



**WATER AUDIT REPORT**  
**For**  
**School of Pharmacy, Centurion University Of Technology And**  
**Management**  
**University in sunkarimentu, pitamahal, Rayagada**  
**Odisha - 765002**  
**Year 2022-23**



**CONSULTATION and REPORT by**

**FORCE**

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We are indeed touched by the helpful attitude and co-operation of all faculties and technical staff, who rendered their valuable assistance and co-operation the course of study.

We are grateful also to the UNICEF led Youth4Water campaign for their support and for the opportunity to provide a learning by doing training in conducting Water Audits to 4 Youth4Water volunteers from Centurion University as a part of this initiative.

(signed)

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## EXECUTIVE SUMMARY & RECOMMENDATIONS

The executive summary of the water audit report furnished in this section briefly gives the findings and recommendations of the Audit team.

### WATER SOURCES, QUALITY AND USAGE

On the basis of water usage statistics shared by campus, the estimated water usage is 44 kilo litres per day. However, calculating using accepted benchmarks for usage types, indicates average daily water use of approx. 86 kilo Litres (kL) per day. The differential either indicates extremely high water use efficiency or under-reporting of water usage statistics. Borewells are the only source of water that is used for both campus and greenery purposes.

Usage of water is for drinking, domestic and greening purposes. Raw water is stored in 9 overhead tanks. And it is filled twice every 24 hours. A pipeline system takes water from these tanks to the water usage points. There are 182 taps and 81 cisterns that dispense water for various purposes. Most of the taps have a diameter of 1.7 cm with a flow rate of 7 litres per minute.

Borewell water quality is as per potable water norms. The campus gets its water checked periodically. As per the reports, all major parameters are within the permissible norms for domestic water use.

### CONSERVATION INITIATIVES TAKEN BY THE CAMPUS

The campus has a well planned network of water storage tanks and distribution pipelines. Control valves and Float Valves remind students to switch off taps after use and not waste water. Regular awareness events are held and important dates such as World Water Day are celebrated to remind students of the need to conserve water. The students are also encouraged to come up with innovative ideas on water conservation. The campus has an Environmental policy of 'Recycle, Reuse, Reduce and Recover'. This is applied to its approach to water as well.



A special effort is made by the university to create awareness about water conservation among students. Signages at drinking water points and in toilets.

An observation made by the audit team is that a pond is present inside the campus which in later days can be used for a percolation tank via channelizing the storm water of the campus.

## AREAS FOR IMPROVEMENT AND RECOMMENDATION

### **Fresh water monitoring system:**

There is a need to quantify the amount of water being extracted from groundwater. For borewells, it would help to install an IoT based groundwater extraction monitoring system to quantify fresh water consumption per day in the University.

There is also a need to install water flow meters (Mechanical or Electronics) in distribution networks, like University building, drinking, Gardening for quantity per day water consumption and waste water generation in the University campus. This will not only help get exact quantities consumed but will also be a useful tool for planning conjunctive and efficient water use within the campus.

### **Automatic shutoff switches in overhead tanks**

Auto shutoff motors / switches for overhead tanks can make the task of preventing water overflows much easier. This should be done for all overhead tanks since they are very difficult to monitor.

### **Aerators / Atomizers / sensors / timers in taps**

All the taps in toilets and kitchens were manual taps. These would be a source of over consumption of water especially because students might be careless about closing them post use or during non-essential periods of use. It is advised that aerators/atomizers be fitted in taps – especially those used primarily for handwashing such as in toilets. Also, sensors or timer taps can be installed wherever possible to prevent the possibility of water wastage due to tap being left on. Such taps are also drip resistant.



### **Sprinklers and Drip water irrigation system for gardening.**

Hose pipe installed in most areas in lawns and orchards, there is potential for sprinklers and drip water irrigation which should be focused more.

### **Rainwater Harvesting**

They have no particular rainwater harvesting structure for campus. We strongly advise that a 'Zero Rainwater Flow Out plan' be prepared for the campus. This will recommend the number, types and location of groundwater recharge structures that can enable the campus to fully utilize its rainwater.

Given the high dependence of the campus on borewells, it is highly advisable that the campus do rainwater harvesting for sustainability of its water supply.

### **Other suggestions.**

We also recommend that the Campus prepare a 'Water Management Policy', and make a multi-year blueprint to work towards making the campus water secure and with a zero waste water footprint.

Perhaps more training programs on water management can be done. Universities can also ensure participation of students and teachers in local water issues.



