: Combrataceae Common name: Haritaki Habit: Tree Parts used: Fruits and seed Uses: Laxative, digestive, purgative, and healing property.
Sl. No. 39	Scientific name: <i>Asparagus racemosus</i> Willd Family: Asparagaceae Common name: Satamuli Habit: Climber, Herb Parts used: Roots and Leaves Uses: Uterine tonic, hyper-acidity, galactagogue.	Sl. No. 40	Scientific name: <i>Euphorbia tirucalli</i> L. Family: Euphorbiaceae Common name: Lankaseji Habit: Herb Parts used: Whole plant Uses: Used for treatment of cancer, tumour.
Sl. No. 41	Scientific name: <i>Justicia gendarusa</i> Burm. f. Family: Acanthaceae Common name: Bishahari Habit: Herb Parts used: Leaves Uses: Asthma, rheumatism, colic of children	Sl. No. 42	Scientific name: <i>Stachytarpheta jamaicensis</i> L. Family: Verbenaceae Common name: Jerbo Habit: Herb Parts used: Leaves Uses: Fresh leaf juice used to treat asthma, stomach ulcer

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Sl. No. 43	Scientific name: <i>Coleus aromaticus</i> Benth. Family: Lamiaceae Common name: Aijawan Habit: Herb Parts used: Leaves Uses: Treatment of cough, sore throat, nasal	Sl. No. 44	Scientific name: <i>Centella asiatica</i> L. Family: Apiaceae Common name: Thankuni Habit: Herb Parts used: Leaves Uses: Leaf extract is used for liver complaints, gastric trouble, skin disease, amoebic dysentery.
Sl. No. 45	Scientific name: <i>Hygrophyla spinosa</i> T. Anderson Family: Acanthaceae Common name: Kulekhara Habit: Herb Parts used: Leaves Uses: The leaf juice is used to treat anaemia, jaundice, and body pain.	Sl. No. 46	Scientific name: <i>Abutilon indicum</i> (L.) Sweet Family: Malvaceae Common name: Atibol Habit: Shrubs Parts used: Seeds and Bark Uses: Seed used in piles, gonorrhoea
Sl. No. 47	Scientific name: <i>Alstonia scholaris</i> R. Br. Family: Apocynaceae Common name: Chatim Habit: Herb Parts used: Whole plant, Leaves, Uses: The bark is used for digestive, antipyretic, laxative, malaria fever, tumor, ulcer, and cancer.	Sl. No. 48	Scientific name: <i>Anacardium occidentale</i> L. Family: Anacardiaceae Common name: Kaju Habit: Herb Parts used: Whole plant, Leaves, Uses: Root used as purgative, fruit used for skin disease.
Sl. No. 49	Scientific name: <i>Acacia auriculiformis</i> A. Cunn. ex Benth. Family: Mimosaceae Common name: Sonajhuri Habit: Herb Parts used: Whole plant, Leaves, Uses: Leaves used in dysentery.	Sl. No. 50	Scientific name: <i>Bauhinia purpuria</i> L. Family: Caesalpinaceae Common name: Rakta kanchan Habit: Herb Parts used: Whole plant, Leaves Uses: Bark used for skin disease, and ulcer, dried bud used in piles.
Sl. No. 51	Scientific name: <i>Gardenia latifolia</i> G. Don Family: Rubiaceae Common name: Gandharaj Habit: Herb Parts used: Whole plant, Leaves Uses: Root anti-helminths, antiseptic, dyspepsia, and nervous disorder.	Sl. No. 52	Scientific name: <i>Mimosa pudica</i> L. Family: Mimosaceae Common name: Lajjabati Habit: Herb Parts used: Whole plant, Leaves Uses: Leaves and roots are used in piles and fistula.
Sl. No. 53	Scientific name: <i>Sanscveria roxburghiana</i> Schult & Schult. f. Family: Asperagaceae Common name: Murga Habit: Herb Parts used: Whole plant, Leaves,	Sl. No. 54	Scientific name: <i>Bryophyllum pinnatum</i> (Lam.) Oken Family: Crassulaceae Common name: Pasan veda Habit: Herb Parts used: Whole plant, Leaves,

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	Uses: Plant sap has antiseptic qualities, and leaves are used for bandages.		Uses: Dysentery, cough, asthma, fever, constipation.
Sl. No. 55	Scientific name: <i>Kalanchoe pinnata</i> . Lamm Family: Crassulaceae Common name: Patharkuchi Habit: Herb Parts used: Whole plant, Leaves, Uses: Diuretic, wound healing, inflammatory activity.	Sl. No. 56	Scientific name: <i>Azadirachta indica</i> A. Juss. Family: Meliaceae Common name: Neem Habit: Herb Parts used: Whole plant, Leaves, Uses: Leucoderma, piles, wounds, all types of skin inflammation.
Sl. No. 57	Scientific name: <i>Nyctanthus arbortristis</i> Linn. Family: Oleaceae Common name: Sheuli Habit: Herb Parts used: Whole plant, Leaves Uses: Dry cough, Sciatica, arthritis, Dengue fever, ringworm.	Sl. No. 58	Scientific name: <i>Termelia arjuna</i> (Roxb) Wight & Ara. Family: Combretaceae Common name: Arjun Habit: Herb Parts used: Whole plant, Leaves Uses: Hypolipiderma, reduced cholesterol level, cardiac stimulant.
Sl. No. 59	Scientific name: <i>Ocimum sanctum</i> L. Family: Lamiaceae Common name: Tulshi Habit: Herb Parts used: Whole plant, Leaves Uses: Common cold & antiseptic.	Sl. No. 60	Scientific name: <i>Crotalaria juncea</i> L. Family: Fabaceae Common name: Atashi Habit: Herb Parts used: Whole plant, Leaves Uses:-To treat urinary problems, Eczema, and skin problem.
Sl. No. 61	Scientific name: <i>Swietenia mahagoni</i> (L) Jacq Family: Meliaceae Common name: Mehogani Habit: Tree Parts used: Bark, Leaves and seed Uses: Cure colon cancer, boost immunity, reduce cholesterol level.	Sl. No. 62	Scientific name: <i>Mentha arvenensis</i> Linn. Family: Lamiaceae Common name: Pudina Habit: Herb Parts used: Whole plant, Leaves Uses: Antiseptic, diuretic digestive
Sl. No. 63	Scientific name: <i>Duranta erecta</i> L. Family: Verbenaceae Common name: Duranta Habit: Small Shrub Parts used: Leaves Uses: Mosquito repellent, used to treat jaundice	Sl. No. 64	Scientific name: <i>Ziziphus jujube</i> Mill. Family: Rhamnaceae Common name: Kul Habit: Tree Parts used: Fruit Uses: Used for treating fever, and wound ulcers, leaves used for anti-helminths, stress and reduce constipation.
Sl. No. 65	Scientific name: <i>Emblca officinalis</i> L. Family: Euphorbiaceae Common name: Amlaki Habit: Herb	Sl. No. 66	Scientific name: <i>Mimusops enlengi</i> L. Family: Sapotaceae Common name: Bakul Habit: Herb

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	Parts used: Whole plant, Leaves Uses: Antioxidant		Parts used: Whole plant, Leaves Uses: Prevent bleeding of gum, used to treat dental carries, pyorrhea.
Sl. No. 67	Scientific name: <i>Aerva aspera</i> L. Family: Amaranthaceae Common name: Apang Habit: Herb Parts used: Whole plant and seed Uses: Used for treatment of depression, anxiety and hydrophobia.	Sl. No. 68	Scientific name: <i>Crenum asiaticum</i> L. Family: Amaryllidaceae Common name: Sukha darshan Habit: Herb Parts used: Leaves Uses: Leaves are used in carbuncle, cancer, and wound.
Sl. No. 69	Scientific name: <i>Aloe berberadensis</i> Mill. Family: Liliaceae Common name: Ghrita kumari Habit: Herb Parts used: Leaves Uses: Joint pain, skin disease, liver problem.	Sl. No. 70	Scientific name: <i>Rauwolfia serpentine</i> (wall.) Benth. ex. Hook. f. Family: Apocynaceae Common name: Sarphagandha Habit: Herb Parts used: Roots and seeds Uses: Hypertension, reduce high blood pressure.
Sl. No. 71	Scientific name: <i>Gomphrena globosa</i> Family: Amaranthaceae Common name: Botam phul Habit: Herb Parts used: Leaves Uses: Cough, diabetes, oliguria (child)	Sl. No. 72	Scientific name: <i>Euphorbia ayapana</i> Vent. Family: Euphorbiaceae Common name: Ayapon Habit: Herb Parts used: Leaves Uses: Leaves used in antiseptic, haemorrhage, foul ulcer, stomachache, anti-bacterial and anti fungal.
Sl. No. 73	Scientific name: <i>Amaranthus spinosus</i> L. Family: Amaranthaceae Common name: Kata Notey Habit: Herb Parts used: Whole plant Uses: Whole plant as laxative, diuretic, stomachic, anti-pyretic, improve appetite, hallucination, bronchitis, Leucorrhoea	Sl. No. 74	Scientific name: <i>Andrographis paniculata</i> (Brum. f.) Wall. ex. Nees Family: Acanthaceae Common name: Kal Megh Habit: Herb Parts used: Whole plant Uses: Whole plant used in fever, dyspepsia, scabies, leprosy, whooping cough, liver disorder, and loss of appetite.
Sl. No. 75	Scientific name: <i>Amaranthus viridis</i> L. Family: Amaranthaceae Common name: Bon Notey Habit: Herb Parts used: Whole plant Uses: Whole plant used in stomachic, diuretic, colic pain, piles, gonorrhoea, Root-stop bleeding from cut wounds.	Sl. No. 76	Scientific name: <i>Cassia tora</i> L. Family: Caselpinaceae Common name: Chakwar Habit: Herb Parts used: Seed and Leaves Uses: Leaves used in dysentery and skin disease.

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Sl. No. 77	Scientific name: <i>Carrica papaya</i> Family: Caricaceae Common name: Pepe Habit: Small tree Parts used: Fruit and Milky juice, and leaves Uses: Milky fruit juice used to remove blemishes, anti-helminthes, diuretic, constipation, glandular tumor, eczema.	Sl. No. 78	Scientific name: <i>Curcuma longa</i> L. Family: Zingiberaceae Common name: Halud Habit: Herb Parts used: Rhizome Uses: Anti-oxidant, anti-inflammatory, anti-microbial and have healing properties
Sl. No. 79	Scientific name: <i>Paederia foetida</i> L. Family: Rubiaceae Common name: Gadad Habit: Climber, Herb Parts used: Whole plant Uses: Rheumatism, Leaves- applied to urinary infection, urinary bladder stone, flatulence, diarrhoea and dysentery, Fruit-toothache, Root- piles and liver inflammation.	Sl. No. 80	Scientific name: <i>Tridax procumbens</i> . Family: Asteraceae Common name: Tridakha Habit: Herb Parts used: Whole plant Uses: Wound healing, anti-coagulant, anti-fungal and insect repellent, infectious skin disease, liver disorder, gastritis, heart burn.
Sl. No. 81	Scientific name: <i>Pouzolzia indica</i> . Family: Urticaceae Common name: Tuici Habit: Herb Parts used: Leaves and root Uses: Leaves used in gangrenous ulcers, syphilis, and gonorrhoea.	Sl. No. 82	Scientific name: <i>Commelina benghalensis</i> . Family: Comelinaceae Common name: Kansira Habit: Herb Parts used: Whole plant. Uses: Leprosy, infertility in women, sore throat and burns, diarrhoea.
Sl. No. 83	Scientific name: <i>Agaratum conyzoids</i> Family: Asteraceae Common name: Uchunti Habit: Herb Parts used: Whole plant Uses: (i) Whole plant: The whole plant is anti-inflammatory and anti-allergic. The plant's juice is used for healing wounds, cuts, etc. (ii) Leaves: The fume of dried leaves used as mosquito repellents.	Sl. No. 84	Scientific name: <i>Sida cordifolia</i> Linn. Family: Malvaceae Common name: Bala Habit: Erect perennial herb Parts used: Roots, Leaves and bark Uses: (i) Root juice: Healing the wounds (ii) Leaves: Used in ophthalmia, the decoction of plants used in piles. It also used for respiratory troubles. (iii) Barks: It is used as an astringent
Sl. No. 85	Scientific name: <i>Sonchus arvensis</i> Linn. Family: Asteraceae Common name: Dudhi Habit: Annual herb Part Uses: Roots and leaves Uses: Root-useful in jaundice and leaves - cooling, sedative, diuretic, useful in cough, bronchitis, and asthma.	Sl. No. 86	Scientific name: <i>Piper longum</i> L. Family: Piperaceae Common name: pipul Habit: Climber Parts used: Seed and leaves Uses: Commonly used in chronic bronchitis, asthma, constipation, gonorrhoea, paralysis of the tongue,

