

## **CRITERIA 7.2.1**

### **Best Practice: 1**

#### **Title of the Programme: Go Green Campaign**

#### **Objectives of the Practice:**

1. To establish a green campus environmental awareness campaign
2. To create awareness among students
3. To address issues such as pollution prevention, waste minimization and energy conservation
4. To impart comprehensive recycling and composting and green landscaping in the campus.

#### **The Context:**

The focus is to ensure the sustainability of sufficient water, materials and other resources for future generation. The college inculcates and appreciates the sensitivity, biodiversity and responsibility through herbal garden, water harvesting, biogas plant, solar panel and vermicompost pit. Environmental studies serves as a mandatory subject for all undergraduate students.

#### **The Practice:**

The Herbal Garden is maintained with the active involvement of the Enviro-club volunteers . It has various medicinal plants and encourages the students to pursue research. The garden has 10 rare and 30 common medicinal plants. The students are encouraged to know the medicinal plants and phytochemistry. The biogas plant is a source of renewable energy which is produced from the food waste from the canteen. Vermi composting plant was installed and has helped to train students to recycle organic waste in a productive way.

The college has solar lights as initiatives for energy conservation and use of renewable energy. Few solar panels have been installed inside the campus. Environmental studies are taught to the students to understand environmental policies and also to understand the ethical, cross-cultural and historical context of environmental issues and the links between human and natural systems. The campus was filled with many rare species of trees which are marked with bar codes. The college celebrates the birthdays of staff and students by planting saplings inside the campus.

#### **Evidence of Success:**

- Students and staff have started planting medicinal herbs in their homes.
- The biogas plant is used for cooking purposes as a replacement of charcoal and cook stoves.

- Vermicomposting has helped to train students to recycle organic waste in a productive way
- This practice has solved a problem of disposal of organic waste and the college is getting good quality compost for its own garden.
- Students used vermicompost to earn income, some of them are using it for own agricultural purpose.
- The Solar Panel provides power to the entire college and all the major electrical appliances are supported.
- Integration of Environmental studies into the curriculum has made students more enthusiastic and engaged in learning.
- Sapling plantation has beautified with 250 trees and shrubs making the campus more lush and green

#### **Problems Encountered and Resources Required:**

- There is a need for expenses for preparing the land suitable for planting and field visits
- The college has taken an imperative initiative towards maintaining a cleaner and eco friendly campus.
- The college has taken imperative initiative towards maintaining a cleaner and eco friendly campus
- It is essential to utilize the produced biogas in other areas too (apart from cooking) in order to make the consumables inexpensive in the campus
- To ensure maximum efficiency of the solar panels, the position on the roof has to be checked properly.
- Trees planted outside the campus are not monitored properly

#### **Best Practice 2**

##### **Title of the Programme : [Service Learning Programme](#)**

#### **Objectives:**

1. To promote a value-based education to the school and orphanage children
2. To understand the society and develop consciousness to motivate them
3. To educate the student community and imbibe employability skills.
4. To promote learning with individuals and groups in their communities.
5. To impart knowledge to students through teaching leaning.

#### **The Context:**

Service Learning is pedagogy of integrating academically relevant service activities that address community needs into a course. It helps to cultivate a sense of social responsibility among the student community. This entails teaching beyond books and bringing it closer to context. Service learning caters moral values, standards, self belief and motivation for the benefit of students and faculty.

### **The Practice:**

The college has effectively initiated the service learning programmes in various fields. The Government Adi dravidar Higher secondary school in Thaiyur got benefited with quality teaching by the faculty of HCAS. They were taught mathematics, English, and computer science for the betterment of language skills and aptitude skills. The students were evaluated through assessment to ensure their learning. The students of the college taught orphanage children in and around Padur. The Punjab Destitute Home which is located in Kazhipattur got benefited. Around 40 students were taught grammar, communication skills and spoken English. The children from Kuzhipandhandalam village were taught some basic computer skills like MsWord and excel. The village people were educated through rural camps. The students visited Reddypallayam village and educated them the various government schemes and their benefits. Also they enacted street plays and fostered the importance of studies. They were educated about health and hygiene. Special classes were conducted after school.

### **Evidence of Success:**

- Staff and students adapted new teaching methodology
- Increase in self-efficacy and a sense of confidence among students
- created a positive impact on students' academic learning and critical thinking
- Around 95% of students joined and finished the classes successfully
- children learned how to operate computers and learned basic computer skills
- The children gained creativity, critical thinking and reasoning skills
- The literacy rate has increased in schools and villages like Reddypallayam, Kazhipattu, Thaiyur, Kuzhipandhandalam
- The schools gave appreciation award to teachers and students.