## CHAPTER 1 – INTRODUCTION

### 1.1 About the University

Centurion University is duly recognized as a pioneer in 'Skill Integrated Higher Education'. Its unique model lays specific emphasis on creating sustainable livelihoods on a national scale in challenging geographies through education that results in employability and sparks entrepreneurship. This model has been recognized by multiple Governments (Central and State), International Organizations such as UNESCO and the World Bank as well as Policy Think-tanks such as the Niti Ayog. Recently, Centurion University's School of Vocational Education and Training has been recognized as a Center of Excellence by the Ministry of Skill Development and Entrepreneurship, Government of India. It is the only University in India to be recognized as such.

Centurion has continually strived to be a best in class human resource development hub that builds employable, enterprising and society centric youth through industry relevant education, skill development, new ventures, production, and technology development.

The founders, faculty and staff are fully committed to its credo: **Shaping Lives. Empowering Communities.** This credo is underpinned by a value system of Inclusivity, Integrity, Equity, Respect and Sustainability in everything they do.

Since its inception in 2005 and subsequent establishment as a University in 2010 (vide Odisha Act 4 of 2010), Centurion has created a unique environment that ensures a tailored learning and employability path for youth in some of the poorest and underserved geographies in Odisha and Andhra Pradesh.

Centurion has embraced the Agenda for Sustainable Development and the associated Sustainable Development Goals (SDGs) since being formally announced in 2015. SDGs have been both formally and informally used as a guiding framework and are now firmly embedded in the Centurion DNA.



Whilst having an indirect impact and contribution on almost all 17 SDGs, Centurion has specifically focused on 9 SDGs and embedded it in everything from its strategy, governance, institutional management and outcomes.

### **Vision**

A globally accredited human resource center of excellence catalyzing “sustainable livelihoods” in the “less developed markets across the globe”.

### **Mission**

- Provision of quality, globally accredited academic programmes in technology and management .
- Provision of globally accredited employability training for less endowed segments of the population.
- Promotion of entrepreneurial culture and enterprise in the target areas.
- Facilitating improved market access to goods and financial services to the target population.
- Promotion of lighthouse project interventions in the target area .

The journey of Centurion University of Technology and Management (CUTM) began in the year 2005 by a group of ambitious academics with aspirations to provide high quality education both nationally and internationally. The first step in this direction was to take over an ailing engineering Institute, the Jagannath Institute for Technology and Management (JITM) in one of the most challenging tribal districts of Odisha and one which was considered to be a left-wing extremist affected area. Subsequently, JITM was transformed into Centurion University of Technology and Management in August 2010, through an act of the Odisha Legislative Assembly. It became the First Multi-Sector State Private University in Odisha.

The founders during their earlier stint as teachers realized that education is one of the most powerful tools for empowerment, and was in reality designed for the elite. In response, they embarked on this ambitious journey with the aim to bring employment-linked education within the reach of those who needed it the most. As a result, Centurion University has skilled, trained and linked 80,000+ “poor, more poor and ultra poor” youth to find gainful employment. Through five

Social Enterprises established under the University, Teaching, Training, Production and Community engagement is converged into mainstream education thus enabling the University to ensure hands-





on knowledge, experiential learning and practice-linked pedagogy with the flexibility of horizontal and vertical mobility.

Their vision was to build Centurion University brick by brick not only as a home for research and education but as an institution which provides opportunities for growth to all students from across the social canvas and they have succeeded in consolidating Centurion University as a truly remarkable place, with expertise across a wide range of disciplines and a superb academic atmosphere.



**Figure: 1.1 - Image of Centurion University, Rayagada Campus from Google map**



## 1.2 About Water Audit

A water audit is a study of the water use of an entity. It starts at the point where water enters the premises and goes up to the point where the wastewater is discharged, critically examining all aspects of use. The audit establishes the quantity/volume of water being used, wastage if any, leakages existing, excess use etc., and identifies areas where consumption can be reduced. It critically examines existing treatment systems and practices and recommends changes to improve efficiency and reduce usage. Based on this detailed study and observations, an audit gives recommendations on how to reduce wastage as well as consumption of water, improvements in treatment practices and methods along with cost benefit analyses. It also recommends the setting up of a system to maintain a record of the amount of water entering a system and to keep track of how this water is used.

Water audit is a systematic process of objectively obtaining a water balance by measuring flow of water from the site of water withdrawal or treatment, through the distribution system, and into areas where it is used and finally discharged. Conducting a water audit involves calculating water balance, water use and identifying ways for saving water.

