



सत्यमेव जयते
Ministry of Education
Government of India



NISR

"KARIGARI (SKILL)
AND KAROBARI
(ENTREPRENEURSHIP)



National Institutional Sustainability Rankings 2022-23



Accreditation under NISR of MGNCRE – Higher Education Institutions become Eligible for Action Research Projects, Faculty Development Programs, Workshops, Academic Leadership Programs, Internships, Apprenticeships, Post-Doctoral Fellowships, Curriculum /Resource Material Development, Best Practice Study Tours, Field Visits and other Academic Programs.



Mahatma Gandhi National Council of Rural Education

महात्मा गांधी राष्ट्रीय ग्रामीण शिक्षा परिषद्



सत्यमेव जयते

Ministry of Education

Government of India

**National Institutional Sustainability Rankings
2022-23**

**Mahatma Gandhi National Council of Rural Education
महात्मा गांधी राष्ट्रीय ग्रामीण शिक्षा परिषद्**



NISR

Inside

About MGNCRE	1
Foreword	2
Introduction	3
National Institutional Sustainability Rankings (NISR)	4
NISR – The Background	5
Fostering Institutional Cells – a perennial lifeline	6
Student Self Help Groups : Effective Innovative Process	11
MGNCRE - NISR – Sustainability Indicators, Points and Ranking	13
Typical Sustainability Report	15
A Sustainable and Self-reliant Campus	24
A Sustainable Campus – Action Plan	27
Useful Resources	60
Student Self Help Groups and Business Implementation	67
Social Entrepreneurship Activities and Campus Mart	72

About MGNCRE

The activities of Mahatma Gandhi National Council of Rural Education (MGNCRE) are aligned to the rural educational agenda of the Ministry of Education, Government of India, and are focused on outcome oriented action plans. MGNCRE promotes Rural Higher Education on the lines of Mahatma Gandhi's revolutionary ideas on education so as to take up challenges of micro planning for transformation of rural areas as per the National Education Policy (NEP) 2020. This is being undertaken by working with Higher Educational Institutions belonging to different streams including Management Sciences, Social Work and Teacher Education by addressing challenges of rural communities through curriculum development and finding appropriate options promoting rural livelihood and entrepreneurship. The UNESCO Chair on Experiential Learning, Work Education and Community Engagement at MGNCRE promotes Gandhiji's Nai Talim, experiential learning, work education and community engagement for university faculty members and teachers in primary and secondary schools in India by organizing workshops and consultations at district, state and national levels.

MGNCRE develops and promotes curriculum inputs, both theoretical and field oriented, for Rural Higher Education programs offered by Universities and autonomous Institutions in India focusing on rural concerns.

The Council seeks to usher in rural change and inclusive growth in India as a catalyst organisation. The Higher Educational streams of focus for MGNCRE include: Rural Studies, Rural Development, Rural Management, Social Work and Education. MGNCRE's instruments of development include training, teaching, research, action research, advocacy and hand-holding of rural institutions.

Core Initiatives

- Developing backward areas and their representative institutions*
- Boosting the flagship social and rural development programs with focus on education, skill development, employment, livelihoods*
- Swachh Bharat*
- Developing a committed and competent cadre of Rural Development Professionals*

Vision: To get Indian higher education institutions involved in the curriculum development process for building resilient rural India

Mission: Formulate and recognise curricular inputs and accredit courses in higher educational institutions, which enable development of sustainable, climate and disaster resilient rural livelihoods

Foreword

Accreditation recognizes an education institution's commitment to excellence and its high professional standards of operation. This excellence is achieved through an ongoing process of learning and improvement. It has been the constant endeavour of MGNCRE to innovate and seek resilient solutions for the challenges faced in rural education. MGNCRE has been synonymous with experiential learning and community engagement. We are now working with Higher Education Institutions across the country by helping them build Student Self Help Groups (SSHG) for developing student entrepreneurship. It is with great pride we state that more than 3000 SSHGs have now been formed which are actively indulging in entrepreneurial and skill building activities.

This manual offers guidelines to assess campus sustainability which would help make informed decisions. These standard operating procedures will ensure that the campuses are ranked appropriately. MGNCRE had earlier, as part of its Swachhta Action Plan, awarded 800 District Green Champions to Higher Education Institutions across the country. HEIs implementing sustainable initiatives have been documented. The sustainable initiatives included water management, waste management, land use, greenery and energy management. The videos will be used as academic resource case studies. District Collectors, Commissioners, Magistrates and Administrative Heads gave away the Awards.

The intention of the Council is to consolidate, network with and develop Rural Institutes and endow them for recognition. MGNCRE seeks to develop Rural Institutes into Regional Development Institutes and Rural Universities which shall function as hubs for knowledge connectivity and emerge into effective agents for rural transformation in backward regions through voluntary initiatives wherever possible. MGNCRE has been promoting action research as a tool for social and rural development and promoting extension services to the community through micro level planning.

The National Institutional Sustainability Rankings (NISR) are based on the sustainability parameters followed by Higher Education Institutions including social and rural entrepreneurship, vocational education and skill building, environmental sustainability, community engagement, greenery management, and water and waste management. These rankings promoting Karigari (Skill) and Karobari (Entrepreneurship) will help the Higher Education Institutions gain national recognition and boost their credibility. The institutions accredited under NISR of MGNCRE Ministry of Education will be eligible for Action Research Projects, Faculty Development Programs, Academic Leadership Programs, Internships, Apprenticeships, Post-Doctoral Fellowships, Workshops, Resource Material, Best Practice Study Tours, Field Visits and other Academic Programs.

Dr. W G Prasanna Kumar
Chairman MGNCRE

Introduction

A sustainable campus is one that has achieved a reduction of its ecological footprint with institutional efforts. Whether working to reduce our ecological footprint, raise awareness about environmental problems or research sustainable solutions, educational institutions that are working to transform themselves as agents of change are living and learning institutions for sustainability. The concept of “sustainable campus” is a vision that nourishes our practice. Each educational institution, unique in its history and culture, can create its own path of sustainability. A sustainable campus is a space in which the institution can learn and gradually develop a culture of sustainability and monitor its natural resources.

MGNCRE has invited HEIs to participate in National Institutional Sustainability Rankings (NISR) based on sustainability indicators such as green cover management, water harvesting, solar energy usage, waste management, and the different SSHG entrepreneurial activities. These rankings promoting Karigari (Skill) and Karobari (Entrepreneurship) will help the Higher Education Institutions gain national recognition and boost their credibility.

MGNCRE is promoting Entrepreneurship by calling for formation of Student Self Help Groups (SSHGs) to promote both entrepreneurship and workmanship in Higher Education Institutions to support the efforts of the Entrepreneurship Development Cells. Student Self Help Groups work on the principles of mutual help, solidarity and joint responsibility. SSHGs can also become a forum for dissemination of development ideas and information, an association for community mobilization or an organizational unit for linking up with other socio-economic interventions.



शिक्षा मंत्रालय
MINISTRY OF
EDUCATION

सत्यमेव जयते

विद्या ऽप्ये नमो अस्मिन् विद्यायाः
Where there is Rural Wellbeing
there is Universal Prosperity

**MGNCRE Sustainability Indicators
Points and Ranking**

1. GREEN COVER ON CAMPUS
2. SURFACE WATER HARVESTING
3. ROOFTOP WATER HARVESTING
4. ROOFTOP SOLAR SYSTEM
5. WASTE MANAGEMENT
6. STUDENTS SELF HELP GROUPS FORMED AND FUNCTIONING
7. SSHG SALES COUNTER ESTABLISHED AND OPERATING IN CAMPUS
8. FUNCTIONING CAMPUS MGNCRE ENTREPRENEURSHIP DEVELOPMENT CELL/SES RE/VENTEL CELLS
9. STUDENTS SELF GOVERNED ACTIVITIES ON THE CAMPUS STARTED
10. DAY LONG STUDENTS CAMPUS BAZAAR ORGANISED

FOR ALL
RURAL ENTREPRENEURSHIP, SOCIAL
ENTREPRENEURSHIP, VOCATIONAL
EDUCATION CELLS

**SUSTAINABILITY
RANKING
AWARDS**

**"KARIGARI (SKILL)
AND KAROBARI
(ENTREPRENEURSHIP)**

**TO PROMOTE ACTION RESEARCH AS A TOOL FOR
SOCIAL AND RURAL DEVELOPMENT.**

The activities done by Rural Entrepreneurship, Social Entrepreneurship, Vocational Education Cells
will be evaluated and Awarded with Sustainability Ranking Awards

District Wise Rankings will be launched in March 2023

National Institutional Sustainability Rankings (NISR)

For a progressive Higher Education Institution (HEI), a relevant ranking framework will help the institution achieve higher acceptance and enhance/strengthen it. Today, the ranking methodology is used by HEIs to evaluate their performance, compare themselves to peers, and plan their medium- to long-term development.

The advantages -

- ✓ Attracting excellent students and professors
- ✓ Attracting research funds and eligibility for Central and State Government research programs
- ✓ Stakeholder perception improved
- ✓ Improving national and international partnerships
- ✓ Offering online degree programs, applying to the Government of India's Institutions of Eminence (IoE) plan, and gaining academic autonomy, among others.

Due to these advantages, more and more institutions are participating in Accreditation procedures to become more competitive. Many in the higher education community use rankings as a yardstick to judge the quality of individual institutions. As such, they have established a standard by which universities and colleges may evaluate their own success and that of their peers. For the sake of medium- to long-term planning, HEIs have begun using ranking systems. College rankings are one factor that parents and potential students think about when deciding where to go to college. Recruiting from the best colleges

is a priority for many companies, and they often check university rankings to do so. As a result, the government now uses rankings as a key criterion for awarding privileges like participation in online programming and empanelment with the Study in India application for participation in research initiatives, etc. Rankings are also very important to other ecosystem stakeholders like banks and governments. In addition to attracting students, excellent staff, and industry/international partnerships, a high ranking may strengthen the reputation of a higher education institution.

MGNCRE, at the behest of the Ministry of Education, has embarked upon the National Institutional Sustainability Rankings (NISR) to create an awareness of sustainability among Higher Education Institutions and make them competitive by getting accredited. Our Educational Institutions are torch bearers of change. Now they are turning into harbingers of national movement for promoting cleanliness. Their keen interest to keep campuses clean and take this message to the communities with whom they are engaged with has been an important national contribution. Universities and Higher Educational institutions turning into green smart campuses are focusing on cleanliness, waste management, water conservation as well as wastewater management. Saving water and electricity, conserving energy, harvesting rain water, tapping solar energy and promoting cleanliness are indicators to measure a smart campus. Such endeavors by Higher Education Institutions need to be welcomed and supported time to time.

NISR – The Background

As per MGNCRE’s constitutional mandate of objectives, “**to consolidate network and develop Rural Institutes and endow them for recognition**” is an agenda which MGNCRE intends to pursue effectively with the NISR instrument. MGNCRE resolves to pursue its annual agenda with a steelier and progressive approach. Institutional Cells – Social Entrepreneurship, Sustainability and Rural Engagement (SESRE), Rural Entrepreneurship Development (RED) and Vocational Education, Nai Talim and Experiential Learning (VENTEL) were energized to go ahead with innovative and productive activities.

The Interns and apprentices of MGNCRE went all out into the districts of the country to promote Entrepreneurship involving District Collectors and administration heads to release the competition posters and give directions to educational institutions to participate in entrepreneurial activities. Self Help Groups imply a focus on the idea of mutual support – students helping each other and the community at large. SSHGs can serve many different purposes depending on the situation and the need. They provide economic development, empowerment, and social equality to the members enabling them to become self-dependent, self-sufficient, and self-reliant. MGNCRE team will visit the institutions again and based on the sustainability indicators provided below will assess and rank the HEIs. MGNCRE team is promoting **rural universities as hubs of knowledge connectivity** and as an interface for community engagement, contributing to a comprehensive rural transformation in backward regions towards an inclusive and sustainable development. The initiative also explores need-based and demand-driven rural entrepreneurship models for students from rural universities.

The Purpose

The purpose of this document is to provide useful methods and guidance to support the application of sustainability indicators in decision making and release authentic institutional rankings based on the need for measurement of sustainability aspects. It can be modified for any action research by academic community

Performance Measurement

Objective—that which is explicitly intended to be attained.

Utilizing quantifiable markers, progress towards a goal is determined.

Indicator — a summary measure that gives information on the condition or change of the being measured system.

The project team established a conceptual framework for research planning and performance measurement and developed a comprehensive inventory of sustainability indicators based on worldwide benchmarking. MGNCRE’s work is aligned with the 'National Education Policy 2020', with its stress on **tradition as well as technology**. MGNCRE is addressing rural concerns through promotion of higher education interventions. Curriculum development (courses/online resources) include updating of rural course curriculum (Teacher Education, Social Work, Rural Entrepreneurship, Rural Communication, Rural Study, Rural Tourism, Rural Engagement, Rural Management and other relevant courses); Capacity building (round tables/workshops/ Faculty Development Programs); Conducting Action Projects on Rural Curriculum, promoting rural concerns in Higher Education, Rural Research Methods, Rural Immersion, Rural Management and Nai Talim as part of UNESCO Chair activities, Rural Immersion Training Programs; Internships, Research Programs, and Publications. The National Education Policy 2020 is more futuristic and prepares people to face global competition and achieve all 17 Sustainable Development Goals (SDGs) by finding responses to the challenges.

Fostering Institutional Cells – a perennial lifeline

A continuous effort is required for grooming the faculty members of institutions to shoulder the roles of Institutional Social Responsibility through Institutional and Systems upgradation and updation. This requires huge institutional mentoring. MGNCRE networked and developed Institutional Cells at Higher Education Institutions across the country that would help in building action plans in Vocational Education, Social Entrepreneurship and Rural Entrepreneurship.

Institutional Cells meet the objective of working with Higher Education Institutions covering Natural and Social Sciences, Management Sciences and Engineering for developing curricula addressing challenges of rural communities for finding appropriate options to promote a just and equitable economic and social development.

MGNCRE is activating the Vocational Education, Rural Entrepreneurship and Social Entrepreneurship cells through Faculty Development Programs. These cells are an Institutional Mechanism for sustaining the usage of Skills learnt in the FDPs by FDP participants.

Faculty are sensitized on Implementation of Government Schemes, Institutional Social Responsibility and Community Engagement, Swachhta Action Plan (SAP), Jal Shakti and Waste Management, Community–University Engagement, Mentoring, Irrigation Efficiency Improvement, Facilitation Skills, Information About MSME, Rural Immersion and Community Engagement, movement of change making which works towards developing and scaling sustainable responses to social challenges. These

Various aspects of Unnat Bharat Abhiyan, vision of the initiative Community Engagement Case studies Role Facilitator, Phases of Facilitation, Group Dynamics, Fostering Social Responsibility COVID 19 and beyond, and Individual Solid waste management by recycle, recover and composting methods



Formation of Cells in HEIs – is simple and consensus based

- Vocational Education-Nai-Talim-Experiential Learning (VENTEL)
- Social Entrepreneurship, Swachhta and Rural Engagement (SESRE)
- Rural Entrepreneurship Development (REDC)

These Cells focus on developing and implementing Vocational activity, self-reliance, Swachhta and health and community engagement. Promotion of entrepreneurship opportunities strategically focuses on bringing about social change and is a collective and organized effort.

Institutions are developing Action Planning Committees or Cells that ensure the implementation of VENTEL/SESRE/RED activities

in their respective institutions. The outcome based programs have impacted more than 25% of Higher Educational Institutions across India. Millions of students, faculties and staff of these Institutions have a role to play as a part of social responsibility towards community development wherever they are located.

The Swachhta Action Plan Cells involved and engaged Directors/Principals/Heads of the affiliated and associated Institutions under University jurisdiction to participate in the Swachhta Action Plan Online Workshops and contribute to inculcating Swachhta in the State and Country.

- Forming 5 Swachhta Action Plan (SAP) Teams in each HEI led by 5 faculty members in their Institution separately for Water, Sanitation, Waste Management, Water Conservation and, Energy Conservation
 - One District One Green Champion Awards announced for the best performing institutions.
 - HEIs are voluntarily participating in activities in their respective institutions on Environment Day and submitted activity reports
 - Students and faculty are being oriented towards action orientation for Sanitation and Hygiene for continuous interventions.
1. 3662 Cells for Vocational Education
 2. 2260 Cells for Social Entrepreneurship
 3. 2202 Cells for Rural Entrepreneurship
 4. 1843 Cells for Swachhta Action Plan



Vocational Education -Nai Talim – Experiential Learning Cells (VENTEL)

Vocational Education -Nai Talim – Experiential Learning Cells ensure the implementation of VENTEL activities in their respective institutions. Experiential Learning and Community Engagement have become synonymous with MGNCRE. This assumes all the more credence as with the New Education Policy 2020. MGNCRE’s efforts in building up consciousness about Nai Talim

– Gandhiji’s Experiential Learning, the necessity for vocational education, the importance of the vernacular language while imparting education, the need for skill-based education – have finally seen the light of the day in the form of the NEP 2020. MGNCRE is the



forerunner for various path breaking activities including propelling Vocational Education (Productive Work with Economic Value) Nai Talim, and Experiential Learning (VENTEL) activities. Gandhiji’s Nai Talim Curriculum focuses on understanding the vision and philosophy of Experiential Learning through the skills and knowledge gained and impact on three Hs (Head, Heart

and Hand) by participating in Vocational & Experiential Learning activities. The methodology helps in devising contextually suitable engagement activities for the student teacher; identifying aspects relevant to local community engagement in teacher education; and exploring models of art, craft for entrepreneurship and for self-reliance.

