

**FINAL PROGRAMATIC REPORT**

**Of the project**

**‘Tiger Conservation through  
Integrated Conservation and  
Development Intervention’**

**Supported by**

**SAVE THE TIGER FUND  
NATIONAL FISH AND WILDLIFE FOUNDATION**

**Implemented by**

**Centre for Environment Education  
North Eastern Regional Cell**

**K. K. Bhatta Road, Chenikuthi  
Guwahati – 781 003. India**

**[www.ceeindia.org](http://www.ceeindia.org)**



**CEE**

Centre for Environment Education

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## **Final Programmatic Report summarizing the accomplishments achieved during the term of the Agreement**

**Title of the project:** Tiger Conservation through Integrated Conservation and Development Intervention

**Project number:** 2005-0013-001

**Duration of the project:** 1 April 2005 to 1 April 2006

**Extended till:** 30 November 2006

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## **Aim of the Project (as per agreement):**

Creating tiger conservation awareness in schools and NGOs in Assam and Arunachal Pradesh province of India and promoting sustainable development through appropriate technology and encouraging environmentally friendly sources of alternative income.

## **Objectives of the Project:**

1. To develop school education programme, and conduct it in schools in the project area to create awareness in schools and through students to parents
2. Capacity building of fringe community, NGOs, teachers, decision makers, Forest Department staff and media personnel for creating awareness, and sensitization for sustainable living
3. To identify and promote appropriate technology for reducing pressure on the tiger reserves.

## **SUMMARY OF ACTIVITIES:**

Against the Project objectives, the following activities were completed successfully during the project period-

### **Against objective I:**

A school education programme has been developed with modules for teachers training and school programme. This programme has been implemented in five (5) school clusters with at least 1 NGO involved in each cluster as a local support and monitoring body. Members from five (5) NGOs have been oriented on how to guide teachers and conduct school programmes. With help from these trained NGO members, CEE resource team trained teachers from 100 schools from around 4 protected areas. After the training of the teachers CEE team carried out school programmes with students in 30 schools. Local NGO and CEE team helped a total of 50 schools to carry out student awareness programme in schools. All the trained teachers organized conservation education programmes in their schools. An exhibition of tiger posters and paintings from USA, Assam and Arunachal Pradesh was held in Assam State Zoo premises

### **Against objective II:**

Initially two (2) orientation programmes for NGOs and local youth clubs conducted at Nameri and Namdapha. Then 5 teachers orientation programme was conducted at Potashali (for Nameri), Tippi (for Pakke), Miao (for Namdapha), Kaklabari and Rupahi (for Manas). Two training programmes for Forest Personnel were conducted in Nameri and Pakke. To strengthen the conservation movement in Manas Tiger Reserve area, an NGO alliance named Manas Conservation Alliance has been formed in collaboration with other leading NGOs. Three (3) Consultative meetings of Manas Conservation Alliance were facilitated. A stakeholders' Hearing for Tiger Conservation organized at Manas Guest House in partnership with Manas Conservation Alliance. A workshop for Decision Makers and Media Personnel was organized at Guwahati that was addressed by Decision makers from Forest Department, State Wildlife Boards, Media Personnel from leading National and State Dailies, All India Radio, Wildlife Experts from Zoological Society of

London, Wildlife Institute of India and Gauhati University. A sensitization programme on eco-tourism was organized at Margherita College, which is the nearest college to Namdapha Tiger Reserve. A session on Conservation of Namdapha Tiger Reserve through slide presentation was organized at Miao during the Namdapha Eco-cultural Festival. 'A day in a village' programme was organized in Dharikati Village near Nameri National Park. Eight (8) focus group discussions were held with Forest Department Officials in the four Protected Areas and two (2) focus group discussions, one each in Assam and Arunachal Pradesh were held with Education Department Officials. Numerous group discussions held with local youth and grass root organizations which also included four larger community meetings, one each in each Protected Area. After the capacity building through training, school programmes, and exposure, 11 schools and 3 NGOs have been designated as Conservation Resource Centers. They have been equipped with some reading materials and networking support.

### **Against objective III:**

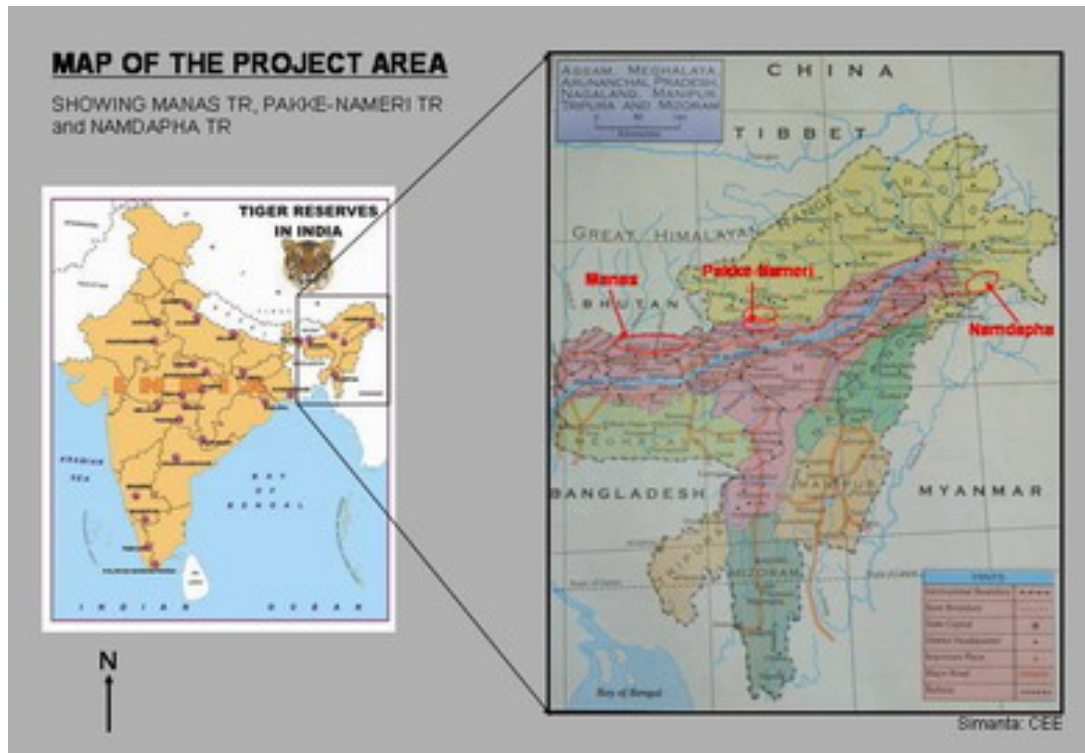
Local NGO members have been trained on PRA methodology and PRA exercise in fringe areas have been carried out to find out community problems. Problems and prospects of the areas have been prioritized and choices of the local youth for alternative livelihood have been identified. Based on the PRA findings a training programme on food processing was held in partnership with Food and Nutrition Board of Government of India. After the training, a group of youth from Nameri area has been facilitated by local NGO partner Ecosystems India to establish village condiment industry. The youth are now selling products to tourists visiting Nameri through Nameri Eco-camp.