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			diarrhea, cholera, malaria and respiratory trouble
Sl. No. 87	Scientific name: <i>Ricinus communis</i> Linn. Family: Euphorbiaceae Common name: Varena Habit: Annual Shrubs Parts Uses: Leaves and seed Uses: Seed oil is purgative, and leaf paste is used as poultice on sore, gout, or rheumatic swelling.	Sl. No. 88	Scientific name: <i>Phyllanthus niruri</i> Auct. Family: Phyllanthaceae Common name: Bhui amla Habit: Annual Herbs Part uses: Whole plant Uses: Seed is used in jaundice, liver disease. The whole plant treats gonorrhoea, menorrhagia and other genital disease. The leaves are used in stomachic, dysentery and ulcer.
Sl. No. 89	Scientific name: <i>Oxalis corniculata</i> Linn. Family:- Oxalidaceae Common name: Amrul Habit: Small perennial Herb Parts Uses: Entire plant Uses: Pant is used to treating scurvy, influenza fever, urinary tract infection, muscular swelling and in stomachic	Sl. No. 90	Scientific name: <i>Heliotropium indicum</i> Linn. Family: Boraginaceae Common name: Hatisur Habit: Erect annual herbs Parts Uses: Leaves Uses: Leaves - applied to boils, ulcers, wounds, and in stings of insect
Sl. No. 91	Scientific name: <i>Ocimum basilicum</i> Linn. Family: Lamiaceae Common name: Babui tulsi Habit: Branched scented herb Part Uses: Whole plant Uses: Root is used in bowel complaints of children, Seed-useful in dysentery, diarrhoea, Flower-diuretic, carminative and Leaves are used in respiratory trouble.	Sl. No. 92	Scientific name: <i>Nicotiana glumbaginifolia</i> Viv. Family: Solanaceae Common name: Bon tamak Habit: Annual Herbs Parts Uses: Leaves Uses: Sedative, emetic, antiseptic used in rheumatic pain and swelling, and also in skin disease.
Sl. No. 93	Scientific name: <i>Nerium olenader</i> Linn. Family: Apocynaceae Common name: Rakta karabi Habit: Small tree Parts Uses: Leaves and roots Uses: Root bark is used in skin diseases of a scaly nature and leprosy. Leaf paste is used to reduce swelling.	Sl. No. 94	Scientific name: <i>Cajanus cajan</i> (Lin) Mill Family: Papilionaceae Common name: Arahar Habit: Shrub Parts used: Leaves and seeds Uses: Leaves are used in the treatment of cough, bronchitis, diarrhoea, sores, wounds and liver problem. Seed are used to treat mouth ulcers, tumors, and vomiting.
Sl. No. 95	Scientific name: <i>Nymphaea stellata</i> Wild. Family: Nymphaeaceae Common name: Saluk Parts used: Whole plants, seeds, flower	Sl. No. 96	Scientific name: <i>Lawsonia inermis</i> Lin. Family: Lythraceae Common name: Mehendi Habit: Shrub

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	<p>Uses: i) It has antiseptic and anti-microbial properties.</p> <p>ii) It is used for the treatment of chronic diarrhoea.</p> <p>iii) Seed: Seed is used for diabetes</p> <p>iv) Flower: Flower cooling is used as an astringent for piles, liver disease</p>		<p>Parts used: Leaves and Bark</p> <p>Uses: Bark is useful in jaundice, enlargement of the spleen, and skin disease. Leaves externally used in headaches, promote hair growth and burning feet.</p>
Sl. No. 97	<p>Scientific name: <i>Mimosa pudica</i> Linn.</p> <p>Family: Mimosaceae</p> <p>Common name: Lajjabati</p> <p>Habit: Small prostrate diffuse herb</p> <p>Parts used: Root and leaves</p> <p>Uses: i) Root and leaves: Root and leaves are used in piles and fistula.</p> <p>ii) Leaves: The pest of Leaves are applied to cure for hydrocele.</p>	Sl. No. 98	<p>Scientific name: <i>Boerhaavia repens</i> L.</p> <p>Family: Nyctaginaceae</p> <p>Common name: Punarnava</p> <p>Habit: Branched diffused herbs</p> <p>Parts use: Whole plant</p> <p>Uses: i) Whole plant is a diuretic, laxative, expectorant, useful in asthma, diarrhoea, dysentery, Oedema, anaemia, Jaundice, Cholera</p>
Sl. No. 99	<p>Scientific name: <i>Euphorbia hirta</i> Linn.</p> <p>Family: Euphorbiaceae</p> <p>Common name: Dudurli</p> <p>Habit: Herb</p> <p>Parts used: Whole plant</p> <p>Uses: i) Plant is used in the disease of children worm, bowel complaints, cough, bronchial infection, asthma, dysentery etc.</p>	Sl. No. 100	<p>Scientific name: <i>Acalypha indica</i> Linn.</p> <p>Family: Euphorbiaceae</p> <p>Common name: Muktojhuri</p> <p>Habit: Erect annual herbs</p> <p>Parts used: Root, leaves</p> <p>Uses: Root: Decoction of root is emetic, expectorant, and useful in pneumonia and asthma.</p> <p>ii) Leaves: Laxative and also used in scabies.</p>
Sl. No. 101	<p>Scientific name: <i>Croton bonplandianum</i> L.</p> <p>Family: Euphorbiaceae</p> <p>Common name: Bontulsi</p> <p>Habit: Erect much-branched herb</p> <p>Parts used: Root, bark, seed and leaf</p> <p>Uses: Seed and bark are used for the treatment of jaundice, acute constipation</p> <p>ii) Leaves are used for the treatment of ringworm, bronchitis, asthma and body swelling</p>	Sl. No. 102	<p>Scientific name: <i>Solanum nigrum</i> Linn.</p> <p>Family: Solanaceae</p> <p>Common name: Kakamachi</p> <p>Habit: Annual herb</p> <p>Parts used: Leaves, fruits</p> <p>Uses: (i) Leaf is used to treatment for skin diseases like scabies, ringworm, swelling, and herpes disease.</p> <p>(ii) Leaf juice used for the treatment of rat bites.</p> <p>(iii) Leaves, fruits: Leaf and fruit used in asthma.</p>
Sl. No. 103	<p>Scientific name: <i>Physalis minima</i></p> <p>Family: Solanaceae</p> <p>Common name: Bantepari or patka</p> <p>Habit: Small annual Herb</p> <p>Parts used: Fruit and leaf</p>	Sl. No. 104	<p>Scientific name: <i>Vernonia cinerea</i> Linn.</p> <p>Family: Asteraceae</p> <p>Common name: Kukasim</p> <p>Habit: Perennial herb</p> <p>Parts used: Entire plant</p>

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	Uses: leaves used for treatment of diabetes, jaundice, leprosy, measles, worm manifestation ii) Fruit used as diuretic and purgative		Uses: the paste of the leaves and stem is used for the treatment of wounds and localize swelling, elephantiasis disease, skin disease Root and leaves are also used in constipation.
Sl. No. 105	Scientific name: <i>Eclipta alba</i> Family: Asteraceae Common name: Keshuth Habit: Herb Parts used: Leaves and root. Uses: Root-emeti, purgative, applied externally as antiseptic to ulcers and wounds. Leaves are useful to jaundice and also promote the hair growth.	Sl. No. 106	Scientific name: <i>Scoparia dulcis</i> Family: Plantaginaceae Common name: Bon dhone Habit: Small Herb Parts used: Leaves Uses: Traditionally used in diabetes, dysentery, headache, toothache, earache stomach problems.
Sl. No. 107	Scientific name: <i>Cassia occidentalis</i> L. Family: Caesalpiniaceae Common name: Chakor Habit: Small shrub Parts used: Whole plants Uses: Plant- purgative, diuretic, febrifuge, tonic and used fully in skin disease	Sl. No. 108	Scientific name: <i>Cassia alata</i> L. Family: Caesalpiniaceae Common name: Dadmari Habit: Shrub Parts used: Leaves, Uses: i) Leaves: The leaves are used as asthma, diuretic, purgative, ringworm and other skin diseases.
Sl. No. 109	Scientific name: <i>Cyperous rotundus</i> L. Family: Cyperaceae Common name: Muthaghas Habit: Herb Parts used: Herb, Rhizome/ Uses: 2-3 teaspoons of rhizome extract or paste of (5 rhizomes) are used to treat for eliminating female infertility and irregular menstrual cycle 21 days after every menstrual cycle.	Sl. No. 110	Scientific name: <i>Cassia alata</i> (L.) Roxb. Family: Fabaceae Common name: Dadmari Habit: Shurb Parts used: Leaves Uses: Scabies, eczema, candidacies and fungal disease
Sl. No. 111	Scientific name: <i>Euphorbia meriifolia</i> Family: Euphorbiaceae Common name: Manasa Gach Habit: Shrub, Parts used: old Leaves Uses: Dry cough, chest pain, broken bone pain.	Sl. No. 112	Scientific name: <i>Barleria lupulina</i> Lindl. Family: Acanthaceae Common name: Kata Bishalya Karani Habit: Shrub Parts used: Leaves Uses: Eczema, stop bleeding from cuts and wounds and accelerate their recovery.

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Sl. No. 113	Scientific name: <i>Stephania japonica</i> (Thumb) Miers Family: Menispermaceae Common name: Nemuwa Habit: Climber, Parts used: Stem, Leaves Uses: Rheumatic pain, arthritis, broken bone pain, joint pain	Sl. No. 114	Scientific name: <i>Jatropha gossypifolia</i> Linn. Family: Euphorbiaceae Common name: Lal Vanda Habit: Shrub Parts used: Exudates Uses: Dysentery, skin diseases, rheumatism
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Figure: Our medicinal garden (114 numbers of medicinal plants)

7. Conclusion: According to the results of a recent green audit, the GOUR MAHAVIDYALAYA has identified a few sites on campus that may use some work to further sustainability goals. Implementing the offered solutions has the potential to result in a number of positive environmental outcomes, including decreased energy consumption, improved waste management, enhanced water use efficiency, expanded sustainable transportation options, and heightened environmental consciousness. By putting these alterations into effect, GOUR MAHAVIDYALAYA will be able to demonstrate to its pupils how to responsibly care for the environment and make a contribution towards a more sustainable future.

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Green Audit Report (2020-21) Of GOUR MAHAVIDYALAYA



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1. Introduction:

Between the years 2020 and 2021, the Green Audit Committee at GOUR MAHAVIDYALAYA carried out a comprehensive environmental review of the institution. This audit's primary objective was to analyse the college's overall sustainability initiatives, as well as the college's ecological effect, energy consumption, waste management practices, and trash disposal procedures. This report provides an overview of the most important findings, recommendations, and a proposed action plan to enhance the environmental performance of the college.

Green Audit Working Team (2020-21):

SI No	Name of the Members	Designation
1	Dr. Ashim Kumar Sarkar	Principal
2	Dr. Pulak Kumar kundu	IQAC Coordinator
3	Dr. Md. Murshed Alam	NAAC Coordinator
4	Dr. Niranjan Kumar Mridha	Bursar
5	Suresh Rano (SDO)	Administrator
6	Arup Roy	Member
7	Syfujjaman Tarafder	Member
8	Dichen Lhamu Sherpa	Member
9	Dipjyoti Singha	Member
10	Sangita Singha	Member
11	Sipendranath Mandal	Non-Teaching Member

2. The Necessity of a Green Audit:

The need for green audits, also known as environmental audits or sustainability audits, is rising in today's society for a number of reasons.



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(a) Effects on the Environment: Green audits help to assess and lessen an organization's harmful environmental impact. They analyse factors such as energy consumption, trash generation, water use, and emissions to find areas that could be improved to decrease environmental harm.

(b) Conformity with Regulations: The environmental regulations and rules that have been established in many countries must be followed by businesses. Green audits help companies adhere to standards so they can avoid penalties or other legal implications for non-compliance.

(c) Savings on Expenses: Green audits can identify inefficient practises and inefficiencies within a business, providing opportunities for cost savings. By studying energy use, resource consumption, and waste management, businesses can put strategies into practise to reduce operational costs and increase overall efficiency.

(d) Reputation and the Expectations of Stakeholders: Customers and other stakeholders now call organisations to adopt more environmentally friendly practises. Green audits promote trust among customers, employees, investors, and communities by demonstrating an organization's transparency and commitment to sustainability.

(e) Risk Management: Environmental hazards can have serious financial and reputational ramifications for firms, including pollution events, regulatory non-compliance, and supply chain interruptions. By evaluating environmental management systems, ensuring sufficient controls are in place, and putting preventative measures in place to deal with possible problems, green audits assist in identifying and mitigating these risks.

(f) Continuous Improvement: Green audits encourage a continuing commitment to sustainability rather than being one-time events. Organizations can see trends, set goals, and implement improvement initiatives by routinely evaluating and tracking environmental performance. This iterative process promotes a culture of sustainability and propels long-lasting transformation.

(g) Sustainable Development Goals (SDGs): An international framework for solving urgent environmental and social issues is provided by the Sustainable Development Goals. Organizations can better align their operations with these objectives with the aid of green audits, paving the way for a more just and sustainable future. Green audits are essential to evaluate, enhance, and confirm



environmental performance. They allow companies to control risks, comply with rules, cut costs, improve reputations, and support sustainable development.

3. Methodology for Green Audit:

Audits of an organization's environmental performance and practices are known as "green," "environmental," or "sustainability" audits. They entail assessing the company's influence on the environment, resource usage, waste management, and adherence to environmental legislation. Here is a procedure for carrying out a green audit:

- (a) Planning:
- (b) Identify audit team and resources:
- (c) Develop an audit plan: Create a detailed plan outlining audit activities, timelines, responsibilities, and communication channels.
- (d) Data Collection:
- (e) Gather information:
- (f) Conduct site visits and interviews:
- (g) Review documentation:
- (h) Evaluation and Analysis:
- (i) Assess environmental impacts:
- (j) Evaluate compliance:
- (k) Identify strengths and weaknesses:
- (l) Quantify results:
- (m) Reporting:
- (n) Prepare an audit report:
- (o) Communicate results:
- (p) Follow-up and Improvement:
- (q) Develop an action plan:
- (r) Monitor progress:
- (s) Continuous improvement:

The methodology adopted to conduct the Green Audit of the Institution had the following components.

3.1. On-site Visit :

The Green Audit Team carried out the five-day field trip. The tour's main goal was to evaluate the Institution's waste management procedures, energy



conservation tactics, and other aspects of its green cover. The protocols for sample collection, preservation, and analysis were followed scientifically.

3.2. Focus Group Discussion :

The nature club, staff, and management members participated in focus group discussions on various facets of the green audit. Identification of attitudes and awareness towards environmental issues at the institutional and local levels was the main topic of discussion.

3.3. Energy and waste management Survey:

The audit team evaluated the college's waste generation, disposal, and treatment facilities as well as its energy usage pattern with the assistance of teachers and students. A comprehensive questionnaire survey method was used to carry out the monitoring.

