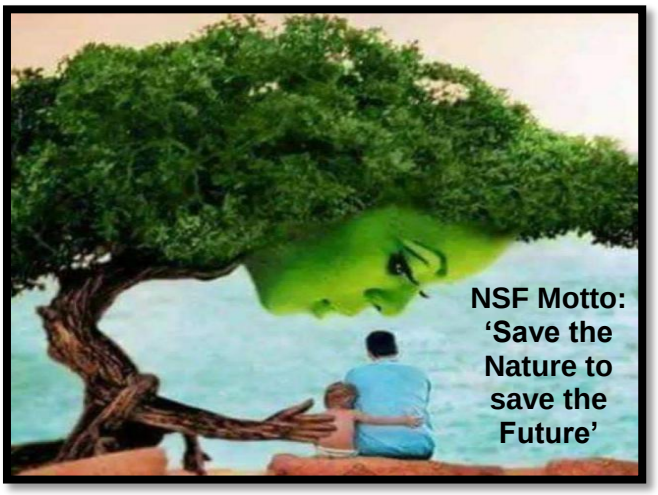
TECHNICAL REPORT OF GREEN CAMPUS AUDIT



Submitted to

M.A.M. SCHOOL OF ENGINEERING, SIRUGANUR, TIRUCHIRAPPALLI – 621105, TAMIL NADU.

Date of Audit: 22.04.2020(Wednesday)

Submitted by

NATURE SCIENCE FOUNDATION
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Contents

1. Introduction

Green campus is an area of the Organisation or the Organisation as a whole itself contributing to have an infrastructure or development that is structured/planned to incur less energy, less water, less or no CO_2 emission and less or pollution free environment (Aparajita, 1995). Green Campus Audit is a tool to evaluate environment management system which is systematicallyexecuted to protectand preservethe environment. Green campus audit constitutes the environmental friendly practices and education combined to promote sustenance of green environment adopting user-friendly technology within the campus. It creates awareness on environmental ethics, resolves environmental issues and offers solutions to various social and economic needs (APHA, 2017). It strengthen the concept of "Green building" and "Oxygenated building" which in turn provides a healthy atmosphere to the stakeholders.

Green Campus Audit ensures the Organization's campus should be greenish with large diversity of trees, herbs, shrubs, climbers and lawns to reduce the environmental pollution and soil erosion;it is also useful in relation to biodiversity conservation, landscape management, irrigation/economic water utilisation and maintenance of natural topography and vegetation (Gowri and Harikrishnan, 2014, Arunint*aet al*., 2017). The maintenance of an eco-friendly campus ensures a neat and clean environment. For the benefit of stakeholders, solid waste management, recycling of water, disposal of sewage and waste materials (electronic and biomedical wastes), 'zero' use of plastics, etc. should be followed consistently in the organization campus.

Green Campus Audit procedures includes the definition of green audit, methodology on how to conduct Green audit at Educational Institutions and Industrial sectors as per the checklist of Environment Management Systems and International Standards on ISO 14001:2015, Indian Green Building Council, Swachh Bharath Scheme under Clean India Mission to understand the principles and importance of various audits in the context of the organization and risk assessment at 360˚ views (Gnanamangai *et al*., 2021). Green campus audit helps the educational institutions/ industries to maintain eco-friendly environment,assures personal hygiene to various stakeholders and supports the nation;on the whole for the noble cause of environmental protection and nature conservation which in turn enhances the quality of life of all living beings (Arora, 2017).

2. Role of Educational Institutions in India

Educational institutions are playing important role in a nation's growth and development which starts from maintenance of green campus without harming the environment. A clean and healthy environment in an Organization determine effective learning skills and offers a conducive learning environment to the students. Educational institutions are insisted by both Central and State Governments to offer eco-friendly atmosphere to the stakeholders. In addition, all the Educational institutions are asked to save the environment for future generations and to resolve theenvironmental problems (accumulating solid wastes and wastewaters/effluents and their careless disposal, enormous utility of plastics, uneconomical consumption of water, irresponsible in water harvesting and storage procedures, etc.)through Environmental Education. Implementing Swachh Bharath Abhiyan Scheme launched by the Indian Government

thro' the Educational institutions plays a major role in terms of giving neat and clean environment to tribal, rural and urban people across the country, besides the regular and conventional activities carried out by NSS, NCC/Student Force, Nature club, Eco club, Science club, Fine Arts club, Flora and Fauna club, Youth Red cross unit, etc. Seminar, Conference, Workshop, training and awareness programmes on Biodiversity conservation education, environmental awareness programmes, etc. may be conducted periodically by the Management and Administrative people of an Organization to the stakeholders.

Green campus auditing is a systematic method whereby an organization's environmental performance is checked against its environmental strategies and compliances of the Government guidelines. This audit process is definitely useful for the Educational institutions to maintain the campus neatly and can give pure atmosphere to the students and staff members including Management people. It is like an official examination of the environmental effects on an organization's campus as per the Government guidelines. The audit report may be useful to improve the organization's campus significantly by following the recommendations and suggestions given in the report. The green campus audit processes are being undertaken by World / Indian Green Building Council(IGBC), Green Building Code and Green Ratings Systems(GBCRS), Green Rating for Integrated Habitat Assessment (GRIHA), Conideration of Indian Industry GreenCo Rating System (CII-GreenCo)andAssociated Chambers of Commerce and Industry of India (ASSOCHAM) along with ISO EMS 14001:2015criteriaand the concept of Swachh Bharath Abhiyan under Clean India Mission

3. Green Campus and Environment Policy

Green campus and environment policy aims to provide an education and awareness in a clean and green environment to the stakeholders with regard to environmental compliance. Scope of the policy applies to all employees and students of the Institution/organisationto provide an ecofriendly atmosphere. Green Campus Policy dealt with cleanliness of the campus maintained through proper disposal of wastes and steps to be followed to recycle the biodegradable wastes and utilization of eco-friendly supplies to maintain the campus free from hazardous wastes/pollutants. The concept of eco-friendly culture is disseminated among the students as well as rural community through various awareness programmes. Attempts are made to minimise the energy usage and substitutethe non-renewable energy sources with renewable energy sources. Head of the Organization, Departmental Heads and Senior Managers/ Management Representatives are responsible for monitoring the "Go Green" initiatives of the College/University and maintain a clean/green campus while each and every individuals of the organisation should adhere to the policy.

4. Environment Friendly Campus

As stated earlier, Organization is liable to provide an eco-friendly atmosphere along with good drinking water facility to all the stakeholders (students and staff members). Manuring the cultivated plants/grown within the campus may applied with organic manure, cow dung, farmyard manure and vermicompost instead of using chemical fertilizers. All non-compostableand single-use disposable plastic items, plastic utensils, plastic straws and stirrers should be avoided. Demonstration/awareness programme on establishing plastic-free environment and utility of oganic alternatives

for all incoming and current students, staff and faculty should be organised.Reduction of use of papers alternated with e-services, e-circulars, etc. and proper disposal of wastes, recycling and suitable waste management system should be considered to establish environment friendly campus.

5. Aims and Objectives of Green Campus Audit

- To recognise the initiatives taken towards establishing the green campusin terms of gardening.
- To grow a large number of oxygen releasing and carbondioxide assimilating plants in the campus to give a pure atmosphere to the stakeholders.
- To identify and provide baseline information to assess threat and risk to the ecosystem due to Organization development.
- To recognise and resolve different environmental threats of the Organization.
- To ensure proper utilization of resources available in the surrounding areas towards future prosperity of the humanity.
- To fix a couple of norms for disposal of all varieties of wastes and use green cover as a carbon sink for pollution free air.
- To assess the greenish nature of an Organization campus in terms of trees, herbs, shrubs,climbers, twins, lianas, lawns and reflected in reducing the environmental pollution soil erosion, biodiversity conservation, landscape management, natural topography and vegetation.

6. Importance of Green Auditing

The Management of the Organization (Auditee) should be exposed their inherent commitment towards making ecofriendly atmosphere through the green auditing and ready to encourage/follow all types of green activities. They should promote all kinds of green activities such as conduct of environment awareness programmes, in-campus farming, planting trees and maintenance of greening, irrigation, use of biofertilizers and avoidance of chemical fertilizers and agrochemicals, etc., prior to and after the green campus auditing (Suwartha and Sari, 2013). The administrative authorities should formulate ‘Green and Environment Policies’ based on technical report of green ampus auditing.A clean and healthy environment will enhance an effective teaching/learning process and creates a favorable learning green environment to the scholars. They should create the awareness on the importance of greenish initiatives through environmental education among the student members and research scholars. Green Audit is the most effective, ecological approach to manage environmental complications.

Green campus audit may be beneficial to the campus in improving the greenery activities which in turn useful to save the planet for future generation. Green campus audit is a kind of professional care and a simple indigenized system about the environment monitoring in terms of planting a huge number of trees which is a duty of each and every individual who are the part of economical, financial, social, and environmental factors. It is necessary to conduct green audit frequently at least once in three years in campus because students and staff members should aware of the green audit and its beneficial effectsin order to save planet by means of ‘Go green concept’ which in turn support the institution to set environmental models (‘icon’) for the community. Green audit is a professional and useful measure for an Organization to

determine how and where they are retaining the campus eco-friendly manner. It can also be used to implement the alleviation measures at win-win situation for the stakeholders and the planet. It provides an opportunity to the stakeholders for the development of ownership, personal and social responsibility.

7. Benefits of the Green Auditing

There are several benefits on conduct of green audit by the Organization which may be definitely useful to improve the campus significantly based on the audit report. The green campus audit contained methodology followed and both qualitative and quantitative measurements including physical observation of greeneries in terms of growing of terrestrial and aquatic plants, animals and microflora in the campus. The natural and planted vegetation and their maintenance are also considered in the organization campus through topography, landscape management design and soil erosion controlin environment sustainable development.The following are the major benefits of the green auditing.

- Know the status of development of internal and external Green campus audit procedures and implementation scenario in the Organization.
- Establishment d Green campus objectives and targets as on today as per the 'Green and Environment Policy', 'Indian Biodiversity Act' and 'Wildlife Protection Act' of the Ministry of Environment, Forests and Climate Change, New Delhi and World & Indian Green Building Council concepts in accordance with prevailing rules issued by the government/local authorities
- Assigning the roles and responsibilities to the Environmental Engineer and Agriculture Staff who are all responsible to improve green initiatives.
- Development of ownership, personal and social responsibility for the Organization and its environment and developing an environmental ethic and value systems to young generations.
- Enhancement of the Organization profile and reach the global standards in proving the green campus and eco-friendly atmosphere to the stakeholders
- Suggested of availability of Biogas plantto the management to restrict the usage of fossil fuel in cooking purposes.
- Implementing status of the rain harvesting system, water reservoirs, percolation pond, etc. in the campus to increase the ground water level.
- Establishment of terrace garden, herbal garden, kitchen, zodiac, ornamental gardens, etc.for enhancing teaching and learning and commercial exploitation.
- Treated water consumption towards plant cultivation, canteen, hostel, machinery cleaning, transport, toilet use and etc.on water consumption and per capita water consumption per daycalculation.
- Studying the campus flora by making a complete data on total number of both terrestrial and aquatic plants, herbs, shrubs, climbers, twins and grasses.
- Survey of campus fauna by conducting the number living and visiting animals, insects, flies, moths and worms in the campus.
- Documentation of the number of oxygen releasing and carbondioxide assimilating plants planted in the campus to give pure atmosphere to the stakeholders.
- Operation of water irrigation, drip and sprinkler irrigation methods to improve the green campus.

- Studying the biodiversity conservation through Life Sciences and Biological Sciences people to conserve economically important, rare and endangered plant and animal species in the campus ecosystem.
- Recommendation in use of biofertilizers, organic and green manures, cow dung manures and farmyard manures for the cultivation of plants to protectthe environmental health
- Conduct of outreach programmes for dissemination of Green Campus motto and Green pledge initiatives to rural, tribal and urban people through Eco club, Nature club, Science club, Fine Arts club, Youth Red Cross unit, NCC/Student Force and NSS bodies.
- Academic credentials like major and minor Projects, Dissertations and Thesis work on green campus, environment protection and nature conservation by the students and staff members.
- The plants available in the campus must be tagged with their common name and Botanical name for the stakeholders to impart the knowledge on medicinal and ornamental, economic and food values of plant varieties.
- MoU may be signed with Government and non-Governmental Organizations (NGOs) to utilize the resources for nature conservation and environmental protection.
- Implementation of Government schemes (Swatch Bharath Abhiyan under Clean India Mission) to give pure and safe water to rural people and teach the importance of cleanliness of toilets and restrooms.
- Conduction of awareness programmes and cultural activities on global warming, environmental changes and ecosystem maintenance to the stakeholders.
- Steps taken for organic, inorganic, toxic, e-waste, biomedical, food, sewage waste management, segregation of wastes and reuse methods.
- Public transport, low-emitting vehicles and control of car smokes and exhausttowards carbon accumulation in the campus by carbon footprint studies.
- Implementation of advanced methods for watering plantations (Drip irrigation, Sprinkler irrigation, etc.) and use of metering for water utility, IoT based watering, automation, water device, remote water lines, etc.
- Percentage of Organization’s budget for environment sustainability efforts and green campus initiatives planning and efforts.
- Campus facilities for disabled, special needs and/or maternity care including security, safety and health infrastructure facilities for stakeholder’s wellbeing.
- High degree of resource managementoffersthe basis for improved sustainable and creation of plastic free campus to evolve health consciousness among the stakeholders.
- Impart of knowledge on environment through systematic management approach and improving environmentally friendly standards by creating a benchmark for environmental protection initiatives
- Best practices followed on green campus initiatives in the Organizationlisted and disseminated among the stakeholders.
- Recommendations for improving the green initiatives, planning and efforts in the campus after audit report to improve further.

8. About the Organization

8.1. M.A.M. School of Engineering College

M.A.M. School of Engineering was founded in the year 2010 and was Affiliated to the Anna University, Chennai and approved by the All-India Council of Technical Education (AICTE) in the same year. The college secured its ISO 9001 certification in the year 2012, and continues to hold the same, till date of 31 August 2018, with the award of ISO 9001:2008.

M.A.M. School of Engineering, founded by the lofty mission and vision of its founder, Janab M. Abdul Majedu under the guidance of a noted engineer, academician and an administrator, Dr. S. Sathikh, the former Vice Chancellor of the University of Madras, is led by Mr. M.A. Peer Mohamed, its Correspondent. Dr P Ranjith Kumar assumes office as Principal and led the organization to get NAAC accreditation by the year 2017. The administration is backed up by the well experienced person Prof C. Rajagopalan, who is also an accomplished academician and an administrator, with a number of laurels and achievements to his credit.

M.A.M. School of Engineering which began to admit students in the academic year, 2010-2011 is currently in the 10th year of its relentless service to the cause of the muslim minority, the economically weaker, socially marginalized and the underprivileged sections of the nation. Since the time of its humble student strength, the college has grown enormously to have about thousand students across the UG and the PG departments, all of which are proudly accredited by the National Assessment and Accreditation Council NAAC, New Delhi.

The able faculty members of the M.A.M. School of Engineering are most proficient with the many teaching methodologies, as applicable in engineering education and are nobly devoted to their profession. These faculty members of the college, upon whom the pride and the pillars of the college rest, are most consistent at their efforts in educating their students and helping them with the achievement of the dreams of themselves and those of their parents.

The facilities at the M.A.M. School of Engineering are fast expanding and are continuously updated to reflect the change and trends in the engineering sector. The Labs, Libraries, and the wi-fi internet facilities are all part of the expanding infrastructure of the college, that aim at helping the students to secure hands on experience along with the knowing and understanding of the advanced concepts and techniques in the realms of their pursuits.

M.A.M. School of Engineering offers Undergraduate B.E., degree programmes in Aeronautical Engineering, Computer Science and Engineering, Electrical & Electronics Engineering, Electronics & Communication Engineering, Mechatronics Engineering, Mechanical Engineering. In addition, the M.A.M. School of Engineering also offers Post Graduate programmes leading to an M.E in Power Electronics and Drives and M.E in Computer Integrated Manufacturing.

8.2. About Nature Science Foundation (NSF)

NSF is a Non-Profit ISO 9001:2015 certified Organization and registered with

NGO Darpan NITI Aayog and Ministry of Micro, Small and Medium Enterprise, Government of India functioning energetically towards the noble cause of nature conservation and environmental protection. NSF is managed by a board of trustees of NSF Public Charitable Trust under the TN Societies registration Act 1975 (TN Act 27 of 1975) on 29th November, 2017 at Peelamedu, Coimbatore- 641 004, Tamil Nadu, India with Certificate of Registration No. 114 / 2017. In addition, NSF has 12A, 80G and Form 10AC certificates for income tax exemption. The main motto of the NSF is to "Save the Nature to Save the Future" and "Go Green to Save the Planet". NSF Branch Offices are also functioning effectively at Gorakhpur, Uttar Pradesh and Faridabad, Haryana, India to adopt the 'Go Green Concept'. NSF family is wide spread across India with over 70 state-wise Lead auditors to conduct Green and Environment Audits.

