



++
AGGARWAL COLLEGE BALLABGARH

A Post Graduate Co-educational College Accredited A++ (CGPA: 3.57) by NAAC

ISO 9001: 2015 & ISO 14001:2015 certified

College with Potential for Excellence (CPE) Status by UGC

Affiliated to M.D. University, Rohtak

Best Practices

2022-23

BEST PRACTICE-I

Energy Environment Consciousness: Carbon Neutrality Initiatives

[Practice and Initiative: [Link](#)]

1. The context

In recent history, humanity has borne witness to the devastating impact of natural disasters and environmental degradation, imposing unprecedented hardships and socio-economic burdens on populations worldwide. Located in Faridabad, a key industrial hub in Haryana, our city consistently grapples with an alarming orange alert for its extremely poor air quality index (AQI). In response to these deteriorating environmental conditions and in alignment with the Hon'ble Prime Minister's Swachh Bharat Mission, our institution recognizes the potential for our students to be agents of change. Our goal is to raise awareness about declining environmental parameters, advocate for eco-friendly practices, and discourage activities harmful to the environment. This mission requires collaboration with industrial enterprises and active community engagement.

2. Objectives of the practice

- The institution acknowledges the pivotal role of environmental education and has established various societies and clubs to facilitate student engagement in environmental initiatives.
- Cultivating an understanding of the dire impacts of climate change and global warming among students
- Raising awareness among students and the broader public about green environmental practices aimed at reducing carbon emissions
- Equipping students with the essential skills and expertise needed to address pressing environmental challenges
- Creating and maintaining platforms for student education and community involvement in diverse green environmental initiatives and practices

3. The Practice

The college has created several societies and forums, including NSS, YRC Club, Swachhhta Senani Team, Social Science Forum, and the Chemical Society. At the recommendation of the IQAC, the Eco Club, SDGs Club, and Energy Conservation Club (ECC) were formed, comprising fifty dedicated students each. Linkages and partnerships with industrial units, corporate houses, and the Marketing Committee of the town have been established to undertake collective actions.

Mass engagement initiatives led by the Eco Club and ECC include Nukkad Natak, rallies, door-to-door campaigns, and regular campus cleanliness drives. These efforts also extend to tree plantation drives and labeling plants for easy identification. Industrial houses support these initiatives by providing leaflets and disseminating information on eco-friendly habits. Regular energy and green audits, the installation of a 160kW

solar plant, and e-waste management are significant steps towards sustainability. The college supports nearby schools and enterprises in conducting audits and illustrates the benefits of these exercises.

The financial resources required for these initiatives are managed at the Governing Body level, and funds are also received from various industrial and corporate houses. This collaborative approach highlights the importance of industry involvement and support for sustainable practices, underlining the significance of stakeholder engagement in achieving environmental goals.

The approach to foster sustainability through stakeholder participation and environmental education serves as a compelling example of how institutions can take a proactive role in promoting clean and green practices. By engaging students, collaborating with industrial partners, and implementing a range of environmental initiatives, the college has made significant progress in reducing its carbon footprint and inspiring a culture of sustainability within its community. This case demonstrates the transformative power of active stakeholder participation and underscores the importance of these efforts in building a cleaner, greener future.

Energy and Green Audits: Regular energy and green audits are conducted, and the findings are shared with students. The college also extends support to nearby schools and small enterprises, assisting them in conducting audits and illustrating the benefits of these exercises for both the respective entities and society at large.

Renewable Energy: The installation of a 160-kW solar plant in the college represents a significant step towards utilizing renewable and clean energy sources, reducing reliance on traditional thermal power sources and decreasing carbon emissions.

E-Waste Management: The college has been transitioning its computer labs to n-Computing labs, reducing e-waste, carbon emissions, and energy consumption. Conventional lights have been replaced with LED bulbs, and energy-efficient AC units have been installed. E-waste, like mother boards etc. are used by the students to retrieve important electronic components for reuse in project works. Awareness programs and reminders about the importance of energy conservation are also implemented throughout the campus. Energy consumption in the college has been reduced through enlightening inmates by arranging awareness programs about the indispensability and compulsion of energy saving besides putting stickers (Switch-off the equipment and lights when not required!) on switch boards and all concerned places. Separate e-waste dustbins have been installed.

Waste management practices involve proper segregation, vermin-compost units, and responsible disposal of non-degradable waste. Industrial visits educate students on pollution mitigation, and the institution observes Green Day on the first Monday of every month, promoting sustainable practices and organizing inter-departmental competitions.

Industrial Visits: Students from the Eco Club and Energy Club participate in monthly industrial visits, where they learn about environmental pollution mitigation and become aware of the practices employed by industrial units to manage and reduce pollution.

Green Day: The college observes the first Monday of every month as Green Day, encouraging students and staff to commute by bicycle or public transport while making the campus vehicle-free. Faculty members deliver lectures on the significance of adopting green practices. Inter-departmental competitions are organized, and slogans, logos and posters on pressing environmental issues are displayed on notice boards. Students from neighboring schools are invited to witness these activities, including quiz contests and essay writing competitions on environmental topics. Our students also visit the neighboring schools to awake the children on these issues through conducting activities in the schools

Bicycle Commuting Incentives: To promote bicycle commuting among students and staff, the college awards five students who pedal to the college the greatest number of days on the college Annual Day as recommended by the IQAC. Cyclothan is also organized to sensitize the students and community on reducing carbon footprints and to retreat to the fashion of cycling for short distance commuting.

