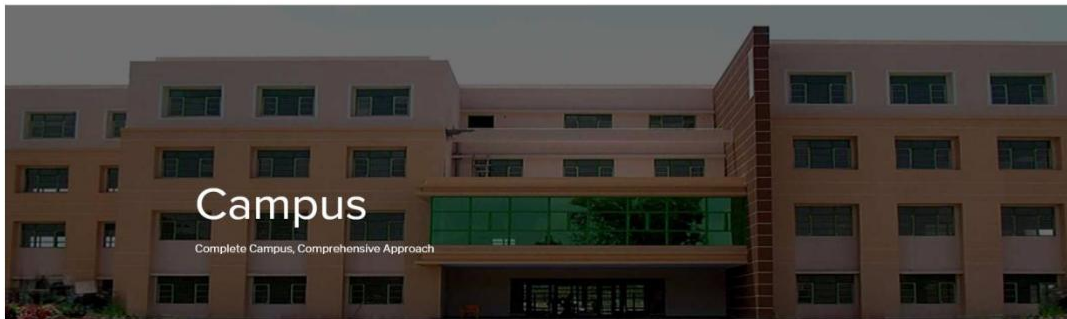




PowerTech Energy Solutions
Conserve to Consume

**Energy & Green Audit Report
of
Pravara Rural Education Society's Arts, Commerce,
Science and Computer Science College, Ashvi.
Ahmadnagar**



**Prepared By
PowerTech Energy Solutions
(A MEDA Empanelled Class A Category Consultancy Firm)**

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Table of Contents

1	Acknowledgment	3
2	About College	5
2.1	Mission	5
2.2	Vision	5
2.3	Goal	5
3	Energy Audit	6
3.1	Electricity Bill Analysis	6
3.2	Observations	7
3.3	Connected Load List – LED Tubes	8
3.4	Connected Load List – Ceiling Fans	10
3.5	Connected Load List – Wall Mounted and Exhaust Fans	11
3.6	Connected Load List – Inverters	11
3.7	Energy Saving Measures	12
4	Awareness of Renewable Energy	13
5	Requirements of NAAC	14
5.1	Alternative Energy Initiative	14
5.1.1	Percentage of lighting power requirement met through LED bulbs	14
6	Green Audit	15
6.1	Goals of Green Audit	15
6.2	Benefits of Green Audit	15
7	Initiatives by College	16
7.1	Tree Plantation	16
7.2	Vermiculter and Vermicomposting	22
7.2.1	Introduction	22
7.2.2	Objective	23
7.2.3	Climate and temperature	24
7.2.4	Properties	24
7.2.5	Benefits	24
7.2.6	Conclusion	26
7.3	ERP Software	27
7.4	Rain water harvesting	29

ENERGY & GREEN AUDIT COMPLETION CERTIFICATE

This is to certify that following utility has carried out Energy & Green Audit as per guidelines laid down in The Energy Conservation Act, 2001 in the month of Jan 2021

Name of College	Pravara Rural Education Society's Arts, Commerce, Science and Computer Science College, Ashvi. Ahmadnagar
Details of Facilities Audited	Main college building including laboratories, libraries, etc.
Date of Energy and Green Audit	06 January 2021
Name of Certified Energy Auditor	Mr. Swapnil Gaikwad
Certification Number	EA 20121
Validity of Certificate	05 January 2022

Signature of Auditor:



Signature of Auditor
(Swapnil Gaikwad)

Mr. Swapnil Gaikwad

1 Acknowledgment

PowerTech Energy Solutions extends gratitude to Pravara Rural Education Society's Arts, Commerce, Science and Computer Science College, Ashvi. Ahmadnagar extending us the opportunity to conduct the Energy, Green and Environmental Audit.

We are thankful to the professors & supporting staff of the college for their transparency & consistent support in sharing relevant information and for providing data about policies and projects along with their other valuable information. This report would have not been possible without their support.

The study team would like to acknowledge the following distinguished personnel's of college

- **Prof. D.D. Dabhade – (I/C Principal)**
- **Prof. A.B. Shinde – NAAC Coordinator**

2 About College

Arts, Commerce, Science & Computer Science College, Ashvi Kd. commenced its journey in 2001 with 12 teachers and 156 students and has flourished into an institution with 30 teachers and 677 students in 2018-19.

Located on 2.5 lush green acres on the banks of Pravara River in Sangamner Taluka in an otherwise hilly region, the institute is a permanent non-grant college with 50% girl students. Computers, LCD projectors, and laptops make urban standard infrastructure available in a rural setting for superior education. Moreover, roomy and well-endowed library, laboratories, and classrooms make learning a pleasurable experience. Vocational courses in the college promote employability and are highly sought after.

