BEST PRACTICE – I

1. **Title: Covid-19 Pandemic Awareness and Support Drives**
2. **Goals:**
   a) to sensitize the general public about the hazards of novel corona virus;
   b) to aware the people on the need of keeping clean and maintain social distance;
   c) to demonstrate the use of face-masks and hand-sanitizer as defence against attack of corona virus;
   d) to provide psychological support to the people during the nationwide lockdown and
   e) to provide material support to the poor people.

3. **The Context:**
   The outbreak of the new corona virus disease named Covid-19 in the world in general and in the country in particular compelled the Govt. to declare nationwide lockdown in mid-March 2020 which brought public life to a standstill. The pandemic became a thunderbolt to the poor people both psychically and materially. Excluding emergency and health services, all social, economic, official, educational activities were suspended. As such, it became imperative on the part of the able persons to provide necessary support to the needy public. As a section of socially responsible and academically knowledgeable and conscious people, the college fraternity including faculty, staff and students had to provide the possible and necessary supports to the society. In addition to it, the Govt. also called for open supports to the poor people during the lockdown.

4. **The Practice:** To fulfill the objectives as stated above, the NSS Unit, the faculties, the staff and the students of the college took the mission to provide necessary supports to all people. On the one hand, they provided the psychological supports through awareness camps, art and literary competitions, webinars and social media and on the other hand, they provided material supports through donations of food items, soaps, face masks and hand sanitizers. The face masks were prepared by the NSS volunteers and the hand sanitizers were prepared by the collaborative efforts of the Departments of Chemistry, Zoology and Physics of the college as per the recommendations of the WHO. Here is a select list of the programmes of this practice:
   a) Reaching out to the common people through social media and precaution measures of Covid-19 by poem recitation, slogan, audio-visual talks, drama animation etc;
   b) WHO recommended hand sanitizer preparation and distribution among staff, students and adopted Saraipung village;
   c) Motivation and stress management during lockdown through social media and webinars;
   d) Preparation and distribution of masks among local people;
   e) Distribution of food items among villagers by teachers and NSS volunteers;
   f) Marking of social distancing circles at Banks, ATMs and shops of Digboi during Covid-19 pandemic by NSS volunteers and
   g) Holding of literary competitions on the theme- "Covid-19 Pandemic and its social, economic, educational and psychic challenges".

5. Evidence of success:
   a) The public express satisfaction for the support given to them
   b) They are found to be amply sensitized about the outbreak and the need to keep clean, healthy and alert.
   c) The considerable number of participants in the competitions and webinars is an indication of the success of the programmes.
   d) The sense of dedication and social responsibility displayed by staff and students sets hallmarks of the universal values.

6. Problems encountered and Resources required:

Problems encountered:
   a) The sudden lockdown initially created problems for withdrawing money as well as the purchase of food items since shops were also closed down.
   b) Getting permission from the Govt. authorities to visit the villages and other areas for distribution of the food items etc. was a bit problematic.
   c) Controlling the beneficiary people at the site of distribution of food items etc. was a great challenge.

Resources required:
   a) Finance
   b) Food items
   c) Vehicles for transportation/carrying of food items
   d) Masks/clothes for mask
   e) Components for hand sanitizer
   f) Paints for distance circles & wall painting.

7. Notes: The practice showcased the dedicated sense of social responsibility and universal moral and human values and technical expertise of the college fraternity. It has, on the one hand, supported the needy and on the other hand, taught the faculty and the students involved to be 'Good' controllers/managers of critical times/situations.

BEST PRACTICE - II

1. **Title**: 'Swachhata hi Sewa' Campaign
2. **Goals**:
   a) To aware the public of the adjoining Digboi Town and 15 neighbouring villages about environmental cleanliness and its importance;
   b) To motivate the society with the value of 'Swachhata hi Sewa' as campaigned by the Central Government;
   c) To aware people about the sanitation related issues to trigger change in sanitation behaviours;
   d) To initiate effective solid waste management activities.

3. **The Context:** Remaining *swachh* is a precondition for *swasth* and hence working with a dedicated mission towards regaining swachhata is a great need of the time. The ever growing solid wastes are threatening the very existence of human lives. As such, it has become imperative for the socially responsible people to take up certain initiatives to re-establish swachhata and manage the solid wastes for development purposes. The college fraternity, especially the NSS Unit, launches into action with such a mission.

4. **The Practice:** To fulfill the objectives as stated above, the NSS Unit of the college carried out the following activities during the session:
   A) They serve under Swachh Bharat Summer Internship 2.0 Programme during 1st to 31st July 2019 in 15 neighbouring villages (1. Dangoriasthan, 33 No. line Bogapani, 2. Uvotajan, 3. Panbari Forest Village, 4. Bhimpathar, 5. Golai No.2, 6. Dhekiajan Village No.2, 7. Pangree Garh NC, 8. Ritu Kathalguri, 9. Lafankula Gaon Lakhipathar, 10. Bhitor Betjan, 11. Negarajaa Gaon, 12. Chandrapur Jagun, 13. Kherjan Forest Village, 14. Bogapani and 15. Tingrai Village). They carry out activities on information, education and communication by -
      (a) Organising awareness camps on solid and waste management, especially segregation of waste as biodegradable and non-biodegradable;
      (b) Promoting the concept of 3R's (Reduce, Reuse & Recycle) at village and school levels through street plays, folk song and dance performances;
      (c) Organising Swachhata Melas' on local waste management technologies;
      (d) Making wall painting in public places such as Panchayat offices on the swachhata issues;
      (e) Organising plastic free village campaigns and declaring plastic free zones.