4. Target Areas of Green Auditing:

An environmental audit is one of the steps involved in the process of resource management. Green audits are useful despite the fact that they are one-off occurrences. This is due to the fact that they are carried out on a regular basis, and the results of the audits might shift or get better over time. The concept of an eco-campus centers primarily on making effective use of water and energy while simultaneously reducing pollution and the amount of trash produced.

Several indicators will be evaluated during the "Green Auditing of this Educational Institute" procedure. Eco-campus focuses on these goals in order to reduce emissions, obtain a reliable and affordable energy supply, encourage and improve energy conservation, decrease the institute's energy and water use, reduce the amount of waste that is sent to landfills, and incorporate environmental considerations into all contracts and services that are thought to have significant environmental impacts. Eco-campus also focuses on these goals in order to improve the quality of life on campus. The water, the electricity, the rubbish, and the green campuses are the key focuses of this environmental audit.

4.1. Energy Consumption:

4.1.1. Lighting: According to the findings of the audit, a significant number of the college's lighting fixtures are both inefficient and out of date. It is recommended to make advantage of natural light whenever it is feasible, to install



occupancy sensors, and to replace traditional light bulbs with LED light bulbs that are more energy efficient.

4.1.2. Heating, Ventilation, and Air Conditioning (HVAC):

It was found that the HVAC systems were operating at a lower level of efficiency than was required. Switching to heating, ventilation, and air conditioning (HVAC) equipment that is more energy-efficient, installing thermostats that are programmable, and keeping up with normal maintenance can significantly cut energy consumption.

4.1.3. Energy Awareness: Both the faculty and the student body should be encouraged to engage in energy-saving behaviours by the college. Campaigns, instructional activities, and financial incentives for projects that save energy are all potential ways to assist in accomplishing this goal.

Details electrical requirements:

Electrical device/items	Number	Power(watt)	Usage time (hr/day)
Normal Tubelight	380	15200	10:00 am to 6:00 pm
LED Tubelight	200	2800	Do
Normal Bulb	55	5500	Do



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LED Bulb	21	1294	Do
Ceiling Fan	517	51700	Do
Wall fan	36	3600	Do



Silent DG sets are designed to generate a very low level of background noise, just as their name suggests. Their structures are constructed to eliminate virtually all noise and vibrations due to careful design. Because

of this, they are not harmful to the environment and are ideally suited for use in residential areas.

4.2. Waste Management:

4.2.1. Recycling: Despite the fact that recycling canisters were located all around the campus, the audit indicated that there was insufficient separation of recyclable materials and inadequate information regarding products that might be recycled. This was the case despite the fact that recycling canisters were located everywhere. An increase in the percentage of materials that are recycled can be accomplished in a number of different ways; some of these ways include making the signs clearer, providing instructions that are free of ambiguity, and carrying out an intensive recycling education programme.

4.2.2. Composting: At the organisation, composting facilities can be established so that the organic waste that is produced by the residents of the hostel (both boys and girls) can be disposed of in an appropriate manner. Composting not only produces useful compost that can be utilised for campus landscaping and gardening, but it also contributes greatly to a reduction in the amount of waste that is dumped in landfills. This is one of the many benefits of composting.

Table: Different types of waste generated in the college and their disposal

Types of waste	Particulars	Disposal method
E-Waste	Computers, electrical and electronic parts	Store these in a separate tank, and we can start selling them directly after a certain amount of time.
Plastic waste	Pen, Refill, Plastic water bottles and other plastic containers, wrappers etc	Items made of plastic that are only intended to be used once, such as bottles, jars, and bags. Encourage people to use water bottles and other containers that may be reused. Establish distinct recycling containers for plastic garbage, and after a predetermined period of



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		time, we will be able to begin selling the collected recyclables directly.
Solid wastes	Paper waste, Damaged furniture, paper plates, food wastes	Reuse after maintenance energy conversion. Installing composting systems on a college campus will allow for the conversion of discarded food into nutrient-dense compost that may be used in the campus landscaping or in community gardens. Another option is for institutions to form partnerships with farmers in the surrounding area to collect food waste.
Chemical wastes	Laboratory waste	Water should be used to neutralise. When dealing with hazardous garbage, adhere strictly to all safety regulations.
Wastewater	Washing, urinals, bathrooms	Soak pits
Glass waste	Broken glass wares from the labs	Glass debris should be kept separate from other recyclable materials and disposed of in containers that are specifically intended for glass recycling. Make sure that you recycle glass in the correct manner by coordinating with the local recycling centers.
Sanitary Napkin	-	Napkin Incinerators



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4.3. Water Usage:

4.3.1. Water Fixtures: Numerous locations within the college had outdated and ineffective water fixtures, which caused excessive water use. Water resources can be saved by swapping these fixtures for low-flow models and encouraging staff and students to practice water-saving habits.

Water management table:

Water Management Tasks	Frequency	Responsible Party
Routine examination of water supplies	Monthly	Green Audit Working Team
Testing for drinking water quality	Half-yearly	Do
Awareness of water conservation	Half-yearly	Green Audit Working Team & various department
Infrastructure for water distribution that needs upkeep and repair	As needed	Caretaker
Reporting and analysis of water use	Annually	Green Audit Working Team & Caretaker
Learn what causes excessive water consumption.	As needed	Caretaker

Tabular data detailing the subject at hand:

SI No	Parameters	Response
1	Source of water	Municipality, Underground, Pond (approx. 3 Bigha) & Rain Harvesting Water Note: The ground's water serves as a drinking water supply for around 3000 people, including students and staff members.
2	Source of Drinking Water	Ground's water, 13 numbers water purifier



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3	Any treatment for drinking water	Nil, 13 numbers water purifier Note: Water purifiers have been installed in 1-2 numbers on each floor and are maintained for 3–4 months afterward.
4	What is the total number of motors that are used?	13 numbers
5	What is the total number of water tanks? Capacity of tank	13 numbers@ 1000 liters each
6	Tap water	200numbers
	Quantity of water pumped every day	12000 liters/per day
7	Do you waste water, and if so, why?	No
8	How much water is required for gardening purposes?	500 liters/per day
10	Do you have access to rainwater harvesting?	Yes
11	The number of units harvested and the total volume of water	01 number, We have constructed a water canal to connect a college pond that is 1500 square feet and 2,000 liters of 02 tanks to store rainwater.
12	Any leaky taps	None
13	Daily amount of water that is lost.	Not applicable
14	Is there any kind of plan for the management of water?	Raise public awareness regarding the importance of water conservation, the prevention of pollution, and the implementation of sustainable water management practices. Unambiguous water rights and equitable water allocation regulations should be established to ensure that water is



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		distributed fairly among the many different users.
15	Have any methods for conserving water been implemented?	Rainwater Harvesting

4.4.1. Public Transport:Cycle, van, Riksha, Train, bus etc.

4.5. Overall Environmental Awareness:

4.5.1. Curriculum Integration:The institution can incorporate environmental consciousness and sustainable practices into its curriculum in a variety of topic areas. Students will be provided with teaching and training in environmental stewardship thanks to this technique, which will also encourage them to think in a sustainable manner.

Environmental awareness:

Environmental awareness across different subjects	Parameters	Program time
Language Arts	Discuss texts from literature that are in some way connected to topics concerning the environment, such as conservation or environmental advocacy. Compose poetry or essays that argue for the protection of the environment and use persuasion. Conduct research on a variety of environmental topics, then present your findings. Through various awareness programs, they understand the environmental laws and regulations that apply on the local, national, and international levels. Discuss the roles that governments, NGOs, and people play in the effort to solve environmental problems. Investigate the environmental concerns from both a historical and cultural point of view.	Whole year



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Arts	Investigate the causes of climate change and possible solutions to the problem. Analyse the impact that human activities have had on different landscapes as well as the distribution of natural resources. Studies should be done on urbanization, logging, and industry's impact on the natural environment. Investigate geographical approaches to resolving environmental issues, such as environmentally responsible land management planning.	Whole year
Pure Science	Conduct studies on environmental issues, such as assessing water quality, soil analysis, power consumption or recycling. To better comprehend environmental patterns and forecasts, consider using mathematical models. Investigate the repercussions of environmental actions on the economy, such as doing cost-benefit analyses for environmentally friendly projects.	Half-yearly/ each program
Bio-Science	Study subjects include ecosystems, biodiversity, and the interconnectedness of all living things.	Whole year
Physical Education	Encourage students to develop an appreciation for the natural world by having them participate in outdoor sports and activities. Talk about the significance of physical activity for both one's own health and the health of the environment (for example, taking bike instead of the car).	Whole year
NSS	To enhance the amount of green cover and fight deforestation, organizing tree-planting events in local communities and educational institutions is important. To combat littering and to encourage a clean environment, it is important to organize routine clean-up	Whole year



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	<p>efforts in public places like parks and beaches.To educate both students and members of the general public about environmental issues such as climate change, waste management, renewable energy, and conservation, workshops and seminars should be organized. It should be a priority to create opportunities for individuals to engage with the natural world and develop a sense of ownership over its preservation through participating in hikes and other outdoor activities. To raise awareness about environmental issues and motivate people to take action, you might use social media, posters, and booklets.</p>	
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Plantation Programmes

4.5.2. Student Engagement: A culture of sustainability can be promoted among students by supporting student-led projects, creating environmental groups, and holding awareness events and workshops.



5. Green Campus:

5.1. Floral Diversity:

The following are some actions to take into account when setting up a plantation programme at your college:



- Organise a group of academics, employees, and students who are interested in managing the plantation programme. Assign roles and duties to make the execution go smoothly.
- Consult with local forestry professionals or environmental groups to discover native or adapted tree species that are well-suited to the climate, soil, and goal of the plantation programme. Research and choose suitable tree species.
- To obtain the necessary approvals or permits for planting trees on campus or in the neighborhood, check with the college administration or other appropriate authorities.
- Look into possible funding options, including grants, sponsorships, or collaborations with nearby companies or environmental organizations. This will aid in defraying the price of buying trees, equipment, and other required supplies.
- Establish the plantation event's date, time, and venue. Plan the delivery of the trees, tools, and equipment to the planting location. Make sure that safety precautions are in place, including appropriate instruction on planting methods and equipment use.
- Promote the planting programme within the campus community by using various communication channels, such as posters, social media, emails, and word-of-mouth, in order to raise awareness and find volunteers. Encourage everyone to volunteer, including alumni, faculty, staff, and students.
- Volunteers should be gathered at the planting site on the appointed planting day. Give them the equipment, instructions, and direction they need to plant trees correctly. Foster a sense of accomplishment and community pride while fostering teamwork.
- Stress the significance of taking care of the freshly planted trees. This could entail routine weeding, mulching, watering, and pest or disease inspection. To guarantee the long-term well-being and survival of the trees, think about setting up a system for volunteers or staff members.
- After the plantation programme, evaluate the impact and accomplishment of the effort. Keep an eye on the trees' growth and survival rate. To determine areas for improvement and to organize upcoming plantation programmes, collect participant and stakeholder input.

To encourage participation in the upkeep and preservation of the grassland, the institution's students, instructors, and staff should be encouraged to do so.

Volunteer initiatives, instructional workshops, and awareness campaigns are all effective ways for reaching this objective. On grasslands, it is possible for many different kinds of plants and animals to flourish. By providing a home for a wide variety of plant and animal species and so making a contribution to the preservation of ecological equilibrium, a grassland promotes a higher level of biodiversity on a campus. Grasslands have the ability to collect carbon dioxide from the air and store it in their soil, which helps in the fight against climate change by lowering overall levels of greenhouse gases.



Fig. College ground field.

The ability of the campus to maintain a healthy ecological balance is greatly dependent on the presence of ponds. They contribute to the recharging of groundwater supplies, help to limit the amount of erosion that occurs in the surrounding area, and support the ecology of the area by providing a habitat for a diverse array of flora and fauna.

5.2. Faunal Diversity:

Gour Mahavidyalaya holds approx. 2.56 acres (building land approx. 0.68 acres) of land and a large water body of approx. 0.992 acres. Hence, Gour Mhvidyalaya boasts a rich faunal diversity, thanks to its lush greenery and expansive water body. Our college is situated in the region around English Bazar and Old Malda; which possess a variety of insects, amphibian species, reptiles, birds and mammals that thrive in its subtropical climate and riverine environment. Our estimation on faunal diversity is mostly based on random sampling. Majority of the data were gathered during college hours through direct observations. We have also gathered information from different students and staffs, who were not directly a member of survey group. Around the water body a huge number of invertebrates like the insects were observed, which require more active documentation.

Amphibia

1. Indian balloon frog (*Uperodon globulosus*)



- 2 Asian Common Toad (*Bufo melanostictus*)
- 3 Common tree frog (*Rachophorus* sp.)

Reptiles

- 1 Checkered Keelback (*Xenochrophis piscator*)
- 2 Buff Striped Keelback (*Amphiesma stolatum*)
- 3 Skink (*Lampropholis* sp.)
- 5 Oriental Garden Lizard (*Colotes versicolor*)
- 6 Wall Lizard (*Hemidactylus frenatus*)
- 7 Banded Krait (*Bungarus fasciatus*)

Birds

1. Crow (*Corvus splendens*)
2. House Sparrow (*Passer domesticus*)
3. Common Myna (*Acridotheres tristis*)
4. Red-vented Bulbul (*Pycnonotus cafer*)
5. Cattle Egret (*Bubulcus ibis*)
6. Black Drongo (*Dicrurus macrocercus*)
7. Barn Owl (*Tyto alba*)
8. Kingfisher (*Alcedo atthis*)
9. Parrot (*Psittacula krameri*)
10. Spotted Dove (*Spilopelia chinensis*)
11. Pigeon (*Columba* sp.)