### **Problems Encountered and resource required:**

- It was very challenging for the faculty to reach the schools and teach students.
- Faculty is concerned about the time commitment involved in developing a service-learning course and student assessment.
- Lack of time to take up a service-learning project
- Cases like poor sanitation and cleanliness to be rectified.
- The college provided transport facilities for faculty to reach the school on time.
- The school helped the faculty to teach students in their existing school hours.

**BEST PRACTICES**  
**CRITERIA 7.2.1**



## BEST PRACTICES - I

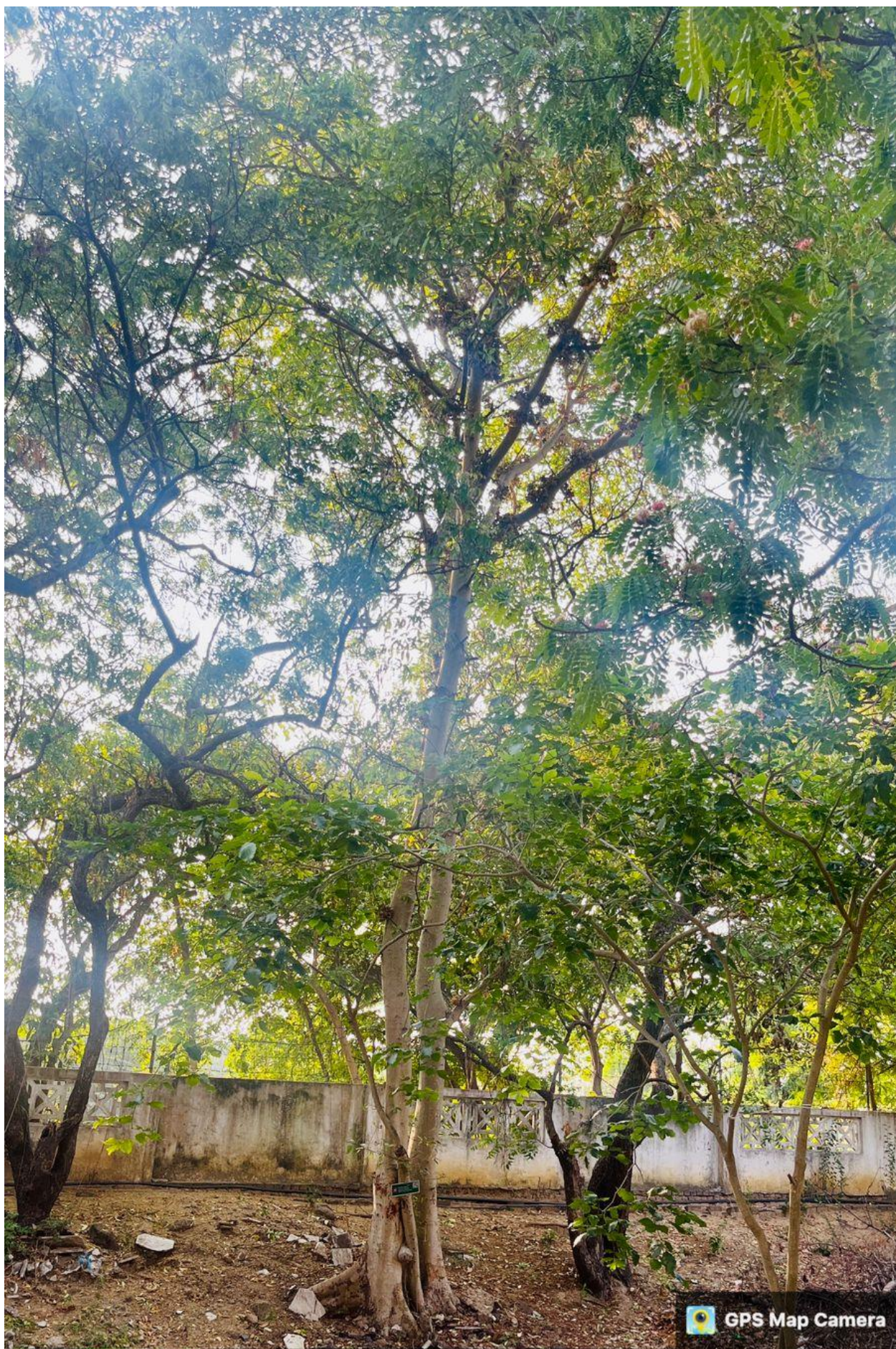
### Green Initiatives with Eco Friendly Environment

The institution is designed eco-friendly and landscaped with extensive gardens, plantations with recycled water. Sustainable environment in college campus impacts students' life in a positive manner. The ambience has created a better knowledge retention capacity among student community. The institution has taken plethora of methods to envisage the campus on green initiatives like use of alternate source of energy, biogas plant, vermicompost unit, herbal garden, sapling plantations etc.

