

BEST PRACTICE-I RENEWABLE ENERGY

OBJECTIVE:

- To Create awareness among the students about the benefit of Renewable energy usage.
- To provide students a platform to learn about the energy industry and employment opportunities in renewable energy sectors.
- To advance economic development, improve energy security, improve access to energy and mitigate climate change.

THE CONTEXT:

Renewable energies are considered as clean sources of energy and optimal use of these resources minimize environmental impacts, produce minimum secondary wastes and are sustainable based on current and future economic and social needs. Renewable energy sources are those resources which can be used to produce energy again and again.

THE PRACTICE:

- 100% of food waste is treated in a Bio-gas digester installed in the campus.
- Energy is the main source of energy utilized in the campus.
- The food waste from neighbouring campus are also fed into the biogas plant.
- The gas is used to replace wood in the steam boilers.

EVIDENCE OF SUCCESS

- The campus has a total installed capacity of **200kw** solar power plant which is connected to the grid. The generated energy is exported to the grid.
- A **160m³** capacity biogas plant is installed in the campus to treat the food waste.
- Around 200kg/day food waste is generated per day in the college.
- The total feed is around 600kg/day and the gas production is around 110m³/day.
- The campus has installed around **2000 litres** per day capacity of solar thermal water heating system. The hot water is used in the kitchen for various purposes.

PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED

- Maintenance should be done frequently.

BEST PRACTICE 2

FEEDBACK SYSTEM

Objective:

Receiving feedback on the course and its implementation at the institution level from students and faculty members, as well as making any required revisions.

To receive feedback on the scope of the curriculum and the measures that need to be made from alumni and companies.

Receive feedback on the Teaching-Learning-Evaluation process from students and HODs at the end of each semester through a review meeting, and take appropriate adjustments based on the report. Receiving feedback from students on their overall performance and taking action to improve it.

The Context:

1. Student and faculty feedback on the syllabus and its implementation at the institution level;
2. Feedback on the curriculum (once a year for graduates and businesses);
3. Teaching-learning process evaluation and feedback (for HODs and students);
4. Suggestions for improving the college's overall performance (SSS for Students).

Under the Feedback Column on the college website, you can find curriculum feedback forms as well as the Students Satisfaction Survey (SSS).

The Practice:

Students and faculty members submit feedback and suggestions on the University-mandated UG and PG Semester syllabus and its implementation at the institution level at the end of each semester. After analysing the comments, IQAC presents it to the Principal for action. The University Academic Council was asked to review the Principal's views and recommendations for revisions to the University syllabus. The IQAC creates a report based on the Teaching-Learning-Evaluation Process comments and submits it to the Principal for action. After the IQAC has completed its analysis of the Students Satisfaction Survey, the report is given to the Principal at the IQAC meeting.

Evidence of success:

The majority of faculty members enrol in remedial learning programmes for slow learners.