Insects

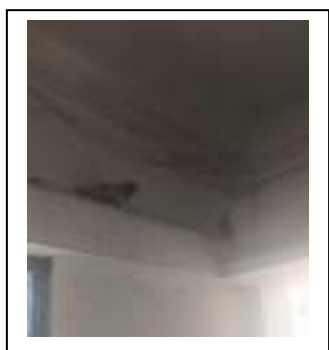
1. Butterflies (various species)
2. Honeybees (*Apis cerana*)
3. Dragonflies (various species)
4. Ants (various species)
5. Mosquitoes (*Aedes* and *Culex* species)
6. Grasshoppers (various species)
7. Termites (various species)
8. Ladybugs (Coccinellidae family)
9. Fireflies (Lampyridae family)
- 1 Houseflies (*Musca domestica*)

Animals

1. Indian Hare (*Lepus nigricollis*)
2. Jackal (*Canis aureus*) (Often enters college premises at night)
3. Indian Squirrel (*Funambulus palmarum*)
4. Rhesus Macaque (*Macaca mulatta*)

5. Indian Pipistrelle (*Pipistrellus coromandra*)
6. Rat (*Rattus norvegicus*)
7. Common Cat (*Felis catus*)
8. Common Dog (*Canis lupus familiaris*)
9. Grey mongoose (*Herpestidae* sp.)

Our college is an oasis in the midst of concrete jungle. Conservation efforts are essential to maintain this ecological balance and protect the native species



6. Wild type Medicinal plants at medicinal garden:

Two medicinal gardens were developed at our college premises. Many wild medicinal plant varieties were lost daily due to anthropogenic activities and pollution. After identifying these plants, we conserve these through propagation in our medicinal gardens. Any interested people or agencies can access it through the proper channel. Medicinal garden is a specific area inside the grounds of a college that is dedicated to the cultivation and upkeep of a wide range of different sorts of medicinal plants. As an educational and research resource, it makes it possible for students, faculty members, and researchers to investigate and gain knowledge on medicinal plants' varied qualities and applications. Culturing a medicinal garden on a college campus can confer major value and benefits to the surrounding academic community and society.

Table: List of wild types of medicinal plants at the premises of GOUR MAHAVIDYALAYA

Sl. No. 1	Binomial name: <i>Syzygium aromaticum</i> (L) Merril & Perry Family: Myrtaceae Common name: Labanga Habit: Tree Parts used: Dried flower bud, leaves Medicinal use: Clove oil is used as a pain killer, for dental problems, used for the	Sl. No. 2	Binomial name: <i>Barleria prionitis</i> L. Family: Acanthaceae Common name: Bazradanti Habit: Herb Parts used: Leaves Medicinal use: Leaf juice is used to prevent tissue maceration, stop gum bleeding, and as an expectorant.
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	treatment of hernia, Stomach upset and as an expectorant.		
Sl. No. 3	Binomial name: <i>Glycosmis pentaphyla</i> (Retz) Correa Family: Rutaceae Common name: Ash shaowra Habit: Shrub Parts used: Leaves and stem Medicinal use: Leaves are used for fever, liver complaints, and stem for ulcer.	Sl. No. 4	Binomial name: <i>Trema oricalis</i> (L) Blume Family: Cannabaceae Common name: Jibanti Habit: Tree Parts used: Leaves and bark Medicinal use: Leaves & bark are used for cough, sore throat, asthma, and yellow fever.
Sl. No. 5	Binomial name: <i>Blumea lacera</i> (Burm. F.) Dc. Family: Asteraceae Common name: Bara cooksina Habit: Herb Parts used: Whole plant Medicinal use: Leaves used for liver tonic, antipyretic, diuretic, ophthalmic.	Sl. No. 6	Binomial name: <i>Clitoria ternatea</i> L. Family: Fabaceae Common name: Aporajita Habit: Herb, Climber Parts used: Leaves Medicinal use: Leaves are used as memory enhancer, antidepressant, sedative agent.
Sl. No. 7	Binomial name: <i>Aegel marmelos</i> (L) correa Family: Rutaceae Common name: Bel Habit: Tree Parts used: Whole plant, Leaves, Fruit Medicinal use: Fruit pulp is use for laxative, jaundice, constipation	Sl. No. 8	Binomial name: <i>Elaeocarpus serratus</i> L. Family: Elaeocarpaceae Common name: Jalpai Habit: Tree Parts used: Leaves and Fruits Medicinal use: Leaves used for rheumatism and antitode of poison and fruit for dysentery.
Sl. No. 9	Binomial name : <i>Pogostemon cablin</i> (Blanco) Benth Family: Lamiaceae Common name: Pachouri Habit: Herb Parts used: Leaves Medicinal use: Used in insect repellants, and antidepressant.	Sl. No. 10	Binomial name: <i>Cympogon citrus</i> (L.) Spreng Family: Poaceae Common name: Lebughash Habit: Herb Parts used: Leaves Medicinal use: Pesticide, insecticide & antifungal and antibacterial and also used as insect repellent.
Sl. No. 11	Binomial name: <i>Ocimum tenuiflorum</i> L. Family: Lamiaceae Common name: Krishna Tulsi Habit: Herb Parts used: Whole plant. Medicinal use: Reduce chest congestion, germicide and tuberculosis.	Sl. No. 12	Binomial name: <i>Stephania japonica</i> (Thumb). Mics Family: Menispermaceae Common name: Nimukha Habit : Climber, Herb Parts used: Whole plant and Leaves. Medicinal use: Leaves are used in fever, diarrhoea, dyspepsia. Root is used to treat fever, diarrhoea and urinary disease.

Sl. No. 13	Binomial name: <i>Mikania scandense</i> B. L. Rob. Family: Asteraceae Common name: Jarman lata Habit: Climbing Herb Parts used: Leaves Medicinal use: Gastric ulcer, wound insect bites stop bleeding from cut, It also has antimicrobial, antipyretic and anti-inflammatory properties.	Sl. No. 14	Binomial name: <i>Aerva lantana</i> L. Family: Amaranthaceae Common name: Chaya Habit: Herb Parts used: Whole plant Medicinal use: Antioxidant activity, stop abnormal bleeding in menstruation.
Sl. No. 15	Binomial name: <i>Desmodium gangeticum</i> (L.) Dc. Family: Fabaceae Common name: Shalparni Habit: Herb Parts used: Leaves and roots Medicinal use: Heart disease, rejuvenation, anti dysenteric	Sl. No. 16	Binomial name: <i>Costus speciosus</i> (J. Koning.) C. Specht. Family: Zingiberaceae Common name: Keu Habit: Herb Parts used: Rhizome Medicinal use: Anti-diabetic, to treat asthma, bronchitis and fever.
Sl. No. 17	Binomial name: <i>Uraria picta</i> (Jack) Dc. Family: Fabaceae Common name: Prishiparni Habit: Herb Parts used: Whole plant, Leaves, Medicinal use: Hear trouble, fractured bone, cough.	Sl. No. 18	Binomial name: <i>Iresine herbstii</i> Hook. ex Lindl. Family: Amaranthaceae Common name: Lal vishyalikarani Habit: Herb Parts used: Leaves Medicinal use: Healing property.
Sl. No. 19	Binomial name: <i>Ruellia prostrata</i> L. Family: Acanthaceae Common name: Patpati Habit: Herb Parts used: Whole plant, Leaves Medicinal use: Anti-cancerous against the epidermis of naso-pharynx.	Sl. No. 20	Binomial name: <i>Barringtonia acutangula</i> (L) Gaertn. Family: Lecythidaceae Common name: Hijol Habit: Herb Parts used: Whole plant, Leaves. Medicinal use: Seed extract for anti tumor and anti fungal.
Sl. No. 21	Binomial name: <i>Madhuca longifolia</i> (J. Konig) J. F. Macbr Family: Sapotaceae Common name: Mahua Habit: Tree Parts used: Flower and Bark Medicinal use: Bark used for tonsillitis, gum trouble, Flower used for stimulant, laxative anti-helminthes, cough reliving, respiratory disorder.	Sl. No. 22	Binomial name: <i>Cephalandra indica</i> (W. and A.) Naud Family: Cucurbitaceae Common name: Talakuch Habit: Herb, Climber Parts used: Whole plant Medicinal use: Flower- Jaundice, Fruits- Leprosy, bronchitis, asthma, Leaves- Cough, skin disease, Root- Diabetes, gonorrhea.
Sl. No. 23	Scientific name: <i>Hemidesmus indicus</i> R. Br. Family: Asclepedaceae	Sl. No. 24	Scientific name: <i>Syzazium jambos</i> L. (Alostn) Family: Mytraceae



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	Common name: Ananta mul Habit: Herb Parts used: Whole plant, Leaves, Uses: Oligo-spermia, skin disease, piles, leucorrhoea.		Common name: Jam Habit: Tree Parts used: Seeds and young Leaves Uses: Diabetes (seed), dysentery, anti-inflammatory effect.
Sl. No. 25	Scientific name: <i>Artemisia vulgaris</i> L. Family: Asteraceae Common name: Nagdola Habit: Herb Parts used: Whole plant, Uses: Malaria fever, worm repellent.	Sl. No. 26	Scientific name: <i>Ocimum gratissimum</i> L. Family: Lamiaceae Common name: Chandan tulsi Habit: Herb Parts used: Whole plant, Uses: Antiseptic, anti microbial property used in common cold and respiratory trouble.
Sl. No. 27	Scientific name: <i>Morinda citrifolia</i> L. Family: Rubiaceae Common name: Noni Habit: Shrub Parts used: Fruit and Leaves Uses: Leaf, fruit, bark used to treat AIDS liver disease, small pox, cancer.	Sl. No. 28	Scientific name: <i>Saraca asoca</i> (Roxb.) Willd. Family: Fabaceae Common name: Ashok Habit: Tree Parts used: Bark, leaves and seed Uses: Dysmenorrhoea, depression, leucorrhoea.
Sl. No. 29	Scientific name: <i>Vitex negundo</i> Linn. Family: Verbaneeae Common name: Nishinda Habit: Herb Parts used: Whole plant, Uses: Skin disease eczema, ring worm, spleen enlargement, expectorant, bronchitis, asthma.	Sl. No. 30	Scientific name: <i>Murraya koenigii</i> (L.) Spreng. Family: Rutaceae Common name: Kari Pata Habit: Shrub Parts used: Leaves Uses: Anti-diabetic, also used to treat piles, inflammation, itching, dysentery.
Sl. No. 31	Scientific name: <i>Withania somnifera</i> (L.) Kuntze Family: Solanaceae Common name: Awshagandha Habit: Herb Parts used: Seed, Leaves and root Uses: Arthritis, anxiety, oligospermia, asthma, insomnia, ulcer and neurological disorder.	Sl. No. 32	Scientific name: <i>Cissus quadrangularis</i> L. Family: Vitaceae Common name: Harjora Habit: Climbing Herb Parts used: Whole plant Uses: Heal the broken bone and ligament.
Sl. No. 33	Scientific name: <i>Amomum aromaticum</i> Roxb. Family: Zingiberaceae Common name: Alach Habit: Herb Parts used: Seed	Sl. No. 34	Scientific name: <i>Clerodendrum indicum</i> L. Family: Verbenaceae Common name: Bamunhati Habit: small tree Parts used: Leaves



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	Uses: Anti oxidant, antiseptic, stomachic digestive.		Uses: Allergy, asthma, fever, bronchitis, liver problem, tuberculosis.
Sl. No. 35	Scientific name: <i>Psidium guajava</i> Linn. Family: Myraceae Common name: Payara Habit: Tree Parts used: Fruits and Leaves Uses: Fruit is used as laxative and leaf is used for wound ulcers.	Sl. No. 36	Scientific name: <i>Adhatoda vasica</i> Nees Family: Acanthaceae Common name: Vashak Habit: Shrub Parts used: Leaves Uses: Bronchial disease, cough, expectorates
Sl. No. 37	Scientific name: <i>Wedelia calendula</i> (L.) Less. Family: Asteraceae Common name: Bhringaraj Habit: Herb Parts used: Leaves, Uses: Hair fall treatment, skin disease.	Sl. No. 38	Scientific name: <i>Terminalia chebula</i> Retz. Family: Combrataceae Common name: Haritaki Habit: Tree Parts used: Fruits and seed Uses: Laxative, digestive, purgative, and healing property.
Sl. No. 39	Scientific name: <i>Asparagus racemosus</i> Willd Family: Asparagaceae Common name: Satamuli Habit: Climber, Herb Parts used: Roots and Leaves Uses: Uterine tonic, hyper-acidity, galactagogue.	Sl. No. 40	Scientific name: <i>Euphorbia tirucalli</i> L. Family: Euphorbiaceae Common name: Lankaseji Habit: Herb Parts used: Whole plant Uses: Used for treatment of cancer, tumour.
Sl. No. 41	Scientific name: <i>Justicia gendarusa</i> Burm. f. Family: Acanthaceae Common name: Bishahari Habit: Herb Parts used: Leaves Uses: Asthma, rheumatism, colic of children	Sl. No. 42	Scientific name: <i>Stachytarpheta jamaicensis</i> L. Family: Verbenaceae Common name: Jerbo Habit: Herb Parts used: Leaves Uses: Fresh leaf juice used to treat asthma, stomach ulcer
Sl. No. 43	Scientific name: <i>Coleus aromaticus</i> Benth. Family: Lamiaceae Common name: Aijawan Habit: Herb Parts used: Leaves Uses: Treatment of cough, sore throat, nasal	Sl. No. 44	Scientific name: <i>Centella asiatica</i> L. Family: Apiaceae Common name: Thankuni Habit: Herb Parts used: Leaves Uses: Leaf extract is used for liver complaints, gastric trouble, skin disease, amoebic dysentery.
Sl. No. 45	Scientific name: <i>Hygrophyla spinosa</i> T. Anderson Family: Acanthaceae Common name: Kulekhara	Sl. No. 46	Scientific name: <i>Abutilon indicum</i> (L.) Sweet Family: Malvaceae Common name: Atibol