Right since its inception, the college has operated the Earn and Learn Scheme for the benefit of economically weak students, who are assigned duties in laboratories, libraries, garden office, and security. The institute also runs a Poor Boy's Fund and has one unit of NSS for achieving the lofty ideal of national integration.

2.1 Mission

To inculcate moral values and the spirit of fair competition, which make students academically sound and socially conscience to become responsible.

2.2 Vision

To provide higher educational avenues to develop overall personality of the students in rural and economically weaker classes.

2.3 Goal

- To achieve academic excellence in higher education.
- To bring higher educational opportunities within the reach of girls and the under privileged section of society.
- To inculcate value based education to empower the youth for development of the nation.
- To develop the overall personality of students by providing ample exposure in co-curricular and extracurricular activities.
- To develop organic connections between educational institution and society for socio-economic and cultural transformation

3 Energy Audit

An energy audit is an inspection, survey and analysis of energy flows, for energy conservation in a building, process or system to reduce the amount of energy input into the system without negatively affecting the output(s). In commercial and industrial real estate, an energy audit is the first step in identifying opportunities to reduce energy expense and carbon footprints.

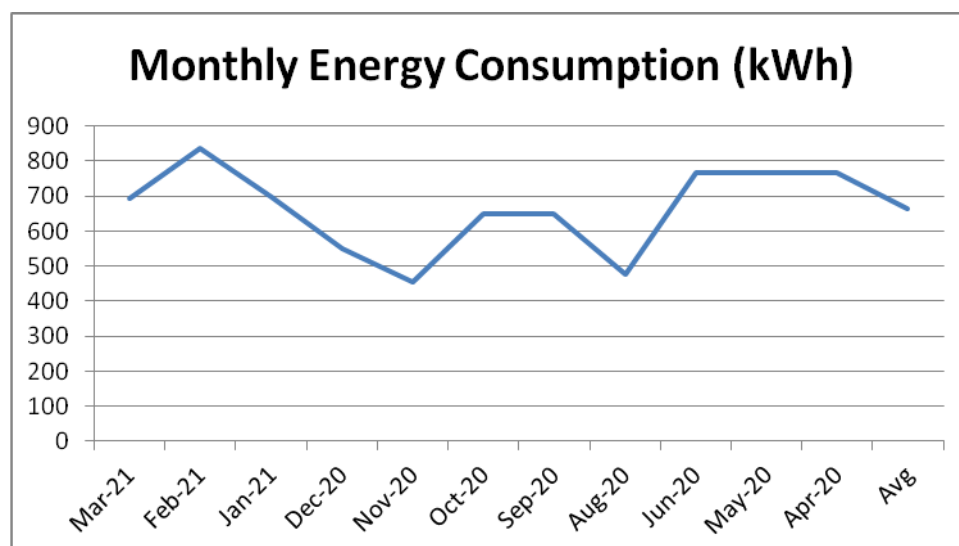
3.1 Electricity Bill Analysis

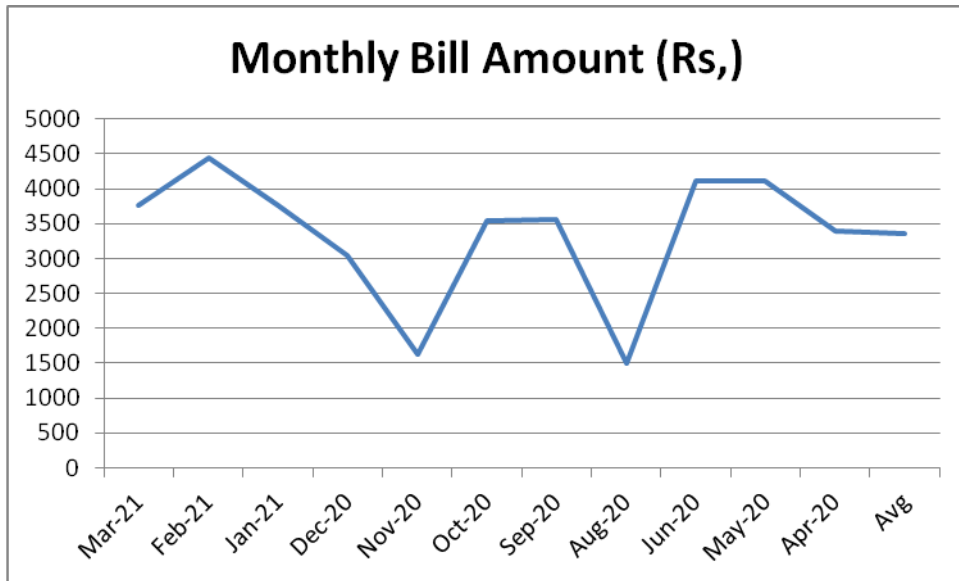
At present, one electricity meter is there for all campus