NSFis functioning strenuously to conduct different awareness programmes and implement various schemes to public and school / college students towards the noble cause of nature protection. Some of the programmes are also being organized for the benefit of tribal communities to create the supply chain for biodiversity conservation studies. The objectives along with vision and mission are illustrated to promote educational and environmental awareness programmes through social activities for enhancing the quality of life and to conserve nature from environmental pollutants using traditional and modern technologies for sustainable land management. NSF is educating the tribal community children through social service and towards the upliftment of tribes as a whole and make them as entrepreneurs.

International Eco Club Student Chapter (IECSC) has been established for Student volunteers and faculty members are encouraged to conduct National and International events, Student Technical Symposium, Distinguished lecture programme, Environment day celebration, Ozone day celebration, Project model exhibition, Awareness programmes on Environmental pollution, Biodiversity and Natural resources conservation and etc. with the financial support of the Foundation. NSF is being released'Magazine' and 'Newsletter' biannually to share the information about Environmental awareness programmes on biodiversity conservation, seminar on soil conservation, water management and solid waste management, restoration and afforestation programmes in Western Ghats of southern India.

In order to encourage the students, members of faculty, academicians, scientists, entrepreneurs and industrial experts those who are involving in nature protection and biodiversity conservation studies, NSF tributes the deserved meritorious candidates with various awards and honours such as 'Best Faculty Award', 'Best Women Faculty', 'Best Scientist Award', 'Best Student Award', 'Best Research Scholar Award', 'Best Social Worker Award', 'Young Scientist Award', 'Life-Time Achievement Award' and 'Fellow of NSF' will be given.

NSF has introduced various types of Audits such as 'Eco Audit', 'Green Audit', 'Energy Audit' and 'Hygienic Audit' to academic Institutions, R&D Organizations and Industries towards the accreditation process as well as maintaining a hygienic eco-friendly environment to the stakeholders in their campus. All audits will be conducted as per the Checklist prepared by the NSF ISO EMS 14001:2015 criteria and in

compliance with Government Law and Environmental Legislations including World / Indian Green Building Council and the concept of Swachh Bharath Abhiyan under Clean India Mission.Green campus and Environment Policy, Purchase Policy, MoU, International Eco Club student Chapter Certificate will be given to get the maximum mark weightage in NAAC. Audit processes are being conducted through the certified Auditors as per the following

Audit	**Certified Auditors**	**Certified Auditors**
Green Audit	• IGBC - Indian Green Building Council • GBCRS - Green Building Code and Green Ratings Systems • GRIHA – Green Rating for Integrated Habitat Assessment	➢ Mrs. S.Rajalakshmi ➢ Dr. R. Mary Josephine ➢ Dr. B. Mythili Gnanamangai ➢ Er. Ashutosh Kumar Srivastava ➢ Er. N. Shanmugapriyan
Energy Audit	• BEE - Bureau of Energy Efficiency • LEED - Leadership in Energy and Environmental Design • CII-GreenCo – GreenCo Rating System Felicitator	➢ Er. D. Dinesh kumar ➢ Er. N. Shanmugapriyan ➢ Dr. N. Balasubramaniam ➢ Dr. P. Thirumoorthi ➢ Dr. G. Murugananth
Environment Audit	• IGBC -Indian Green Building Council • ASSOCHAM - Associated Chambers of Commerce and Industry of India • FSRS – Fire Safety & Rescue Services	➢ Mrs. S.Rajalakshmi ➢ Dr. A. Geetha Karthi ➢ Dr. R. Mary Josephine ➢ Dr. B. Mythili Gnanamangai ➢ Er. Ashutosh Kumar Srivastava ➢ Er. N. Shanmugapriyan
Hygiene Audit	• FSMS – Food Safety Management System & • Occupational Safety & Health (ISO 22000:2018) • SBICM - Swatch Bharath under India Clean Mission	➢ Mrs. Gaanaappriya Mohan ➢ Er. Ashutosh Kumar Srivastava ➢ Dr. R. Sudhakaran ➢ Dr. N. Saranya
Waste Management Audits	• Water Audit, Soil Audit, Biomedical Waste Audit, Solid Waste Management Audit as per the IGBC, GRIHA and BEE	➢ Mrs. Gaanaappriya Mohan ➢ Er. Ashutosh Kumar Srivastava ➢ Dr. R, Sudhakaran ➢ Er. N. Shanmugapriyan
Academic & Administrative Audits	• Academic & Administrative Audits as per the NAAC Criteria	➢ Dr. B. Anirudhan ➢ Dr. B. Shreeram

Table 1. The MAMSE Campusfacility details

S.No.	Details of Area	Total area
1.	Total Campus area	46417 sq.m
2.	Total Built up area	23,810sq.m
3.	Covered Car parking area	10,000sq.ft
4.	Air-conditioned area	25,000sq.ft
5.	Non-Airconditioned area	1,25,000sq.ft
6.	Gross Floor area	10,000sq.ft
7.	Public area	5,000sq.ft
8.	Service area	5,000sq.ft
9.	Forest vegetation	-
10.	Planted vegetation	20,000sq.ft

9. Audit Details

Date / Day of Audit **:22.04.2020 (Wednesday)**
Venue of Audit **:MAM School of Engineering,**
Siruganur, Tiruchirappalli – 621 105,
Tamil nadu, India.
Audited by **:Nature Science Foundation,**
Coimbatore - 641 004, Tamil Nadu, India.
Audit type **:Green Campus Audit**
Name of ISO EMS Auditor **:Mrs. S. Rajalakshmi,**
Chairman, ISO QMS & EMS Auditor, NSF.
Name of Subject Expert-I **:Dr.D. Vinoth Kumar,**
Joint Director, NSF.
Name of Subject Expert-II **:Dr. Nagadeepa,**
Certified Lead Auditor.
Name of IGBC AP Auditor **:Dr. B. Mythili Gnanamangai,**
IGBC AP, Indian Green Building Council.
.
Name of ASSOCHAM Auditor **: Er. Ashutosh Kumar Srivastava,**
Associated Chambers of Commerce and Industry
Name of Eco & Green Officer **: Ms. V. Sri Santhya**
Assistant Director, NSF.

10. Procedures followed in Green Campus Audit

Green campus audit is a structured process of documenting the credentials in terms of number of trees, herbs, shrubs, lawns, climbers and lianas reflected in reducing the environmental pollution and soil erosion and useful for biodiversity conservation, landscape management, natural topography and vegetation. It is a kind of a professional tool for assessing the green campus. Green audit projects the best environmental practices and initiatives taken in the organisation at the prescribed site of audit that brings added value to the organisation in maintaining the eco-friendly campus to the stakeholders. First step of the audit is ensuring that the organisation has a central role in building the green campus, in order to validate the same (Adeniji, 2018).

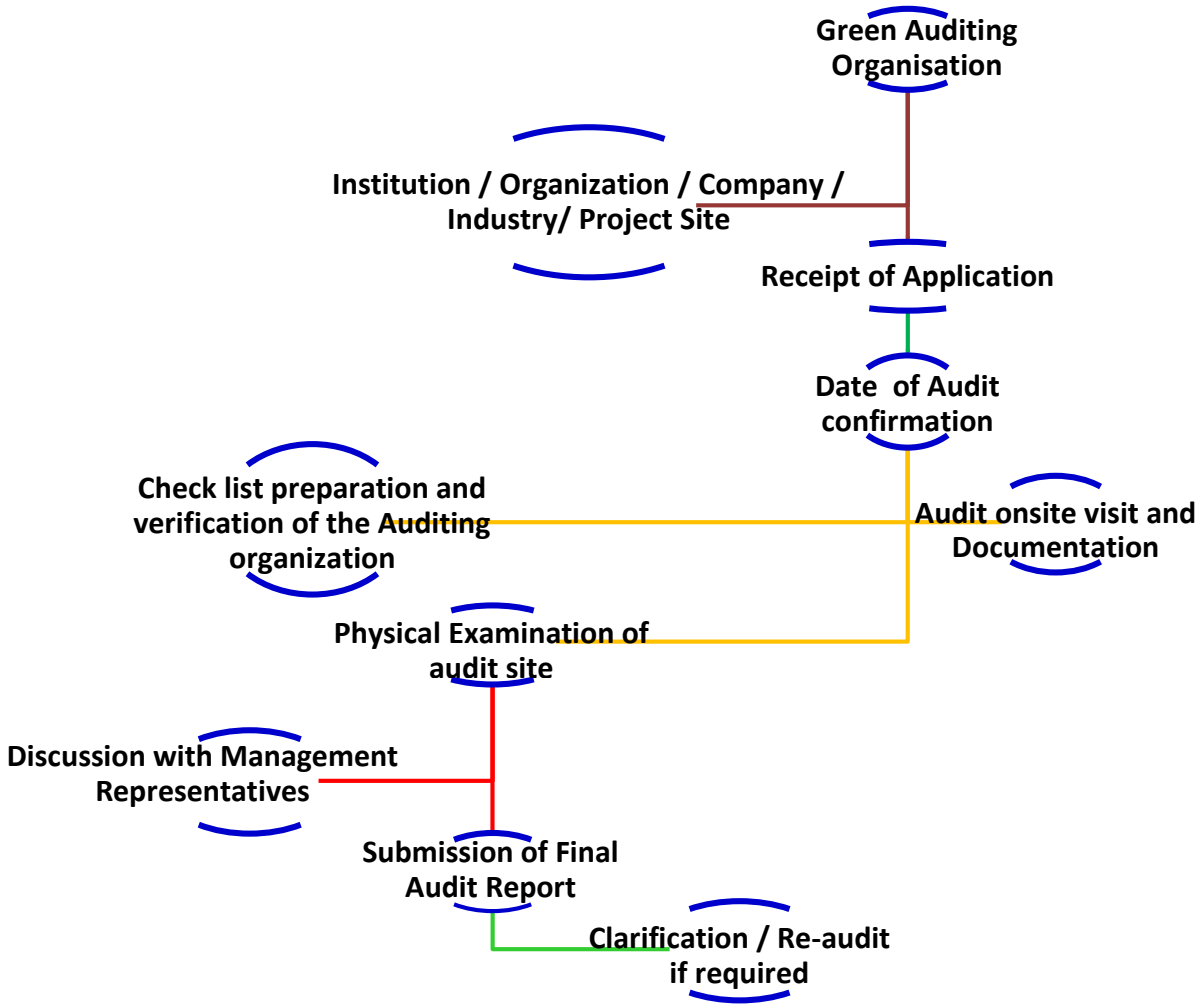
Green campus is not intended for the self-sustainability of the building alone, it also involves in propagation of the green campus initiatives so as to be adopted by any individuals and organization at a minimum cost. Green campus audit has been conducted as per the checklist of Nature Science Foundation, Coimbatore, Tamil Nadu, India (www.nsfonline.org.in) through the authenticated Professionals for people qualified to investigate and evaluate the campus for validating the best environmental practices (Staniskis and Katiliute, 2016, SCSR, 2018). Professional team of ISO Environment Management Audit (14001:2015), Indian Green Building Council Accredited Professionals, Experts of Green campus Lead Auditors and Botanists / Zoologists / Biotechnologists were selected to conduct the Green campus audit process.

During the audit, the nature of plants and animals / birds species thriving within the campus were recorded. Establishment of lawns, trees, herbs, shrubs and climbers and establishment of terrace / kitchen / herbal / zodiac / ornamental / medicinal garden / aquarium and aquatic (hydrophytes) plants in the campus were recorded. Labelling of common names and Botanical names of plants were observed. The operation of the water irrigation system, trip and sprinkler irrigation methods and use of recycled water for irrigation purpose or any other purpose in the campus area were noted. The number of water wells, bore wells and water reservoir facilities in the campus were also noted as per the Audit Manual of Gnanamangai *et al*. (2021).

Attempts made for water scarcity during summer season towards the maintenance of plants and frequency of watering for plantations in the campus were noted. Biodiversity conservation education, projects, awareness programmes, etc., through Indian Biodiversity Act and Ministry of Environment, Forests and Climate Change, Government of India and the conduct of outreach programmes for dissemination of Green campus motto were recorded (Venkataraman, 2009). Conduct of outreach programmes for dissemination of Green campus motto to the students and staff members including public domain and signing of MoU with Government and Non-Governmental Organizations to ensure green campus activities for future generation were noted (Lauder*et al*., 2015; Brindusa *et al*., 2007). Technology driven solutions initiated by the Green campus organization can also be disseminated and documented successively for propagating the attitude of the Green campus in wider masses.

Projects, Dissertations and Thesis are the academic effort credentials that always fosters the innovative ideas on thinking and implementation of new innovative approaches towards the green campus. These should be disseminated through

presentations and publications in social media, books, magazines and journals so as to spread the innovative ideas and methods to the broad public. These efforts taken by the students and staff were deliberated while conducting the Green campus audit. Green audit processes are taking place as per the following flow-chart starting from the receipt of application forms from the auditee (organization) and ending upon the submission of final report to the concerned organization (Leal Filho*et al*., 2015). During the audit process, the best environmental / greenery practices followed and new initiatives undertaken in the organisation to reduce the environmental pollution and steps taken for nature conservation that brings added value to the organisation in maintaining the eco-friendly campus were assessed (IGBC, 2021; WGBC, 2021). In addition, supporting activities of the scholars and staff with regard to "Vision and Mission" of the greenery activities of the Organization is also evaluated.



Flow-chart of Green Campus Audit Procedures

10.1. Onsite Green Campus Audit activities

1. Opening meeting is the first step between the audit team and auditee along the Management Representatives where the purpose of the audit, procedures to be

adopted for the conduct of the audit, verification of the documents and the time schedules were discussed, in brief.

2. Followed by opening meeting, onsite inspection will be conducted which is the second stepin the audit where the Audit team members visited different sites in the MAMSE Campusand required photographs were taken then and there for preparing the audit report.
3. During the onsite phase of visit, it is vivid how the various facilities made by the MAMSEManagement to the stakeholders without disturbing the landscape, natural topography and vegetation to ensure the green campus.
4. It is observed how the environment is protected in the campus and by what means an eco-friendly atmosphere is being given to the stakeholders. The assessment reveals the strengths and weaknesses of the Auditee's Management controls and risks associated with their failure in creating Green campus facilities.
5. Collecting audit proofs*ie*, data collection and information from the auditee as per the audit protocol were carried out.
6. An exit meeting was conducted to describe thefindings of the audit with Management Representatives and staff members along with the audit team in brief.

10.2. Pre-Audit stage activities

A pre-audit meeting (opening meeting) is conducted with Management and Administrative people along with staff coordinators of Energy and Environment audit process, wherein, audit protocol and audit plan were discussed in brief. The purpose of this meeting is to provide achance to emphasize the scope and objectives of the audit and discussions held on the feasibilities associated with the audit (Marrone*et al.*, 2018). Pre-audit stage activities are an essential prerequisite for the green audit to meet the auditee and to gather information about the campus and required documents were collected directly from the Organization before the start of the audit processes (Fachrudin *et al.*, 2019). Audit team was selected by the Nature Science Foundation as per the checklist comprised of Lead Auditor of ISO (EMS 14001:2015), Botanist, Agriculture and Horticulture Scientists from Conventional and Technical Universities across India, Accredited Professionals from Indian Green Building Council, Hyderabad and Associated Chambers of Commerce and Industry of India, New Delhi.


Opening meeting with the College Principal, IQAC Coordinator, Staff Coordinators and Audit Team of the Nature Science Foundation, Coimbatore, Tamil Nadu

Enery and Environment audit activity at the




10.3. Target Areas of Green Auditing

Green campus audit is nothing but a professional tool to assess the greenery activities in the educational institutions and give a value addition to the campus and considered as a resource management process. Eco-campus concept mainly concentrate on the efficient use of energy and water; minimize waste generation or pollution and also improve the economic efficiency. Green campus audit process may be undertaken at frequent intervals and their results can demonstrate improvement or change over time. Eco-campus focuses on the reduction of carbon emissions, water consumption, wastes to landfill and enhance energy use conservation to integrate environmental considerations into all contracts and services considered to have significant environmental impacts (Choyand Karudan, 2016).