   (B) Under solid waste management, they carry out the following activities:
   - Organising of waste collection drives for household and common/shared spaces.
   - Volunteering segregation of solid wastes as biodegradable and non-biodegradable.
   - Support communities and panchayats to build compost pits for producing manure.

   (C) They organized a procession on 'Swachhata hi Sewa' at Digboi town with collaboration from Digboi Municipal Board (Date; 27.09.2019).

(D) They perform a street play named 'Plastic Mukt Bharat' written and directed by staff member Deep Borah in various locations of Digboi - Muliabari, Jasoda Tinali, Swahid Bedi Tinali, Public Bus Stand, Digboi Chariali (Date: 29.09.2019).

E) They constitute a permanent dustbin with eco-brick at Dangariasthan Bogapani 33 No. Line ME school. The eco-bricks were made of plastic bottles filled with trash collected during cleanliness drives.

F) They construct Compost Pits for households and drains for kitchen gardening and soak pits for waste management and also construct a Bamboo Bridge over a muddy connecting road.

5. Evidence of success:

- The dedication presented by the NSS volunteers stand for the value (Swachhata hi Sewa) imbibed by them.
- The ability to complete the campaign in as many as 15 villages and different locations of Digboi town marks the success of the venture.
- The construction of eco-bricks and dustbin is a success.
- The responses from the villages and viewers of street plays signify the success of the campaign.
- Behavioural change is noticed in villagers as they start segregating wastes and learn to make eco-bricks.

6. Problems encountered and resources required:

Problems encountered:

- Financial - as there is no financial grant from the Govt. or any other source and as the expenditure of the transportation, to the villages is to be done from own source.
- Time constraints as 15 villages were to be covered within one month.

Resources required:

- Solid wastes for eco-bricks - collected by volunteers and villagers.
- Cement for the eco-bricks is provided the NSS Programme officer from own source.
- Sand for eco-bricks - collected by volunteers
- Sacks for collecting wastes - provided by villagers.
- Bamboo for bridge - provided by villagers.

7. Notes:

Campaigns such as Swachh Bharat Summer Internship can be very beneficial for bringing awareness among villagers regarding swachhata. Cleaning drives can boost 'Swachhata hi Sewa' missions. Construction of dustbins using eco-bricks can go a long way in minimizing pollution and in fruitful management of solid wastes especially plastic wastes. Street play can become a very effective tool for awaking people on environmental pollution and the need to reduce it.

Best Practice - III

1. **Title:** Online Teaching-Learning Practices

2. **Goals:**
   - To utilize the period of Covid-19 Lockdown in fruitful academic exercises;
   - To compensate the academic losses resulting from Covid-19 Pandemic and Lockdowns for it;
   - To sensitize the student community about the diverse online resources beneficial for their courses;
   - To hone the students with the knowledge and practice of online platforms;
   - To provide psychological/mental support to the students by enabling them to fight the anxieties of the Pandemic and its lockdown and the uncertainties regarding their examinations and promotions.

3. **The Context:**
   The outbreak of the new corona virus disease named Covid-19 in the world in general and in the country in particular compelled the Govt. to declare nationwide lockdown in mid-March 2020 which brought public life to a standstill. All social economic, official, educational activities were stopped. Since the normal teaching learning activities could not be carried on, the need was to look for alternatives. In view of this, the faculties immediately shifted to the online platforms for academic exercises. Moreover, the wide range of e-resources facilitates in effective teaching learning process.

4. **The Practices:**
   To fulfill the objectives as stated above, faculties made wide use of necessary apps like Whatsapp, online platforms like – Zoom and Google Meet, Cisco Webex and Google Classroom and other online facilities like Jamboard, Openboard etc. Through video/audio conferencing and uploading of study materials, recorded audio/video clips on relevant courses, faculties tried their most to keep contact with the students. The normal class routine was initially used for online classes as well. Later on, special routines were developed for the purpose. The Principal made instant visits to these online classes and inspired the students. Online tests were held with video in 'On' mode of the students. Moreover, certain students' presentations were also organized online. Feedback on online classes was as well taken from the students.

5. **Evidence of success:**
   Success of the practice is evident from the involvement of the students in the online classes. Their presentations and interactions represent the success of the exercise. Their academic results in the end semester examination prove the effectiveness of the online teaching-learning exercises.

6. **Problems encountered and resources required:**

   Problems encountered:-
   a) Many students do not own the minimum resources required for the purpose - Smartphone/computer
   b) Students from remote places suffer from internet signal problem.
   c) Limited time slot and limited participants allowed by the free versions of the online platforms.
   d) Lack of well equipped acoustic room for the host/faculties; more so because faculties were not allowed to come to the institution.

   Resources required:

   a) Smartphone/Computer/Laptop with internet connectivity
   b) Premium versions of online platforms
   c) Acoustic room
   d) Recording facilities, Headphone etc.

7. **Notes:**

   The practice is extremely essential for academic development of the students and especially reliable for situations like lockdown and other blockades. The need of the time is to make use of more online resources and bring its benefits to the students from remote areas as well.