## **DETAILED REPORT:**

### **Geographical area covered:**

The project area covered four protected areas included in 3 Tiger Reserves in two North Eastern states of India as shown below- (**map enclosed as a .jpg photo**)

<b><u>Sl. No.</u></b>	<b><u>Tiger Conservation unit</u></b>	<b><u>State</u></b>	<b><u>Project focus area within it</u></b>
1	Manas Tiger Reserve	Assam	Eastern range and buffer
2	Pakke-Nameri Tiger Reserve	Assam	Nameri National Park including eastern, western and southern buffer
3	Pakke-Nameri Tiger Reserve	Arunachal Pradesh	Pakke Wildlife Sanctuary including eastern and western buffer
4	Namdapha Tiger Reserve	Arunachal Pradesh	Miao Circle and the buffer area



### **Manas Tiger Reserve:**

Manas National Park is situated in Barpeta (now in Baska) and Bongaigaon (now in Chirang) districts, on the foothills of the Himalayas on both sides of rivers Manas and Beki along the Assam- Bhutan border. Total area of the Park is 519.77 Km<sup>2</sup>. Manas and Beki forms the major water bodies of the park. It is a well-known World Heritage site with its unique combination of scenic beauty and rare wealth of wildlife.

Temperature in summer is appx 30<sup>0</sup> and in winter is 4<sup>0</sup> C. The area is interspersed with grassland, woodland and riverbeds. Northern fringe is hilly and contiguous with Royal Manas National Park in Bhutan.

Tigers are one of the important wildlife to be found here. Manas has its own peculiar faunal features, the rarest species of which are hispid hare, pygmy hog, golden langur, Asiatic buffalo etc. Other commonly seen animals are elephant, leopard, clouded leopard, Himalayan bear, wild boar, sambar, swamp deer, hog deer etc. Hundreds of species of birds migrate to the friendly climate of Manas during winter. Among them are River chats, Forktails, Cormorants and various types of ducks including the Ruddy Shelduck. The woodland birds include the Indian hornbill and the great pied hornbill etc.

### **Pakke Wildlife Sanctuary (part of Pakke – Nameri Tiger Reserve):**

Pakke Wildlife Sanctuary is situated in the East and West Kameng District of Arunachal Pradesh at the foothills of Lesser Himalayas. The area is interspersed with forest, river and small wetlands. Apart from River Jia Bhareli other small rivulets flows through the Reserve. Temperature in the summer goes up to 30<sup>0</sup> C and goes down to 2<sup>0</sup> C in the winter.

Many wildlife species are found here such as the tiger, elephant, leopard, gaur, Sloth Bear, Himalayan Black Bear, Pangolin, Indian Wild Dog, Civet Cat, and Capped Langur etc. Several species of forest birds are also found here that includes four species of Hornbill, the small and beautiful Scarlet Minivet etc. Many species of reptiles are also found in this Wildlife Sanctuary.

### **Nameri National Park (part of Pakke – Nameri Tiger Reserve):**

Nameri National Park is situated in the Sonitpur District of Assam at the foothills of Arunachal Pradesh (Lesser Himalayas). Total area of the Park is approx. 300 sq.km. It is situated between 26<sup>0</sup>50'48"N- 27<sup>0</sup>03'43"N latitude and 92<sup>0</sup>39'00"E-92<sup>0</sup>59'00"E longitude. The altitude of the park is 40- 340 a.m.s.l. The area is interspersed with grassland, forest, small wetlands and river. Apart from River Jia Bhareli nine other small rivulets flows through the National Park. Temperature in the summer goes upto 37<sup>0</sup> C and goes down to 5-6<sup>0</sup> C in the winter.

Many wildlife species are found here such as tiger, elephant, leopard, gaur (India bison), sloth bear, Himalayan black bear, pangolin, Indian wild dog, civet cat, and capped langur etc.

Nameri is a haven for bird watchers which include the most endangered white winged wood duck (the state bird of Assam), scarlet minivet and four species of hornbills in abundance. Many species of reptiles are also found in this National Park.

It is an entomologist's paradise. A huge variety of different butterflies and moths are found here. Atlas moth with a wingspan of more than 10 inches has also been spotted here.

### **Namdapha Tiger Reserve:**

Namdapha Tiger Reserve and National Park, a true wilderness and enchanting beauty of lush green vegetation, impenetrable pristine and virgin forests covering an area of 1985.23 square kilometers having diverse flora and fauna lies in the International border between India and Myanmar (Burma) within Changlang District in the state of Arunachal Pradesh in the northeast India. Namdapha National Park is located at a few kilometers away from Miao town amidst misty blue hills along the turbulent Noa-Dihing River.

With its tropical rain forest it is also the home of endangered Hoolock Gibbon, the only ape found in India. Among other wildlife elephant, leopard, wild boars, gaur etc are the main.

## **1. Awareness and education in and through schools:**

### **Objectives**

- To develop school education programme for selected schools near the selected tiger reserves
- To create awareness concerning the dangers that tigers are facing and the urgency of conservation action required
- To develop positive attitudes and values towards the issue of tiger conservation

- Training and capacity building of NGOs & school teachers to help them effectively carry out implementation of programmes in schools
- To implement school programmes in selected schools involving the trained teachers and NGOs and CEE volunteers
- To involve students in various conservation awareness activities and to help them to reach out to their families

### **Processes:**

For awareness and education through schools, a 10-phase plan was adopted. The phases were-

- Phase I: Identification of Schools and formation of the school clusters
- Phase II: Development of the training module for training of the teachers
- Phase III: Development of the module for school programme
- Phase IV: Identification of interested teachers
- Phase V: Development of IEC materials
- Phase VI: Orientation of NGOs
- Phase VII: Training of the teachers
- Phase VIII: School programmes
- Phase IX: Tiger poster exhibitions
- Phase X: Review workshop for teachers and NGO educators

### **Phase I: Identification of schools and formation of the school clusters**

CEE identified active local NGOs who are working in the project areas for a long time now and who have been working closely with CEE, Schools and Forest Department. **(list of the NGOs and volunteers have been given in Annexure I)** In the next few days elaborate consultative meetings were held with the local NGOs, Education Officers and Forest Officers to identify the priority areas and schools.

All the protected areas covered for the project are surrounded by revenue villages and some forest villages are also located within the protected areas. The project tried to identify schools in the fringe of these tiger habitat. Basically two categories of schools have been selected for the project-

1. Schools at the close proximity of the tiger reserve where human activities have direct bearing on the adjacent forest and tiger population
2. Schools little away from the tiger reserve, but students and teachers from the forest villages or the buffer areas come to these schools for studies or job.

During the interaction with the Education Department Officials, Forest Department Officials and conservationist, it was strongly felt that the smuggling route of animals involve the nearby cities of the wildlife areas. Consumers of the forest products from these forests too are mostly settled in these nearby cities. Also these are the cities where brilliant students from around the protected areas come for better education. These students one day will become the administrators in various departments because they are intelligent and are most likely to grab the opportunity. It was felt that Guwahati and Tinsukia are two of such cities where we have the **future administrators in making** and we need to focus and

conduct some school programmes to sensitize and motivate them for conservation work. Therefore another category of schools were selected from Guwahati and Tinsukia.

Schools selected from different areas were grouped into some clusters. Each of these clusters was associated with one or more local NGOs. CEE's National Environment Education Programme in School (NEEPS) model was adopted for this.

**NEEPS model:** In this model of school education programme, the working principle is multiplier effect with built-in monitoring mechanism. A small group of educators from a local education NGO is selected at the beginning and they are trained on the aspects of teacher training and school student programmes. In the next phase, selected teachers from each school are trained. Finally with the help of the trained teachers, NGO members and CEE volunteer school programmes are conducted. In many of the cases the teachers conduct the programmes of their own and the local NGO only offers external support. This model has the benefit over direct conduction of programmes at the school level. Because, if a programme is directly conducted at school level without training the teacher and local NGO, it becomes a stand alone programme. But when the teachers are trained and are given the liberty to choose and adapt the programmes from a lot of activities, s/he develops an ownership for the programme. So, this ensures effectiveness and sustainability. Also because of the involvement of the local NGO from the teachers' training stage, a support mechanism built in to the programme which becomes helpful in monitoring, supporting and also evaluating.

