

## **Best Practice I**

### **Title of the practice: Participative Learning**

#### **1.Objective of the practice:**

- To expand students' knowledge and understanding.
- To help students to get a better understanding of the subject.
- To promote students' academic success.
- To help students identify their shortcomings.
- To enhance students' confidence and knowledge.

Under the Semester System, the 75% marks have been allotted for the external component and 25% have been allotted for the Internal Assessment Component. The Internal Assessment component, is divided into two sections: 15 marks for internal tests and 10 marks for assignments. Under this system they would also be required to make a presentation on their assignment topic in front of teachers and fellow students.

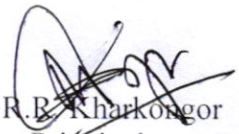
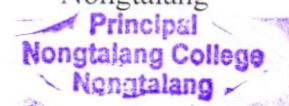
The students are informed in advance about the date of submission and presentation of assignments. Students are also required to present their assignments in the class in the presence of their teachers and classmates. On the day of the presentation, all students gather in the classroom and present their papers one after another and then submit their assignment. The presentations also include question-answer sessions which are often very lively and interactive. The benefit of including presentations along with their assignments ensures that student presenting themselves as well as understanding the topic presented by their classmates.

#### **5.Evidence of success:**

- The practice enhances the students' performance in internal assessment and their academic's percentage.
- It helps improve students' presentation skills and their response to questions.
- Students enjoy learning and participating.
- It enables students to cross check their assignments.
- It helps Improve their performance in external examinations.

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

- Initially students faced problems of nervousness.
- Some students are hesitant to present their papers in the presence of other students and teachers.
- Some students lack presentation skills.

  
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## **Best Practice II**

### **Title of the Practice: Promotion of Environmental Consciousness and Rejuvenation of the Living Root Bridges**

#### **1. Objectives of the practice:**

- Documentation of the rejuvenation process of the Living Root Bridge by the application of Traditional technique for academic purpose and knowledge for future preservation and protection.
- To preserve the beauty of living root bridges at Nongtalang Village and to strengthen the relationship between the local community with the environment.
- To create the awareness about the importance of these root bridges and their needs for its conservation and preservation by human intervention.
- To create avenues of employment for the youths of the village through Eco tourism.

#### **1. The Context:**

Although Nongtalang College is located in the rural area of the State, the village has witnessed rampant destruction and degradation of the Environment over the years. It is in this context that the College feels the need to create awareness about the environment and its preservation. Nongtalang is also blessed with a number of Living Root Bridges which have not been maintained and are on the verge of collapse. Efforts have therefore been made by the College towards the rejuvenation and repair of these bridges around Nongtalang Village using traditional techniques. The practice was enthusiastically participated by students and teachers.

#### **1. The Practice: -**

Special programmes lectures are organised by the College from time to time to highlight the environmental issues affecting the area. However, the more pertinent issue that the College has taken up as part of this best practice is the rejuvenation of the Living Root Bridges. On account of the deteriorating condition these bridges, special attention has been paid by the College to rejuvenate these bridges. This is carried out by engaging local experts who guide the teachers and students in the process. In order to strengthen the bridges, hollow areca nut trunks are split into two halves and one half filled with organic manure. The presence of fiber inside the trunk acts as the ladder and at the same time performs the role of the root guidance system by re-directing the movement of the aerial roots in the intended direction.

After the roots are placed in the hollowed-out trunk it is filled with manure, this is again covered by the other half and tied with bamboo peel or ropes and then with aluminum coil to strengthen the knot or support joint. While the roots remain inside, the hollow trunk along with the manure provides essential nutrients and also protects it from the weather and thus continues to grow untill it emerges from the other end of the hollow Areca nut trunk. The technique ensures that the roots are supplied with the necessary nutrients from the manure for its growth.

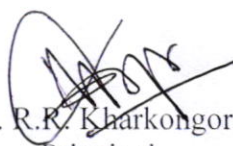
The involvement of the teachers and students in this project, under the guidance of experts has helped them gain an understanding of the need to record the age old technological knowledge of rejuvenating the bridges. It has also helped in the realization of the eco tourism potential of the bridges that may provide the youths with alternative employment avenues that does not affect the stability of its environmental surroundings.

**1. Evidence of success:**

- The process is simple and effective in preserving and rejuvenating the living root bridges.
- It educates the students and participants of the effectiveness of the traditional practice.
- In this traditional technique of conservation and rejuvenation of living root bridges, the resources and materials such as leaves mulch, manures, deadwood, log, bamboos and areca nut trunk are locally available.
- This practice enhances the natural beauty of the place.

**1. Problems encounter and Resources required:**

- The place is located in the southern slopes of Meghalaya where torrential during monsoon season washes away all the nutrients required by the plant to grow.
- Most of the illiterate villagers who do not understand the importance of this practice sometimes use to destroy the plant by cutting away the rooting system.
- Cyclonic storms during spring and summer sometimes uproot even the plant itself.
- Non-cooperation and indifferent attitudes of the people in preserving the living rootbridges poses a threat to the practice.

  
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