Bill analysis for consumer number **155240011771** shown below

Month	Unit Consumption (kWh)	Bill Amount	Avg. Unit Rate (Rs/kWh)
Mar-21	694	3760	5.42
Feb-21	836	4450	5.32
Jan-21	697	3760	5.39
Dec-20	550	3050	5.55
Nov-20	455	1630	3.58
Oct-20	650	3540	5.45
Sep-20	650	3550	5.46
Aug-20	475	1490	3.14
Jun-20	765	4112	5.38
May-20	765	4112	5.38
Apr-20	765	3400	4.44
Avg	664	3350	4.95

Below graph shows the total units consumption per month and total bill (Rs.) per month.





3.2 Observations

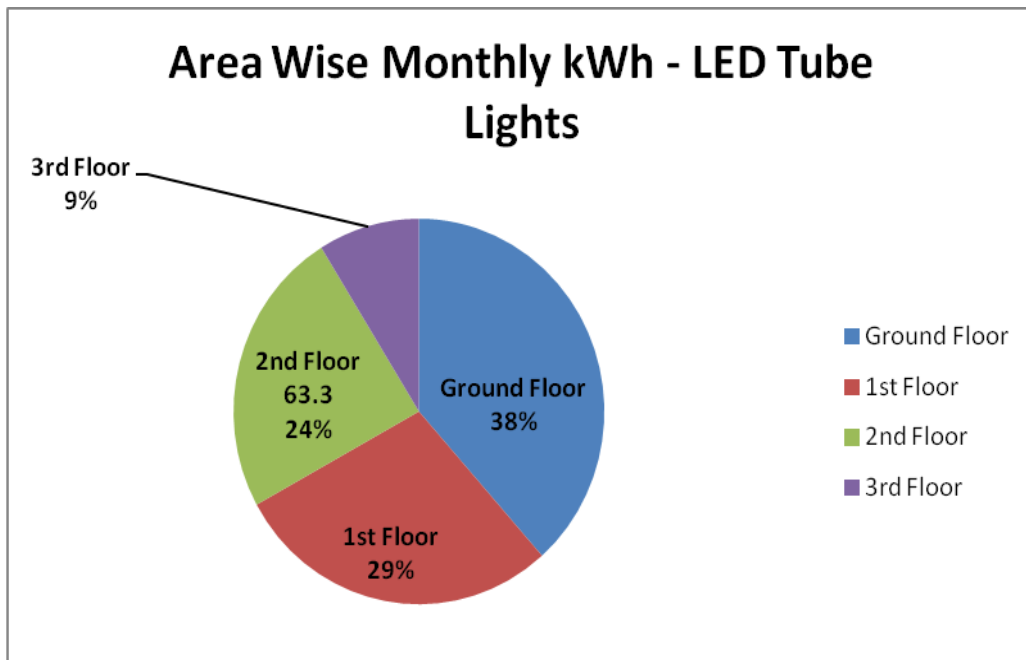
- Average units consumption per month is around **664 kWh**
- Maximum units consumption is **836 kWh** in month of **Feb 21**
- Average bill (Rs.) per month is around **3350 Rs.**
- Maximum bill (Rs.) is **4450 Rs.** In month of **Feb-21**

3.3 Connected Load List – LED Tubes

Sr.No	Location	Type of Fitting	Wattage	Total Quantity	Daily Working Hrs	Monthly Working Days	Monthly kWh
Ground Floor							
1	Office	LED Tube	20	6	6	24	17.3
2	Principal Cabin	LED Tube	20	3	6	24	8.6
3	Spare Room	LED Tube	20	1	6	24	2.9
4	Lab Office / Staff Room	LED Tube	20	3	6	24	8.6
5	Gymkhana	LED Tube	20	3	6	24	8.6
6	Chemistry LAB	LED Tube	20	4	6	24	11.5
		LED Tube					
7	Common Room	LED Tube	20	3	6	24	8.6
8	Passage	LED Tube	20	12	6	24	34.6
1st Floor							
9	Commerce / Examination/ Dept.	LED Tube	20	3	6	24	8.6
10	Physics / Chemistry LAB	LED Tube	20	4	6	24	11.5
11	Gymkhana	LED Tube	20	6	6	24	17.3
		LED Tube					
12	Class F-4	LED Tube	20	2	6	24	5.8
13	Class F-5	LED Tube	20	2	6	24	5.8
14	Library	LED Tube	20	4	6	24	11.5
15	Staircase	LED Tube	20	3	6	24	8.6
16		LED Tube	20	2	6	24	5.8
2nd Floor							
17	English Dept S1	LED Tube	20	3	6	24	8.6
18	Zoology Dept S2	LED Tube	20	4	6	24	11.5
19	Class Room F-4	LED Tube	20	4	6	24	11.5
20	Class Room F-5	LED Tube	20	2	6	24	5.8
21	Class Room	LED	20	4	6	24	11.5