The initial idea was to cover 25 schools in four clusters. But after interacting with the local NGOs, Communities, Government Officials, it was decided to cover only those school, which has direct or major indirect impact on the selected tiger reserves. Pakke Wildlife Sanctuary, for example, is a hilly area where villages are very distantly placed. Therefore the villages placed far away from the boundary of the reserve hardly have any impact on the reserve. Thus, the project team decided to include only those schools which have direct bearing. The school clusters selected were- (**list included in [Annexure II](#)**)

a. **Manas Cluster:**

This is the cluster of schools including schools from the eastern buffer of Manas National Park. Students of these schools come from the fringe villages of the Bhuyanpara Range of Manas National Park. Most of these schools are from Koklabari and Shimlaguri area. A local NGO, Green Manas, based at Bansbari of Manas has been the local coordinating NGO for this cluster. 30 numbers of schools have been included in this cluster.

b. **Nameri Cluster:**

This is the cluster of schools including schools from the eastern, western and southern buffer of Nameri National Park. Students of these schools come from the fringe villages of the Nameri National Park. Most of these schools are from Potashali, Dharikati, Rangachokuwa, Chariduwar and Lower Bhalukpong (Assam side) area. A local branch of the NGO Ecosystems India based at Chariduwar of Nameri has been the local coordinating NGO for this cluster. In addition two other local NGOs namely Nameri Bandhu and DASK were also part of the coordination and monitoring of this cluster. Some of the volunteers from DASK actually conducted school programmes and community programmes with CEE team in

Dharikati, and Rangachokuwa area. 22 numbers of schools have been included in this cluster.

c. **Pakke Cluster:**

This is the cluster of schools including schools from the eastern and western buffer of Pakke Wildlife Sanctuary. Students of these schools come from the fringe villages of the Seijosa and Tippi ranges of Pakke Wildlife Sanctuary. Most of these schools are from Seijosa, Tippi, Upper Bhalukpong and Lower Bhalukpong (Arunachal side) area. Since Pakke Wildlife Sanctaury and Nameri are contiguous forests and are covered in the Pakke-Nameri Tiger Reserve, the same NGO coordinated schools in this cluster. 6 numbers of schools have been included in this cluster.

d. **Namdapha Cluster:**

This is the cluster of schools including schools from the western and southern buffer of Namdapha National Park. Students of these schools come from the fringe villages of the National Park. All of these schools are under the Miao Education Circle covering Miao town, Upper Miao, Lower Miao and M'pen. A local NGO, SEACOW, based at Miao of Namdapha has been the local coordinating NGO for this cluster. 25 numbers of schools have been included in this cluster.

e. **Urban Cluster**

This is the cluster of schools including schools from the urban areas including Guwahati City, Miao Town, Tezpur town and Tinsukia Town. Schools in this cluster belong to Kamrup District Circle, Sonitpur District Circle, Miao Circle and Tinsukia District Circle. This group of schools is important because brilliant students from all the project areas come to these cities for studies. This is the group of students who may be designated as the future decision makers of Assam and Arunachal Pradesh. CEE North East itself coordinated in this group of schools. 17 numbers of schools have been included in this cluster.

**Phase II: Development of the training module for the training of teachers:**

A training module for teacher was developed with the following components-

1. **Lectures:** Interactive lecture programmes focusing tiger habitats, habits, role in the ecosystem as a keystone species, distribution, threats and how we can help tigers in surviving were developed. Lectures were also delivered on the following topics

- Introduction to our Environment
- Environmental Issues with special reference to PAs and possible intervention
- Philosophy of EE (What, Why, How)
- Methods of EE
- Introduction to various methods of EE
- Problems faced by teacher for organizing EE and ideas of winning
- Formation of own EE organization
- Introduction to resource agencies
- Tiger and Human relationship

## 2. **Activity:**

### ➤ **Nature observation Methods**

What to observe, how to observe and how observation of nature help were the main focus of this activity. How to motivate and involve students for nature observation was emphasized.

### ➤ **Nature trail**

Nature trail is usually a beneath path especially through a wild region. It can be done on foot, by boat, on animal back, by bicycle, or any mode of locomotion, which is eco-friendly. Nature trails can be created, or existing path in the wilderness can be used as they are. The created ones could be planned around a theme or central purpose. Teachers were introduced and oriented on a '**on-foot**' nature trail. What to observe in a nature trail, how to do it and what are the precautions were also elaborately discussed.

### ➤ **Survey techniques**

Surveys of different types including plants, animals, opinion poll, were discussed. Developing survey data sheet, planning for survey for different target groups, timings of survey, group survey, individual survey, direct survey, indirect survey etc were the focus of this activity

### ➤ **Role play:**

A role play creates a structured experience that is based on actual or real-life situations, e.g. a collective decision making in the village, hearing of a culprit (thief/ poacher etc) caught in the village, the outbreak of an epidemic, or the adverse effects of pollution by an industry. The role play usually deals with issues that have many dimensions, and are open to different interpretations. Thus this exercise is more suitable for older students. Teachers can divide the students into groups and assign them roles based on the mock situation that has to be played. There is neither a set dialogue nor predetermined outcomes. All players play the role as if they are the real characters in the play. The exercise is designed to bring out the fact that in real-life situations there are many actors, much complexity, and often no simple answers or clear-cut conclusions. The facilitator at the end has to debrief and find a suitable conclusion to the play.

Role play can help focus on real-life problems or issues, exercises can be designed so as to raise awareness or develop understanding of an issue. It provides an opportunity to consider the many angles to an issue within a short span of time. It also increases students' ability to take other perspectives, and develop problem solving and conflict resolution skills. This activity has scope for spontaneous response based on the participants' own knowledge and experience. And also allows active participation by the students.

➤ **Preparation of low cost EE materials**

How to prepare low cost educational materials from waste products was demonstrated and teachers prepared educational charts using old magazines, calendars, photographs etc.

➤ **Identification of EE activities based on local issues and resource identify the possible EE**

Teachers were given tips to develop their own activities that are interactive and interesting for the students. How a local incidence of conservation importance can be used to develop a story or news writing competition or how to use a close by natural object to teach mathematics or geometry etc was discussed in this activity

➤ **Preparation of Individual action Plan of EE for one year**

Teachers prepared an action plan for themselves for one year. This was done in a group mode. Teachers from nearby schools were grouped in groups for 5-6 teachers. Then they were asked to identify probable activities based on their own resources at school. Teachers in a group also found out how they can help each other in conducting those activities. The action plan can be said as the pledge for the teacher for a year. The action plan was not collected but given to the teachers so that they can keep those with them for implementing.

1. **Games:**

• **When Tiger comes: story telling:**

This is an activity played in groups, standing in a circle. The right hand of each participants were left open and rouse high while all the fingers of their left hand joined together and placed on the right hand of their fellow. A group leader stands at the centre and narrates a story of a tiger. As soon as the leader says tiger, the other fellow has to react and at once with their right hand try to catch hold of the left hand of their fellows which was on top of their right hand and at the same time release his/her left hand from his/her fellow. The one who got caught is the loser. The game is repeated for several rounds and finally there remains one winner.

A story line is added to the game. The facilitator narrates a story about tiger or wild animal. The word 'tiger' is pronounced at irregular interval and all players has to be very alert to hear the word and immediately react to it



by catching other and simultaneously getting rid of others. In the story that narrator can tell information about tigers, other competitor carnivores, its habitat, habit and preys. At the end one player wins the game and he is declared as the tiger of the game. The narrator explains that a tiger is a very smart and alert animal. Also if any one goes to the jungle to see tiger, he/she has to be very alert and react promptly.