	Habit: Herb Parts used: Leaves Uses: The leaf juice is used to treat anaemia, jaundice, and body pain.		Habit: Shrubs Parts used: Seeds and Bark Uses: Seed used in piles, gonorrhoea
Sl. No. 47	Scientific name: <i>Alstonia scholaris</i> R. Br. Family: Apocynaceae Common name: Chatim Habit: Herb Parts used: Whole plant, Leaves, Uses: The bark is used for digestive, antipyretic, laxative, malaria fever, tumor, ulcer, and cancer.	Sl. No. 48	Scientific name: <i>Anacardium occidentale</i> L. Family: Anacardiaceae Common name: Kaju Habit: Herb Parts used: Whole plant, Leaves, Uses: Root used as purgative, fruit used for skin disease.
Sl. No. 49	Scientific name: <i>Acacia auriculiformis</i> A. Cunn. ex Benth. Family: Mimosaceae Common name: Sonajhuri Habit: Herb Parts used: Whole plant, Leaves, Uses: Leaves used in dysentery.	Sl. No. 50	Scientific name: <i>Bauhinia purpuria</i> L. Family: Caesalpinaceae Common name: Rakta kanchan Habit: Herb Parts used: Whole plant, Leaves Uses: Bark used for skin disease, and ulcer, dried bud used in piles.
Sl. No. 51	Scientific name: <i>Gardenia latifolia</i> G. Don Family: Rubiaceae Common name: Gandharaj Habit: Herb Parts used: Whole plant, Leaves Uses: Root anti-helminths, antiseptic, dyspepsia, and nervous disorder.	Sl. No. 52	Scientific name: <i>Mimosa pudica</i> L. Family: Mimosaceae Common name: Lajjabati Habit: Herb Parts used: Whole plant, Leaves Uses: Leaves and roots are used in piles and fistula.
Sl. No. 53	Scientific name: <i>Sanscveria roxburghiana</i> Schult & Schult. f. Family: Asperagaceae Common name: Murga Habit: Herb Parts used: Whole plant, Leaves, Uses: Plant sap has antiseptic qualities, and leaves are used for bandages.	Sl. No. 54	Scientific name: <i>Bryophyllum pinnatum</i> (Lam.) Oken Family: Crassulaceae Common name: Pasan veda Habit: Herb Parts used: Whole plant, Leaves, Uses: Dysentery, cough, asthma, fever, constipation.
Sl. No. 55	Scientific name: <i>Kalanchoe pinnata</i> Lamm Family: Crassulaceae Common name: Patharkuchi Habit: Herb Parts used: Whole plant, Leaves, Uses: Diuretic, wound healing, inflammatory activity.	Sl. No. 56	Scientific name: <i>Azadirachta indica</i> A. Juss. Family: Meliaceae Common name: Neem Habit: Herb Parts used: Whole plant, Leaves, Uses: Leucoderma, piles, wounds, all types of skin inflammation.
Sl. No. 57	Scientific name: <i>Nyctanthus arbortristis</i> Linn. Family: Oleaceae Common name: Sheuli	Sl. No. 58	Scientific name: <i>Termelia arjuna</i> (Roxb) Wight & Ara. Family: Combretaceae Common name: Arjun



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	Habit: Herb Parts used: Whole plant, Leaves Uses: Dry cough, Sciatica, arthritis, Dengue fever, ringworm.		Habit: Herb Parts used: Whole plant, Leaves Uses: Hypolipiderma, reduced cholesterol level, cardiac stimulant.
Sl. No. 59	Scientific name: <i>Ocimum sanctum</i> L. Family: Lamiaceae Common name: Tulshi Habit: Herb Parts used: Whole plant, Leaves Uses: Common cold & antiseptic.	Sl. No. 60	Scientific name: <i>Crotalaria juncea</i> L. Family: Fabaceae Common name: Atashi Habit: Herb Parts used: Whole plant, Leaves Uses:-To treat urinary problems, Eczema, and skin problem.
Sl. No. 61	Scientific name: <i>Swietenia mahagoni</i> (L) Jacq Family: Meliaceae Common name: Mehogani Habit: Tree Parts used: Bark, Leaves and seed Uses: Cure colon cancer, boost immunity, reduce cholesterol level.	Sl. No. 62	Scientific name: <i>Mentha arvensis</i> Linn. Family: Lamiaceae Common name: Pudina Habit: Herb Parts used: Whole plant, Leaves Uses: Antiseptic, diuretic digestive
Sl. No. 63	Scientific name: <i>Duranta erecta</i> L. Family: Verbenaceae Common name: Duranta Habit: Small Shrub Parts used: Leaves Uses: Mosquito repellent, used to treat jaundice	Sl. No. 64	Scientific name: <i>Ziziphus jujube</i> Mill. Family: Rhamnaceae Common name: Kul Habit: Tree Parts used: Fruit Uses: Used for treating fever, and wound ulcers, leaves used for anti-helminths, stress and reduce constipation.
Sl. No. 65	Scientific name: <i>Emblica officinalis</i> L. Family: Euphorbiaceae Common name: Amlaki Habit: Herb Parts used: Whole plant, Leaves Uses: Antioxidant	Sl. No. 66	Scientific name: <i>Mimusops enlengi</i> L. Family: Sapotaceae Common name: Bakul Habit: Herb Parts used: Whole plant, Leaves Uses: Prevent bleeding of gum, used to treat dental carries, pyorrhea.
Sl. No. 67	Scientific name: <i>Aerva aspera</i> L. Family: Amaranthaceae Common name: Apang Habit: Herb Parts used: Whole plant and seed Uses: Used for treatment of depression, anxiety and hydrophobia.	Sl. No. 68	Scientific name: <i>Crenum asiaticum</i> L. Family: Amaryllidaceae Common name: Sukha darshan Habit: Herb Parts used: Leaves Uses: Leaves are used in carbuncle, cancer, and wound.
Sl. No. 69	Scientific name: <i>Aloe berberadensis</i> Mill. Family: Liliaceae Common name: Ghrita kumari Habit: Herb	Sl. No. 70	Scientific name: <i>Rauwolfia serpentina</i> (wall.) Benth. ex. Hook. f. Family: Apocynaceae Common name: Sarphagandha



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	Parts used: Leaves Uses: Joint pain, skin disease, liver problem.		Habit: Herb Parts used: Roots and seeds Uses: Hypertension, reduce high blood pressure.
Sl. No. 71	Scientific name: <i>Gomphrena globosa</i> Family: Amaranthaceae Common name: Botam phul Habit: Herb Parts used: Leaves Uses: Cough, diabetes, oliguria (child)	Sl. No. 72	Scientific name: <i>Euphorbia ayapana</i> Vent. Family: Euphorbiaceae Common name: Ayapon Habit: Herb Parts used: Leaves Uses: Leaves used in antiseptic, haemorrhage, foul ulcer, stomachache, anti-bacterial and anti fungal.
Sl. No. 73	Scientific name: <i>Amaranthus spinosus</i> L. Family: Amaranthaceae Common name: Kata Notey Habit: Herb Parts used: Whole plant Uses: Whole plant as laxative, diuretic, stomachic, anti-pyretic, improve appetite, hallucination, bronchitis, Leucorrhoea	Sl. No. 74	Scientific name: <i>Andrographis paniculata</i> (Brum. f.) Wall. ex. Nees Family: Acanthaceae Common name: Kal Megh Habit: Herb Parts used: Whole plant Uses: Whole plant used in fever, dyspepsia, scabies, leprosy, whooping cough, liver disorder, and loss of appetite.
Sl. No. 75	Scientific name: <i>Amaranthus viridis</i> L. Family: Amaranthaceae Common name: Bon Notey Habit: Herb Parts used: Whole plant Uses: Whole plant used in stomachic, diuretic, colic pain, piles, gonorrhoea, Root-stop bleeding from cut wounds.	Sl. No. 76	Scientific name: <i>Cassia tora</i> L. Family: Caselpinaceae Common name: Chakwar Habit: Herb Parts used: Seed and Leaves Uses: Leaves used in dysentery and skin disease.
Sl. No. 77	Scientific name: <i>Carrica papyra</i> Family: Caricaceae Common name: Pepe Habit: Small tree Parts used: Fruit and Milky juice, and leaves Uses: Milky fruit juice used to remove blemishes, anti-helminthes, diuretic, constipation, glandular tumor, eczema.	Sl. No. 78	Scientific name: <i>Curcuma longa</i> L. Family: Zingiberaceae Common name: Halud Habit: Herb Parts used: Rhizome Uses: Anti-oxidant, anti-inflammatory, anti-microbial and have healing properties
Sl. No. 79	Scientific name: <i>Paederia foetida</i> L. Family: Rubiaceae Common name: Gadal Habit: Climber, Herb Parts used: Whole plant Uses: Rheumatism, Leaves- applied to urinary infection, urinary bladder stone,	Sl. No. 80	Scientific name: <i>Tridax procumbens</i> . Family: Asteraceae Common name: Tridakha Habit: Herb Parts used: Whole plant Uses: Wound healing, anti-coagulant, anti-fungal and insect repellent,

	flatulence, diarrhoea and dysentery, Fruit-toothache, Root- piles and liver inflammation.		infectious skin disease, liver disorder, gastritis, heart burn.
Sl. No. 81	Scientific name: <i>Pouzolzia indica</i> . Family: Utriacae Common name: Tuici Habit: Herb Parts used: Leaves and root Uses: Leaves used in gangrenous ulcers, syphilis, and gonorrhoea.	Sl. No. 82	Scientific name: <i>Commelina benghalensis</i> . Family: Comelinaceae Common name: Kansira Habit: Herb Parts used: Whole plant. Uses: Leprosy, infertility in women, sore throat and burns, diarrhoea.
Sl. No. 83	Scientific name: <i>Agaratum conyzoids</i> Family: Asteraceae Common name: Uchunti Habit: Herb Parts used: Whole plant Uses: (i) Whole plant: The whole plant is anti-inflammatory and anti-allergic. The plant's juice is used for healing wounds, cuts, etc. (ii) Leaves: The fume of dried leaves used as mosquito repellents.	Sl. No. 84	Scientific name: <i>Sida cordifolia</i> Linn. Family: Malvaceae Common name: Bala Habit: Erect perennial herb Parts used: Roots, Leaves and bark Uses: (i) Root juice: Healing the wounds (ii) Leaves: Used in ophthalmia, the decoction of plants used in piles. It also used for respiratory troubles. (iii) Barks: It is used as an astringent
Sl. No. 85	Scientific name: <i>Sonchus arvensis</i> Linn. Family: Asteraceae Common name: Dudhi Habit: Annual herb Part Uses: Roots and leaves Uses: Root-useful in jaundice and leaves - cooling, sedative, diuretic, useful in cough, bronchitis and asthma	Sl. No. 86	Scientific name: <i>Piper longum</i> L. Family: Piperaceae Common name: pipul Habit: Climber Parts used: Seed and leaves Uses: Commonly used in chronic bronchitis, asthma, constipation, gonorrhoea, paralysis of the tongue, diarrhea, cholera, malaria and respiratory trouble
Sl. No. 87	Scientific name: <i>Ricinus communis</i> Linn. Family: Euphorbiaceae Common name: Varena Habit: Annual Shrubs Parts Uses: Leaves and seed Uses: Seed oil is purgative, and leaf paste is used as poultice on sore, gout, or rheumatic swelling.	Sl. No. 88	Scientific name: <i>Phyllanthus niruri</i> Auct. Family: Phyllanthaceae Common name: Bhui amla Habit: Annual Herbs Part uses: Whole plant Uses: Seed is used in jaundice, liver disease. The whole plant treats gonorrhoea, menorrhagia and other genital disease. The leaves are used in stomachic, dysentery and ulcer.
Sl. No. 89	Scientific name: <i>Oxalis corniculata</i> Linn. Family:- Oxalidaceae Common name: Amrul Habit: Small perennial Herb	Sl. No. 90	Scientific name: <i>Heliotropium indicum</i> Linn. Family: Boraginaceae Common name: Hatisur

	<p>Parts Uses: Entire plant Uses: Pant is used to treating scurvy, influenza fever, urinary tract infection, muscular swelling and in stomachic</p>		<p>Habit: Erect annual herbs Parts Uses: Leaves Uses: Leaves - applied to boils, ulcers, wounds, and in stings of insect</p>
Sl. No. 91	<p>Scientific name: <i>Ocimum basilicum</i> Linn. Family: Lamiaceae Common name: Babui tulsi Habit: Branched scented herb Part Uses: Whole plant Uses: Root is used in bowel complaints of children, Seed-useful in dysentery, diarrhoea, Flower-diuretic, carminative and Leaves are used in respiratory trouble.</p>	Sl. No. 92	<p>Scientific name: <i>Nicotiana glaberrima</i> Viv. Family: Solanaceae Common name: Bon tamak Habit: Annual Herbs Parts Uses: Leaves Uses: Sedative, emetic, antiseptic used in rheumatic pain and swelling, and also in skin disease.</p>
Sl. No. 93	<p>Scientific name: <i>Nerium oleanader</i> Linn. Family: Apocynaceae Common name: Rakta karabi Habit: Small tree Parts Uses: Leaves and roots Uses: Root bark is used in skin diseases of a scaly nature and leprosy. Leaf paste is used to reduce swelling.</p>	Sl. No. 94	<p>Scientific name: <i>Cajanus cajan</i> (Lin) Mill Family: Papilionaceae Common name: Arahar Habit: Shrub Parts used: Leaves and seeds Uses: Leaves are used in the treatment of cough, bronchitis, diarrhoea, sores, wounds and liver problem. Seed are used to treat mouth ulcers, tumors, and vomiting.</p>
Sl. No. 95	<p>Scientific name: <i>Nymphaea stellata</i> Wild. Family: Nymphaeaceae Common name: Saluk Parts used: Whole plants, seeds, flower Uses: i) It has antiseptic and anti-microbial properties. ii) It is used for the treatment of chronic diarrhoea. iii) Seed: Seed is used for diabetes iv) Flower: Flower cooling is used as an astringent for piles, liver disease</p>	Sl. No. 96	<p>Scientific name: <i>Lawsonia inermis</i> Lin. Family: Lythraceae Common name: Mehendi Habit: Shrub Parts used: Leaves and Bark Uses: Bark is useful in jaundice, enlargement of the spleen, and skin disease. Leaves externally used in headaches, promote hair growth and burning feet.</p>
Sl. No. 97	<p>Scientific name: <i>Mimosa pudica</i> Linn. Family: Mimosaceae Common name: Lajjabati Habit: Small prostrate diffuse herb Parts used: Root and leaves Uses: i) Root and leaves: Root and leaves are used in piles and fistula. ii) Leaves: The pest of Leaves are applied to cure for hydrocele.</p>	Sl. No. 98	<p>Scientific name: <i>Boerhaavia repens</i> L. Family: Nyctaginaceae Common name: Punarnava Habit: Branched diffused herbs Parts use: Whole plant Uses: i) Whole plant is a diuretic, laxative, expectorant, useful in asthma, diarrhoea, dysentery, Oedema, anaemia, Jaundice, Cholera</p>
Sl. No. 99	<p>Scientific name: <i>Euphorbia hirta</i> Linn. Family: Euphorbiacea Common name: Dudurli</p>	Sl. No. 100	<p>Scientific name: <i>Acalypha indica</i> Linn. Family: Euphorbiacea</p>