Water audit involves preliminary water survey and detailed water audit. Preliminary water survey is conducted to collect background information regarding institution activities, water consumption and water discharge pattern and water billing, rates and water cess.

The detailed water audit report contains the following:

- Water consumption and wastewater generation pattern
- Specific water use and conservation
- Water saving opportunities
- Method of implementing the proposals

It is essential that any environmentally responsible institution should examine its water use practices.



## CHAPTER 2

### 2.1 Water Audit Team

The Audit team of FORCE constituted of the following:

Name	Role	Designation	Profile
Jyoti Sharma	Convenor & Guide	President & Chief Functionary FORCE	18 year experience as Head of FORCE in Water conservation.
Ankit Kumar Singh	Audit team member	Engineer in charge- Water	Civil Engineer with 5 years experience.
Subrat Sabyasachi Mishra	Audit team member	Agriculture Engineer	Agriculture Engineer with 1 year experience in water conservation
Smrutirupa Swain	Audit team member	Climate Change Expert	Masters in Environment with 1 year experience.

All team members have significant experience in water conservation in different areas. They have done Water Audits of village and urban community habitations from the point of view of doing Need and Sustainability Assessments for water i.e. evaluated the existing need vis a vis the existing supply and analysed the data to design the plan and details for new interventions needed to fulfil that demand in a sustainable manner. They have led teams for construction of multiple water conservation structures .

### 2.2 About Centurion University Rayagada Campus:

Situated in the mineral rich southern part of Odisha, Rayagada is a district of meadows, forests, waterfalls and terraced valleys, inhabited by many primitive tribal groups. The scenic beauty and heritage of the land is an unexplored paradise. Spread over 7 acres of land this campus provides skill integrated education in the region. It has a School of Pharmacy



**Figure: 1.2 - Image of Centurion University, Rayagada Campus**

### 2.3 Area under different catchments in campus

The Campus plays host to almost 910 people every day. This includes students in hostels, day students, faculty, staff and visitors. Adequate water needs to be provided for each of these people and for maintaining the campus suitably. A breakup of people is given below.

		Non-residential	Residential individuals	Residential families with
1	Total number of students on campus	527	264	0
2	Total number of faculty / staff on campus	54	5	0
3	Average visitors per day	40-60		

The University is spread over 30050 (sq. M) beautiful land with plenty of open space interspersed within academic buildings. Some of the open space is planted with trees, some



of it is grassy lawns and the rest is paved or road area.

A breakup of the total area under each of these catchment types is given in the table below:

<b>Catchment Type</b>	<b>Area in campus</b>	<b>Used for</b>
Building	8454 sqm	Teaching, administration
Paved/Road	2924 sqm	Walking tracks, open event spaces
Lawn(Playground and Orchard)	8788 sqm	Aesthetics, games, gatherings
Forested	8435 sqm	Tree cover for greening, shade & environment
Agriculture	372 sqm	Demo/ practice plots for students
Kuchcha, unplanted area	1077 sqm	
<b>TOTAL AREA</b>	<b>30050 sq.m.</b>	

Each of these surfaces and uses have a different water need and hence knowing this breakup of area is important for the water audit.

## **2.4 Methodology followed for water audit**

A four-step process was designed for the water audit.

### **Step 1: Discussion with University, faculty member in-charge of co-ordinating the Water Audit.**

The objective of this step was to get an overview about the university and expectation setting between FORCE and the university. The FORCE Water Audit Convenor shared about the need for and benefits of doing a water audit. She also shared the process the team would follow and the type of analysis that the water audit would do. The University faculty in-charge also shared about their expectations.



Following the introductory discussion, FORCE shared a questionnaire with the university campus coordinator. It had questions regarding the number of students and staff on campus, water sources, consumption patterns, wastages and water conservation methods. The data was to be compiled by the university team and shared with FORCE prior to the Audit Team's visit to the campus. This would enable the Audit team to do pre-visit analysis that would help them make the physical audit more efficient and effective. A cohort of eight youth volunteers assisted in the process of data collection.

### **Step 2: Visit and Walk through the campus by Audit team**

The Audit team visited the campus and walked all around it along with the youth volunteers and college staff. The objective was to get a holistic view of the water management system in the campus and to see the different uses the water was being put to. While walking the audit team members discussed issues faced by the campus in water management, plans for the future, and historical water management experiences of the campus.

