

# ACCREDITATION



EARTH



WATER



AIR



LIGHT



SPACE



PLATINUM

2021-2024

# CERTIFICATE



EDUCATION



INNOVATION



HYGIENE



SPACE



TRANSPORT

This is to certify that  
**GANPAT UNIVERSITY**  
Kherva, Mehsana, Gujarat

has successfully achieved the Accreditation Standards designed and defined by Green Mentors for Global Readiness in Ensuring Ecological Neutrality associated with Teaching and Learning practices, and now is Accredited as a

**GREEN UNIVERSITY**

in Platinum Ranking.

*Virendra*  
13-04-2023

**Virendra Rawat**  
Director, Green Mentors



**GREEN MENTORS**  
Powered by Law of Nature

Special Consultative Status with the  
Economic and Social Council of United Nations from 2021



In Association

**GREEN MENTORS**  
New York | USA





# GREEN AUDIT REPORT

Academic Year 2021 - 2024



EARTH



WATER



AIR



LIGHT



SPACE



# Ganpat University

Kherva | Mehsana | Gujarat



Prepared by



## GREEN MENTORS

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Economic and Social Council of United Nations from 2021





# GREEN UNIVERSITY AUDIT REPORT

Academic Year 2021 - 2024

## AUDITOR'S VIEW



A Green University is an educational institution that meets its need for natural resources – such as energy, water, and materials – without compromising the ability of people and future generations to meet their own needs.

Green Mentors having special consultative status with the Economic and Social Council (ECOSOC) of the United Nations and Greening Education partner of UNESCO, is proud to present Global Readiness in Ensuring Ecological Neutrality Audit Report & Accreditation Certificate to the Ganpat University, Kherva, Mehsana Gujarat 384012

This report is prepared based on the information provided by the GUNI Green Auditing Team to address the impact of teaching-learning practices on the local environment. This report systematically identifies, quantifies, and analyzes the environmental impact associated with education.

**Biodiversity Landscaping & Built-up Space**

**Water Management Practices**

**Air Quality Level within the Campus**

**Application of Sustainable Technologies**

**Energy Management Practices**

Green University Auditing and Accreditation is a Set of Global Indicators of Sustainability for assessing Governance, Academics, Built-up Spaces, Landscaping, Water, Energy, Air, Health, Hygiene & Resource Utilization.

Each Green University Auditing & Accreditation Indicator is, in turn, measured against a set of the Global Standard for Sustainable Learning Spaces Auditing and Accreditation.

Green Mentors are proud to declare that GUNI has achieved **450** Points out of **500** Points & earned Platinum Ranking in the Green University Accreditation Standards for the Period Academic Year 2021-2024.

GUNI is a green engine for a global green economy and power to the planet.

  
13-04-2023

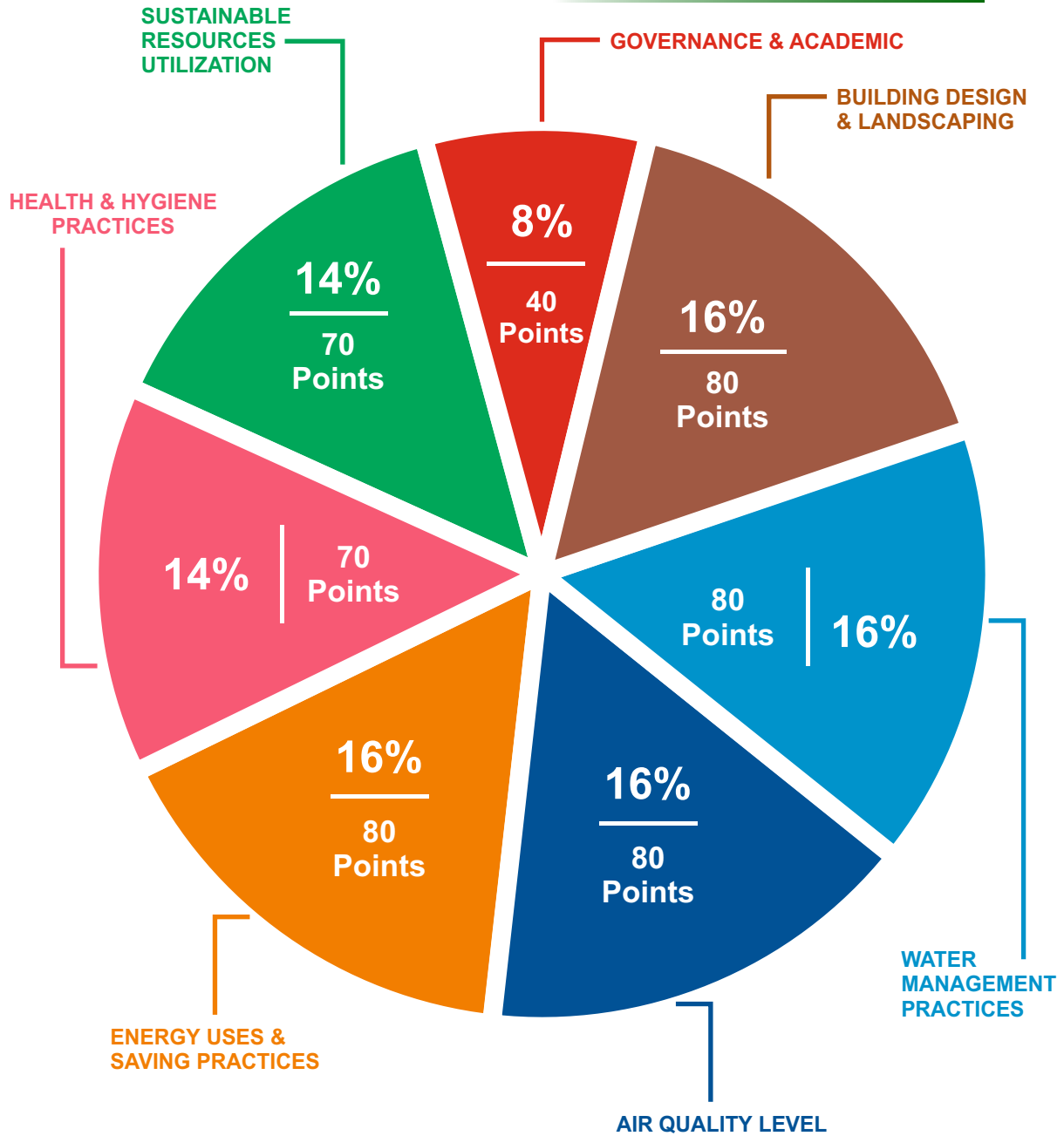
**Virendra Rawat**  
Director,  
Green Mentors

**GOOD FOR PUPIL &  
GOOD FOR PLANET**





## Sustainability Weightage of Assessment Areas



### Certification Level

<b>Rejection</b>	<b>Certification</b>	<b>Silver</b>	<b>Gold</b>	<b>Platinum</b>
000-100 Points	100-200 Points	200-300 Points	300-400 Points	400-500 Points



**CERTIFICATE**

**ACCREDITATION**

 EARTH
  WATER
  AIR
  LIGHT
  SPACE

**CERTIFICATE**

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  INNOVATION
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  SPACE
  TRANSPORT



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In Association



**GREEN MENTORS**  
New York | USA

  
**Virendra Rawat**  
 Director, Green Mentors



**GREEN MENTORS**  
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Special Consultative Status with the  
Economic and Social Council of United Nations from 2021



GM/GA/2022/033/G1

This Certificate is issued on 13<sup>th</sup> April, 2023 & Valid till the Academic Year 2024



## ■ Brief Introduction

A Green University, also known as a Sustainable University, is an institution of higher education committed to environmental sustainability and reducing its ecological footprint.

A Green University aims to minimize its environmental impact by implementing sustainable practices and promoting sustainability throughout its operations which includes.

**Environmental Policies and Practices:** Green University has established policies and procedures to reduce its environmental impact.

This includes reducing energy and water consumption, reducing waste, and promoting sustainable transportation.

**Sustainable Infrastructure:** A Green University has sustainable infrastructure that reduces its environmental impact. This includes energy-efficient buildings, green roofs, renewable energy systems, and sustainable landscaping.

**Sustainability Education:** A Green University promotes sustainability education by incorporating sustainability into its curriculum, research, and outreach programs.

This includes offering courses on sustainability, conducting research on sustainability, and promoting sustainability through community outreach.

**Community engagement:** A Green University engages with its local community to promote sustainability and environmental stewardship.

This includes collaborating with local organizations, promoting sustainable practices in the community, and engaging with local businesses to promote sustainability.

**Carbon Neutrality:** A Green University strives to achieve carbon neutrality by reducing its greenhouse gas emissions and offsetting its remaining emissions through renewable energy and other carbon offset programs.

Green University is committed to sustainability and reducing its environmental impact through sustainable policies, practices, infrastructure, education, and community engagement. It serves as a model for other higher education institutions and promotes environmental stewardship and sustainability in the community.

Ganpat University is the greenest and most high-tech seat of learning in the North Gujarat region, powered by the spirit of philanthropy and community empowerment.



A group of community leaders, entrepreneurs, tech innovators, academicians, and environmentalists from North Gujarat jointly established an academic township for higher education and named it as Ganpat Vidyanagar in 1999 with the mission of "Social Upliftment through Education." Ganpat University is housing in this township

The State Government established the University by enacting Act No.19/2005 on April 12, 2005. It is approved under section 2(f) by the University Grants Commission (UGC).

Ganpat University offers various unique, quality, industry-linked, and employment centric Diploma, Undergraduate, Postgraduate, and Research level programs in the domain of Engineering, Management, Computer Applications, Pharmacy, Sciences, Commerce & Social Science, Architecture, Design & Planning, Maritime Studies, Nursing, Agriculture, Physiotherapy & Optometry etc.

The University is associated with renowned Academic & Industry Associations, such as the Association of Indian Universities (AIU), Association of Commonwealth Universities (ACU), Federation of Indian Chambers of Commerce and Industry (FICCI), All India Management Association (AIMA), Confederation of Indian Industry (CII), International Association of Universities (IAU), Associated Chambers of Commerce and Industry of India (ASSOCHAM), Association of the Universities of Asia and the Pacific (AUAP), PHD Chamber of Commerce and Industry (PHDCCI), Recognized by Department of Scientific and Industrial Research (DSIR), Govt. of Gujarat appointed Start-up Nodal Institute, Centre for Entrepreneurship Development (CED), Student Start-up & Innovation Policy (SSIP), National Centre for Management of Agricultural Extension (MANAGE).

The University has an active Internal Quality Assurance Cell that undertakes periodic Academic Administrative Audit and suggests areas of improvement.

The University has integrated quality performance indicators defined by NIRF and NAAC to measure the quality of learning. In addition, the University has adopted an ambitious global plan to enhance the excellence of the quality of education.





**GOVERNANCE & ACADEMIC**

**Academic Programs**

**Diploma**

Automobile  
Computer  
Civil  
Electrical  
IT  
Mechatronics  
Mechanical  
Petrochemical

**Diploma + Degree**

Automobile - D to D  
Biomedical - D to D  
Computer - D to D  
Civil - D to D  
Electrical - D to D  
IT - D to D  
Mechanical - D to D  
Petrochemical - D to D  
Automobile  
Biomedical  
Computer  
Chemical  
Civil  
Electrical  
IT  
Mechanical  
Petrochemical

**Under Graduate**

B. Com. (General)  
B.Com. (Hons.)  
BSW (Hons.)  
BA English (Hons.)  
BA Economics (Hons.)  
BBA (General)  
BBA (Hons.)  
BBA (Financial Services)  
BBA (General) - VMPCMS  
BBA (Logistics)  
with Logistic Skill Council  
BBA (Marketing Management)  
BCA (Computer Applications)  
B. Sc. (Food Technology)  
B. Sc. (CA & IT)  
B. Sc. (IT)  
B. Sc. IT (Cyber Security)  
B. Sc. IT (Data Science)  
B. Sc. IT (Infrastructure Management Services)  
B. Sc. (Biotechnology)  
B. Sc. (Nursing)  
B. Sc. (Chemistry)  
B. Sc. (Mathematics)  
B. Sc. (Microbiology)  
B. Sc. (Physics)  
B. Sc. (Biomedical Science)  
B. Sc. (Nautical Science)  
B. Sc. Hons. (Agricultural)  
GME  
G. P. Ratings (Marine)  
General Nursing Midwifery (GNM)

B. Tech. (Automobile)  
B. Tech. (Biotechnology)  
B. Tech. (Biomedical)  
B. Tech. (Computer)  
B. Tech. CE (Artificial-Intelligence)  
B. Tech. (Civil)  
B. Tech. (Computer Science & Business Systems)  
B. Tech. (Electrical)  
B. Tech. (IT)  
B. Tech. (Mechatronics)  
B. Tech. (Mechanical)  
B. Tech. (Marine)  
B. Tech. (Petrochemical)  
B. Pharm. (Pharmacy)  
B. Tech. CSE - with IBM)  
B. Tech. CSE (Big Data and Analytics - with IBM)  
B. Tech. CSE (Cloud Based Applications - with IBM)  
B. Tech. CSE (Cyber Security - with IBM)  
B. Tech. (ICT)  
B. Arch. (Architecture)  
B. Design (Interior Design)



**GOVERNANCE & ACADEMIC**

**Post Graduate**

MCA (Computer Applications)

M. Sc. (CA & IT)

M. Sc. (IT)

M. Sc. IT (AI & ML)

M. Sc. IT (Cyber Security)

M. Sc. IT (Infrastructure  
Management Services)

M. Sc. (Biochemistry)

M. Sc. (Biotechnology)

M. Sc. (Botany)

M. Sc. (Industrial Chemistry)

M. Sc. (Mathematics)

M. Sc. (Microbiology)

M. Sc. Chemistry

(Organic Chemistry)

M. Sc. (Physics)

M. Sc. (Food Nutrition & Dietetics)

M. Sc. (Food Technology)

M. Sc. Chemistry

(Pharmaceutical Analysis)

M. Sc. Chemistry

(Analytical Chemistry)

MPH

M. Com. (Financial Analyst)

MSW

M. Pharm. (Pharmaceutics)

M. Pharm. (Pharmacology)

M. Pharm. (Quality Assurance)

MBA (Marketing/ Finance/ HR/ International  
Business/ Entrepreneurship/ Supply Chain Man)

MBA (Agribusiness)

MBA (Business Analytics)

MBA (Financial Services)

MBA (Healthcare & Hospital Management)

MBA (International Business)

MBA (Innovation, Entrepreneurship,  
and Venture Development)

MBA (Logistics & Supply Chain Management)

MBA (Pharmaceuticals)

M. Tech. (Advanced Manufacturing Systems)

M. Tech. (Biomedical)

M. Tech. (CAD & CAM)

M. Tech. (Computer)

M. Tech. Civil (Construction Engg. & Management)

M. Tech. Civil (Structural Engg.)

M. Tech. EC (VLSI)

M. Tech. (Electrical)

M. Tech. (IT)

PG Diploma in Medical  
Laboratory Technology



**GOVERNANCE & ACADEMIC**

**Teaching Team**

No.	Designation	Name
6	Pro vice chancellor, Director, Research & Development,	Dave Saurabh Amrutlal
		Mahendra S Sharma
		Rakesh Kantilal Patel
		Subrat Sahu
		Ajay kumar Gupta
		Kishor Boghabhai Barad
7	Principal	Patel Kalpesh Parshottamdas
		Hemalbhai v Shah
		Laxminarayan Dalpatji Kiri
		Patel Kalpesh Parshottamdas
		Hemalbhai v Shah
		Laxminarayan Dalpatji Kiri
23	Professor & Head of Department, Emeritus and Advisor	Chetankumar Batukrai Shukla
		Patel Rakeshkumar Hariprasad
		Jigneshkumar Manilal Patel
		Patel Vijaykumar Kanjibhai
		Patel Bhaskarkumar Natavarlal
		Dr.satyen M Parikh
		Nirbhaykumar Chaubey
		Maurvi Nehit Vasavada
		Patel Hemant Ramanlal
		Patel Prakashkumar Ranchhodbhai
		Karpagavalli Nageswaran
		Amit Kishor Parikh
		Paresh Umedbhai Patel
		Rakeshkumar Prahladbhai Patel
		Satishbhai Ambalal Patel
		Bhupendra Gopalbhai Prajapati
		Shyamsunder Vishnuprasad Pancholi
		Bhaswat Sundar Chakraborty
		Jigneshkumar Rameshbhai Mevada
		Rakeshkumar Dilipkumar Vanzara
Kirankumar Ramchandra Amin		
Rakeshkumar Ambalal Patel		
Chandresh Gopalbhai Patel		
Chirag Prahladbhai Patel		



**GOVERNANCE & ACADEMIC**

No.	Designation	Name
9	Professor & Head of Department, Emeritus and Advisor	Bhaveshkumar Prahladbhai Patel
		Giriraj Tejra
		Naresh Jotwani
		Shri Prakash
		Vikram Mohanbhai Patel
		Jayeshkumar Dineshbhai Patel
		Hirenkumar Jayantkumar Patel
		Abhishek Kiritkumar Parikh
		Sourbhi Chaturvedi
28	Associate Professor	Patel Savankumar Kanubhai
		Dharwa Jyotindra Nathalal
		Patel Bhaveshkumar Rambhai
		Patel Ketankumar Dahyalal
		Patel Ajaykumar Manilal
		Patel Vinodbhai Nathabhai
		Patel Rajendrakumar Vitthalbhai
		Patel Kundan Mahendrabhai
		Patel Vipulkumar Baldevbhai
		Usman Jummabhai Sindhi
		Dharmeshkumar Satishbhai Darji
		Rohit Bhimjibhai Patel
		Mayurkumar Babulal Prajapati
		Sandeepsingh Rajendrasingh Sisodia
		Jankiben Mithabhai Patel
		Ravi Barot
		Soumya Alancheri
		Pritiben Haribhai Patel
		Hardik Suryakant Shah
		Keyur Bhatt
		Haresh Amrutlal Patel
		Vijaykumar Keshavlal Patel
		Anand Pravinbhai Mankodia
		Amrutbhai Narshihbhai Patel
		Pareshkumar Mahendrabhai Solanki
		Himanshu Atmaram Patel
		Vishnubhai Babubhai Patel
		Unnatkumar Bhikhabhai Patel



**GOVERNANCE & ACADEMIC**

No.	Designation	Name
11	Associate Professor	Rakshaben Karshandas Patel
		Praveshkumar Somabhai Patel
		Tejaskumar Vasantlal Bhatt
		Suman Samarapuri
		Nagendra Prasad Singh
		Devang Shantilal Pandya
		Mukund Kumar
		Rajesh Mishra
		Subhanarayan Sahoo
		Kaushik Usha Vikram
		Nirav Bhikhalal Halvadia
26	Assistant Professor	Patel Meghnaben Babubhai
		Chavda Vishnuba Hathiji
		Patel Ashaben Kanubhai
		Patel Hiralben Bhartkumar
		Patel Unnatiben Prahladbhai
		Suthar Falguni Ambalal
		Jigneshkumar Amathalal Chauhan
		Patel Rinaben Keshavlal
		Patel Jigarkumar Dineshbhai
		Suthar Amitkumar Baldevbhai
		Patel Indravadan Somabhai
		Gurjar Arunaben Prahladbhai
		Patel Sanjaykumar Bhikhabhai
		Prajapati Bhartkumar Bholabhai
		Patel Sonalben Jayantilal
		Patel Chandrakantbhai Devabhai
		Dipali Nisarg Dave
		Vijay Jitendra Umraniya
		Joshi Ritesh Rameshchandra
		Patel Veena Dahyabhai
		Patel Renuka Prakashkumar
		Maniyar Prachi Prakashkumar
		Patel Roshni Prakashkumar
		Padhya Kuldeep Harshvadan
		Patel Nileshkumar Babulal
		Patel Roshni Jashwant



**GOVERNANCE & ACADEMIC**

No.	Designation	Name
37	Assistant Professor	Bariya Bipinkumar Shantilal
		Gondaliya Chetan Pravinbhai
		Darji Dhara Natvarlal
		Patel Deepikaben Jayantibhai
		Patel Beena Mahendrabhai
		Anil Bhagwan Mundhe
		Sachin Babubhai Nasit
		Devdatt Rajeshkumar Pandya
		Umang Rajendrakumar Vyas
		Raj Sureshbhai Patel
		Patel Vijaykumar Narottambhai
		Ravindrakumar Rameshchandra Agarwal
		Sanjay Pratap Singh
		Savankumar Chaudhary
		Preeti Sharma
		Chirag Vinodbhai Kantariya
		Manisha Jagdishchandra Bhagat
		Nikita Maheshbhai Patel
		Patel Kirankumar Jayantilal
		Yashpalsinh Bharatsinh Jadeja
		Remi Shubhankar Mitra
		Suraj Manojkumar Shah
		Yogikumar Mansukhlal Agravat
		Mansi Bhaumik Joshi
		Shriya Tripathi
		Savankumar Pravinbhai Padaliya
		Falguniben Khodabhai Prajapati
		Vikas Chandra Sharma
		Jagrutibahen Naginbhai Patel
		Krupa Hirenkumar Bhavsar
Jignesh Madhubhai Patel		
Hiral Rajendrakumar Patel		
Kirit Chaturbhai Patel		
Pooja Deepakbhai Pancholi		
Birenkumar Mahendrakumar Patel		
Dhavalakumar Kanaiyalal Raval		
Shitalben Bhagubhai Patel		



**GOVERNANCE & ACADEMIC**

No.	Designation	Name
37	Assistant Professor	Bhargavkumar Priyakantbhai Padhya
		Chandrakant Dashrathbhai Prajapati
		Narendrakumar Ishvarbhai Patel
		Arpitaben Madhubhai Chaudhary
		Komalben Hitendrakumar Patel
		Upasana Manojkumar Bhilota
		Kashyapkumar Chaitanyakumar Patel
		Helly Bharatbhai Patel
		Himaniben Rajendrakumar Prajapati
		Jay Maheshkumar Dave
		Niki Ishwarlal Bachani
		Patel Krimaben Jaiminkumar
		Dhara Tejas Patel
		Sachinkumar Anandpal Goswami
		Patel Devangi Ghanshyambhai
		Pravinaben Babubhai Patel
		Nikita Pravinbhai Modi
		Roshni Pratapbhai Ramnani
		Vikrantkumar Bhagavandas Dasani
		Rajkamal Mahendrabhai Ajmeri
		Dhavalakumar Rajeshbhai Sathawara
		Sulabh Gopalbhai Bhatt
		Aniket Rajendrakumar Patel
		Umang Rasiklal Thakkar
		Kunal Dineshkumar Garud
		Rajput Nehasingh Rajeshkumar
		Tejaskumar Rasikbhai Kadiya
		Lokesh Budhia
		Ravindra Laljibhai Patel
		Sejal Patel
		Shalu Peshwani
		Sonam Singh
Pritesh Pareshkumar Andharia		
Neha Sisodiya		
Umeshkumar Prahaladbhai Lakhtariya		
Patva Vivek Ashvinbhai		
Tapan Navneetbhai Patel		