Sr.No	Location	Type of Fitting	Wattage	Total Quantity	Daily Working Hrs	Monthly Working Days	Monthly kWh
	F-6						
		Tube					
22	Physics LAB F-7	LED	20	5	6	24	14.4
		Tube					
3rd Floor							
23	Art Dept	LED	20	2	6	24	5.8
24	Biology Lab	LED	20	2	6	24	5.8
25	Department of Geography	LED	20	2	6	24	5.8
26	Toilet	LED	20	2	6	24	5.8
Total				91			262

With the help of pie chart area wise monthly energy consumption of LED tube lights is shown below.



3.4 Connected Load List – Ceiling Fans

Sr. No	Location	Utility	Wattage	Total Quantity	Daily Working Hrs	Monthly Working Days	Monthly kWh
Ground Floor							
1	Office	Ceiling Fan	75	5	6	24	54
2	Principal Cabin	Ceiling Fan	75	2	6	24	21.6
3	Lab Office / Staff Room	Ceiling Fan	75	3	6	24	32.4
4	Chemistry LAB	Ceiling Fan	75	3	6	24	32.4
5	Common Room	Ceiling Fan	75	3	6	24	32.4
1st Floor							
6	Commerce / Examination Dept.	Ceiling Fan	75	3	6	24	32.4
7	Physics / Chemistry LAB	Ceiling Fan	75	1	6	24	10.8
8	Gymkhana	Ceiling Fan	75	6	6	24	64.8
9	Library	Ceiling Fan	75	6	6	24	64.8
2nd Floor							
10	English Dept S1	Ceiling Fan	75	1	6	24	10.8
11	Zoology Dept S2	Ceiling Fan	75	3	6	24	32.4
12	Physics LAB F-7	Ceiling Fan	75	3	6	24	32.4
3rd Floor							
13	Art Dept	Ceiling Fan	75	2	6	24	21.6
14	Biology Lab	Ceiling Fan	75	2	6	24	21.6
15	Department of Geography	Ceiling Fan	75	2	6	24	21.6
Total				45			486

3.5 Connected Load List – Wall Mounted and Exhaust Fans

Sr. No	Location	Utility	Wattage	Total Quantity	Daily Working Hrs	Monthly Working Days	Monthly kWh
	Ground Floor						
1	Gymkhana	Wall Mounted Fan	75	1	6	24	10.8
2	Chemistry LAB	Exhaust Fan	75	4	6	24	43.2
	1st Floor						
3	Gymkhana	Wall Mounted Fan	75	1	6	24	10.8
Total				6			64.8

3.6 Connected Load List – Inverters

Sr. No	Location	Utility	Rating (VA)	Total Quantity
	Ground Floor			
1	Office	Inverter	1600	1
		Inverter	150	1
2	Gymkhana	Inverter	150	1
	1st Floor			
3	Physics / Chemistry LAB	Inverter	150	1

3.7 Energy Saving Measures

Replacement of conventional ceiling fans with energy efficient ceiling fans

Recommendation 1 - Replace existing 75 watt conventional ceiling fans with 35 watt energy efficient fans

Total No. of Ceiling fans present = 45 Nos.

Total No. of Ceiling fans to be replaced= 45

Nos. Present Energy Consumption = 486 kWh

Expected Energy Consumption = 227 kWh

Total Energy Saved per Month = $486 - 227 = 259$ kWh

Total Saving = 259 kWh

Monetary Savings= 1425 Rs.

Expected Investment = Rs.81, 000 Rs.

Simple Payback Period = 57 Months

4 Awareness of Renewable Energy

College has been taking efforts to create the awareness of solar energy among the students and in nearby villages. Department of Physics organized Same Activities to promote the benefits of solar energy.

Following are the some images showing initiative taken by college to create the awareness of renewable energy such as solar, biogas etc.