Social Entrepreneurship, Swachhta and Rural Engagement Action Plan Cells (SESREC)

Social entrepreneurship differs from the broader concept of corporate social responsibility (CSR), which aims to assist businesses in fulfilling economic and social responsibilities. Social entrepreneurship education strategically focuses on bringing about social change and is a collective and organized movement of change making which works towards developing and scaling sustainable solutions to social challenges. Given that higher education institutions are regarded as the custodians of knowledge in society, by implication they have an important role to play in enhancing social entrepreneurship in education system. These core ideas and concepts are learned in an interactive mode. Ideas of social entrepreneurship and innovative social change are derived from the participants. In addition, the significance of HEIs and their role that includes the enhancement of high-level skills training through the provision of human resources to strengthen social enterprises, services, and infrastructure (in villages especially) are dealt with case studies. It is overwhelming to state that MGNCRE's workshops on Social Entrepreneurship, Swachhta and Rural Engagement related activities in Higher Education Institutions has paid dividends and the key roles of the HEIs is highly appreciated by the Ministry and academia alike.

Rural Entrepreneurship Development Cells (REDC)

For providing an institutional identity to the Rural Entrepreneurship Development (RED) activities, MGNCRE is encouraging Higher Educational Institutions across India to set up Rural Entrepreneurship Development Cell (REDC). The role of REDC is to provide internship and apprenticeship with rural enterprises, initiate rural entrepreneurship, form network with rural manufacturers, develop rural technological interventions, and groom students to be rural entrepreneurs by inculcating the spirit of entrepreneurship in their minds.



Addressed rural concerns through promotion of higher education interventions

- Need identified for a steady requirement of Rural Management professionals for the country’s growth
- Identified professional management competencies required for development programs and organizations, small and medium rural initiatives, and producer-owned rural businesses – all of which require different management orientations and abilities than those of large, investor-owned, urban business enterprises.
- In continuation of FDP on Case Discussion Methodology, faculty members have started implementing the case discussion methodology in their respective institutions.
- Encouraged budding entrepreneurs to plan and execute small, social and innovative businesses.

More than 156 MoUs have been entered into with and collaborative work is being undertaken in Universities/HEIs for exploring, extending and strengthening mutual relationship for promotion of professional education in Rural Management by sharing the facilities and expertise.

Workshops on Rural Entrepreneurship Development Cells (REDC) FPO/FPC-Business Schools Connect Cells (FBSC) were organized with the objectives of Functionality of RED Cell; Preparation and Implementation of Business Plan; and Strengthening the way for Business Plan Competition. The workshops focused on

1. Internship and Apprenticeship with Rural Enterprises
2. Initiating Rural Entrepreneurship
3. Networking with Rural Manufacturers

4. Developing Rural Technological Interventions and



5. Grooming students to be Rural Entrepreneurs.

Higher Education Institutions including Universities offering education in any stream of education can take up the task of formation of these cells. Promotion of entrepreneurship opportunities strategically focuses on bringing about social change and is a collective and organized movement of change making which works towards developing and scaling sustainable responses to social challenges. For conducting any activity sustainably, we require an institutional mechanism for continuous support. Vocational Education, Rural Entrepreneurship and Social Entrepreneurship assumes great importance now all the more because of their use in addressing social and economic challenges and making a difference to society.

- ✓ Capacity Building - networked with educational institutions of higher learning in order to develop synergic convergence of human resources which are socially and

- ✓ economically just and inclusive for the vulnerable sections of rural India
- ✓ Connected the linkages of Work and Education

- ✓ HEIs voluntarily participated in activities in their respective institutions on Environment Day and submitted activity reports
- ✓ Students and faculty sensitized on the need for Sanitation and Hygiene in COVID 19 times.

The Ministry has entrusted MGNCRE with developing mentors to handle Swachhta and Jal Shakti in campuses of Higher Education Institutions and Universities in India. Each of these Institutions is to be a role model and promote Swachhta and Jal Shakti in atleast 10 campuses in the country. Fostering Social Responsibility and inducing Service Learning in the students through Camps and

Service Activities is also a responsibility. MGNCRE had earlier developed Swachh Campus Manual and Jal Shakti Manual as part of Swachhta Campaign of the Ministry. MGNCRE launched the manuals – Jal Shakti Campus and Jal Shakti Gram and Swachh Campus - in all states and Union Territories of India – by The Honourable Governors, The Honourable Chief Ministers, Administrative Heads of respective states and Vice Chancellors of Universities - a milestone for the Council.

Earn more with less investment

KOLLAPOOR PG CENTER PRINCIPAL -DR. MARKE POLONEYES



DECCAN NEWS SERVICE
NAGARKURNOOL

College Principal and MGNCRE and Nalgarkurnool District Mentor Dr. Marke Poloneyes stated that the main objective of this program is to teach students how to manage and practice their businesses. The exhibition visited town people. Degree college students and the principal, vice principal, and faculty of the college. Coordinator Dr. Anjanuulu informed that an investment of about ten thousand rupees has been made for all the items placed in this exhibition and more than fourteen thousand has been earned through sales.

National Entrepreneurship Day was organized by the Mahatma Gandhi National Council of Rural Education at the Postgraduate center Kollapoor under the supervision of Palamuru University. On this occasion handlooms, thread bangles, Telangana pastries, paper craft works, and various items made by the students of the college were exhibited and sold to the people through twelve stalls.

उद्यमिता को बढ़ावा देने कलेक्टर ने जारी किया पोस्टर

विपरी टाइम्स • जबलपुर
www.tiptimes.com

महात्मा गांधी राष्ट्रीय ग्रामीण शिक्षा परिषद् उच्चतर शिक्षा संस्थानों में उद्यमिता को बढ़ावा देने कलेक्टर एसके सुमन ने पोस्टर जारी किया। उक्त अवसर कलेक्टर श्री सुमन ने कहा कि जबलपुर जिले के सभी महाविद्यालयों को सूचित किया जाएगा और उच्चतर शिक्षा विभाग, शिक्षा मंत्रालय, भारत सरकार अन्तर्गत महात्मा गांधी राष्ट्रीय ग्रामीण शिक्षा परिषद् के प्रोजेक्ट फेकल्टी कु. वैष्णवी कि मदद करे इस कार्यक्रम को स्वागत योग्य बताते हुए सभी कॉलेज स्तर पर अध्ययन करने वाले छात्र/छात्राओं के लिए यह एक ऐसा अवसर है, जिसमें वे अपने कॉलेज परिसर में स्वयं सहायता समूहों का निर्माण कर अपनी उद्यमशीलता एवं कौशल का प्रदर्शन कर सकते हैं। वैष्णवी जी ने बताया कि उद्यमिता और कारीगरी दोनों को बढ़ावा देने के लिए प्रत्येक कॉलेज को छात्र स्वयं सहायता समूह (एसएसएचजी) बनाना जाएगा। उन्होंने कहा कि राष्ट्रीय उद्यमिता अन्तर्गत छात्र/छात्राओं के बीच व्यापक प्रचार-प्रसार के उद्देश्य से ही आज विभिन्न तीन समूहों के लिए विभिन्न थीम यथा इष्ट ग्रामीण उद्यमिता गतिविधियों, सामाजिक



उद्यमिता और सतत विकास गतिविधियों तथा व्यवसायिक शिक्षा और कौशल गतिविधियों पर आधारित पोस्टर जारी किया गया है, ताकि महात्मा गांधी राष्ट्रीय ग्रामीण शिक्षा परिषद् द्वारा उपलब्ध कराए जाने वाले मंच के माध्यम से अधिक से अधिक छात्र/छात्राएँ अपनी उद्यमिता एवं कौशल प्रदर्शन कर सकें। उक्त अवसर पर महात्मा गांधी राष्ट्रीय ग्रामीण शिक्षा परिषद् के प्रोजेक्ट फेकल्टी वैष्णवी ने बताया कि उच्चतर शिक्षा विभाग, शिक्षा मंत्रालय, भारत सरकार अन्तर्गत महात्मा गांधी राष्ट्रीय ग्रामीण शिक्षा परिषद् वस्तुतः देश भर में विश्वविद्यालय एवं स्वायत्त संस्थानों द्वारा पेश किये जाने वाले उच्च शिक्षा कार्यक्रमों के लिए पाठ्यक्रम इनपुट को बढ़ावा देता है। इसके साथ-साथ उच्च शिक्षण संस्थानों को व्यवहारिक ज्ञान, सामूहिकता, सामाजिक उत्तरदायित्वों,

कौशल एवं व्यवसायिक शिक्षा, सतत विकास, स्वच्छता तथा ग्रामीण एवं सामाजिक उद्यमिता जैसे विषयों पर भी महत्वपूर्ण इनपुट उपलब्ध कराता है, ताकि ग्रामीण युवाओं को उनके कौशल विकास के जरिए उन्हें आत्मनिर्भर बनने के लिए प्रेरित किया जा सके। उन्होंने कहा कि इसका उद्देश्य व्यवसायिक शिक्षा नई तालिम इष्ट अनुभवतात्मक शिक्षा प्रकौष्ठ (VENTEL Cell) ग्रामीण उद्यमिता विकास प्रकौष्ठ (RED Cell), सामाजिक उद्यमिता, स्वच्छता एवं ग्रामीण इंगेजमेंट प्रकौष्ठ (SESRE Cell) गठित करना, विद्यार्थियों में उद्यमिता/ व्यवसाय की भावना विकसित करने हेतु छात्र स्वयं-सहायता समूह गठित करने पर बल देना, उच्च शिक्षण संस्थान में उद्यमिता और व्यवसायिक (Vocational) शिक्षा को जरूरत पर बल देना है।



Competitions on Entrepreneurship
20th October – 19th November 2022
Mahatma Gandhi National Entrepreneurship Month

Inviting Rural Entrepreneurship Development (RED) Cells in Institutions to Conduct Competitions on Promoting Rural Entrepreneurship Activities

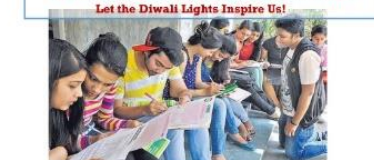
Diwali 24th October
National Entrepreneurship Day 9th November
Women's Entrepreneurship Day 19th November



- Hand-Paper crafts
 - Paper Diyas
 - Lanterns
 - Greeting Cards
- Cow Dung/Bangle/Mud Diyas
- Candle making
- Sweets Recipes
- Home Cleaning and Diwali Decor Services

Entrepreneurs are important as they are the wheels of the economic growth of the country. By creating new products and services, entrepreneurs can stimulate new employment opportunities. Small steps towards Entrepreneurship can pave the way towards economic growth and development.

Let us be the Leading Lights of Entrepreneurship!
Let the Diwali Lights Inspire Us!



- 9 Steps to Students' Entrepreneurship**
- Form small teams of Student Self Help Groups (SSHG) (3-5 students per team)- Before 15.10.2022
 - Select interesting business activity by 16.10.2022
 - Identify and Collect essential material by 18.10.2022
 - Get ready with the product for sale by 22nd Oct, 07th Nov., and 17th Nov.
 - Promote your Product.
 - Arrange Stall in Campus and Sell your Product or sell your product door to door in an identified area
 - Make your products available in stalls at least 2-3 days before each milestone.
 - Document your effort by 25th Oct., 10th Nov., and 20th Nov.
 - Submit a report to mgncredec1@gmail.com on 25th Oct., 12th Nov. and 21st Nov.

Student Self Help Groups: Effective Innovative Process

MGNCRE has focused on capacity building of faculty, empowering students with skill building, promoting student entrepreneurship, internship and apprenticeship, forming Student Self Help Groups (SSHGs), all the while taking forward the agenda of Social Entrepreneurship, Sustainability, Rural Entrepreneurship, Rural Management, Vocational Education and Skilling.



The National Entrepreneurship Month was celebrated from 20th Oct – 19th Nov 2022. MGNCRE made all efforts to energize the Institutional Cells – Social

Entrepreneurship, Sustainability and Rural Engagement (SESRE), Rural Entrepreneurship Development (RED) and Vocational Education, Nai Talim and Experiential Learning (VENTEL). The apprentices went all out into the districts of the country to promote Entrepreneurship involving District Collectors and administration heads to release the competition posters and give directions to educational institutions to participate in entrepreneurial activities. Student Self Help Groups (SSHG) were formed in HEIs which will base their business activities on select milestone days and conduct their promotions and sales around those days.



Calling Higher Education Institutions for Promoting Social Entrepreneurship!

Social Entrepreneurship

- Business Solutions for Social Issues



Through

➔ **Student Self Help Groups (SSHGs)**
Register to form Student Self Help Groups

<https://forms.gle/Tpbcn67pSC7QbzYt7> and get **Certificate**

"When you are doing any work. Do it as worship, as the highest worship, and devote your whole life to it for the time being."

Swami Vivekananda

"The students' movement of today is a movement of responsible young men and women who are inspired with the one ideal of developing their character and personality and thereby rendering the most effective and useful service to the cause of their country."

Netaji Subhash Chandra Bose



- National Youth Day: Swami Vivekananda's Birthday (12th January)
- Parakram Divas: Netaji Subhash Chandra Bose's Birthday (23rd January)
- Republic Day (26th January)

Qualities of a Social Entrepreneur

Entrepreneurial	Profit-oriented	Socially Responsible
Enthusiastic	Action-oriented	Communicative
Compassionate	Helpful	Volunteer
Supportive	Empathetic	Respectful
Healthy	Environmental-friendly	Positive
	Law-abiding	Patriotic



What You Need to Do

- Ask yourself what you have in you to offer to community and neighbourhood!
- Conduct the Social Entrepreneurship (S.E) Activities
- First-Please Form SSHG <https://forms.gle/Tpbcn67pSC7QbzYt7>
- Seek help or consult the College/MGNCRE/Parents/Neighbourhood.
- Formulate an action plan with values, time and place
- Chart out the tools and resources
- Have implementation/ procedure steps/ precautions
- Include homes, school, colleges, offices, business, organizations.
- Document the outcomes of conducting S.E activities and send to mgncrecell@gmail.com

You can conduct these

Social Entrepreneurship Activities

- Find ways to recycle waste food
- Teach or organize tailoring/embroidery/stitching classes
- Start an educational start up that would advise students to prepare for exams
- Start online/offline coaching classes
- Organize meets for the elderly and the disabled and sell user-friendly products at discounted prices
- Collect sustainable materials from the neighborhood – reuse and recycle
- Educate about tourism to the community
- Start a wellness/physiotherapy parlor for the elderly
- Organize a market drive where people may bring in unused/unneeded/spare things (books, toys, stationery, clothes, which may be distributed to the needy.
- Make videos of your village and showcase on YouTube
- Make videos on village and its achievements in local/rural entrepreneurship
- More ideas at <https://sites.google.com/view/studentselfhelpgroups/home>

Highlighted features of SSHGs

1. For Student Self Help Group (SSHG) formation students come forward to team up for working towards implementation of a business. SSHGs focus on the indicators of time investment, resources, risk, profit or no profit and outcome of the efforts. SSHGs work based on the self-reliance principles. An SSHG focuses on two skills **a. Raising resources for implementing a business model b. Implementing project management skills.** The theme for formation of SSHGs could include impact of implementation business activities through higher education institutions, campuses and open markets on greenery, water management, waste management, energy management, sanitation and hygiene, wellness, sustainability development goals and solutions, essentials and services for the community, filling the gaps in practice of the skills and knowledge gained and also on job placements and entrepreneurship, to add.

2. SSHG formation requires 3- 4 students teaming up. The size of the SSHG could be 3 members, 4 members, and maxim 12 members. It is found that 6 members in an SSHG could bear a balanced responsibility in running a business at pilot scale. The role of SSHGs in the delivery of the outcomes in social activities businesses could be realised with self-helping network.