**GOVERNANCE & ACADEMIC**

No.	Designation	Name
37	Assistant Professor	Shirishkumar Prabhudas Patel
		Bharadwaj Chaitnyabhai Trivedi
		Vinaykumari Ganesh Pandey
		Aditya Bimalkumar Vyas
		Patel Fennyben Udaykumar
		Meetkumar Kirankumar Patel
		Pankaj Gopal Soni
		Harshang Jivanbhai Tholkar
		Ujas Gautamkumar Patel
		Patel Rohitkumar Govindbhai
		Patel Jayminkumar Jayantibhai
		Patel Sachinkumar Dasharathlal
		Patel Devendrakumar Chhatrabhai
		K Sujeet Kumar Reddy
		Patel Hirenkumar Gunvantbhai
		Patel Daminibahen Vasantbhai
		Shah Yash Jayminkumar
		Bais Nirav Kishorbhai
		Patel Shaileshkumar Amrutlal
		Bhojak Sneha Prafulkumar
		Patel Sunilkumar Kanjibhai
		Jivani Rushikesh Babubhai
		Abhishek Ambalal Raval
		Thakkar Ishan Sanjay
		Darshaliben Pareshbhai Patel
		Harsh Ajaybhai Rajyaguru
		Deep Vinodkumar Patel
		Hardik Prafull Modha
		Namrata Bharatbhai Patel
		Komal Deepak Bhatt
		Romilkumar Mahendrabhai Patel
		Anso Babu Christian
		Chandni Umeshbhai Swaminarayan
Darshit Rajeshbhai Shah		
Jay Piyushbhai Thakkar		
Ujjavalkumar Kanaiyalal Kansara		
Harshal Govindlal Purohit		



**GOVERNANCE & ACADEMIC**

No.	Designation	Name
37	Assistant Professor	Kiran Kamlesh Panchal
		Vidhibahen Bharatbhai Chaudhari
		Simmi George
		Rajulkumar Kanaiyalal Suthar
		Dipa Jarecha
		Ashvinkumar Gangarambhai Patel
		Himal Balbhadra Chitara
		Mayurkumar Manubhai Patel
		Mrunaleeben Ashokbhai Patel
		Prachi Vijaykumar Pandya
		Kiran Subhashchandra Varma
		Niral Yagnesh Yagnik
		Shalu Kushwah
		Zarana Jay Patel
		Pinkiben Ashvinbhai Prajapati
		Chandrakant Bhagabhai Patel
		Patel Harshil Rajeshkumar
		Kansara Aniket Prakashchandra
		Kruti Hitesh Vayeda
		Jyoti Joshi
		Chaudhari Sanjay Ramjibhai
		Patel Rutul Kiranbhai
		Erika Darshan Patel
		Sonupriya Surendraprasad Roy
		Nidhi Nareshkumar Joshi
		Patel Darshankumar Rameshbhai
		Swami Nisargkumar Kiritkumar
		Kesharbhai Maganbhai Rabari
		Akshaykumar Natvarbhai Patel
		Ashvinbhai Kirtibhai Gurjar
		Askaben Dineshbhai Patel
		Janhavi Devendrakumar Bhavsar
		Ajaykumar Rameshbhai Daraji
Patel Hardiben Manojkumar		
Patel Rajavi Dharmendrakumar		
Binalben Shaileshbhai Patel		
Vipin Banshilal Patidar		



**GOVERNANCE & ACADEMIC**

No.	Designation	Name
37	Assistant Professor	Jayadev P S
		Nikunj Kumar Sureshbhai Patel
		Roshaniben Govindbhai Barad
		Movalia Janaki Ambalal
		Nareshkumar Narsinhbhai Chaudhari
		Pratik Mukundbhai Raval
		Joshi Maitrikkumar Prakashchandra
		Jasmeeben Rameshbhai Patel
		Vipul Gobarbhai Baldaniya
		Parthsinh Mahendrasinh Rahevar
		Kalpeshbhai Shivabhai Vaghela
		Ankitt Kumar Ravjibhai Patel
		Kishankumar Vijaykumar Mashaliya
		Sharma Deepak Dinesh
		Solanki Chandreshbhai Balvantbhai
		Nehalkumar Vinodkumar Rami
		Gayatriben Bharatbhai Patel
		Manali Nirav Shah
		Mansiben Mahendrakumar Panchal
		Madhuri Jayendrabhai Suthar
		Rajeshriben Kishorbhai Prajapati
		Hemal Hasmukhbhai Khatri
		Sarikababen Pravinbhai Patel
		Krutiben Mukeshbhai Dave
		Nikita Rajendrasinh Chavda
		Ajay Lalbhai Desai
		Roshaniben Kantilal Chaudhary
		Truptiben Dineshbhai Barot
		Ushmaben Bharatkumar Joshi
		Khushbu Sureshbhai Panchal
		Hasit Vinodray Vaghani
		Prakash Bhai Bishnoi
Dhaval Kumar Prajapati		
Sucheta Karande		
Harsh Tusharkumar Vyas		
Kinjalben Arvindbhai Joshi		
Madhvi Anurag Singh .		



**GOVERNANCE & ACADEMIC**

No.	Designation	Name
37	Assistant Professor	Ravibhai Parbatbhai Bhola
		Reenaben Vinodray Rathod
		Amisha Dineshkumar Panchal
		Kunvar Shardaprasad Yadav
		Devdatt Jayeshbhai Patel
		Bhoomi Narendrabhai Patel
		Kinjalba Gohil
		Darshan Bhadrash Desai
		Paritosh Mahendrabhai Prajapati
		Riteshkumar Ramanlal Arya
		Amruta Desai
		Prasanta Das
		Sandesh Chibber
		Mamataben Jayantibhai Prajapati
		Hardik Mahashankerbhai Pandya
		Krishna Smit Shah
		Madhuresh Kishorkumar Makavana
		Savankumar Bavanjibhai Donga
		Reenababen Ramujagar Varma
		Jadav Sejalben Ramanbhai
		Nikunjanaben Rakeshkumar Patel
		Dipti Babulal Patel
		Geetaben Ketankumar Patel
		Roshani Arvindbhai Patel
		Riddhiben Jagdishkumar Jani
		Himanshu Dinesh Paliwal
		Bhoomi Miltankumar Patel
		Umang Haribhai Gajjar
		Pooja Utpal Patel
		Janavi Shreyaskumar Doshi
		Prakruti Tulajashankar Joshi
		Srushtiben Harilal Patel
		Maulinbhai Girishkumar Thakkar
Trushali Praveenkumar Patel		
Heli Harishbhai Amin		
Urmilababen Chandulal Patel		
Patel Hiteshkumar Ambalal		



**GOVERNANCE & ACADEMIC**

No.	Designation	Name
38	Assistant Professor	Jitendra Kashiram Prajapati
		Samir Bhagavatiprasad Joshi
		Bhaveshkumar Hasmukhlal Soni
		Pradipkumar Sangrambhai Chaudhari
		Trushar Rohitkumar Shah
		Bhunitkumar Prahladbhai Patel
		Ketankumar Jayantilal Patel
		Menka Navinchandra Patel
		Mitul Maheshbhai Modi
		Ketan Jagdishbhai Sarvakar
		Dhavalkumar Kanaiyalal Soni
		Patel Sagar Bharatbhai
		Snehalkumar Dineshbhai Patel
		Heena Kandarpbhai Patel
		Priyankaben Kirtilal Patel
		Mohit Ashokkumar Bhavsar
		Hetalben Ramanlal Patel
		Ravi Chandrakant Bhavsar
		Rachanaben Vasantbhai Modi
		Uchit Jayantibhai Patel
		Vijaykumar Dashrathbhai Patel
		Raval Ravikumar Farsuram
		Himanshu Haribhai Patel
		Vaishaliben Babulal Patel
		Vipulkumar Prahladbhai Patel
		Manohar Mulchand Khatri
		Bhavishaben Rameshbhai Suthar
		Ashishkumar Virabhai Patel
		Arjungkumar Mayurkumar Butala
		Shahabuddin Mohmedishhaq Modasiya
		Manishkumar Shankarbhai Patel
		Hiralkumar Vinodchandra Patel
Pareshkumar Hargovindbhai Patel		
Jaldipkumar Chandrakant Patel		
Himanshu Rajeshbhai Sathavara		
Amitkumar Sureshbhai Patel		
Maharishi Kamlesh Trivedi		
Niravkumar Rameshchandra Joshi		



**GOVERNANCE & ACADEMIC**

No.	Designation	Name
38	Assistant Professor	Bhavinkumar Niranjankumar Joshi
		Jayraj Vinodsinh Solanki
		Hiteshri A Modi
		Puneet Bansal
		Ramnarayan Meena
		Dineshbhai Hirajibhai Bhingaradiya
		Ankitkumar Somabhai Patel
		Nikunj Kumar Nareshbhai Patel
		Ashil Vishnubhai Patel
		Chirag Chelabhai Gami
		Nirmal Shaileshkumar Mehta
		Mihir Arvindbhai Patel
		Jigarkumar Vishnubhai Patel
		Hardik Amrutlal Patel
		Satishkumar Gandadal Prajapati
		Ronakkumar Nileshkumar Modi
		Bhailal Valjibhai Bhuva
		Mittal Jaimin Brahmbhatt
		Jatinkumar Somabhai Patel
		Prachi Devangbhai Shah
		Ritesh Upadhyay
		Mirav Bipinchandra Patel
		Hitenkumar Mansukhlal Sadani
		Manan Dhaneshbhai Thakkar
		Yogeshkumar Jethabhai Prajapati
		Nileshkumar Ambalal Parmar
		Abhay Pankajbhai Bhuva
		Kamlesh Ramesh Damdoo
		Viranchi Hitendra Shastri
		Venus Rohitkumar Patel
		Parth Hasmukhlal Sharma
		Achyut Virendrabhai Trivedi
Poojaben Kanaiyalal Thakkar		
Om Prakash Pal		
Noel Martinbhai Mecwan		
Satish Kumar Maurya		
Jigneshkumar Pramodbhai Desai		
Mittal Prafulbhai Datani		



**GOVERNANCE & ACADEMIC**

No.	Designation	Name
38	Assistant Professor	Tasveerkumar Babubhai Prajapati
		Durgesh Kumar Singh
		Tushar Srivastava
		Solanki Amit Desai
		Manish Kumar
		Rani Singh
		Mayur Pareshbhai Shah
		Jitendra Kumar Gupta
		Ruchik Trilokbhai Bhatt
		Shah Vikki Ketankumar
		Sonarghare Hitesh Ashok
		Nandu Pandey
		Alok Kumar Dubey
		Jagdish Khatik
		Nishi Prakash Patwa
		Pruthvish Rajesh Rajput
		Harshadkumar Revabhai Patel
		Patel Harshadkumar Chaturbhai
		Vaishvi Patel
		Brahmbhatt Jaimin Pravinchandra
		Sharma Ashish Subhashchand
		Parmar Parthkumar Sureshbhai
		Prajapati Dhirenkumar Trikamlal
		Amit Dangi
		Deoashish Panjiara
		Bhatt Naman Jayeshbhai
		Shah Kaumil Bharatkumar
		Matlani Dinesh Mahendra
		Darji Rakesh Rameshchandra
		Akhilesh Kumar Yadav
		Patel Meghaben Bharatbhai
		Rahul Jain
Joshi Nidhi Nareshkumar		
Sneha Veerakumar		
Pawan Kumar Kushwaha		
Ganatra Diptiben Hasmukhlal		
Swatiben V Patel		
Sanjaybhai Mohanbhai Vanani		



**GOVERNANCE & ACADEMIC**

No.	Designation	Name
21	Assistant Professor	Ravi Somabhai Patel
		Jaimit Rameshbhai Patel
		Anvita Ashok Sharma
		Oza Hareshkumar Prabhudas
		Patel Kinvantibahen Shivrambhai
		Acharya Vishal Arvindkumar
		Gadhavi Dharmeshdan Dilipdan
		Thaker Dharmendrakumar Narendrakumar
		Rudri Jigneshbhai Dave
		Ankitaben Vinodbhai Mistri
		Mohammadali Gulamhaidar Hajur
		Dhartiben Pravinkumar Rami
		Bhumikaben Vishnubhai Patel
		Kishanbhai Karubhai Chavda
		Vidhita Rakeshkumar Sinha
		Dhara Tejas Chudasama
		Amit Shukla
		Jaydipsinh Rajendrasinh Desai
Nupur Chaurasia		
Shaju Meetna		
Shitalben Jayeshbhai Vyas		
6	Adjunct Professor	Yupal Sanatkumar Shukla
		Nileshkumar Joitaram Patel
		Haresh Narindas Hingorani
		Prashant Pandurang Thorat
		Sunil Vithal Satam
Apurvadan Narendradan Ratnu		
1	Art Teacher	Tejalben Dineshbhai Barot
7	Assistant Teacher	Madhuben Shaileshkumar Patel
		Alkaben Manishbhai Patel
		Rajendrakumar Kantilal Raval
		Prafullkumar Parsotamdas Sadhu
		Parulben Prabhudas Patel
		Kailashben Joitaram Patel
Feminaben Sureshbhai Patel		
1	Academic Mentor	Kavita Prakash



**GOVERNANCE & ACADEMIC**

No.	Designation	Name
29	Assistant Teacher	Salim Imamkhan Chauhan
		Himmatsinh Laxmansinh Devda
		Parminder Vijay Sehgal
		Rajiv Jantilal Trivedi
		Dineshkumar Maganbhai Patel
		Rupal Kanankkumar Jha
		Dilipkumar Kantilal Patel
		Chetanakumari Becharbhai Patel
		Vyomsingh Rajaram Soni
		Pareshaben Vipulkumar Patel
		Dimpalben Jatinbhai Patel
		Hiralben Jigarkumar Raval
		Rupalben Amitkumar Rathod
		Piyushkumar Pravinchnadra Dave
		Mitulkumar Baldevbhai Prajapati
		Alpeshkumar Dashrathlal Patel
		Palash Tusharbhai Acharya
		Jigar Ramabhai Vyas
		Vanitababen Krunalkumar Patel
		Belaben Bharatbhai Patel
		Chhayaben Bhikhabhai Prajapati
		Pratikkumar Sureshkumar Prajapati
		Dixit Pravinkumar Soni
		Mili Jatinkumar Darji
		Nileshkumar Mukeshkumar Gambhava
		Vishnupriya P
		Srushti Sanjaykumar Joshi
		Vipulbhai Dineshbhai Dave
Nitaben Kalubhai Chauhary		
8	Lecturer	Patel Kanubhai Narottmabhai
		Patel Gauravkumar Gopalbhai
		Patel Nileshkumar Mafatlal
		Rathod Alpa Khemchandbhai
		Patel Jayeshkumar Sureshbhai
		Ghanshyamsinh Dasharathsinh Parmar
		Raval Ankitkumar Ashokkumar
Shaileshkumar Jayantilal Patel		



**GOVERNANCE & ACADEMIC**

No.	Designation	Name
37	Lecturer	Patel Amitkumar Kantilal
		Bhoomikaben Babulal Patel
		Patel Ketankumar Popatlal
		Chaurasiya Srikant Jagprasad
		Patel Uttamkumar Rameshbhai
		Shah Bhoomikaben Basantilal
		Prakashkumar Ambalal Patel
		Raval Bhagirathkumar Subhashchandra
		Patel Hiteshkumar Dahyabhai
		Hitesh Anandji Momaya
		Patel Amitkumar Rambhai
		Dipali Kamleshkumar Raval
		Kamaleshkumar Dahyabhai Patel
		Patel Falgunkumar Jayantilal
		Patel Kalpeshkumar Popatlal
		Mehta Dharmeshkumar Ratanlal
		Patel Mehulkumar Bhaichandbhai
		Patel Divyang Ishvarbhai
		Patel Vikrambhai Naranbhai
		Bhaveshkumar Amrutlal Thakar
		Radadiya Niteshkumar Dhirubhai
		Solanki Pratik Arvindbhai
		Sanjaykumar Ganpatbhai Patel
		Patel Kirtikumar Manilal
		Patel Jalpaben Jayantilal
		Mewada Pratikkumar Bhupendrabhai
		Patel Rajnikant Jayantibhai
		Sunilkumar Vitthalbhai Patel
		Pitroda Harshad Pravinchandra
		Patel Virbhadra Kanaiyalal
		Vekaria Vallabh Fulabhai
		Patel Rahulkumar Prahladbhai
Patel Pavan Sureshkumar		
Ravindkumar Ishvarbhai Patel		
Santoshibahen Pravinchandra Patel		
Shah Hardik Manharlal		
Patel Jatinkumar Rameshbhai		



**GOVERNANCE & ACADEMIC**

No.	Designation	Name
18	Lecturer	Patel Sumit Vadilal
		Shah Mehulkumar Kiranbhai
		Patel Piyushkumar Ramanlal
		Patel Samratkumar Kanubhai
		Patel Maulikkumar Jayantilal
		Hardikbhai Rameshbhai Patel
		Patel Harshadkumar Rajendrakumar
		Patel Ketankumar Vishnubhai
		Prajapati Kaushik Jagdishbhai
		Patel Amitkumar Manilal
		Rakesh Prabhudas Vara
		Patel Krimalben Ashvinkumar
		Patel Mayurkumar Jayantilal
		Dharamsinh Vikramsinh Solanki
		Solanki Ronakkumar Vasudev
		Hardik Dilipbhai Patel
		Sonu Hitendrabhai Patel
		Swati Mansinh Chavda
6	Tutor	Arazuben Akshay Patel
		Akanxa Rakeshkumar Rao
		Vineeth Vijayakurup
		Prajapati Sakshi Manojkumar
		Bhoomika Ramanbhai Parmar
		Hetal Rameshkumar Patel
14	Group Instructor & Instructor	Hardikkumar Bhagirathbhai Patel
		Mitulkumar Parsotambhai Patel
		Tushar Kanubhai Patel
		Gautamkumar Keshavlal Patel
		Parvatsinh Virsangji Thakor
		Jigarkumar Nitinbhai Patel
		Haresh Kacharabhai Patel
		Vipulkumar Hashmukhbhai Patel
		Harshadkumar Amrutbhai Patel
		Maheshji Dalpuji Rajput
		Dikesh Rasikbhai Prajapati
		Amitkumar K Srivastava
		Himanshu Dineshbhai Patel
Nitinkumar Shivrambhai Patel		
<b>594</b>		<b>Total</b>



## GOVERNANCE & ACADEMIC

### ■ Non-Teaching Team

No.	Designation	Name
1	Executive Registrar (administration)	Girishkumar Narsinhbhai Patel
1	Chief Financial Officer	Ujal Sureshchandra Mehta
1	Academic & Administrative Officer	Arpita Ajeet Chauhan
5	Lecturer	Axaykumar Bharatbhai Patel
		Manojkumar Hargovanbhai Patel
		Nimishakumari Kanjibhai Patel
		Nrupeshkumar Laxmanbhai Patel
		Hardik Gaurangkumar Vyas
1	Sr. Administrative Officer	Nitin Mishra
1	Administrative Coordinator	Virsangbhai Shankarbhai Chaudhary
4	Admin Assistant	Kinal Udaykumar Bhatt
		Sumeet Hargyan Balmiki
		Hinali Manishkumar Patel
		Sonal Virendra Patel
1	Admin Trainee	Shilpaben Satishbhai Patel
1	Advocate Council	Keyur A Vyas
3	Manager	Yash Pradeepkumar Thakar
		Ankit Sinha
		Paradava Vimalkumar Narvinbhai
1	Manager Admissions	Ravindrakumar Babubhai Prajapati
3	Office Superintendent	Chandrashekhar Ramanlal Modi
		Patel Milankumar Rameshbhai
		Patel Pratik Bharatbhai
1	Internal Auditor	Manish Madhusudan Nair
4	Accountant	Jayeshkumar Dajiji Chauhan
		Ajaykumar Prahadbhai Patel
		Manishkumar Rameshbhai Patel
		Jigarkumar Babulal Patel
1	Accounts Executive	Adit Kalpeshkumar Pathak
3	Accounts Trainee	Patel Dhrumilkumar Pravinbhai
		Dhwaniben Udaykumar Bhatt
		Sweety Rohitbhai Chauhan
1	Activities Cell	Amit Vallabhdas Makvana
1	Admissions	Tuhin Nandadulal Das
1	Agri-assistant	Hiteshkumar Jayantibhai Patel
2	Assistant	Vivekanand Bharatbhai Trivedi
		Shri. Jayeshkumar Madhavlal Patel
1	Assistant Chief Rector	Bhavanaben Bharatbhai Thakar



**GOVERNANCE & ACADEMIC**

No.	Designation	Name
1	Assistant Purchase Officer	Virendra Dineshbhai Patel
7	Assistant Registrar	Hemantkumar Purushottambhai Patel
		Mukesh Shaligram Deore
		Kushkumar Chandubhai Prajapati
		Nirmit Oza
		Pranav Ashokkumar Khamar
		Pratikumar Bharatbhai Patel
		Krutika Raval
1	Executive Registrar	Patel Amitkumar Amrutlal
1	Placement Specialist Cum Mobilizer	Raghu Jadavbhai Makavana
	Placement Officer	Mukesh Sharma
5	Estate Labour	Dasharathji Balaji Thakor
		Chelaji Baratuji Thakor
		Maheshji Karshanji Thakor
		Hiteshji Natuji Thakor
		Rohitji Karsanji Thakor
1	Business Relationship Executive	Viralkumar Babubhai Chauhan
1	Chief Marine Engineer	Jitendra Singh Rawat
1	Exam Officer	Dhruvi Vasantbhai Tailor
1	Facility Manager	Ankitkumar Mukeshbhai Patel
1	Field Assistant	Krishnaben Alpeshkumar Patel
1	Media & Pro	Bhikhesh Jayantilal Bhatt
1	Mis Coordinator	Sahil Firozbhai Chauhan
1	Asst- Manager	Srinivas Rajmouli Gogula
2	Head Clerk	Rohitkumar D Patel
		Veljibhai Maljibhai Rabari
5	Asst. Head Clerk	Pareshaben Rambhai Patel
		Himanshukumar Chimanlal Patel
		Devangkumar Chandrakant Shah
		Dipakkumar Narsinhbhai Patel
		Bhadreshkumar Vikrambhai Patel
7	Clerk	Pankajkumar Baldevbhai Patel
		Arvindkumar Bhikhabhai Patel
		Vijaykumar Ratilal Patel
		Kaushikkumar Ambalal Patel
		Yogeshkumar Babubhai Prajapati
		Maulik Babubhai Prajapati
		Jitendra Jivanbhai Desai



**GOVERNANCE & ACADEMIC**

No.	Designation	Name
7	Clerk	Yoginaben Naranbhai Patel
		Milan J Patel
		Desai Rajubhai Versibhai
		Bharatkumar Atmaram Patel
		Ketankumar Visatlal Patel
		Shailendrakumar Rasikbhai Patel
		Riteshkumar Manubhai Patel
		Satishkumar Ramabhai Patel
		Sureshkumar Kantilal Patel
		Manishkumar Kantilal Patel
		Rameshchandra Shankarlal Patel
11	Sr. Clerk	Patel Saraswatiben N
		Desai Ilaben Amathabhai
		Patel Muktaben Ambalal
		Jigarkumar Nitinkumar Raval
		Kinjalkumar Vishnubhai Patel
		Dipak Natvarlal Patel
		Anilkumar Rameshbhai Patel
		Chiragkumar Kanubhai Patel
		Patel Bipinchandra Chimanlal
		Bharatkumar Hemtuji Chavada
		Patel Dakshaben Somabhai
1	Jr-clerk	Patel Tejaskumar Ramanlal
1	Jr. Clerk Cum Technical Asst.	Vikikumar Kantilal Patel
3	Computer Programmer	Shri Ashokkumar Dahyabhai Patel
		Miteshkumar Govindbhai Patel
		Hareshbhai Somabhai Patel
		Amitkumar Gandlal Prajapati
4	Computer Operator	Patel Mauleshkumar Amrutlal
		Patel Dhavalkumar Jitendrakumar
		Patel Bhaveshkumar Bharatbhai
		Dipakkumar Nagarbhai Patel
1	Consultant Physician	Niravkumar Maheshbhai Patel
1	Controller Of Examinations	Laxmanbhai Joitaram Patel
1	Sports Officer	Kamleshkumar Natvarlal Patel
1	Cricket Coach	Rakeshbhai Prabhudas Makwana
2	Jim Trainer	Chavada Chiragkumar Jamanadas
		Devendrakumar Ramanbhai Kadiya