5 Requirements of NAAC

5.1 Alternative Energy Initiative

5.1.1 Percentage of lighting power requirement met through LED bulbs

= (Lighting power requirement met through LED bulbs / Total lighting power requirement)
X 100

= (262.1/262.1) X 100

= **100 %**

4.1.2 Percentage of lighting power requirement met through renewable energy sources

= (Lighting power required met through renewable sources / Total lighting power requirement) X 100

= (0 / 262.1) X 100

= **0 %**

6 Green Audit

Green audit was initiated with the beginning of 1970s with the motive of inspecting the work conducted within the organizations whose exercises can cause risk to the health of inhabitants and the environment. It exposes the authenticity of the proclamations made by multinational companies, armies and national governments with the concern of health issues as the consequences of environmental pollution. It is the duty of organizations to carry out the Green Audits of their ongoing processes for various reasons such as; to make sure whether they are performing in accordance with relevant rules and regulations, to improve the procedures and ability of materials, to analyze the potential duties and to determine a way which can lower the cost and add to the revenue. Through Green Audit, one gets a direction as how to improve the condition of environment and there are various factors that have determined the growth of carrying out Green Audit. Some of the incidents like Bhopal Gas Tragedy (Bhopal; 1984), Chernobyl Catastrophe (Ukraine; 1986) and Exxon-Valdez Oil Spill (Alaska; 1989) have cautioned the industries that setting corporate strategies for environmental security elements have no meaning until they are implemented.

Green Audit is assigned to the Criteria 7 of NAAC, National Assessment and Accreditation Council which is a self-governing organization of India that declares the institutions as Grade a, Grade B or Grade C according to the scores assigned at the time of accreditation.

The intention of organizing Green Audit is to upgrade the environment condition in and around the institutes, colleges, companies and other organizations. It is carried out with the aid of performing tasks like waste management, energy saving and others to turn into a better environmental friendly institute.

6.1 Goals of Green Audit

- The objective of carrying out Green Audit is securing the environment and cut down the threats posed to human health.
- To make sure that rules and regulations are taken care of
- To avoid the interruptions in environment that are more difficult to handle and their correction requires high cost.
- To suggest the best protocols for adding to sustainable development

6.2 Benefits of Green Audit

- It would help to shield the environment
- Recognize the cost saving methods through waste minimizing and managing
- Point out the prevailing and forthcoming complications
- Authenticate conformity with the implemented laws
- Empower the organizations to frame a better environmental performance
- It portrays a good image of a company which helps building better relationships with the group of stakeholders
- Enhance the alertness for environmental guidelines and duties

7 Initiatives by College

7.1 Tree Plantation

Tree-planting is the process of transplanting tree seedlings, generally for forestry, land reclamation, or landscaping purpose. It differs from the transplantation of larger trees in arboriculture, and from the lower cost but slower and less reliable distribution of tree seeds.

In silviculture the activity is known as reforestation, or afforestation, depending on whether the area being planted has or has not recently been forested. It involves planting seedlings over an area of land where the forest has been harvested or damaged by fire, disease or human activity. Tree planting is carried out in many different parts of the world, and strategies may differ widely across nations and regions and among individual reforestation companies. Tree planting is grounded in forest science, and if performed properly can result in the successful regeneration of a deforested area. Reforestation is the commercial logging industry's answer to the large-scale destruction of old growth forests, but a planted forest rarely replicates the biodiversity and complexity of a natural forest.

Because trees remove carbon dioxide from the air as they grow, tree planting can be used as agro engineering technique to remove CO₂ from the atmosphere. Desert greening projects are also motivated by improved biodiversity and reclamation of natural water systems, but also improved economy and social welfare due to increased number of jobs in farming and forestry.

College has planted the trees campus area to make it more environments friendly. Below are the some records, photos which shows the

Following is the list of trees planted in college campus

Sr.No	Common Name	Botanical Name	Family	No. of Plants
1	Adulsa	Adathoda vesica	Acanthaceae	1
2	Aloe (Korphad)	Aloe Vera	Aloaceae	5
3	Amala	Phyllanthus emblica	Euphorbiaceous	1
4	Pimple	Ficus religiosa	Moraceae	1
5	Vad(Banyan tree)	Ficus urostigma	Moraceae	1
6	Birds Nest	Sansevieria trifasciata	Asparagaceae	Many
7	Acer palmatum	Acer palmatum	Sapindaceae	4
8	Butterfly(Summer lilac)	Buddleia davidii	Scrophulariaceae	1
9	Garden kiwi fruit	Actinidia chinensis	Actinidiaceae	2
10	Black locust	Robinia pseudoacacia	Fabaceae	7