3. SSHG needs mentoring from faculty of various disciplines time to time. For this purpose an SSHG needs to conduct basic consultations with the faculty members. This step is prerequisite in arriving at resolutions in terms of picking up, choosing, taking up businesses pertaining to social entrepreneurship and rural entrepreneurship. SSHGs can refer to the Sustainability Goals to design a working business model implementation. The need for action plan and market about productivity could be mentored by college faculty initially. During the formation of SSHG itself activities of running a business through a sales counter or kiosk on

college campus can be taken up. Formation of SSHG and initiating a business activity are not separate entities. They go hand in hand. Business implementation requires manpower. During the process of collecting resources and manpower itself an SSHG may evolve. Therefore the HEIs have an advantage of mentoring and encouraging entrepreneurial activities through SSHG methods. Case methodology discussions can help SSHGs in the class rooms. The role of the faculty with the active involvement as a mentor of the business activities by the SSHGs gives refined results and impactful work.

4. As we see to the features of SSHGs a set of ideas and concepts aimed at helping each other in SSHG helps the SSHG to understand what motivates people to become social entrepreneurs, what skill set or competence is required and how willingness towards running a business improves. The importance of choice making for the activities of business and the minute to macro planning improves the SSHGs performance with ipsative assessment. Emphasis on the resources and process of the implementation of the activity in smaller steps improves the performance of SSHGs.

5. The ideas of agri-entrepreneurship provide a scope to get translated into practical business working models on campuses. SSHGs could follow the literature and discuss with open ended conversations with experts and the stakeholders of business fraternity. HEIs could arrange for community interactions and industrial interactions.

6. The ideas of business activities conducted at various colleges could boost SSHGs elsewhere. Therefore documentation plays an effective role to share the impact of SSHGs and their business working procedures. SSHGs could write steps of their work in local language with action photos.

7. SSHGs working together can implement the chosen business model or designed business model. SSHGs design business activities based on the possibilities of implementing the procedures required for running the business, of the collection materials or resources required for the business, time allotted for conducting the business, place chosen to run the business, collection of tools or instruments required to run the business, following the precautions, networking for promoting the business and concretizing the documentation.

8. An analysis and recording of the learnings from the experiences of SSHGs can be a part of action research at HEIs. The analysis and regular follow up of the business activity builds the portfolio of the students during graduation or post-graduation.

9. The significance of campus action plan is that it shall include frequently running campus mart or bazaars and regular sales counters for offering facility for buying, selling and conducting services with a commercial tone. Furthermore, the action plan needs to contain activities which include performance competitions and the way to rank the stalls after the implementation of nation

entrepreneurship month (October – November of the year). The methods and the activities useful for the business activities during the entrepreneurship month celebrations at colleges help SSHGs; these include directly or indirectly social enterprises which involves transfer of exchange of goods and services for value. The service activities could also be taken up by the colleges in the district.

10. SSHGs tap the role of the media and various government and non-government organizations who are working towards this nation endeavor of social, economic sustainability. Preparation of Google site of the national entrepreneurship month activities for campus adds documentational strength to SSHGs. HEIs can help in channelizing the student competencies and energies to ethics of the business implementation and the role of connecting the business activity to regular studies- experiential learning.



MGNCRE - NISR – Sustainability Indicators, Points and Ranking

An indicator of sustainability is a quantifiable element of environmental, economic, or social systems that is helpful for monitoring changes in system characteristics that are crucial to the continuance of human and environmental well-being.

Utilizing sustainability indicators and accompanying metrics is necessary for a systems-integrated approach to tackling sustainability concerns.

When carefully selected and implemented, indicators can help managers and policymakers:

- Anticipate and assess conditions or historical trends
- Provide early warning information to prevent negative outcomes
- Benchmark against other systems

- Communicate ideas
- Support decision-making
- Formulate strategies and establish improvement goals
- Track progress
- Create awareness of public health hazards posed by environment, including physical features such as global warming, chemical features such as automobile emissions, contaminants in drinking water, and biological features such as putrefying organic matter.
- Understand impact of governmental policies and urbanization on degradation of the environment.
- Educate the students on environmental policies on water, air, forest and wildlife of the country



MGNCRE - NISR – Sustainability Indicators, Points and Ranking

The Methodology



- ✓ **Identifying the Institutions**
- ✓ **Registration**
- ✓ **Institutional Visit**
- ✓ **Data Collection**
- ✓ **Verifying the Sustainability Indicators**
- ✓ **Rank the Institutions**


Typical Sustainability Report

Phase 1 Data Collected

- The hostels are equipped with modern toilets that are hygienic and maintained regularly, push pockets are used in all the toilets in both hostels and college to save water
- Each hostel has disabled friendly rooms
- The girl's hostel has napkin wending machine along with incinerators in all the girl's toilets to ensure good hygiene
- The college uses three types of garbage collecting bins to segregate biodegradable, non-biodegradable and recyclable waste
- The college disposes the liquid waste by dewatering, sedimentation and composting
- The recycled water in the campus is used for irrigation
- The college encourages organic gardening and offer spaces where students can also participate in creating their own healthy gardens
- The kitchen in the campus is spacious and equipped with modern machineries
- The college ensures usage of uniforms and hygienic accessories like head cap, glows, shoes for cooks and workers in the kitchen
- The college has a 70% green cover
- Roof top solar power plants have been installed at three places with a capacity to generate power of 27 KW.
- the college follows and has adopted policies to reduce greenhouse gas emissions by encouraging students and staff to use the public mode of transport and alternate transportation such as bicycle and carpooling to reduce the carbon foot print


- The college has a 100% rain water harvesting system with 30 feet deep pit, which is connected to all areas inside the campus.
- The college has the CFL bulbs with LED ones to save electricity.
- The college has adopted these 5 villages
- These villages have been declared ODF by the block development officer due to the continuous awareness on open defecation and door to door campaign in these villages
- Around 1500 families from these adopted villages have benefited through the college's Swachhta awareness programs
- The college has renovated five individual toilets in nearby tribal village
- As a part of the plastic awareness program, the college collected the single use plastics from each home and replaced it with cloth bags
- The college has dredged a pond near the campus to facilitate the dwellers nearby
- Two water tanks were donated to nearby village where water storing facility was not available
- The college donated 2 trolleys to village Panchayat for taking waste from the households.
- The college also continuously offers basic amenities like footwear, dresses, stationary items and plates for tribal school children and villagers
- The college has conducted various programs like general medical camps, eye camps, dermatology camp and skin care program and health and hygiene sanitation programs in nearby 5 villages

MGNCRE Sustainability Indicators, Points and Ranking



शिक्षा मंत्रालय
MINISTRY OF
EDUCATION

सत्यमेव जयते



Where there is Rural Wellbeing
there is Universal Prosperity

MGNCRE SUSTAINABILITY INDICATORS POINTS AND RANKING

MARCH 2023

<p style="text-align: center;">1. GREEN COVER ON CAMPUS</p> <p>a. 33% and above = 10 points A+ b. 22% - 32% = 8 points A c. 17% - 21% = 6 Points B+ d. 11% = 4 points B e. Less than 11% = 3 points C+ f. No green cover = 0 points C</p>	<p style="text-align: center;">2. SURFACE WATER HARVESTING</p> <p>a. 80% surface water harvested = 10 points A+ b. 70% surface water harvested = 7 points A c. 60% surface water harvested = 6 points B+ d. 50% surface water harvested = 5 points B e. Less than 50% of surface water harvested = 4 points C+ f. No surface water harvested = 0 points C</p>	<p style="text-align: center;">3. ROOFTOP WATER HARVESTING</p> <p>a. 80% Rooftop rainwater harvested = 10 points A + b. 70% Rooftop rainwater harvested = 7 points A c. 60% Rooftop rainwater harvested = 6 points B+ d. 50% Rooftop rainwater harvested = 5 points B e. Less than 50% Rooftop rainwater harvested = 4 points C+ f. No rainwater harvested = 0 points C</p>	
<p style="text-align: center;">4. ROOFTOP SOLAR SYSTEM</p> <p>a. Contribution to grid after use = 10 points A+ b. 100% self dependent = 8 points A c. 75% self dependent = 6 points B+ d. 60-69% self dependent = 5 points B e. 50% and below self dependent C+ f. No solar power C</p>	<p style="text-align: center;">5. WASTE MANAGEMENT</p> <p>a. 100% waste recycled and managed = 10 points A+ b. 75% waste recycled = 7 points A c. 50-75% waste recycled and managed = 5 points B+ d. Below 40-49% waste recycled and managed = B e. Below 40% waste recycled and managed = C+ f. No waste managed and no waste recycled = C</p>	<p style="text-align: center;">6. STUDENTS SHGS FORMED AND FUNCTIONING</p> <p>a. a. 5 Students Self Help Groups Formed = 10 points A+ b. 4 Students Self Help Groups Formed = 8 points A c. 3 Students Self Help Groups Formed = 6 points B+ d. 2 Students Self Help Groups Formed = 4 points B e. 1 Students Self Help Group Formed = 2 points C+ f. 0 Students Self Help Group Formed = 0 points C</p>	<p style="text-align: center;">7. SSHG SALES COUNTER ESTABLISHED AND OPERATING IN CAMPUS</p> <p>a. between Oct 22- Jan 23 10 points A+ b. between 1-14 Feb 8 points A c. between 15-28 Feb 6 points B+ d. between 1-15 Mar 5 points B e. between 15-21 Mar 4 points C+ f. yet to be organised 0 points C</p>
<p style="text-align: center;">8. FUNCTIONING CAMPUS MGNCRE ENTREPRENEURSHIP DEVELOPMENT CELL/SES RE/VENTEL CELLS</p> <p>a. between Oct 22- Jan 23 10 points A+ b. between 1-14 Feb 8 points A c. between 15-28 Feb 6 points B+ d. between 1-15 Mar 5 points B e. between 15-21 Mar 4 points C+ f. yet to be organised 0 points C</p>	<p style="text-align: center;">9. STUDENTS SELF GOVERNED ACTIVITIES ON THE CAMPUS STARTED</p> <p>a. between Oct 22- Jan 23 10 points A+ b. between 1-14 Feb 8 points A c. between 15-28 Feb 6 points B+ d. between 1-15 Mar 5 points B e. between 15-21 Mar 4 points C+ f. yet to be organized 0 points C</p>	<p style="text-align: center;">10. DAY LONG STUDENTS CAMPUS BAZAAR ORGANISED</p> <p>A. CAMPUS BAZAAR ORGANISED BETWEEN OCT 22- JAN 23 10 POINTS A+ B. CAMPUS BAZAAR ORGANISED BEFORE 14 FEB 8 POINTS A C. CAMPUS BAZAAR ORGANISED BETWEEN 15-28 FEB 6 POINTS B+ D. CAMPUS BAZAAR ORGANISED BETWEEN 1-15 MAR 5 POINTS B E. CAMPUS BAZAAR ORGANISED BETWEEN 15-21 MAR 4 POINTS C+ F. CAMPUS BAZAAR YET TO BE ORGANISED 0 POINTS C</p>	

MGNCRE Sustainability Indicators, Points and Ranking

1. Green Cover on Campus

#	Assessment Criteria	Points	Grade	Remarks
a.	33% and above	10	A+	
b.	22% -32%	8	A	
c.	17% - 21%	6	B+	
d.	11%	4	B	
e.	Less than 11%	2	C+	
d.	No green cover	0	C	

2. Surface Water Harvesting

#	Assessment Criteria	Points	Grade	Remarks
a.	80% and above	10	A+	
b.	70%	8	A	
c.	60%	6	B+	
d.	50%	4	B	
e.	Less than 50%	2	C+	
f.	Efforts yet to be made for surface water harvesting	0	C	

MGNCRE Sustainability Indicators, Points and Ranking

3. Rooftop Water Harvesting

#	Assessment Criteria	Points	Grade	Remarks
a.	80% and above	10	A+	
b.	70%	8	A	
c.	60%	6	B+	
d.	50%	4	B	
e.	Less than 50%	2	C+	
f.	Rooftop rainwater yet to be harvested	0	C	

4. Rooftop Solar System

#	Assessment Criteria	Points	Grade	Remarks
a.	Contribution to grid after use	10	A+	
b.	>95% self-dependent	8	A	
c.	75% self-dependent	6	B+	
d.	60-69% self-dependent	4	B	
e.	50% and below self-dependent	2	C+	
f.	No solar power	0	C	

MGNCRE Sustainability Indicators, Points and Ranking

5. Waste Management

#	Assessment Criteria	Points	Grade	Remarks
a.	>95% waste recycled and managed	10	A+	
b.	75% waste recycled	8	A	
c.	50-75% waste recycled and managed	6	B+	
d.	Below 40-49% waste recycled and managed	4	B	
e.	Below 40% waste recycled and managed	2	C+	
f.	No waste managed and no waste recycled	-	C	

MGNCRE Sustainability Indicators, Points and Ranking

6. Students Self Help Groups Formed and Functioning

#	Assessment Criteria	Points	Grade	Remarks
a.	5 Students Self Help Groups Formed	10	A+	
b.	4 Students Self Help Groups Formed	8	A	
c.	3 Students Self Help Groups Formed	6	B+	
d.	2 Students Self Help Groups Formed	4	B	
e.	1 Students Self Help Groups Formed	2	C+	
f.	Students Self Help Groups in Planning stage	0	C	

MGNCRE Sustainability Indicators, Points and Ranking

7. SSHG Sales Counter established and operating in campus

#	Assessment Criteria	Points	Grade	Remarks
a.	between Oct 22- Jan 23	10	A+	
b.	between 1-14 Feb	8	A	
c.	between 15-28 Feb	6	B+	
d.	between 1-15 Mar	4	B	
e.	between 15-21 Mar	2	C+	
f.	yet to be organised	0	C	

8. Functioning Campus MGNCRE Entrepreneurship Development Cell/SES RE/VENTEL Cells

#	Assessment Criteria	Points	Grade	Remarks
a.	between Oct 22- Jan 23	10	A+	
b.	between 1-14 Feb	8	A	
c.	between 15-28 Feb	6	B+	
d.	between 1-15 Mar	4	B	
e.	between 15-21 Mar	2	C+	
f.	yet to be organised	0	C	

MGNCRE Sustainability Indicators, Points and Ranking

9. Students Self Governed Activities on the Campus started

#	Assessment Criteria	Points	Grade	Remarks
a.	between Oct 22- Jan 23	10	A+	
b.	between 1-14 Feb	8	A	
c.	between 15-28 Feb	6	B+	
d.	between 1-15 Mar	4	B	
e.	between 15-21 Mar	2	C+	
f.	yet to be organised	0	C	

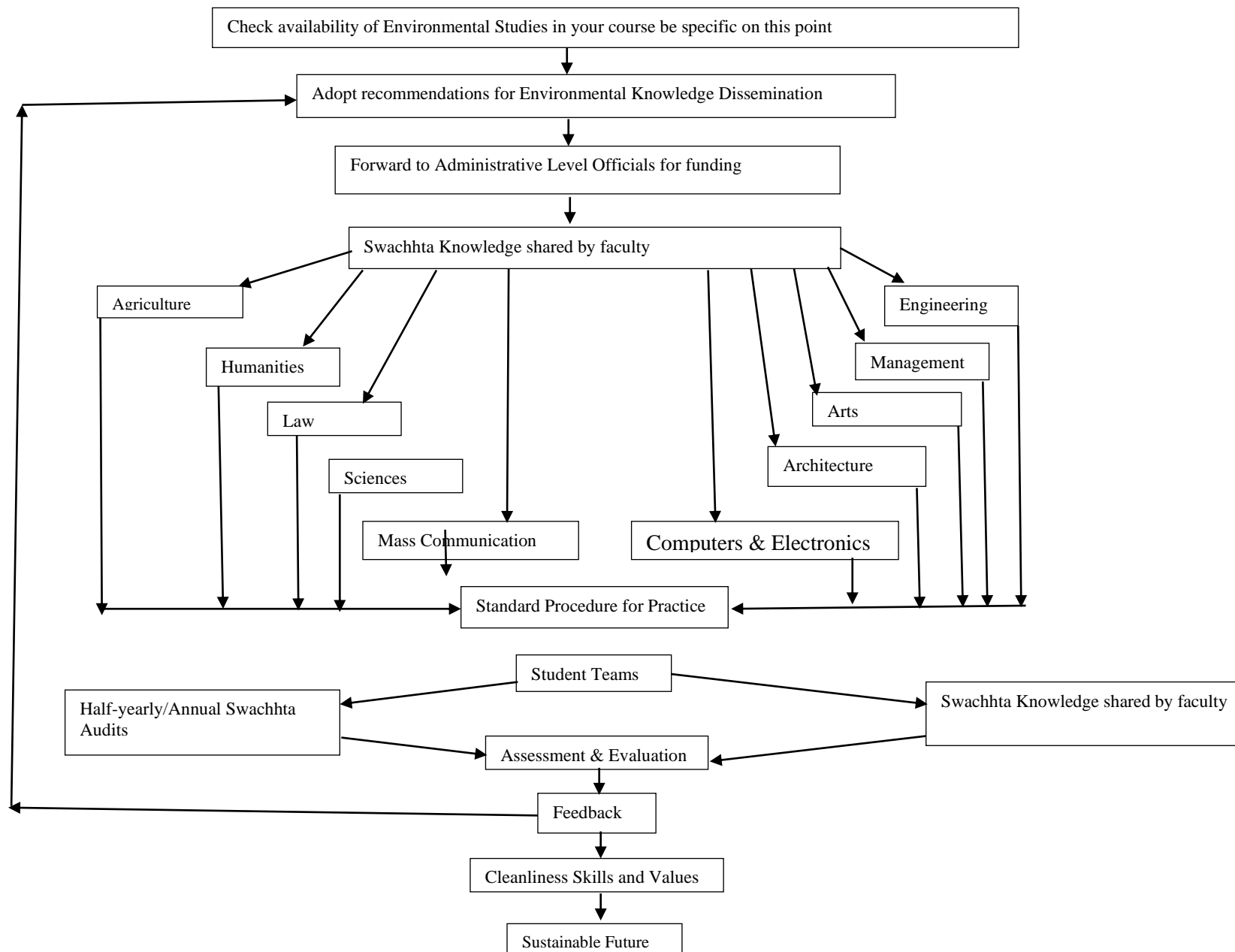
10. Day long Students Campus Bazaar organized

#	Assessment Criteria	Points	Grade	Remarks
a.	Campus Bazaar organised between Oct 22- Jan 23	10	A+	
b.	Campus Bazaar organised before 14 Feb	8	A	
c.	Campus Bazaar organised between 15-28 Feb	6	B+	
d.	Campus Bazaar organised between 1-15 Mar	5	B	
e.	Campus Bazaar organised between 15-21 Mar	4	C+	
f.	Campus Bazaar yet to be organised	0	C	



A Sustainable and Self Reliant Campus

Academic involvement of Higher Education Institutions in Campus Sustainability



A Sustainable Campus - *Igniting the Spirit*

Sustainable Leadership

A Sustainable Campus Initiative can be a success only if the Head of the Institution ignites the spirit of everybody in the organization. S/he must direct the departments, pay attention to the findings of student teams and ensure that their valuable suggestions are followed in letter and spirit by all students, faculty members as well as administrative, non-teaching and support staff. A motivated leader can bring a sea-change in the system and therefore s/he is the cornerstone of this campaign. An Advisory Committee may be constituted to guide the initiative.