There are several target listed in the Green audit process in which a few are taken into consideration as per the Indian scenario is concerned. They are water use efficiency, energy use efficiency, solid, e-waste biomedical, food, sewage waste managementand reuse methods, planting of oxygen releasing and carbon dioxide assimilating plants, landscape management, topology, vegetation, soil erosion control, carbon footprint due to use of vehicles, electricity and fossil fuels (León-Fernández and Domínguez-Vilches, 2015).drinking waterquality supply, Biogas plant,rain harvesting system,water reservoirs, percolation pond, establishment of various herbal, terraceand ornamental, gardens,campus and florafauna,water irrigation,implementation of Government schemes,conduction of awareness programmesmanagement, public transport, low-emitting vehicles and control of car smokes and exhaust, Organization's budget for greenery activities,campus facilities for disabled, persons needs special attention and or maternity care, security, safety and health infrastructure facilities for stakeholder's wellbeing (Nunes*et al*., 2018).

10.4. Flora and Fauna diversity of study area

The MAMSE Campusis situated at Siruganur, Tiruchirappalli. The campus is planted with many flowering and non- flowering plants around well developed lawns at different sites. The campus is also provided with many aquariums with different species of fishes. Thereby the campus provided the stakholders with clean and green environment. Study/documentation of biodiversity provides a useful measure of the quality of the environment and the ecological studies are important aspects of environment, in view of the consideration of environmental quality and natural flora and fauna conservation.

10.4.1. Topography

The M. A. M.School of Engineering coordinates at78°77′E of longitude and 10° 994' N latitude.

10.4.2. Geology and Soil condition

The city is surrounded by river Kaveri. The cityconsists of deposits of fertile alluvial soil towards west to east. Toward south the city is covered by poor-quality black soil, north -east is covered by Cretaceous rock and south -east is covered by layers of archaean rocks, granite and gneiss. The region falls under Seismic Zone III, which is moderately vulnerable to earthquakes.

10.4.3. Climatic conditions

When considering the weatherconditions of Tiruchirappalli,it is a dry summer tropical savanna climate. There is no difference in temperature between summer and winter. The climate is generally characterised by high temperature and low humidity. The average temperature ranges from 22°C to 37°C. The city experiences extremely warm and dry during day times and evenings are cool due to cold winds from south-east. Heavy rainfall is observed during June to September. The average rainfall of 5.5 inches /avg.year was recorded.

Table 2. Soil edaphic and environmental parameters of the MAMSE Campus

S.No	Details of Parameters	Data collected
Soil edaphic parameters		
1.	Soil pH	6.4 – 7.9
2.	Soil types	Red soil
3.	Total organic carbon	0.3%
4.	Electrical conductivity	0.03 ds/m
5.	Water holding capacity	70.23%
6.	Total Nitrogen	3 - 110 Kg/ac
7.	Available Phosphorous	0.3 - 100 Kg/ac
8.	Exchangeable Potassium	0.2 – 300 Kg/ac
Environmental parameters		
1.	Minimum Temperature	22- 27°C
2.	Maximum Tempearure	29-37°C
3.	Minimum Relative humidity	44 - 93%
4.	Maximum Relative humidity	7-100%
5.	Annual Average Rainfall	5.5 inches /avg.year
6.	Annual Average Sunshine	11 hrs/avg.day
7.	Wind speed	8.7-11.4 miles/hr

11. Identification of Plant Species

11.1. Identification of Flowering Plant Species

Various vascular plant species were collected across the MAMSE Campus and subjected to botanical identification (botanical name, family, habitat, and economic importance) and anthropogenic disturbances to the natural vegetation in campus. Plants were freshly collected and their digital photographs were also taken. The collected plant specimens have been identified using taxonomic literatures (Gamble and Fischer, 1972; Matthew, 1983; Nair and Henry, 1983; Henry *et al*., 1989; Chandrabose and Nair, 1988). Further, their identification was confirmed by matching with authentic specimens in the Madras Herbarium (MH), Botanical Survey of India (BSI), Southern Circle, Coimbatore, Tamil Nadu, India.

11.2. Identification of Non-Flowering Plant Species

11.2.1. Lichen Identification

Lichen specimens were collected from MAMSE Campus and then identified based on the lichen identification key of Awasthi (2007). Representative lichen specimens were identified based on thalli morphology such as rhizine, cilia and

pseudocephellae and reproductive structures (fruiting bodies) such as apothecia, perithecia, soredia,soralia,conidia and isidia embedding on the thalli surface using a stereo microscope (CZM4, Labomed, India). In the present study, Anatomy of the thallus were carried out in order to document micro morphological features such as medulla thickness, upper and lower surface of thallus, lobes, size and shape of spores. Thin section of apothecia and perithecia was made to observe the nature ascus spores and the arrangement of the algal and fungal layers in the thallus; respectively.Spot tests featured the use of chemical reagents to detect lichen substances by appearances of the characterized colour changes on lichen thallus was noted. The lichen chemistry was analyzed according to Culberson and Kristinson (1970)methods. The colour spot test was done on medulla of lichen thallus using test reagents of potassium hydroxide (K), calcium hypochlorite (C) and paraphenylene di amine (PD).Lichen was identified based on colour spot test using the procedure defined by Orange *et al*. (2001).

To authenticate the identified lichen samples, the representative samples were compared with the voucher specimens at the Lichen Herbarium Centre of National Botanical Research Institute (NBRI), Lucknow, Uttar Pradesh, India and Department of Botany, Bharathiar University, Coimbatore, Tamil Nadu. The lichen species might be confused with other species unless their morphological, biochemical and anatomical features were closely monitored. Therefore, apart from microscopic observation, spot tests, chemical profiling and TLC tests, attempts were made to compare the representative samples with voucher specimens.

11.2.3.Identification of Algae Genera

Algae are the members of a group of predominantly aquatic photosynthetic organisms of the kingdom *Protista* followed by terrestrial algae found in freshwater and slump areas. Algae are non-flowering and lower group of plants which are green in colour because of presence of chlorophyll pigments in the body called thallus. Algae adopt diverse life cycles, and by size, they range from microscopic *Microsomonas*togiant kelps that reach 60 metres (200 feet) in length. Their photosynthetic pigments highly varied when compared to that of higher plants; their cells have features not found among plants and animals. In addition to their ecological roles as oxygen producers,they serve as food base for almost all aquatic life; algae are economically important as a source of crude oil and as sources of food and a number of pharmaceutical and industrial products for humans. Algae are defined as eukaryotic (nucleus-bearing) organisms that photosynthesize. They lack specialized multicellular reproductive structures of plants, but they always contain fertile gamete-generating cells surrounded by sterile cells. Algae also lack true roots, stems, and leavesfeatures they share with the avascular lower plants (e.g., mosses, liverworts, and hornworts). Algae identification key consists of couplets of characteristics using algal description of the specimen based on morphological characterization from 58 Genera to species level identification as per the comprehensive key.

12. Identification of Mammals, Birds, Reptiles, Amphibians and Termites

Birds were observed by visual sightings and by calls also the avifaunal data were observed through the Nikon 8 x 40 binoculars and photographs were taken by Canon 600 D camera (55 – 250 mm). The recorded data was noted in the field work note. Later, the birds were identified with the help of field guide- "Birds of Indian subcontinent" by Richard Grimmett, and the IUCN category of the birds were also noted with the same. The point count and transect line methods were used to record the number of bird species in the study area in which regular visits and personal visits were carried out (Ferenc *et al*., 2014). The surveys were conducted to understand the distribution of bird species in relation to habitats and nesting behaviour of birds in the study area. Based on survey richness and abundance of bird species were calculated using Shannon-weaver diversity index. Based on available data and species were selected for nest site selection study. Selected species of birds was analyses for its nest site characteristics between the habitats and also plant species preference was enumerated and assessed. The number of breeding bird species and nests found in different habitats as depend variables such as biotic and abiotic factors as the independent variable (Jayson and Mathew, 2000).

Reptiles and Amphibians are identified based on colourtion, markings on the skin,background colour generally brown, Males often have a flecked pattern on back. Occasionally they are in green, leading to mistaken identification as sand lizard, Males have thicker base to tail and brighter, speckled underside. Newborn young are dark in colour, almost black. A rare species, almost entirely confined to heathland sites in Dorset, Hampshire and Surrey, and sand dunes on the Mersey and Welsh Coast. The most common reptile found in a variety of habitats, including gardens. Spends most of its time underground or in vegetation litter. Most likely to be found underneath objects lying on the ground, or in compost heaps. Snakes are identified based on cream, yellow or white collar behind the head, bordered to the rear by black marks. Body colour ranges from bright green to dark olive, but mostly the latter. Darker specimens can appear black from a distance. Truly black grass snakes are rare. Males are predominately brown, females are grey. Dark butterfly shape on top of head may be noted. Pairs of spots, sometimes fused as bars, running along back with black line running through eye are recorded. Males typically grey with a black zigzag stripe, females generally brown with a dark brown zigzag stripe (Beebee and Griffiths, 2000).

13. Green Campus Audit Observations

It covers both qualitative and quantitative measurements including physical observation of greeneries in terms of growing of terrestrial and aquatic plants, animals and microflora in natural and planted vegetation and their maintenance. Topography, landscape management design and soil erosion control are playing important role in environment sustainable development in the campus. An account of a large number of Oxygen releasing and Carbondioxide assimilating plants planted in the Campus are taken into consideration to give pure atmosphere to the stakeholders. Establishment of different types of gardens in the campus, rainwater harvesting system, operation of water irrigation, drip and sprinkler irrigation methods may be adopted to improve the green campus. Similarly, biodiversity conservation strategies are very essential to conserve a variety of plant and animal species in the campus ecosystem. Biofertilizers, organic and green manures, cow dung manures and farmyard manures may be used for

the cultivation of plants which may be protected the environmental health that will not cause any air, water and soil pollution. The various Clubs, Forums, Cells, Associations and Student / Staff Chapters such as Eco club, Nature club, Science club, Fine Arts club, Flora and Fauna club, Youth Red Cross, NCC/Student Force and NSS bodies may be involved in green campus initiatives,planning and efforts among stakeholders. Outreach programmes may be conducted for dissemination of Green Campus motto and Green pledge initiatives to rural, tribal and urban people. Academic credentials like taking up major and minor Projects, Dissertations and Thesis work by the students and staff members may be taken into account towards green campus initiatives,planning and efforts. Best practices followed on green campus initiatives in the Organizationand recommendations for greening are illustrated in the audit report as well.

Table 3. Qualitative Measurements of Green Auditing

S.No	Requirements and checklists of the audit	Conformity		
		Yes	No	NA
1.	Have internal Green campus audit procedures been developed and implemented in the Organization?	✓		
2.	Have programmes for the achievement of Green campus objectives and targets been established and implemented as on today?	✓		
3.	Whether Green campus audit and Environment audit are simultaneously carried out or separately carried out?	✓		
4.	Whether Indian Biodiversity Act as per the Ministry of Environment, Forests and Climate Change, New Delhi, Wildlife protection act and World & Indian Green Building Council concepts followed?	✓		
5.	Have responsibilities been assigned for programmes at each appropriate function and level? (Environmental Engineer & Agriculture Staff working for environment monitoring)	✓		
6.	Are the following environmental aspects considered in sufficient detail?			
	a. Drinking water / RO water / Borewell water / Open well water / Pond water / Municipal or Corporation water use and to check quality of water through Physico-chemical properties analysis	✓		
	b. Wastewater treatment facility		✓	
	c. Sufficient number of trees, shrubs, herbs and lawns	✓		
	d. Solid waste management facility	✓		
	e. Availability of Biogas plant	✓		
	f. Rain harvesting system, water reservoirs, etc.	✓		
	f. Aquarium and aquatic (hydrophytes) plants	✓		
	g. Establishment of terrace garden, herbal garden, kitchen, zodiac, ornamental gardens, etc.	✓		
	h. Natural Topography or Forest, Planted vegetation	✓		
	i. Water well, Bore well, lake, water reservoir facility	✓		
	j. Water consumption towards plant cultivation, canteen,	✓		

	hostel, machinery cleaning, transport, toilet use			
	k. Treated water consumption towards plant cultivation, machinery cleaning, transport, toilet use and etc.	✓		
	l. Per capita water consumption per day calculated (45L/P/C/D)	✓		
7.	Whether plants are tagged properly with their common name and Botanical name for stakeholders?	✓		
8.	Signing of MoU with Govt. and NGOs to disseminate Green campus motto and pledge	✓		
9.	Biodiversity conservation of plants, animals and wildlife, genetic resources (Endangered and endemic species) at each appropriate function and level?	✓		
10.	Are any biofertilizers, organic manures, farmyard manures, vermicompost, green manures and chemical fertilizers used for maintaining plants?	✓		
11.	Establishment of herbal garden, zodiac garden, medicinal garden, kitchen garden, terrace garden and ornamental plants garden in the campus	✓		
12.	Implementation of Government schemes (Swatch Bharath Abhiyan under Clean India Mission)	✓		
13.	Functioning of Nature club, Eco club, Cell, Forum, Association, NCC/Student Force, NSS bodies and Social Service League for students and staff members on biodiversity conservation, green campus development, etc.	✓		
14.	Conduction of awareness programmes and cultural activities on global warming, environmental changes and ecosystem maintenance to the stakeholders	✓		
15.	Conduction of outreach programmes for dissemination of green campus initiatives, natural resources, environmental pollution and biodiversity conservation to rural, tribal and urban people	✓		
16.	Implementation of composting pits, vermicompost unit, recycling of kitchen wastes collected from Hostels, Canteens, Cafeteria, Food court and other places	✓		
17.	Maintenance of plantations in the campus and steps taken for water scarcity during summer season to maintain plants	✓		
18.	Steps taken for organic, inorganic, toxic, e-waste, biomedical, food, sewage waste management, segregation of wastes and reuse methods	✓		
19.	Public transport, low-emitting vehicles and control of car smokes and exhaust towards environment monitoring	✓		
20.	Observation on the site preservation, soil erosion control and landscape management	✓		
21.	Projects and Dissertation works and Scholarly publications on environmental science and management	✓		

	carried out by students and staff members			
22.	Implementation of advanced methods for watering plantations (Drip irrigation, Sprinkler irrigation, etc.)	✓		
23.	Use of metering for water utility, IoT based watering, automation, water device, remote water lines, etc.	✓		
24.	Percentage of Organization's budget for environment sustainability efforts	✓		
25.	Campus facilities for disabled, special needs and or maternity care including security, safety and health infrastructure facilities for stakeholder's wellbeing	✓		

Table 4. Quantitative Measurements of Green Auditing

S.No.	Details of Plant and animal species	Numbers / Percentage
1.	Total number of Flowering plant species inside the Campus	28 species belonging to 26 Genera under 21 families
2.	Total number of Non-Flowering plant species inside the Campus	10 species belonging to Lichens, Pteridophytes, Bryophytes and Mycoflora
3.	Total number of living Mammals inside the Campus	11 such as Cats, Mice and Dog
4.	Total number of visiting Mammals inside the Campus	2 species belonging Black Hare and Indian grey mongoose
5.	Total number of living Birds inside the Campus	21 species including Common Myna, Spotted Dove, Indian Peafowl, House crow and Spotted owlet.
6.	Total number of visiting Birds inside the Campus	3 species includingCoppersmith Barbet, Indian Robin, Pied Bushchat.
7.	Total number of Aquarium	One with 5 -6 Golden fish Varieties
8.	Total number of Aquatic (hydrophytes) plant species	Tow species belonging to *Lotus and Water Hyacinth,*
9.	Total number of Grasshopper and Termites	Grasshopper: 4 species Termites: 3 species
10.	Total number of Amphibians and Reptiles	Amphibians: 7 species Reptiles: 7 species
11.	Total number of Butterflies and Mosquitos	Butterflies : 9 species Mosquitos: 02 species
12.	Percentage of Forest Vegetation	82.14%
13.	Percentage of Planted Vegetation	21.42%
14.	Percentage of Water consumption to total human population	-
15.	Percentage of Water consumption to total flora and fauna	-

16.	Per capita water consumption per day	3000 lit/day

13.3.Flora and Fauna diversity in the MAMSE Campus

13.3.1.Flora diversity in the MAMSE Campus

13.3.1.1.Flowering plants diversity in the MAMSE Campus

Ensuring the rich biodiversity in the green campus is an important parameter which reflects the real-time ecosystem. Plants are indicators for assessing the varying levels of environmental quality. In general, plants improve the outdoor air quality with increased oxygen levels and reduced temperature and carbondioxide. The green and varying colour of the flowering plants improve the ambience of the Organization environment. The record on maintenance of the plant biomass and its management are important with respect to green campus initiatives. The existence of such plants and birds in the green campus may be recorded for the rich flora and fauna which are being considered as a value addition to the campus.

The observations indicated that the MAMSE Campus has more than 82.14 % of wild as well as native plant species and the other 21.42 % plant species are ornamental in nature coming under the planted vegetation. Native plant traits promote the indigenous fauna at the site area. Hence, the accountancy of 82.14 % of the wild traits are leveraged for the native animals and birds. The most probable natural vegetation of MAMSE campus is the Tropical savanna type . The remnants of this past vegetation are found in the campus.