**GOVERNANCE & ACADEMIC**

No.	Designation	Name
3	Physical Training Instructor	Sanjay Vasarambhai Desai
		Suthar Sunilkumar Govindbhai
		Ashokkumar Babulal Patel
2	Swimming Coach	Punamcahnd Jethalal Prajapati
		Vaghela Sharmishtha Sardarsing
1	Vollyball Coach	Kalpeshkumar Vishnubhai Patel
1	Domain Trainer	Thakor Sanjaykumar Laxmanji
1	Electrical Engineer	Nitin Amrutbhai Patel
1	Electro Technical Officer	Abhishek Chauhan
7	Instructor	Dipkumar Shaileshbhai Prajapati
		Jasmine Mukeshbhai Patel
		Santosh Kumar Singh
		Harpreet Singh
		Prem Chand
		Vadher Vaibhav Navinchandra
2	Instructor Cum Fitter	Anish Kumar
		Gagandeep Singh Cheba
3	Intern	Prajapati Rasikbhai Ramabhai
		Ravinaben Rameshbhai Patel
		Ankitaben Jamanbhai Ghetiya
1	It Assistant	Rajnish Kumar
1	Jr- It Assistant	Mihirkumar Maheshbhai Patel
2	Librarian	Gulabji Shakaraji Thakor
		Pravinkumar Ishwarlal Patel
1	Farm Manager	Hareshkumar Amrutbhai Patel
1	Laboratory In-charge	Shri Ashvinkumar Revabhai Patel
1	Laboratory Technician	Bharatbhai Manordas Patel
1	Management Trainee - Ce	Rinaben Sureshbhai Patel
1	Management Trainee- Hr	Hardik Ramanlal Panchal
4	Management Trainee	Ruthvi Deepakbhai Dodiya
		Bhati Pavan Balavantbhai
		Pooja Preyan Mehta
		Parthkumar Shashikantbhai Patel
1	Maintenance Engineer	Patel Dhrupalkumar Pankajbhai
1	Resident Medical Officer	Ronakkumar Kanaiyalal Prajapati
3	Nurse	Kiritkumar Dashrathbhai Parikh
		Pratikshaben Ignasbhai Solanki
		Hemangiben Dilipbhai Patel
		Krina Rasikbhai Prajapati



**GOVERNANCE & ACADEMIC**

No.	Designation	Name
1	Nursing Assistant	Rimpalben Axaykumar Patel
3	Nursing Tutor	Nisha Shaileshkumar Purohit
		Anjel Ashishkumar Bhandvekar
		Kiranben Sureshbhai Patel
1	Officer Hr	Sandipkumar Anilbhai Patel
1	Senior Executive - Hr	Maunas Jyotindrakumar Shastri
2	Office Assistant	Ajit Vikrambhai Patel
		Maheshji Govindji Thakor
1	Officer (hr & Establishment)	Patel Manishkumar Madhavlal
2	Hr Executive	Abhishek Sharma
		Mohan Kumar Singh
1	Quality Coordinator	Piyush Kumar Soni
1	Project Coordinator	Siddhi Yogeshbhai Raval
1	Regional Representative	Anand Singh Solanki
1	Seamanship Cum Diving Instructor	Rajaram Dinkar Patil
1	Seamanship Instructor	Rajan Lal
1	Senior Marine Instructor	Mehulkumar Girishchandra Joshi
1	Senior Manager - International Admissions Cell	Priyank Chunibhai Kakani
1	Senior Scientist & Head	Dr. Rameshbhai Ambalal Patel
1	Sr- Civil Engineer (i/c)	Pradipkumar Khodidas Patel
2	Site Supervisor (civil)	Sanjaykumar Shivrambhai Patel
		Rashikkumar Ishwarbhai Patel
1	Site Engineer(civil)	Vijaykumar Ishvarlal Patel
1	Sic Electrician	Mayabhai Odich
1	Sms(ani.hus.)	Dr. Sharad M Soni
1	Sms(agronomy)	Shri Bharatkumar Kantilal Patel
1	Sms(ext.edu)	Mr.mukeshkumar Raghajibhai Patel
1	Sms(hom.sci)	Ku.babita Ramniwas
1	Sms(agri.engineering)	Ravikumar Amrutlal Kachhadia
1	Software Developer	Veenita Saha
1	Sr- Technical Assistant (it)	Shaileshkumar Amrutlal Patel
1	Stenographer	Shri Ganshyam Chandrakantbhai Rathod
1	Training & Placement Officer	Leeladhar Bhargav
3	Trainee Site Engineer	Harsh Hitendrakumar Patel
		Nimesh Narendrakumar Sadhu
		Vijaybhai Shantilal Prajapati
1	Technical Assistant(computer Lab)	Rahul Govindji Thakor
1	Marine Instructor	Devanshu Sunil Trivedi



**GOVERNANCE & ACADEMIC**

No.	Designation	Name
2	TRAINER (VEHICLE ASSEMBLY FITTER)	PRAVINKUMAR HIMMATSINGH CHARAN
		DHIRENKUMAR BHOLABHAI PATEL
1	MARINE FITTER	SUDHIR KUMAR
3	FITTER	HITESHKUMAR AMRUTLAL PATEL
		PATEL ROHITKUMAR BHOLABHAI
		BHARGAV RATILAL SURJIVALA
1	BORE OPERATOR	KARSANPURI B GOSWAMI
1	BOSUN CUM INSTRUCTOR	RAJESH KUMAR B
4	SECURITY OFFICER	NAYAK KIRTIKUMAR DASHRATHLAL
		PATEL MAHENDRAKUMAR MANABHAI
		PATEL RINKESHKUMAR SHANKARBHAI
		MAHESH SOMABHAI NAYI
1	Sr. Machinist	HASMUKHKUMAR JIVANBHAI PATEL
1	Sr. Patent Maker	MAHENDRAKUMAR GIRADHARBHAI PANCHAL
1	Sr. Electrician	SHAILESHKUMAR MANGALDAS PATEL
1	Sr. Store Keeper	DINESHBHAI MANILAL PATEL
1	Sr. Receptionist	DIPAL GITESHKUMAR DESAI
2	SR. MANAGER - ADMISSIONS	DEEPAK DIXIT
		JAMES SILAS MARTIN
1	Sr. Machinist	KAMLESHKUMAR JIVANBHAI PATEL
1	Sr. Instructor-cum-Fitter	NILESHKUMAR JAYANTIBHAI PATEL
<b>212</b>	<b>Total</b>	

No.	Designation
23	Sr. Laboratory assistant
50	Laboratory assistant
7	Assistant librarian
20	Rector
2	Warden-cum-instructor
1	Assistant warden
4	Wireman
1	Store keeper
79	Peon
29	Driver
4	Conductor
33	Gardner
6	Groundman
1	Sweeper
57	Housekeeper
2	Cook
4	Plumber
40	Security   Guard
2	Supporting Staff
<b>365</b>	<b>Total</b>

**Student Total - 13251**



## GOVERNANCE & ACADEMIC



### 1. GOVERNANCE

Green governance of the University refers to the policies, practices, and structures in place to ensure the institution operates environmentally and sustainably. Here are some key elements of green governance in universities:

**Environmental Policies:** A university should have a clear set of environmental guidelines that outline its commitment to sustainability and environmental stewardship.

These policies should address energy and water conservation, waste reduction and recycling, sustainable procurement, and sustainable transportation.

**Sustainability Committees:** A university should establish a sustainability committee or task force that is responsible for implementing and overseeing sustainability initiatives.

This committee should include representatives from various departments, faculty, and students to ensure sustainability is integrated throughout the institution.

**Green Buildings:** Universities should adopt green building practices to reduce the environmental impact of their facilities.

This includes designing and constructing energy-efficient buildings, using sustainable materials, and promoting healthy indoor environments.

**Sustainable Transportation:** Universities should promote sustainable transportation options such as biking, walking, carpooling, and public transportation.

This can be achieved through infrastructure improvements, incentives for sustainable commuting, and partnerships with local transportation providers.

**Curriculum Integration:** Universities should integrate sustainability into their curriculum to ensure that students are equipped with the knowledge and skills needed to address environmental challenges.

This can be achieved by offering sustainability-focused courses, interdisciplinary programs, and experiential learning opportunities.

**Community Engagement:** Universities should engage with their local communities to promote sustainability and environmental stewardship.

This can be achieved through partnerships with local organizations, sustainability events, and outreach programs.

Green governance of the University involves integrating sustainability into all aspects of the institution, from policies and practices to facilities and curriculum. This approach promotes environmental stewardship and sustainability and is a model for other higher education institutions.



**GOVERNANCE & ACADEMIC**



**GOVERNANCE**

- 1
- 2
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- 10

Statutes of the University drive the Governance in GUNI. Governing body of GUNI is committed to its purpose, dedicated to serving all stakeholders' interests, including the environment.

Governing Body of GUNI also follows well-informed decision-making, transparency in teaching-learning practices & accountability in the performance and use of human potential.

**About Governing Body**

The Governing body of Ganpat University consists of academicians, innovators, Philanthropists, and environmentalists. The Autonomy for academicians and flexibility for learners is the core of governance.

Service rules, promotion policies, and employee welfare schemes are well-defined.





## GOVERNANCE & ACADEMIC



### 2. LEADERSHIP

Sustainable university leadership incorporates sustainability into the institution's operations, policies, and culture.

**Developing a sustainability vision:** University leaders should establish a clear and compelling vision that outlines the institution's commitment to environmental, social, and economic sustainability.

The vision should be communicated to all stakeholders, including students, faculty, staff, and community members.

**Establishing sustainability goals:** University leaders should develop specific, measurable, and time-bound goals aligning with the institution's vision.

These goals should be integrated into the University's strategic plan and monitored regularly to track progress.

**Embedding sustainability into the curriculum:** University leaders should work to integrate sustainability into the curriculum across all disciplines.

This can be achieved by offering sustainability-focused courses, incorporating sustainability into existing courses, and promoting interdisciplinary sustainability programs.

**Promoting sustainable operations:** University leaders should implement sustainable practices in university operations, including energy and water conservation, waste reduction and recycling, sustainable transportation, and green building practices.

**Fostering a culture of sustainability:** University leaders should promote a culture of sustainability throughout the institution by engaging stakeholders and encouraging participation in sustainability initiatives. This can be achieved through employee and student sustainability training programs, sustainability awards, and sustainability outreach programs.

#### **Collaborating With Stakeholders:**

University leaders should work collaboratively with stakeholders, including students, faculty, staff, alumni, and community members, to identify sustainability priorities and develop strategies to achieve sustainability goals.

Sustainable leadership in universities requires a commitment to sustainability across all institution levels. By incorporating sustainability into the institution's operations, policies, and culture, university leaders can promote a more sustainable future and inspire the next generation of sustainability leaders.



**GOVERNANCE & ACADEMIC**



**LEADERSHIP**

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Patron in Chief & President Shri Ganpatbhai Patel is mentoring the GUNI towards a responsible University. He has nurtured many successful leaders through his leadership skills. He is a lifelong learner who strives to build the nation through responsible education.

Dr. Mahendra Sharma, Pro-Chancellor & Director General is passionate about his vision and plan towards making GUNI a leading Global University.



**Shri Ganpatbhai Patel**  
Patron in Chief & President,  
Ganpat University

A Science Graduate of Gujarat University, India, and an Engineering Graduate from Iowa University, United States, a Successful NRI Entrepreneur turned Philanthropist, Ganpatbhai Patel, led a whole initiative to empower the community with the power of quality higher education in the north Gujarat region with the spirit of giving back to society is the man behind Ganpat University.



## GOVERNANCE & ACADEMIC



**Mr. Mahendra Sharma**  
Pro Chancellor & Director General  
Ganpat University

A Professor of Management Studies with a Ph.D. in Consumer Behaviour, Specialization in Strategic Management, Rural & Retail Marketing, Sales & Distribution Management, and Services Marketing, Dr. Mahendra Sharma has been Vice-Chancellor of Ganpat University Since February 02, 2015.

Dr. Sharma has played a pioneering role in establishing several Centres of Excellence; Establishment of the first Japan India Institute of Manufacturing (with Maruti Suzuki) as a part of a collaboration between the Governments of India and Japan with the first Automobile Assembly Line in a University set-up.

Establishment of Centre of Excellence with Bosch Rexroth and Bosch Foundation for Pneumatics, Hydraulics, Mechatronics, and Electrical Engineering.

Establishment of full Ship-in-Campus for B. Tech (Marine Engineering) and B. Sc (Nautical Sciences).  
Advanced Technology Centre for Next Generation Networks (5G & Beyond),  
Centre of Excellence for Additive Manufacturing (3D Printing)

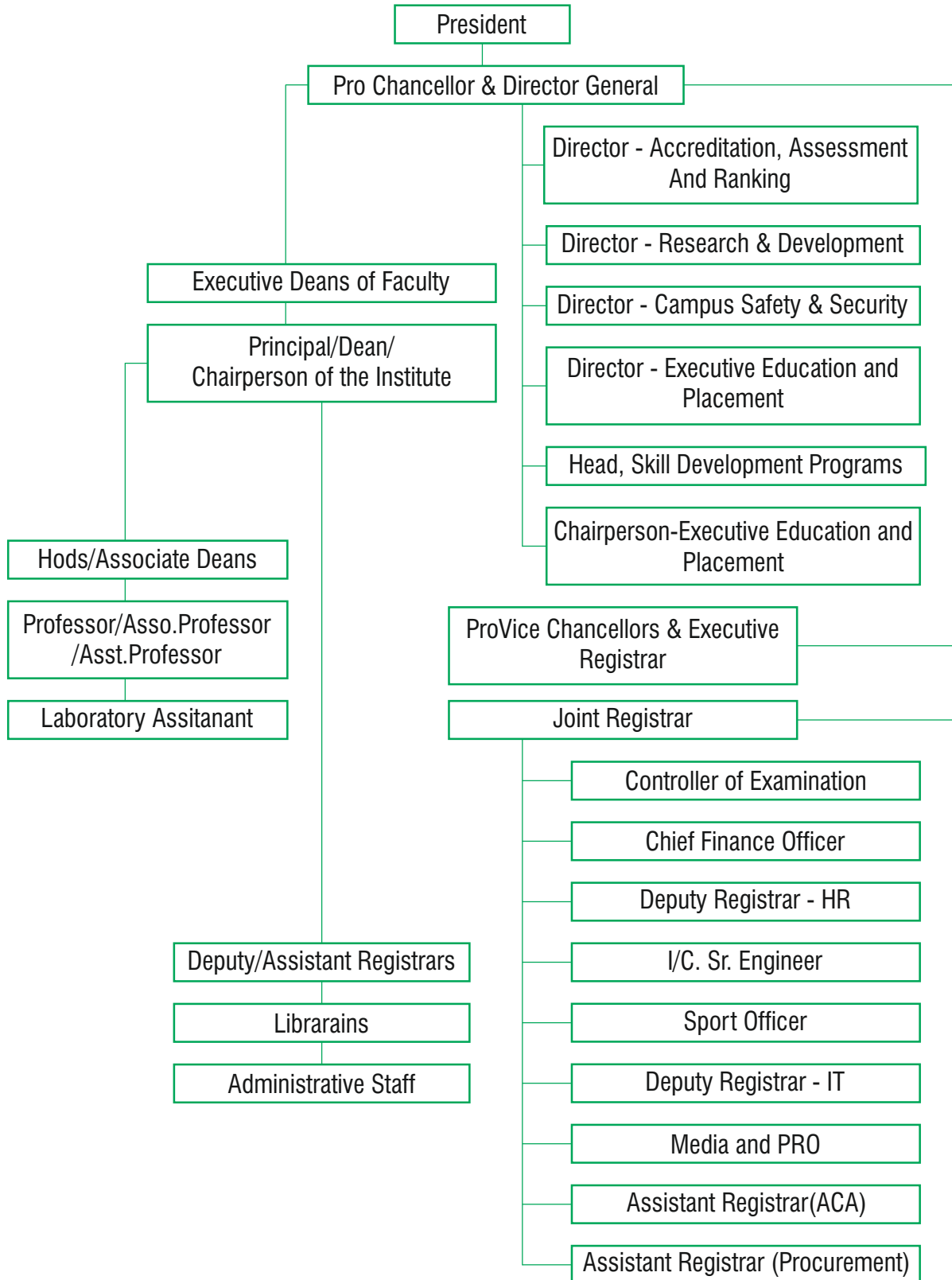
He has successfully guided 22 M.Phil. and 7 Ph.D. dissertations. In addition, he is the recipient of several awards for his Outstanding Contribution to the Field of Education and innovative leadership.

recipient of several awards for his Outstanding Contribution to the Field of Education and innovative leadership.



**GOVERNANCE & ACADEMIC**

**Organization Chart**





## GOVERNANCE & ACADEMIC



### 3. Sustainability Commitment

The sustainability commitment of a university refers to its dedication to integrating sustainability into all aspects of its operations, policies, and culture. A university's sustainability commitment involves a comprehensive approach to sustainability that incorporates environmental, social, and economic factors i.e.

**Environmental sustainability:** A university's commitment to ecological sustainability involves reducing its environmental impact through sustainable practices in energy and water conservation, waste reduction and recycling, sustainable transportation, and green building practices.

**Social sustainability:** A university's commitment to social sustainability involves promoting social justice, equity, and inclusivity within the institution and in the broader community.

This can be achieved through diversity and inclusion initiatives, community engagement programs, and the promotion of social responsibility and ethical behavior.

**Economic sustainability:** A university's commitment to economic sustainability involves balancing its financial needs with its sustainability goals.

This can be achieved through responsible financial management, sustainable procurement practices, and promotion of entrepreneurship and innovation.

**Curriculum and research:** A university's commitment to sustainability involves incorporating sustainability into the curriculum across all disciplines and promoting sustainability research. This can be achieved by offering sustainability-focused courses, incorporating sustainability into existing systems, and promoting interdisciplinary sustainability programs.

**Stakeholder engagement:** A university's commitment to sustainability involves engaging stakeholders, including students, faculty, staff, alumni, and community members, in sustainability initiatives.

This can be achieved through employee and student sustainability training programs, sustainability awards, and sustainability outreach programs.

Overall, a university's sustainability commitment involves a comprehensive approach that integrates environmental, social, and economic factors into all aspects of the institution's operations, policies, and culture.

By promoting sustainability within the institution and in the broader community, universities can inspire the next generation of sustainability leaders and contribute to a more sustainable future.



**GOVERNANCE & ACADEMIC**



**Sustainability Commitment**

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GUNI firmly accepts the "accountability to the future"—a special role and a special responsibility in confronting the challenges of climate change and sustainability.

The vision of GUNI is rooted in its shared responsibility to build and operate a campus that contributes to the well-being of every member of its community—and ultimately to the health of the planet.

The Academic Township was built on barren land. Today the campus is known for its beautiful biodiversity, having over 50,000 Trees, Flora, Fauna, shrubs, and herbs.

Now GUNI is known for its wide range of biodiversity and sustainable learning space in the State of Gujarat.

GUNI also constitutes a sustainable education committee led by the Pro-Chancellor & Director General of the University to take the legacy of sustainability to the next level.

The Committee will explore more alternative energy sources, design and define the Green project and curricular activities, explore the ways to green transport, frame Water harvesting and monitoring strategies, and prepare more advanced guidelines for safe waste management and recycling practices, etc.

**Sustainable Education Committee**

The following committee members will be appointed for the tenure of three years.

<b>Name of Member</b>	<b>Designation</b>	<b>Position in The Committee</b>
Dr. Mahendra Sharma	Pro Chancellor & Director General	Chairman
Dr. R K Patel	Pro Vice Chancellor	Co-Chair
Dr. Satyen Parikh	Dy. Pro Vice Chancellor	Member
Dr. Kiran Amin	Dy. Pro Vice Chancellor	Member
Dr. S S Pancholi	Executive Dean, Pharmacy	Member
Dr. K P Patel	Principal	BSPPMember
Dr. Girish Patel	Ex. Registrar	Member



## GOVERNANCE & ACADEMIC



### 4. Innovative Practices

Innovation practices in universities refer to the strategies and approaches universities use to promote and support innovation and entrepreneurship. Here are some examples of innovative practices in universities:

**Incubators and accelerators:** Many universities have established incubators and accelerators to provide support and resources to startups and entrepreneurs. These programs often offer mentoring, funding, networking opportunities, and specialized equipment and facilities access.

**Entrepreneurship courses and programs:** Universities can offer classes and programs that teach students the skills and knowledge needed to launch and run a successful startup. These programs may cover business planning, marketing, and finance topics.

**Research and development partnerships:** Universities can partner with businesses and organizations to conduct research and development, leading to new products, services, and technologies. These partnerships can benefit both the University and the partner, creating opportunities for innovation and commercialization.

**Intellectual property and commercialization support:** Universities can provide support and resources for protecting and commercializing intellectual property. This can include patent filing assistance, licensing services, and startup incubation and acceleration.

**Collaborative innovation spaces:** Universities can establish collaborative spaces that bring together students, faculty, researchers, and industry partners to work on innovative projects. These spaces can facilitate cross-disciplinary collaboration and knowledge sharing.

**Innovation competitions and awards:** Universities can organize innovation competitions and prizes to recognize and incentivize creative thinking and problem-solving. These competitions encourage students to develop new solutions to real-world problems and promote a culture of innovation on campus.

University innovation practices involve creating an environment that fosters creativity, encourages risk-taking, and supports entrepreneurship. By promoting innovation on campus, universities can help drive economic growth and development while providing students with the skills and experience needed to succeed in a rapidly changing world.



**GOVERNANCE & ACADEMIC**



**Innovative Practices**

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Innovation is an application and implementation of creativity; thus, creativity and innovation are inseparably related, which reflects their complementarity in providing what is new and adding value.

The innovation drives Post Graduate & Research Programs of GUNI, Deans and HoDs of various academic departments bring innovation into learning opportunities through collaboration with exceptional researchers, innovators & entrepreneurs.



Cumulative Score

**35/40**



**BUILDING DESIGN & LANDSCAPING**



**1. Local Building Regulations**

Green building laws, also known as sustainable building laws, are regulations and standards to promote the design, construction, and operation of environmentally sustainable and energy-efficient buildings. These laws vary depending on the country or region, but they generally aim to reduce the carbon footprint of buildings and promote the use of renewable energy sources.

In India, the green building movement is gaining momentum, and the government has introduced several laws and initiatives to promote sustainable building practices.

Overall, green building laws in India aim to promote sustainable building practices and reduce the environmental impact of buildings. These laws and initiatives are helping to create a more sustainable built environment in India.



