

Best Practices 2015-16

Annexure III

Best practice – I

1. Title of the Practice:

Wildlife Rehabilitation Drive

2. Goal:

The chief objective of this practice is to rescue wildlife including animals, birds, reptiles etc. found in and around Digboi College, Greater Digboi area and beyond. Animals that come out of the nearby Dehing Patkai Reserve Forest most of the time fall prey to humans and machineries. Under this rehabilitation drive, attempts are taken to physically rehabilitate them to their natural abode of the forest. Moreover, attempts are there to aware the public regarding various aspects of wildlife protection and rehabilitation.

3. The Context:

With the increasing threats to wildlife in the recent times, it is only mean to say that we should contribute to wildlife protection and rehabilitation. The need is not only to physically rehabilitate the wildlife to their natural environment, but to educate all people for wildlife protection and aware them of the benefits of wildlife and also about the way they can contribute to their rehabilitation.

4. The Practice:

The practice has two basic segments- physical service and awareness programmes. The physical service includes the active rescue operations carried out by several teachers of the college and treatment of the injured animals at the Wild Life Care and Treatment Unit presently being conducted from the Dept of Zoology. It also includes providing food sources to endangered birds, butterflies etc. The awareness programme also has two components- training to forest personnel, teachers, students and the public for rescue of animals/ for rescue operations as well as sensitizing the school students and the public regarding the protection wildlife through meetings, presentations and wildlife photography. Under this practice, several wild animals have been rescued and treated at the Zoology Dept. Many awareness programmes have been organized at different schools in the region which been listed at sub-criterion 7.4.

As part of this practice, linkages have been created with *Aaranyak*, an environmental NGO, Bird Count India, Assam Science Society etc. The **Wildlife Conservation Extension Centre** at Saraipung is under the care of Digboi College itself.

5. Evidence of Success:

The public of the surrounding area have come to take keen interest in wildlife protection. The School students have come to realise the benefits from wildlife. Snakes that were

once threatened by human being have been rescued. The calls of the public to the faculties of the college to save and treat wildlife signify the faith the faculties have created among the public. The treatments of the injured animals have shown positive results.

6. Problems Encountered and Resources Required:

Several major problems are encountered in carrying out this practice. Time, courage, patience and dedication as well as money and infrastructures are required. Unfavourable weathers, mortal road conditions add to the discomfitures of the rescuers. Training the illiterate people particularly to fight against superstitions connected with wildlife killing is a great challenge. Resources required are transportation system, money for recurring expenditures, certain tools, presentation materials, fauna for food sources and technology.

7. Notes:

The general public have been enlightened in wildlife protection. Several wild animals have been treated in the college. The fruit orchard established in the college has attracted several species of butterflies. Construction of Wild Life Care and Treatment Unit will be certainly able to provide the best of service to wildlife rehabilitation.

Best practice – II

1) Title of the Practice:

Free Coaching to school student

- 2) Goal:**
- a). To extend services to society as part of Corporate social responsibility.
 - b). To provide help to the nearby schools having shortage of staff.
 - c) To fruitfully utilize the expertise of the faculty and meet the needs of the school students.
 - d) To teach the school students the basics of subject and prepare them for the higher classes.

3) The Context:

Performance of students in the college is resultant not only of the teaching learning activity in the college but also of their basic knowledge of the concerned subjects. Intensive coaching on the various subjects of school level may significantly develop the knowledge level of the students. Quality school education may lead to quality higher education.

4) The Practice:

Nearby feeder schools and newly established schools are contacted for arranging the coaching by college teachers. College administration or College Teachers' Unit prepares the schedule for the coaching in consultation with the concerned school(s). The schedule is circulated among the concerned teachers and the Head Master of the concerned school.

The school Head Master informs the beneficiary students. Classes are conducted as per favourable timings of the students and the school. Best possible efforts are taken to cater to needs of the students as regards their subject.

5) Evidence of Success:

The practice has brought about a good understanding between the college and beneficiary schools and students, and that way the society of the locality. The college has come to understand the strengths and weaknesses of the students of the feeder school/newly created students.

6) Problems Encountered and Resources Required:

There is no major financial involvement in implementing this practice as the teachers provide the service free of cost. The notable problems encountered are timings of the schools, i. e., arrangement of class outside the class timings of the schools. Resources required are faculty, school textbooks and time management.

7) Notes:

School students are noticed to be enthusiastic to attend the extra coaching classes. The teachers of beneficiary schools request for more classes of this nature. The school authority is greatly pleased to have the academic support of the college staff. On the whole, the practice has been enjoyable to the college teachers and greatly supportive to the school students.