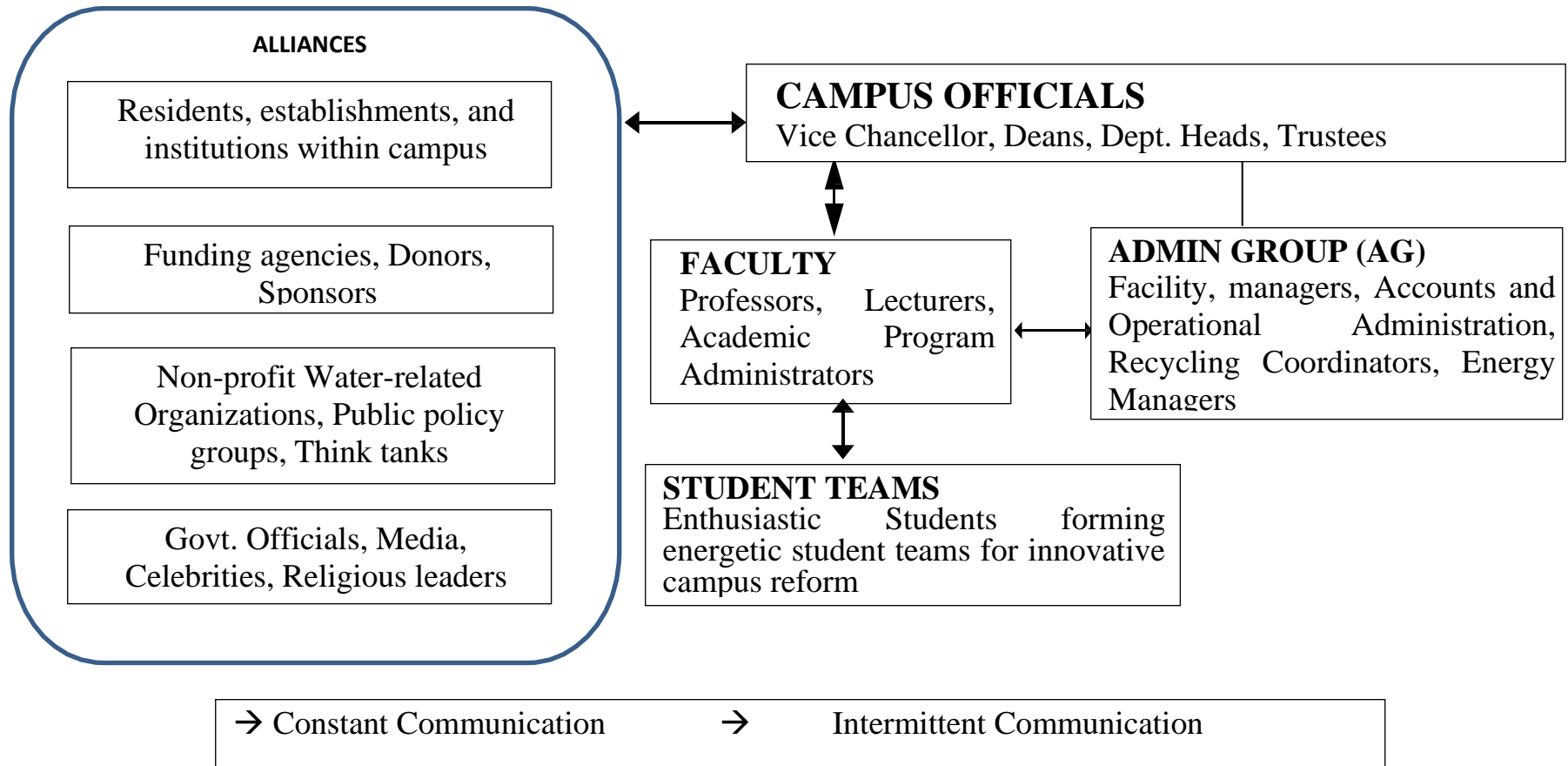


Student Teams

1. Carry out the survey/audit of the campus on identified nine aspects.
2. Analyse the effects of regular activities taken up in the campus on those aspects.
3. Sort out the alternatives for such activities that cause least damage to the surrounding environment.
4. In collaboration with the faculty, present those solutions to the designated authority.
5. Persuade the designated authority to implement those alternatives.
6. Present the pros and cons of taking up the initiative.
7. Find ways in which they can implement the alternative solutions presented.

A Sustainable Campus

Networking for Sustainability



A Sustainable Campus – Action Plan

Policy Document

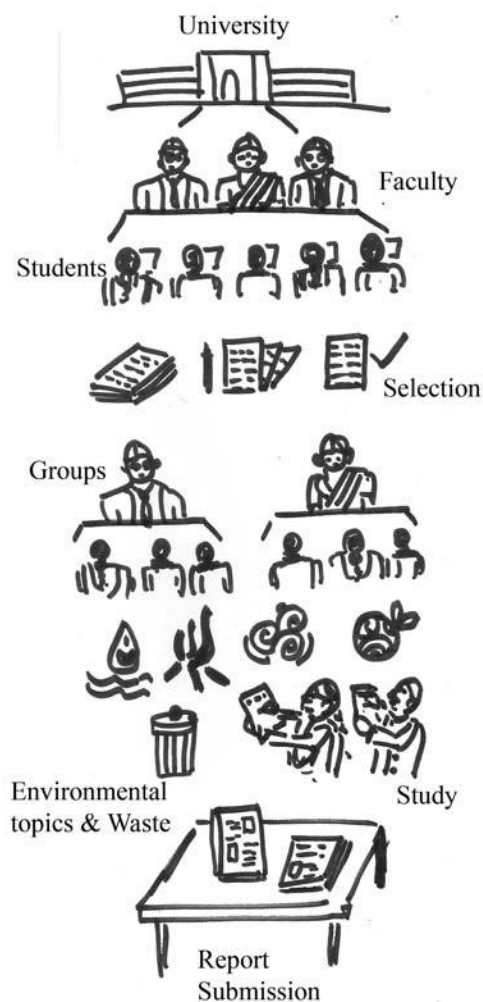
The stakeholders are to be involved in drafting a policy document covering sustainable use of resources on campus and responsible management of waste. The identified faculty can assist in this process with inputs from the identified Student Team. Once the document is finalized, all residents, staff, private businesses and students on the campus need to be continuously encouraged to adhere to each of the policy components.

The approved document must contain at least the following:

- a. **Students Self Help Group Policy:** Students Help Groups for promotion of Self Governance and Entrepreneurship in the campus
- b. **Promotion of Entrepreneurship Development Cells:** Entrepreneurship on the campus and by the students in the community in the neighbourhood
- c. **Sanitation and hygiene policy:** Maintenance of cleanliness and institutionalisation of monitoring processes.
- d. **Water conservation policy:** Optimum use of water, reuse of treated water, water saving appliances and water recycling.
- e. **Rain water harvesting policy:** Porous pavements and rainwater harvesting structures.
- f. **Waste Management Policy:** 5 R principles of reduce, reuse, recycle, refuse and regenerate as well as reducing waste sent to landfill to less than 10% of waste generated. Banning all plastic disposable items from the campus is the first step. Drawing lessons from Swachh campaign for handling computer & electronic equipment and other e-wastes.
- g. **Energy conservation policy:** Introduction of solar energy and reduction in energy consumption through technologies and management processes.
- h. **Greening Policy:** Growing endemic and endangered species of trees covering at least 33% of land area on campus.



A Sustainable Campus - Action Plan



Universities and Higher Education Institutions generally have vast land area with substantial scope for harvesting rainwater, maintaining green cover and compost yards. Therefore, universities can act as lung spaces for the city. The university administration needs to identify faculty members as well as students who are actually interested in Swachhta in each building. Form teams and each team can be assigned care of one aspect of Swachhta: sanitation, waste, water, energy and greenery. Each team needs to have a faculty member and 5 to 10 students who will:

- Study, monitor and audit each area's current status on the campus
- Identify challenges problems in that particular sector and their impact on Swachhta and Community. Devise methods or alternatives to respond.
- Submit a report to the campus administration and follow them up weekly to initiate action

Step 1. Student Self Help Group Formation

- Basing on personal interaction identify students' aptitude covering conservation sanitation, team work, community responsibility, basic swachhta, health and hygiene, general knowledge, current affairs dealing with local news and sustainability.

Students Self Help Group can be given assignment on:

Working in teams, working as per predesigned targets related to:

- Entrepreneurship
- Waste Management
- Good sanitation and hygiene practices
- Water conservation practices
- Campus greenery
- Energy conservation



- The Sustainable Campus team works on a physical map of the Campus and forms it into convenient zones.
- Students may also be chosen based on their willingness and interest to be a part of the program by assigning tasks relating to identification of aspects for Sustainable Campus Action Plan.

- After identification and orientation, encourage students into campaigning with friends and others in hostels and elsewhere who are 'willing' to participate.
- Faculty would select motivated and enthusiastic students to form a strong Swachh Student Team.

Step 2. Be Active on Social Media

- Create social media platforms involving members of Swachh Teams from different departments across the campus.
- This will enhance participation and aid in the proper conduct of the program. Only relevant issues need to be discussed by this group.

Step 3. Orientation of Sustainable Campus Student Self Help Group

- The Faculty needs to conduct orientation on practical ways of cleanliness, sustainability, expectations from students and steps in Sustainable Campus Initiative.
- Guest lectures by experts, NGOs and think-tanks with interactive group discussions.
- Case studies and short documentaries on successful Sustainable campaigns in other institutions
- Expectations from Sustainable teams
- Monthly discussions for mid-course corrections and sharing practices.
- Conduct training programs and workshops.



Step 4. Mapping the Campus: Survey and Ground-truthing:

- Sustainable Campus Student Self Help Groups work together across departments to prevent any overlap.
- A survey is to be conducted with questionnaire and interview. Each student team member needs to cover at least 20 residents and employees on the campus regarding the current sanitation issues and practices.
- The questionnaire also needs to cover: Transport, roads that need repair, quality of life, water, sanitation, power usage, present condition of garbage collection, social relations on the campus, recurring health issues/epidemics and areas that need special conservation attention. A standardised questionnaire needs to be used for getting consistent information.
- Seek ideas, opinions and suggestions from stakeholders to improve the campus along with their willingness to participate.
- This survey needs to spread awareness about Sustainable Campus Initiative and popularize the concept within the campus and beyond.
- Sustainable Teams surveying the campus get in-depth information and clear understanding of the current scenario to help analyse, and generate creative, practical ideas and solutions

Step 5. Identifying areas for Immediate Action

- After survey and ground study, the Sustainable Campus Student **Self Help Group** needs to collate and draw inference from the data.
- Survey results need to be consolidated into a convenient format for analyses.
- Areas which need immediate attention are to be listed.

- The list needs to be marked on the campus map and displayed.
- After survey at Student Team level, team meeting of all departments needs to be held for exchange of ideas and holistic understanding of the campus scenario

Step 6. Planning Interventions

- Based on Step 5, identify interventions to be planned for solid waste, water, sanitation, energy and greenery on the campus.
- Incorporate them on the campus with a map for easy reference and action.
- Wherever reduction or replacement is possible, it must be clearly stated.
- A comprehensive report of the findings of survey, planned interventions and assistance needed from the designated authority needs to be submitted by the Faculty at a face-to-face meeting.
- Based on the report and discussions, the designated authority deliberates on funding needs, logistic requirement (including hiring of extra staff, changing certain fixtures like taps and flushes) and external support that can be garnered for this campaign.
- This discussion will give the campus officials an opportunity to prepare strategies for Sustainable Campus and in instructing staff to make internal changes in day-to-day activities, (e.g. paper use policy, switching from disposables to reusables).
- After checking feasibility of every recommendation, the designated authority considers approving appropriate interventions to be made on campus.



Step 7. Education and Awareness

- While logistics are being arranged by the campus officials, the Sustainable **Self Help Group** can initiate an awareness campaign, based on the campus officials' approved interventions list.
- Sustainable Student Team can prepare appropriate signage.
- Sustainable Team can conduct awareness campaigns across the campus. If needed, alliances with government bodies and NGO groups could be brought in to bolster the campaign.
- Innovative ideas from students and staff, certain rewards, rallies and clean-up drives can be announced (after approval from the campus officials).

Step 8: Implementation of Sustainable Campus

After the foundation for Sustainable **Self Help Group** campaign is laid, the logistics (equipment and staff) is to be put in place. Campus leaders need to bring certain visible changes on the campus. Start work on:

1. Entrepreneurship
2. Sanitation
3. Waste Management
4. Water Management
5. Energy Conservation
6. Greenery

Step 9. Record-keeping and Supervision

Form a committee each to audit sanitation, waste management, water management, energy management and greenery management.

This committee includes staff, faculty and student **Self Help Group**.

University / Higher Educational Institution:
Sustainable External Member:
Sustainable Campus Team Leader:

Sustainable Campus Core Team:
1.
2.
3.
4.
5.
6.

Sustainable Campus Faculty:
1.
2.
3.
4.
5.
6.



Sustainable Campus Administrative Staff:
1.
2.
3.
4.
5.
6.

Sustainable Campus Self Help Group:
1.
2.
3.
4.
5.
6.

Step 10. Analysis and Action Plan

The audit documents, action plan and evaluation documents, feedback and review documents help the Sustainable Team to focus on the priority areas for implementation. They also fix responsibility on the team that is working on the problem areas to complete the action within a given timeframe. These may be in hard copies, electronic format, or both as per the convenience of the institution. It is important to maintain standard formats for the ease of follow-up action.

The Sustainable **Self Help Group** plays a vital role in supervision, reporting, quantifying, observing compliance as well as non-compliance of the new rules. The team's findings will be shared within the department and during inter-departmental meets and incorporated in the analysis.



Students' Self Help Group Participation

It is but natural that the students participating in the Sustainable Campus Initiative will be working on this project while on their regular studies. Sustainable Team members will be there in the team by turn. To recognise the time and effort they spend on the Initiative, it is suggested that Sustainability aspects related work could be treated as an elective subject. Campus Heads can decide on the credit system for this course.

Students should attend all the meetings of the Sustainable Team and maintain a separate record book in which they will note all the happenings, such as survey details, findings, plans, actions and observations. This record book needs to be submitted to the respective Sustainable Faculty for scrutiny every week. Attendance will be marked at each meeting (within the department and also inter-departmental). There can be seminar presentation with progress report, and a continual assessment based on the Sustainable Faculty's observations.

Step 12. Reporting

The results of analysis will reveal several important aspects of information worth reporting. Reporting thus needs to be done by incorporating only factual and objective information. Some photos may also be attached.