**BUILDING DESIGN & LANDSCAPING**



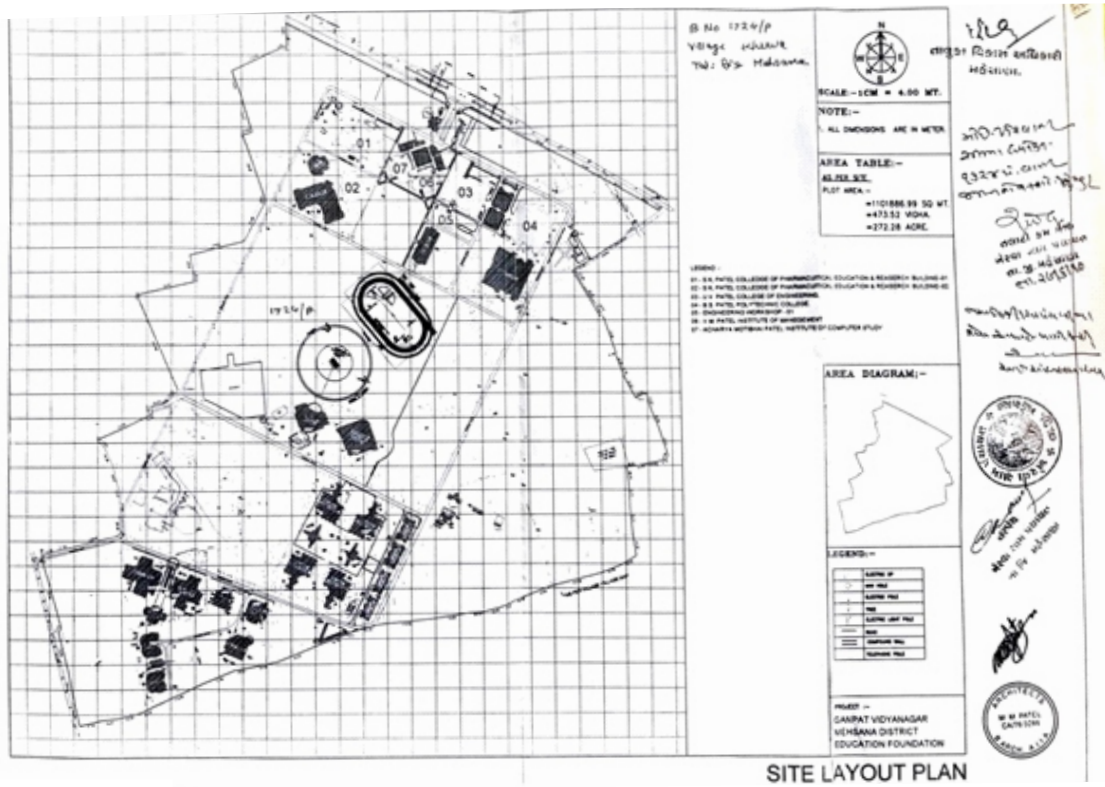
**Local Building Regulations**

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Green building laws and codes in India are voluntary. A green building uses less water, optimizes energy efficiency, conserves natural resources, generates less waste, and provides healthier spaces for occupants than a conventional structure.

Built-up learning spaces of GUNI meet all local building laws.

- Scattered master planning with green buffers to reduce the overall heat islands on campus.
- Large open patches are covered with turf and lined with shrubbery and trees to reduce different surfaces that can create potential heat islands.
- Water runoffs are utilized to create various rainwater collecting systems, including a large pond that can help replenish the groundwater over time.
- The orientation of buildings on campus is based on an understanding of the Sun's path to have a built environment harmonious with the surroundings and microclimate





## BUILDING DESIGN & LANDSCAPING



### 2. Top-Soil Preservation

Topsoil erosion can occur due to wind, rain, or human activities like excavation and construction. When topsoil erodes, it can cause soil degradation and reduce the soil's ability to support plant growth.

Therefore, preserving topsoil helps to prevent erosion and maintain soil health.

Soil conservation is the prevention of loss of the topmost layer of the earth from erosion or the prevention of reduced fertility caused by over usage, acidification, salinization, or other chemical soil contamination.

Topsoil has the highest concentration of organic matter and nutrients. It is also the most fertile layer of soil and is crucial for plant growth. Therefore, preserving topsoil helps to conserve the soil's fertility and ensures that it can support plant growth in the future.

Topsoil acts as a sponge, absorbing water and allowing it to infiltrate the soil. This helps to reduce runoff and erosion, and it also helps to recharge groundwater supplies. In addition, preserving topsoil helps to maintain soil moisture levels and ensure that water is available for plant growth.

The topsoil layer contains diverse microorganisms, including bacteria, fungi, and other soil organisms. These microorganisms play an essential role in nutrient cycling and soil health. Preserving topsoil helps to maintain soil biodiversity, which is necessary for ecosystem health.

Preserving topsoil is an essential aspect of sustainable landscaping. It helps to reduce the need for chemical fertilizers and pesticides, which can harm the environment and human health. The University can create a more sustainable and environmentally friendly landscape by preserving topsoil.





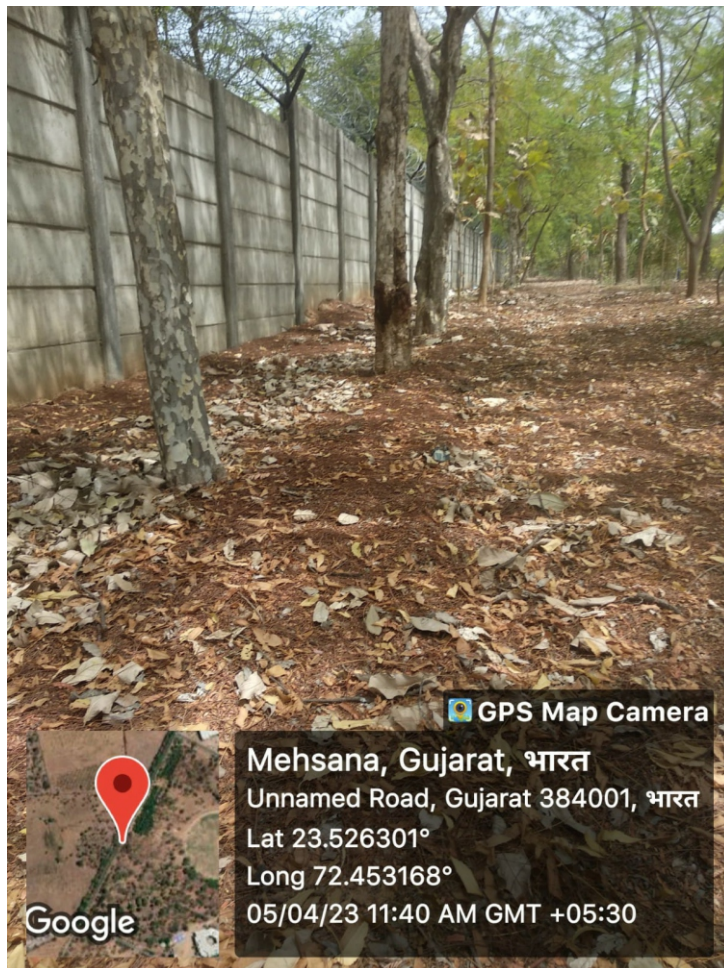
## BUILDING DESIGN & LANDSCAPING



### Top-Soil Preservation

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GUNI has taken proactive measures towards topsoil conservation on the campus through regular aeration that allows the nutrient to reach the roots of plants, filling the holes created by aeration, indigenous gardening, building wind barriers, mulching, and placing stepping stones for walkers on topsoil.





## BUILDING DESIGN & LANDSCAPING



### 3. Eco-friendly Commuting Practices

Eco-friendly commuting practices in universities involve promoting sustainable transportation options that reduce the environmental impact of commuting to and from campus, including...

**Public Transportation:** University should encourage students and employees to use public transport by providing information on local transit options, offering transit subsidies, and partnering with local transit agencies to provide discounted fares.

**Active Transportation:** University should promote active transportation options such as walking, biking, and skateboarding by providing bike racks, shower facilities, and safe pedestrian and bike routes.

**Carpooling and Vanpooling:** University should encourage carpooling and vanpooling by providing carpool matching services, preferred parking for carpool vehicles, and incentives such as discounted parking fees.

**Electric and Hybrid Vehicles:** Universities can promote using electric and hybrid cars by providing charging stations and offering incentives such as preferred parking or discounted parking fees.

**Telecommuting and flexible work arrangements:** Universities can offer telecommuting and flexible work arrangements to reduce the need for employees to commute to campus.

**Green transportation events and campaigns:** Universities can organize events and campaigns to promote eco-friendly commuting options, such as bike-to-work days, car-free days, and sustainable transportation fairs.

Universities' eco-friendly commuting practices involve sustainable transportation options that reduce the environmental impact of commuting to and from campus.

By promoting sustainable transportation, universities can help reduce traffic congestion, improve air quality, and contribute to a more sustainable future.





**BUILDING DESIGN & LANDSCAPING**



**Eco-friendly Commuting Practices**

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GUNI encourages its students & professors to adopt environment-friendly transport to minimize the environmental impact of automobile use.

In addition, University offers residential facilities to its professors and non-teaching staff that reduce ecological impact.

	Walking	Bicycle	Motorcycle	Car	University Bus	Public Transport	Total
Students	4750	250	413	35	1845	5958	13251
Teachers	106	12	215	83	90	672	1178
Non-Teaching Staff	45	36	236	56	29	171	573





## BUILDING DESIGN & LANDSCAPING



### 4. Sustainable Parking Facility

Sustainable parking facilities in universities involve designing and operating parking structures to minimize their environmental impact and maximize their sustainability benefits. Here are some examples of sustainable parking facilities in universities:

**Green Roofs and Walls:** Universities can incorporate green ceilings and walls into their parking structures, which can help reduce the heat island effect, improve air quality, and provide habitat for wildlife.

**Electric Vehicle Charging Stations:** Universities can install electric vehicle charging stations in their parking structures to encourage the use of electric vehicles and reduce greenhouse gas emissions.

**Bike storage and amenities:** Universities can provide bike storage and amenities such as showers, lockers, and repair stations in their parking structures to encourage active transportation and reduce the use of cars.

**Sustainable Construction Materials:** Universities can use sustainable construction materials such as recycled content concrete, low VOC paints and coatings, and locally-sourced materials to reduce the environmental impact of their parking structures.

**Solar Panels:** Universities can install solar panels on the roofs of their parking structures to generate renewable energy and reduce their carbon footprint.

**Stormwater Management:** Universities can incorporate stormwater control features such as rain gardens, bioswales, and permeable paving into their parking structures to reduce stormwater runoff and improve water quality.

Sustainable parking facilities in universities involve designing and operating parking structures to minimize their environmental impact and maximize their sustainability benefits.

By incorporating sustainable features into their parking structures, universities can reduce their carbon footprint, promote active transportation, and contribute to a more sustainable future.





**BUILDING DESIGN & LANDSCAPING**



**Parking Facility**

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GUNI has sustainable shaded parking space, including sustainable paving materials, energy-efficient or natural lighting, renewable energy sources, and improved pedestrian walkways.

**Parking capacity in the campus**

Buses	Cars	Motorcycles	Bicycles
10	500	2000	5000





## BUILDING DESIGN & LANDSCAPING



### 5. Greenery and Biodiversity on Campus

Greenery in universities involves incorporating plants and other natural elements into the campus environment to create a more sustainable and livable space. Biodiversity in universities consists in promoting and preserving various plant and animal species within the campus environment.

**Green Roofs and Walls:** Universities can install green ceilings and walls on their buildings to provide insulation, reduce stormwater runoff, improve air quality, and create habitats for wildlife.

**Trees and shrubs:** Universities can plant trees and shrubs throughout their campuses to provide shade, improve air quality, and reduce the heat island effect.

**Rain Gardens and Bioswales:** Universities can incorporate rain gardens and bioswales into their landscapes to manage stormwater runoff and improve water quality.

**Urban Agriculture:** Universities can establish urban agriculture programs that provide fresh produce for campus dining services and engage students in sustainable food systems.

**Native Plant Gardens:** Universities can establish gardens that feature native plant species, which support local ecosystems and promote biodiversity.

**Wildlife Habitat Preservation:** Universities can preserve natural areas on campus that serve as habitats for local wildlife, such as wetlands, forests, and meadows...

**Campus Sustainability Plans:** Universities can include biodiversity initiatives in their campus sustainability plans, setting targets for biodiversity preservation and establishing monitoring programs to track progress.

**Education and Awareness:** Universities can educate their students, faculty, and staff about the importance of biodiversity and promote awareness of local ecosystems and wildlife.

Greenery in universities involves incorporating natural elements into the campus environment to create a more sustainable, livable, and biodiverse space. By promoting vegetation on campus, universities can contribute to a healthier and more sustainable future for their communities and the planet. In contrast, by supporting biodiversity on campus, universities can contribute to a healthier and more sustainable future for their communities and the earth.





**BUILDING DESIGN & LANDSCAPING**



**Greenery and Biodiversity on Campus**

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Interaction with Greenery can improve human stress reduction, emotional states, and cognitive function.

GUNI has maximized Greenery on its campus, including community gardens, parks, meadows, green roofs, playing fields, and wetland that supports well-being and education outcomes.

Ganpat University prides itself on the immense amount of green cover it provides within its vast expanse. As a higher education institution focused on creating and maintaining a commendable amount of Greenery, Ganpat University currently holds a student-to-tree ratio of over 1:3, with a total number of trees being over 60000 and the target ratio being 1:5.

The campus has ensured multiple ways of maintaining and extending its green cover over the ensuing years through initiatives such as:

The development of a Micro-Forest through the Miyawaki Method, wherein we have grown nearly 14000 trees within 4400 square meters.

The development of Medicinal gardens within an area of nearly 6000 square meters.

Plantation of multiple fruit-bearing trees to attract diverse fauna and stimulate the growth of varying types of flora throughout the year.

Large foliage trees like Neem, Banyan, Mango, Gulmohar, Palash, and Bauhinia, among others

The total area of the school campus...

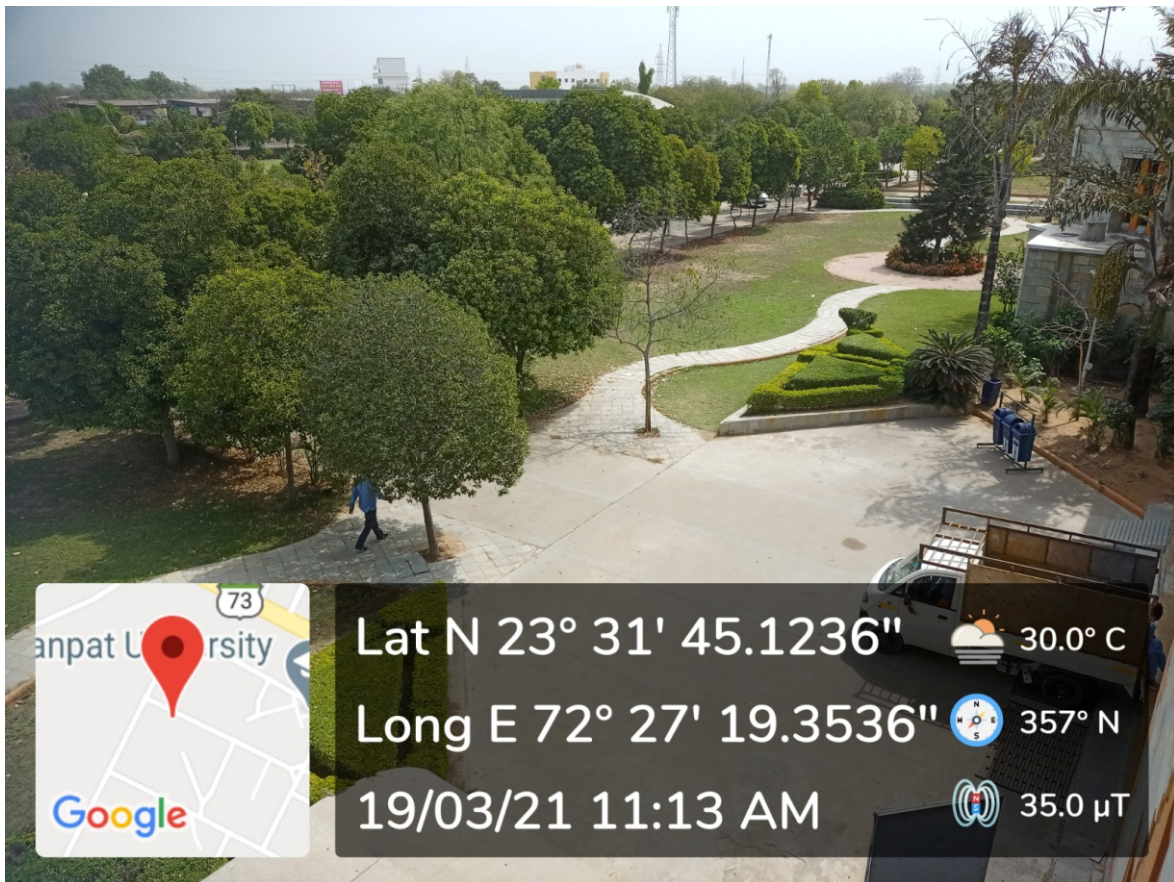




**BUILDING DESIGN & LANDSCAPING**

Total Area of the school campus.

1	Building foot print	78,560 smt
2	Playground area	31,802 smt
3	Vegetated space	
	A. Turf area	38,186 smt
	B. Area with native species	1,56,843 smt
	C. Area with drought tolerant species	2,16,560 smt
	D. Other Species area	5,39,062 smt
4	Non-roof impervious area	32,588 smt
5	Water body	6,400 smt





**BUILDING DESIGN & LANDSCAPING**



**6. Minimise Heat Exposure to Sun: Non-Roof**

Minimizing heat exposure to the Sun for non-roof areas in universities can be achieved through a variety of strategies, including:

**Planting Trees and Greenery:** Trees and other vegetation provide natural shade and help to cool the surrounding environment through evapotranspiration.

**Installing Shade Structures:** Installing shade structures, such as pergolas or shade sails, can provide a shaded area for students and staff to stay calm and protect them from the Sun's heat.

**Creating Green walls and Green roofs:** Green walls provide additional insulation and reduce the heat absorbed by buildings and surrounding areas.

**Using Cool Pavement:** Using light-colored or reflective pavement can reduce heat absorption and reflect sunlight into the atmosphere, helping to cool the surrounding area.

**Incorporating Water Features:** Water features, such as fountains or misting systems, can help cool the surrounding area through evaporative cooling.

**Creating Windbreaks:** Installing windbreaks, such as walls or hedges, can protect from the wind and reduce wind chill, making the area feel more relaxed.

**Providing Proper Ventilation:** Ensuring adequate ventilation in the area can help circulate air and prevent hot air buildup.

Minimizing heat exposure to the Sun for non-roof areas in universities involves incorporating shading, Greenery, cool pavement, water features, windbreaks, and proper ventilation into the design and operation of the campus. By implementing these strategies, universities can create a comfortable and safe outdoor environment for students and staff, even on hot days, while promoting sustainability and reducing energy consumption.





**BUILDING DESIGN & LANDSCAPING**



**Minimise Heat Exposure to Sun: Non-Roof**

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GUNI Campus houses 51,126 trees and plants speared in 11,00,000 Sq. Meters of land, restricting impervious surfaces from being exposed to the Sun to minimize the impact on microclimate on the campus.

Total non-roof areas include footpaths, pathways, roads, uncovered surface parking, and other impervious areas covered with trees (foliage) or open grid pavers 47,652 Sq. Meters.

Due to our location in a hot belt within the region, the Ganpat University campus has taken appropriate measures regarding the architectural design of its constituent institutional buildings. Various provisions have been put into practice that focus on passive cooling measures, especially during the hot summer months from mid-March through mid-July. These measures include:

The utilization of cavity walls on facades facing the West and South directions.

Creation of pedestrian and vehicular avenues with dense green covers between buildings to reduce heat islands.

Use stone-create building elevation treatments that effectively castes shadows over 50% of the wall area to reduce the size of heat-exposed surfaces.

Creation of sun-cutters like pergolas and recessed windows.

- |  |               |
|--|---------------|
| <b>A.</b> University campus area   | 11,00,000smt. |
| <b>B.</b> No. of existing trees / saplings planted                                   | 51,126 Nos.   |
| <b>C.</b> Total non-roof area, area covered with trees (foliage) or open grid pavers | 47,652 smt.   |



## BUILDING DESIGN & LANDSCAPING



### 7. Minimise Heat Exposure to Sun: Roof

Minimizing heat exposure to the Sun on roofs in universities can be achieved through a combination of strategies, including:

**Cool Roofs:** Using cool roofs, designed to reflect more sunlight and absorb less heat, can help reduce the amount of heat absorbed by the shelter and transferred into the building.

**Green Roofs:** Installing a green roof, which involves planting vegetation on the surface, can provide natural insulation and reduce the heat the top absorbs. This can also help to improve biodiversity on the campus.

**Solar Shading Devices:** Installing solar shading devices, such as awnings or screens, can help block direct sunlight and reduce the amount of heat the roof absorbs. This can also provide shaded areas for students and staff to study or relax.

**Insulation:** Properly insulating the roof can help to prevent heat from penetrating the building and reduce the need for air conditioning.

**Ventilation:** Proper ventilation of the roof space can help to circulate air and reduce the buildup of hot air. This can be achieved through the installation of vents or fans.

**Maintenance:** Regular roof maintenance, cleaning and repairing any damage, can help ensure the roof functions efficiently and reduces heat absorption.

By incorporating these strategies into the design and operation of university buildings, it is possible to create a more comfortable and sustainable campus environment.

This can also reduce energy costs and improve the University's overall sustainability. Additionally, providing shaded and cool areas on roofs can encourage outdoor learning and activities, positively impacting student well-being and academic performance.





**BUILDING DESIGN & LANDSCAPING**

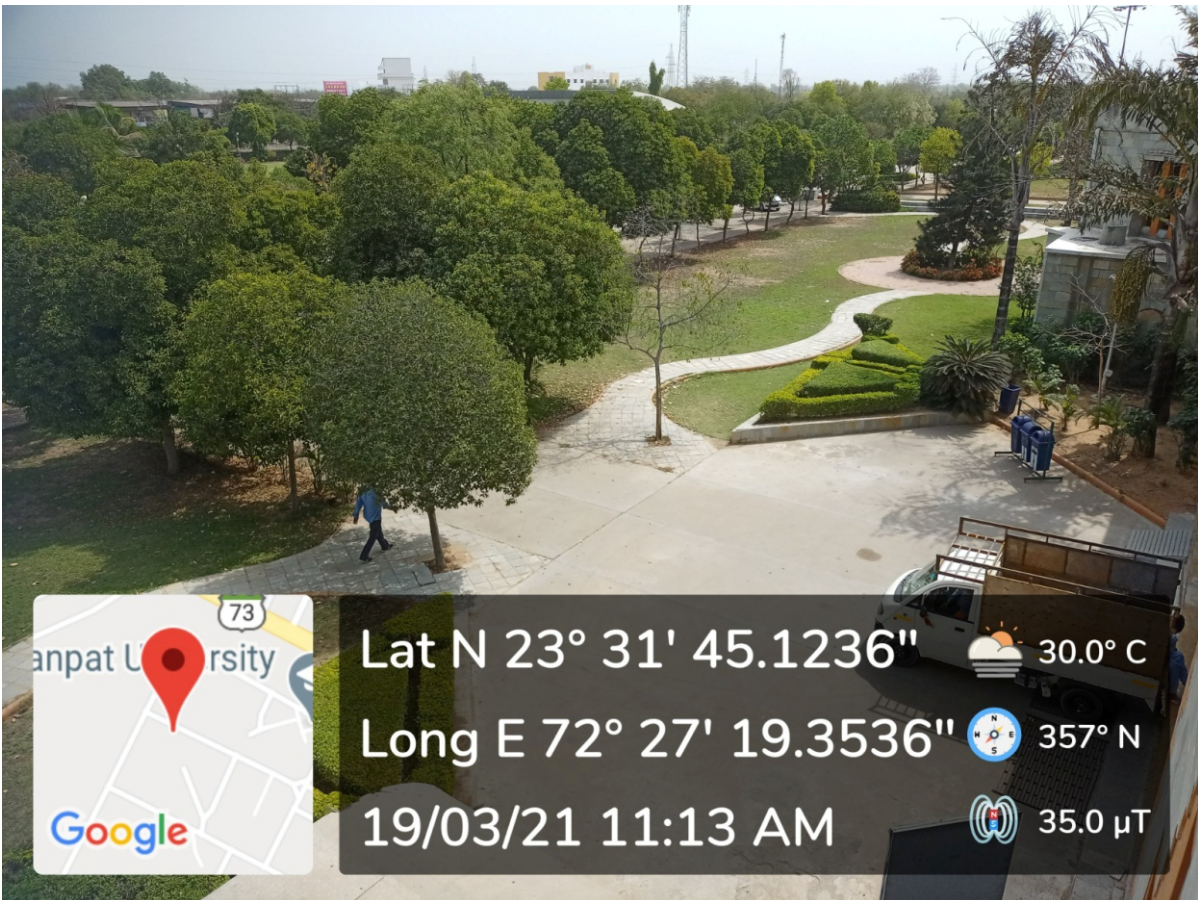


**Minimise Heat Exposure to Sun: Roof**

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GUNI has planted trees in a strategic way that provides shade to the roof in summer; when the leaves fall, the trees allow the Sun to shine through, creating a desired solar heat gain effect during the winter.