Sr.No	Common Name	Botanical Name	Family	No. of Plants
11	European ash	Fraxinus excelsior	Oleaceae	1
12	Travel palm	Ravenala madagascariensis	Strelitziaceae	4
13	Garden Croton	Codiaeum variegatum	Euphorbiaceae	6
14	Bougainvillea	Bougainvillea spectabilis	Nyctoginaceae	3
15	Canna (Kardal)	Canna indica	Cannaceae	
16	Cape honey suckle	Tecomacapensis	Bignoniaceae	4
17	Tecoma stans	Tecoma stans	Bignoniaceae	9
18	Arjuna	Terminalia arjuna	Combretaceae	1
19	Copper Plant	Acalpha hispida	Euphorbiaceae	10
20	Cesalpina (Shankasur)	Cesalpina Pulcherima	Caesalpinaceae	2
21	Century plant	Agave americana	Agavaceae	5
22	Chapha (White Frangipani)	Plumeria rubra	Apocynaceae	4
23	Prunus (Cherimpulm)	Prunus avium	Rosaceae	8
24	Chiku	Mahilkarazapata	Sapotaceae	6
25	Coconut	Cocos nucifera	Arecaceae	11
26	Cascabela	Cascabela thevetia	Apocynaceae	Many
27	Bel	Aegle marmelos	Rutaceae	1
28	Crape Jasmin	Tabernaemontana divaricata	Apocynaceae	1
29	Cycas	Cycas revoluta	Cycadaceae	6
30	Dracaena	Dracaena fragrans	Agavaceae	12
31	Dracaena	Dracaena reflexa	Agavaceae	6
32	Duranda	Duranta erecta	Verbenaceae	Many
33	Eilconia (Palm)	Eilconia (Palm)		4
34	Fern	Nephrolepis cordifolia	Nephrolepidaceae	10
35	Garden croton	Codiaeum variegatum	Euphorbiaceae	4
36	Cupressus	Cupressus arizonica	Cupressaceae	9
37	Christmas tree	Aracaria columnaris	Araucariaceae	3

Sr.No	Common Name	Botanical Name	Family	No. of Plants
38	Guava (Peru)	Psidiumguajava	Myrtaceae	1
39	Gulmohar	Delonixregia	Caesalpinaceae	5
40	Hibiscus (Jaswand)	Hibiscus rosasinensis	Malvaceae	6
41	Jamun	Syzygiumcumini	Myrtaceae	2
42	Jatropha	Jatropha integerrima	Euphorbiaceous	1
43	Jangali Aapta	Bauhinia racemosa	Caesalpinaceae	4
44	Krushnkamal (Blue passionflower)	Passifloracaerulea	Passifloraceae	1
45	Lady Palm	Lady palm	Arecaceae	5
46	Lemon	Citrus maxima	Rutaceae	2
47	Orange jessamine	Murraya paniculata	Rutaceae	2
48	Mango	Magniferaindica	Anacardiaceae	5
49	Star Jasmine	Trachelospermum jasminoides	Apocynaceae	1
50	Neem	Azadirectaindica	Meliaceae	6
51	Nerium(Kanher)	Neriumoliander	Appocynaceae	10
52	Cordyline	Cordylin efruticosa	Agavaceae	1
53	Caryota(Palm Tree)	Caryota maxima	Arecaceae	3
54	Panphuti	Bryophyllum pinnatum	Crassulaceae	10
55	Parijatak (Beauty Bush)	Kolkwitziaamabilis	Caprifoliaceae	4
56	Redbird Flower	Pedilanthustithymaloids	Euphorbiaceous	1
57	Rose	Rosa	Rosaceae	9
58	Rui (Calotropis)	Calotropisgigantia	Asclepidaceae	4
59	Sadaphuli (Magnolia)	Magnolia grandifora	Magnoliaceae	Many
60	Saptarni (White Cheese wood)	Alstoniascholaris	Apocynaceae	3
61	Shatavari (Asparagus fern)	Asparagus setaceus	Asparagaceae	3
62	Snake Plant	Sansevieriatrifasciata	Agavaceae	10
63	Spider Plant	Chlorophytumcomosum	Liliaceae	7

Sr.No	Common Name	Botanical Name	Family	No. of Plants
64	Starfruit	Averrhoacarambola	Oxalidaceae	1
65	Subabhul	Leucaenaleucocephala	Fabaceae	
66	Sugar apple(Sitaphal)	Annonasqumosa	Annonaceae	2
67	Swamp Mahogany	Eucalyptus robusta	Myrtaceae	2
68	Thuja	Paticladusorientalis	Cupressaceae	2
69	Weeping fig	Ficus retusa	Moraceae	5
Total Plants				271







7.2 Vermiculter and Vermicomposting

7.2.1 Introduction

Earthworms have been on the Earth for over 20 million years. In this time they have faithfully done their part to keep the cycle of life continuously moving. Their purpose is simple but very important. They are nature's way of recycling organic nutrients from dead tissues back to living organisms. Many have recognized the value of these worms. Ancient civilizations, earthworms played in soil. "Earthworms are sacred." She recognized the important role the worms played in fertilizing

Charles Darwin was intrigued by the worms and studied them for 39 years. Referring to an earthworm, Darwin said, "It may be doubted whether there are many other animals in the world which have played so important a part in the history of the world." The earthworm is a natural resource of fertility and life.