4. Impact of the Practice

The impact of these practices is evident in the installation of solar panels, emphasizing minimal carbon emissions, reduced energy consumption, and a cultural shift towards sustainability. The active participation of students in keeping the campus clean and green highlights their commitment to environmental causes. Financial resources are managed at the Governing Body level, with support from industrial and corporate houses, showcasing the importance of stakeholder engagement in achieving environmental goals.

Cultural Shift: The Eco Club, Energy Conservation Club, and Swachchhta Senanis Team have succeeded in fostering a culture of energy conservation and sustainability among students, staff, and the local community. The various initiatives undertaken by the college have had a substantial impact on both the institution and the surrounding community:

5. Obstacles faced if any and strategies adopted to overcome them

Despite successes, challenges arise in convincing unaware masses, students, and staff of the importance of green practices. Repeated awareness programs and door-to-door campaigns have proven effective in overcoming these obstacles.

6. Resources Required (Financing and Support)

In conclusion, the institution's approach, combining stakeholder participation, environmental education, and collaborative initiatives, serves as a compelling example of proactive engagement in promoting clean and green practices. This transformative journey showcases the power of active stakeholder participation in building a sustainable and environmentally conscious future.

BEST PRACTICE-II

Each One Teach One: Empowering Students through Community Engagement

[Practice and Initiative: [Link](#)]

1. Context

Students are often regarded as the future leaders and ambassadors of any institution. In the realm of education, students are often considered the torchbearers of future leadership and ambassadors for their institutions. Their potential to play a pivotal role in societal initiatives and community development cannot be understated. Educational institutions bear a responsibility to engage students in community services, not only for the benefit of the community but also to enrich the students' learning experiences. By instilling foundational values of inclusivity and collaboration through community engagement, institutions contribute to holistic growth and instill a profound sense of social responsibility in their students. This practice forms a two-way path, where students contribute to society while gaining valuable life skills and lessons, experiencing the inherent joy of giving back.

2. OBJECTIVES

- The "Each One Teach One"(Pahunch) initiative of the institute is a motivational venture designed to help students understand and embrace their moral and social responsibilities.
- It involves students teaching primary and secondary level students in nearby towns and villages.
- Through this practice, students not only contribute to the education of school students but also enhance their own understanding of fundamental concepts and skills.
- It encourages open communication, as students often feel more comfortable discussing their needs and school-related issues with youngsters.
- Furthermore, this initiative empowers students, boosts their confidence, and fosters empathy and responsibility towards broader social issues. They learn the shortcomings in the knowledge acquisition methods.
- This method potentially inspires them to take up their own ventures in the future.

3. The Practice

The Internal Quality Assurance Cell (IQAC) has strategically positioned the "Each One Teach One" initiative as a collaborative effort, involving all departments within the institution to maximize its impact. Departmental teachers play a key role in identifying meritorious students who voluntarily participate in this social endeavor. A counseling session is conducted to motivate and enlighten these student volunteers about the fundamental objectives of the mission. Each department maintains a list of student volunteers who lead classes for primary and secondary school students in their neighborhoods, providing regular coaching in various subjects.

4. Impact of the Practice

Teaching sessions occur after college hours and on holidays, and students maintain records of their classes along with photographs, submitting them to the IQAC for information and review. The students engaged in this initiative receive recognition at the departmental level for their exemplary service, serving as role models for others. Outstanding contributors are acknowledged and awarded at departmental levels and during the college annual day, with their achievements showcased on departmental notice boards to inspire and motivate other students.

The impact of the "Each One Teach One" initiative is profound. Participating students experience significant personal growth, gaining confidence and empowerment from their teaching roles. The act of teaching reinforces their own understanding of fundamental concepts, positively influencing their academic performance. Those preparing for competitive examinations find that teaching helps solidify basic skills and competencies. Moreover, students receive recognition and appreciation from the community, motivating them to contribute even more dedicatedly.

5. Obstacles encountered with measures to overcome

Despite the remarkable success and increased student engagement in this practice, there have been several challenges noted over time, both from participating students and the faculty overseeing the program. These challenges include:

- Parents diverting their children's focus to household chores during class hours.
- Some students prioritize completion of assigned homework over learning new concepts in these classes.
- College students attending these classes having to miss out on regular college activities to maintain consistent attendance.
- Discontinuation of these classes during university examination periods when college students are preoccupied with their own exam preparations.

This initiative stands as a testament to the transformative power of students engaging in community service. It not only empowers students to be responsible, empathetic, and socially conscious but also enhances their academic and personal growth. By fostering a culture of learning and teaching, this initiative highlights the potential for students to make a meaningful impact on society. It underscores the idea that education transcends classroom walls, contributing to the broader community and ultimately leading to the betterment of society as a whole. Particularly noteworthy is the initiative's resilience during the pandemic, where students, already engaged in online learning, extended their assistance to school students, ensuring that education continued even in challenging times.

6. Resources Required

As such funds are not required for this activity. However, to provide stationary materials, notebooks and books to the needy students, the faculty and students of respective departments collectively contribute and sometimes the alumni who are guest speakers in the departments also contribute.

In essence, the "Each One Teach One" initiative not only exemplifies the ethos of service but also stands as a beacon for the potential impact that students can have on the communities they serve. As they teach, students themselves become learners, contributing to a cycle of growth, development, and a shared sense of responsibility that transcends traditional educational boundaries.