### **Step 3: Verifying and supplementing the data submitted in step 1**

During and after the campus walk through, the audit team also used their own observations and expertise to fill gaps in data as shared in step 1. They also validated the data shared by the youth volunteers. In this step the following were done by the team:

- a) Analyse historic water use and wastewater generation
- b) Field measurements for estimating current water use
- c) Whether supply is metered or unmetered. In case the campus has both, which supplies are metered and which are unmetered.
- d) In case it is metered, then collect some sample bills
- e) In case water quality is tested then collect sample results
- f) Wastewater treatment scheme & costs etc.
- g) Rainwater harvesting and other water conservation methods adopted.



- h) Detection of potential leaks & water losses in the system
- i) Assessment of productive and unproductive usage of water
- j) Determine key opportunities for water consumption reduction, reuse & recycle.

#### **Step 4: Preparation of Water Audit report**

With all data and observations collected, the team then prepares the Water Audit report. The report gives the cumulative water consumption of the camps, the attempts of the campus to create a water balance by also adopting some wastage control or water conservation practices.



## CHAPTER 3 – FINDINGS

### 3.1 Fresh water sources

The main source of freshwater is the Borewell. The freshwater is mainly used for drinking, housekeeping, gardening, domestic activity and new construction projects. Details of Fresh water sources are in the table below:

Sr.no	Water Source	Location	Quantity
1	Borewell	In campus different locations	3 nos

Further, a break-up of borewells based on the use that they primarily put to is as below:

Sr. no	Borewells on campus	Drinking, domestic, irrigation & construction	
1	Number	2	1
2	Dia and depth	1ft & 180ft	1ft/200 ft
3	flow rate	40 L/min	66 L/min
4	Quality of water	good	good
5	Number of hours running per day	4 hr	4 hr

The quantity of water yielded by each water source is listed in the table below:

Sr no	Type of supply	Quality (Potable/ Non-potable)	Quantity used per day. (In Kilo litre)	Purposes for which it is used
1	Own tubewells(3 no=2(1.5 HP)+1(2 HP)	Potable	44 KL/DAY	Domestic & Irrigation
2	Recycled wastewater	NA	NA	NA
3	Reuse of untreated wastewater	NA	NA	NA
4	Private Tankers	NA	NA	NA





**Figure: 1.3 - Verification of quantity of water yielded from each water source**

### 3.2 Water Storage Capacity on Campus

The campus has widely distributed storage tanks. Water drawn from the borewell is directly pumped up to overhead tanks kept over all buildings which then supply water to the building water usage points by gravity.

The total water storage capacity, built into the 9 nos water tanks is 44,000 L. The breakup of water storage capacities in tanks is as given in the table below:

Storage Tanks	Particulars			
	Number	Capacity	Refills per day	Nos with Float valve/ auto shut/indicator
Overhead	9	44 KL	Twice	0
On ground	NA	NA	NA	NA
Storage Tanks for recycled water	NA	NA	NA	NA



**Figure: 1.4- Image of Overhead Tank**

### 3.3 Fresh Water Distribution mechanism

There is a well-planned and well managed pipeline system that takes water from the sources to the storage tanks and from tanks to the usage points. The usage points are taps in kitchens, bathrooms, drinking water points etc or cisterns in toilets. All these are fed with a mix of borewell since it has been tested and found potable.

Sr no.	Water fixtures in Bathrooms				
		HandWash/ drinking	Cisterns	Toilet	Bathing
1	Number of functional taps	62	81	88	32
2	Dia of taps	1.7 cm	1.7cm	1.7cm	1.7cm
3	flow rate	7 L/min	7 L/min	7 L/min	7 L/min
4	Number with Timer or sensor	0	0	0	0
5	Number found dripping	0	0	0	0

Sr no.	Water use in kitchen	
1	Number of taps	10
2	Dia of taps	1.7cm
3	flow rate	8 L/min

### 3.4 Water Usage

Since there is no metering system on campus, it is not possible to get an exact number in terms of water usage. However, by accepting benchmarks of water usage per activity, we can arrive at an estimate of the daily water use. Please note that the figure here is an average daily use figure. On ground each day might have a different usage amount. For example, all lawns may not be watered everyday. However, the figure we have taken (2litres per sqm) is



arrived at by dividing the weekly water need of a lawn by 7 days.