Both internal and external reports are necessary. Internal reporting encourages accountability and ownership. It provides aggregate information on the performance summarizing its findings and providing conclusions of the assessment against pre-determined criteria. Internal reports on Sustainable Campus Initiative must be circulated within the campus through intranet and in-house papers & magazines.

Small parts of the report should also be displayed on notice boards, updating them every week. Mention the web link to read the full report online and encourage the students to read the full report.

External Reporting targets stakeholders outside the campus. External reports must be accurate, timely and of high quality which will help in reviewing the effectiveness of the Sustainable Campus Initiative with absolute transparency. They should be made available on the official website of the institution. The availability of the report should be widely publicized.

Step 13. Feedback & Review

Once the reports are published, they will be reviewed by people on- and off-campus. This should result in feedback from the readers. Feedback could be positive, e.g. appreciation, fresh ideas to improve the implementation of the Sustainable Campus Initiative. Feedback could also be criticizing some of the policies and practices. SSHGs must look at the criticism as a reality check to identify loopholes and find alternative responses to overcome these issues. Feedback is also a tool to evaluate student, staff and team performances.

Feedback can guide the future course of action for the university. It is important that the feedback is received in a proper format. So, create a well-drafted feedback form on the website and at the end of the physical reports. The feedback forms should have plenty of white space to write. The questions should be crisp, with clear goals.

Step 14. Improving the Program

Feedback helps the organization to adopt recommendations, improve knowledge in planning and implementation. Wherever a need arises to make modifications, the Sustainable Team can suggest them to designated authorities on the campus. The final output of the findings and the suggestions will be implemented after approval by the competent authority.

Step 15. Modifying the Sustainable Campus Policy

Based on the first year's learning from Sustainable Campus Initiative, a policy document can be drafted covering sustainable use of resources on campus and responsible management of sanitation, water, energy, greenery and wastes. The Sustainable Faculty can assist in this process with inputs from Sustainable Student Team.

Step 16. Presentation/Celebration of Achievements

Performance is analysed, ranked and success celebrated:

MGNCRE Sustainability Indicators Points and Ranking

1. Green Cover on Campus

- a. 33% and above = 10 points A+
- b. 22% -32% = 8 points A
- c. 17% - 21% = 6 Points B+
- d. 11% = 4 points B
- e. Less than 11% = 3 points C+
- d. No green cover = 0 points C

2. Surface Water Harvesting

- a. 80% surface water harvested = 10 points A+
- b. 70% surface water harvested = 8 points A
- c. 60% surface water harvested = 6 points B+
- d. 50% surface water harvested = 4 points B
- e. Less than 50% of surface water harvested =2 points C+
- f. No surface water harvested = 0 points C

3. Rooftop Water Harvesting

- a. 80% Rooftop rainwater harvested = 10 points A +
- b. 70% Rooftop rainwater harvested = 8 points A
- c. 60% Rooftop rainwater harvested = 6 points B+
- d. 50% Rooftop rainwater harvested = 4 points B
- e. Less than 50% Rooftop rainwater harvested = 2 points C+
- f. No rainwater harvested = 0 points C

4. Rooftop Solar System

- a. Contribution to grid after use = 10 points A+
- b. 95% self dependent = 8 points A
- c. 75% self dependent = 6 points B+
- d. 60-69% self dependent = 4 points B
- e. 50% and below self dependent = 2 points C+
- f. No solar power C

5. Waste Management

- a. >95% waste recycled and managed = 10 points A +
- b. 75% waste recycled = 8 points A
- c. 50-75% waste recycled and managed = 6 points B +
- d. Below 40-49% waste recycled and managed = 4 points B
- e. Below 40% waste recycled and managed = 2 points C+
- f. No waste managed and no waste recycled = C

6. Students Self Help Groups Formed and Functioning

- a. 5 Students Self Help Groups Formed = 10 points A+
- b. 4 Students Self Help Groups Formed = 8 points A
- c. 3 Students Self Help Groups Formed = 6 points B+
- d. 2 Students Self Help Groups Formed = 4 points B
- e. 1 Students Self Help Group Formed = 2 points C+
- f. 0 Students Self Help Group Formed = 0 points C

7. SSHG Sales Counter established and operating in campus

- a. between Oct 22- Jan 23 10 points A+
- b. between 1-14 Feb 8 points A
- c. between 15-28 Feb 6 points B+
- d. between 1-15 Mar 4 points B
- e. between 15-21 Mar 2 points C+
- f. yet to be organised 0 points C

8. Functioning Campus MGNCRE Entrepreneurship Development Cell/SES RE/VENTEL Cells

- a. between Oct 22- Jan 23 10 points A+
- b. between 1-14 Feb 8 points A
- c. between 15-28 Feb 6 points B+
- d. between 1-15 Mar 4 points B
- e. between 15-21 Mar 2 points C+
- f. yet to be organised 0 points C

9. Students Self Governed Activities on the Campus started

- a. between Oct 22- Jan 23 10 points A+
- b. between 1-14 Feb 8 points A
- c. between 15-28 Feb 6 points B+
- d. between 1-15 Mar 4 points B
- e. between 15-21 Mar 2 points C+
- f. yet to be organised 0 points C

10. Day long Students Campus Bazaar organised

- a. Campus Bazaar organised between Oct 22- Jan 23 10 points A+
- b. Campus Bazaar organised before 14 Feb 8 points A
- c. Campus Bazaar organised between 15-28 Feb 6 points B+
- d. Campus Bazaar organised between 1-15 Mar 4 points B
- e. Campus Bazaar organised between 15-21 Mar 2 points C+
- f. Campus Bazaar yet to be organised 0 points C



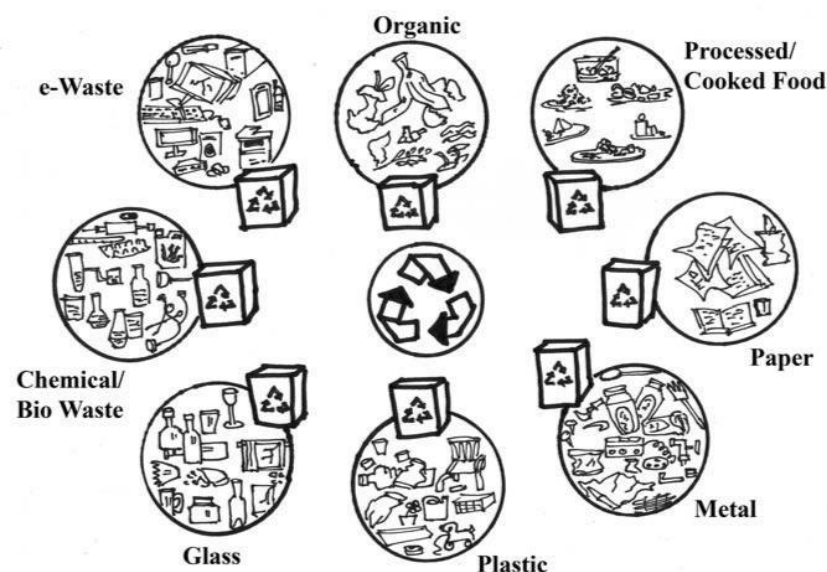
1. Sanitation and Hygiene

Every campus has the right as well as duty to basic facilities such as clean and functional toilets, safe drinking water, clean surroundings and basic information on sanitation and hygiene. This creates an enabling environment which secures human dignity, safety, health and overall well-being. Increasing campus awareness about good sanitation practices supported by enabling and reinforcing factors will lead to desirable changes in campuses. This stresses the importance of combining sanitation and hygiene education and practical implementation of these aspects involving the campus communities. Wastes left unattended and untreated lead to unhygienic surroundings which lead to infections and chronic diseases.

HOW can campuses contribute to safe and clean surroundings?

The basic principles of sanitation and hygiene include accessible infrastructures to suit different types of needs. Specific approaches and sanitation management practices need to be adhered to. There is a need for equal participation and collaboration among all campus groups. The methodologies adopted need to be for long term benefits.

- Campuses need to promote technical options (EcoSan, pit toilets, toilets with bathing spaces)
- Leadership development to steer the movement from within
- In-campus activities need to influence and develop (local, rural and urban governments, water and sanitation committees, and frontline workers) to lead, own and manage the processes and change
- Campuses need to engage with communities in villages and urban neighbourhoods to empower communities while developing and implementing local level WASH micro plans
- Overall, sanitation and hygiene initiatives need to include:
 1. Physical Appearance and Overall Ambience
 2. Adequacy of Toilets (Student/Toilet Ratio)
 3. Gender Balance of Toilets (Male: Women) self certifiable
 4. Disabled-Friendly Toilets
 5. Water Taps and Sanitation Plumbing, Adequacy and Efficiency
 6. Water Efficient Toilets
 7. Dedicated Staff for Hygiene Maintenance
 8. Dedicated Staff for Hygiene Inspection
 9. Kitchen Staff Apparel and Hygiene
 10. Canteen Hygiene
 11. Kitchen Hygiene
 12. Cutlery, Crockery and Utensils Hygiene
 13. Dining Hall Hygiene



2. Waste Management

After conducting a detailed study on the segregation of the campus waste, the Sustainable Student Team can discuss with stakeholders how best to categorize waste in their campus. They can keep aside old newspapers, batteries and bottles at source, until it is a substantial volume. Later give these items to waste collection team at intervals (e.g. once in 3 months), to reduce the burden on the waste collectors and segregators during secondary and tertiary segregation.

Plan for waste handling

1. Compost structure
2. Biomedical wastes, if any, must be securely and properly sent to biomedical waste treatment and disposal facilities as per the procedures laid out by the Pollution Control Board.
3. Bio-methane plant for wet waste.
4. Set up an incinerator for hazardous dry / waste.
5. Strict rules need to be implemented to prevent littering on the campus.
6. Declare the entire campus as 'No Plastic Zone'.
7. Water dispensers need to be set in several locations on campus with durable and reusable cups (bottled water as well as sale point of soft drinks and water in pet bottles on campus need to be banned).
8. Reusable tableware and eco-friendly parceling need to be enforced in all food joints on campus.
9. A small part of the land on campus needs to be earmarked to set up four separate waste processing units: one for organic waste (biogas plant/ compost), one for secondary and tertiary segregation of dry wastes, yet another for shredding and incinerating, and a fourth one to store recyclable wastes, construction rubble and waste residue intended for municipal landfill and e-waste that need to leave the campus in a designated way.
10. E-waste is to be deposited with designated contractor duly authorised by the Pollution Control Board. Refurbished computers, monitors, scanner and printers may be donated.
11. Avoid paper pamphlets and flex banners. Instead, use reusable cloth banners and notice boards.
12. Wet waste can be treated at source itself for the benefit of other organisms. The wet waste from the kitchen and the canteen is to be collected at a place so that birds, cows, dogs, goats and small animals can feed on it. If unused food is in large quantity and not spoiled, it can be channeled to the needy through 'Food Bank' system on the campus.
13. When institutes and offices become paperless, a lot of trash can be reduced. Hence use emails, SMS, WhatsApp and Facebook and other social media platforms and online resources to a certain extent.





Reduce, Reuse, Recycle and Compost Plan

Increase the percentage of waste reduced, reused, recycled, and composted annually. Expand the scope of waste reduction programs to include the following: glass, steel/aluminum cans, plastic, food waste, cardboard, bond and computer paper, mixed paper, magazines, newspapers, construction, oil, leaves, tyres, scrap metal, hazardous chemicals, telephone books, contaminated soil, and mattresses at all areas and facilities of the campus.

Campus Projects on Solid Waste Management

Campuses can successfully identify solid, hazardous, and radioactive waste problems and find eco- friendly solutions that save money. Solid waste on campus includes food, non-reusable cups, plates, paper, throwaway convenience items, and more. Adopt waste reduction as a goal in the university mission statement. Plan for annual improvement in the percentage of the campus waste streams that are reduced, reused, recycled or composted beyond what is mandated by law.

Publicize Methods

Prepare easy-to-understand educational materials describing the campus waste management system for sharing with all campus community members.

Collect data on current and future waste costs for both the campus and community to demonstrate that waste reduction can save money. Incorporate waste storage and disposal costs into department and research budgets.

Solid Waste

Provide labeled disposal cans/boxes for each category of recyclables in convenient locations. Explore the feasibility of co-mingling materials in the campus recycling program. Establish food recovery program, where food that is not used is given to the needy. Compost garden waste leaf litter and dining hall food waste. Work with students to minimize waste when students move in, and when they move out of the campus.

Hazardous Chemical Waste

Educate the campus community to minimize the drain disposal of chemicals and the use of toxic substances in work shops, research labs and the classrooms. Reduce hazardous wastes and properly dispose materials for recycling waste oil, used batteries and solvents. Convert chemistry labs to microscale.

Waste Reduction

Raise campus awareness about the need for waste reduction: 1) organise a “Carry-Your-Own-Garbage” week, in which students (and, if possible, faculty and staff too) agree to carry their accumulated garbage all week to see how much is produced; 2) educate first-year students about the campus recycling programs as soon as they arrive; 3) prepare and distribute a short manual on what individuals can do in their daily lives; and 4) conduct a public “waste sort” at a central campus location to demonstrate how much and what type of waste is normally produced.

Reuse Strategies

Promote the use of reusables by giving away or selling them to members of the campus community and organizing discounts at local and campus stores. Work with the university stores to reduce waste: 1) establish a bag/carton return program (in which there is a small refund for returning them), 2) Promote the use of cloth bags instead of disposable bags, 3) encourage the sale of goods with less packaging; and 4) create a market for used books and other items.

Mainstream Pilot Projects

Successful, student-initiated pilot recycling projects can be assumed by the campus as a permanent program. Create waste reduction competitions, such as between hostels, clubs and departments. Organize an adopt-an-area or building program, in which campus groups or departments adopt a section of the campus and make sure waste is being reduced, reused, or recycled there. Organize a “goodwill day” at the end of each semester to collect discarded goods and give to those in need of them. Discourage excessive posturing without physical work.

Possible Actions

- Student **Self Help Groups** shall enumerate all items (stationery and non-stationery) purchased by each department, especially consumables. Assess their damaging effects on the environment, if any. Find suitable alternatives.
- Look at the possibility of reducing volume of any material use and any changes in processes which could eliminate that particular item could be brought in (eg. Plastic files can be replaced with handmade paper files, string tags instead of plastic). Also enumerate old items in stock and not used ones.
- Check the use of chemicals and consumables in laboratories. Find simple solutions to reduce their use. Conduct mini-experiments to save on chemicals. Cutting blotting paper in smaller sizes and using smaller test tubes, can improve use.
- Wherever disposable items are being used, find ways to switch to durables. Is the disposable item really required, or is it just a convenience? (E.g. disposable latex gloves are essential at many places, but avoidable at other places. Washable gloves could be better)
- Even if disposable items are to be used, buy repeat use products rather than single-use ones. Buy long-lasting fluid consumables in bulk to reduce packaging waste.

3. Water Conservation

The basic rule of water conservation is that running rain water should be made to 'walk', walking water to 'stand' and standing water to 'seep' into the ground. Choice of vegetation on campus can go a long way in maintaining quality of ground water and surface water. For example, Palmyra palm (*Borassus* spp.) plays a major role in maintaining water table, while Eucalyptus sucks away groundwater reserves.

First find out quantity of water used on the campus every day.

Water Quantity and Quality

Most of our campuses are lucky to have continuous supply of water. Many times our neighborhood communities do not have the quantity and quality of water that our campuses have. India is using only 35 per cent of the rainwater it receives. If rainwater harvesting projects are effectively implemented, 65 per cent of the rainwater which is wasted can be used.

We degrade the water quality

We take water from wherever we can. In return, we give back waste water. So we produce waste water out of every drop of water used. About 80-85 per cent of the water we use comes out as wastewater. Much of this wastewater reaches our water sources i.e, lakes, ponds, rivers and finally seas. Used water can even pollute land if it has contaminants. Our economic growth as well as our health depends upon the quality and quantity of water available for consumption either directly or for agriculture.

We need good quality water

The demand for good quality of water is ever increasing and supply is ever decreasing. Our water-use pattern in agriculture has led to salinisation of land in fertile areas of Punjab and elsewhere. In Telangana and Punjab, farmers are provided with free electricity to help in irrigating their fields. This electricity is often misused, leading to water mismanagement and wastage. But the key issue of water is not its scarcity. It is about its careful use and fair and equitable distribution among the users.

We use water excessively

The fact is that our campuses like our urban areas and industrial centers are now drawing and drinking more water than our legitimate share. This is overburdening the water resources. Our campuses like our cities need more water for our growing populations and more importantly, growing affluence. Sometimes we are drawing water from as far as 300 kilometers distance whether it is Delhi or Hyderabad or Bengaluru. We are getting thirstier-and the problem is that we are encroaching upon the territories of the neighborhood, rural and urban population also. There are also water conflicts due to competing water demands. This is also seen in some campuses.