The total roof area exposed to the Sun is 78560 Sq. Meters. The Total area is covered with solar panels, tiles & paint, and vegetation is 75,518 Sq. Meters that minimize the impact on the microclimate on the campus.



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## BUILDING DESIGN & LANDSCAPING



### 8. Universal Design

Universal design is an approach to design that aims to create products, buildings, and environments accessible and usable by everyone, regardless of their age, abilities, or disabilities. For example, in the context of a university, universal design should be applied to create an inclusive learning environment that benefits all students, including those with disabilities.

Universal design can be incorporated into the design and operation of a university through...

**Building Design:** Buildings should be designed to be accessible and usable by people with disabilities. This includes ramps, wide doorways, elevators, and accessible restrooms.

**Classroom Design:** Classrooms should be accessible and usable by students with disabilities. This includes features such as adjustable desks, chairs, and lighting and ensuring classroom materials are available in accessible formats.

**Information Technology:** Information technology should be designed to be accessible to all users. This includes closed captioning on videos, text-to-speech options, and compatibility with assistive technology devices.

**Pedagogy:** Teaching methods should be designed to be inclusive of all students. This includes using various teaching methods, such as visual, auditory, and kinesthetic, and providing clear instructions and expectations.

**Campus Amenities:** Campus amenities, such as dining facilities and recreational areas, should be designed to be accessible and usable by people with disabilities.

By incorporating universal design principles into the design and operation of a university, it is possible to create an inclusive learning environment that benefits all students. This can help to improve the academic experience and outcomes for students with disabilities, as well as promote a more diverse and inclusive campus community.





**BUILDING DESIGN & LANDSCAPING**



**Universal Design**

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Universal Design for Learning (UDL) is an approach to teaching and learning that gives all students an equal opportunity to succeed. The goal of UDL is to use various teaching methods to remove barriers to learning. It's about building flexibility that can be adjusted for every person's strengths and needs.

Learning spaces at GUNI are designed to facilitate differently-abled pupils. Rest Rooms are also designated for differently abled Students; a Hindrance-free movement facility is available in the common area.



Cumulative Score

**70/80**



## WATER MANAGEMENT PRACTICES



### 1. Rainwater Harvesting: Roof & Non-Roof

Rainwater harvesting is collecting, storing, and using rainwater for various purposes. It is an effective and sustainable method of conserving water, especially in regions where water is scarce or where water supply is unreliable.

Rainwater harvesting can be done through the roof and non-roof methods, both of which can be implemented in a university setting.

Roof-based rainwater harvesting involves collecting rainwater that falls on rooftops and storing it for later use. This method is typically used in buildings with large roof areas and is relatively easy to implement.

The rainwater collected from the roofs can be used for a variety of purposes, including irrigation, flushing toilets, and washing clothes.

Non-roof rainwater harvesting, on the other hand, involves collecting rainwater from other surfaces such as pavements, lawns, and gardens. This method is typically used in open spaces such as parks, playgrounds, and other public areas.

Non-roof rainwater harvesting can be done using trenches, swales, and other surface-level structures that capture and store rainwater.

In a university setting, both roof-based and non-roof rainwater harvesting methods can be implemented to conserve water and reduce the demand for municipal water supply.

This can be done by installing rainwater collection systems on rooftops and in open spaces such as lawns, gardens, and parks. The collected rainwater can be used for irrigation, landscaping, and other non-potable uses.

Additionally, universities can also implement rainwater harvesting systems for potable water use. This can be done by treating the collected rainwater to make it safe for drinking and cooking. This approach requires a more sophisticated and expensive system than non-potable uses, but it can be a viable option in areas with limited water supply.

Rainwater harvesting is a sustainable and effective way to conserve water and reduce the demand for municipal water supply. In a university setting, implementing rainwater harvesting systems can reduce water usage and promote sustainable practices among students, staff, and faculty.





## WATER MANAGEMENT PRACTICES



### Rainwater Harvesting: Roof & Non-Roof

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The Earth's surface is acquired 71% with water, but only 3% of water can be used as potable water. Therefore, water conservation is one of the basic principles of Green University.

GUNI's well-designed rainwater harvesting system on campus enhances the groundwater table and reduces potable water usage. In addition, GUNI captures the maximum runoff volume of rainwater from Roof & Non-Roof areas.

Average normal rainfall/ day in your area = 31.32 mm per day. Amount of water that University harvested (Run-off volume)

#### Runoff coefficients for Typical Surface Types

Sr. No.	Surface Type	Runoff coefficient
1	Cemented / Tiled Roof	-
2	Roof Garden (<100 mm thickness)	2 NOS.
3	Roof Garden (100 – 200 mm thickness)	-
4	Roof Garden (201 – 500 mm thickness)	-
5	Turf, Flat (0 – 1% slope)	30000.0 SQMT.
6	Turf, Average (1 - 3% slope)	25000.0 SQMT.
7	Turf, Hilly (3 - 10% slope)	1500.0 SQMT.
8	Vegetation, Flat (0 - 1% slope)	3000.0 SQMT.
9	Vegetation, Average (1 - 3% slope)	6000.0 SQMT.
10	Vegetation, Hilly (1 - 3% slope)	5000.0 SQMT.
11	Concrete Pavement	25000.0 SQMT.
12	Gravel Pavement	30000.0 SQMT.
13	Open-grid Concrete Pavement	-
14	Open-grid Grass Pavement	75000.0 SQMT.
15	Water Body	-
16	Playground	35000.0 SQMT.

#### Rain Water Harvesting Calculation

Sr. No.	Surface Type	Area (m <sup>2</sup> ) ( a )
1	Playground	35000.0
2	Vegetation, average (1-3% slope)	5000.0
3	Water Body	1 NOS



## WATER MANAGEMENT PRACTICES



### 2. Water Efficient Plumbing Fixtures

Water-efficient plumbing fixtures are designed to conserve water while providing the same functionality as traditional fixtures. In addition, these fixtures use less water than conventional fixtures, which can help reduce water consumption and lower water bills. For example, the university can use the following to achieve water-efficient plumbing fixtures.

**Low-flow Toilets:** Low-flush toilets work with a minimal amount of water. The exact amount of water varies between less than a liter - 8 liters per flush. In addition, these toilets can operate by gravity or vacuum. This can save significant water, as conventional toilets use up to 15 liters per flush.

**Water-Saving Showerheads:** Water-saving showerheads can reduce water consumption by up to 50% compared to traditional showerheads while still providing a satisfying shower experience. These fixtures typically have a flow rate of 6 liters per minute or less.

**Faucet Aerators:** Faucet aerators mix air with water to reduce water use while still maintaining water pressure. These can be installed on any faucet, saving up to 50% of water usage.

**High-Efficiency Washing Machines:** High-efficiency washing machines use less water than traditional washing machines and are designed to be more efficient in water use. They can save up to 40% of water usage compared to traditional washing machines.

**Dual-Flush Toilets:** Dual-flush toilets have two flush options: solid waste and liquid waste. This reduces water usage for liquid waste, saving significant water consumption.

By using water-efficient plumbing fixtures, universities can reduce water usage and promote sustainable practices among students, staff, and faculty. Ensuring these fixtures are installed correctly and properly maintained is essential to ensure maximum efficiency and water conservation.





## WATER MANAGEMENT PRACTICES



### Water Efficient Plumbing Fixtures

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GUNI has initiated responsible use of freshwater practices in academic and hostel areas to reduce potable water consumption in drinking Water Points, face washing points, urinals, and toilets to reduce water flow rate in daily use.

Most of the plumbing fixtures are low flow without hampering the performance. Plumbing fixtures have achieved water efficiency standards for Green University and are working correctly with no leaks or drips.





## WATER MANAGEMENT PRACTICES



### 3. Sustainable Turf Design

Sustainable turf design is an approach to landscaping and management that focuses on reducing the environmental impact of turf areas while maintaining their functionality and aesthetics. University can use the following principles of sustainable turf design:

**Reduce the Size of Turf Areas:** One of the most effective ways to reduce the environmental impact of turf areas is to reduce their size. This can be achieved by converting some areas to natural landscapes, such as meadows or native plant gardens.

**Choose Drought-Tolerant Grass Varieties:** Drought-tolerant grass varieties require less water and maintenance than traditional grass varieties. This can significantly reduce water usage and maintenance costs.

**Use Organic Fertilizers and Pest Control Methods:** Organic fertilizers and pest control methods are less environmentally harmful than traditional chemical methods. They can also promote soil health and reduce water pollution.

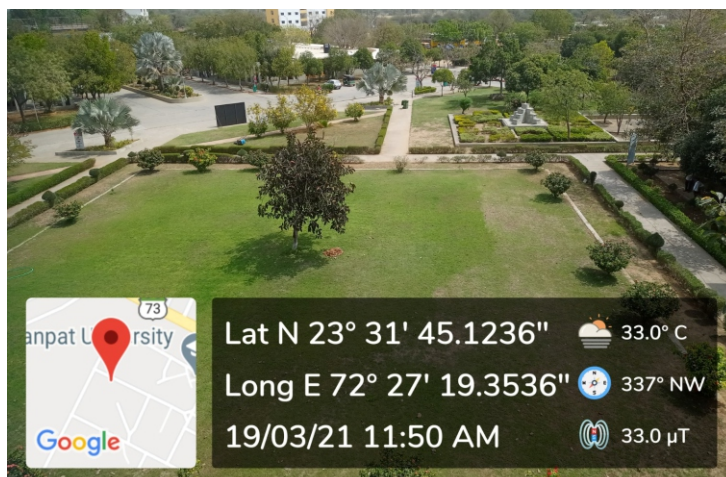
**Use Recycled Water for Irrigation:** Recycled water, such as greywater or rainwater, can be used for irrigation instead of potable water. This can save significant amounts of water and reduce the demand for municipal water supply.

**Implement low-Impact Maintenance Practices:** Low-impact maintenance practices, such as using manual tools instead of electric ones,

**Consider Alternative Turf Surfaces:** Alternative turf surfaces, such as synthetic turf or gravel, can be used in high-traffic areas where natural grass may not be feasible. In addition, these surfaces require less water and maintenance than natural grass.

By implementing sustainable turf design practices, universities can reduce environmental impact while maintaining functional and aesthetically pleasing outdoor spaces.

When designing and maintaining turf areas, it is essential to consider the local climate, soil conditions, and water availability.





**WATER MANAGEMENT PRACTICES**



**Sustainable Turf Design**

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Turf is a significant component of the whole landscape in GUNI, which meets functional and aesthetic expectations for the teaching-learning community while at the same time minimizing the impact of natural resources and the unique environment.

GUNI's turf area has many drought-tolerant species in its total vegetated area, which minimizes water consumption.

Type of vegetation	On Ground (sq.m.)
Turf	38,186
Native species	1,56,843
Drought tolerant species	2,16,560
Other plant species	5,49,062
<b>Total</b>	<b>9,60,651 smt</b>

Total landscaped area (sq.m) - 9,22,465.  
 Total Turf area (sq.m) - 38,186.  
 Percentage(%) of vegetated area with turf - 4.00%.





## WATER MANAGEMENT PRACTICES



### 4. Water Efficient Landscaping

Water-efficient landscaping, also known as xeriscaping or drought-tolerant landscaping, is an approach to landscaping that focuses on reducing water consumption while still maintaining functional and aesthetically pleasing outdoor spaces. University can use these critical principles of water-efficient landscaping.

**Choose Drought-Tolerant Plants:** Drought-tolerant plants require less water than traditional plants and can still provide a lush and attractive landscape. Native plants are often a good choice as they are well-adapted to the local climate.

**Group Plants by Water Needs:** Grouping plants with similar water needs together can help reduce water usage by avoiding overwatering or underwatering. This can also help ensure that water is used efficiently.

**Use Efficient Irrigation Systems:** Drip irrigation systems and smart controllers can help reduce water usage by delivering water directly to the plants and adjusting water output based on weather conditions.

**Mulch Around Plants:** Mulch helps retain moisture in the soil, reducing the need for watering. It also suppresses weeds, which can compete with plants for water.

**Use Permeable Surfaces:** Permeable surfaces, such as gravel or permeable pavers, allow rainwater to soak into the soil instead of running off, reducing the need for irrigation.

**Consider Hardscaping:** Hardscaping, such as patios or walkways, can reduce the amount of lawn or plant beds, reducing water usage and maintenance needs.

By implementing water-efficient landscaping practices, universities can reduce water usage, save money on water bills and maintenance costs, and promote sustainable practices among students, staff, and faculty. Therefore, choosing the right plants and irrigation systems based on local climate and soil conditions is essential, and adequately maintaining the landscape ensures maximum efficiency and water conservation.





**WATER MANAGEMENT PRACTICES**

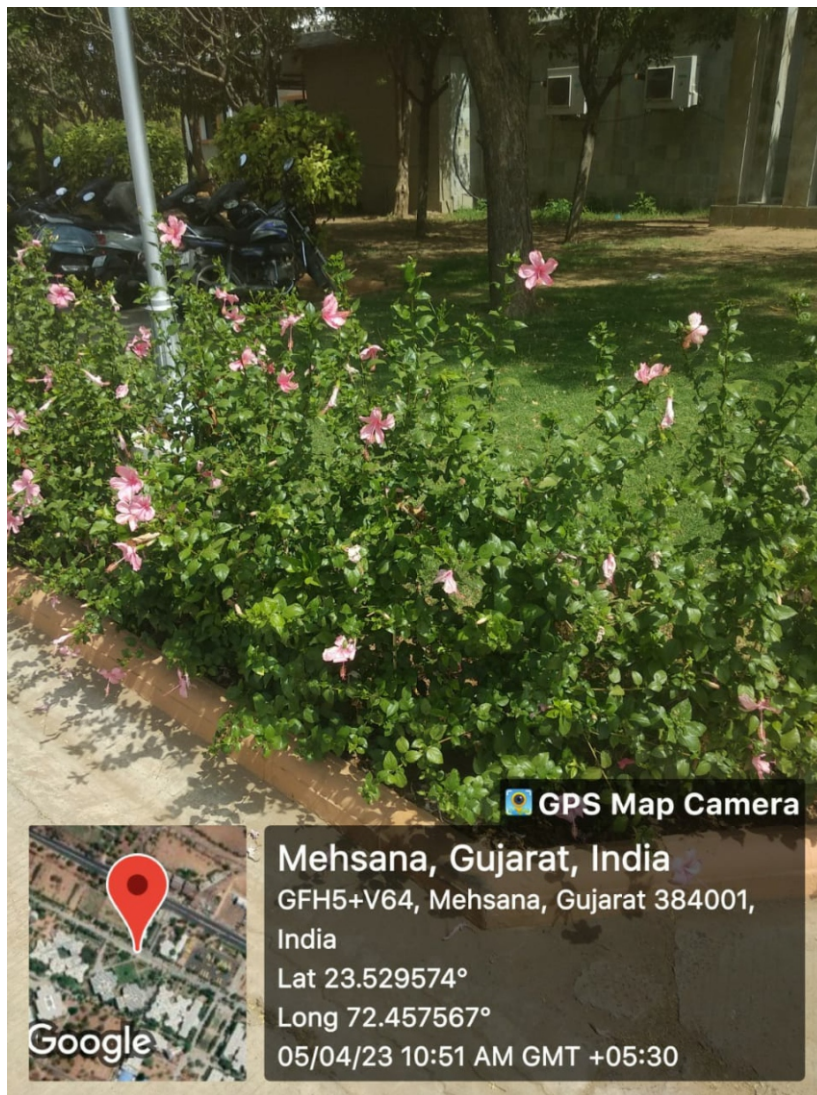


**Water Efficient Landscaping**

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Most universities in India use their maximum water for landscape and lawn irrigation, while a water-efficient landscape is functional, attractive, and easily maintained in its natural surroundings.

The whole landscaping on the GUNI campus is water efficient, reducing water consumption through responsible irrigation practices and mulching. In addition, the vegetated area of campus contains drought-tolerant plant species, including trees, shrubs, herbs, climbers, and grass, that require less water than other Species.





## WATER MANAGEMENT PRACTICES



### 5. Water Efficient Irrigation System

Water-efficient irrigation systems are designed to deliver the right amount of water to plants while minimizing water waste. Therefore, the university can apply a few fundamental principles of water-efficient irrigation systems.

**Choose The Right System:** There are several types of irrigation systems, including drip irrigation, sprinklers, and soaker hoses. Choosing the right system depends on plant type, soil type, and local climate.

**Use an Intelligent Controller:** A smart controller can adjust the amount and frequency of water delivery based on weather conditions and plant needs. This can help reduce water waste and improve plant health.

**Use Water-Saving Nozzles and Heads:** Water-saving nozzles and heads can reduce water usage by up to 30% compared to traditional ones. These are available for both drip and sprinkler systems.

**Check for leaks and Maintenance Issues:** Regular maintenance can help ensure that the system is working efficiently and that there are no leaks or other issues that can waste water.

**Use Rainwater Harvesting:** Harvesting rainwater can provide a free source of water for irrigation, reducing the demand for potable water.

**Install a Soil Moisture Sensor:** Soil moisture sensors can help ensure that plants are receiving the right amount of water by measuring the moisture content of the soil. This can prevent overwatering or underwatering.

By implementing water-efficient irrigation systems, universities can reduce water usage and save money on water bills. Therefore, choosing the right design and components based on local climate and plant needs is essential, and adequately maintaining the system ensures maximum efficiency and water conservation.





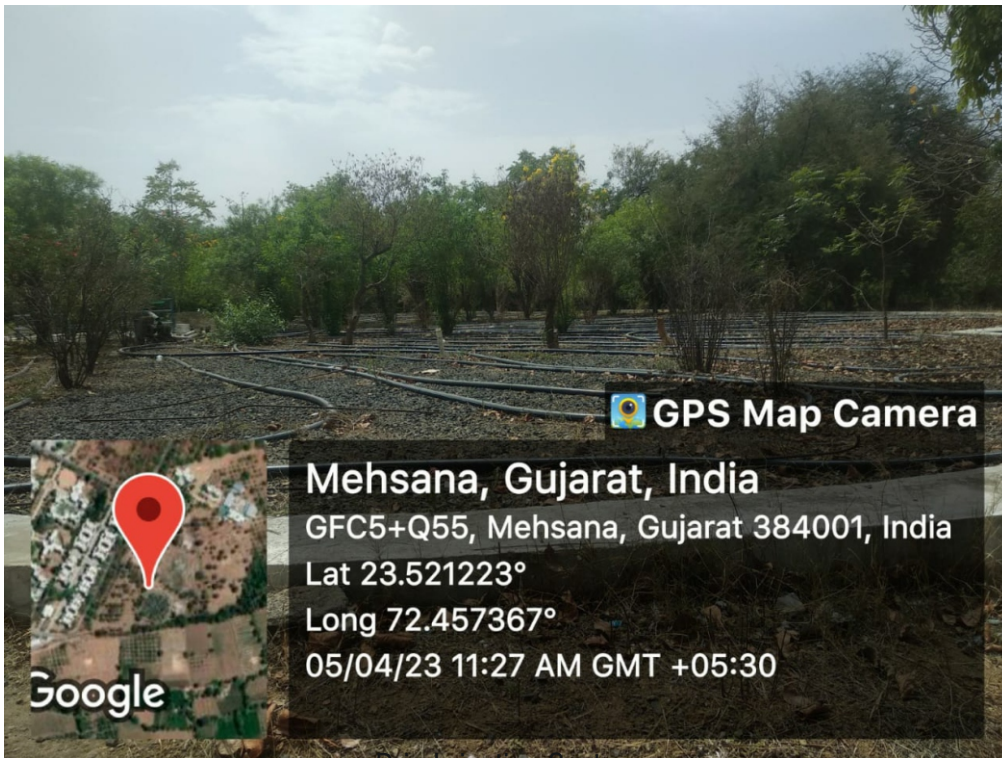
## WATER MANAGEMENT PRACTICES



### Water Efficient Irrigation System

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GUNI uses sprinkle irrigation, an efficient irrigation system that keeps landscape plants healthy and beautiful. Instead of wetting the whole landscape, water is applied only to the plant root zone. The primary goal of sprinkle irrigation is to use water when plants need it most and at the rates required for proper plant growth.



Drip Irrigation System



## WATER MANAGEMENT PRACTICES



### 6. Waste Water Treatment

Wastewater treatment is treating and cleaning sewage and other wastewater before it is released into the environment. Here are some fundamental principles of wastewater treatment for Universities.

**Primary Treatment:** Primary treatment involves the removal of large particles and solids from wastewater through physical processes such as screening and settling.

**Secondary Treatment:** Secondary treatment involves using biological processes to remove organic matter and nutrients from wastewater. This is typically done through activated sludge or other natural treatment systems.

**Tertiary Treatment:** Tertiary treatment involves the removal of remaining contaminants from the wastewater using processes such as filtration, disinfection, or chemical treatment. This is often necessary to meet regulatory standards for wastewater discharge.

**Reuse of Treated Water:** Treated wastewater can be reused for irrigation, flushing toilets, or other non-potable uses, reducing the demand for potable water and conserving resources.

**Energy Recovery:** Energy recovery systems, such as biogas capture or heat recovery, can be used to generate energy from the treatment process, reducing energy costs and promoting sustainability.

**Proper Disposal of Residual Sludge:** The residual sludge from the treatment process must be appropriately disposed of to prevent contamination of the environment. This may involve further treatment or disposal at a certified facility.

By implementing wastewater treatment systems in universities, the amount of wastewater pollution can be reduced, and the water quality in the surrounding environment can be improved. It is essential to choose suitable treatment systems based on the size of the university and local regulations and to properly maintain and monitor the systems to ensure maximum efficiency and compliance with



**WATER MANAGEMENT PRACTICES**



**Waste Water Treatment**

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GUNI follows minimum water discharge on campus, which means minimized water is discharged outside the campus. Maximum water is harvested and treated within the campus through an advanced GeoGreen Bio Filter water treatment plant having a capacity of 1 MLD per day and many recharging wells.