### Landscaping with trees and plants







GPS Map Camera

Kelambakkam TN India

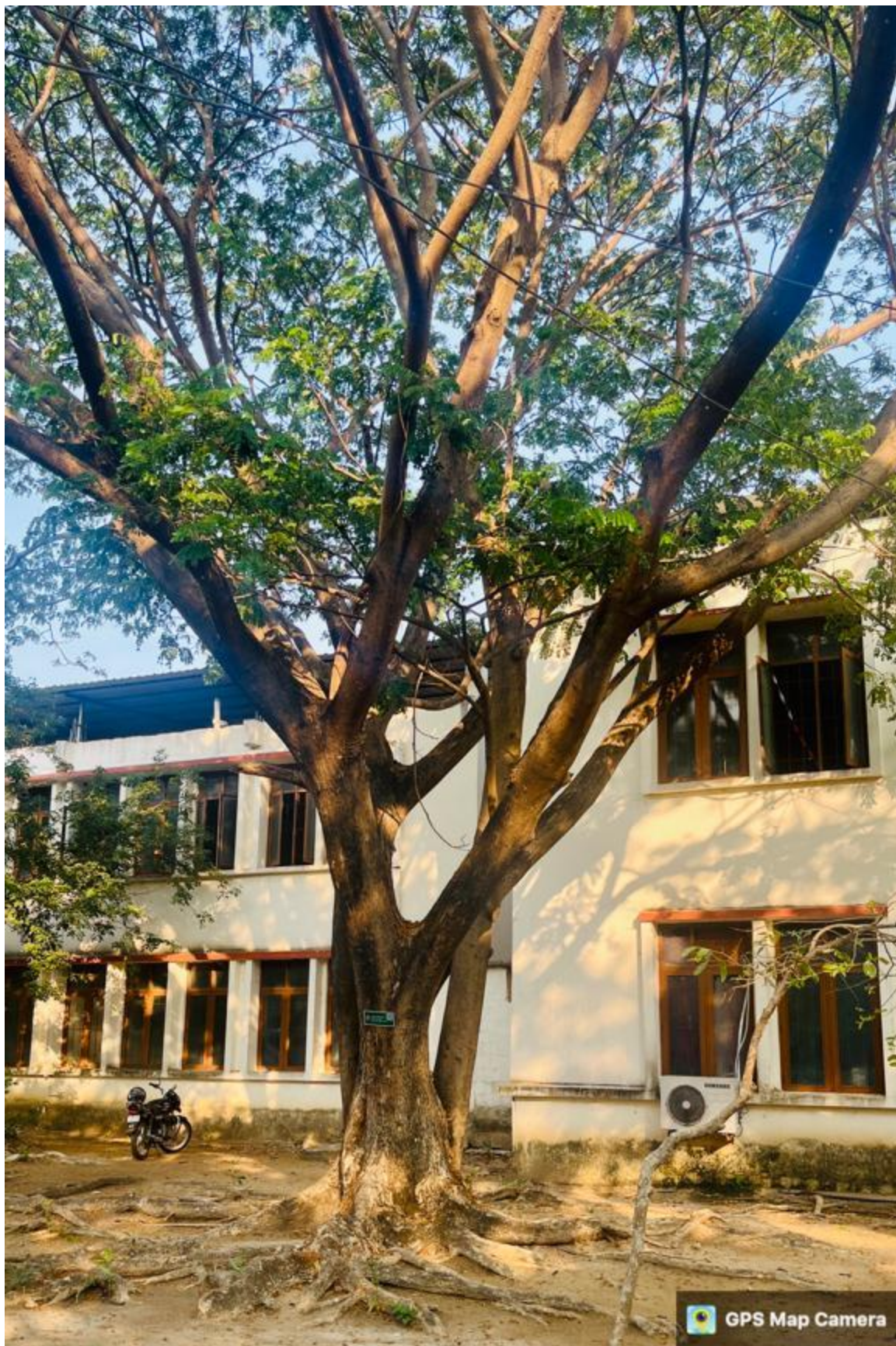












GPS Map Camera



**Kelambakkam, TN, India**

Padur, Kelambakkam, 603103, TN, India

Lat 12.799151, Long 80.230224

04/20/2023 04:51 PM GMT-05:30





GPS Map Camera



Kelambakkam, TN, India

Padur, Kelambakkam, 603103, TN, India

Lat 12.798642, Long 80.230445

09/02/2023 11:31 AM GMT+05:30

Note : Captured by GPS Map Camera





GPS Map Camera

Kelambakkam, TN, India

Padur, Kelambakkam, 603103, TN, India

Lat 12.798559, Long 80.230526

00/02/2022 11:31 AM GMT+05:30



## Sapling Plantations











## ORGANIC FARMING













## HERBAL GARDEN













## MIYAWAKI FOREST - Project Vriksha Bandhan













## ENERGY CONSERVATION – SOLAR PANEL

### Roof Top installation of Solar Panel in the campus



## ZERO WASTE MANAGEMENT – BIO GAS













## VERMICOMPOST







## ENVIRONMENTAL AWARENESS TO STUDENTS & PUBLIC













## Pedestrian Friendly Pathways









## Use of Battery Powered Vehicles



## **Course offered on Environmental Consciousness**

### **Environmental Studies**

<https://egovernance.unom.ac.in/ugsyllabus/pdf/ENVIRONMENTALSTUDIES.pdf?2011011099>

II Year / III/IV Sem. ( All UG Programme)

#### **Unit 1:**

Introduction to Environmental Studies Multidisciplinary nature of environmental studies; Scope and importance; concept of sustainability and sustainable development.

#### **Unit 2:**

Ecosystem (2 lectures) what is an ecosystem? Structure and function of ecosystem; Energy flow in an ecosystem: Food chains, food webs and ecological succession, Case studies of the following ecosystem: a) Forest ecosystem b) Grassland ecosystem c) Desert ecosystem d) Aquatic ecosystem (ponds, stream, lakes, rivers, ocean, estuaries)

#### **Unit 3:**

Natural Resources: Renewable and Non – renewable Resources (6 lectures) Land resources and land use change: Land degradation, soil erosion and desertification. Deforestation: Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations. Water: Use and over –exploitation of surface and ground water, floods, droughts, conflicts over water (international and inter-state). Energy resources: Renewable and non renewable energy sources, use of alternate energy sources, growing energy needs, case studies.