Way out is

Regulated use of ground and surface water along with rainwater harvesting are some of the ways out. We need to use best quality of water for best use and lower quality of water for cleaning and washing as well as flushing. This lower quality and larger quantity of water is available through recycling.

Rainwater harvesting can solve the crises in campuses and cities that face acute water shortages. Ironically, Delhi is one such city. We need to learn to manage water resources locally in terms of both quality and quantity. That will make it manageable. **What is measured gets monitored. What is monitored gets managed.** Let's adopt this cardinal principle of measured consumption of water for every purpose. Hence we need to install water meters and flow meters.

Monitor overhead tanks

We need to monitor the overhead tanks noting the difference in levels of water in the overhead tank from the beginning to the end of the day. Ensure that the tanks are full when the day begins. Check the water level when the teaching / learning activity in the campus ends in the day. Note the difference in levels of water for estimating the consumption of the day.

Motor method

Per minute pump wise out flow of water is measured and the number of hours the water pump is switched on is measured and water output is calculated. Every time the motor runs, this is counted and added to understand it during withdrawal of water. The administrative staff and the plumber can help in calculating. We need to conduct the water audit followed by the preparation of water budget for the campus. This

Start water conservation

Mend the leaks in taps and pipes. Work on the toilet flushes and the optimum water use from the flush by installing two levels of flushing. An Indian household uses five liters of water per person per day for cooking and drinking but every time we flush our toilet, we use up to 9-12 liters of water. That is huge amount of water that is getting wasted.

Manage water

The campus garden also consumes water, sometimes a lot depending on the area it covers and the type of plants that are grown. Sticking to indigenous variety of plants and less water-requiring plants, not only increases the aesthetic beauty of the garden but also goes a long way in water conservation. While watering the plants, ask your gardener to water the plants either very early in the morning or very late. The best way to water plants is to focus on the root zone.

Harvesting water

India receives ample rainfall. The best way to conserve and replenish our water sources is by harvesting rainwater. Rainfall is the primary source of freshwater for us. Every campus must have its own rain gauge and its own rain recording system. This also helps in understanding the micro climate and as well as designing the recharge structures. The contour trenches, artificial ponds and roof top water harvesting structures could be designed as per the local water yield capacity, terrain, gradient of land, soil porosity and rain fall.

water budget can be based on the quality wise quantities required for each purpose

Know the source of the campus water

Find out the source of the campus water and the capacity of it to yield water. Find out competing demands that the source experiences from surface and subsurface. Also find out the water table of your campus and the changing dimension of it seasonally and over a period of time. This gives an understanding travails in the way water travels.



Recycling

Water recycling is the process of treating wastewater in order to upgrade its quality. This recycled water can be used again for other purposes as per the quality of water. Best quality of water can be put to best use. In drinking water, the first-in first-out method is adopted for retaining the quality. This also wastes lot of water. The first out of the Best Quality Water could become first use of the second best quality. This would be for bathing for instance. This understanding and water use method is to be introduced in the hostels, residences, canteens, laboratories and lavatories alike.

Plugging leakages

Water saved from leakage is water secured through pumping or rains. The leakage of water from storage points and pipelines is waste of not only water, but also the power that is used for pumping the water. Hence arresting water leakage needs to get the top most priority. Plumbers are the most important partners in the water conservation program of the campus. Their immediate attention to leakages can arrest the water wastage. A method of geotagging the water leaking points and app-based alerts of the plumbers in the campus can arrest even water stagnation-related challenges.

Possible Actions

- Sustainable Student **Self Help Group** Team can participate along with the landscape maintenance staff in preparing rainwater holding and recharge structures.
- Maintaining high humus content, by not sweeping away the fallen leaves and cut grass from the grounds but collecting them, composting them and reapplying this mulch to root zones will ultimately help sink the surface precipitation quickly into the ground.
- For gently used water, with a few mild detergents and chemicals, using root zone technology is viable. Israel has made great strides in wastewater treatment using plants.

4. Greenery

With our rapid advancements, living with all kinds of innovative gadgets 24/7/365 we are forgetting that we are living beings whose survival is possible only with other living beings. Even if the oxygen, water, food and all required amenities are provided we may survive but very soon we will become mentally retarded out of loneliness. Therefore, for our sound development it is important that we learn to live happily with other beings.

Campuses have a duty towards students and society to evolve and contribute towards green present and future surroundings. Educational institutions have a vital role to play in greening practices at individual and community level, both on the campus and in the place of students residence including villages in India. The physical layout and ambience of campus encourages positive thinking. Green spaces develop surroundings which nurture connection with nature, and are often the only connection of greenery to students coming from densely populated parts.

Rain Water Harvesting Programd extensively aid and support greening cause. Several environmental challenges are traced to air, water and soil degradation. Greenery through tree cover addresses air, water and soil degradation.

Key Points -

Green spaces in campuses attract students to the college campus.

Students need to be encouraged to recognize the importance of tree cover and increase the green hand print with planting and nurturing the trees in the campus and its neighborhood.

Some campus sections need to be earmarked for the creation of an Eco zone, which will house the following:

A nursery

A seed bank

A composting unit

Organic farming

Campuses have a duty not only towards self but also to the students and society to evolve and contribute towards increasing tree cover and reducing the effect of global warming as well as climate change.

We need to ensure that a high percentage of unpaved area is being maintained for habitat preservation. Indigenous plants and trees, fruit-bearing trees, nakshatra-vanam and campus ponds need to be encouraged.

Vanmahotsav

Ensure that Vanmahotsav programs are conducted every year in the campus. We need to plant local trees and grow local grass in the lawns. Every Vanmahotsav see if the previously planted trees are flourishing. Only compost produced from the composting unit needs to be used within the campus by strictly avoiding chemical fertilizers. We need to create pasturelands, as a soil restoration measure and to support stray herbivores.

What to plant

Planting ornamental roadside trees, monoculture and China grass lawns should be avoided. Rather, select local species that are resilient, fruit-bearing, useful as well as representative of the local natural vegetation. Plants like lantana and other exotic species must be avoided. For this, the Sustainable Student Group of the Botany/Horticulture Department may work together with the landscape and garden management staff. Herbal gardens and vegetable gardens may be created and maintained by interested departments. The goal of greenery is to have 33% of the campus covered with green cover with trees having 44% canopy.

Green Buildings

- Within the set budget of construction, many changes can be made to create green structures with many eco-friendly features, with or without IGBC certification.
- Modern buildings that use glass, false ceiling and central air-conditioning are energy inefficient. They are useful in temperate climates or desert conditions where temperatures are extreme. However, in India, it is far simpler to use green walls to maintain comfortable indoor environment.
- The Sustainable Team needs be involved in research and planning for the green buildings. Outside support from

institutions such as Confederation of Indian Industry-Green Business Centre (CII-GBC) Hyderabad may be sought.

- Building construction and renovation plans need to include guidelines for energy-efficiency, cross-ventilation and non-toxic, environmentally-sound construction materials.

5. Energy Conservation

Campuses of Higher Education Institutions need to work on energy conservation. They consume very good quality of energy in good quantity. There is a need to utilise best quality energy for best use. Utilise solar drying and solar heating for those aspects which could be handled by direct access to sun's energy. Many campuses are working towards energy conservation these days because it makes not only environmental but also economic sense. A systematic energy audit by the Sustainable Student Team and recommendations of the Sustainable Team would help the campus in framing energy policy for the institution covering both consumption and production of energy. Energy Conservation requires cost centre approach, where each building will have an energy consumption sub-meter, which is read and recorded for its monthly consumption. Buildings are ranked from the highest to the lowest energy consumers. Monthly and season wise variations in the power consumption are recorded and compared. Energy consumption between the months of same year and for similar months in a span of two years is recorded building wise. Similar record of conservation needs to be developed to identify consumption and conservation patterns. Building wise strategy is developed focusing on the activities and operations which are energy guzzlers in each building. Increasing the efficiency of present and future heating and cooling systems, improving insulation, increasing efficiency of building scheduling at nights and on weekends and holidays, using alternative transportation, and planting trees to provide cooling in the summer and wind breaking in the winter, are all ways campuses can save money and be made more environmentally sound.

Every campus must have building wise and operation wise energy policy written and displayed for use by the stakeholders.

- Buildings on the campus need to be based on green building model to the extent possible. Building construction and renovation plans must include guidelines for energy-efficiency, water use efficiency, cross-ventilation, and non-toxic, environmentally-sound construction materials.

Recommendations for Designated Authorities

Engage an energy manager to initiate energy audit and coordinate efforts to promote energy-efficiency.

Allocate funds for capital expenditures to increase efficiency.

Consider several possibilities: 1) investing endowment funds; 2) taking loans for capital expenditures on efficiency whose interest is less than the annual savings from decreased energy use; and 3) allocating funds saved from efficiency investments among i) capital expense suppliers, ii) the most efficient energy users and iii) a fund for future capital expenditures for energy-efficiency that have longer payback times.

Recommendations for Staff

- Install meters to measure use of heat, electricity and water of each building or each department. Take ongoing meter measurements to set baseline data and determine progress.

Energy Efficiency

- Install efficient heating, cooling, lighting and water fixtures in all new buildings and retrofit inefficient fixtures in all existing buildings.
- Create incentives for energy-efficiency by billing individual departments for heat, electricity and water use.
- Invest in energy efficient technologies for heating, cooling, lighting and water systems in all existing and future campus buildings and earmark the savings for further improvements in environmental performance.
- Monitor the campus regularly for water and thermal leaks, lighting efficiency (new and retrofit), and equipment selection, maintenance and use. Repair or insulate as per response to findings.

- Develop coordinated heating, cooling, energy and water use practices to conserve resources. For instance, heat, cool and light buildings only when people are there. Plant native plants

that require only the amount of water that falls as rain. Irrigate grounds, if necessary, when evaporation is minimal in the nights.

Solar Energy

- Develop a long-term plan to incorporate safe and renewable solar energy.
- Sustainable Student Team needs to measure the total surface areas of various buildings where solar panels can be installed. The total solar power that can be generated by the roof tops of various buildings is calculated.
- The solar power generated from each building is linked to the grid by reverse metering technology. In this, basing on the production and consumption matching, excess power which is produced over that which is consumed is shared with the grid. The meter runs in reverse when the solar Power generated by the campus is supplied to the grid. Whenever there is consumption exceeding the production, it gets metered. All buildings, quarters and independent units are metered for measurement, monitoring and management.
- Raise campus awareness about the need for energy conservation and provide incentives for action, such as by establishing campus-wide “Eco-lympics” competitions among dormitories, departments, or schools.



Energy Conservation

- Cost centre Approach with focus on high energy consuming units and blocks and consumption needs to be monitored closely.
- Inefficient sodium vapour high mast lamps on the internal roads in campus are to be replaced with low height (garden type) LED lighting.
- Conduct energy audit of the campus and its independent units for necessary inputs and recommendations.
- In the academic and administrative block, study whether a centralized AC or replacement of old ACs with energy efficient ACs would be economical and efficient.
- Provide remotes to each AC and fix it on the wall right under the AC for operational convenience.
- Install MCBs for arresting use of high power consuming appliances in all hostels.
- Install access card (key insert type) based entry to guest house and air conditioned rooms so that when out of use, power gets switched off.
- ACs temperature needs to be fixed and maintained at 24^o C.
- Old high energy consuming fans need to be replaced.
- Replace CFL lamps with LED lamps in a phased manner.



- Auto door closers with no stoppers need to be installed in rooms with air conditioning.
- Air filters of all ACs need to be cleaned every 3 months.
- All hostels and kitchens are to be installed with solar water heaters.
- All street lights including common areas are to be linked to pole-top solar panels to be cost-effective.
- Instead of permanently sealed windows in air-conditioned rooms, allow for windows that can be opened, while still providing good sealing when kept shut.
- A combination of ceiling fan and AC gives a better cooling effect at Solar Power and Grid Connection warmer settings. In this way, AC can be avoided during pleasant weather.

Reducing our Carbon Footprint

Carbon footprint is the amount of carbon (usually in tonnes) emitted by an organization, event, product or individual directly or indirectly. Everyone's carbon footprint is dependent on location, habits and personal choice. We all contribute to greenhouse gas emissions by the way we travel, the food we eat and the amount of electricity we consume.

Our living habits make up our carbon footprint. We need to calculate our footprint and adopt a strategy to reduce it as one of the ways to being a Sustainable Campus. Our food contributes to 24% of carbon, residence 6%, travel 43% while the material that we use contributes to 27% of our carbon foot print.

When we use fuel in kitchen, it generates certain amount of CO₂ in the atmosphere. When we cool our buildings, it also generates CO₂ assuming that electricity is coming from coal powered plants. Similarly when we consume food in the hostel, it also generates some quantities of CO₂ as the food gets processed. Carbon Footprint reductions require drastic changes to lifestyles and current ways of doing things.

Contributors to Carbon Footprint:

- **Our Procurement:** Purchase decisions contribute mainly to the emissions directly by way of our consumption patterns and also indirectly encouraging the production patterns.
- **Energy:** In energy, carbon footprint emissions are collective, coming from a variety of sources, namely transport, electricity and fuel emissions.
- **Waste:** Our waste comes from any process or activity and has impact on the earth's natural resources and hence it increases carbon footprint.
- Human action (and inaction): Our pursuit of quickness and convenience contributes to the excessive power usage and exponential increase in carbon footprints.

Sustainable Procurement: Way to Reduce Your Carbon Footprint

Waste management begins with purchasing choices. The University authorities should first engage or train the Purchasing Officer to monitor carbon footprint in purchasing of all types material required (including paper, computers, furniture, etc.) in the campus. He needs to check if any items are really needed or not, or if quantity can be reduced. He needs to be effectively supported by the administration for his work. Sustainable teams educate all stakeholders in the campus to decrease their materials usage.

Sustainable purchasing, attempts to identify and reduce environmental impact of purchasing some items. It maximizes resource efficiency.

This purchasing policy includes not only that of goods but also of services.

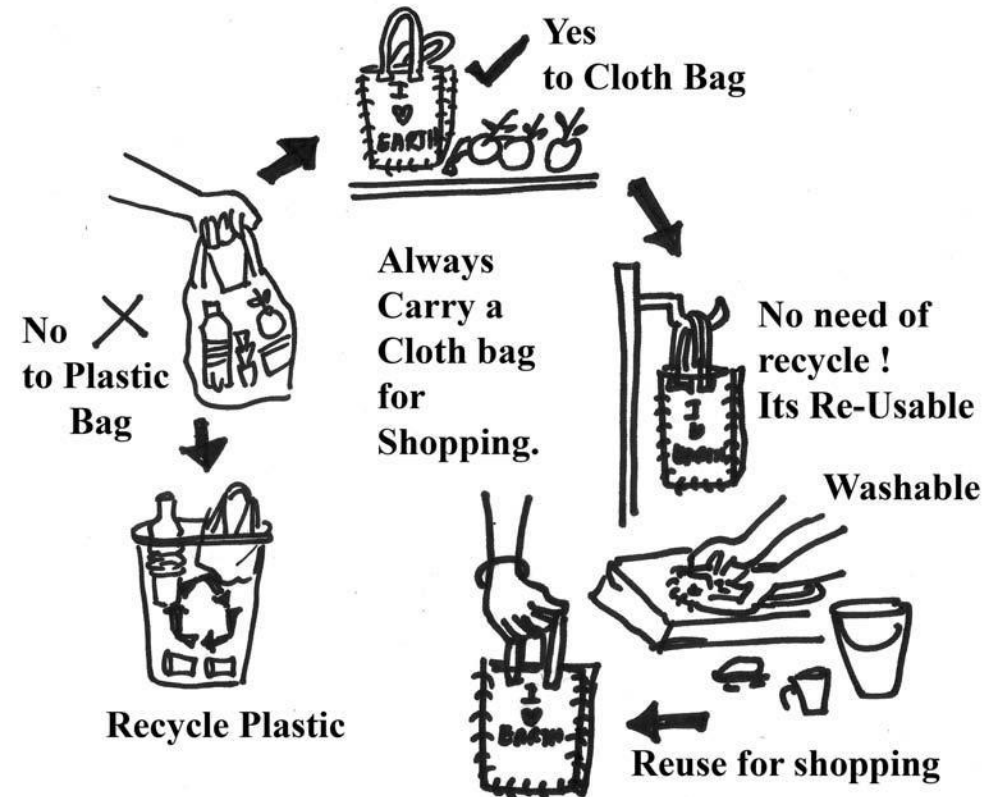
Some examples would be:

1. Buying from local vendors rather than importing (reduce transportation cost)
2. Choosing environment friendly products with minimal packaging wastes
3. Transport via rail or road rather than air
4. Purchasing articles with recycled content
5. Extended Produce Responsibility makes the manufacturer/ supplier responsible for establishing in situ facility for collection recycling
6. Purchase products which are: -
 - Produced in an environmentally sustainable manner
 - Durable, locally made and locally mendable
 - Biodegradable
 - Repairable
 - Energy-efficient
 - Non-toxic
 - Recyclable
 - Provided with vendor identification for appropriate replacement of product.