Sr. No	Parameters	Inlet	Outlet
1	pH	6.8 to 7.5	7.3
2	Suspended solids mg/L	78 to 293	9
3	Dissolved oxygen	Not detected	6.2
4	COD mg/L	280 to 380	14.1
5	BOD mg/1	64 to 130	4.5
6	Turbidity NTUy	46 to 148	<10
7	Total dissolved inorganic solids mg/ml	1030 to 1786	644.1
8	Ammoniacal Nitrogen	3.4 to 9.3	0.9
9	Total kjeldhal Nitrogen	11.2 21 1	1.6
10	Orthophosphate-P (mg/1	0.47 - 3.44	0.05



Photos of STP at GUNI Campus



## WATER MANAGEMENT PRACTICES



### 7. Use of Treated Waste Water

Using treated wastewater in universities can provide several benefits, including reducing demand for potable water, conserving resources, and promoting sustainability. Here are some key ways that treated wastewater can be used in universities.

**Irrigation:** Treated wastewater can be used for irrigation of landscaping and agriculture, reducing the demand for potable water and conserving resources.

**Toilet Flushing:** Treated wastewater can be used for toilet flushing, reducing the demand for potable water and conserving resources.

**Cooling Systems:** Treated wastewater can be used in cooling systems, reducing the demand for potable water and conserving resources.

**Fire Protection:** Treated wastewater can be used for fire protection systems, reducing the demand for potable water and conserving resources.

**Industrial Uses:** Treated wastewater can be used for industrial processes that do not require potable water, reducing the demand for potable water and conserving resources.

It is essential to ensure that treated wastewater is safe for its intended use and that all regulatory standards are met. This requires proper treatment and monitoring of the wastewater treatment system.

Treated wastewater must also be clearly labeled and separated from potable water to avoid accidental consumption. Finally, communicating and educating the university community about the benefits and safe use of treated wastewater can promote acceptance and support for these sustainable practices.



## WATER MANAGEMENT PRACTICES



### Use of Treated Waste Water

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GUNI has a standard water monitoring system in place with many water flow meters that indicate daily, weekly, and monthly water uses in various facilities. Water loss is prevented through real-time alert of water overflow, leakages, and dripping that ensures judicious use of Water Consumption.





## WATER MANAGEMENT PRACTICES



### 8. Water Use Monitoring

Water use monitoring in universities is critical to help identify water usage patterns and areas where water conservation measures can be implemented. Here are some essential steps for implementing water use monitoring in universities:

**Identify the Scope of the Monitoring:** Determine which buildings, areas, and water fixtures will be included in the monitoring program. This will depend on the size of the university and the availability of resources for monitoring.

**Install Water Meters:** Install water meters on all significant water lines and fixtures to measure water usage over time. This can help identify patterns and areas where water conservation measures can be implemented.

**Collect and Analyze Data:** Collect and analyze water usage data to identify areas of high water usage and potential areas for water conservation measures. This can also help track progress over time and identify trends.

**Set Targets and Goals:** Set targets and goals for water conservation based on the data collected. These can include reducing overall water usage or reducing water usage in specific areas or buildings.

**Implement Water Conservation Measures:** Implement water conservation measures based on the data and targets set. These can include repairing leaks, installing water-efficient fixtures, and promoting water-saving behaviors.

**Communicate with the University Community:** Communicate the goals and progress of the water use monitoring program to the university community. This can promote support and participation in water conservation efforts.

By implementing a water use monitoring program in universities, water usage patterns can be identified, and water conservation measures can be implemented to reduce overall water usage and promote sustainability. Therefore, it is essential to regularly monitor and analyze the data and communicate the progress and goals to the university community to maintain support and



## WATER MANAGEMENT PRACTICES



### Water Use Monitoring

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GUNI has a standard water monitoring system in place with many water flow meters that indicate daily, weekly, and monthly water uses in various facilities.

Water loss is prevented through real-time alert of water overflow, leakages, and dripping that ensures judicious use of Water Consumption.



Cumulative Score

76/80



## AIR QUALITY LEVEL



### 1. Tobacco Smoke Control

Tobacco smoke control is an important issue for universities, as exposure to secondhand smoke can have negative health effects on students, faculty, and staff. Here are some key principles for implementing tobacco smoke control measures in universities:

**Establish Smoke-Free Policies:** Establishing smoke-free policies for all campus buildings, facilities, and grounds is an important step in reducing exposure to secondhand smoke. These policies should be communicated clearly to students, faculty, and staff.

**Provide Smoking Cessation Resources:** Providing resources and support for smoking cessation, such as counseling and nicotine replacement therapy, can help smokers quit and reduce secondhand smoke exposure for others.

**Create Designated Smoking Areas:** If smoking is allowed on campus, create designated smoking areas in non-residential areas away from building entrances and common areas. These areas should be well-ventilated and have appropriate ashtrays for cigarette butts.

**Enforce Policies:** Enforce smoke-free policies through signage, education, and disciplinary actions if necessary. This will help promote compliance and reduce exposure to secondhand smoke.

**Monitor Air Quality:** Monitor air quality in buildings and other areas where smoking is allowed to ensure that levels of secondhand smoke are not harmful to non-smokers.

**Promote Awareness and Education:** Promote awareness and education about the risks of smoking and exposure to secondhand smoke through public health campaigns, educational programs, and community outreach.

By implementing tobacco smoke control measures in universities, the health and well-being of students, faculty, and staff can be promoted. It is important to establish clear policies, provide support for smoking cessation, and enforce policies to promote compliance and reduce exposure to secondhand smoke.



## AIR QUALITY LEVEL



### Tobacco Smoke Control

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GUNI is a totally Smoke-Free Campus; Anti Smoking Policies are strictly implemented that eliminate exposure of students & teachers to tobacco smoke & reduce health impacts caused due to passive smoking.





## AIR QUALITY LEVEL



### 2. Day Lighting

Daylighting and the daylight factor are closely related concepts essential for sustainable building design in universities.

Daylighting is using natural light to illuminate interior spaces in buildings, reducing the need for artificial lighting and promoting energy efficiency. It involves strategically placing windows, skylights, and other openings to maximize the natural light entering a space while minimizing glare and overheating.

The daylight factor is a quantitative measure of the amount of natural light that reaches the interior of a building. It is calculated as the ratio of the amount of light that enters a space through windows and skylights to the amount of light that would enter the room if the entire window or skylight was open to the sky.

The daylight factor is expressed as a percentage and is typically measured at a height of 0.75 meters above the floor. In universities, daylighting and the daylight factor are essential considerations for promoting energy efficiency, improving productivity and comfort, and reducing environmental impact.

The following principles can help Universities can achieve daylighting and daylight factor.

**Design Buildings for Daylighting:** Incorporate daylighting into the design of new buildings and renovations by placing windows and skylights strategically to allow for maximum natural light.

**Use Daylighting Controls:** Use automated shading and dimming systems to regulate the amount of natural light in a space and reduce the need for artificial lighting.

**Optimize window and skylight placement:** Optimize the placement of windows and skylights to maximize natural light while minimizing glare and direct sunlight.

**Use shading devices:** Use shading devices, such as blinds and shades, to control the amount of natural light in a space and reduce glare and overheating.

**Monitor and Adjust:** Monitor the daylight factor regularly and adjust shading devices to maintain a comfortable and productive learning and working environment.

By implementing daylighting and the daylight factor in universities, natural light can be maximized, reducing the need for artificial lighting and promoting energy efficiency. Additionally, natural light has improved productivity and comfort for students and faculty, promoting a positive learning and working environment. Therefore, it is essential to design buildings for daylighting, use daylighting controls and shading devices, optimize window and skylight placement, and monitor and adjust as necessary to promote sustainable and comfortable learning and working environments.



**AIR QUALITY LEVEL**



**Day Lighting**

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Indoor environmental conditions in classrooms and namely daylighting conditions, also influence students' health, well-being, and performance. The conscious use of daylight in Classrooms has a great potential for improving the comfort and the academic performance of users, contributing simultaneously to the rational use of energy in buildings.

Maximum regular occupied spaces at GUNI Campus are daylit, & average daylight factor is maintained.

The Ganpat University campus is located in a region that gets ample amount of sunlight throughout the year, and that has been capitalized in the design of its various buildings through multiple architectural measures:

- ☀ The fenestration of buildings allows for ample natural light without glare during the summer months, especially through the creation of various sun cutters, recessed openings, and through double height spaces.
- ☀ Almost all buildings of the University constitute central courtyards that allow for ample daylight penetration throughout the day.
- ☀ The buildings are all low-rise structures to allow for effective light & shade and have been planned with considerable margins in between each other to allow for light to enter from all peripheral facades.





## AIR QUALITY LEVEL



### 3. Fresh Air Ventilation

Fresh air ventilation is an essential component of sustainable building design in universities. It involves the controlled introduction of fresh air into a building to maintain indoor air quality, reduce the risk of indoor pollutants, and promote occupant health and well-being.

In universities, fresh air ventilation can be achieved through a variety of strategies, including natural ventilation, mechanical ventilation, or a combination of both. Here are some key principles for implementing fresh air ventilation in universities:

**Determine Ventilation Requirements:** Determine the ventilation requirements for each space based on the number of occupants and the type of activities that occur in the space.

**Use Natural Ventilation Where Possible:** Where possible use natural ventilation strategies, such as operable windows, to introduce fresh air into a space and reduce the need for mechanical ventilation.

**Use Mechanical Ventilation When Needed:** In spaces where natural ventilation is not feasible, use mechanical ventilation systems, such as air handling units, to introduce fresh air into a space.

**Use Energy Recovery Systems:** Use energy recovery systems, such as heat recovery ventilation (HRV) or energy recovery ventilation (ERV), to reduce the energy required for ventilation while still maintaining indoor air quality.

**Monitor and Adjust:** Monitor ventilation systems regularly to ensure that they are functioning properly and adjust them as necessary to maintain indoor air quality and occupant comfort.

By implementing fresh air ventilation in universities, indoor air quality can be maintained, reducing the risk of indoor pollutants and promoting occupant health and well-being. Additionally, by using natural ventilation strategies and energy recovery systems, energy can be saved, and sustainability can be promoted. It is important to determine ventilation requirements, use natural ventilation where possible, use mechanical ventilation when needed, use energy recovery systems, and monitor and adjust ventilation systems as necessary to promote a sustainable and comfortable learning and working environment.





## AIR QUALITY LEVEL



### Fresh Air Ventilation

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A good ventilation system helps to expel a buildup of pollutants, bacteria, moisture, and unpleasant odors, such as body odor, from the classroom.

Maximum regularly occupied spaces like Classrooms, Laboratories, Libraries & Indoor Game Facilities of the GUNI Campus are adequately ventilated, and that improves the health and well-being of Students & Faculties.





## AIR QUALITY LEVEL



### 4. Area of Class Room

The area of a classroom in a university can vary depending on the number of students and the type of activities that will take place in the space. However, there are some general guidelines and standards that can be used to determine the appropriate size for a classroom.

The Compendium of Architectural Norms and Guidelines for Educational Institutions of CPWD India has established standards for classroom sizes based on the number of students and the type of activities that will take place in the space.

The classroom area should also be designed to provide sufficient space for the various activities that will take place in the space, such as lectures, discussions, and group work. The classroom layout should allow for clear sightlines to the instructor and the board or screen and should provide sufficient space for seating, circulation, and storage.

Additionally, the classroom should be designed with acoustics in mind to ensure that sound is properly distributed and that there is minimal noise disturbance from external sources. Lighting should also be considered to provide adequate illumination for the various activities that will take place in the space.

In summary, the appropriate area for a classroom in a university will depend on various factors, such as the number of students and the type of activities that will take place in the space. However, established standards and guidelines can be used to ensure that the classroom provides sufficient space, clear sightlines, and proper acoustics and lighting for a comfortable and productive learning environment.



**AIR QUALITY LEVEL**



**Area of Class Room**

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All learning spaces, including classrooms of GUNI, are well designed according to statutory standards and norms that follow appropriate occupant density, which enhances Student's Productivity.

No.	Category	No. of students per classroom	Minimum gross area of class rooms (in m <sup>2</sup> ) / student
1	Diploma	66	1.25
2	Under Graduate	66	1.25
3	Post Graduate	24	1.45





## AIR QUALITY LEVEL



### 5. Anthropometric Dimensions in spaces

Anthropometric dimensions refer to the measurements of the human body and are an important consideration in the design of built-up spaces in universities. Designing spaces with appropriate anthropometric dimensions ensures that the spaces are comfortable and accessible for the occupants and can help to promote a healthy and productive learning environment.

Here are some common anthropometric dimensions to consider when designing built-up spaces in universities:

**Seating Height:** The height of chairs or benches should be appropriate for the intended occupants to ensure that they can comfortably sit and work for extended periods. The recommended seating height is between 16 and 20 inches for most adults.

**Desk or Table Height:** The height of desks or tables should be appropriate for the intended occupants to ensure that they can comfortably work and maintain good posture. The recommended desk or table height is between 28 and 30 inches for most adults.

**Door Width:** Doorways should be wide enough to accommodate the passage of people and equipment, including those with mobility aids. The recommended door width is at least 32 inches.

**Aisle Width:** Aisles and passageways should be wide enough to allow for the safe and efficient movement of people and equipment. The recommended aisle width is at least 36 inches.

**Corridor Width:** Corridors should be wide enough to allow for the safe and efficient movement of people and equipment, as well as to provide a sense of openness and accessibility. The recommended corridor width is at least 6 feet.

**Ceiling Height:** The height of ceilings can have a significant impact on the perceived spaciousness and comfort of a space. The recommended ceiling height for most built-up spaces in universities is between 9 and 10 feet.

By designing built-up spaces in universities with appropriate anthropometric dimensions, a comfortable and accessible environment can be created for the occupants. This can help to promote a healthy and productive learning environment and contribute to the overall well-being of the university community.

By designing restrooms in universities with appropriate anthropometric dimensions associated with toilet seat height, Toilet stall depth,

Grab bar height, Sink height, and Mirror height must be maintained to make toilets comfortable and accessible. This can help to promote hygiene, privacy, and overall well-being of the university community.



**AIR QUALITY LEVEL**



**Anthropometric Dimensions in spaces**

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Anthropometry has considerable importance in optimizing the design of buildings. The underlying principle of anthropometrics is that building designs should adapt to suit the human body rather than people having to adapt to suit the buildings.

Anthropometric dimensions of learning spaces aim to create safe, comfortable, and productive learning spaces by bringing human abilities and limitations into the design of the building, including the individual's body size, strength, skill, speed, sensory abilities (vision, hearing), and even attitudes.

Maximum learning spaces of GUNI, including Classrooms, Laboratories, Libraries & Indoor Game Facilities, Toilets, and Hostels & Canteen, are designed according to standard anthropometric dimension norms that allow comfort to the students.

**Anthropometric dimensions for classroom furniture**

Anthropometric dimension	H (Standing height of a Student, in m)		
	Diploma	Under Graduate	Post Graduate
Position with Furniture	0.75 m	0.75 m	0.75 m

**Toilet Fixtures for students**

Anthropometric dimension	H (Standing height of a Student, in m)		
	Diploma	Under Graduate	Post Graduate
Wash basin	0.8 m	0.8 m	0.8 m

**Sill height, Parapet wall & Riser of stairs**

Architectural Element	Height (H), in m
Parapet Wall	1.1 m
Sill height	0.9 m
Riser of the stairs	0.15 m



## AIR QUALITY LEVEL



### 6. Toxin-free Environment

Creating a toxin-free environment in a university is an important aspect of promoting the health and well-being of students, faculty, and staff. Here are some strategies that can be implemented to create a toxin-free environment in a university:

**Use of Non-Toxic Cleaning Products:** Traditional cleaning products can contain toxic chemicals that can be harmful to the health of occupants. Consider using non-toxic cleaning products that are safe for both humans and the environment.

**Avoidance of Chemical Pesticides:** Chemical pesticides can have negative effects on both human health and the environment. Consider implementing integrated pest management strategies that use non-toxic methods of pest control, such as trapping or exclusion.

**Proper Ventilation:** Proper ventilation can help to reduce the concentration of indoor air pollutants, such as volatile organic compounds (VOCs) and carbon monoxide. Ensure that HVAC systems are properly maintained and that air filters are regularly changed.

**Use of Non-Toxic Building Materials:** Building materials, such as flooring, paint, and insulation, can contain toxic chemicals that can off-gas into the indoor environment. Consider using non-toxic building materials that are free from harmful chemicals.

**Indoor Plant Installation:** Indoor plants can help to purify the air by absorbing pollutants and producing oxygen. Consider installing indoor plants in common areas, such as classrooms and offices.

**Proper Waste Management:** Proper waste management can help to reduce the amount of toxins that are released into the environment. Consider implementing recycling and composting programs to divert waste from landfills.

By implementing these strategies, a university can create a toxin-free environment that promotes the health and well-being of occupants.



**AIR QUALITY LEVEL**



**Toxin-free Environment**

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Governing body of GUNI has declared the policy to use materials with low emissions, especially Paints and adhesives, to reduce adverse health impacts on the students and teachers.



GPS Map Camera



**Mehsana, Gujarat, India**  
GFH5+C7Q, Mehsana, Gujarat 384001, India  
Lat 23.528564°  
Long 72.4581°  
05/04/23 12:30 PM GMT +05:30



## AIR QUALITY LEVEL



### 7. Dust-free Environment

Creating a dust-free environment in a university is important for promoting the health and well-being of students, faculty, and staff. Dust can contain a variety of allergens and pollutants that can cause respiratory problems and exacerbate existing health conditions. Here are some strategies that can be implemented to create a dust-free environment in a university:

**Regular Cleaning:** Regular cleaning is essential for maintaining a dust-free environment. Ensure that floors, walls, and surfaces are cleaned regularly to prevent the accumulation of dust.

**Use of HEPA Filters:** High-efficiency particulate air (HEPA) filters can help to remove dust particles from the air. Consider using HEPA filters in HVAC systems and portable air purifiers.

**Proper Ventilation:** Proper ventilation can help to reduce the concentration of dust particles in the air. Ensure that HVAC systems are properly maintained and that air filters are regularly changed.

**Reduction of Clutter:** Clutter can trap dust particles and make cleaning more difficult. Encourage occupants to keep their spaces tidy and free from clutter.

**Use of Doormats:** Doormats can help to reduce the amount of dust that is tracked into buildings. Consider using doormats at building entrances to help prevent dust from entering the building.

**Use of Natural Cleaning Products:** Traditional cleaning products can contain chemicals that can contribute to the accumulation of dust. Consider using natural cleaning products that are free from harmful chemicals.

By implementing these strategies, a university can create a dust-free environment that promotes the health and well-being of occupants.



## AIR QUALITY LEVEL



### Dust-free Environment

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Governing body of GUNI has declared the policy to use Dust Free Products, including chalk & other material, to reduce adverse health impacts on the Students and Faculties.



**GPS Map Camera**

**Mehsana, Gujarat, India**

**At Ganpat University, Gujarat 384012, India**

**Lat 23.525953°**

**Long 72.458338°**

**01/05/23 08:46 AM GMT +05:30**



## AIR QUALITY LEVEL



### 8. Exhaust Systems

Exhaust systems in a university are an important component of building ventilation systems. Exhaust systems are responsible for removing stale air and pollutants from indoor spaces and replacing them with fresh outdoor air. Here are some types of exhaust systems commonly found in universities:

**Bathroom Exhaust Fans:** Bathroom exhaust fans are typically installed in restrooms to remove excess moisture and odors. They help to prevent the growth of mold and mildew and improve indoor air quality.

**Kitchen Exhaust Systems:** Kitchen exhaust systems are designed to remove cooking fumes, smoke, and odors from commercial kitchens. They typically consist of hoods, ducts, and fans and are important for maintaining good indoor air quality and preventing fire hazards.

**Laboratory Exhaust Systems:** Laboratory exhaust systems are designed to remove hazardous fumes and pollutants from laboratory spaces. They are typically equipped with high-efficiency filters and fans to ensure that hazardous substances are safely removed from the building.

**General Exhaust Systems:** General exhaust systems are used to remove stale air and pollutants from common areas, such as hallways and lobbies. They help to maintain good indoor air quality and prevent the buildup of pollutants.

**Parking Garage Exhaust Systems:** Parking garage exhaust systems are designed to remove vehicle exhaust fumes and pollutants from enclosed parking garages. They typically consist of fans and ducts and are important for maintaining good indoor air quality and preventing the buildup of pollutants.

By ensuring that exhaust systems are properly installed and maintained, a university can ensure good indoor air quality and promote the health and well-being of occupants.



**AIR QUALITY LEVEL**



**Exhaust Systems**

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Exhaust Fans are installed in all Toilets, Urinals, Canteens & Laboratories of GUNI learning, and residential facilities that maximize airflow & enhance Indoor Air Quality.



Cumulative Score

**72/80**



## ENERGY USES & SAVING PRACTICES



### 1. Ozone Depleting Substances

Ozone-depleting substances (ODS) are chemicals that can cause damage to the earth's ozone layer, which protects us from harmful ultraviolet radiation. These substances are commonly used in refrigeration, air conditioning, fire suppression systems, and other applications. Here are some ways in which a university can reduce its use of ODS:

**Retrofitting Equipment:** Old equipment that uses ODS can be retrofitted with alternative refrigerants that are more environmentally friendly. This can help to reduce the amount of ODS that is released into the atmosphere.

**Purchasing Equipment with Alternative Refrigerants:** When purchasing new equipment, choose models that use alternative refrigerants that are less harmful to the environment. This can help to reduce the university's overall use of ODS.

**Proper Disposal of ODS:** ODS should be properly disposed of to prevent them from entering the atmosphere. Work with qualified technicians to ensure that ODS are properly recovered and disposed of in accordance with local regulations.

**ODS Awareness and Training:** Educate staff, students, and faculty about the dangers of ODS and the importance of reducing their use. Training programs can help to raise awareness and promote responsible behavior.

**Use of alternatives:** Consider using alternative products and technologies that do not contain ODS. For example, fire suppression systems can be replaced with alternatives that use inert gases or water mist.

By taking these steps, a university can reduce its use of ODS and help to protect the earth's ozone layer. This can have a positive impact on the environment and the health of future generations.



**ENERGY USES & SAVING PRACTICES**



**Ozone Depleting Substances**

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Ozone-depleting substances are chemicals that destroy the earth's protective ozone layer. GUNI has procured refrigerators and air conditioners, fire extinguishers, foam and aerosol propellants dehumidifiers, water coolers, heat pump units, compressors, insulation boards, and panels that have minimum impact on Ozone Layer Depletion.

Ganpat university must encourage use of eco-friendly refrigerants in the University building and its constituent Institutions, towards minimizing the impact on ozone layer depletion.

The Environmental Protection Agency (EPA) wanted to promote a safer, more environmentally friendly alternative: R-410A. According to the EPA, Ganpat university also strongly recommends switching from R-22 to R-410A of old systems or replacing old systems of air conditioning by new efficient systems.

University Central auditorium has a ductile based air condition system operating on R-410A refrigerants and individual office and administrative departments having split based air conditioning modules replaced from R-22 to R-410A refrigerant.



The Montreal Protocol on substances that deplete the Ozone layer is an international agreement made in 1987.

It was designed to stop the production and import of Ozone depleting substances and reduce their concentration in the atmosphere to help protect the earth's Ozone layer.

Ozone depleting substances are chemicals that destroy the earth's protective ozone layer



## ENERGY USES & SAVING PRACTICES



### 2. Energy Efficient Lighting Fixtures

Energy-efficient lighting fixtures are an important part of any university's efforts to reduce energy consumption and lower operating costs. Here are some examples of energy-efficient lighting fixtures that can be used in universities:

**LED Lighting:** LED lights are highly energy-efficient and can last up to 25 times longer than traditional incandescent bulbs. LED lighting can be used in various applications, including classrooms, offices, and outdoor spaces.

**CFL Lighting:** Compact fluorescent lights (CFLs) are another energy-efficient lighting option. They use up to 75% less energy than incandescent bulbs and can last up to 10 times longer.