• **Web of life with tiger in the food web:**

Each Ecosystem type is unique and has several fundamental characteristics that it derives from the interactions of its components. In order to understand these characteristics, the ecosystem including the interrelationships, must be understood in its entirety. However, many of the connections within an ecosystem are often not understood, as they are not obvious. This also makes it difficult for educators to explain these to students. For instance, it will be difficult to communicate the link between a kingfisher and a farmland, unless one traces the link between the topsoil from farm field, which ends up in the nearest water body, which is the feeding ground for kingfisher.

Inter linkages that exist in nature can be understood through this activity called the 'Web of Life'. This activity demonstrates one of the laws of ecology-we can never do one thing in nature and that everything is connected with everything else.

It is a game to demonstrate the interconnectedness of various elements in the environment. Here Tiger was included as one of the component of the food web. Web of life represents the relationships amongst different components in an ecosystem.



An ecosystem may be subject to a variety of pressures, such as 'Drought etc'. When the web is pressed down with a hand, the web is held firmly and it bounces back after the hand is released. A healthy ecosystem, in which all the elements are in a viable state, bounces back to health even if an external pressure is applied.

Now, if some of the elements of the ecosystem are destroyed, for e.g.; if all the trees are cut down, what will happen. The players with the 'Tree' card were asked to let go of the string. All the players linked to the tree card will naturally experience a loosening in their strings. With this effect there will be noticeable sag in the Web. This explains the players the interrelationships in an ecosystem and their importance. This game has been given to the educators to explain the relationship of tiger, its prey base and the habitat. What happens when a tree is cut or grassland is destroyed? How it gradually wipes out prey base of tiger and finally the carnivore population suffer can easily be demonstrated through this game. Also it can explain nicely the consequences of killing a tiger and its resultant effect on the ecosystem.

- **Who am I of the tiger and associated species:**

This is a game, which helps players use deductive logic in identifying diverse elements of nature and gain an insight into the characteristics of a particular element of nature. The game is basically to help students in systematic identification of different animals-mammals, birds, reptiles, and gain an insight into the characteristics of a particular animal. This game is useful to recapitulate and classify all the creatures that students saw in zoos or in books or in movies etc.

In this game, a name card is fixed on the back of a student, which may contain the name of a bird, mammal, or reptile, etc. The volunteer is not told what the label he/she bears. The volunteer student should ask questions which would help him/her to find out his/ her identity. The group should limit the number of questions. The questions must be such as can be answered in 'yes' or 'no'.



The students can ask question based on classification of animals and plants. Based on the answers provided by hi/her fellow, the volunteer must find out who he/she is, i.e., what is the animal/plant on his/her back. This game increases the observation skill of a person. This game was effectively elaborated to the teachers so that the characters of tiger and associated species can be presented to students in a fun full way.

- **Oh Deer! :**

This game can help students to understand how the animals they saw in captivity would behave in nature. It can enable students to identify and describe food, water, and shelter as the essential components of habitat, to describe the importance of good habitat for animals, define limiting factors, and give examples; recognize that some fluctuations in wildlife populations are natural as ecological systems undergo constant change. Players are divided in to two rows and are asked to stand back to back. They are given 3 different signs for water, food and shelter. One player makes one symbol and he/or she is recognized as that element of nature. Players from one row have to pair with a player from the other row with the same symbol. If they can do it they survive, and if fail, they are considered dead. The facilitator tries to keeps the number of similar symbols uneven (just to depict the natural process of change). This results in gradual death of players. This game presents a very good tool to explain the process of natural changes in nature. If we contribute towards faster depletion of any of these 3 essential elements, populations will be threatened.

- **Need and want activity:**

This is an activity, which helps the students and learners to understand and realize what are the basic needs of a person without which he/she cannot survive. This

activity elaborates what are the needs of a person (that is what are the essential items) which a person essentially need for survival. There are certain wants, which are necessary only to accelerate the life's activities. Wants may keep on changing depending upon the situation, environment and the family in which he/she is surviving. Without the wants a person can survive in this world, but without the needs it is quite impossible to survive.

The players are asked to list 20 items that they need. They list. Then they are told that they are facing a flood and they are to shift, only 15 items they can carry to the refugee camp. So they are to cut 5 items from the list. Then they are told that they are being transported to another place and the truck can accommodate only 10 items for an individual. They cut 5 more items. Finally they are told that they are to be transported further by boat and the small boat can transport only 5 items. So they can keep 5 items and they can share other items from fellow members in the group. Thus, the game gives a nice idea about our needs and how we can reduce resources usages by sharing.

- **Ping Pong Shoot with tiger and associated species as group names:**

This is an interactive game played in groups, which helps the students to develop their concentration levels. It is also an interesting technique to remember the names of animals, plants, birds, etc, with repetition of the name of the same species many times. The game is such that, Groups are formed consisting of three members each. Each member will individually speak out Ping, Pong Shoot, than Ping, Ping, Tiger (Name of one of the group). The group with the name 'Tiger' will have to react immediately and speak out Ping, Pong Shoot, than ping Pong, name of another group (may be 'deer'). The Deer group has to react at once. They should remain alert and give concentrations to hear their name. The group, which could not speak out at once, is the looser. This game is effective for lower classes to give them names of animals, plants, flowers, protected areas etc. The game also increases their concentration level and memory.

### **Phase III: Development of the module for school programme**

#### **The module for students:**

An interactive module for the students was developed with information on tiger. The module includes information on the life history, its habitat and distribution, habit, prey base, competitors etc. To transact the information to the students and through them to the parents and community the following methodology was decided-

- **Lecture:** Interactive lecture programmes focusing tiger habitats, habits, role in the ecosystem as a keystone species, distribution, threats and how we can help tigers in surviving were developed.
- **Slide show:** An audio-visual power point presentation with pictures of tigers, its habitat, and other prey animals was developed. Since all schools don't have power point facilities, a 35 mm slide presentation was prepared.

- **Film show:** Since some of the schools were very interiorly located and students there don't have the access to information on environmental issues, some selected films were picked for film shows, which attracted the students and teachers to the programme venue and provoked the thinking process among them. From there on CEE team led the discussion to make them understand the tiger crisis in India and how can we help them.
- **When Tiger comes: story telling:**  
The game is very interactive and develops the concentration level and alertness of mind of the students. They were enthusiastic to play the game for several rounds.
- **Web of life with tiger in the food web**
- **Who am I with tiger associated species**
- **Ping-pong-shoot**
- **Oh deer**
- **Role plays on creation of a Tiger reserve**

### Competitions:

Different competitions were held among the students to develop their concentration level and bring awareness among them. The competitions were held among the students of different classes, divided into different groups. The various competitions that were organized are as follows: -

#### ➤ **Tiger slogan writing:**

This activity helps the students to develop the writing skills and bring awareness among them for conservation of wildlife and natural resources. The students have written slogans on tiger, their habitat and their role in the ecosystems. This proves the creativity of the students and the awareness level.

#### ➤ **Painting / drawing (Nature, tiger, habitat, prey, competitors):** On the spot painting/drawing competitions were organized for the different classes with the topics such as nature, tiger, deer, habitat, prey, competitors, surrounding environment, etc.

#### ➤ **Extempore speech:** On the spot extempore speech competitions were organized to understand the presence of mind and create awareness among the students. Some of the topics chosen for the competitions were as follows-

- Tiger
- Leopard
- Nameri
- Manas
- Namdapha
- Water
- Forest
- Deer
- Buffalo
- Wild boar



➤ **Nature Quiz focusing Tiger for Secondary Classes**

Quiz competition were held among the students focusing Tiger and its habitat, its prey base, its relationship with other animals, its distribution, etc.

➤ **Debate on Tiger Conservation issues.**

Topics: -

- ❖ Govt. initiative is sufficient to protect tigers in India.
- ❖ Tiger is the most threatened species of India
- ❖ Poaching of tigers is the main cause of environmental degradation in North East India.