**Figure: 1.5 - Image of hand washing tap**

Using accepted benchmarks of water usage, our estimate is that the campus uses a total of approx. 86 KL/day. The breakup of this usage is as follows:



Sr.no	Usage Type	Quantity of Water used
1	Gardening/Irrigation @2L/ sqm/ day for lawns, 1 L/sqm/day for trees, 2 L/sqm/day for agriculture area	26.75 kL per day
2	Domestic use (toilets, bathrooms, kitchen, cleaning, drinking) @20kL for non residential / visitors and 135kL for residential	49.13 kL per day
3	Construction @10kL per day	10 kL per day

### 3.5 Disposal of Waste Water

The campus has no storm water and sewage drainage system. The sewage waste water generated from various departments like canteen, mess, and washrooms, hand-washing points, bathrooms, drinking water points and RO reject water is discharged into the outside campus into municipality drainage.

### 3.6 Water Accounting and Metering System

The campus does not have a water metering system. Since it does not get municipal water supply via pipeline, there are no municipal water meters. Flowmeters are not installed on borewells within the campus.

The Audit team observed that there is a requirement of water flow meters on water sources to quantify water consumption in the University.

### 3.7 Water test parameters

The Campus conducts water quality tests for their drinking water source from tube wells and treats waste water from STP plants from time to time. Two such reports were sourced by the Audit team. The reports show that all parameters are within permissible range. The drinking water quality is potable.



Jeevan Mission

Water Quality Monitoring Report

Test report

User information

Sample description

Sl. No.	Parameter	Unit	Observed Value	Standard Value	Remarks
1	Temperature	°C	24	30	
2	pH		7.5	6.5 - 8.5	
3	Total Solids (TSS)	mg/l	10	50	
4	Total Hardness (CaCO <sub>3</sub> )	mg/l	150	750	
5	Total Chloride (Cl <sup>-</sup> )	mg/l	10	250	
6	Total Sulphate (SO <sub>4</sub> <sup>2-</sup> )	mg/l	10	400	
7	Total Dissolved Solids (TDS)	mg/l	20	500	
8	Free Chlorine (FC)	mg/l	0.5	0.2 - 0.5	
9	Free Chlorine (FC)	mg/l	0.5	0.2 - 0.5	
10	Free Chlorine (FC)	mg/l	0.5	0.2 - 0.5	
11	Free Chlorine (FC)	mg/l	0.5	0.2 - 0.5	
12	Free Chlorine (FC)	mg/l	0.5	0.2 - 0.5	
13	Free Chlorine (FC)	mg/l	0.5	0.2 - 0.5	
14	Free Chlorine (FC)	mg/l	0.5	0.2 - 0.5	
15	Free Chlorine (FC)	mg/l	0.5	0.2 - 0.5	
16	Free Chlorine (FC)	mg/l	0.5	0.2 - 0.5	
17	Free Chlorine (FC)	mg/l	0.5	0.2 - 0.5	
18	Free Chlorine (FC)	mg/l	0.5	0.2 - 0.5	
19	Free Chlorine (FC)	mg/l	0.5	0.2 - 0.5	
20	Free Chlorine (FC)	mg/l	0.5	0.2 - 0.5	
21	Free Chlorine (FC)	mg/l	0.5	0.2 - 0.5	
22	Free Chlorine (FC)	mg/l	0.5	0.2 - 0.5	
23	Free Chlorine (FC)	mg/l	0.5	0.2 - 0.5	
24	Free Chlorine (FC)	mg/l	0.5	0.2 - 0.5	
25	Free Chlorine (FC)	mg/l	0.5	0.2 - 0.5	
26	Free Chlorine (FC)	mg/l	0.5	0.2 - 0.5	
27	Free Chlorine (FC)	mg/l	0.5	0.2 - 0.5	
28	Free Chlorine (FC)	mg/l	0.5	0.2 - 0.5	
29	Free Chlorine (FC)	mg/l	0.5	0.2 - 0.5	
30	Free Chlorine (FC)	mg/l	0.5	0.2 - 0.5	
31	Free Chlorine (FC)	mg/l	0.5	0.2 - 0.5	
32	Free Chlorine (FC)	mg/l	0.5	0.2 - 0.5	
33	Free Chlorine (FC)	mg/l	0.5	0.2 - 0.5	
34	Free Chlorine (FC)	mg/l	0.5	0.2 - 0.5	
35	Free Chlorine (FC)	mg/l	0.5	0.2 - 0.5	
36	Free Chlorine (FC)	mg/l	0.5	0.2 - 0.5	
37	Free Chlorine (FC)	mg/l	0.5	0.2 - 0.5	
38	Free Chlorine (FC)	mg/l	0.5	0.2 - 0.5	
39	Free Chlorine (FC)	mg/l	0.5	0.2 - 0.5	
40	Free Chlorine (FC)	mg/l	0.5	0.2 - 0.5	
41	Free Chlorine (FC)	mg/l	0.5	0.2 - 0.5	
42	Free Chlorine (FC)	mg/l	0.5	0.2 - 0.5	
43	Free Chlorine (FC)	mg/l	0.5	0.2 - 0.5	
44	Free Chlorine (FC)	mg/l	0.5	0.2 - 0.5	
45	Free Chlorine (FC)	mg/l	0.5	0.2 - 0.5	
46	Free Chlorine (FC)	mg/l	0.5	0.2 - 0.5	
47	Free Chlorine (FC)	mg/l	0.5	0.2 - 0.5	
48	Free Chlorine (FC)	mg/l	0.5	0.2 - 0.5	
49	Free Chlorine (FC)	mg/l	0.5	0.2 - 0.5	
50	Free Chlorine (FC)	mg/l	0.5	0.2 - 0.5	