Observing Key Environment-related Days

- Campuses need to observe identified national and international days of importance to Sustainable initiative. On those days they can focus on persisting issues and rededicate themselves to the cause.
- Sustainable Teams can utilize the opportunity of these internationally and nationally observed days to initiate changes within their campus and community.
- Sustainable teams can plan proactive events involving practical interventions that can be followed on by the student teams to make a tangible impact on the campus ecosystem.
- Keep these programs open to public. If needed, move them to the nearest Sunday or holiday for greater public participation. Inform well in advance through local newspapers, radio channels and social media.
- The ideas given are guidelines. The Sustainable teams need to plan activities more suited to their campus. Campus needs to grant a small fund for the proper conduct of the events.



Ways to Mark Environmentally Relevant days:

S.No.	Name of Day	Date	Ideas
1.	World Wetlands Day	Feb 2	Take up cleanup drives or visits to conserve water bodies on the campus. Initiate Tank Restoration, creation of a man-made lake on campus.
2.	World Water Day	Mar 22	Revisit recycling system on campus, rainwater harvesting structures, organize a stream/river/ well/ pond cleaning exercise, initiate drip irrigation on campus, separate storm water and drain water, survey and correct or check damaged water supply pipelines and water wastage zones.
3.	Earth Day	Apr 22	Organize a jumble sale to promote re-use by interacting with the community workers.
4.	World Environment Day	June 5	Promote Green Occupations as per the theme of the year and apply its aspects to campus or neighbourhood community. Induction of members into the SSHGs
5.	No Plastic Day	July 3	Make and sell cloth bags, ensure compliance with the ban on use-and-throw items on campus; promote natural products.
6.	World Habitat Day	1st Monday of Oct	Visit a slum or village to study sanitation challenge and set up a small-scale Sustainable Project similar to the one on the campus.
7.	National Entrepreneurship Month	Oct-Nov	Promotion of Entrepreneurship activity in the college through SSHGs
8.	World Toilet Day	Nov 19	Draw community attention to this cause through eco-friendly toilet cleaning equipment and supplies and entrepreneurship of the hygiene products.
9.	National Pollution Control Day	Dec 2	Organic Food Sales Mela Promote organic pesticides and fertilisers use in the campus on this Bhopal gas tragedy day
10.	World Soil Day	Dec 5	Conduct gardening/ vermi-composting/ clay modelling to make people get in touch with soil.

6.



Waste Management

Though visible cleanliness of any public space is an essential requirement for public hygiene, it needs to have an effective back up. This requires efficient waste management. Hence such exercise encompasses reducing, reusing, recycling waste material which will improve the economic and environmental performance of the Institutions. The simple steps along with the scoring system in this section, will help you to map out your existing waste management practices.

2. Campus Score on Solid Waste Management

Quantity of solid waste generated: For ideal quantity of solid waste generated the maximum points the campus can score is 15 points

1. Maximum permissible waste per person per day ideally for a day scholar is 150 grams
2. Maximum permissible waste per person per day ideally for a hosteller is 350 grams
3. Ideal total waste (Strength of day scholars/day visitors x 150grams x working days i.e., weekdays) + (Strength of hostels/ residents x 350grams x campus stay days) =
4. Actual waste = (Capacity of vehicles x number trips per day + amount of waste composted in-situ per day + amount of waste collected for recycling per day) x 365 =
5. Actual waste – Ideal waste = A (quantity of excess solid waste produced)
6. $A/\text{Ideal quantity of solid waste} \times 100 \times 0.10 = X$
7. Points scored for quantity of solid waste produced = 15-X
8. In case the solid waste generated is lesser than the ideal quantity then give 15 points
9. Ideally the quantity of solid waste generated should not exceed 150 grams per person per day.

Fill in at relevant places

2. Collection of Solid Waste

Solid waste collection: Waste collection system: Ideally biodegradable, non-biodegradable waste and domestic/institutional hazardous waste should be collected separately for easy processing for reuse. This helps to keep the campus clean always. This will score 10 points:

1. Campus has 3 containers at all waste collection points, pts scored:
 - a. First determine the percentage of waste collection points which have three containers by applying the formula:

$$\frac{\text{Number of 3 – bin waste collection points}}{\text{Total number of waste collection points}} \times 100 = a \dots (\% \text{ of waste collection points with 3 bins})$$

- b. Pts scored by the campus are:

$$\frac{10 (\text{pts for waste collection})}{100} \times a$$



2. No segregation of waste at source, staff segregates biodegradable and non-biodegradable = 5 pts.
3. Campus segregates waste at source, doesn't maintain segregation after collection = 5 pts
4. Campus segregates waste at source & maintains segregation during and after collection = 15 pts
5. No segregation of solid waste at any level the score is 0.

The points scored for collection of waste are = _____.

3. Reuse and Recycling

Reuse and recycling of solid waste carries 35 points.

1. Determine the points scored in this section by:

a.
$$\frac{\text{Quantity of type of solid waste reused, recycled}}{\text{Total quantity of that type of waste}} \times 100 = a \dots (\text{Percentage of the type of solid waste reused, recycled})$$

b. Calculate points scored by applying the formula:

$$\frac{\text{Weightage allotted to each type of waste (refer weightage chart)}}{100} \times a$$

2. Total points scored by the campus for disposal of each specific type of waste and add all in.
3. For medical waste ---signing with designated facility after autoclaving and disinfecting 5 pts.



Waste Management Initiatives: Campus Initiatives

It is important to appreciate the initiatives taken by the management on issues related to waste. For technological institutions installing and managing a waste management system would be required as part of the institution level interventions would be the expectation. For non-technological institutions engagement with neighborhood community, slum or village for ensuring that it is 100% Sustainable would be the expectation. The approach in management of waste by the Higher Education Institutions can be assessed in the following way:









Useful Resources

Waste Management/Entrepreneurial Activity

Action Taken Report

Topic -Collect sustainable material from neighborhood- reuse and recycle



Social Entrepreneurship, Swachhata & Rural Engagement Cell
of
Postgraduate Govt. College for Girls, Sector-42, Chandarh
organizing
WASTE TO ART WORKSHOP
under the aegis of
MGNCRE, Ministry of Education, Govt. of India
Date: 16th to 18th January, 2023



ACTIVITY NO. 1

- Creating Nursery with used milk polybags
- Bring a plant and used but clean Milk Polybag of any size

Venue: Green House
Teacher Incharge : Dr. Ranjna Sharma
Student Volunteer : Ms. Rosy

ACTIVITY NO. 2

- Creating Art-crafts from used stuff
- Bring your own material to paint
- Participants will use only discarded material for art-craft

Venue : Fine Arts Dept
Teacher Incharge : Mr. Vinod Kumar
Students Volunteers : Ms. Sneha

Nodal Officer
Ms. Sunita Kumari

Patron
Prof. (Dr.) Nisha Aggarwal

Activity -1

ame of the activity: Waste to Germination (Making of Seed /sapling in containers from used milk packets) - REUSE

rief report: “Give discarded Plastic - Take Away Gift” was started in the month of January by collecting used plastic milk packets. Nishu, Harmandeep, Nisha Gungun and Shikha collected empty milk packets from neighborhood, college canteen and milkshake corner in the college campus for up-cycling in nursery. Message is also circulated in students and staff of the college that results in huge collection of used milk poly bags and in return all were rewarded with a sapling for motivating them to keep the movement going further. Around 350 Milk polybags has been collected that were used to plant the seeds and saplings in it. Around 150 saplings were preserved in green house of the college and around 170 are donated to local nursery for the promotion of milk poly bags as an alternate of black poly bags used in nurseries.





Reuse of used milk packets for nursery – a good alternate of black panni

Activity -2

Name of the activity: Waste to Art – RECYCLE

Brief report: A skill-based hands-on training workshop on art from waste is organized. Workshop was started with an interactive session with self-help group members. Mr. Vinod Assistant Professor in fine arts give training about how to create art piece from used material. Students understood the concept of 3R s Reduce, Reuse and Recycle to manage waste. Participant have used discarded diwali stuff, karva chauth stuff and matkas, kulhars from local biryani by kilos shops. Workshop was highly appreciated by stakeholders.

Success – College staff place order for the same to decorate their homes. SES RE Cell will make it available for them with the help of these volunteers at reasonable price for a startup.



Recycling of used terracotta stuff into beautiful art for decoration

Student Self Help Groups – Entrepreneurial Activities – Picture Gallery



Sale of Herbal juice by Student Self Help Group



Sale of Rural Products during Competitions for Student Self Help Group



Sale of products by various Student Self Help Groups during competitions



Setting up of Student Self Help Group Stalls during Women's Entrepreneurship Day

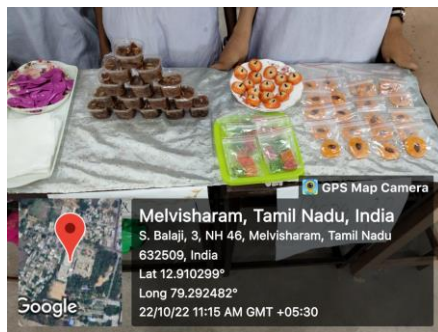
Sale of



Hand made products by Student Self Help Groups during National Entrepreneurship Day



Sale of Food products by Student Self Help Groups





जीपीसी में दिवाली पर सीखते समय कमाएं प्रोग्राम करवाया



समय के उत्पादन करती मुख्य महिमान व अन्य ।

सर्वेरा न्यूज़/रामधेन
मंगी मेरिन्दन, 22 अक्टूबर-
महात्मा गांधी राष्ट्रीय ग्रामीण शिक्षा परिषद के शिक्षा मंत्रालय, भारत सरकार के निर्देशों के तहत, गोंधियार-
परिष्कार कोशिका, अक्टूबर (2022) ने
20 अक्टूबर-19 नवंबर, 2022 के
महात्मा गांधी राष्ट्रीय ग्रामीण शिक्षा परिषद के तहत गोंधियार-
परिष्कार कोशिका को मनाने
के लिए अर्ध-वर्षा नू तर्न की
गोंधियार का अकेलन शरीर 22
अक्टूबर, 2022 को गोंधियार-
मेरे देव, केन, मिच्छा और चम्पिन-
राजघट के समान, पारंपरिक खाद्य
उत्पादन, खेल और कई अन्य दिवाली
मनाने के लिए और छात्रों के लिए
उत्प्रेरणात्मक गतिविधियों को सीखने
के अवसरों की एक प्रदर्शनी कालेज
में लगाई गई। उपरोक्त डॉ. नीला सेठ
पत्रिका में कॉलेज के जेनरल सपोर्टरी
परामर्शदात्रीआई प्रो राजेश कुमार
और उनकी टीम के प्रयासों से सहायता
की शिवाय प्रो अरामन शर्मा, प्रो
नीला शर्मा, प्रो फरीन मन्नेष, प्रो पूजा
शर्मा और छात्रों के स्वयं सहायता समूह
समिति ने। डॉ. नीला सेठ पत्रिका ने
किया।





Student Self Help Groups and Business Implementation

HOW of Social Entrepreneurship (S.E) shall emerge from the following -

1. A set of ideas and concepts aimed at helping us understand what motivates people to become social entrepreneurs.
2. Action plan -market about productivity.
3. Active involvement as a leader of the business
4. Analysis and recording of the learning's from the experiences.
5. Analysis and regular follow up of the activity.
6. Backing materials
7. Backing of the media.
8. Campus Action Plan
9. Campus report
10. Category winners and an overall winner are awarded.
11. Choice making
12. Communication skills
13. Compassion which is at the heart of social enterprises,
14. Competitions and the national conference and preparations for it.
15. Competitions at college level and the scheme ahead.
16. Conducting a social business with rigour and intensity.
17. Conducting business that has to be followed on monthly basis or quarterly basis analysis.
18. Conducting of various activities for tapping the potential of practical thinking.
19. Conducting the social business with utmost interest and continuity.
20. Consultations
21. Consultations and resolutions required for the business.
22. Contribution of SESREC working online with students.
23. Contribution to community based on running the business in capsules of time and resources availability.
24. Covering the vital issue of communication within an enterprise.
25. Creating a business environment in the students circle.
26. Creating a discipline of executing steps involved in the activities of Social entrepreneurship.
27. Critical components include of social entrepreneurship by students.

28. Data and its little significance to the strategy.
29. Deciding the frame work of the business activity and the way the organizing is going to happen.
30. Decision making
31. Delivery of the outcomes in social activities businesses.
32. Directly or indirectly, social enterprise involves transfer of exchange of goods and services for value.
33. Discussions happened on:
 34. Emphasis on the resources and process of the implementation of the activity in smaller steps.
 35. Every social enterprise either produces or procures goods or services from producers.
 36. Everyday realities of the business
 37. Examples of businesses which can be implemented immediately.
 38. Examples of the students who are into the practice of decent businesses.
 39. Execution of plan and engagement and interactions with right kind of people.
 40. Execution of the plans which have social angle and smaller steps.
 41. Exploring the currency of any enterprise and related communication.
 42. Exploring the ways of achieving setting up of social enterprise effectively.
 43. Finding out how we can make your organization into a continuing success.
 44. Finding the money necessary to run our enterprise in a pocket friendly manner.
 45. Follow up for the delivery of the results in Social entrepreneurship.
46. Google site of S.E for campus
47. Healthy competition: At the end of the month, following regional competitions, the 'best' innovative projects are selected to showcase at a national forum.
48. How a plan can be turned into specific results for growth and productivity.
49. How all social enterprises have, or should have, a good set of leaders. Student's leadership qualities.
50. How social entrepreneurship has succeeded over the years, while pointing out that more work of this
51. Ice breaking
52. Ideas and interactions on implementation and the general pitfalls
53. Implementation and sharing the experience improves learning.
54. Implementation of the business quickly.
55. Involvement of community in the business idea.
56. Kind remains to be done.
57. Knowhow
58. Leadership and good management to keep an organization ongoing.

59. List of ten great areas for social entrepreneurial action.
60. Most of the people have never heard of the phrase 'social entrepreneurship'; so part of the solution it is getting the message out.
61. Motivation is an important component of social entrepreneurship.
62. Networking as an important strategy for reaching out comes the businesses.
63. Once it is on focus screen, then young people / students can start to examine which course of action to take.
64. One of the main purpose of social enterprise is to earn income long without by way of profit. Earning profit only does not imply social enterprise.
65. One such is UBA and NSS, students can implant the successful business at rural level also as the time goes on.
66. Operating plan and the art of execution of the plan in simpler steps.
67. Operating plan with specific execution in business activities with social angle.
68. Other organizations at college level with then engage the students when they reach that stage.
69. Outcome oriented activities with social impact.
70. Pitfalls in the execution of the steps.
71. Place of activity
72. Placing premium on getting things done to yield robust results.
73. Planning: Thinking in advance what to do, when to do, and who is going to do it. It bridges the gap between where we are and where we want to reach. SESREC's role of mentoring for planning and immediate execution.
74. Precautions
75. Presentation skills
76. Procedures
77. Projects can be anything from setting up local youth centers to promoting healthy eating in community.
78. Promotions
79. Resolutions
80. Resources for starting and running social enterprise in an easy and independent way.
81. Respond to Swachhta and Rural Engagement with social angle and simple steps.
82. Responses and interaction the subject of starts-up.
83. Risk is the uncertainty associated with an exposure to loss. Pocket friendly investment is thus recommended.
84. Role of SESREC in guiding, instructing, inspiring and motivating the students.
85. Saying no to the empty rituals and abstractions in Social Entrepreneurship.
86. SESREC has a role of mentoring the students for the actualization of the ideas.
87. SESREC needs to be links in the chain- opportunities to bridge the transition from idea to business level.
88. SESREC provides planning resources and training to the students.
89. SESREC will provide a spring board for the actions of social entrepreneurship.