The most plants recorded are *Plumeria obtuse, Araucaria heterophylla, Ficus religiosa, Ficus benjamina, Cocos nucifera, Polyalthia longifolia, Terminalia catappa, Citrus aurantiifolia, Azadirachta indica* and *Annona squamosa*are the dominant trees species characteristic to the vegetation within the campus. Some of the shrub species like *Rhinacanthus nasutus, Tabernaemontana divaricate, Calotropis gigantea, Ixora coccinea, Ixora chinensis, Euphorbia milii, Alternantera Loropetalum, Ficus stenophylla, Furcraea foetida, Aloe barbadensis* and *Hibiscus rosa sinensis*are also rather common in the campus.

Ground flora is comparatively sparse, but fairly rich in undistributed areas. The common weeds *Sporobolus indicus*(Smut grass) and *Tridax procumbens*(Coatbuttons) are found to be predominant. Species such as*Ruellia tuberosa, Plectranthus hadiensis, Solanum americanum, Phyllanthus niruri, Sporobolus indicus* and *Tridax procumbens*are some common herbs in the campus.

The common climbers found among the shrubs are *Dregea volubilis* (milk weed climber) and *Syngonium angustatum* (fivefingers). The lawns oat different sites were found to of smut grass (*Sporobolus indicus).* Number of above species of trees and shrubs are decreased in number and a few face the danger of going extinct due to anthropogenic activities (regular clearing and construction activities). Hence in terms of conserving the available floral biodiversity, it is pertinent to set up a botanical garden

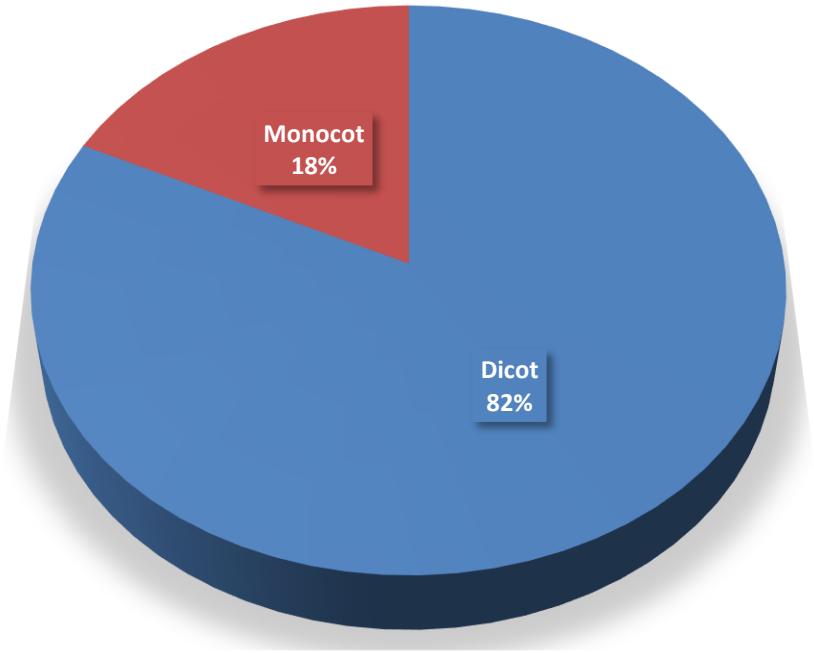
within the campus and cultivate them toprotect the ones that grow naturally on the grounds upon the vegetation maintenance.

Invasive species

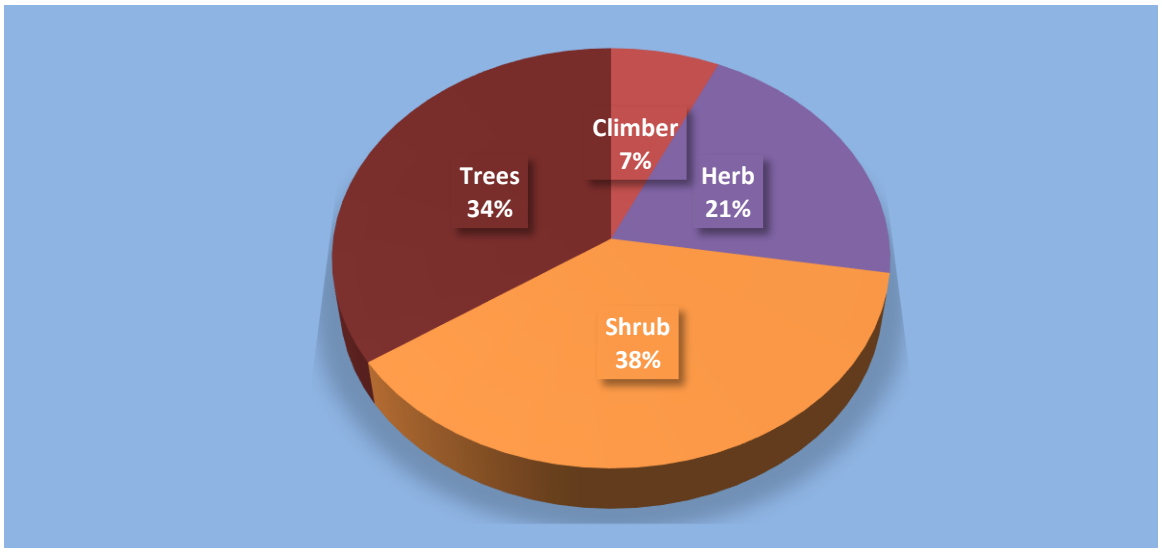
The campus has 16 invasive species such as *Syngonium angustatum, Solanum Americanum, Ficus stenophylla, Furcraea foetida, Aloe barbadensis, Hibiscus rosa sinensis, Plumeria obtuse, Ficus benjamina, Plectranthus hadiensis, Tridax procumbens, Alternantera Loropetalum, Sporobolus indicus, Tabernaemontana divaricate, Euphorbia milii* and *Araucaria heterophylla*.Invasive species are found to be disturbances to the natural setting in the vegetated areas.

The plantation on the campus is of *Plectranthus hadiensis, Alternantera Loropetalum, Euphorbia milii, Araucaria heterophylla, Polyalthia longifolia*and*Ixora chinensis.*

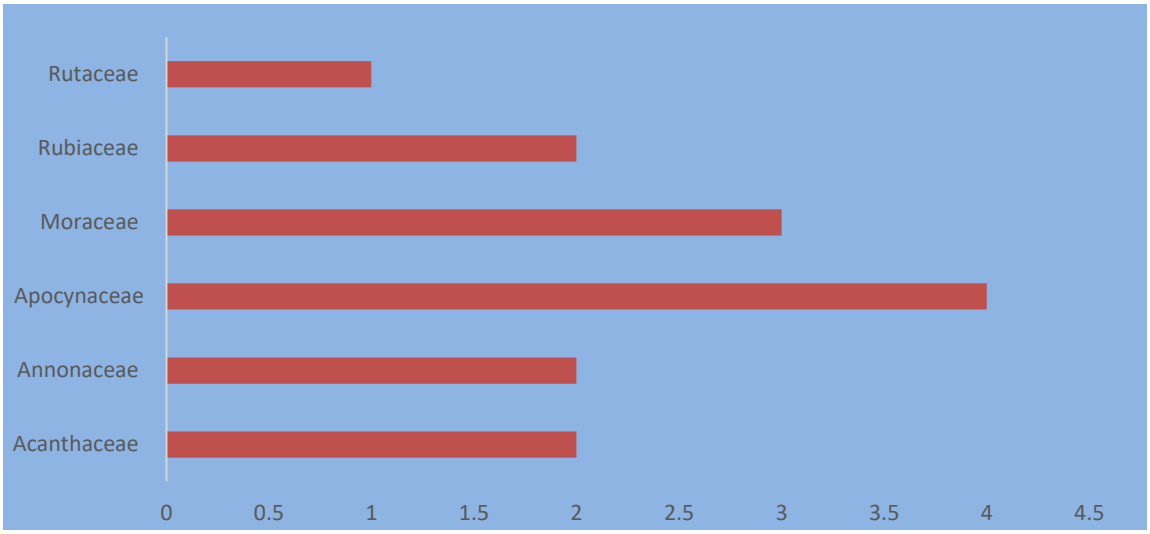
Some of the species are utilized as fruit yielding like *Citrus aurantiifolia, Annona squamosa* and *Cocos nucifera* were found in the campus. Some of the medicinal plants like *Tabernaemontana divaricate, Annona squamosa, Phyllanthus niruri, Azadirachta indica* and *Rhinacanthus nasutus* were also found in the campus.



Systematic groups of the plantsin the MAMSE Campus



Analysis of habit-wise distribution of plant species in the campus area



Plant families with higher number of species in the campus area

The biodiversity of MAMSE Campuscomprises a sum of 51 species belonging to 26 genera under15 families besides the lichens, mycoflora, pteridophytes and bryophytes.Among the documented higher plants, Dicots are dominating with 9 families followed by monocots (6 families). Over all analysis revealed that trees were dominatingflora (42%) followed by herbs, shrubs and climbers which accounts 34, 14 and 10%, respectively. Among the documented dicots, Polypetalae formed a major proposion with 5 families, 18 genera and 29 species; Gamopetalae with 2families, 5 genera and 10 species while Monochlamydeae with 2 families, 3 genera and 6 species. In monocots 6 families are spreading over 12 genera belonging to 15 species.Arecaceae is the first dominant family with 2 species followed by Poaceae with 2 species. At the time of green campus audit at MAMSE Campuscampus, a total of 6 alien and 12 invasive floral species were recorded. This clearly specifiedthe disturbances to the natural setting in the vegetated sector.

Table 5.List of Flowering plants in the MAMSE Campus

S.No	Common Name	Botanical Name	Family
1.	Aloe vera	*Aloe barbadensis*	liliaceae
2.	Red duranta	*Alternantera Loropetalum*	Amaranthaceae
3.	Custard apple	*Annona squamosa*	Annonaceae
4.	Norfolk island pine	*Araucaria heterophylla*	Araucariaceae
5.	Neem tree	*Azadirachta indica*	Meliaceae
6.	Giant milkweed	*Calotropis gigantea*	Apocynaceae
7.	Egyptian lime	*Citrus aurantiifolia*	Rutaceae
8.	Coconut palm	*Cocos nucifera*	Areceaceae
9.	Milk weed climber	*Dregea volubilis*	Apocynaceae
10.	Crown of thorns	*Euphorbia milii*	Euphorbiaceae
11.	Weeping fig	*Ficus benjamina*	Moraceaea
12.	Peepal tree	*Ficus religiosa*	Moraceae
13.	Shoestring Acacia	*Ficus stenophylla*	Moraceae
14.	Mauritius hemp	*Furcraea foetida*	Asparagaceae
15.	Hawaiian hibiscus	*Hibiscus rosa sinensis*	Malvaceae
16.	Chinese ixora	*Ixora chinensis*	Rubiaceaea
17.	Rubiaceae Ixora	*Ixora coccinea*	Rubiaceae
18.	Niruri	*Phyllanthus niruri*	Phyllanthaceae
19.	Vicks plant	*Plectranthus hadiensis*	Lamiaceae
20.	Frangipani	*Plumeria obtusa*	Apocynaceae
21.	Ashoka tree	*Polyalthia longifolia*	Annonaceae
22.	Snake jasmine	*Rhinacanthus nasutus*	Acanthaceae
23.	Minnieroot	*Ruellia tuberosa*	Acanthaceae
24.	Common Nights	*Solanum americanum*	Solanaceae
25.	Smut grass	*Sporobolus indicus*	Poaceae
26.	Fivefingers	*Syngonium angustatum*	Araceae
27.	Crape jasmine	*Tabernaemontana divaricata*	Apocynaceae
28.	Tropical almond	*Terminalia catappa*	Combretaceae
29.	Coatbuttons	*Tridax procumbens*	Compositae