➤ **Essay competition.**

Topics: -

- ❖ Killing of tigers lead to poverty. – Secondary level.
- ❖ Tiger the national animal of India. – Middle level.
- ❖ Tiger: The king of Indian jungle. – Middle level.
- ❖ Only tiger can save the jungles. – Secondary level.
- ❖ Only people can save the tiger. – Secondary level.

➤ **Leaf Zoo Competition:**

In this competition students need to put in their innovative thoughts and ideas, to develop different animal structures with leaves of plants that are available in their vicinity. The students are allowed to create images by pasting the different leaves, twigs, thorns, flowers, etc of plants depending upon the shapes, sizes, and colour, to match the various features of the animals. But students are not allowed to pluck anything that is alive.

**Phase IV: Identification of interested teachers**

Interested Enthusiastic teachers were identified and selected from the schools of the fringe villages of the protected areas. The interested teachers were selected in consultation with local NGOs and Head Masters and Education Department Officials.

**Phase V: Development of Information Education and Communication (IEC) materials**

**CD ROM on tiger: ‘Tiger the Pride of India’**

Initially, the medium of dissemination of information on tigers was thought to be a book. But CEE has recently compiled a book on tigers for teachers and students under another project supported by US Fish and Wildlife Service. Therefore, to avoid duplication, in consultation with NFWF, it was decided to produce a CD ROM for students in place of the book. The CD ROM (**copy enclosed for perusal**) comprise of the information on –

Classification, its niche, physical features, behaviour (including-feeding & hunting, reproduction, language, senses, camouflage, other habits), geographical distribution, its association with human as in Indian Mythology, relations with modern culture, its values, the problems they are facing and how can we save him. Information regarding Tiger conservation in India-A Timeline, CITES, Project tiger, Man-eater, some do's and don'ts that needs to be followed while visiting a National Park or forests or a Zoo.

It is noteworthy that this is the first educational interactive CD ROM in India on Tigers.

### **Posters and stickers on Tiger:**

A Poster on Tiger was developed, depicting a tiger and its cub sharing love with each other. This was distributed among the NGOs, schools, institutions, other important organizations, etc for creating awareness among the masses regarding conservation of tiger and its future generation. A sticker on tiger was also developed which was distributed among the NGOs, schools, institutions, important officials, and other important organizations, linked with teachers and students. (copies enclosed)



### **Phase VI: Orientation of NGOs**

Two NGO orientation workshops were held at Nameri and Namdapha to orient NGO volunteers on how to train teachers and conduct school activities. They were also oriented on how to give monitoring support to teachers.

### **Phase VII: Training of the teachers: (list of teachers given in [annexure III](#))**

5 Training programmes for the teachers were conducted covering all the four protected tiger reserves. –

### **Teachers' Orientation Workshop on Environment Awareness with special focus on Tiger Conservation, at Nameri WLS & TR**

A two-day Teachers' Orientation Workshop was held at Nameri Range Office (Wildlife), Potashali, on 7 and 8 January 2006 on Environment Awareness with special focus on Tiger conservation

The proceeding of the day started with introduction of the teachers and the resource persons. Dr. Parag Deka, Deputy Programme Director, Pygmy Hog Conservation Programme, gave a lecture on the introduction to our Environment. In his lecture Shri. Deka briefly described about the Environment and various threats, taking example of local problems. Shri Bireswar Singha, Project Associate, CEE NE, talked about Philosophy of EE (What, Why and How?). Shri Wazir Alam, Project Associate, CEE NE spoke on the various methods EE, specially focusing on the Tiger conservation and talked about the methods of survey techniques. The day's programme came to end with a game called 'Who am I?'

Shri Dhurba Kalita a noted teacher educator and science popularizer started the second day programme with the preparation of low cost materials. Shri. Kalita also talked about various resource agencies that are doing work in the Environment field in the North East Region. Shri. Deka then interacted with the teachers and discussed their problems regarding conduction of Environment Education at their institutions. Then Bireswar and Wazir played an Environment game (Web of Life) with the teachers and explained the importance of the game.



### **Teachers' Training Programme at Pakke Tiger Reserve, Bhalukpong**

On 28 and 29 January 2006, CEE NE team comprising the coordinator Simanta Kalita, Kakoli Kalita, and Wazir Alam visited Bhalukpong for conducting Teachers' Training Programme at Pakke Tiger Reserve, Tippi Range. The proceeding of the day started with the inaugural speech by Dr. Paragjyoti Deka of Ecosystems India, the partner organisation. Dr. Deka facilitated the introduction of the participants and the CEE team members. There were 12 participants from various schools and institutions of Seijosa and Tippi, Arunachal Pradesh. . Later he gave an elaborate description on various components of our environment, their inter relationships, and the role of a tiger in an ecosystem through a slide show. He pointed out the fragility of the ecosystems in North Eastern India and how human activities are causing massive destruction of our environment.

Simanta, briefed about CEE, its activities, and about the project "Tiger Conservation through Integrated Conservation (STF)". He also explained how teachers could play a role in the society and convey the message of environment conservation to the society and the students, who are the future citizens of the country. Simanta threw light on the specific role of environment educators in the broad goal of environment protection and described with example the consequences of poaching of tiger and that the teachers can help in conservation of this giant magnificent cat. He said that the objective of environment education is fulfilled only when the target population (in this case students) is motivated enough to take action against the evil to protect the environment. He elaborated the

relationship of tiger conservation, forest protection, and our economic and sociological security.

**Mr. Tana Tapi**, DFO Pakke Tiger Reserve, Govt. of Arunachal Pradesh displayed Power Point presentations on **Pakke Tiger Reserve, and Wild life of Arunachal Pradesh**. His presentation wonderfully depicted the richness of Pakke's wild life, its flora and fauna, its tourism prospect and the various constraints that the forest department is facing to conserve its wild life.

The participants were practically given demonstrations of various EE activities including Story Telling, Web of Life, Who am I?, Ping Pong Shoot, and Hide and seek by Kakoli, Wazir, and Simanta.



Keeping in view the importance of various resource agencies in North East India in Conservation Education, Simanta introduced the Resource Agencies.

Teacher Participants composed some slogans for Tiger Conservation. They took interest in delivering the message of Environment Conservation to the society and the children.

### **Teachers training programme held on 31 January 2006, at Namdapha (Miao Circle) in Arunachal Pradesh, for the project “Tiger Conservation Through Integrated Conservation”.**

Mr. Wazir Alam, Project Associate, and Ms.Sutapa Chakrabarty, volunteer from CEE Northeast participated as resource persons in a one-day teachers training programme held on 31 January, 2006 at Namdapha, Arunachal Pradesh. Dr. Rishi Das, senior lecturer, Department of Zoology of Tinsukia College also participated as a resource person in the programme. About 66 teachers from different schools of Kharchang circle and Miao circle participated in the training programme.

Mr.Wazir Alam gave an introduction to CEE with a brief description to the project “Tiger Conservation through Integrated Conservation, a Save the Tiger fund project”. Dr. Rishi Das started the technical session with a presentation on Our Environment with a brief overview on the project site, Namdapha. He also led an interactive session with the participants on the problems faced by them for organizing



Environment Education.

Mr. Phupla Singpho, General Secretary, SEACOW a local NGO, described on the possible EE interventions with special reference to the project site.

Ms. Sutapa Chakrabarty gave a presentation on EE- What, Why and How. She also described elaborately about the resource agencies available for reference for Environment Education.

Mr. Wazir Alam described the various methods of environment education introducing the participants with the nature observation methods and the survey techniques followed by preparation of low cost materials. Sutapa and Wazir conducted web of life and Ping Pong Shoot – the EE games.