Test results

Remarks: All parameters are within the permissible limits.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Figure: 1.6 - Drinking water testing report

### 3.8 Environment friendly initiatives

The campus has taken some measures to prevent water wastages and to conserve water. They are conscious about their water usage. In our talk with the management team and in our interactions with the maintenance staff of the campus, we observed that they were all aware about the need to conserve water. They were alert to spot any leakages or wastages and took prompt action if they saw a fault – either directly or by reporting to the appropriate authority. We also did not see evidence of overwatering in green spaces, or stagnant overflow



water around storage points. This indicates that the maintenance staff is vigilant about water wastages.

### Wastage Prevention in distribution system

The audit team saw direction control and flow control valves at critical points in the distribution pipelines. These were used by the staff to regulate water pressure, flow and the direction in which water was required to flow. This enables them to make sure that water goes only where it is needed, and in the quantity it is needed. Though they do not have pressure gauges to check for pressure drops that may indicate leakages in a distribution line, they examine the pipeline regularly to check for any leakages and plug them as soon as they are spotted.

Details	% waste discharge	Total approx quantity per day	Type of contaminants in that water	Method of disposal
RO or other drinking water treatment	10 %	100 L	NIL	Disposed water is drained out.
Waste water recycling plant	NIL	NIL	NA	NA
Distribution pipeline or overflow leakages	5 %	50 L	NA	Disposed water is drained out.
Others (please specify)	NA	NA	NA	NA

### Wastage prevention in storage

Like in the distribution network, the wastage control in storage tanks is through inspections. There are no such valves for automatic shut off.

Details	% with automatic motor shut off	% with float valves	% with overflow indicator
Storage Tanks	0%	0.00%	0%



### Wastage Prevention at usage points

Greening is done using hose pipes attached to taps fitted with valves. There is a team of dedicated gardeners who manage the hose pipes.

Details	% of green area irrigated through furrows	% of green area served with hose	Drip irrigation	Sprinklers
Irrigation	100 %	00.00%	0%	0%

Area	17595 sqm
Irrigation method	hose-pipe
Water source	Borewell water
Dia of pipe/hose	0.5"
Flow rate	30 L/min
No. of hours of irrigation/day	2 hr
Type & species of plants	25

Details	% with Timer / Sensor	% with water saving technology like aerator/atomizer.
Taps in bathrooms, handwash points, kitchens	0%	0%

Details	% of low capacity cisterns (6l per flush or less)	% with dual flush	% using recycled waste water
Cisterns and flush	100 %	0 %	0.00%

### Institution effort to create awareness – water conservation messages

The audit team saw 4 nos sign-boards of size 1ftX1.5 ft displayed at different places in the campus with messages related to preventing water wastage. Most of the messages were displayed at drinking water points or toilets. They were reminder messages for closing taps after use and not wasting water.

### Institution effort to create awareness –Programs conducted

Every year, the campus conducts at least 2 programs for all students related to environmental awareness. In these programs, water conservation is a key message. The campus has celebrated World Water Day in a big way last year as a part of the UNICEF led Youth4Water



program that they have partnered with. They are also participating in an Innovation Challenge for innovative ideas in Water Conservation, WASH and Climate Change as a part of the same program. Apart from this, the students do projects and activities related to water as a part of the curriculum.

### **Water policy**

Though the campus does not have a written water policy, in our conversations with the management, they shared that 'Recycle, Reuse, Reduce and Recover' is their Environment policy motto. They apply the same principle for their work for water.