Earthworms live in the soil and feed on decaying organic material. After digestion, the undigested material moves through the alimentary canal of the earthworm, a thin layer of oil is deposited on the **castings**. This layer erodes over a period of 2 months. So although the plant nutrients are immediately available, they are slowly released to last longer. The process in the alimentary canal of the earthworm transforms organic waste to natural fertilizer.

The chemical changes that organic wastes undergo include deodorizing and neutralizing. This means that the pH of the castings is 7 (neutral) and the castings are odourless. The worm castings also contain bacteria, so the process is continued in the soil, and microbiological activity is promoted.

Vermicomposting is the process of turning organic debris into worm castings. The worm castings are very important to the fertility of the soil. The castings contain high amounts of nitrogen, potassium, phosphorus, calcium, and magnesium. Castings contain: 5 times the available nitrogen, 7 times the available potash, and 1 ½ times more calcium than found in good topsoil. Several researchers have demonstrated that earthworm castings have excellent aeration, porosity, structure, drainage, and moisture-holding capacity. The content of the earthworm castings, along with the natural tillage by the worms burrowing action, enhances the permeability of water in the soil. Worm castings can hold close to nine times their weight in water "Vermiconversion," or using earthworms to convert waste into soil additives, has been done on a relatively small scale for some time. (4) A recommended rate of vermicomposting application is 15-20 percent

7.2.2 Objective

1. To determine the optimal vermicompost/soil admixture for growth of *Eudrilus ugenae*
Ecological recycling of all wastes
2. Production of much needed biofertilisers
3. To provide valuable information for future initiatives at the local farmer.
4. To educate the students, staff, and faculty with regards to the benefits of composting

Suitable species:

The earthworm species (or **composting worms**) most often used are Red Wigglers (*Eisenia foetida* or *Eisenia andrei*), but *Lumbricus rubellus* (a.k.a. red earthworm or dilong (China)) are another breed of worm that can be used but adapt less well to the shallow compost bin than *Eisenia*. African nightcrawlers (*Eudrilus eugeniae*) Belgian nightcrawlers. *Lumbricus terrestris* (a.k.a. nightcrawlers or common earthworm are not recommended as they burrow deeper than most compost. These species are not the same worms that are found in ordinary soil or on pavement when the soil is flooded by water.

Small-scale vermicomposting is well-suited to turn kitchen waste into high-quality soil amendments, where space is limited. Worms can decompose organic matter without the additional human physical effort (turning the bin) that bin composting requires.

Composting worms which are detritivorous (eaters of trash), such as the red wiggler *Eisenia fetidae*, are epigeic (surface dwellers) together with symbiotic associated microbes are the ideal vectors for decomposing food waste. Common earthworms such as *Lumbricus terrestris* are anecic (deep burrowing) species and hence unsuitable for use in a closed system. Other soil species that contribute include insects, other worms and molds.

PIT SIZE - 8x3x2 feets

FILLING OF PIT:

- 1) At bottom 2-3 inches thick layer of any bio degradable matter use.
- 2) Over this layer 2-3 inches thick layer of partly digested cow dung is put.
- 3) Prepared by spreading sand layer of 2-4 cm in height over which another layer of equal thickness of soil is added.
- 4) Water is added to the culture medium so as to hold 25-30% of moisture.
- 5) Sources of common organic materials are – decayed leaves, hay, straw, rice or wheat bran, vegetable wastes, cow dung, poultry droppings, biogas sludge etc.

7.2.3 Climate and temperature

The most common worms used in composting systems, redworms (*Eisenia foetida*, *Eisenia andrei*, and *Lumbricus rubellus*) feed most rapidly at temperatures of 15–25 °C (59–77 °F). They can survive at 10 °C (50 °F). Temperatures above 30 °C (86 °F) may harm them. This temperature range means that indoor vermicomposting with redworms is suitable in all but tropical climates. (Other worms like *Perionyx excavatus* are suitable for warmer climates. If a worm bin is kept outside, it should be placed in a sheltered position away from direct sunlight and insulated against frost in winter.

It is necessary to monitor the temperatures of large-scale bin systems (which can have high heat-retentive properties), as the feedstock's used can compost, heating up the worm bins as they decay and killing the worms.