Teachers training programme held on 1 March 2006, at Manas in Assam for the project “Tiger Conservation through Integrated Conservation.”

Mr. Bireswar Singha, Project Associate, and Ms. Sutapa Chakrabarty, Project Associate from CEE Northeast participated as resource persons in a one-day teachers training programme held on 1-2 march, 2006 at Koklabari Rest House Manas, Assam. About 14 teachers from different schools of Koklabari range of Manas National Park participated in the training programme.

Mr. Bireswar gave an introduction to CEE with a brief description to the project “Tiger Conservation through Integrated Conservation, a Save the Tiger fund project.” Ms. Sutapa started the technical session with a Slide presentation on Our Environment with a brief overview on the project site, Manas. She also led an interactive session on Environment Education-What? Why? & How?

She also described elaborately about the resource agencies available for reference for Environment Education and described the various methods of environment education introducing the participants with the nature observation methods and the survey techniques. Bireswar led an interactive session on biodiversity conservation with the special focus on Tiger Conservation.

Sutapa and Bireswar conducted Need and Want, Who Am I? Web of life and Ping Pong Shoot – the EE games. Pranab, member of Green Guard a NGO from Pabitora WLS volunteered the programme and helped in conducting the Environmental Activities.

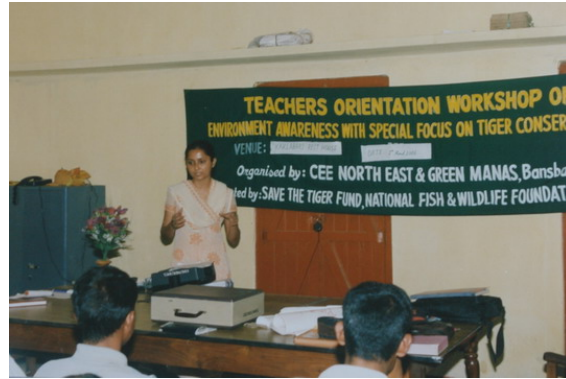
**Teachers training programme held on 2 March 2006, at Manas in Assam for the project “Tiger Conservation through Integrated Conservation.”**

Mr. Bireswar Singha, Project Associate, and Ms. Sutapa Chakrabarty, Project Associate from CEE Northeast participated as resource persons in a one-day teachers training programme held on 2 March 2006 at Rupahi Community Hall Manas, Assam. About 14 teachers from different schools of Rupahi range of Manas National Park participated in the training programme.

Mr. Bireswar Singha gave an introduction to CEE with a brief description to the project “Tiger Conservation through Integrated Conservation, a Save the Tiger fund project.” Ms. Sutapa Chakrabarty started the technical session with a Slide presentation on Our

Environment with a brief overview on the project site, Manas. She also led an interactive session on Environment Education-What? Why? & How?

She also described elaborately about the resource agencies available for reference for Environment Education and described the various methods of environment education introducing the participants with the nature observation methods and the survey techniques.



Bireswar led an interactive session on biodiversity conservation with the special focus on Tiger Conservation.

Sutapa and Bireswar conducted Need and Want, Who Am I? Web of life and Ping Pong Shoot – the EE games. Pranab member of Green Guard a NGO from Pabitora WLS volunteered the programme and helped in conducting the Environmental Activities.

### **Phase VIII: School Programmes**

In the next phase school programmes were carried out. CEE team did programmes in 30% schools. Local NGO members were taken along in half of these programmes as interns so that they can be oriented properly. Towards the later part of this series, after proper orientation, NGO members were given to conduct programme independently. Local NGOs conducted programmes in 50 % of the school. During the CEE and local NGO conducted programmes some of the teachers themselves conducted programmes in their schools and also in the fringe villages.

### **The Best School**

Meena Basnet ME School teacher Dambaru Acharya and Sanjib Sarma transacted the learning to the students in a way that now even students can conduct awareness programmes. They have also motivated local youth clubs to conduct awareness programmes. The process of transfer of knowledge has happened in this school to the desired extent and the selection panel declared this school as the Best School of the Programme.



### **Phase IX: Tiger Poster exhibitions**

CEE received some posters on Tiger painted by student in USA from NFWF. Also CEE had organized many drawing competitions among the students in Assam and Arunachal Pradesh. Combining all the better posters from USA, Assam and Arunachal Pradesh a Poster Exhibition was organized at Assam State Zoo on the 29<sup>th</sup> November 2006. The exhibition could draw about 500 spectators.



### **Phase X: Review workshop for teachers and NGO educators**

On 27<sup>th</sup> Nov 2006, a daylong review workshop for the Educator's was conducted at the CEE NE premises. 12 teachers and 4 NGO educators from the four STF Project areas were present (**list of participants given in Annexure VII**). The day's programme began with local NGOs from the tiger reserves sharing their experiences in the field while facilitating and carrying out the education and awareness drive in their localities. Then teachers shared their views and experiences of conducting the school programme and in their vicinity. Educators' feedback was taken and analysis of the Tiger Education Programme was done. It was recommended in the workshop that further follow up of the programme in form of refresher and school visits would be necessary to make the impact long lasting.



## **2. Capacity Building:**

### **Objectives:**

- To help fringe communities appreciate the threats to tiger reserves, its magnitude and seriousness and urgency to address these issues.

- To create awareness about tiger conservation and its benefits to local communities through Public Dialogues, discussion and debates at regular intervals.
- Local Media sensitization for Tiger conservation
- Exposure of FD staffs to current programmes in schools involving fringe communities and Forest department
- Pro-conservation attitude among policy and decision makers for sustainable management of tigers reserves
- Provide institutional mechanism network and linkages to address tiger conservation.

### **Process and programmes:**

To accomplish the above objectives of the project, following measures were taken-

#### **a. 2 orientation programmes for NGOs and local youth clubs conducted at Nameri and Namdapha**

#### **NGO Orientation Programme at Nameri:**

On 17<sup>th</sup> December 2005, CEE NE in collaboration with Ecosystems India organized an NGO orientation programme at Potashali in the Nameri Wild Life Range Office premises. The programme started with an enchanting slide show by Dr. Parag Jyoti Deka on introduction to our local environment. Dr. Deka in his presentation highlighted the problems of conservation in the Tiger habitats and explained the intervention needs. CEE NE Coordinator Simanta Kalita explained the various Methods of Environment Education and how NGOs can play a role in creating a mass movement for environment protection as a whole and Tiger conservation in particular. Members of six NGOs, namely Nameri Bandhu, Ecosystems India, DASK, SERDO, Helping Hand and NESDO participated in the workshop.



In the post lunch session, the participants were taken for a field study near the Pygmy Hog Research Field Station. Participants were explained about the various methods of nature observation. Participants pointed out the rapid degradation of forests in the area. They shared experiences regarding environment awareness in the area and chalked out a road map for future to conserve the natural heritage of Tiger habitats.

In the evening session, participants were practically given demonstrations of various EE activities including Story Telling, Web of Life, Who am I?, and Hide and seek.

Next day selected members were taken to Pakke Wildlife sanctuary.

### **Namdapha NGO Orientation:**

In Miao town in Namdapha area, CEE in partnership with SEACOW organized an NGO orientation programme on the 9<sup>th</sup> January 2006. Simanta Kalita, Coordinator CEE North East facilitated the orientation programme along with Phupla Singpho, President, SEACOW. 10 NGO members and youth leaders participated in the programme. The programme included visit to Deban Range of Namdapha, visit to the Namdapha interpretation centre and discussion with Asst District Education Officer and Field Director of Namdapha. The orientation programme chalked out the road map for conducting education awareness programme in schools and with communities.