**Occupancy Sensors:** Occupancy sensors can be used to automatically turn off lights in unoccupied areas, such as classrooms or offices. This can help to reduce energy waste and lower operating costs.

**Daylight Harvesting Systems:** Daylight harvesting systems use sensors to automatically adjust the amount of artificial light based on the available natural light. This can help to reduce energy consumption and improve the quality of light in indoor spaces.

**Task Lighting:** Task lighting is designed to provide lighting for specific tasks, such as reading or computer work. By using task lighting instead of overhead lighting, energy consumption can be reduced while maintaining adequate lighting levels.

By implementing energy-efficient lighting fixtures, a university can reduce its energy consumption and operating costs while also improving the quality of light in indoor spaces. Additionally, energy-efficient lighting fixtures can contribute to a more sustainable and environmentally friendly campus.

University has installed LED Lighting & Fixtures instead of old Lightning that reduces the environmental impacts associated with energy use.

University decided to replace all the old structured 36 W fluorescent-based lighting modules by 18 W LED T/L, 2×2 LED panels and required efficient lighting where needed.



**ENERGY USES & SAVING PRACTICES**



**Energy Efficient Lighting Fixtures**

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It has been proven time and time again that natural light is the best solution for reading or studying. GUNI has as much natural light as possible to get the best learning outcome.

GUNI has installed LED Lightening & Fixtures instead of old Lightning, which reduces the environmental impacts associated with energy use.

University decided to replace all the old structured 36 W fluorescent-based lighting modules by 18 W LED T/L, 2×2 LED panels and required efficient lighting where needed.

**BASECASE SCENARIO- Lighting Fixtures**  
Number of working days (n)

Location	Carpet area (sq.m)	Number of fixtures (f)	Luminare capacity (kW)	Operating hours (hr)	Energy consumption by lighting fixtures in a day (kW x hr x f)	Total energy consumption by lighting fixtures in entire year (W x Hr x f x n)
Classrooms	68888	1722	61.99	8	496	99200
Labs	45926	1148	41.33	4	165	33000
<b>Total = 132200</b>						

**PROPOSED SCENARIO- Lighting Fixtures**  
Number of working days (n)

Location	Carpet area (sq.m)	Number of fixtures (f)	Luminare capacity (kW)	Operating hours (hr)	Energy consumption by lighting fixtures in a day (kW x hr x f)	Total energy consumption by lighting fixtures in entire year (W x Hr x f x n)
Classrooms	68888	1722	48.21	8	386	77200
Labs	45926	1148	32.14	4	129	25800
<b>Total = 103000</b>						

Percentage (%) improvement (X) =22.09

(Basecase scenario - Proposed scenario) / (Basecase scenario) x 100



## ENERGY USES & SAVING PRACTICES



In 2017-18, the Ganpat University Building and its constituent Institutes has replaced 2688 No's of conventional 50 W FTLs with Energy efficient 28 Watt T5 T.L, 1732 Nos. and 18 Watt LED fittings, 956 Nos.

No	Particulars	Value	Unit
1	Consumption of FTL with magnetic choke	50	Watt/Unit
2	Consumption of T5 T.L	28	Watt/Unit
3	Consumption of LED T.L	18	Watt/Unit
4	No of Tube Light Fittings Replaced (T5+LED)	1732+956	Nos.
5	Saving per fitting (T5+LED)	22+32	Watt/Unit
6	Daily Working Period	10	Hrs/Day
7	Daily Saving	381+306=687	Kwh/Day
8	Annual Working Days	300	Days/Annum
9	Annual Saving in Energy	206100	Kwh/Annum
10	Red in CO2 emissions	164.88	MT/Annum



## ENERGY USES & SAVING PRACTICES



### 3. Energy Efficient Fans

Energy-efficient fans and air-conditioners are important in universities as they can help reduce energy consumption and lower operating costs. Here are some examples of energy-efficient fans and air-conditioners that can be used in universities:

**High-Efficiency Ceiling Fans:** Ceiling fans can be a cost-effective way to cool indoor spaces. High-efficiency ceiling fans can be up to 20% more efficient than standard ceiling fans, helping to reduce energy consumption and lower operating costs.

**Variable Speed Air Handlers:** Variable-speed air handlers can be used with central air-conditioning systems to help reduce energy consumption. These systems can adjust the speed of the fan based on the cooling needs of the indoor space, helping to save energy and reduce operating costs.

**Energy-Efficient Window Air-Conditioners:** Window air-conditioners can be an energy-efficient option for cooling small spaces, such as individual offices or dorm rooms. Look for models with the BEE STAR rating 1 to 5, the ascending order of energy efficiency, which indicates that they meet the energy efficiency level.

**Split-System Air-Conditioners:** Split-system air-conditioners are designed to cool individual rooms or spaces. They are more energy-efficient than traditional central air-conditioning systems, as they only cool the spaces that need them.

**Heat Pumps:** Heat pumps can be used for both heating and cooling indoor spaces. They are more energy-efficient than traditional heating and cooling systems, as they transfer heat rather than create it. Heat pumps are particularly effective in moderate climates.

By implementing energy-efficient fans and air-conditioners, a university can reduce its energy consumption and operating costs while maintaining a comfortable indoor environment for students, staff, and faculty. Additionally, energy-efficient fans and air-conditioners can contribute to a more sustainable and environmentally friendly campus.



**ENERGY USES & SAVING PRACTICES**



**Energy Efficient Fans**

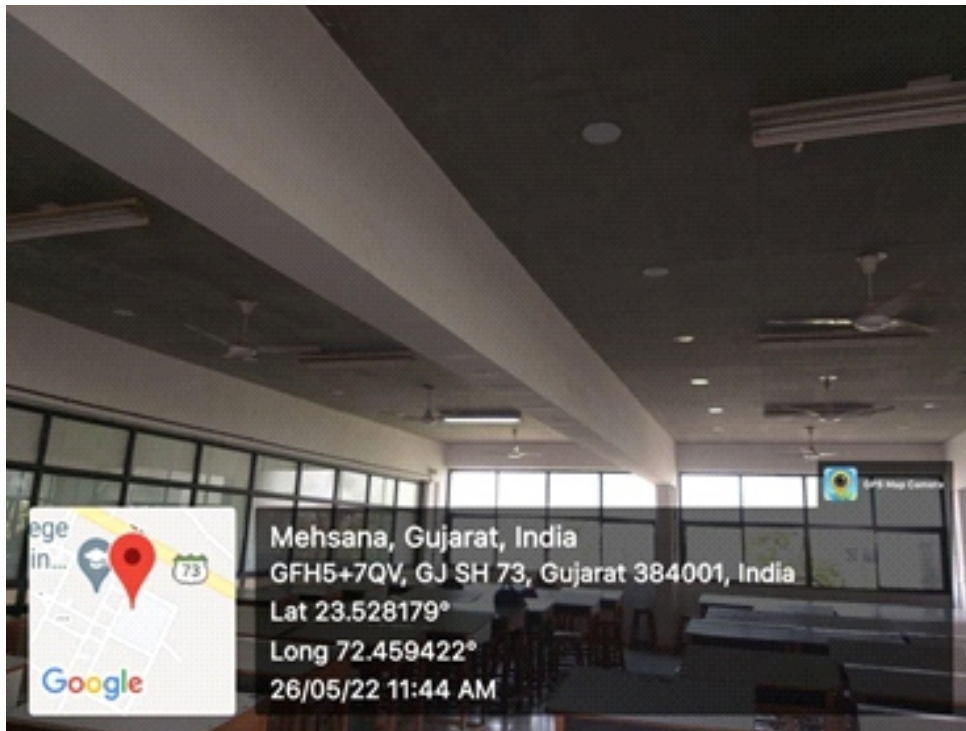
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GUNI has installed energy efficient Fans and Air Conditioners instead of High Energy Consuming Fans and Air conditioners that reduce the environmental impacts associated with energy use.

Ganpat University and its constituent institutions have installed Energy efficient Fans instead of High Energy Consuming Fans that reduces the environmental impacts associated with energy use.

Total No. of Fans used in the university	= 990
Total No. of Energy Efficient Fans installed till a date	= 612
Percentage (%) improvement	= 61.82 %

$(\text{Total No. of Fans used} - \text{Energy Efficient Fans installed}) / (\text{Total No. of Fans used}) \times 100$





## ENERGY USES & SAVING PRACTICES



### 4. Energy Efficiency in Appliances & Equipment

Energy efficiency in appliances and equipment is important in universities as it can help reduce energy consumption and lower operating costs. Here are some examples of energy-efficient appliances and equipment that can be used in universities:

**Energy-Efficient Computers and Monitors:** Energy-efficient computers and monitors can help reduce energy consumption in computer labs and offices. Look for models that have earned the BEE STAR label, which indicates that they meet energy efficiency guidelines set by the Bureau of Energy Efficiency.

**Energy-Efficient Refrigerators and Freezers:** Energy-efficient refrigerators and freezers can help reduce energy consumption in university dining halls, cafeterias, and research labs. Look for models that have earned the ENERGY STAR label, which indicates that they meet energy efficiency guidelines set by the Bureau of Energy Efficiency.

**Energy-Efficient HVAC Systems:** Energy-efficient heating, ventilation, and air conditioning (HVAC) systems can help reduce energy consumption in university buildings. Look for systems that have earned the ENERGY STAR label, which indicates that they meet energy efficiency guidelines set by the Bureau of Energy Efficiency.

**Energy-Efficient Lighting Controls:** Lighting controls, such as occupancy sensors and daylight harvesting systems, can help reduce energy consumption in university buildings by automatically adjusting lighting based on occupancy and available natural light.

**Energy-Efficient Water Heaters:** Energy-efficient water heaters can help reduce energy consumption in university dormitories and athletic facilities. Look for models that have earned the ENERGY STAR label, which indicates that they meet energy efficiency guidelines set by the Bureau of Energy Efficiency.

By implementing energy-efficient appliances and equipment, a university can reduce its energy consumption and operating costs while maintaining the necessary functionality of its facilities. Additionally, energy-efficient appliances and equipment can contribute to a more sustainable and environmentally friendly campus.



**ENERGY USES & SAVING PRACTICES**



**Energy Efficiency in Appliances & Equipment**

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Modern electronic appliances, such as freezers, ovens, stoves, dishwashers, clothes washers, and dryers, use significantly less energy than older appliances. Installing STAR-rated electronic appliances reduces energy consumption.

GUNI has replaced energy efficient Electronic Appliances & Equipment instead of High Energy Consuming Appliances that reduce the environmental impacts associated with energy use.

Ganpat university has replaced energy efficient Electronic Appliances & Equipment instead of High Energy Consuming Appliances that reduces the environmental impacts associated with energy use.

University has installed a fully automatic and laundry card operated, 8 Kg capacity washing machine in each hostel block. Total 25 units are installed in different hostel blocks. All units are highly STAR rated and energy efficient appliances.

Modern electronic appliances, such as, freezers, ovens, stoves, dishwashers, clothes washers and dryers, use significantly less energy than older appliances. Installing STAR rated electronic appliances significantly reduces energy consumption.



Haier WASHING MACHINE	
Model	EW80-IM1063610T
Power (Max)	1750W
Washing Capacity	8kg
Voltage	(220-240)V~/50Hz
Serial No.	CEABM2E0M00T7K920001
South side of Tunjia Road, west side of Zonger Road, Huangdao district, Qingdao Shandong, P. R. China	
Water Pressure	(0.03 ≤ P ≤ 1) MPa
Anti-electric Shock	I
Anti-water Class	IPX 4
Net Weight	71kg



## ENERGY USES & SAVING PRACTICES



### 5. Energy Sub-Metering

Energy sub-metering is the practice of installing meters to measure energy consumption in specific areas or systems within a building, such as lighting, HVAC, and plug loads. In a university setting, energy sub-metering can be used to identify areas of high energy consumption and implement energy-saving measures to reduce energy consumption and costs. Here are some benefits of energy sub-metering in universities:

**Identify Areas of High Energy Consumption:** Energy sub-metering can help identify areas of high energy consumption within a university. By identifying these areas, universities can target energy-saving measures to reduce energy consumption and costs.

**Allocate energy costs:** Energy sub-metering can help allocate energy costs to specific departments or buildings within a university. This can provide an incentive for departments to reduce energy consumption and costs.

**Monitor Energy Performance:** Energy sub-metering can help monitor energy performance over time. By monitoring energy performance, universities can track energy consumption and identify trends or anomalies.

**Improve Sustainability:** Energy sub-metering can help universities achieve their sustainability goals by reducing energy consumption and carbon emissions.

When implementing energy sub-metering in a university, it is important to ensure that the meters are accurate, reliable, and installed correctly. Additionally, data from the meters should be collected and analyzed to identify opportunities for energy savings.



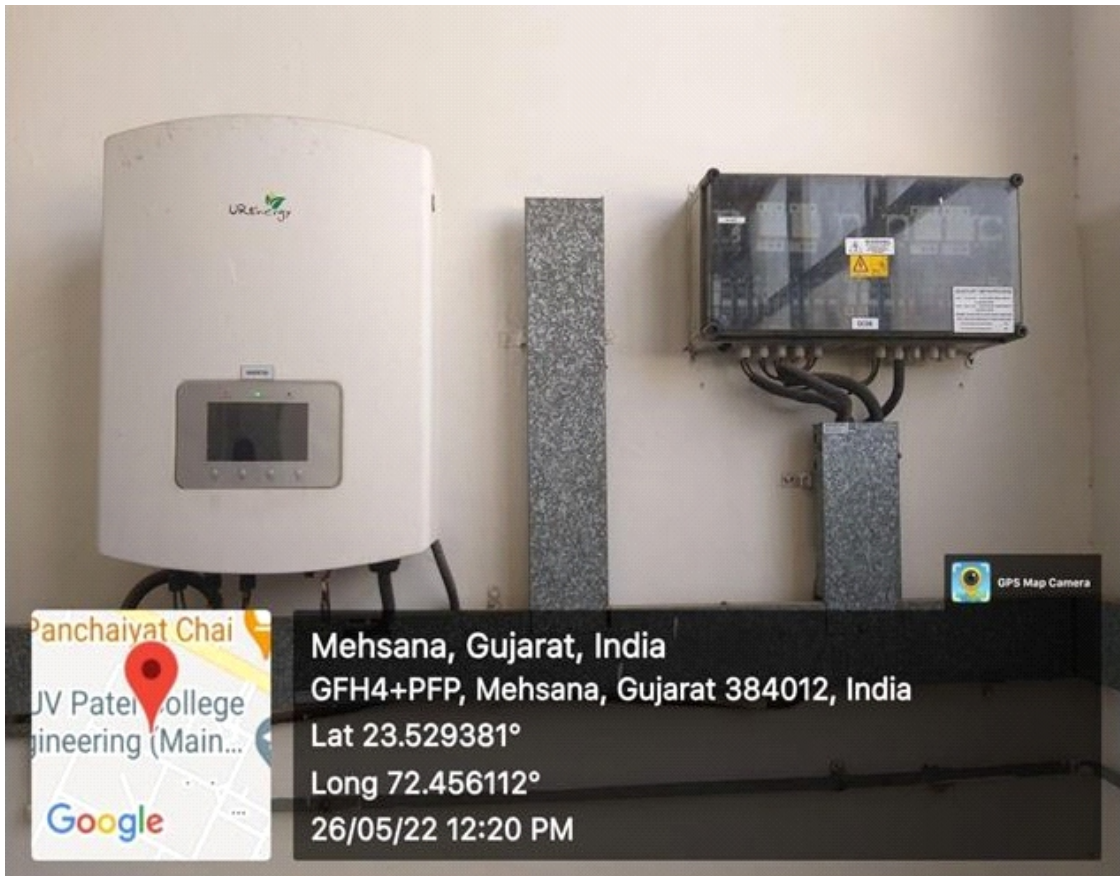
## ENERGY USES & SAVING PRACTICES



### Energy Sub-Metering

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GUNI practices continuous monitoring of energy use through sub-metering and asparate metering of each learning space, residential and open spaces throughout the year towards achieving judicious use of energy, which inspires the teaching-learning community to save energy in their day-to-day uses.





## ENERGY USES & SAVING PRACTICES



### 6. On-Site Renewable Energy

On-site renewable energy in universities refers to the installation of renewable energy systems on university campuses to generate electricity or heat. On-site renewable energy can help universities reduce their reliance on fossil fuels and reduce their carbon emissions. Following options of on-site renewable energy systems that can be installed in universities:

**Solar Photovoltaic (PV) Systems:** Solar PV systems can be installed on university buildings or in open areas on campus to generate electricity. Solar PV systems are relatively low-maintenance and have a long life span, making them a good investment for universities.

**Wind turbines:** Small-scale wind turbines can be installed on university campuses to generate electricity. Wind turbines require more maintenance than solar PV systems and are less reliable, but they can be a good option in areas with high wind speeds.

**Geothermal Heating and Cooling Systems:** Geothermal heating and cooling systems can be installed in university buildings to provide heating and cooling using energy from the ground. Geothermal systems are highly efficient and can reduce heating and cooling costs for universities.

**Biomass Heating Systems:** Biomass heating systems can be installed in university buildings to provide heat using renewable biomass fuels, such as wood chips or pellets. Biomass heating systems require regular maintenance and can be more expensive to install than other renewable energy systems, but they can provide a reliable source of heat for universities.

By installing on-site renewable energy systems, universities can reduce their energy consumption and carbon emissions while demonstrating their commitment to sustainability. Additionally, on-site renewable energy systems can provide educational opportunities for students and faculty, as well as research opportunities for university researchers.



**ENERGY USES & SAVING PRACTICES**



**On-Site Renewable Energy**

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GUNI has installed eight units of 36 KW (each), a total of 270 KW solar station, which generates an average of 1185 units/day as on-site Renewable Energy Source; however, GUNI also encourages the student community to save energy to minimize environmental impacts of using fossil fuels.

Summary of 270kW Rooftop Solar PV Power Plant	
Nominal location	72°.27'53" E, 23°31'98" N
PV module	Jakson
PV Module peak power (Wp)	310
Total Area in m2	V M Patel : 110 Sqmtr, Acharya Motiram : 100 SqMtr Pharmacy College: 105 Sqmt
Inverters	U R Energy (India) Private Limited
Inverter AC power (kW)	33 KW
Inverters in the plant	8 (Each one of above mentioned capacity)
Peak power of plant (kWp)	272.5

**Impact of the Installed solar power plant is as under:**

Sr. No	Particulars	Value	Unit
1	Daily saving in Electrical Energy	1120	kWh
2	Annual saving in Energy	408479	kWh/Annum
3	Annual saving in CO2	1120	Tones/Annum
4	Trees planted	407.66	Annual



Latitude: 23.52909  
Longitude: 72.456969  
Elevation: 109.8m  
Accuracy: 3.2m  
Time: 22-09-2018 14:47



## ENERGY USES & SAVING PRACTICES

MONTH	UGVCL UNIT IMPORT (KWH) <b>A</b>	GNU SOLAR UNIT EXPORT WITH DISCOM (KWH) <b>D</b>	TOTAL SOLAR UNIT GENERATED (KWH) <b>G</b>	SOLAR UNIT UTILIZED IN GNU BUILD. (KWH) <b>H=GD</b>	TOTAL UNIT CONSUMPTION OF HT CONNECTION /MONTH <b>K=A+H</b>
JAN'19	17688	10855	33640	22785	40473
FEB'19	14560	10881	32000	21119	35679
MAR'19	15272	9080	36040	26960	42232
APR'19	34392	8624	42200	33576	67968
MAY'19	34816	4216	37320	33104	67920
JUN' 19	53120	2018	36480	34462	87582
JUL'19	53368	1822	27120	25298	78666
AUG'19	79208	688	20240	19552	98760
SEP'19	65648	2584	22320	19736	85384
OCT'19	62360	2480	27480	25000	87360
NOV'19	33168	5584	24680	19096	52264
DEC'19	34792	2288	24080	21792	56584
JAN'20	21968	5880	25960	20080	42048
FEB'20	23368	6040	33800	27760	51128
MAR'20	25696	6008	33240	27232	52928
APR'20	14176	11880	34880	23000	37176
MAY'20	13952	9888	31840	21952	35904
JUN'20	22280	3272	27200	23928	46208
JUL'20	22744	3744	25760	22016	44760
AUG'20	21048	5168	26480	21312	42360
SEP'20	22592	2912	19120	16208	38800
OCT'20	20664	4056	28840	24784	45448
NOV'20	22488	4576	29240	24664	47152
DEC'20	15496	6336	24000	17664	33160
JAN'21	18928	8440	20280	11840	30768
FEB'21	13264	10072	36080	26008	39272
MAR'21	13520	7760	33400	25640	39160
APR'21	18312	7408	37320	29912	48224
MAY'21	19264	6304	31720	25416	44680
JUN'21	22208	5624	32600	26976	49184
JUL'21	34872	576	22880	22304	57176
AUG'21	47256	200	17800	17600	64856
SEP'21	59920	1032	20640	19608	79528
OCT'21	64392	968	24400	23432	87824
NOV'21	31232	5952	29720	23768	55000
DEC'21	34967	1168	19560	18392	53359

% OF SOLAR UNIT GENERATED V/S UGVCL UNIT UTILIZED

**63.28%**



## ENERGY USES & SAVING PRACTICES



### 7. Solar Water Heating Systems

Solar water heating systems are a type of renewable energy system that can be installed in universities to heat water using energy from the sun. Solar water heating systems can be installed on university buildings, such as dormitories, gymnasiums, or cafeterias, to provide hot water for showers, sinks, and other uses.

Here are some benefits of installing solar water heating systems in universities:

**Energy Cost Savings:** Solar water heating systems can help universities save money on energy costs by reducing the need for electricity or natural gas to heat water.

**Reduced Carbon Emissions:** Solar water heating systems can help universities reduce their carbon emissions by using renewable energy to heat water.

**Educational Opportunities:** Solar water heating systems can provide educational opportunities for students and faculty to learn about renewable energy technologies and their applications.

**Increased Resilience:** Solar water heating systems can provide increased resilience to universities by providing hot water even during power outages or other disruptions to the electrical grid.

When installing solar water heating systems in universities, it is important to ensure that the systems are designed and installed correctly to maximize their efficiency and lifespan. Additionally, regular maintenance and monitoring should be performed to ensure that the systems are operating effectively and efficiently.



## ENERGY USES & SAVING PRACTICES



### Solar Water Heating Systems

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GUNI has installed 21 modules of solar water heating systems of 500 kg hot water tank capacity in each hostel block that minimize the environmental impacts of using fossil fuels.





## ENERGY USES & SAVING PRACTICES



### 8. Distributed Power Generation

Distributed power generation is a type of energy system that involves generating electricity from small-scale power sources located close to the point of use instead of from a centralized power plant. Universities can benefit from distributed power generation by installing renewable energy systems such as solar panels or wind turbines on their campuses.

Here are some benefits of distributed power generation in universities:

**Reduced Energy Costs:** Distributed power generation can help universities save money on energy costs by generating electricity on-site and reducing their reliance on grid-supplied electricity.

**Reduced Carbon Emissions:** Distributed power generation can help universities reduce their carbon emissions by using renewable energy sources to generate electricity.

**Increased Resilience:** Distributed power generation can provide increased resilience to universities by providing a local source of electricity in case of power outages or other disruptions to the electrical grid.

**Educational Opportunities:** Distributed power generation can provide educational opportunities for students and faculty to learn about renewable energy technologies and their applications.

Examples of distributed power generation systems that can be installed in universities include:

**Solar Photovoltaic (PV) Systems:** Solar PV systems can be installed on university buildings or in open areas on campus to generate electricity.