Araucaria hetrophylla

Citrus aurantiifolia

Calotropis gigantea

Aloe vera

Dreagea volubilis

Ficus benjamina

Ficus religiosa

Furcraea foetida

Ixora chinensis

Phyllanthus niruri

Polyalthia longifolia

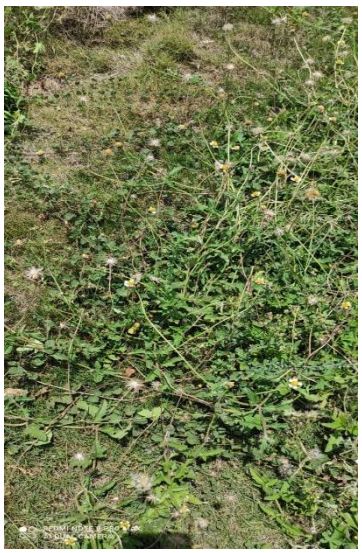
Rhinacanthus nasutus

Ruellia tuberosa

Solanum americanum

Sporobolus indicus

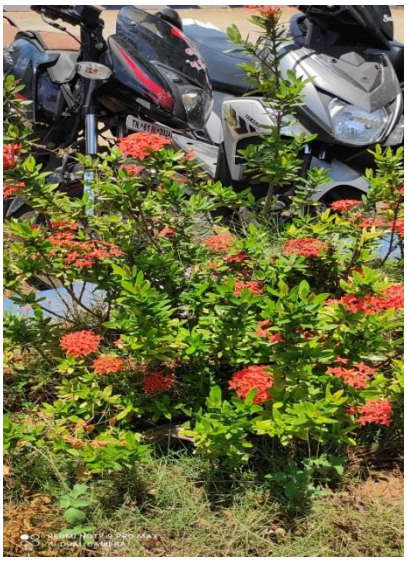
Tabernaemontana divaricata



Tridax procumbens

Terminalia catappa

Cocos nucifera



Ixora coccinea

Annona squamosa

Hibiscus rosa sinensis

Azadirachta indica

Ficus stenophylla

Euphorbia milii

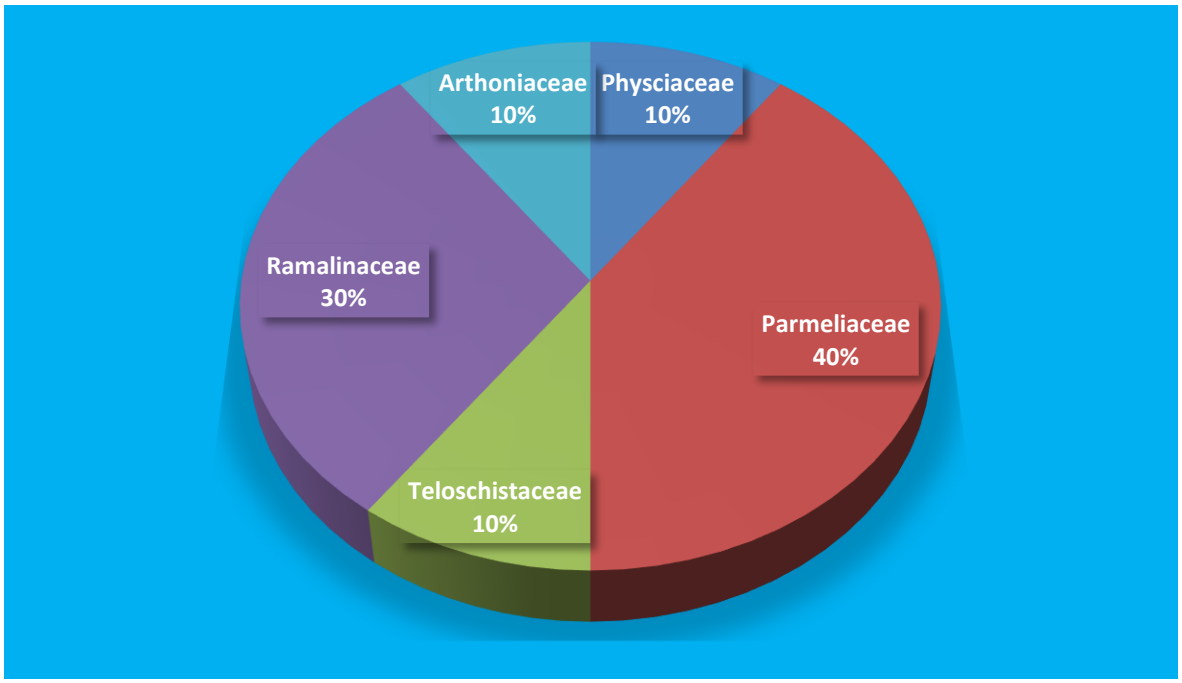
Plectranthus hadiensis

Syngonium angustatum

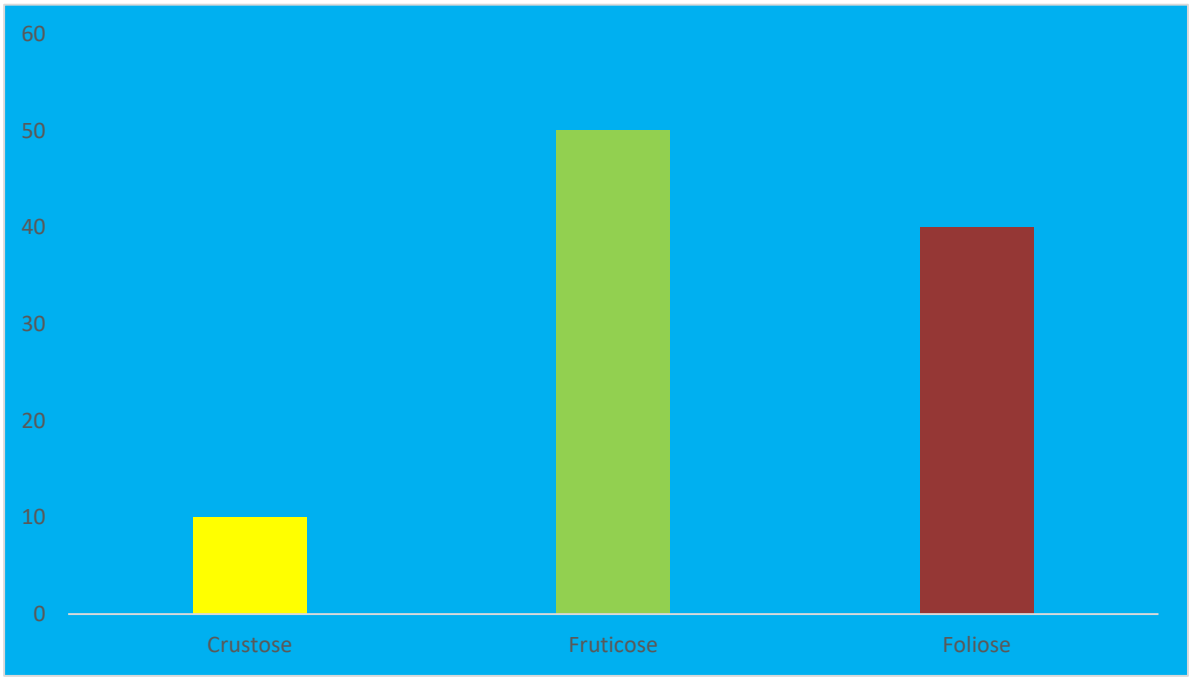
13.3.1.2. Lichen diversity in theMAMSE Campus

Lichens are one of the most fascinating symbiotic organisms found worldwide. The lichens species are ubiquitous and common inhabitants of the bark of the tree, rock surface, soil etc. They are a lower group of plants coming under non-flowering plants that live in a variety of substrates under a wide range of environmental conditions with or without causing harm to the hosts. Ecologically, lichen plays important roles in soil formation; re-establishes life on earth; fixes atmospheric nitrogen; plant's health, ecology distribution, and in the formation of organic matter of habitat which in turn benefitting mosses in nutrient availability. A unique synergetic association between a fungal and an algal species results in lichens and occupied in plant kingdom. In this relationship both the organisms are mutually benefited. The algal partner may be cyanobacteria or the blue green algae and this is responsible for the process of photosynthesis. The algae thus provide food or nutrition for the fungi too. The fungal partner in turn provides space and protection for the algae. The lichen is an autotrophic organism in the sense that they can produce their own food by the process of photosynthesis. Even though the lichen is made up of two different organisms, the characteristics of the lichen are entirely different from the original characteristics of the algal and the fungal partner. Lichens are classified as micro lichens and macro lichens in whichthe microlichens cover the substrate on which they grow in the form of a crust whereas macro lichens grow in the form of a bush or a leaf like structure. The major forms of lichens are a) Foliose lichens exhibit a flat leaf like thallus, b) Fruticose lichens exhibit erect, pendulous and bushy thallus c) Squamulose lichens exhibit thallus with minute, scale like squamules and d) Crustose lichens exhibit flat crust shaped thallus.

Lichen diversity recorded in theMAMSE Campusshowed a total of 10 different lichens species representing 8 genera and 5 families. Five species of Fruticose growthforms which includes *Usnea subfloridana, Usnea stigmatoides, Ramalina fastigiate, Ramalina farinacea* and *Amalina celastri*were accounted for 50% of total available lichen diversity and identified up to species level. Four species of Foliose growth forms which includes Physcia adscendens, Xanthoria parietina, Hypogymnia physodesCercopithecidae accounted for 40% and one species of Crustose growth form *Arthonia recedens*accounted for remaining 10% of the total lichen diversity observed.



Species Diversity of MAMSE Campus



Growth form Diversity in the MAMSE Campus

Table 6. Lichen diversity of the MAMSE Campuswith respect to family, substratum and growth forms in genus and family wise classification

S.No	Lichen diversity of the MAMSE Campus	Family	Growth forms
1.	*Physcia adscendens*	Physciaceae	Foliose
2.	*Usnea subfloridana*	Parmeliaceae	Fruticose
3.	*Xanthoria parietina*	Teloschistaceae	Foliose
4.	*Ramalina fastigiata*	Ramalinaceae	Fruticose
5.	*Ramalina farinacea*	Ramalinaceae	Fruticose
6.	*Hypogymnia physodes*	Parmeliaceae	Foliose
7.	*Usnea stigmatoides*	Parmeliaceae	Fruticose
8.	*Arthonia recedens*	Arthoniaceae	Crustose
9.	*Cercopithecidae*	Parmeliaceae	Foliose
10.	*Amalina celastri*	Ramalinaceae	Fruticose

13.3.3. Algal diversity in theMAMSE Campus

Chlamydomonas, Scytonema, Oscillatoria, Oedogonium, Spirogyra, Volvox, Microcystis and*Cladophora spp.* belonging to the class ofCyanophyceae, Chlorophyceae and Bacillariophyceae are the predominant species found in the campus. The families Chlorellaceae, Closteriaceae, Desmidiaceae, Radiococcaceae, Ulotrichaceae, Uronemataceae and Oedogoniaceae were represented by single genus and species. Chlorophyceae plays an important role in both terrestrial and aquatic ecosystem as most of the members are found to be ecologically important. The highest diversity of Chlorophyceae indicated relatively good health of atmosphere. The presence of these algal species in abundance can be concluded that the MAMSE Campusecosystem has high amount of organic nutrients in soil and rock. Generally,occurrence of abundant algal flora at a place indicates the availability of abundant nutrientsalong with conducive favourable environmental conditions.

13.3.1.3. Mushrooms diversity in the MAMSE Campus

Mushrooms,edible basidiomycete, represent white rot fungi which contained higheramount of proteins, rich in mineralswith medicinal properties. At present three mushroomvarieties (white mushroom, the paddy-straw mushroom and the oyster mushroom) are being cultivated in India. These are most popular, economically sound to grow and is extensively cultivated throughout the world. Due to high temperature in Thiruchirappalli the climate is found to be unfavourable for the growth of Mushrooms. Mushroom growth yield is influenced by the type of compost, spawn, temperature, percentage of moisture and also affected by the pests and disease-causing agents. There has been extensive discussed in recent years, as far as the production of fungal protein from domestic, agricultural and industrial wastes. Since mushrooms have a very short life span, it should reach to consumers within a short time or immediately canned. Mushroom growth is determined by means of carbohydrate content in the substrates

like paddy straw, sugarcane molasses, saw wood dust and other plant waste materials.

13.3.2. Fauna Diversity inthe MAMSE Campus

13.3.2.1.Birds Diversity intheMAMSE Campus

The observations on fauna diversity indicated that the MAMSE Campushas a large number of living as well as visiting animals, birds, reptiles and insects including termites. A total number of 21 birds belonging to the 21 species were recorded from different habitats during the observation.Totally 21 species of birds representing 9 families were observed during this study, passeriformes constituted the predominated group representing 10 species. Total number of of visiting birds were found to be Coppersmith Barbet, Indian Robin and Pied Bushchat.They migrate during winter and summer season search of favourable environment and availability of food resources.

Table 7.Birds Diversity intheMAMSE Campus

S.No	CommonName	ScientificName
1.	Large Gray Babbler	*Argya malcolmi*
2.	White-throated Kingfisher	*Halcyon smyrnensis*
3.	Zitting Cisticola	*Cisticola juncidis*
4.	Yellow - billed Blabbler	*Argya affinis*
5.	Spotted Dove	*Streptopelia chinensis*
6.	Greater Coucal	*Centropus sinensis*
7.	Asian Palm- Swift	*Cypsiurus balasiensis*
8.	Coppersmith Barbet	*Psilopogon haemacephalus*
9.	Black-rumped Flameback	*Dinopium benghalense*
10.	Rose - ringed Parakeet	*Psittacula krameri*
11.	Red - Vented Bulbul	*Pycnonotus cafer*
12.	Indian Robin	*Copsychus Fulicatus*
13.	Pied Bushchat	*Saxicola caprata*
14.	Scaly-breasted Munia	*Lonchura punctulata*
15.	Indian Peafowl	*Pavo cristatus*
16.	Gray Francolin	*Ortygornis pondicerianus*
17.	House Crow	*Corvus splendens*
18.	Common Myna	*Acridotheres tristis*
19.	Baya Weaver	*Ploceus philippinus*
20.	Asian Koel	*Eudynamys scolopaceus*
21.	Spotted Owlet	*Athene brama*

Table 8. Totalnumberofvisitingbirdsin the MAMSE Campus

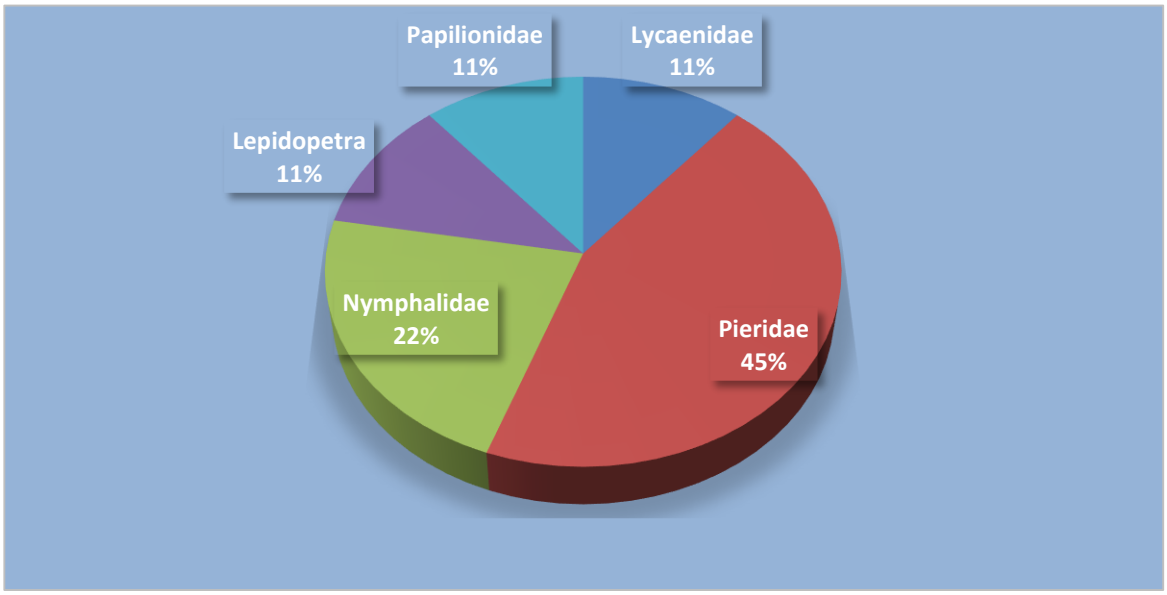
S.No	CommonName	ScientificName
1.	Coppersmith Barbet	*Psilopogon haemacephalus*
2.	Indian Robin	*Copsychus Fulicatus*
3.	Pied Bushchat	*Saxicola caprata*

13.3.2.2.Butterfliesdiversity inthe MAMSE Campus

The MAMSEcampus havefive family level diversities such as Papilionidae, Pieridae, Nymphalidae, Lycaenidae and Lepidopetra in which Plains Cupid,Mottled Emigrant, Blue Tiger, Angled Castor, Common Jezebel, Tailed Jay, Stripped Albatross, Common Gull and Crimson Roseare commonly found.

Table 9. ListofButterfliesrecordedinthe MAMSE Campus

S.No.	CommonName	ScientificName	Family
1.	Plains Cupid	*Lutheodes pandava*	Lycaenidae
2.	Mottled Emigrant	*Catopsilia pyranthe*	Pieridae
3.	Blue Tiger	*Tirumala Limniace*	Nymphalidae
4.	Angled Castor	*Ariadne ariadne*	Nymphalidae
5.	Common Jezebel	*Delias eucharis*	Pieridae
6.	Tailed Jay	*Graphium agamemnon*	Lepidopetra
7.	Stripped Albatross	*Appias libythea*	Pieridae
8.	Common Gull	*Cepora nerissa*	Pieridae
9.	Crimson Rose	*Pachliopta hector*	Papilionidae



Butterfly Diversity inthe MAMSE Campus

13.3.2.3.Mammalsdiversity inthe MAMSE Campus

Mammals, a group of vertebrate animals (class: Mammalia), characterized by the presence of mammary glands (where females produce milk for feeding/nursing their young), a neocortex (a region of brain), fur or hair and three middle ear bones. These characteristic features differentiate them from reptiles and birds. Observation on diversity of mammals in theMAMSE campusindicated that around 11Mammalspecies are commonly distributed. The commonly found mammals are Black-napedHare, CommonorGreyMangoose,Short-nosedFruitBat,HouseRat,IndianMole-rat, Dog, Cat, Goat, Cows, Buffalo and Monkeys.

Table 10. List of Mammals diversity inthe MAMSE campus

S.No.	CommonName	ScientificName
1.	Black-napedHare	*Lepusnigricollis*
2.	CommonorGreyMangoose	*Herpestesedwardsi*
3.	Short-nosedFruitBat	*Cynopterussphinx*
4.	HouseRat	*Rattusrattus*
5.	IndianMole-rat	*Bandicotabengalensis*
6.	Dog	*Canis familiaris*
7.	Goat	*Capra hircus*
8.	cows	*Bos tarus*
9.	Buffalo	*Bubalus bubalis*
10.	Monkeys	*Cercopithecidae*
11.	Cats	*Felis catus*

13.3.2.4. Amphibians diversity in the MAMSE campus

Amphibians(class:Amphibia)are ectothermic, tetrapod vertebrates. All living amphibians represent the group Lissamphibia and they inhabit a wide variety of habitats.Most of them living within terrestrial, fossorial, arboreal or freshwater aquatic ecosystems. Amphibians naturally start out as larvae living in water, but some species bypass this by developed behavioural adaptations. Observation made on diversity of Amphibiansin the MAMindicated that around 7 species are Amphibiansare commonly distributed. The commonly found amphibians are listed.

Generally amphibiansundergo metamorphosis from larva with gills to air-breathing adult with lungs. Skin of the Amphibians served as a secondary respiratory organ while very few terrestrial salamanders and frogs lack lungs and they rely entirely on their skin for respiration. With their complex reproductive needs and permeable skins, amphibians are often ecological indicators.In recent decades, there has been a drastic decline in populations of many amphibian species around the globe.

Historically, amphibians evolved in the Devonian period from sarcopterygian fish with lungs and bony-limbed fins, which were helpful them to adapt to dry land conditions. Theirspread was higher and predominant during Carboniferous and Permian periods and they were later displaced by reptiles and other vertebrates. Over a period, amphibians shrank in size and their diversitydecreased drastically, leaving only the modern subclass Lissamphibia. Modern amphibianorders include Anura (the frogs), Urodela (the salamanders) and Apoda (the caecilians). Number of known amphibian species is nearly 90% are frogs. Observation made in theMAMSE Campus on diversity of Amphibiansrevealed that around 7 species of Amphibiansare commonly disseminated. The commonly found amphibians are listed hereuner.