#### **Unit 4:**

Biodiversity and Conservation (8 lecturers) Levels of biological diversity: genetics, species and ecosystem diversity, Biogeography zones of India: Biodiversity patterns and global biodiversity hot spots India as a mega- biodiversity nation, Endangered and endemic species of India. Threats to biodiversity: Habitat loss, poaching of wildlife, man- wildlife conflicts, biological invasions; Conservations of biodiversity: In-situ and Ex-situ Conservation of biodiversity. Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.

**Unit 5:**

Environmental Pollution (8 lecturers) Environmental pollution: types, causes, effects and controls: Air, Water, soil and noise Pollution. Nuclear hazards and human health risks Solid waste management: Control measures of urban and industrial waste Pollution case studies.

**Unit 6:**

Environmental Policies & Practices ( 8 lecturers) Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture Environment Laws: Environment Protection Act, Air (Prevention & Control of Pollution) Act; Water (Prevention and Control of Pollution ) Act; Wildlife Protection Act; Forest Conservation Act. International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD). Nature reserves, tribal populations and rights, and human Wildlife conflicts in Indian context.

**Unit 7:**

Human Communities and the Environment (7 lectures) Human population growth, impacts on environment, human health and welfare. Resettlement and rehabilitation of projects affected persons; case studies. Disaster management: floods, earthquake, cyclone and landslides. Environmental movements: Chipko, Silent Valley, Bishnois of Rajasthan. Environmental ethics: Role of Indian and other religions and cultures in environmental conservation. Environmental communication and public awareness, case studies (e.g. CNG Vehicles in Delhi)

**Unit 8:**

Field Work (6 lectures) Visit to an area to document environmental assets: river / forest/ flora/ fauna etc. Visit to a local polluted site – Urban / Rural/ Industrial/ Agricultural. Study of common plants, insects, birds and basic principles of identification. Study of simple ecosystem- pond, river, Delhi Ridge etc.