**Wind Turbines:** Small-scale wind turbines can be installed on university campuses to generate electricity.

**Micro-hydro Systems:** Micro-hydro systems can be installed on university campuses to generate electricity using the energy from flowing water.

**Combined Heat and Power (CHP) Systems:** CHP systems can be installed in university buildings to generate both electricity and heat from a single system.

By installing distributed power generation systems, universities can reduce their energy costs, carbon emissions, and reliance on grid-supplied electricity while demonstrating their commitment to sustainability.





## HEALTH & HYGIENE PRACTICES



### 1. Toilet Facilities

Restrooms and toilets are important facilities in universities that need to be designed to meet the needs of the students, faculty, and staff. Proper design and maintenance of these facilities can help promote hygiene, reduce water usage, and ensure accessibility for all. Some factors to be considered when designing restrooms and toilets in universities:

**Accessibility:** Restrooms and toilets should be designed to be accessible for people with disabilities, including wheelchair users. This includes providing adequate space, grab bars, and accessible fixtures.

**Gender Inclusivity:** Restrooms and toilets should be designed to be inclusive of all gender identities, with options for single-user restrooms and multi-user restrooms with privacy features.

**Hygiene:** Restrooms and toilets should be designed to promote good hygiene, with features such as touchless fixtures, automatic flush systems, and hand sanitizing stations.

**Water Efficiency:** Restrooms and toilets should be designed with water-efficient fixtures, such as low-flow toilets and faucets, to reduce water usage and promote sustainability.

**Maintenance:** Restrooms and toilets should be designed with ease of maintenance in mind, with durable and easy-to-clean materials and regular cleaning schedules.

When designing restrooms and toilets in universities, it is important to consider the specific needs and requirements of the campus community, as well as applicable laws and regulations related to accessibility and hygiene. Regular maintenance and monitoring should also be performed to ensure that the facilities are operating effectively and efficiently.



## HEALTH & HYGIENE PRACTICES



### Toilet Facilities

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GUNI has outsourced Hygiene & Cleanliness work to the local external cleaning agency, which maintains hygiene & cleanliness standards in all toilets regularly, which reduces the infections risk to students' and Teacher's Health & well-being.





## HEALTH & HYGIENE PRACTICES



### 2. Drinking Water Facility

Drinking water is a basic necessity, and providing access to clean and safe drinking water is an important aspect of ensuring the health and well-being of students, faculty, and staff in universities. A few suggested criteria associated with drinking water facilities in universities:

**Accessibility:** Drinking water facilities should be easily accessible to all members of the campus community, including people with disabilities. This may involve providing wheelchair-accessible fountains or bottle filling stations.

**Water Quality:** The quality of the drinking water provided in universities should meet or exceed applicable standards and regulations for drinking water. Regular testing and monitoring should be performed to ensure that the water is safe to drink.

**Water Conservation:** Drinking water facilities should be designed to promote water conservation, with features such as low-flow fountains and automatic shut-off valves.

**Maintenance:** Regular maintenance and cleaning of drinking water facilities are important to ensure their continued functionality and hygiene.

**Education:** Providing information to students, faculty, and staff about the importance of staying hydrated and the availability of drinking water facilities can help promote healthy habits and reduce waste from single-use water bottles.

When designing and maintaining drinking water facilities in universities, it is important to consider the needs and preferences of the campus community, as well as applicable laws and regulations related to water quality and accessibility. Providing access to clean and safe drinking water is an important step in promoting the health and well-being of the campus community.



## HEALTH & HYGIENE PRACTICES



### Drinking Water Facility

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Water Quality of all Drinking Water stations & Tapes is maintained at GUNI Campus. Water Quality Reports are checked by Government Authorized Laboratories at regular intervals of time to ensure Clean & Safe Drinking Water at all the time to everyone.





## HEALTH & HYGIENE PRACTICES



### 3. Access to Healthy Food

Access to healthy food is an important aspect of promoting the health and well-being of students, faculty, and staff in universities. The following can be considered while planning to provide access to healthy food in universities:

**Availability:** Healthy food options should be readily available on campus, including in dining halls, cafes, vending machines, and other food service areas.

**Variety:** Offering a wide variety of healthy food options can help ensure that the needs and preferences of all members of the campus community are met.

**Nutrition:** Healthy food options should be nutritious, with an emphasis on fresh fruits and vegetables, whole grains, lean protein, and healthy fats.

**Affordability:** The cost of healthy food options should be comparable to other food options on campus to ensure that they are accessible to all members of the campus community.

**Sustainability:** The food options provided on campus should be sourced in a sustainable and socially responsible manner, with a focus on reducing waste and supporting local and organic food systems.

**Education:** Providing education and information about healthy eating habits can help promote healthy lifestyles and encourage members of the campus community to make informed food choices.

When designing and maintaining food service areas in universities, it is important to consider the needs and preferences of the campus community, as well as applicable laws and regulations related to food safety and accessibility. Providing access to healthy and nutritious food is an important step in promoting the health and well-being of the campus community.



## HEALTH & HYGIENE PRACTICES



### Access to Healthy Food

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GUNI knows that Healthy food plays a vital role in the optimal growth, development, health, and well-being of individuals in all stages of life. Therefore, healthy and nutritious food is accessible to all students & teaching staff at the Canteens of GUNI to maintain the fitness of the teaching-learning community.

A canteen is available in each hostel, and a few exclusive canteens are also public for commuting students.

The Cafeteria on the campus offers a wide range of foods, including Gujarati Thali, Punjabi, South Indian, and Street Food.





## HEALTH & HYGIENE PRACTICES



### 4. Sports Amenities

Sports amenities in universities are essential for promoting physical activity, encouraging healthy lifestyles, and providing opportunities for socialization and community building. Here are some standard sports amenities found in universities:

**Athletic Fields:** Universities often have athletic fields for sports such as soccer, football, lacrosse, and baseball.

**Indoor Gymnasiums:** Indoor gymnasiums may include basketball courts, volleyball courts, badminton courts, and other facilities for indoor sports.

**Fitness Centers:** Fitness centers typically include exercise equipment such as treadmills, ellipticals, weights, and resistance machines.

**Swimming Pools:** Swimming pools provide opportunities for aquatic sports and fitness activities.

**Tennis and squash courts:** Tennis and squash courts provide opportunities for racquet sports.

**Climbing Walls:** Climbing walls are becoming increasingly popular in universities, providing opportunities for rock climbing and other vertical activities.

**Outdoor Recreational Areas:** Universities may also have outdoor recreational areas for hiking, camping, and picnicking.

When designing and maintaining sports amenities in universities, it is essential to consider the needs and preferences of the campus community, as well as applicable laws and regulations related to safety and accessibility. In addition, providing a variety of sports amenities can help ensure that all campus community members have opportunities to engage in physical activity and promote healthy lifestyles.



## HEALTH & HYGIENE PRACTICES



### Sports Amenities

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GUNI offers various sporting opportunities to its undergraduate, postgraduate & doctoral students.

All Indoor & Outdoor sports amenities at GUNI are designed to achieve excellence in sports to enhance the growth and health of students.

The University offers extensive sports and fitness classes throughout the academic session. Qualified staff and trainers deliver programs for all ages, tastes, and abilities, from Cricket to Yoga to Weight Training and Aerobics.

There are separate coaches for all the games who groom and train the students rigorously to compete nationally.

All the games have International equipment standards accessible to all the students. Students are given training by coaches in various competitions. The infrastructure has been designed with good facilities for sports as well as recreational activities.





## HEALTH & HYGIENE PRACTICES



### 5. Dedicated Playground

A dedicated playground for sports in a university can provide students, faculty, and staff with space for organized and informal sports activities. Points to be considered when designing a playground for sports in a university:

**Space:** The playground size will depend on the number and types of sports that will be played. Consider the size of the field or court needed for each sport, as well as any additional space for spectator seating, restrooms, and storage.

**Surface:** The type of surface used on the playground can affect the safety and performance of the athletes. Options include natural grass, synthetic turf, concrete, and asphalt.

**Lighting:** Adequate lighting is essential for evening and nighttime use of the playground. Consider the placement and brightness of the lights and any energy efficiency measures that can be implemented.

**Equipment:** Depending on the sports played, the playground may require equipment such as basketball hoops, soccer goals, volleyball nets, and tennis nets. It is important to ensure that the equipment is safe, durable, and properly maintained.

**Accessibility:** The playground should be accessible to all members of the campus community, including those with disabilities. This may involve the installation of ramps, accessible seating, and other features to ensure that the playground is compliant with relevant accessibility guidelines and regulations.

When designing a playground for sports in a university, it is important to involve stakeholders from across the campus community to ensure that the design meets the needs and preferences of all users. This may include student organizations, athletic departments, facilities management, and disability services offices.



## HEALTH & HYGIENE PRACTICES



### Dedicated Playground

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GUNI has dedicated Sports Amenities for football, Volleyball, swimming, Badminton, and Basketball, and various indoor games, while facilities for other sports are shared to minimize the impact on the environment.





## HEALTH & HYGIENE PRACTICES



### 6. Organic Fertilizers and Pesticides

Using organic fertilizers and pesticides in a university can benefit the environment and the health of students, faculty, and staff. Here are some considerations when implementing organic fertilizers and pesticides in a university:

**Soil Health:** Organic fertilizers are made from natural materials and help to improve soil health by increasing microbial activity and promoting the growth of beneficial microorganisms. This can result in healthier plants and a more sustainable campus environment.

**Reduced Chemical Exposure:** Organic pesticides are made from natural ingredients and are less toxic than chemical pesticides, which can harm human health and the environment. Using organic pesticides can reduce the risk of exposure to these chemicals.

**Environmental Benefits:** Organic fertilizers and pesticides are generally considered more environmentally friendly than their chemical counterparts, as they do not contribute to water and air pollution or harm wildlife.

**Cost:** Organic fertilizers and pesticides can be more expensive than chemical products, but the long-term benefits to soil health and environmental sustainability may outweigh the upfront costs.

**Education:** Implementing organic fertilizers and pesticides in a university can also provide opportunities for education and outreach about sustainable practices and environmental stewardship. This can raise awareness among students, faculty, and staff about the importance of sustainable agriculture and pest management.

When implementing organic fertilizers and pesticides in a university, consulting with experts in sustainable agriculture and pest management is essential to ensure that the products used are effective and safe for the campus environment. Additionally, it may be necessary to invest in training for facilities management staff and groundskeepers to ensure they can implement these practices properly.



**HEALTH & HYGIENE PRACTICES**



**Organic Fertilizers and Pesticides**

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GUNI uses Organic Fertilizers and Pesticides to reduce health impacts on Students and Faculties. Composting pits prepare enough fertilizers for the entire vegetated area.





## HEALTH & HYGIENE PRACTICES



### 7. Green Housekeeping

Green housekeeping in a university involves implementing sustainable cleaning practices to reduce the negative environmental impact of cleaning products and processes. Some criteria associated with green housekeeping in a university:

**Environmentally Friendly Cleaning Products:** Using environmentally friendly cleaning products can reduce the amount of harmful chemicals that are released into the environment. Look for cleaning products certified by organizations such as Green Seal or EcoLogo, and avoid products that contain volatile organic compounds (VOCs) or other harmful chemicals.

**Water Conservation:** Implementing water conservation measures during cleaning can reduce water use, such as using low-flow cleaning equipment and mops and minimizing water use for rinsing. Additionally, using microfiber cleaning cloths can help reduce water usage and the amount of cleaning product needed.

**Waste Reduction:** Implementing waste reduction measures such as using reusable cleaning cloths and mops, and reducing the use of disposable cleaning products, can help to reduce the amount of waste generated by the cleaning process.

**Energy Conservation:** Utilizing energy-efficient equipment such as vacuums and floor polishers can help reduce energy consumption during cleaning.

**Education:** Providing education and training for cleaning staff on sustainable cleaning practices and the proper use of cleaning products can help to ensure that these practices are implemented effectively.

By implementing green housekeeping practices in a university, the campus can reduce its environmental impact, improve indoor air quality, and promote sustainability. These practices can also improve the health and well-being of students, faculty, and staff by reducing their exposure to harmful chemicals and allergens.



**HEALTH & HYGIENE PRACTICES**



**Green Housekeeping**

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GUNI uses environment-friendly cleaning products to clean its Learning & residential spaces. Eco-friendly Cleaners are used to clean the toilets and drinking water Stations to prevent chemical-related Health hazards.



Cumulative Score

**61/70**



## SUSTAINABLE RESOURCES UTILIZATION



### 1. Waste Segregation

Waste segregation in a university separates different types of waste materials for proper disposal or recycling. Proper waste segregation is crucial for managing waste effectively and reducing waste in landfills.

Waste segregation guidelines for a university:

**Education and Training:** Proper education and training on waste segregation should be provided to all members of the university community, including students, faculty, and staff. This includes information on what types of waste can be segregated, how to segregate waste properly, and the importance of waste segregation for sustainability.

**Bin Placement:** Adequate waste bins should be placed throughout the university, with clear signage indicating which types of waste should be placed in each bin. Color coding can also be used to help with waste segregation. For example, blue bins can be used for paper and cardboard, green bins for organic waste, and yellow bins for plastic and metal.

**Collection and Transport:** Proper collection and transport of segregated waste materials is important to ensure they are properly disposed of or recycled. Separate collection vehicles can be used for each type of waste material to ensure that they are not mixed together during transport.

**Recycling Infrastructure:** The university should have adequate recycling infrastructure to recycle segregated waste materials properly. This includes recycling facilities for paper, plastic, metal, and other recyclable materials.

By implementing waste segregation in a university, the campus can significantly reduce the amount of waste in landfills, promote sustainability, and save resources by recycling materials that would otherwise be discarded.



**SUSTAINABLE RESOURCES UTILIZATION**



**Waste Segregation**

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Waste Segregation Mechanism is well placed at GUNI Campus. Waste generated through various sources and practices is being segregated safely & sent to recycling & composting sites or authorized recyclers safely, preventing debris from being sent to landfills.





## SUSTAINABLE RESOURCES UTILIZATION



### 2. Organic Waste Management

Organic waste management in a university involves properly handling, treating, and disposing of food waste and other organic materials generated on campus. Organic waste management tips for the university:

**Source Separation:** One of the critical components of organic waste management is source separation. This involves separating food waste and other organic materials from waste streams such as paper, plastics, and metals. The university should provide separate bins for organic waste in high-traffic areas such as dining halls and kitchens.

**Composting:** Composting is a natural process where microorganisms break down organic materials to create nutrient-rich soil. Composting can be a cost-effective and sustainable way to manage organic waste on campus. The university can establish on-site composting facilities or work with local composting facilities to process organic waste.

**Anaerobic Digestion:** Anaerobic digestion is another method for managing organic waste that involves using microorganisms without oxygen to break down organic material. This process can produce biogas, which can be used to generate energy.

**Education and Outreach:** Proper education and outreach are crucial to the success of organic waste management programs in universities. The university should provide information on the importance of organic waste management, how to correctly separate organic waste, and how to participate in composting programs.

By implementing organic waste management in a university, the campus can significantly reduce the amount of organic waste in landfills, promote sustainability, and create valuable resources such as compost and biogas.



**SUSTAINABLE RESOURCES UTILIZATION**



**Organic Waste Management**

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Since GUNI has adopted the philosophy of "reduce - reuse – recycle," all organic waste is sent to various composting and Vermicomposting Facilities that make waste a resource and prevent the trash from being sent to landfills.





## SUSTAINABLE RESOURCES UTILIZATION



### 3. Greening Education Policy

A greening education policy can provide a roadmap for universities to reduce their environmental impact and promote sustainability on campus while also creating a culture of environmental stewardship among students, faculty, staff, and other stakeholders. A "Greening Education" policy for a university may include the following elements:

**Curriculum Integration:** The policy should promote the integration of sustainability principles and practices into all aspects of the university's academic programs, including general education requirements, majors, and graduate programs.

**Professional Development:** The policy should provide opportunities for faculty and staff to learn about sustainability principles and practices and how to integrate them into their teaching, research, and operations.

**Campus Operations:** The policy should encourage the university to adopt sustainable practices, such as green building design and construction, energy and water conservation, waste reduction and recycling, sustainable transportation, and the use of renewable energy sources.

**Research and Scholarship:** The policy should encourage and support research and scholarship that advances sustainability science and addresses pressing environmental, social, and economic challenges.

**Community Engagement:** The policy should encourage the university to engage with its local and global communities to promote sustainability, such as through outreach and education programs, community gardens, and sustainability-focused events and initiatives.

**Partnerships and Collaboration:** The policy should encourage partnerships and collaboration with other universities, government agencies, and private sector organizations to advance sustainability efforts and share best practices.

**Monitoring and Reporting:** The policy should establish a system for monitoring and reporting on the university's progress in achieving its sustainability goals and regularly reporting on its performance to stakeholders.

A greening education policy can provide a framework for universities to integrate sustainability principles and practices into all aspects of their operations, research, and education, promoting environmental stewardship, social responsibility, and economic viability for future generations.



## SUSTAINABLE RESOURCES UTILIZATION



### Greening Education Policy

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GUNI framed a broader green education Policy that inspires its teaching-learning community to take responsibility for the future through their behavior toward nature and natural resources.



## SUSTAINABLE RESOURCES UTILIZATION



### 4. Salvaged Materials

The use of salvaged materials in universities can contribute to sustainable and environmentally responsible construction practices. Salvaged materials are typically reclaimed or reused from existing structures or buildings rather than being newly produced and can include items such as reclaimed wood, repurposed metal, or refurbished fixtures.

Incorporating salvaged materials into university construction projects can offer several benefits, including reducing the demand for new materials and the associated energy and resources required for their production. It can also reduce the amount of waste sent to landfills and provide unique and characterful design elements that contribute to a sense of history and place.

However, when incorporating salvaged materials into university projects, it is important to ensure that they are of high quality and suitable for their intended use. It is also important to work with experienced professionals who are knowledgeable about salvaged materials and their appropriate applications. Additionally, proper documentation and tracking of salvaged materials can help ensure that they are sourced ethically and that their environmental benefits are accurately accounted for. Overall, the use of salvaged materials in universities can help to promote sustainable and environmentally responsible construction practices.





## SUSTAINABLE RESOURCES UTILIZATION



### Salvaged Materials

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GUNI makes new furniture & fixtures by using salvaged materials to promote sustainable and environmentally responsible construction practices and reduce the dependence on virgin materials.





## SUSTAINABLE RESOURCES UTILIZATION



### 5. Eco-friendly Wood Based Materials

The use of eco-friendly wood-based materials in university construction can contribute to sustainable and environmentally responsible building practices.

Eco-friendly wood-based materials are typically made from sustainably sourced or recycled wood and often have a reduced environmental impact compared to traditional wood-based materials.

Examples of eco-friendly wood-based materials include bamboo, which is a rapidly renewable resource that can be used for flooring, furniture, and other applications.

Another example is reclaimed wood, which is salvaged from old buildings or structures and repurposed for use in new construction projects. Additionally, there are composite wood materials made from recycled wood fibers and plastics, which can be used for decking, cladding, and other applications.

Using eco-friendly wood-based materials in university construction can offer several benefits, including reducing the demand for new wood and the associated energy and resources required for their production. It can also reduce the amount of waste sent to landfills and promote sustainable forestry practices that protect the environment.

However, it is important to ensure that eco-friendly wood-based materials are of high quality and suitable for their intended use. It is also important to work with experienced professionals who are knowledgeable about eco-friendly materials and their appropriate applications.

Overall, the use of eco-friendly wood-based materials in universities can help to promote sustainable and environmentally responsible building practices while also creating a healthy and inspiring learning environment for students and staff.



**SUSTAINABLE RESOURCES UTILIZATION**



**Eco-friendly Wood Based Materials**

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GUNI encourages using Certified Composite Wood to encourage the use of Eco-friendly Wood Based Materials towards conserving Forest Resources and reducing the dependence on virgin materials.





## SUSTAINABLE RESOURCES UTILIZATION



### 6. Materials with Recycled Content

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Material with Recycled content is content like many kinds of glass, paper, cardboard, metal, plastic, tires, textiles, batteries, and electronics that have been made from pre- and post-consumer material.

CSJMU uses materials in its new construction sites and repairing spaces that have recycled content like Concrete, Bricks, Fly ash Bricks, Aluminum Windows, and Glass & Tiles to reduce environmental impacts associated with the use of virgin materials.

## SUSTAINABLE RESOURCES UTILIZATION



### Materials with Recycled Content

The use of materials with recycled content is an important aspect of sustainability in university buildings. This includes materials such as recycled steel, glass, plastic, and concrete.

By using these materials, the demand for virgin materials is reduced, which helps to conserve natural resources and energy. In addition, using recycled materials can help to reduce the amount of waste that ends up in landfills.

There are several ways that universities can incorporate materials with recycled content into their buildings. One way is to specify these materials in construction contracts and to work with contractors and suppliers to ensure that they are used. Another way is to require that a certain percentage of materials used in construction and renovation projects are made from recycled content.

It's also important to note that not all materials with recycled content are created equal. The quality and environmental benefits of recycled materials can vary depending on factors such as the manufacturing process, the source of the recycled content, and the end-of-life disposal options for the material.

Therefore, it's important to carefully evaluate the environmental impact of different materials before selecting them for use in university buildings.



## SUSTAINABLE RESOURCES UTILIZATION



### 6. Materials with Recycled Content

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GUNI uses materials in its new construction sites and repairing spaces that have recycled content like Concrete, Bricks, Fly ash Bricks, Aluminum Windows, and Glass & Tiles to reduce environmental impacts associated with the use of virgin materials.



## SUSTAINABLE RESOURCES UTILIZATION



### 7. Local Materials

Using local materials in the construction and operation of universities can have several benefits, such as reducing transportation costs, supporting local economies, and promoting sustainable development. Some ways universities can use local materials include:

Using locally sourced construction materials such as stone, timber, and clay for building construction.

Using locally sourced materials for furniture, such as chairs, tables, and cabinets.

Using local plants and landscaping materials for creating green spaces.

Using locally sourced materials for equipment, such as computers and office supplies.

By using local materials, universities can reduce their carbon footprint and promote sustainability in their communities. Additionally, it can also help to create a sense of identity and community by reflecting local culture and heritage in the design and construction of the university.



## SUSTAINABLE RESOURCES UTILIZATION



### Local Materials

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GUNI uses Building Materials available locally to minimize the associated environmental impacts resulting from transportation to build its new facilities.

Cumulative Score

58/70



**SUSTAINABLE RESOURCES UTILIZATION**

**SUSTAINABILITY EVALUATION CHART**

Sr. No.	Assessment Areas	Cumulative Score
1.	<b>GOVERNANCE &amp; ACADEMIC</b>	35/40
2.	<b>BUILDING DESIGN &amp; LANDSCAPING</b>	70/80
3.	<b>WATER MANAGEMENT PRACTICES</b>	76/80
4.	<b>AIR QUALITY LEVEL</b>	72/80
5.	<b>ENERGY USES &amp; SAVING PRACTICES</b>	78/80
6.	<b>HEALTH &amp; HYGIENE PRACTICES</b>	61/70
7.	<b>SUSTAINABLE RESOURCES UTILIZATION</b>	58/70
<b>Total</b>		<b>450/500</b>

**Certification Level**

<b>Rejection</b> 000-100 Points	<b>Certification</b> 100-200 Points	<b>Silver</b> 200-300 Points	<b>Gold</b> 300-400 Points	<b>Platinum</b> 400-500 Points



# GREEN MENTORS

Powered by Law of Nature

Special Consultative Status with the  
Economic and Social Council of United Nations from 2021

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