7.2.4 Properties

Vermicompost has been shown to be richer in many nutrients than compost produced by other composting methods. It also has outperformed a commercial plant medium with nutrients added, but needed adjustment for magnesium and PH

Other studies have shown that the effects of home made, backyard, vermicomposting compared to municipal compost were lower in terms of soil microbial biomass soil microbial activity, and yields of a species of ryegrass.

Further, one study concluded that the differences between methods of composting were in large part due to the feedstock, and therefore no generalizations can be made between composts made from varying materials.

It is rich in microbial life which converts nutrients already present in the soil into plant-available forms.

Unlike other compost, worm castings also contain worm mucus which helps prevent nutrients from washing away with the first watering and holds moisture better than plain soil.

7.2.5 Benefits

Soil

- Improves its physical structure.
- Enriches soil with micro-organisms (adding enzymes such as phosphates and cellulose)
- Microbial activity in worm castings is 10 to 20 times higher than in the soil and organic matter that the worm ingests
- Attracts deep-burrowing earthworms already present in the soil
- Improves water holding capacity

Plant growth

- Enhances germination, plant growth, and crop yield
- Improves root growth and structure

- Enriches soil with micro-organisms.

- Bio wastes conversion reduces waste flow to landfills
- Elimination of bio wastes from the waste stream reduces contamination of other recyclables collected in a single bin (a common problem in communities practicing single-stream recycling).
- Creates low-skill jobs at local level
- Low capital investment and relatively simple technologies make vermicomposting practical for less-developed agricultural regions

Environmental

- Helps to close the "metabolic gap" through recycling waste on-site
- Large systems often use temperature control and mechanized harvesting, however other equipment is relatively simple and does not wear out quickly
- Production reduces greenhouse gas emissions such as methane and nitric oxide (produced in landfills or incinerators when not composted or through methane harvest)





7.2.6 Conclusion

The results of this study seem to indicate that an optimal vermicomposting/soil admixture is 15% earthworm castings.

Worms not only improve the soil, but when worms are used to compost, they also recycle waste products that could otherwise go to a land fill or harm the environment. Further study of this project could include using different species of plants in the vermicomposting .

An important conclusion of this project is that vermicomposting addresses the social, economic and environmental imperatives of sustainability.

7.3 ERP Software



Dates Wise Report

[Back](#)

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Live Dashboard

Today's Date: 1/17/2020

Class: 18ACCSYBAA Faculty: 1812ASA Subject: FVHISTSEM-I	Class: 18ACCSYBCOM Faculty: 1814SLM Subject: ADV_ACC	Class: 18ACCSYBSC Faculty: 1827ABB Subject: BO-212	Class: 18ACCSYBSC Faculty: 1800BSD Subject: CH-221	Class: 18ACCSYBAGED Faculty: 1816SAB Subject: S-1	Class: 18ACCSYBAGED Faculty: 1816SAB Subject: S-4
P: 79% A: 21%	P: 68% A: 32%	P: 83% A: 20%	P: 62% A: 38%	P: 80% A: 20%	P: 71% A: 29%
Class: 18ACCSYBSC Faculty: 1809SAB Subject: ZY-222	Class: 18ACCSYBCOM Faculty: 1814SLM Subject: BRF	Class: 18ACCSYBSC Faculty: 1828KPN Subject: CH-345	Class: 18ACCSYBAA Faculty: 1816SAB Subject: 110B		
P: 76% A: 24%	P: 76% A: 24%	P: 65% A: 35%	P: 77% A: 23%		

7.4 Rain water harvesting

Last few years the climate change is emerging as foremost challenge and this refers to any change in climatic variables. Rainfall is the key climatic variable, which is highly erratic in nature and can have long-term inferences in respect of its quality and quantity of water. Most of the water resources are rapidly exploited without recharging as a result the scarcity is also rapidly increasing. So to tackle the water scarcity hazards, there is an urgent need to boost the ground water through suitable groundwater resources management. The management of ground water through artificial recharge of rain water by following roof top harvesting has now been accepted world-wide as a cost-effective method to boost ground water in areas having low rainfall and overexploitation without recharging ground water. Rain water harvesting is one of the oldest and easy techniques to collection and storage of rain water at surface or in sub-surface aquifers, before it is lost as surface run-off. The augmented resource can be harvested in the time of need. Since rainwater harvesting and artificial recharge can play a major role in providing sustainability to drinking water sources, such activities can be taken up on a large scale by local communities as various kinds of rainwater harvesting structures through ages have been proved to be quite useful to the society constructed in different parts of the country worldwide.

College has been taking efforts on taking such rain water harvesting activities. Department of Geography running a certificate course on Rain water harvesting.

Below are the some photographs of project