### **b. 1 training programme for Forest and NGO personnel conducted at Pakke on Estimation of Tiger, its prey base and competitors**

#### **Workshop on ‘Estimation & Habitat Evaluation of Tiger’ held at Seijosa on 22<sup>nd</sup> and 23<sup>rd</sup> December:**

Ms. Memma Singha, Mr. Wazir Alam, Mr. Bireswar Singha, Project Associates, and Ms. Sutapa Chakrabarty, volunteer from CEE North East participated as resource persons in a two day workshop on ‘*Estimation & Habitat Evaluation of Tiger*’ held from 22<sup>nd</sup> to 23<sup>rd</sup> December, 2005 at Seijosa, Arunachal Pradesh. The workshop was jointly organized by CEE North East and Divisional Forest Officer, Pakke Wildlife Sanctuary, Arunachal Pradesh in collaboration with Ecosystems India. About 40 Forest Personnel from different Range Offices and Beat Offices of Pakke Wildlife Sanctuary participated in this workshop.

The welcome address was given by Mr. Tana Tapi, Divisional Forest Officer, Pakke Wildlife Sanctuary. Mr. Wazir Alam gave a brief introduction on CEE and description on the *Tiger Conservation through Integrated Conservation and Development Intervention* Project. Dr. Parag Jyoti Deka, Asst. Project Manager, Pygmy Hog Conservation Programme gave a slide presentation on Tiger Conservation and it’s Habitat Evaluation. He also described elaborately the need of Biodiversity Conservation with special reference to Tiger conservation of Pakke Wildlife Sanctuary. He also described the various threats faced by the area at present and the need of awareness among the community. After that, a joint interactive session was conducted by Memma Singha and Wazir Alam on Community Based Conservation (CBC) and the role of Forest personnel towards CBC.



To explain the interactivity of various components of the ecosystem and to elaborate the need of conservation of each component, an EE game, Web of Life was conducted by Sutapa, Memma and Bireswar of CEE. Forest personnel participated in the game with cheer enthusiasm and found the game to be very useful tool that they will be able to use as a communication tool in villages.

On the second day of the workshop tiger census methods were trained by Forest Department experts including the DFO Pakke Wild Life Sanctuary. Participants were taken to a transect pugmarking exercise. Estimation techniques of tiger (especially pugmark method), its prey animals and competitors carnivores were elaborately discussed.

### c. 1 training programmes for Forest Personnel conducted in Nameri

#### Forest Guard's Orientation Workshop at Nameri:

Kakoli Das Kalita and Sutapa Chakraborty of CEE NE coordinated the programme at Nameri National Park, on 21 and 22 June 2006 in Nameri Range Office, Potashali, on Environment Awareness and Legal aspects of conservation with special focus on Tiger conservation.

The proceeding of the day started with a brief introduction by Ranger Officer of Nameri Mr. Altamas Baig. Nameri DFO, Mr. H.P. Phukan, delivered the inaugural speech after this. This was followed by a lecture on the Introduction to Our Environment by Dr. Paragjyoti Deka, Deputy Programme Director, Pygmy Hog Conservation Programme and Steering Committee member of CEE NE's Rhino and Tiger Conservation Initiative. In his lecture Shri Deka briefly described about the Environment and its various threats, focusing the local problems and explained the intervention needs.



The post lunch session began with an EE game- "Tiger-Deer", conducted by Kakoli and Sutapa of CEE, to develop the concentration level and alertness of mind, which is very much necessary for the forest personnel in the field. This was followed by a joint interactive session by Mr. D. Deka, Deputy Conservator of Forest, Guwahati, and Mr. Ajay Das, Advocate of Gauhati High Court and legal advisor of Aaranyak, on "Wildlife Crime" and "How to maintain field diary and write an FIR". During the session Mr. D. Deka shared his expertise and field experiences to lead the discussion, basically highlighting the implementation of law in the field. He shared his practical experiences as a Ranger of Nameri Tiger Reserve, which was a key input for the success of the programme.

The second day's session began with the continuation of the first day's interactive session on "How to maintain field diary" by Mr. D. Deka. To elucidate the interconnection of the various components of the ecosystem and to comprehend the need of conservation of each component, an EE game-"Web of Life" was conducted by Kakoli and Sutapa, of CEE. The Forest personnel participated in the game with cheer enthusiasm and set up as an effective tool of communication. Sutapa from CEE led an interactive session on biodiversity conservation with the special focus on Tiger Conservation, proceeding with another EE activity-'Need and Want'. Kakoli continued the interactive session with problems of wildlife conservation and its solutions. She also discussed on role of Forest personnel towards Community participation. Mr. Baig then discussed with the forest personnel's about the ways to help the tourists and visitors.

(list of Forest Personnel trained given in [annexure IV](#))

**d. An NGO alliance for conservation of Manas Tiger Reserve (named Manas Conservation Alliance) formed in collaboration with other leading NGOs**

The Manas Tiger Reserve (MTR) is one of the last strongholds for many globally threatened species of flora and fauna. MTR covers an area of 2,837 km<sup>2</sup> and is home to over 60 mammals, 42 reptiles, 312 birds, 54 fishes and several amphibian species. In recognition of its rich biodiversity value, Manas was listed as a World Heritage Site in 1985 by UNESCO.

Due to social unrest and lack livelihood opportunities for fringe villagers Manas has started losing its glory since late 1980s. During this period Manas has lost a substantial amount of wild animals and their habitats. In this deteriorating situation once one of country's favorite tourist destinations became totally devoid of visitors. Recently the socio-political situation has stabilized and opened new opportunities for restoration of the lost glory of Manas. There is no lack of willingness among the common people and civil societies working in and for the Manas.

There is an increasing realization among the organizations working in the area that only a joint effort by all the like-minded organizations can help towards effective conservation of Manas. In this regard an effort had already been made under the aegis of *Manas Conservation Awareness Initiative* where five (5) organizations came together to a common platform to address the conservation issues to a limited extent. MCAI included CEE, Aaranyak, Pygmy Hog Conservation Programme, Green Manas and Ecosystems India.

In the recent time several other organizations had also shown their interest at building a bigger and more effective platform to address the conservation issues in Manas in a holistic manner. Keeping this in view a discussion cum brain storming session of all likeminded organizations was planned under a



combined initiative of Centre for Environment Education (CEE-North East), Aaranyak, Dolphin Foundation, Eco Systems India, World Wide Fund for Nature-India (WWF-India) and Wildlife Trust of India (WTI) at Guwahati on 12<sup>th</sup> June 2006 from at Cotton College, the oldest higher education institute of North Eastern India. This meeting decided to rename MCAI to Manas Conservation Alliance (MCA) and launch it formally as a common platform. All organizations are free to do their own programme, but they can organize programme as MCA with agreement of majority. When the body of MCA declares any programme of any partner as MCA programme, then it is said to be organized in partnership with MCA and all partner organizations try to contribute in different ways. The basic concept of this alliance is to give a non-political neutral platform on a resource sharing basis to make conservation of Manas a common agenda of all. Currently the Alliance has 20 partner organizations in it. **(the list of MCA partners given in Annexure VI)**

3 Consultative meetings of Manas Conservation Alliance were facilitated by CEE at Guwahati and Barpeta Road.

**e. A stakeholders' Hearing for Tiger Conservation organized at Manas Guest House in partnership with Manas Conservation Alliance**

On the 14<sup>th</sup> September 2006 CEE North East in partnership with Manas Conservation Alliance organized a Stakeholders' Hearing for Tiger Conservation at Manas Guest House, Barpeta Road. 30 representatives from different government and non-government organizations participated in the hearing. The open session discussed and prioritized problems related to tiger conservation in North East. Among all the problems community awareness and education has been identified as the top most priority area. Several organization including CEE, Aaranyak, Dolphin Foundation, Ecosystems India, Green Manas, Natures' Foster etc decided to take long term education programme in Manas and Nameri area in near future. **(list of participants given in Annexure IX)**