13.3.2.5.Grasshopper diversity in the MAMSE campus

Grasshoppers, a group of insects belonging to the suborder Caelifera and they are probably most ancient living group of chewing herbivorous insects. They are typically ground-dwelling insects with powerful hind legs which allow them to escape from threats by leaping dynamically. As a hemimetabolous insects, they do not undergo complete cycle of metamorphosis.In other word, they hatch from an egg into a nymph or "hopper" which undergoes five moults, to become identical to thatof an adult. Grasshoppers hear through the tympanal organ which can be found in the first segment of the abdomen attached to the thorax; its sense of vision is compound eyes. Under certain environmental conditions, some grasshopper species at high population densities can change colour and behaviourbesides form swarms. Grasshoppers are plant-eaters;few species at times becomeas a serious pests of cereals, vegetables and pasture, especially when they swarm to destroy the crops over huge contiguous areas.Surveillanceaudit at MAMSE campuson diversity of Grasshoppersdemonstrated that 6 species are Amphibiansare commonly distributed which includes *Eyprepocnemis alacris, Cyrtacanthacris tartarica, Crucinotacris decisa, Aulacobothrus luteipes, Acrotylus humbertianus* and*Sathrophyllia rugosa.*

13.3.2.6. Termites Diversity in the MAMSE campus

Termites are most successful groups of insects on earth, colonising most landmasses. Their colonies range in size from a few hundred individuals to enormous societies with several million individuals. Eusocial insects,commonly Termites,are taxonomically rankingas infraorder.Isoptera, or alternatively as epifamily Termitoidae, within the order Blattodea (along with cockroaches). Although Termites are habitually known as "white ants", they are not ants and they are not closely related with them. Earlier, Termites were classified as a separate order from cockroaches.Recent phylogenetic studies revealed that they evolved from cockroaches, as they are deeply nested within the group and the sister group found to wood eating cockroaches of the genus *Cryptocercus*. More recent estimates suggest that they have originated during the Late Jurassic period evidenced with the first fossil records in the Early Cretaceous. Termites mostly nourish on cellulose based dead plant material (wood, leaf litter), soil and animal dung. Three species of Termites (*Odontotermes anamallensis*, *Trivitermes fletcheri* and *Nasutitermes indicola)* recordedduring on-site Green Campus audit at MAMSE campus and they are belonging to the Genera *Odontotermes*, *Trivitermes*and*Nasutitermes*.

13.4. An account of more Oxygen releasing and Carbondioxide assimilating plants in the MAMSE campus

There are some plants which are being considered highly efficient in oxygen releasing and carbondioxide assimilating (Carbon sinks) which in turn reflected the quality of the green campus. If more oxygen is made available in the campus naturally, the stakeholders may be free from various cardiovascular and pulmonary problems and breathing troubles. *Sansevieria zeylanica*(commonly known as snake plant or the mother-in-law's tongue plant) and Gerbera Daisy (*Gerbera jamesonii*) plants are unique for oxygen release during night time and they are able to purify the atmospheric air in terms of removal of toxic gases. Although options are available to enhance the level of oxygen by reducing $CO_2$with the aid of oxygenators and air purifiers, there are certain alternatives to improve the air quality which is beneficial for both body and mind. Green campus audit at MAMSE campusrevealed that the campus is surrounded by *Azadirachta indica* (Neem), *Terminalia catappa*and*Ficus religiosa*are found to be oxygen releasing plant. *Hibiscus rosa-sinensis*, *Aloe vera*and*Tabernaemontana divaricate*are CO_2 assimilating plants found in the campus.

Table 12. List of Oxygen releasing and Carbon dioxide assimilating, Ornamental / Medicinal plants in the MAMSE campus

S.No	Plant Name (English)	Scientific Name	Grouping / Nature	Characteristic Features of the plant
1.	Neem	*Azadirachta indica*	Dicots	O_2 releasing Plant
2.	Almond	*Terminalia catappa*	Dicots	O_2 releasing Plant
3.	Pipal Tree/Sacred Fig	*Ficus religiosa*	Dicots	O_2 releasing Plant
4.	Chinese hibiscus/Shoe Flower	*Hibiscus rosa-sinensis*	Dicots	CO_2 assimilating Plant / Ornamental Plant
5.	Coconut tree	*Cocos nucifera*	Dicots	Ornamental Plant / Nut yielding Plant
6.	Aloe vera	*Aloe vera*	Monocots	CO_2 assimilating Plant / Medicinal Plant
7.	Crape Jasmine/Pinwheel Flower	*Tabernaemontana divaricata*	Dicots	CO_2 assimilating Plant / Ornamental Plant

13.5.Lawns, Trees, Herbs, Shrubs,Climbers and Lianasin the MAMSE campus

Lawns are gazing features of unutilized land made to cover the soil with green grass for the ambience of the place to have a greenish look. Lawn provides a hollow space among the building structures. The shaded trees in between the grass lawn, pathways and garden benches are meaningful lineaments to the green campus. The advantage of lawn is that it prevents the unintended weeds growth in the unutilized landscape areas. Trees that are native to land with medicinal value, ethnicity and environmental value add an advantage to green building. Purpose of trees is to provide shade, atmospheric CO_2 sequestration and supply of oxygen that serves the purpose of a green campus. Herbs are small plants with medicinal values and shrubs are small plants with thick stems and can hold soil to some extent than the herbs and serve the purpose of soil erosion. Climbers can grow with the support of wall structures and the climbers can enhance the wall value with greeneries.

The MAMSEcampus were found to have sufficient number of trees, herbal plants, bushes, climbersand lawns. It is further observed that all the plants are growing profusely and showing healthier free from pests and diseases attack. The commonly available native as well as wild shrub species in the MAMSE campusare *Rhinacanthus nasutus, Tabernaemontana divaricate, Calotropis gigantea, Ixora coccinea, Ixora chinensis, Euphorbia milii, Alternantera Loropetalum, Ficus stenophylla, Furcraea foetida, Aloe barbadensis* and *Hibiscus rosa sinensis.*

Similar to that of shrubs, the predominant species of herbs available in the MAMSE campus are *Ruellia tuberosa, Plectranthus hadiensis, Solanum americanum, Phyllanthus niruri, Sporobolus indicus* and *Tridax procumbens.*

The existence of climbers *Dregea volubilis* and *Syngonium angustatum*whose stems are weak, which needs support to grow, where it climb up trees and wallsand grow vigorously without any pest and disease attach which are observed in the MAMSE campus.

13.6. Establishment of different Gardens in the MAMSE campus

Growing many types of herbal plants having medicinal importance in the campus becomes more attractive and useful if concept gardens are maintained. Medicinal plant gardens can contain the locally available medicinal plants, RET (Rare Endangered Threatened) listed plants and those plants are most useful in terms of economic importance. The tree garden / arborea can be planted based on the zodiac signs which would attract the public and students, faculties, staff members, employees and educate them based on their uses. In the tree gardens, trees as linings all over the campus can act as oxygen corridors. Native trees along with trees like *Azadirachta, Pongamia* and *Ficus* species can be cultivated at the maximum as these plants are used to remove the dust particles and carbon lead from the air and purifies the air considerably. Similarly, the ornamental plants with beautiful flowers can be maintained in the frontage gardens of campus for attraction and good ambience. This will give an overall aesthetic look and also provide fresh air for healthy respiration to the stakeholders.

In MAMSE campus, they are planted ornamental plants for the display of appealingcharacteristic features including: varying types of leaves and their texture, flowers and their fragrance, fruit, stem and bark. In some places, plants ofunusual features also planted to be of interest, such as the prominent thorns of cactus and snake cactus.There are 6 varieties of ornamentals plants we are maintaining surrounding of our college campus. These plants are making the college campus pleasantly and decoratively.Every year they try to plant new varieties with help of Environmental department. Once in three months the unwanted barks of the plants are cut it down, to make the beautification of their campus.No plant is cut unless it becomes dead. Not only can visitors enjoy seeing the ornamentals plants and also humming birds, butterflies shelter in that. This environment makes campus greenish and pleasant.

13.7. Natural Topography and Vegetation

Natural topography means the original geographical features of the campus, around 25- 30% of the organization should have the natural features like rocks, water resources, slopes, landscape, pathways, etc. and the altered topography can be accounted for, it is facilitated. The vegetation in the land alone is considered as they are part of the natural topography. The vegetation in the artificially created structures are also accounted for when it is reported more than 25% of the claimed green campus audit site. Vegetation is the cultivation of a bunch of plants irrespective of the plant *taxa* for the covering of the area or ground topography. Natural topography is better appreciated with wild vegetation than the artificially created topography like pathways and parking areas. The observation at the MAMSE campusindicated that more than 25% natural topography and vegetation have been maintained properly. Further, there was no anthropogenic activity in some of the interior side of the campus.

13.8. Rainwater Harvesting System and Percolation Pond

Rainwater harvesting system is a traditional old practice not only in drought prone areas and also in areas having seasonal rainfall. The Indian traditional rainwater harvesting is being practiced in various parts of the country to improve the ground water status. Now the threatening features of the lower ground level of water has created a revamp of newly featured rainwater harvesting systems. Indian traditional rainwater harvesting systems are constructed based on three modes either direct pumped, indirect pumped or by gravity alone in the campus. In addition, lakes, bonds, water channels and any other water reservoir methods are considered as the rainwater harvesting system. The green campus should have adopted any of the above said modes of rainwater harvesting or any new methods that has the benefit of conserving the water resource as well. A small square shaped pit containing gravels and sands constructed near the building for rainwater harvesting and connected with pipes from the roof of the building to pit.During the audit, there are two well developed rain harvesting systems such as 1) Pond, 2) square shaped pit containing gravels and sands and 3) water channels connected with a square shaped pit observed with the MAMSE campus.

Rainwater harvesting structures and recharge wells have been commissioned in the campus at different locations.

13.9. Landscape design and Soil Erosion control

Landscape management is the maintenance of land to make sure that backgrounds can fulfil the needs and objectives in an effective and sustainable manner for current and future members. It is an action that forms a perception of viableexpansion, to ensure the preservation of a panorama, in order to help and harmonize alterations which are supplemented through social, monetary and environmental methods. Landscape design is an important feature for any disasters to control especially with respect to the soil erosion. In general, soil erosion occurs if the design of the land is not altered so as to prevent the slope features by strong vegetation and use of a plant buffer zone as safe for escape of nutrients or fertilizers entering the streams. When the slope features are altered, adequate vegetation can alone be enough to prevent soil erosion. The observation revealed that the MAMSE campushas very good landscape design without disturbing the natural vegetation.Contour ploughing is being done at right angles to the slope wherever possible and ridges and furrows are properly maintained to break the flow of water down to the emptyland. These activities are widely adopted to control soil erosion in the campus.

13.10. Operation of Water irrigation, Drip and Sprinkler Irrigation methods

Maintaining the green campus and water conservation mechanisms should be applied efficiently in the campus. Well planned water irrigation systems like sprinklers and drip should be implemented in the entire green area of the campus for an effective water management system. This can be implemented only when the plantations are well planned. The tree growing areas can be connected with drip irrigation and medicinal plants growing areas and flower gardens can be connected with sprinkler irrigation. The MAMSE campushas taken sufficient efforts to maintain the plants greenish and frequency of watering to the plants. A register is maintained to note down the timing of watering the plants and quantity of water poured every time. Internal auditing of time of plantation, number of times the plants are watered and growth parameters of the plants in the campus is beings carried out.

13.11. Importance of Biodiversity Conservation

The campus should be a mini biodiversity conservation area, wherein, more greenery due to native plant species, medicinal plant garden, concept gardens, flowering plants that attract bees, birds, beetles and other animals like squirrels should be monitored as ecosystems. Shade giving trees in the paths, flowering trees in the avenues and fruit trees at the back yards also would attract birds, bees, butterflies and squirrels.The MAMSE campusis free of exotic plants that cause threat to the natural vegetation. A complete data on the soil type, water holding capacity and soil nutrition in the campus is being thoroughly studied internally or with the Government agriculture departments. It is useful for cultivation of various native and wild plant species and also helps in choosing the proper irrigation system.

13.12. Pedestrian Path facility at the MAMSE campus

The concept of pedestrian path is to give safe space to walk freely by the pedestrian. It is very important in the green campus in terms of freely walk pedestrians or people going on foot without any obstacles. This pedestrianpath is specially designed space to the stakeholders to walk freely without any disturbance. It is useful for cross walk and easy to recognize to walk by means of wide black and white colour combination of lines and authorize to walk while crossing and walking on the foot. In addition, pedestrian path are created in the green campus along with road side which meant for walking only using special cement bricks and stones. The pedestrian path aims to end circulation not only cars, buses, vans, trucks and other vehicles but also giving safe space to the pedestrians, where cross and pass through blocks and also forcing vehicles to comply with it. The MAMSEcampus is having very good facility in creating pedestrian path for stakeholders.

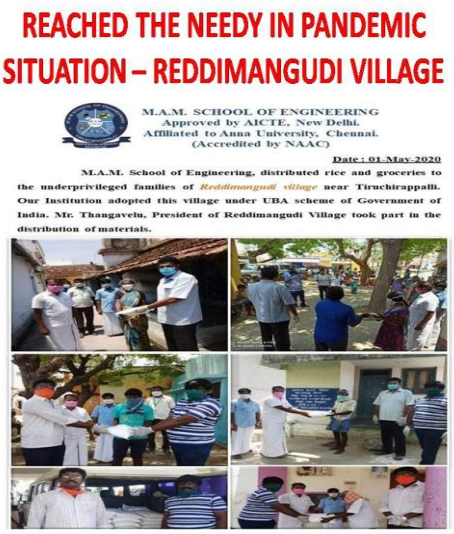
13.13. Use of Biofertilizers, Organic and Green manures

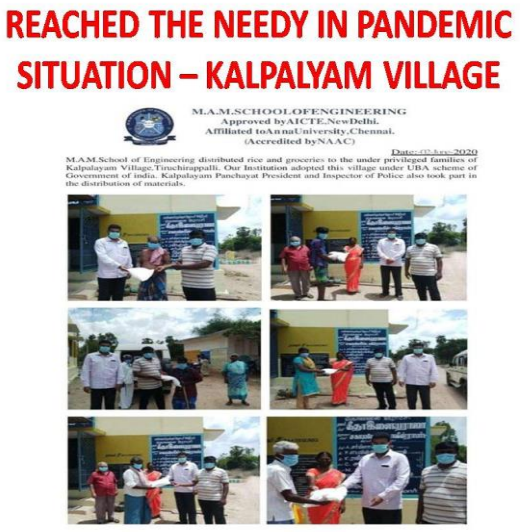
Natural or eco-friendly methods should be used to grow plants vigorously in the campus which could reduce the environmental pollution. Use of biofertilizers, organic manures (cow dung, vermicompost and plant wastes and litters) and green manuresto grow healthy plants in the medicinal plant garden, kitchen garden and terrace garden should be ensured to keep the campus organic. The plant waste such as fallen leaves, stems, fruits, nuts, seeds and other plant parts should be used to make green manures. A concrete or ground level green manure production unit and vermicomposting units will help to convert all the plant and animal based wastes into green/organic manures. This will be a healthy way of solid litter waste management in the campus. Minimal use of chemical fertilizers as part of integrated nutrient management system is acceptable but nil use of chemical fertilizers is highly appreciable and also helps to keep the campus more of an organic ecosystem. The soil, air, water and sunlight are the four major natural resources any campus gets. Proper use and conservation of these resources are mandatory in green campus audit sites. The available resources and their utilization should be accounted for from time to time. Management of the right way of utilization of these resources with the vision of sustainability should be carried out by framing a committee led by the Head of the Institution concerned. Biofertilizers such as Nitrogen fixing bacteria, Potassium and Phosphorus solubilizing bacteria, Potassium mobilizing fungi (VAM), farm yard manure, dried cow dung manure, vermicompost manures and biofungicides and biopesticides are extensively used in the MAMSE campusto cultivate plants.

Agrochemicals, chemical fertilizers (urea, murate of potash, sulphate of potash, rock phosphate, etc.), pesticides and fungicides are not used. These practices are very well appreciated because air, water and soil pollution due to use of agrochemicals is eradicated which in turn to improve the soil health significantly.

13.14. Conduct of Outreach programmes for dissemination of Green Campus motto and Green pledge initiatives by Eco club, Nature club, Associations, Cells, Forums, NCC/Student Force and NSS bodies in Green Campus initiatives

Professional implementation of all the Eco plans in the campus should be done through the Science clubs, Students' ExNoRa, Red Ribbon Club, Rotract Club, Youth Red cross units, Women empowerment cell, Associations, Forums. All the students, members of staff and employers should be mandatory members of the club and should do tree planting and maintenance of greenery in the campus periodically. Conducting frequent seminars, conferences, workshops, awareness rallies, etc. on topics relevant to the environment is necessary to educate and create awareness among the students and staff members. In addition, student's associations, cells, clubs and forums should be the first hand receivers of all the new plans proposed by the Government such as Swachh Bharath Abhiyan and Jal.





(UBA) under MHRD. These bodies are actively involved in tree planting programmes. MAM School of Engineering planted 2000 *Areca palm* seeds in and around Konalai village to disseminate the importance of Social Economical importance, conservation of ground water and to protect from soil erosion.