## **BEST PRACTICE -2**

### **SERVICE LEARNING**

Service learning is considered to be a form of experimental learning in the field of education.

It provides students and staff with an intentional and structured opportunity to apply what they learnt or taught in the classroom to serve it to a community. Students are engaged in community service “for” the community.

Service learning is a collaborative venture that exists among faculty, students, and community partners working “with” each other to meet their needs and empower the community.



























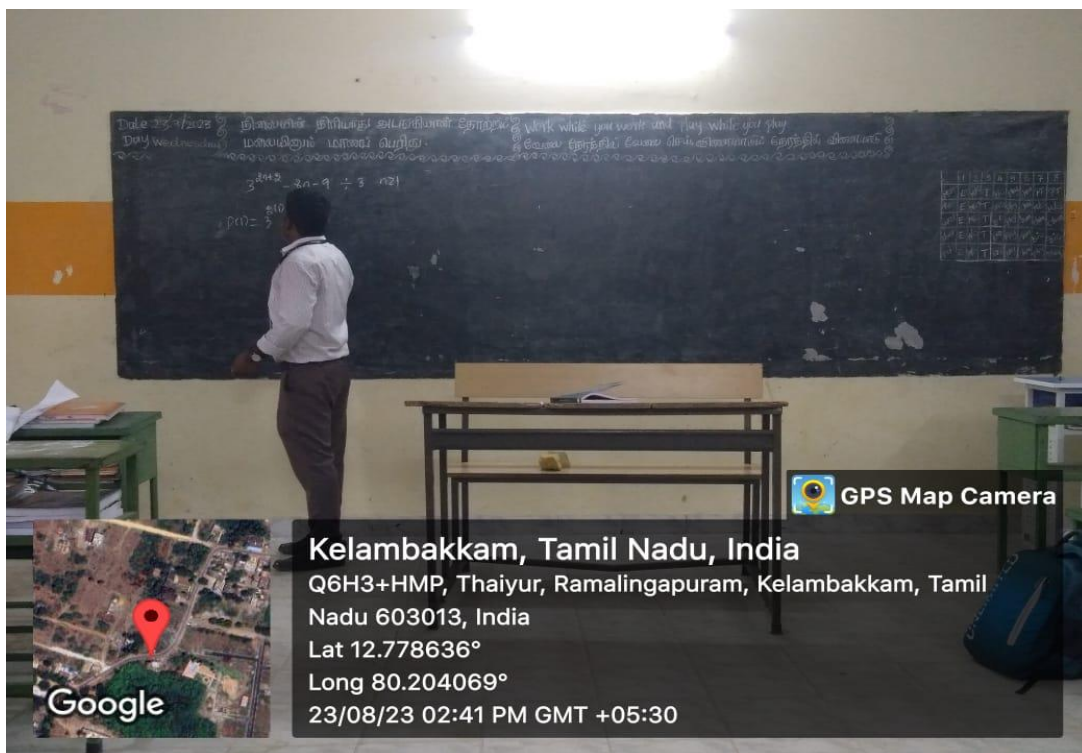


























27/02/2023

From

Punjab Children's Home

Kayalpattur

Kanchipuram - 605103

To

Dharaman N (student of Hindustan College of Arts & Science)

B.A. English Literature (III<sup>rd</sup> yr)

Tadur

Kanchipuram - 605103

Dear student,

I express my heartfelt gratitude for the time you spent teaching the children in our home. Thanks to your efforts, the children have learned so much in such a short period of time. Your selflessness and kindness have not gone unnoticed, and we are forever grateful for your contribution to our community. Once again thank you for your patience.

Yours faithfully,

J. Sothi

Superintendent  
PUNJAB ASSOCIATION  
DESTITUTE HOME FOR CHILDREN  
VANIYANCHAVADI - 603103



Government Adi dravidar Welfare Hr. Sec. School  
Thaiyur Village, Chengalpattu District

AWARD OF APPRECIATION

SERVICE LEARNING PROGRAMME - 2022-23

We appreciate the service extended by the Hindustan College of Arts and Science by debuting Dr. D. Suresh and Dr. G. Samdanielthompson, from Department of Mathematics to teach Mathematics for our XI standard students from *June* to *Dec* as a part of service learning programme.

*13/11/2023*  
Head Master

தலைமை ஆசிரியர்  
அரசு.அ.த.ந. மேனிலைப் பள்ளி  
தையூர், சேகலபட்டி - 603 103.  
வெங்கலப்பட்டு மாவட்டம் - 603 103.