90. Social enterprise involves dealings in goods or services on a regular basis. One single transaction of sale or purchase, therefore, does not constitute social enterprise.
91. Social enterprise is considered as an economic activity as it is undertaken with the aim of earning with social benefit as the outcome.
92. Social entrepreneurship as an almost always a group effort
93. Social Entrepreneurship consists of a series of function and its functions are being performed by all stakeholders simultaneously.
94. Social Entrepreneurship involves the performance towards the attainment of the startup goals.
95. Social Entrepreneurship is a dynamic function since it has to adapt according to need, time and situation of the changing business environment.
96. Social Entrepreneurship is a goal oriented process, which is to achieve already specified and desired objectives by proper utilization of available resources.
97. Social Entrepreneurship is a group activity since it involves managing and coordinating activities of different people as a team to attain the desired objectives of the o start-up.
98. Social Entrepreneurship is multidimensional as it involves management of work, people and operations.
99. Social Entrepreneurship is universal in nature. It is used in all types of organizations whether economic or social irrespective of its size, nature and location and at each and every level.
100. Some important aspects of social entrepreneurship theory that we believe can be crucial to our success.
101. Steering clear of common mistakes with the social entrepreneurs.
102. Takes on the issue of motivation in the field of social entrepreneurship which can have untold long-term benefits.
103. Targeted solutions and the realization of the solutions in their mission.
104. Teamwork is a key component to developing the planning and collaboration skills that will serve them later in life.
105. Teamwork: The youth work in teams to identify a social issue they feel they can change.
106. The competition recognizes the talents and efforts of participants, and the award ceremony is a huge highlight in the participant's year.
107. The faculty members act only as a resource and support.
108. The fundamental concepts of social entrepreneurship and the social context within which it takes place.
109. The importance of establishing the identity of our new enterprise and creating our own unique brand.
110. The importance of setting up the small, medium, or large nonprofit groups designed to ameliorate a difficult situation threatening certain people, flora, fauna, or the environment — or sometimes a combination of these. As students the work area would be local and community based. - These possibility areas were interacted.
111. The importance of working quickly for implementation of the business ideas.
112. The initial planning of the enterprise, including setting our mission and goals.
113. The mission of the entrepreneurs and the identified urgency and compassion.
114. The multitude of trends that currently bear on social entrepreneurship.
115. The need for innovation, and the development of relevant knowledge.

116. The participants shall define and decide on their projects themselves.
117. The practicality of the social entrepreneurs.
118. The precautions needed for the execution of the ideas.
119. The process of repeatedly implemented steps continues till an organization exists for attaining its objectives.
120. The relationship between the social enterprise and the social problem.
121. The required groundwork for the foundations of social entrepreneurship before building our simple organization which is a good idea
122. The shift from 'voluntarism' to 'social entrepreneurship' has to happen on a large scale.
123. The shortcomings in the execution and the impact.
124. There is always a possibility of losses being incurred, in spite of best efforts put into the social enterprise.
125. Three essential elements: motivation, organization, and society.
126. Time allocation
127. To actualize the students of entrepreneurial abilities: Mentoring by SESREC Faculty team.
128. To build a strong Social Entrepreneurial Ecosystem.
129. To constitute Student Self Help Teams. To develop a framework for the outreach activities.
130. To demonstrate that Social Entrepreneurial is lucid Swacchta Action
131. To develop implementation Social Entrepreneurship - Experiential learning
132. To develop skills of converting the Idea into a viable start-up concept.
133. To gain expertness on identifying social challenge/need/requirements and offer response
134. To measure the feasibility of the identified concept by the students.
135. Tools involved and their use
136. Trends that can subtly influence how your own enterprise will evolve and whether it's likely to fail or succeed.
137. Various examples of businesses that are going across the nation which are taken up the students.
138. Whether to organize as a non-profit group or one that seeks a profit.
139. Working effectively with the media — newspapers, radio, television, magazines, the Internet, and other public outlets.
140. Working the steps of the process involved in the business.
141. Youth defined projects.

Social Entrepreneurship Activities and Campus Mart

1. Agarbathi preparation
2. Assisting senior citizens
3. Auto retailer
4. Bakery item preparation biscuit, bread, bun, cake
5. Ball pen ink refill making
6. Beauty parlour shop
7. Bee keeping
8. Bicycle mechanic
9. Bindi making
10. Bouquet making
11. Broom production
12. Building interior design
13. Building plan and drawing, writing business
14. Cactus arrangement
15. Candle preparation
16. Catering
17. Cement slab, cement compound work,
18. Child care and old age care provider
19. Children transport services
20. Chimney repair
21. Cleaning service
22. Cloth bags preparation
23. Coconut coirpit compost preparation
24. Coconut shell rope, mat preparation
25. Computer centre-xerox machine etc.,
26. Computer services
27. Construction equipment rental services
28. Construction site cleaning business
29. Cooking
30. Courier service
31. Dance performance
32. Digital shop – certificate , banner work
33. Dishwash bar- liquid making
34. Dramas and theatre performance
35. Dried fish pickle
36. Dried flower business
37. Dry cleaning pick up and delivery
38. Electrical equipment services – mixie, grinder, water heater, motor
39. Engaging yoga class
40. Event management/ organising- competitions and contests
41. Farmers market vendor
42. Farming of medicinal herbs
43. Fertilizer distribution business
44. Fish rearing
45. Flower cultivation
46. Fodder farming
47. Fruit and vegetable export
48. Garland preparation
49. Goat, sheep, cow rearing
50. Gring flour selling – idli flour, dosa flour, idiyappam flour, baji flour, murukku flour
51. Groundnut processing
52. Hair oil preparation
53. Hamber, chalk piece preparation
54. Hand sanitizer production
55. Herbal hair cleaning power production
56. Home decorating

57. Home wall hanger preparation
58. Ice cream, pizza , burger preparation
59. Inventor battery maintainance
60. Jam, jelly, squash preparation
61. Krathi work – cem
62. Land scapping
63. Lawn care services
64. Library with rare and used books
65. Logo design preparation
66. Maintaince of equipments
67. Makeup artist
68. Masala powder preparation
69. Mat preparation
70. Matchstick manufacturing
71. Milk and milk product preparion (curd, yogurt, cheese, ghee, paneer, milk kova)
72. Mobile masseuse
73. Mobile mechanic
74. Mobile pet groomer
75. Mobile retail store
76. Mud pot , lamp preparation
77. Mushroom cultivation
78. Musician
79. Napkin preparation
80. Net centre –application work, bill payment, money transaction
81. Nursery plant cultivation
82. Nursing/ assisting/ engaging senior citizens/ reading out books to them
83. Oil preparation
84. Organic fertilizer production
85. Packaging material preparation jute
86. Painting
87. Papad, vathalvadagam preparation
88. Paper cup, plate preparation
89. Paving consulting
90. Perfume making
91. Personal chef
92. Personality Development to children
93. Pet food supply and home delivery
94. Phenyl preparation
95. Pickle preparation
96. Plumbing services
97. Poultry and other birds rearing
98. Preparation of milk beverages
99. Preserved kulumbu preparation
100. Pressure cooker services
101. Printing press shop Wedding, birth day cards preparation
102. Public relation agency
103. Pulse decorticator and splitting unit
104. Rabbit, fig farming
105. Rainwater harvesting
106. Ready to serve fruit juice preparation
107. Restaurant delivery services
108. Rold gold ornament preparation
109. Sathumavu preparation
110. Sauce , ketchup preparation
111. School id card, robe, belt preparation
112. Seasonal business
113. Selling clothes/textiles/garments
114. Small scale Milling unit
115. Snacks preparation murukku, thattai
116. Snail farming
117. Soap powder preparation
118. Social media influencer

119. Soda like carbonated drink preparation
120. Soil testing
121. Start manufacturing bricks and blocks
122. Stationary shop
123. Steel work
124. Surface cleaner production
125. Tailoring unit
126. Toothpaste manufacturing
127. Translator

128. Travel photographer
129. Tuition centre
130. Vegetable cultivation
131. Vegetable seed cultivation
132. Vermicompost manure preparation
133. Virtual IT services
134. Water purification unit
135. Website designer
136. Wood work

Table 1 Sample Business idea summary

Social Entrepreneurship : Theme: Preparation and Sales		
Activity: Production of curd ; Sales of Curd		
Challenge/Need/ Requirement: Malnutrition		
1	Backing Materials	Milk 2 litres, Water, curd sample, cup, packet, thread
2	Place	From Home
3	Time	Daily 1.5 hours on average
4	Tools	Cooking stove system, vessels and lid, spoon
5	Procedure	<ol style="list-style-type: none"> 1. Boil 2L of milk adding 200 mL of water for 4 min. Turn off stove; leave it for 45 min- let the milk come to room temperature. 2. Add two spoons of curd (starter); put a lid and incubate in a shelf for 8 hours. Curd is ready! 3. Sell the curd: Based on the requirement pack curd measuring with cups in recommended packets using thread or sale in open as per the order.
6	Precautions	Keep away from dust; follow safety while boiling milk, wear an apron if Possible.
7	Promotion	Sales: Neighbourhood, references, shops, caterers.
<p>Significance: The production could be scaled up. Yogurt preparation by adding sugar is value addition. Good bacteria will benefit our digestion, improve immunity and lessens food allergies. Keep writing experiences and customer delight/ satisfaction.</p>		

Social Entrepreneurship : Theme: Revive and Restore		
Activity: E waste and electric waste Collection; Repair and Resale		
Challenge/Need/ Requirement: Solid Waste Management		
1	Backing Materials	Big size bags of capacity 20 kg, bike/bicycle, pocket friendly investment in store.
2	Place	Residences-repair shop- recycling vendor shop
3	Time	Weekly 2 days- weekends.
4	Tools	Screw driver, cutting player, rope, smart mobile.

5	Procedure	<ol style="list-style-type: none"> 1. Identify the genuine vendors/ recyclers. Work by canvassing in the village/ colony/community/shops etc. 2. Estimate the material resale values and recycling values, fix prices per unit purchases. 3. Advertise; talk to parents, elders, friends and community about the social enterprise of clearing the electric and electronic waste. Use references for finding clients. 4. Work on weekends. Work first with video calling and find out the amount of waste available for clearance. Clarify the business model and convince the clients that you would clear the waste and pay money for the waste as per the rough estimation- bargaining is encouraged. 5. Once the deal is set collect electric waste and electronic waste from the clients. Pay them accordingly. 6. Sort the materials, and label them <i>in situ</i>- at the client's residence. 7. If any repairable material is present like tube lights and fans separate them; get it repaired separately for resale at bazaars. Resale can be done on bargaining. 8. Sell the e-waste to genuine vendors/ recyclers and collect money. 9. Maintain a record keeping book for consumer delight and references
6	Precautions	<ol style="list-style-type: none"> 1. Plan for movement of materials logistics carefully in bags.
7	Promotion	<p>Visiting card/ broucher for services offered. Make short videos while at work. Share the videos for social vision.</p>
Significance:		

Other Business Ideas Summary, Social Entrepreneurship Plan and Implementation -(Simple idea-Social angle-Steps for immediately implementing)

Five components beyond doubt

1. Resources requirements
2. Place related arrangements
3. Time and timings
4. Process/ method involved
5. Tools/ instruments

Aspects

1. Organising a laughing Club
2. Offering small basket services
3. Selling of pickles/ Dosa batter/ Chapathi making/ Curd/ Sathumavu
4. Making morning walk juices
5. Collecting electrical and e -waste
6. Engaging yoga sessions/ Personality Development sessions for younger generation online- "Khel-Katha -Geeth" Collection of old books- library
7. Terrace gardening – leafy vegetables

8. Community YouTube Channel -recording eminent people interviews- community interviews- Highlight Community talents- skills -recipes- aesthetic values

1. Organising a laughing Club- Performance based Activity

Steps

1. Consultation: Talk to neighbourhood
2. Identify a place in the community
3. Decide days and timings
4. Have a list and stuff of jokes
5. Practices of basic stretch exercises
6. Maintain attendance book

2. Offering small basket services – Service based Activity

Steps

1. Consultation: Talk to neighbourhood
2. Identify five to ten aged families who require support for getting grocery and things from supermarkets
3. Decide days and timings
4. Collect indent on WhatsApp or phone
5. Deliver the goods
6. Maintain a recordkeeping book

3. Selling of iron rich sweets/pickles/ Dosa batter/ Chapathi making/Curd/ Sathumavu (nutrient powder)- Making based Activity

Steps

1. Consultation: Talk to parents and elders
2. Identify the product from- pickles/ Dosa batter/Curd/ Sathumavu
3. Work on the process/recipe and shelf life
4. Collect indent on WhatsApp or phone from the community/ shops
5. Deliver the goods
6. Maintain a recordkeeping and accounts book

4. Making morning walk juices- Making based Activity

Steps

1. Consultation: Talk to parents and elders and friends

2. Identify the juices recommended for sports men and age groups by AYUSH/ Naturopaths/ Elders/ Grandparents/doctors
3. Work on the process/recipe and shelf life.
4. List the materials and the tools like mixer requirement
5. Arrange for a small table and jugs with lids
6. Maintain the standards of hygiene and cleanliness of the sales point
7. Sell the juices in the walking areas.
8. Maintain a recordkeeping book for consumer delight

5. Engaging yoga sessions/ Personality Development sessions for younger generation online- “Khel-Katha -Geeth”

1. Advertise and talk to parents and elders and friends and community
2. Canvass and prepare a list of all the children/ young people in the community
3. Identify the support of the senior citizens for the activity
4. Have the contents of stories and mind games and patriotic songs
5. Identify the curriculum and syllabus
6. Prepare Time table and guidelines
7. Use online mode of interactions and sessions
8. Maintain attendance book

6.Collection of old books- library

1. Advertise and talk to parents and elders and friends and community
2. Canvass and prepare a list of supporters who can donate books / sell the books
3. Apply 5s- Sorting, Setting, Shining, standardising, sustaining- Books will be maintained in a systematic way
4. Prepare accession numbers to the books and maintain a master list of books
5. Prepare Time table and guidelines for book lending
6. Use social media
7. Maintain address book and accounts book

7. Terrace gardening – leafy vegetables

1. Advertise and talk to parents and elders and friends and community
2. Canvass and prepare a list of supporters who can purchase listed leafy vegetable from you
3. Prepare a bed or pots with loam soil
4. Select and sow seeds of listed choice
5. Prepare Time table and guidelines for selling

6. Use social media
7. Maintain address book and accounts book and find out the consumer delight
8. Community YouTube Channel -recording eminent people interviews- community interviews- Highlight Community talents- skills -recipes- aesthetic values
 1. Register a You Tube Channel; Sign Up for free! Name it.
 2. Canvass and prepare a list of supporters who can help you in offering their experiences of life.
 3. Use your mobile and free online editing tools
 4. Prepare Time table, prepare episodes contents in advance, write script
 5. Use social media and guidelines
 6. Maintain address book and find out the responses from the views and likes for the YouTube Channel

Other Business ideas

Social Entrepreneurship: Theme: Marketing

Activity: Wholesale to retail marketing; Sale of commodities which were required in small quantities

Challenge/Need/ Requirement: Business

- 1 Resources Thick polythene covers (small), Commodity you want to sell (turmeric is taken for reference) and a whole sale market from where you can get turmeric at low cost
- 2 Place at the retail shops
- 3 Time One to two hours daily
- 4 Tools Candle for sealing covers
- 5 Procedure 1. Identify a wholesale market in your area where you can get turmeric at low price and buy the stock in bulk
2. Prepare small packets of five and ten grams and seal the packets with candle heat
3. Staple the packets one below the other on a cardboard
4. Dump the stock in pooja stores, retail shops
5. Identify more pooja stores and retail shops to expand your business
- 6 Precautions Be careful while handling the candle
- 7 Promotion Pooja stores and retail shops

Notes: You can do this business with turmeric, kumkum powder, dry fruits, masalas. These are required in small quantities and fresh, so selling small packets will serve the purpose

Social Entrepreneurship: Theme: Preparation and Sale Activity: Preparation of brooms; Sale of brooms

Challenge/Need/ Requirement: Removing debris of fallen and dried coconut leaves

1. Resources Dried coconut leaves, knife and thread
2. Place In the house of coconut tree growers

3. Time One hour
 4. Tools One person to cut the dried leaves
 5. Procedure 1. Employ a person and make him to identify dried and fallen coconut leaves in your vicinity
 6. Cut the dried leaves from the tree or collect the fallen leaves
 7. Take the knife and take out all the ribs from the leaflets
 8. Tie the ribs with the thread and make into a broom and sell to the same house owner or in the market
 9. Precautions Be careful while using knife to remove the ribs. Careful while tying the thread or wire, because it may hurt your fingers
 10. Promotion Find more coconut trees and explore more markets to expand your business
- Notes: You are cleaning the debris from the houses and earning

State	Number of Colleges
Assam	30
Bihar	230
Goa	20
Gujarat	160
Haryana	62
Jammu and Kashmir	40
Jharkhand	51
Karnataka	271
Kerala	49
Madhya Pradesh	127

Maharashtra	124
Odisha	157
Punjab	140
Rajasthan	6
Sikkim	18
Tamil Nadu	130
Telangana	123
Tripura	15
Ut	10
Uttar Pradesh	311
West Bengal	103

“The students’ movement of today is a movement of responsible young men and women who are inspired with the one ideal of developing their character and personality and thereby rendering the most effective and useful service to the cause of their country.”

- Netaji Subhash Chandra Bose

Mahatma Gandhi National Council of Rural Education

Department of Higher Education, Ministry of Education, Government of India

JNV Campus Nallagandla Hyderabad, Telangana - 500 019

www.mgncre.org Phone: 04029349599