Awareness programmes on the green campus initiatives and dissemination of green motto and pledges are accounted in a sustainable manner. Its benefits and self-sustainability are being projected for wider centric on earth and Ecology conservation. Innovative practices that add up credentials in implementing the green campus which needs to be promoted in the awareness programme to the students and staff members including public domain. Technology driven solutions initiated by the green campus organization are periodically disseminated and documented successively for propagating the attitude of the green campus in wider masses. The MAMSE campushas taken sufficient attempts to disseminate the green campus motto and green pledge such as ‘Don’t cut trees’, ‘Don’t use plastic bags’, ‘Don’t waste waters’, ‘Plastic Free Zones’ and ‘Preserve the Natural Resources’ and etc. among the students and staff members in the campus.

The MAMSE campusis also focusing on the development of women, youth, children and dalits and to identify the extension and training needs of the target group through the Department of Women Studies and Career Guidance. Department of Science & Humanities, Women empowerment cell, POSH cell and student’s ExNoRa celebrated World Day of Fight against sexual exploitation on 28.03.2019. Women Empowerment cell & Prevention of Sexual Harrasement (POSH) Cell organized a special lecture on Health Care for Women- Gynaecology Health Check up on 11.04.2018. An awareness programme on “Gender Discrimination & Safety” was organized by POSH (Prevention of Sexual Harassment) Cell & Women empowerment Cell on 31.08.2017.

The MAMSE campus helps to develop social commitment and to expose the students to get sensitized to social realities and to build a link between the student community and the wider community. It enhances the social interaction, inter-personal communication skills and develop emotional maturity of students. It also helps students in total and integrated personality development.The MAMSE campus facilitates to prepare the students for future life, by developing qualities such as cooperation, team spirit, leadership, discipline and development of creative talents including to boost the self-confidence of students.

13.15. Establishment of Aquarium and Aquatic plants

Growing fishes in the small ponds will keep the environment pleasant. In the closed environment like corridors and the front offices, auditoriums and gallery classes placing the fish aquarium as well as plant aquarium will improve the scenic value of the place bringing peace to the people.

The fish water waste also can be used as manure for growing potted indoor plants. Growing *Lotus, Lilly, Hydrilla* and other water plants will give a pleasant and calm environment and growing fishes like *Guppies* can keep the water clean and neat. The fountains and small ponds can be built in the frontages to give an aesthetic look and also growing water plants in these ponds will help to maintain the aesthetic sense of the environment in greenish. The MAMSE campushas a open Aquarium in which fiches golden fishes along with Guppies were also living generously.

13.16. Academic credentials: Projects, Dissertations and Thesis work

Project, Dissertation and Thesis works are academic effort credentials that always fosters the innovative ideas on thinking and implementation of new innovative approaches. Applied research work of the faculties, staff and student members should be implemented within the campus owing to the credential of the research. Those works indicating the significance of empowering the green campus can be implemented or adopted in other organizations. If the innovation is capable of developing into entrepreneurship, then it is highly appreciable. The Report of projects and dissertations which are productive in methodologies should be disseminated through presentation

and publication in social media, books, magazines and journals so as to spread the innovative ideas and methods to the broad public.The MAMSE campusfaculty members and students from various subject domains are doing extensive project work related to nature conservation, environmental pollution, soil and water analysis.

14. Best practices followed on Green Campus initiatives in the Organization

1. It is observed that the MAMSE campusis maintaining more than 25% of the green cover area after building construction as per the guidelines of World Green Building Council and Indian Green Building Council toprovide a healthy environment and ecofriendly atmosphere to the stakeholders. It is calculated that the natural vegetation was 82.14% and planted vegetation was 21.42%.

2. The MAMSE campusis established in Thiruchirappalli,which provide pure atmosphere to the stakeholders under natural environment, topology, landscape and soil erosion.The campus is established without disturbing the natural vegetation along with the artificially created topography like pathways and parking areas.

3. In view of floral biodiversity in the MAMSE campus, a sum28 species belonging to 26 Genera under 21families covering trees, herbs, shrubs, climbers, lianas, twiners and lawns and 10 species belonging to Lichens, Pteridophytes, Bryophytes and Mycoflora like Mushrooms were recorded. It is observed that all the plants are growing profusely and showing healthier free from pests and diseases.

4. In view of faunal biodiversity in the MAMSEcampus, a total of 11 living Mammals, 21 species of birds, 4 species of Grasshopper, 3 species of Termites, 6 species of Amphibians, 7 species of Reptiles, 9 species of Butterflies and two species Mosquitos were recorded and documented.

5. The M. A. Mhas established rainwater harvesting models, percolation pond to recharge the borewells by collecting rainwaters from the building roofs, open areas and playgrounds including unexplored areas which are channelized to flow of rainwaters to increase the ground water level.

6. Automatic water irrigation systems like drip and sprinkler irrigation methods adopted may be extended in the entire green area of the campus which in turn are useful to reduce the operation costs under energy conservation policy.

7. The campus has a maximum number of more oxygen releasing and carbon dioxide assimilating plants *Azadirachta indica* (Neem), *Terminalia catappa* and *Ficus religiosa* are found to be oxygen releasing plant. *Hibiscus rosa-sinensis, Aloe vera* and *Tabernaemontana divaricate* are CO^2 assimilating plants including some of the shrub and herbal plants.

8. The MAMSE campus, Departments of Electrical & Electronics Engineering, Electronics and instrumentation Engineering, Information Technology, Mechanical Engineering, Civil Engineering, Computer Science and Engineering and Agricultural Engineering are offering various courses in Regulation 2017 related to

Environment Studies, Natural Disaster Management and Waste Managementto the students and research scholars.

9. The matured trees may be subjected to do white wash upto 3 feet height with limestone and neem oil mix to prevent the pests and diseases attack

15. Recommendations for Greening

- The name board may be kept in each plant species in which the common name along with binomial name may be mentioned. The year of planting and economic importance with medicinal values if any may be mentioned in some plants so that the oldest as well as useful herbal plants may be identified in the campus.

- The M. A. M has created 'Medicinal garden'for establishing amassive reforestation / afforestation planting programme in which a large number of trees and shrubs species were planted together with a minimum distance covering fruits, nuts and timber yielding plants are planted. It was established by following the method of 'Miyawaki Concept' that helps build dense, native forests and to restore the natural potential vegetation, landscape management and control soil erosion.

- Honey Bee hives may be kept in the campus which is free from student's mobilization. Honeybees are natural pollinators help to increase the yield potential of plants (flowers, fruits and vegetables) upto 33%.

- A complete data on the soil parameters such as pH, electrical conductivity (EC), water holding capacity (WHC), total organic carbon, available nitrogen, exchangeable potassium, available phosphorus in the campus may be studied which may be useful for the cultivation of various native and wild type plant species.

- A complete data on the water quality parameters such as pH, TSS, BOD, COD, dissolved oxygen and dissolved carbon dioxide and macro and micro elements like iron, nickel, chromium, ferric and ferrous ion concentrations may be studied for which bore well, open well, corporations, municipal RO, Aquaquad, Millipore. Distilled water rain water and may be used. It may be analysed which may be useful for the plant growth as well as to the stakeholders.

- Vermicompost production may be increased substantially using tree leaf litter, kitchen wastes and biodegradable waste materials available in the campus. The vermicompost manure can be used for plant cultivation and the excess amount of vermicompost may be sold in the local market as consultation work.

- It is recommended to develop 'Green Campus Policy', 'Energy and Environment Policy' and 'Purchase Policy' for not allowing the non-degradable plastic covers during the paking of goods with respect to nature conservation and environmental protection.

- M. A. M Management has to take smart initiatives towards creating a Green Campus in the areas of green computing and waste management. The desktop infrastructure is virtualized through VMW virtualization technology.

- Though Students' ExNoRa of M.A.M School of Engineering conducted many programmes related to conservation of Environment such as tree plantation, Eco club student chapters, forums, cells, etc. may be established to among the students from which a large number of programmes on nature conservation and environmental protection may be conducted to rural, tribal and urban people.

16. Conclusion

After the establishment of MAMSE Campus, in the past one decade, it has made significant progressive contributions with respect to teaching learning, research and consultancy, innovation and transfer of technology, community service and value education, *in toto*. The MAMSE Campus is a well-established self-supporting Institution in Thiruchirappalli which imparts quality education to rural, tribal and urban people across the Nation. This Organization is excellent in terms of academic activities and providing an eco-friendly atmosphere to the stakeholders. The Organization has taken enormous efforts to maintain green campus to the students, research scholars, staff members and parents in a sustainable manner which reflects the importance of the environment and stakeholders. It is conducting a large number of activities for the benefit of rural and tribal community people without disturbing the natural environment, topology, landscape management and vegetation.The MAMSE Campus is maintaining more than 25% of the green cover area after building construction along with 82.14% of natural vegetation and 21.4% planted vegetation.

The natural topography and very good landscape design without disturbing the natural vegetation are being maintained by the MAMSE. A maximum number of more oxygen releasing and carbondioxide assimilating plants are being maintained to provide pure atmosphere to the stakeholders.The installation of a rainwater harvesting system, percolation ponds and drip irrigation system to conserve rainwater and ground water are noteworthy in the campus. The Organization has grown many medicinal, herbal and ornamental plants for providing an eco-friendly atmosphere to the stakeholders in a sustainable manner.

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Annexure - I

Methodology for Flora and Fauna Identification

I. Identification of Flowering Plant Species

Various vascular plant species were identified based on the following identification key by adopting the polyphasic taxonomic approach

Key to Plant Families Identification

1a. Seeds enclosed in fruit wall, Perianth Present.....2
b. Seeds not enclosed in fruit wall, perianth absent.....Gymnosperm
2a. Leaves usually net veined seeds-2.....3
b. Leaves parallel veined, seeds-1.....66
3a. Petals free.....4
b. petals connate 41
4a. Corolla and calyx present.....5
b. Corolla and calyx absent.....24
5a. calyx of united sepals; ovary inferior 31
b. Calyx of distict or unit sepals; ovary syncarpous.....6
6a. Sepals imbricate in bud 7

b. Sepals valvate in bud…….....……24
7a. Sepals more or less united at the base…….....……19
b. Sepals free …….....8
8a. Stamens more than 12 ……..9
b. Stamens 10 or fewer …….. 13
9a. Sepals 2-3……11
b. Sepals 4 or more…….....10
10a. Stamens inserted on the disck…….....… Cleomaceae
b. Stamens inserted of the gynophore …….……Capparaceae
11a. Trees, Petals more or like the sepals; carpels free …….. Mangnoliaceae
b. Herbs, petals coloured unlike the sepals; carpels united……12
12a. Plants with yellow sap, Flowers pedicelled ……Papaveraceae
B. Plants with watery sap, Flowers sessile…….Portulacaceae
13a. Flowers unisexual, gynoecium apocarpus……..... Menispermaceae
b. Flowers bisexual, gynoecium Syncarpous……...……14
14a. Petals 4, Stamens 6 …….....……Brassicaceae
b. Petals 5, Stamens ∞…….....15
15a. Ovary1, loculated …….…….....16
b. Ovary 2-more loculated…… 17
16a. Flowers actinomorphic, placentas free- central …….....Caryophyllaceae
b. Flowers zygomorphic, placentas parietal …….....…….……..Viloaceae
17a. Filaments of anthers more or less united ……...…….Polygalaceae
b. Filaments of anthers more or less united ……..……18
18a. Leaves stipulate; stamens 5 or 10 …….....……19
b. Leaves exstipulate; stamens usually 8 ……..……...…Sapindaceae
19a. Style 5; stamen 5 ……..…… Oxalidaceae
b. Style many; stamens 10 …….....…… Zygophyllaceae
20a. Leaves pellucid-gland dotted …….....……

Rutaceae
b. Leaves not gland dotted
……21
21a. Placentas parietal; Fruit elongated ……..Moringaceae
b. Placentas axile; Fruits not elongated
…….....……22
22a. Ovules and seeds pendulous; sometimes
horizontal……..Meliaceae
b. Ovules and seeds erect or ascending
……....23
23a. Stamens alternate with the petals…….....
Anacardiaceae
b. Stamens opposite the petals ……....……..Vitaceae
24a. Leaves simple; Flowers 3-
merous……...……..……Annonaceae
b. Leaves compound; Flowers 4-6 merous ……
25
25a. Filaments of anther united into a columnar toothed
cup…….....26
b. Filaments of anther free; rarely connate at the base in ring
…….....28
26a. Stamens 15; anther united
….....……Stericuliaceae
b. Stamens 2; anther
free……...27
27a. Anther unilocular; pollen muricate
…….....Malvaceae
b. Anther bilocular; pollen smooth ……...….Bombacaceae
28a. Stamens 4-5; usually embraced and adnate to the base of the
petal……29
b. Stamen many; atleast twice as many as and free from the petals
…….....30
29a. Shrub …….……Lythraceae
b. Straggler ……..Rhamnaceae
30a. Anther dehisce by slits; fruits capsule ……..…….Tiliaceae
b. Anther dehisce by spores; fruits drupe
……....……Elaeocarpaceae
31a. Ovary sycarpous; placentas 3-5,
parietal……...32
b. Ovary 1 or more free, placentas
basal……33
32a. Climbing herbs
tendril……Passifloraceae
b. Erect shrubs or trees with
tendril……..Turneraceae
33a. Ovules arising from the inner angles or from base of the carpels or
loculi……34

b. Ovules pendulous form the apex of the carpels or locules…….Combretaceae
34a. Carpels solitary; fruits legume……..35
b. Carpels more than 1; fruits otherwise……37
35a. Flowers zygomorphic; petals imbricate……36
b. Flowers actinomorphic; petals valvate…….Mimosaceae
36a. Upper petals outermost stamens monodelphous or diadelphous……Fabaceae
b. Upper petals innermost stamens always free ……Caesalpiniaceae
37a. Flowers unisexual……...Cucurbitaceae
b. Flowers bisexual……...38
38a. Ovary 1-celled……..Cactaceae
b. Ovary more than 1 celled……..39
39a. Carpels free if ultimately united the styles distinct……40
b. Carpels and styles united throughout……..…….Myrtaceae
40a. Flowers in dichasial – polychasial cyme……Molluginaceae
b. Flowers in clustered, cymes or solitary…….Aizoaceae
41a. Ovary inferior, stamens as many as the corolla lobes……42
b. Ovary superior, stamens numerous……...43
42a. Anther free; ovary 2-loculed; stipulate…….Rubiaceae
b. Anther syngenesious; ovary 1-loculed, exstipulate…….Asteraceae
43a. Ovary 1-loculed; placentation free central……...Plumbaginaceae
b. Ovary 2-many loculed; placentation axile or parietal……44
44a. Ovary 3 or more carplelled……..Sapotaceae
b. Ovary 2-carpelled……..45
45a. Corolla actinomorphic……...46
b. Corolla zygomorphic…….50
46a. Plants leafless; parasitic……Cuscutaceae
b. Plants leafy ; not parasitic ……47
47a. Leaves opposite; stamens 2……--48
b. Leaves alternate; stamens 4 or more ……49
48a. Leaves not scabrid, corolla tube white: fruits berry ……Oleaceae

b. Leaves scabrid; corolla tube orange; fruits capsules
…….Nyctanthaceae
49.a. Anther inseperratable; corona present ……Asclepidiaceae
b. Anther seperatable; corona absent ……..Apocyanaceae
50a. Corolla lobes imbricate ;fruit drupe
……Boraginaceae
b. Corolla lobes plicate; fruit capsule ……Convolvulaceae
51.a Ovary cells many ovulated
…….Solanaceae
b. Ovary cells 1-4 ovuled…….52
52.a Carpels 2 or more ovulated ; fruits dehiscent
……53
b. Carpels 1 –ovulated ; fruits indehiscent
…….....57
53.a Fruits dehiscent; seeds supported on
reticulae……...Acanthaceae
b. Fruits indehiscent; seeds not supported on
reticulae……54
54.a. Leaves compound; fruits elongated; seeds winged
……Bignoniaceae
b. Leaves simple;fruits not elongated, seeds not winged……55
55.a. Ovules many on swollen placentas; seeds
albuminous……Scropulariaceae
b. Ovules 2 lobed placenta ; seeds not
albuminous……..56
56.a Flowers solitary; axile placentation
……...Pedaliaceae
b. Flowers raceme; axile placentation…….Marytiniaceae
57.a Ovary entire, style terminal
……..Verbinaceae
b. Ovary 4 –lobed, style gynobasic…….Lamiaceae
58.a Flower bisexual ……59
b. Flower unisexual
……62
59.a. Ovary inferior
……..60
b. Ovary superior ……61
60.a Ovary 4-6 loculated; ovules many
…….Aristolochiaceae
b. Ovary 1-loculated; ovules 1-4
……..Santalaceae
61.a Perianth not tubular
……Amarathaceae
b. Perianth trubular …….....Nyctaginaceae
62a. Leafless trees; brachlets ribbed and joined at the nodes……Casuarinaceae
b. Leaves well developed ; brachlets not ribbed and not joined at the
nodes……63

63 a. Ovary 1- loculed; ovules 1-2 in each loule……64
b. Ovary 2 or more loculed;ovules 1 or 2 in each locule…….……65
64a. Leaves glandular……Euphorbiaceae
b. Leaves eglandular……...Urticaceae
65a. Filaments inflexed in bud with reversed anther……Moraceae
b. Filaments not inflexed in bud, not with reversed anther……Ulmaceae
66a. Terrestrial or epiphytic……..67
b. Aquatic, marsh or riparian…….Cyperaceae
67a. Arbrorescent woody; leaf blade many nerved articulate with sheath...Bambusaceae
b. Herbs with herbaceous culms; leaf blade sessile not articulate with sheath…….68
68a. Perianth 0 or reduced to scale……...Araceae
b. Perianth present……....69
70a. Plant armed……71
b. Plant unarmed……...72
71a. Plants Xerophytic; leaves fibrous…….Agavaceae
b. Plants not xerophytic; leaves nor fibrous……..Lilliaceae
72 a. Perianth segments connate……..Amaryllidaceae
b. Perianth segments free……...……..73
73a. Outer perianth calycine; inner coroline……Commelinaceae
b. Outer and inner perianth……..74

II. Identification of Non-Flowering Plant Species

Lichen samples were identified based morphological, biochemical and anatomical features and representative samples were compared with the voucher specimens at the Lichen Herbarium Centre of National Botanical Research Institute (NBRI), Lucknow, Uttar Pradesh, India.