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	Habit: Herb Parts used: Whole plant Uses: i) Plant is used in the disease of children worm, bowel complaints, cough, bronchial infection, asthma, dysentery etc.		Common name: Muktojhuri Habit: Erect annual herbs Parts used: Root, leaves Uses: Root: Decoction of root is emetic, expectorant, and useful in pneumonia and asthma. ii) Leaves: Laxative and also used in scabies.
Sl. No. 101	Scientific name: <i>Croton bonplandianum</i> L. Family: Euphorbiaceae Common name: Bontulsi Habit: Erect much-branched herb Parts used: Root, bark, seed and leaf Uses: Seed and bark are used for the treatment of jaundice, acute constipation ii) Leaves are used for the treatment of ringworm, bronchitis, asthma and body swelling	Sl. No. 102	Scientific name: <i>Solanum nigrum</i> Linn. Family: Solanaceae Common name: Kakamachi Habit: Annual herb Parts used: Leaves, fruits Uses: (i) Leaf is used to treatment for skin diseases like scabies, ringworm, swelling, and herpes disease. (ii) Leaf juice used for the treatment of rat bites. (iii) Leaves, fruits: Leaf and fruit used in asthma.
Sl. No. 103	Scientific name: <i>Physalis minima</i> Family: Solanaceae Common name: Bantepari or patka Habit: Small annual Herb Parts used: Fruit and leaf Uses: leaves used for treatment of diabetes, jaundice, leprosy, measles, worm manifestation ii) Fruit used as diuretic and purgative	Sl. No. 104	Scientific name: <i>Vernonia cinerea</i> Linn. Family: Asteraceae Common name: Kukasim Habit: Perennial herb Parts used: Entire plant Uses: the paste of the leaves and stem is used for the treatment of wounds and localize swelling, elephantiasis disease, skin disease Root and leaves are also used in constipation.
Sl. No. 105	Scientific name: <i>Eclipta alba</i> Family: Asteraceae Common name: Keshuth Habit: Herb Parts used: Leaves and root. Uses: Root-emeti, purgative, applied externally as antiseptic to ulcers and wounds. Leaves are useful to jaundice and also promote the hair growth.	Sl. No. 106	Scientific name: <i>Scoparia dulcis</i> Family: Plantaginaceae Common name: Bon dhone Habit: Small Herb Parts used: Leaves Uses: Traditionally used in diabetes, dysentery, headache, toothache, earache stomach problems.

Sl. No. 107	Scientific name: <i>Cassia occidentalis</i> L. Family: Caesalpiniaceae Common name: Chakor Habit: Small shrub Parts used: Whole plants Uses: Plant- purgative, diuretic, febrifuge, tonic and used fully in skin disease	Sl. No. 108	Scientific name: <i>Cassia alata</i> L. Family: Caesalpiniaceae Common name: Dadmari Habit: Shrub Parts used: Leaves, Uses: i) Leaves: The leaves are used as asthma, diuretic, purgative, ringworm and other skin diseases.
Sl. No. 109	Scientific name: <i>Cyperous rotundus</i> L. Family: Cyperaceae Common name: Muthaghas Habit: Herb Parts used: Herb, Rhizome/ Uses: 2-3 teaspoons of rhizome extract or paste of (5 rhizomes) are used to treat for eliminating female infertility and irregular menstrual cycle 21 days after every menstrual cycle.	Sl. No. 110	Scientific name: <i>Cassia alata</i> (L.) Roxb. Family: Fabaceae Common name: Dadmari Habit: Shrub Parts used: Leaves Uses: Scabies, eczema, candidacies and fungal disease
Sl. No. 111	Scientific name: <i>Euphorbia meriifolia</i> Family: Euphorbiaceae Common name: Manasa Gach Habit: Shrub, Parts used: old Leaves Uses: Dry cough, chest pain, broken bone pain.	Sl. No. 112	Scientific name: <i>Barleria lupulina</i> Lindl. Family: Acanthaceae Common name: Kata Bishalya Karani Habit: Shrub Parts used: Leaves Uses: Eczema, stop bleeding from cuts and wounds and accelerate their recovery.
Sl. No. 113	Scientific name: <i>Stephania japonica</i> (Thumb) Miers Family: Menispermaceae Common name: Nemuwa Habit: Climber, Parts used: Stem, Leaves Uses: Rheumatic pain, arthritis, broken bone pain, joint pain	Sl. No. 114	Scientific name: <i>Jatropha gossypifolia</i> Linn. Family: Euphorbiaceae Common name: Lal Vanda Habit: Shrub Parts used: Exudates Uses: Dysentery, skin diseases, rheumatism



Figure: Our medicinal garden (114 numbers of medicinal plants)

7. Conclusion: According to the findings of a recent green audit, the GOUR MAHAVIDYALAYA has identified a few locations on campus that can benefit from some additional work in order to advance its sustainability goals. The application of the proposed solutions has the potential to result in a number of beneficial consequences for the environment, such as a reduction in energy consumption, an improvement in waste management, an increase in the efficiency with which water is used, an expansion of sustainable transportation options, and a heightened environmental consciousness. By putting these changes into effect, GOUR MAHAVIDYALAYA will be able to show its students how to appropriately care for the environment and contribute towards a more sustainable future. In addition, the college will be able to better prepare its students for the world of the future.



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Green Audit Report (2021-22) of GOUR MAHAVIDYALAYA



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1. Introduction:

The results and conclusions and suggestions from a thorough green audit carried out at GOUR MAHAVIDYALAYA are presented in the report that continues. The audit's goals were to evaluate the college's environmental impact and spot areas where sustainability may be improved. The audit addressed topics like journeys, disposal of trash, water use, electricity consumption, and general environmental awareness.

Green Audit Working Team (2021-22):

SI No	Name of the Members	Designation
1	Dr. Ashim Kumar Sarkar	Principal
2	Dr. Pulak Kumar kundu	IQAC Coordinator
3	Dr. Md. Murshed Alam	NAAC Coordinator
4	Dr. Niranjan Kumar Mridha	Bursar
5	Suresh Ram(SDO)	Administrator
6	Arup Roy	Member
7	Syfujjaman Tarafder	Member
8	Urmimala Basak Roy	Member
9	Dipjyoti Singha	Member
10	Sangita Singha	Member
11	Sipendranath Mandal	Non-Teaching Member

2. Need for Green Audit:

Green audits, also known as environmental audits or sustainability audits, are becoming more and more necessary in today's society for several reasons:

(a) Environmental Impact: Green audits assist in evaluating and reducing an organization's negative environmental impact. They assess variables like energy use, waste production, water use, and emissions, identifying areas that might be improved to lessen environmental harm.



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(b) Regulatory Compliance: Businesses must abide by the environmental laws and standards that have been set in many nations. Green audits assist businesses in complying with regulations and avoiding fines or other legal repercussions for non-compliance.

(c) Cost Reduction: Green audits can reveal inefficiencies and wasteful behaviours within a company, opening up chances for cost savings. Businesses can apply methods to save operational costs and boost overall efficiency by analyzing energy usage, resource consumption, and waste management.

(d) Reputation and Stakeholder Expectations: Consumers and other stakeholders now demand more environmentally conscious company practices. Green audits offer organization transparency and prove its dedication to sustainability, strengthening its reputation and fostering trust among clients, staff, investors, and communities.

(e) Risk Management: Environmental hazards can have serious financial and reputational ramifications for firms, including pollution events, regulatory non-compliance, and supply chain interruptions. By evaluating environmental management systems, ensuring sufficient controls are in place, and putting preventative measures in place to deal with possible problems, green audits assist in identifying and mitigating these risks.

(f) Continuous Improvement: Green audits encourage a continuing commitment to sustainability rather than being one-time events. Organizations can see trends, set goals, and implement improvement initiatives by routinely evaluating and tracking environmental performance. This iterative process promotes a culture of sustainability and propels long-lasting transformation.

(g) Sustainable Development Goals (SDGs): An international framework for solving urgent environmental and social issues is provided by the Sustainable Development Goals. Organizations can better align their operations with these objectives with the aid of green audits, paving the way for a more just and sustainable future. To evaluate, enhance, and confirm environmental performance, green audits are essential. They allow companies to control risks, comply with rules, cut costs, improve reputations, and support sustainable development.



3. Methodology for Green Audit:

Audits of an organization's environmental performance and practices are known as "green," "environmental," or "sustainability" audits. They entail assessing the company's influence on the environment, resource usage, waste management, and adherence to environmental legislation. Here is a procedure for carrying out a green audit:

- (a) Planning:
- (b) Identify audit team and resources:
- (c) Develop an audit plan: Create a detailed plan outlining audit activities, timelines, responsibilities, and communication channels.
- (d) Data Collection:
- (e) Gather information:
- (f) Conduct site visits and interviews:
- (g) Review documentation:
- (h) Evaluation and Analysis:
- (i) Assess environmental impacts:
- (j) Evaluate compliance:
- (k) Identify strengths and weaknesses:
- (l) Quantify results:
- (m) Reporting:
- (n) Prepare an audit report:
- (o) Communicate results:
- (p) Follow-up and Improvement:
- (q) Develop an action plan:
- (r) Monitor progress:
- (s) Continuous improvement:

The methodology adopted to conduct the Green Audit of the Institution had the following components.

3.1. On-site Visit :

The Green Audit Team carried out the five-day field trip. The tour's main goal was to evaluate the Institution's waste management procedures, energy



conservation tactics, and other aspects of its green cover. The protocols for sample collection, preservation, and analysis were followed scientifically.

3.2. Focus Group Discussion :

The nature club, staff, and management members participated in focus group discussions on various facets of the green audit. Identification of attitudes and awareness towards environmental issues at the institutional and local levels was the main topic of discussion.

3.3. Energy and waste management Survey:

The audit team evaluated the college's waste generation, disposal, and treatment facilities as well as its energy usage pattern with the assistance of teachers and students. A comprehensive questionnaire survey method was used to carry out the monitoring.

4. Target Areas of Green Auditing:

A process for resource management includes a green audit. The actual usefulness of green audits lies in the fact that they are conducted at predetermined intervals and that the results might show improvement or change over time, even though they are individual events. The concept of an eco-campus primarily emphasizes the effective use of energy and water, the reduction of waste output or pollution, and economic efficiency.

These indications are evaluated during the "Green Auditing of this Educational Institute" procedure. In order to reduce emissions, obtain a reliable and affordable energy supply, promote personal responsibility, encourage and improve energy conservation, reduce the institute's energy and water use, reduce waste going to landfills, and incorporate environmental considerations into all contracts and services deemed to have significant environmental impacts, Eco-campus focuses on these goals. Water, energy, trash, and green campus are the focus topics for this green audit.

4.1. Energy Consumption:



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4.1.1. Lighting:The audit showed that many of the college's lighting fixtures were ineffective and outdated. It is advised to use natural light whenever possible, add occupancy sensors, and swap out conventional light bulbs for energy-efficient LED ones.

4.1.2. Heating, Ventilation, and Air Conditioning (HVAC):

The HVAC systems were discovered to be working less efficiently than necessary. Energy usage can be considerably decreased by switching to energy-efficient HVAC equipment, using programmable thermostats, and performing routine maintenance.

4.1.3. Energy Awareness:The college should promote energy conservation practices among employees and students. Campaigns, educational activities, and financial incentives for energy-saving projects can all help achieve this.

Electrical device/items	Number	Power (watt)	Usage time (hr/day)
Normal Tubelight	680	27200	10:00 am to 6:00 pm
LED Tubelight	88	1232	Do
Normal Bulb	65	6500	Do
LED Bulb	175	2100	Do
Ceiling Fan	516	51600	Do
Wall fan	47	4700	Do



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In many classroom places, we must replace common tubes with low-wattage LED tubes instead. Just behind the head, on a long upright frame, are the tubes that have been set up (6.3 feet). As a direct consequence, we obtain sufficient illumination with low-wattage led tubes. As a result of this, we conserve power.**Note:** The fact that all of the power switches are on demonstrates that the electrical equipment is being maintained properly.



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<p>LED Bulb & save energy</p>	<p>Performing routine maintenance on electrical fans. The accumulation of dust and debris can hinder the fan's performance. Regular cleaning of the grilles, blades, and motor housing is necessary to maintain optimal operation, ensure smooth airflow & save energy.</p>



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Silent DG sets are designed to generate a very low level of background noise, just as their name suggests. Their structures are constructed to eliminate virtually all noise and vibrations due to careful design. Because



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of this, they are not harmful to the environment and are ideally suited for use in residential areas.

4.2. Waste Management:

4.2.1. Recycling: Although there were recycling containers all across the campus, the audit showed that there was a lack of effective separation and information about recyclable products. Increased recycling rates can be achieved by upgrading signage, giving clear instructions and implementing a comprehensive recycling education programme.