Key to identify the Lichen Genera

Key to Genera

1 a. Photobiont cyanobacteri urn .....*Leptogium cyanascens.*
1 b. Photobiont green alga 2

2. Thallus leprose, crustose……..Group I
3. Thallus foliose…….Group II
4. Thallus fruticose……..……...Group III

Group I
1 a. Thallus leprose,…….*Chrysothrix chlorina*
1 b. Thallus crustose..……*Graphis* sp

Group II
1 a.Lower side of thallus pseudocyphellae, photobiont Nostoc .....*Pseudocyphellaria*
1 b. Thallus lacking pseudocyphellae 2
2 a. Upper cortex thick walled longitudinally oriented, conglutinate hyphae…….3
2 b. Upper cortex otheriwse…….....4
3 a. Thallus lower side canaliculated zeorin, norstictic and salazinic acids, and unknown pigments and triterpenoids present……...*Heterodermia leucomelos*
3 b. Thallus lower side no canaliculated only in medulla……*Heterodermia diademata*
4 a. Cilia bulbate at the base, thallus grey to grey brown .....*Bulbothrix*
4 b. Cilia present or absent, not bulbate.....5
5 a. Rhizines dichotomously branched present throughout the margins....*Hypotrachyna*
5 b. Rhizines restricted to center of lower surface, margin bare, smooth shining……6
6 a. Lobes narrow, long, dichotomously branched, canaliculate.....*Everniastrum*
6 b. Lobes otherwise.....7
7 a. Lobe margins ciliate…….…8
7 b. Lobe margins eciliate…….…….……9
8 a. Salazinic acid present K+ Red cortex…….……10
8 b. Salazinic acid absent …….……...…..11
9 a. Thallus with isidia……...……..*Parmotrema tinctorum*
9 b Thallus with soredia……..……..12
10 a. thallus emaculate……..……*P.stuppeum*

10 b. thallus maculate…….*P.reticulatum*
11 a. Protolichesternic acid in medulla ……*P.grayanam*
11 b. Alectoronic acid in medulla……*P. nilgherrense*
12 a. Thallus large lobed, loosely attached, mainly corticolous .....*P. austrosinense*
12 b. Thallus smaller, closely to strongly attached, saxicolous……..*P.defectum*

Group III
1 a. Squamules in thallus……*Cladonia* sp
1 b. Squamules absent in thallus
…….2
2 a. Thallus flat, strap shaped or palmately lobed.....*Ramalina*
2 b. Thallus round to angular in section
.....3
3 a. Thallus bright yellow to orange, K+ purple...
.....*Teloschistes*
3 b. Thallus greenish grey or yellowish grey pendent or erect…….4
4 a. Medulla K+ red Stictic acid present ….……*Usnea stigmatoides*
4 b. Medulla K- norstictic psoromic acid present……*Usnea dasaea*

III. Identificayion of Algae Genera

Algae identification key consists of couplets of characteristics using algal description of the specimen based on morphological characterization from 58 Genera to species level identification as per the comprehensive key.

Key to identify the Algae species
1A. Plant pigments contained in chromatophores or chloroplasts ----------10
IB. Plant pigments not contained, but diffused through protoplast ----------2
2A. Plants filamentous; cells arranged in trichomes ---------- 4
2B. Plants colonial, not filamentous ---------- 3
3A. Cells in regular rows, in multiples of four; ----------*Agmenellum*
3B. Cells somewhat evenly arranged toward periphery of spherical colony; barely visible gelatinous strands radiate from center of colony to cells ----- *Gomphosphaeria*
3C. Colony asymmetrical; cells very dense and unevenly distributed ---------*Anacystis*
4A. Filaments straight or slightly flexed ---------- 6
4B. Filaments curved, twisted, or spiralled ----------5
5A. Heterocysts and akinetes present ----------*Anabaena*
5B. Heterocysts absent ----------*Raphidiopsis*
6A. Heterocysts present ----------9
6B. Heterocysts absent ----------7
7A. Filaments without a sheath; cells discoid ----------*Oscillatoria*
7B. Filaments with distinct sheath ----------8

8A. Trichomes tangled; sheaths confluent ----------*Phormidiwn*
8B. Trichomes separate; sheaths not confluent ----------*Lyngbya*
9A. Heterocysts terminal ----------*Cylindrospermum*
9B. Heterocysts intercalary ----------*Ahphanizomenon*
10A. Cell walls without punctae or striae ----------31
10B. Cell walls rigid, ornamented with punctae or striae ---------- 11
11A. Frustules adiametric, two or more times longer than wide, elongate ----------15
11B. Frustules isodiametric, generally shorter in length than in diameter, round or elliptical or ovoid or nearly so ---------- 12
12A. Frustules elliptical or ovoid or nearly so ----------14
12B. Frustules discoid or nearly so ----------13
13A. Valves radially punctate ----------*Stephanodiscus*
13B. Valves with two concentric regions, the inner being smooth ----------*Cydotella*
14A. Frustules with marginal keel containing a raphe ----------*Surirella*
14B. Frustules with a pseudoraphe or with a raphe not in a marginal keel ---*Cocconeis*
15A. Frustules cylindrical arranged end to end into filament ----------*Melosira*
15B. Frustules not arranged into filaments ----------16
16A. Frustules with a raphe in at least one valve ----------21
16B. Frustules without a raphe in either valve, pseudoraphe evident ----------17
17A. Frustules united in zigzag chains ----------*Tabellaria*
17B. Frustules not in zigzag chains ----------*Pseudoraphe*
18A. Frustules united laterally ----------*Fragilaria*
18B. Frustules not united laterally ----------19
19A. Frustules united apically forming spokelike colony ----------*Asterionella*
19B. Frustules not forming spokelike colony ----------20
20A. Frustules needle shaped without costae ----------*Synedra*
20B. Frustules with prominant costae ----------*Diatom*
21A. Frustules sigmoid or "S" shaped ----------*Gyrosigma*
2IB. Frustules not sigmoid ---------- 22
22A. Frustules longitudinally symmetrical, other than lunate in valve view --------- 25
22B. Frustules with raphe in both valves, longitudinally asymmetrical, lunate ------ 23
23A. Valves with transverse costae ----------*Epithemia*
23B. Valves without transverse costae ----------24
24A. Raphe a smooth curve with well defined central and polar nodules -----*Cymbella*
24B. Raphe not a smooth curve, gibbose with marginal central nodule -------*Amphora*
25A. Frustules with raphe in both valves ----------27
25B. Frustules with pseudoraphe in one valve and raphe in other valve ----------26
26A. Frustules wedge-shaped in girdle view and cuneate in valve ------*Rhoicosphenia*
26B. Frustules shaped otherwise ----------*Achnanthes*
27A. Raphe extended length of valve; polar nodules; central nodules lacking -*Eunotia*
27B. Raphe restricted to polar regions ----------28
28A. Raphe located in a canal ----------*Nitzschia*
28B. Raphe not located in a canal ----------29
29A. Frustules with symmetrical valves ----------30
29B. Frustules with valves symmetrical but asymmetrical ----------*Gomphonema*
30A. Valves with transverse costae ----------*Pinnularia*
30B. Valves with transverse punctae ----------*Navicula*

31A. Cells solitary ----------45
31B. Cells colonial or grouped ----------32
32A. Cells enclosed in conical to cylindrical lorica; joined lorica have treelike appearance ----------*Dinobryon*
32B. Cells and lorica without treelike appearance ----------33
33A. Colony discoid, one cell in thickness; cells in concentric rings --------*Pediastrum*
33B. Colony not discoid ----------34
34A. Colonies spherical or globose ----------40
34B. Colonies not spherical ----------35
35A. Colony with elongate cells radiating from common center ----------*Actinastrum*
35B. Colony with cells not radiating from common center ----------36
36A. Colony with four to eight cells positioned in linear series ----------*Scenedesmus*
36B. Colony with cells not in linear series ----------37
37A. Colony with arcuate to lunate cells with apices acutely----------*Selenastrum*
37B. Colony with spherical to broadly ellipsoidal cells ----------38
38A. Cells without spines or setae ----------*Crucigenia*
38B. Cells with spines or setae ----------39
39A. Cells quadrate, closely apposed; free face of each cell with spines ----*Tetrastrum*
39B. Cells quadrate and united; free face cell with long delicate setae ---*Micractinium*
40A. Colony with biflagellated cells ----------*Pandorina*
40B. Colony with nonflagellated cells ----------41
41A. Cells lunate to sickle shaped ----------*Kirchneriella*
41B. Cells spherical or nearly so ----------42
42A. Cells borne terminally on dichotomously branched threads -----*Dictyosphaerium*
42B. Cells not on dichotomously branched threads ----------43
43A. Colony a hollow sphere ----------*Coelastrum*
43B. Colony not a hollow sphere ----------44
44A. Colony surrounded by gelatinized and expanded parent cell wall --------*Oocystis*
44B. Colony with cells equidistant and toward periphery –----------*Sphaerocystis*
45A. Cells with median constriction dividing cell into two distinct halves -*Cosmarium*
45B. Cells without pronounced median constriction ----------46
46A. Cells nonflagellated ----------53
46B. Cells flagellated ----------47
47A. Cell walls without polygonal plates ----------49
47B. Cell walls with polygonal plates ----------48
48A. Cells walls of thick plates with distinct sutures ----------*Peridinium*
48B. Cells walls with faintly distinct plates and sutures ----------*Glenodinium*
49A. Cells uniflagellate ----------52
49B. Cells biflagellate ----------50
50A. Cells with two flagella of equal length ----------*Chlamydomonas*
50B. Cells with two flagella of unequal length ----------51
51A. Cells with single chromatophore ----------*Chroomonas*
51B. Cells with 2 large chromatophores ----------*Cryptomonas*
52A. Cells surrounded by distinct lorica ----------*Trachelomonas*
52B. Cells without lorica; fusiform to acicular shaped; posterior end ----------*Euglena*
53A. Cells acicular to fusiform with ends tapering into long spines --------*Schroederia*
53B. Cells without ends tapering into long spines ----------54

54A. Cells without setae ----------56
54B. Cells with setae ----------55
55A Cells with subpolar or both subpolar and equatorial long setae --------*Chodatella*
55B Cells with multiple peripheral long delicate setae ----------*Golenkinia*
56A Cells long, slender, and tapered at both ends ----------*Ankistrodesmus*
56B Cells flattened or isodiametric, triangular, quadrangular ----------*Tetraedron*

IV. Identification of Major Groups of Mushrooms

Mushrooms are belonging to fungal kingdom which are edible and non-edible in nature. They represented in various colours starting from white, black, brown, red and pale yellow rot fungi. They are identified based on the following characterization key

Key to identify the Mushrooms species

1. Mushroom growing on other mushrooms or the decayed remains -------- *Mycotrophs*
2. Growing shelflike on wood (or, if not, then gills *concentric* rather than radial); mushroom *very* tough and leathery, corky, or woody (try tearing it in half); gills tough and hard, sometimes maze-like; cap frequently (but not always) with concentric zones of colour ----------*Polypores*
3. Gills running down the stem, not platelike and thus not easily separable from the cap and stem (try removing an entire "gill" with your fingers or a sharp object); mushroom usually *not* growing on wood ----------*Chanterelles and Trumpets*
4. Gills not as above; mushroom growing on wood or elsewhere ----*Gilled Mushrooms*
5. Stem absent--or, if present, lateral, Flesh in stem tough---------- *Polypores*
6. Raphe a smooth curve with well defined central and polar nodules ---------*Cymbella*
7. Raphe not a smooth curve, gibbose with marginal central nodule ----------*Amphora*
8. Frustules with raphe in both valves ----------27
9. Frustules with pseudoraphe in one valve and raphe in other valve ----------26
10. Colony with cells not radiating from common center ----------36
11. Colony with four to eight cells positioned in linear series ----------*Scenedesmus*
12. Colony with cells not in linear series ----------37
13. Colony with arcuate to lunate cells with apices acutely----------*Selenastrum*
14. Cells acicular to fusiform with ends tapering into long spines ----------*Schroederia*
15. Cells without ends tapering into long spines ----------54
16. Cells without setae ----------56
17. Cells with setae ----------55
18 Cells with subpolar or both subpolar and equatorial long setae ----------*Chodatella*
19. Raphe extended length of valve; polar nodules; central nodules lacking ----*Eunotia*
20. Raphe restricted to polar regions ----------28
21. Raphe located in a canal ----------*Nitzschia*
22. Filaments with distinct sheath ----------8
23. Trichomes tangled; sheaths confluent ----------*Phormidiwn*
24. Trichomes separate; sheaths not confluent ----------*Lyngbya*
25. Heterocysts terminal ----------*Cylindrospermum*
26. Heterocysts intercalary ----------*Ahphanizomenon*
27. Cell walls without punctae or striae ----------31
28. Cell walls rigid, ornamented with punctae or striae ---------- 11
29. Frustules adiametric, two or more times longer than wide, elongate ----------15

30. Frustules isodiametric, generally shorter than round or elliptical or ovoid ------- 12
31. Frustules elliptical or ovoid or nearly so ----------14
32. Frustules discoid or nearly so ----------13
33. Valves radially punctate ----------*Stephanodiscus*
34. Valves with two concentric regions, the inner being smooth ----------*Cydotella*
35. Frustules with marginal keel containing a raphe ----------*Surirella*
36. Frustules with a pseudoraphe or with a raphe not in a marginal keel -----*Cocconeis*
37. Cap round in outline; pore surface not running down the stem, or only slightly running down the stem; spore print not white----------*Boletes*
38. Mushroom with spines or "teeth"--either on the underside of a cap, or hanging from a branched structure, or clumped in an indistinct mass----------*Toothed Mushrooms*
398. Mushroom covered in some part with a foul-smelling slime; arising from a soft underground "egg"; variously shaped (like a club or stick, like crab claws, like a lantern, like a Wiffle ball, etc.); frequently found in woods---------- *Stinkhorns*
40. Mushroom more or less shaped like a ball, or like a ball raised up on a stem, or like a ball set on a starfish---------- *Puffballs*
41. Cap shape convex to centrally depressed or vase-shaped; undersurface, smooth, wrinkled, or gill-like; fruiting embedded ----------*Chanterelles*
42. Cap shape oval, pointed, lobed, saddle-shaped, irregular, or thimble-like (never vase-shaped or convex); undersurface absent, or hard to see or define; many (but definitely not all) species fruiting---------- *Trumpets*
43. Stem completely hollow, or hollow with cottony fibers inside; cap with pits and ridges, or longitudinally wrinkled, or fairly smooth (never lobed or convoluted); without reddish or reddish brown shades; found in spring---------- *Morels & Verpas*
44. Found in summer and fall (or spring in warm coastal areas); cap lobed, saddle-shaped, or irregular and whitish, greyish, brownish, or black; stem surface ribbed or "pocketed" in some species ----------*Saddles*
45. Found in summer and fall (or spring in warm coastal areas); cap lobed, saddle-shaped, or irregular and whitish, greyish, brownish, or black--------*Oddballs & Misfits*