4.2.2. Composting: The institution can set up a composting system to handle the organic waste produced by Hostel members (Boys & Girls Hostel). Composting can help drastically reduce the quantity of garbage dumped in landfills while also producing beneficial compost for campus landscaping and gardening.

Table: Different types of waste generated in the college and their disposal

Types of waste	Particulars	Disposal method
E-Waste	Computers, electrical and electronic parts	Store these in a separate tank, and we can start selling them directly after a certain amount of time.
Plastic waste	Pen, Refill, Plastic water bottles and other plastic containers, wrappers etc	Items made of plastic that are only intended to be used once, such as bottles, jars, and bags. Encourage people to use water bottles and other containers that may be reused. Establish distinct recycling containers for plastic garbage, and after a predetermined period of time, we will be able to begin selling the collected recyclables directly.



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Solid wastes	Paper waste, Damaged furniture, paper plates, food wastes	Reuse after maintenance energy conversion. Installing composting systems on a college campus will allow for the conversion of discarded food into nutrient-dense compost that may be used in the campus landscaping or in community gardens. Another option is for institutions to form partnerships with farmers in the surrounding area to collect food waste.
Chemical wastes	Laboratory waste	Water should be used to neutralise. When dealing with hazardous garbage, adhere strictly to all safety regulations.
Wastewater	Washing, urinals, bathrooms	Soak pits
Glass waste	Broken glass wares from the labs	Glass debris should be kept separate from other recyclable materials and disposed of in containers that are specifically intended for glass recycling. Make sure that you recycle glass in the correct manner by coordinating with the local recycling centers.
Sanitary Napkin	-	Napkin Incinerators



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4.3. Water Usage:

4.3.1. Water Fixtures: Numerous locations within the college had outdated and ineffective water fixtures, which caused excessive water use. Water resources can be saved by swapping these fixtures for low-flow models and encouraging staff and students to practice water-saving habits.

Water management table:

Water Management Tasks	Frequency	Responsible Party
Routine examination of water supplies	Monthly	Green Audit Working Team
Testing for drinking water quality	Half-yearly	Do
Awareness of water conservation	Half-yearly	Green Audit Working Team & various department
Infrastructure for water distribution that needs upkeep and repair	As needed	Caretaker
Reporting and analysis of water use	Annually	Green Audit Working Team & Caretaker
Learn what causes excessive water consumption.	As needed	Caretaker

Tabular data detailing the subject at hand:

Sl No	Parameters	Response
1	Source of water	Municipality, Underground, Pond (approx. 3 Bigha) & Rain Harvesting Water Note: The ground's water serves as a drinking water supply for around 2778 people, including students and staff members.
2	Source of Drinking Water	Ground's water



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3	Any treatment for drinking water	Nil Note: of Water purifiers have been installed in 1-2 numbers on each floor (total 13 in numbers) and are maintained for 3-4 months afterward.
4	What is the total number of motors that are used?	13 numbers
5	What is the total number of water tanks? Capacity of tank	13 numbers @ 1000 liters each
6	Tap water	180 numbers
	Quantity of water pumped every day	13000 liters/per day
7	Do you waste water, and if so, why?	No
8	How much water is required for gardening purposes?	600 liters/per day
9	How many water coolers are there in total?	Not applicable
10	Do you have access to rainwater harvesting?	Yes
11	The number of units harvested and the total volume of water	01 number, We have constructed a water canal to connect a college pond that is 1500 square feet and 2,000 liters of 02 tanks to store rainwater.
12	Any leaky taps	None
13	Daily amount of water that is lost.	Not applicable
14	Is there any kind of plan for the management of water?	Raise public awareness regarding the importance of water conservation, the prevention of pollution, and the implementation of sustainable water



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		management practices. Unambiguous water rights and equitable water allocation regulations should be established to ensure that water is distributed fairly among the many different users.
15	Have any methods for conserving water been implemented?	Rainwater Harvesting

4.4. Transportation:

4.4.1. Public Transport:The college's carbon footprint can be significantly reduced by encouraging employees and students to use public transport. Sustainable transport solutions can be promoted by offering cheap bus passes, encouraging carpooling, and supporting bicycle infrastructure.


	Stude nts	Empl oyee	Tot al



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	Average numbers over 6 days in a peak session		
<p>Bicycles are being used as modes of transportation for getting to and around the college by students, non-teaching staff and teaching staff.</p>	Girls- 120 Boys- 275	12	407

4.5. Overall Environmental Awareness:

4.5.1. Curriculum Integration:The institution can integrate environmental awareness and sustainability into its curriculum across various subject areas. This strategy will guarantee that students receive instruction and training in environmental stewardship, encouraging sustainable thinking.

Environmental awareness across different subjects	Parameters	Program time
Language Arts	Discuss texts from literature that are in some way connected to topics concerning the environment, such as	Whole year



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	conservation or environmental advocacy. Compose poetry or essays that argue for the protection of the environment and use persuasion. Conduct research on a variety of environmental topics, then present your findings. Through various awareness programs, they understand the environmental laws and regulations that apply on the local, national, and international levels. Discuss the roles that governments, NGOs, and people play in the effort to solve environmental problems. Investigate the environmental concerns from both a historical and cultural point of view.	
Arts	Investigate the causes of climate change and possible solutions to the problem. Analyse the impact that human activities have had on different landscapes as well as the distribution of natural resources. Studies should be done on urbanization, logging, and industry's impact on the natural environment. Investigate geographical approaches to resolving environmental issues, such as environmentally responsible land management planning.	Whole year
Pure Science	Conduct studies on environmental issues, such as assessing water quality, soil analysis, power consumption or recycling. To better comprehend environmental patterns and forecasts, consider using mathematical models. Investigate the repercussions of environmental actions on the economy, such as doing cost-benefit analyses for environmentally friendly projects.	Half-yearly/ each program



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Bio-Science	Study subjects include ecosystems, biodiversity, and the interconnectedness of all living things.	Whole year
Physical Education	Encourage students to develop an appreciation for the natural world by having them participate in outdoor sports and activities. Talk about the significance of physical activity for both one's own health and the health of the environment (for example, taking bike instead of the car).	Whole year



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NSS	<p>To enhance the amount of green cover and fight deforestation, organizing tree-planting events in local communities and educational institutions is important. To combat littering and to encourage a clean environment, it is important to organize routine clean-up efforts in public places like parks and beaches. To educate both students and members of the general public about environmental issues such as climate change, waste management, renewable energy, and conservation, workshops and seminars should be organized. It should be a priority to create opportunities for individuals to engage with the natural world and develop a sense of ownership over its preservation through participating in hikes and other outdoor activities. To raise awareness about environmental issues and motivate people to take action, you might use social media, posters, and booklets.</p>	Whole year
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Plantation Programmes

4.5.2. Student Engagement: A culture of sustainability can be promoted among students by supporting student-led projects, creating environmental groups, and holding awareness events and workshops.



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5. Green Campus:

5.1. Floral Diversity:

The following are some actions to take into account when setting up a plantation programme at your college:

- Organise a group of academics, employees, and students who are interested in managing the plantation programme. Assign roles and duties to make the execution go smoothly.
- Consult with local forestry professionals or environmental groups to discover native or adapted tree species that are well-suited to the climate, soil, and goal of the plantation programme. Research and choose suitable tree species.
- To obtain the necessary approvals or permits for planting trees on campus or in the neighborhood, check with the college administration or other appropriate authorities.
- Look into possible funding options, including grants, sponsorships, or collaborations with nearby companies or environmental organizations. This will aid in defraying the price of buying trees, equipment, and other required supplies.
- Establish the plantation event's date, time, and venue. Plan the delivery of the trees, tools, and equipment to the planting location. Make sure that safety precautions are in place, including appropriate instruction on planting methods and equipment use.
- Promote the planting programme within the campus community by using various communication channels, such as posters, social media, emails, and word-of-mouth, in order to raise awareness and find volunteers. Encourage everyone to volunteer, including alumni, faculty, staff, and students.
- Volunteers should be gathered at the planting site on the appointed planting day. Give them the equipment, instructions, and direction they need to plant trees correctly. Foster a sense of accomplishment and community pride while fostering teamwork.
- Stress the significance of taking care of the freshly planted trees. This could entail routine weeding, mulching, watering, and pest or disease inspection. To guarantee the long-term well-being and survival of the trees, think about setting up a system for volunteers or staff members.



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-After the plantation programme, evaluate the impact and accomplishment of the effort. Keep an eye on the trees' growth and survival rate. To determine areas for improvement and to organize upcoming plantation programmes, collect participant and stakeholder input.



Floral Diversity of the Campus



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The aesthetic attractiveness of the college campus is enhanced by a football field with lush grassland, which makes the institution more welcoming and appealing to students, professors and visitors.

5.2. Faunal Diversity:

Gour Mahavidyalaya holds 2.56 acres (building land approx. 0.68 acres) of land and a large water body of approx. 0.992 acres. Hence, Gour Mahavidyalaya boasts a rich faunal diversity, thanks to its lush greenery and expansive water body. Our college is situated in the region around English Bazar and Old Malda; which possess a variety of insects, amphibian species, reptiles, birds and mammals that thrive in its subtropical climate and riverine environment. Our estimation on faunal diversity is mostly based on random sampling. Majority of the data were gathered during college hours through direct observations. We have also gathered information from different students and staffs, who were not directly a member of survey group.



Around the water body a huge number of invertebrates like the insects were observed, which require more active documentation.

Amphibia

1. Indian balloon frog (*Uperodon globulosus*)
- 2 Asian Common Toad (*Bufo melanostictus*)
- 3 Common tree frog (*Rachophorus* sp.)

Reptiles

- 1 Checkered Keelback (*Xenochrophis piscator*)
- 2 Buff Striped Keelback (*Amphiesma stolatum*)
- 3 Skink (*Lampropholis* sp.)
- 5 Oriental Garden Lizard (*Colotes versicolor*)
- 6 Wall Lizard (*Hemidactylus frenatus*)
- 7 Banded Krait (*Bungarus fasciatus*)

Birds

1. Crow (*Corvus splendens*)
2. House Sparrow (*Passer domesticus*)
3. Common Myna (*Acridotheres tristis*)
4. Red-vented Bulbul (*Pycnonotus cafer*)
5. Cattle Egret (*Bubulcus ibis*)
6. Black Drongo (*Dicrurus macrocercus*)
7. Barn Owl (*Tyto alba*)
8. Kingfisher (*Alcedo atthis*)
9. Parrot (*Psittacula krameri*)
10. Spotted Dove (*Spilopelia chinensis*)
11. Pigeon (*Columba* sp.)

Insects

1. Butterflies (various species)
2. Honeybees (*Apis cerana*)
3. Dragonflies (various species)
4. Ants (various species)
5. Mosquitoes (*Aedes* and *Culex* species)
6. Grasshoppers (various species)
7. Termites (various species)
8. Ladybugs (Coccinellidae family)



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9. Fireflies (Lampyridae family)
- 1 Houseflies (*Musca domestica*)

Animals

1. Indian Hare (*Lepus nigricollis*)
2. Jackal (*Canis aureus*) (Often enters college premises at night)
3. Indian Squirrel (*Funambulus palmarum*)
4. Rhesus Macaque (*Macaca mulatta*)
5. Indian Pipistrelle (*Pipistrellus coromandra*)
6. Rat (*Rattus norvegicus*)
7. Common Cat (*Felis catus*)
8. Common Dog (*Canis lupus familiaris*)
9. Grey mongoose (*Herpestidae* sp.)

Our college is an oasis in the midst of concrete jungle. Conservation efforts are essential to maintain this ecological balance and protect the native species



6. Plantation of Wild type Medicinal plants:

Two medicinal gardens were developed at our college premises. Many wild medicinal plant varieties were lost daily due to anthropogenic activities and pollution. After identifying these plants, we conserve these through propagation in our medicinal gardens. Any interested people or agencies can access it through the proper channel. Medicinal garden is a specific area inside the grounds of a college that is dedicated to the cultivation and upkeep of a wide range of different sorts of medicinal plants. As an educational and research resource, it makes it possible for students, faculty members, and researchers to investigate and gain knowledge on medicinal plants' varied qualities and applications. Culturing a medicinal garden on a college campus can confer major value and benefits to the surrounding academic community and society.



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Figure: Our medicinal garden (114 numbers of medicinal plants)

7. Conclusion:The GOUR MAHAVIDYALAYA 's green audit identifies some areas that should be improved to advance sustainability initiatives on campus. Reduced energy use, better waste management, optimized water use, sustainable transportation options, and raised environmental awareness can all result from implementing the suggested solutions. GOUR MAHAVIDYALAYA can set an example of environmental stewardship for its students and contribute to a cleaner future by implementing these improvements.



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operational costs and boost overall efficiency by analyzing energy usage, resource consumption, and waste management.

(d) Reputation and Stakeholder Expectations: Consumers and other stakeholders now demand more environmentally conscious company practices. Green audits offer organization transparency and prove its dedication to sustainability, strengthening its reputation and fostering trust among clients, staff, investors, and communities.

(e) Risk Management: Environmental hazards can have serious financial and reputational ramifications for firms, including pollution events, regulatory non-compliance, and supply chain interruptions. By evaluating environmental management systems, ensuring sufficient controls are in place, and putting preventative measures in place to deal with possible problems, green audits assist in identifying and mitigating these risks.

(f) Continuous Improvement: Green audits encourage a continuing commitment to sustainability rather than being one-time events. Organizations can see trends, set goals, and implement improvement initiatives by routinely evaluating and tracking environmental performance. This iterative process promotes a culture of sustainability and propels long-lasting transformation.

(g) Sustainable Development Goals (SDGs): An international framework for solving urgent environmental and social issues is provided by the Sustainable Development Goals. Organizations can better align their operations with these objectives with the aid of green audits, paving the way for a more just and sustainable future. To evaluate, enhance, and confirm environmental performance, green audits are essential. They allow companies to control risks, comply with rules, cut costs, improve reputations, and support sustainable development.

3. Methodology for Green Audit:

Audits of an organization's environmental performance and practices are known as "green," "environmental," or "sustainability" audits. They entail assessing the company's influence on the environment, resource usage, waste management, and adherence to environmental legislation. Here is a procedure for carrying out a green audit:

(a) Planning:

(b) Identify audit team and resources:

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Waste Management Dept. 22505, 11th, South Street, Energy Audit & Emission Services, Environmental, EHS, EHS&E, O&M, Health, Safety and Training services

Call Centre: 02020000000, 02000000000, 02000000000, 02000000000, 02000000000

The audit team evaluated the University's waste generation, disposal, and treatment facilities as well as its energy usage pattern with the assistance of teachers and students. A comprehensive questionnaire survey method was used to carry out the monitoring.

4. Target Areas of Green Auditing:

A process for resource management includes a green audit. The actual usefulness of green audits lies in the fact that they are conducted at predetermined intervals and that the results might show improvement or change over time, even though they are individual events. The concept of an eco-campus primarily emphasizes the effective use of energy and water, the reduction of waste output or pollution, and economic efficiency.

These indications are evaluated during the 'Green Auditing of this Educational Institute' procedure. In order to reduce emissions, obtain a reliable and affordable energy supply, promote personal responsibility, encourage and improve energy conservation, reduce the institute's energy and water use, reduce waste going to landfills, and incorporate environmental considerations into all contracts and services deemed to have significant environmental impacts, Eco-campus focuses on these goals. Water, energy, trash, and green campus are the focus topics for this green audit.

4.1. Energy Consumption:

4.1.1. Lighting: The audit showed that many of the University's lighting fixtures were ineffective and outdated. It is advised to use natural light whenever possible, add occupancy sensors, and swap out conventional light bulbs for energy-efficient LED ones.

4.1.2. Heating, Ventilation, and Air Conditioning (HVAC):

The HVAC systems were discovered to be working less efficiently than necessary. Energy usage can be considerably decreased by switching to energy-efficient HVAC equipment, using programmable thermostats, and performing routine maintenance.

4.1.3. Energy Awareness: The University should promote energy conservation practices among employees and students. Campaigns, educational activities, and financial incentives for energy-saving projects can all help achieve this.



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Contact Us: 65-63390888, 65-63390889, 65-63390890, 65-63390891, 65-63390892

Electrical device/items	Number	Power (watt)	Usage time (hr/day)
Normal Tubelight	321	12840	10:00 am to 6:00 pm
LED Tubelight	265	5710	Do
Normal Bulb	19	1300	Do
LED Bulb	262	3144	Do
Ceiling Fan	509	50900	Do
Wall fan	40	1600	Do



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24,000000 and Training services

Call: 94476 82000/82001, 94476 82002/82003, 94476 82004/82005

		landscaping or in community gardens. Another option is for institutions to form partnerships with farmers in the surrounding area to collect food waste.
Chemical wastes :	Laboratory waste	Water should be used to neutralise. When dealing with hazardous garbage, adhere strictly to all safety regulations.
Wastewater	Washing, urinals, bathrooms	Soak pits
Glass waste	Broken glass wares from the labs	Glass debris should be kept separate from other recyclable materials and disposed of in containers that are specifically intended for glass recycling. Make sure that you recycle glass in the correct manner by coordinating with the local recycling centers.
Sanitary Napkin	-	Napkin Incinerators

4.3. Water Usage

4.3.1. Water Fixtures: Numerous locations within the University had outdated and ineffective water fixtures, which caused excessive water use. Water resources can be saved by swapping these fixtures for low-flow models and encouraging staff and students to practice water-saving habits.

Water management table:

Water Management Tasks	Frequency	Responsible Party
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ISO 9001:2008, ISO 14001:2004, ISO 22716:2007, ISO 22717:2007, ISO 22718:2007

6	Tap water	188 numbers
	Quantity of water pumped every day	13000 liters per day
7	Do you waste water, and if so, why?	No.
8	How much water is required for gardening purposes?	600 liters per day
9	How many water coolers are there in total?	Not applicable
10	Do you have access to rainwater harvesting?	Yes
11	The number of units harvested and the total volume of water	01 number. We have constructed a water canal to connect a University pond that is 1500 square feet and 2,000 liters of tanks to store rainwater.
12	Any leaky taps	None
13	Daily amount of water that is lost	Not applicable
14	Is there any kind of plan for the management of water?	Raise public awareness regarding the importance of water conservation, the prevention of pollution, and the implementation of sustainable water management practices. Unambiguous water rights and equitable water allocation regulations should be established to ensure that water is distributed fairly among the many different users.
15	Have any methods for conserving water been implemented?	Rainwater Harvesting

4.4. Transportation:

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4.4.1. Public Transport: The University's carbon footprint can be significantly reduced by encouraging employees and students to use public transport. Sustainable transport solutions can be promoted by offering cheap bus passes, encouraging carpooling, and supporting bicycle infrastructure.



Students	Employee	Total
Average numbers over 6 days in a peak session:		
Girls-120	12	407
Boys-375		

Bicycles are being used as modes of transportation for getting to and around the University by students, non-teaching staff and teaching staff.

4.5. Overall Environmental Awareness:

4.5.1. Curriculum Integration: The institution can integrate environmental awareness and sustainability into its curriculum across various subject areas. This strategy will



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guarantee that students receive instruction and training in environmental stewardship, encouraging sustainable thinking.

Environmental awareness across different subjects	Parameters	Program time
Language Arts	Discuss texts from literature that are in some way connected to topics concerning the environment, such as conservation or environmental advocacy. Compose poetry or essays that argue for the protection of the environment and use persuasion. Conduct research on a variety of environmental topics, then present your findings. Through various awareness programs, they understand the environmental laws and regulations that apply on the local, national, and international levels. Discuss the roles that governments, NGOs, and people play in the effort to solve environmental problems. Investigate the environmental concerns from both a historical and cultural point of view.	Whole year
Arts	Investigate the causes of climate change and possible solutions to the problem. Analyse the impact that human activities have had on different landscapes as well as the distribution of natural resources. Studies should be done on urbanization, logging, and industry's impact on the natural environment. Investigate geographical approaches to resolving environmental issues, such as environmentally responsible land management planning.	Whole year
Pure Science	Conduct studies on environmental issues, such as assessing water quality, soil analysis, power consumption or recycling. To better comprehend environmental patterns and forecasts, consider using mathematical models. Investigate the repercussions of	Half-yearly each program

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North Plot: 10/10, 11/10, 12/10, 13/10, 14/10, 15/10, 16/10, 17/10, 18/10, 19/10, 20/10, 21/10, 22/10, 23/10, 24/10, 25/10, 26/10, 27/10, 28/10, 29/10, 30/10, 31/10, 32/10, 33/10, 34/10, 35/10, 36/10, 37/10, 38/10, 39/10, 40/10, 41/10, 42/10, 43/10, 44/10, 45/10, 46/10, 47/10, 48/10, 49/10, 50/10, 51/10, 52/10, 53/10, 54/10, 55/10, 56/10, 57/10, 58/10, 59/10, 60/10, 61/10, 62/10, 63/10, 64/10, 65/10, 66/10, 67/10, 68/10, 69/10, 70/10, 71/10, 72/10, 73/10, 74/10, 75/10, 76/10, 77/10, 78/10, 79/10, 80/10, 81/10, 82/10, 83/10, 84/10, 85/10, 86/10, 87/10, 88/10, 89/10, 90/10, 91/10, 92/10, 93/10, 94/10, 95/10, 96/10, 97/10, 98/10, 99/10, 100/10, 101/10, 102/10, 103/10, 104/10, 105/10, 106/10, 107/10, 108/10, 109/10, 110/10, 111/10, 112/10, 113/10, 114/10, 115/10, 116/10, 117/10, 118/10, 119/10, 120/10, 121/10, 122/10, 123/10, 124/10, 125/10, 126/10, 127/10, 128/10, 129/10, 130/10, 131/10, 132/10, 133/10, 134/10, 135/10, 136/10, 137/10, 138/10, 139/10, 140/10, 141/10, 142/10, 143/10, 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The aesthetic attractiveness of the college campus is enhanced by a

football field with lush grassland, which makes the institution more welcoming and appealing to students, professors and visitors.

5.2. Faunal Diversity:

Gour Mahavidyalaya holds 2.56 acres (building land approx. 0.65 acres) _____ acres of land and a large water body of approx. 0.991 acres. Hence, Gour Mahavidyalaya boasts a rich faunal diversity, thanks to its lush greenery and expansive water body. Our college is situated in the region around English Bazar and Old Malda, which possess a variety of insects, amphibian species, reptiles, birds and mammals that thrive in its subtropical climate and riverine environment. Our estimation on faunal diversity is mostly based on random sampling. Majority of the data were gathered during college hours through direct observations. We have also gathered information from different students and staffs, who were not directly a member of _____ survey _____ group. Around the water body a huge number of invertebrates like the insects were observed, which require more active documentation.



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Amphibia

1. Indian balloon frog (*Uperodon globulosus*)
2. Asian Common Toad (*Bufo melanostictus*)
3. Common tree frog (*Rhacophorus* sp.)

Reptiles

1. Checkered Keelback (*Xenochrophis piscator*)
2. Buff Striped Keelback (*Aspitasma stolanus*)
3. Skink (*Lampropholis* sp.)
5. Oriental Garden Lizard (*Calotes verticillatus*)
6. Wall Lizard (*Hemidactylus frenatus*)
7. Banded Krait (*Bungarus fasciatus*)

Birds

1. Crow (*Corvus splendens*)
2. House Sparrow (*Passer domesticus*)
3. Common Myna (*Acridotheres tristis*)
4. Red-rumped Bulbul (*Pycnonotus cafer*)
5. Cattle Egret (*Bubulcus ibis*)
6. Black Drongo (*Dicrurus macrocerus*)
7. Barn Owl (*Tyto alba*)
8. Kingfisher (*Alcedo corvinus*)
9. Parrot (*Pittaculora chloris*)
10. Spotted Dove (*Spilopelia chinensis*)
11. Pigeon (*Columba* sp.)

Insects

1. Butterflies (various species)
2. Honeybees (*Apis cerana*)
3. Dragonflies (various species)
4. Ants (various species)
5. Mosquitoes (*Aedes* and *Culex* species)
6. Grasshoppers (various species)
7. Termites (various species)
8. Ladybugs (Coccinellidae family)
9. Fireflies (Lampyridae family)
1. Houseflies (*Musca domestica*)

Animals



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ISO 9001:2015, ISO 14001:2015, ISO 45001:2018, ISO 27001:2017, ISO 22301:2017

their carbon dioxide (CO₂) emissions but it is a difficult task, given a range of factors determine carbon emissions, including mobility, waste, and energy consumption. So, gaining insight into CO₂ emissions is extremely important. An important aspect of doing a carbon footprint audit is to account the carbon footprint of the campus by determining the net amount of greenhouse gas emitted from various activities in the campus so that the can adopt better ways to reduce its carbon footprint. One aspect is to consider the distance travelled and mode of travel used to commute between home and students and staff. So the carbon footprint auditing determine the total carbon footprint of the campus and analyzes whether the campus is eco- friendly and follows environmentally sustainable practices. It is therefore essential that any environmentally responsive Institution shall examine its carbon footprint.

Key Methodologies adopted for Carbon Footprint Audit

1. A walk through survey was conducted in the entire campus to observe various greenhouse gas emission points.
2. Base Line data was collected by face to face distributing online question through Google form. To the students and staff also by conducting interviews among staff.
3. Walk through survey and base line data collection was done between was done between 2022-23 session.
4. Based on the data collected, the Green House Gas Emission as CO₂ Eq from the various sources was calculated.
5. Observation was done to see whether if the authorities have implemented any Carbon Footprint Reduction Strategy.



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Solid waste

Generally, 1kg of solid waste is generated per capita per day. For high income countries, the solid waste generation is 1.1 – 5 kg per capita per day. For middle income countries, it is 0.52-1 kg and for low income countries the value is 0.450.89 kg/ capita/ day. One kilogram of solid waste can emit about 0.125 kg of carbon. The details regarding the solid waste generated in each zone is collected including the waste produced in canteen and hostels.

The solid waste generated in the canteen and hostel which is taken out of the campus comes under other indirect emissions. Solid Waste emits less amount of carbon dioxide compared to other emission inventories considered. Their Solid waste disposal process found ok, so exposure is less.

LPG And Natural Gas

The consumption of 1L of LPG can release 1.5kg of CO₂ to the atmosphere. Also, burning of wood (250kg) can add 33kg of CO₂ to the Carbon footprint. The consumption details of LPG and Natural Gas in canteen and hostels were surveyed. It was noted that the Institution uses normal limit of LPG as required.

Carbon Footprint Analysis

Carbon footprint analysis can be done by suitably combining data collected with respective emission factor of the selected emission inventories. Table represents emission factors of the selected inventories.



MANAGEMENT SYSTEM CONSULTANCY

Service Provided: Legal, Safety, HR, Environment, Energy Audit and ISO, Information Security, Assessment, SQA, SSOA, OHS, Risk
Business Certification and Training services
ISO 9001:2015, ISO 14001:2015, ISO 45001:2018, ISO 27001:2017, ISO 22301:2017

Best Practices Observed in the Institution – Carbon Footprint Reduction

- Restriction of personal vehicle inside the campus enhancing reduction of carbon footprints.
- Use of battery operated Vehicles to commute inside the campus.
- Blending of Conventional fuel with biodiesel generated from Waste Cooking Oil thereby reducing the carbon footprint.
- Use of Solar system power the Institution thereby reducing dependence on Conventional power.
- Use of Solar Lamps to light the Walk ways
- Use of limited LPG to Run the Kitchen
- Use of Walk ways to commute short distances
- All over the Campus the Green Area much more than the Working area.