**f. A workshop for Decision Makers and Media Personnel organized at Guwahati**

On the 29<sup>th</sup> Nov '06, a daylong workshop for the **Decision Makers and the Media Personnel** was organized by CEE, at Assam State Zoo cum Botanical Garden, on **Tiger Conservation**. The days' programme began with the inaugural session, which included the inauguration of a Tiger CD, a Tiger Poster, and a Tiger Sticker. The Principal Chief Conservator of Forest of Assam inaugurated the session and Chief Conservator of Forests (Wild Life), inaugurated the tiger poster, and Darwin Fellow of Zoological Society of London Dr. Rajan Amin, inaugurated the tiger sticker. DFO of Assam State Zoo, Deputy Director of Manas Tiger Project, other forest officials,

member of Wildlife Board of India, senior media personnel's from the leading dailies, students of various institutions, invitees from NGOs of Assam and Arunachal Pradesh and other representatives from various organizations were present during the programme. The programme highlighted mainly the conservation issues, its importance, and the various methods to be used for conservation of wildlife. Discussion on CITES, Role of Media in Wild Life Conservation, Need of a Multidimensional Approach for Tiger Conservation, Dimension of Community Participation in the Survival of a National Park and other important issues were discussed. Later a panel discussion was held on Integrated Approach for Wild Life Conservation with special reference to Tiger Conservation. A decision was taken during the workshop that radio is an important source of media to reach out to the people, and this should be given prime importance. The media system needed much importance for the better conservation of wildlife. **(Participants' list given in the Annexure VIII).**



#### g. A sensitization programme on eco-tourism organized at Margherita College

A daylong programme was organized at Margherita College to celebrate 'The World Tourism Day' on 27 September 2006, under the theme 'Eco-tourism – A way to Conserve Biodiversity'. Kakoli Das Kalita and Wazir Alam of CEE NE were the resource persons of the event. The day's programme began with a keynote address on 'Eco-tourism and its importance' by Shri Purkasthya, a lecturer of the college. Wazir gave a brief introduction about CEE and its various activities. Kakoli delivered a presentation on "Biodiversity – Importance, Needs and its Conservation". This was followed by some EE games for the students, which was facilitated by Wazir. The programme highlighted how growth of eco-tourism as an alternative livelihood can boost economy of an area and how it can simultaneously help conserve biodiversity. Margherita college being the closest higher education institution to Namdapha Tiger Reserve, the students of this college can pursue eco-tourism as their career. The principal, vice-principal, and a GB member were the other distinguished dignitaries for the event.



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**h. A session on Conservation of Namdapha Tiger Reserve through slide presentation was organized at Miao during the Miao Cultural Festival**

The 3<sup>rd</sup> Namdapha Eco-Cultural Festival was celebrated on the 22<sup>nd</sup> and 23<sup>rd</sup> of February'2006 at Miao, Arunachal Pradesh. The festival is celebrated to focus the ecological and cultural aspects of Namdapha National Park and its fringe village area.

Bireswar Singha of CEE-NE was invited to the festival to deliver a lecture on the Ecological aspects of Arunachal Pradesh. Bireswar attended the festival and had a PowerPoint presentation to the mammoth gathering of several thousand spectators on the "Wildlife of Arunachal Pradesh and its conservation" on the 23<sup>rd</sup> of Feb. He emphasized on the conservation of endangered species like Tiger, Himalayan Black Bear, Hoolock Gibbon, Leopard etc. He appealed the community to come forward to conserve their own natural heritage. He appreciated the right of the indigenous people (tribal) of Namdapha to enjoy the benefit of the resources, and appealed them to think about sustainability of the resources so that we conserve for our future generation.



**i. 'A day in a village' programme organized in Dharikati Village near Nameri National Park on the 15<sup>th</sup> November 2006**

On the 15<sup>th</sup> Nov 2006, a daylong programme was organized for the community and students of Dharikati village, of Sonitpur District, on Tiger Conservation under the STF programme. The Village Head and many elderly people of the village participated in the programme and spoke on the dwindling population of the Tiger. Members of DASK (a local NGO) also shared their views and their effort in the Environment Conservation. Simanta Kalita, Officer in Charge of CEE Northeast described about the ecological importance of Tiger and need for its conservation through an interactive activity. Students of the village also took active participation in the programme. Some interesting EE games were played with the students. A drawing competition on tiger and its habitat was also organized.



**j. 8 focus group discussion held with Forest Department Officials**

8 Focus group discussions with Forest Officials were held to sensitize them and partner with them for implementing training programmes and awareness programmes. The participants of these discussions included-

- Shri M. C. Malakar- Chief Wildlife Warden of Assam
- Shri L.K. Pait- Field Director, Namdapha Tiger Reserve
- Shri Abhijit Rabha- Director, Manas Tiger Reserve
- Shri Ritesh Bhattacharjee- Dy. Director, Manas Tiger Reserve
- Shri Tana Tapi- DFO, Pakke Wildlife Sanctuary
- Shri D. Deka- Deputy Conservator of Forest, Guwahati
- Shri H. P. Phukan- DFO, Nameri National Park
- Shri Narayan Mahanta, Director, Assam State Zoo
- Shri B.N. Talukdar, Asst. Conservator of Forest, Assam State Zoo
- Shri M. C. Brahma- Range Officer, Manas
- Shri Rajbongshi- Range Officer, Manas
- Shri Altamas Baig- Range Officer, Nameri
- Shri Gibbei- Range Officer, Tippi (Pakke WLS)

**k. 2 focus group discussion held with Education Department Officials**

Two focus group discussions were held in Miao and Guwahati. In Miao, the Asst. District Education Officer was present in the discussion with the local NGOs. In Guwahati the Academic Officer of Board of Secondary Education, Assam (SEBA) has been contacted. As the outcome of the discussion the SEBA has decided to include a lesson on conservation in the text book of class VIII. He has requested CEE to contribute the write up. **Thus the project has been help full in mainstreaming conservation education in the education system of the province of Assam.**

**l. Numerous group discussion held with local youth and grass root organizations**

4 community meetings held, one each in each Protected Area including the local partner NGO, other active NGOs working in the area, youth clubs and local leaders.

**3. Alternative Appropriate Technology:**

**Objectives:**

- To reduce pressure on tiger reserves from fringe communities by intervention in the field of energy conservation at the household level.
- To motivate the village communities nearby tiger reserves to adopt sustainable livelihood practices
- To deliver training and capacity building of fringe communities on their needs of sustainable rural technology,
- Enriching project and bringing about a feeling of ownership among various agencies viz. Research Institute, State departments etc. undertaking activities related to appropriate rural technologies.

## **Process and programmes**

The following steps were taken to achieve these objectives-

### **a. Training of local NGOs on PRA methodology done**

A training programme on Participatory Rural Appraisal technique for local leaders working in rural areas with youth groups held in Guwahati. Note PRA expert Nandita Hazarika trained a group of 12 youth on various tools of PRA. A practice session for practically learning PRA was organized in Chapanala village of Nagaon District, Assam.



### **b. PRA in fringe areas carried out to find out community problems and prioritize problems and prospects of the areas**

After the training, CEE team visited fringe villages of Manas, Pakke Nameri, and Namdapha and carried out PRA exercise to know their opinion and prioritize their problems. After prioritizing problems, CEE identified the potential alternative livelihood in the area. Since the areas are rich in fruit bearing plants, villager opted for food processing especially pickle, juice, jam, jelly making, as their first option. Since these areas are rich in bamboo plants, they have given second priority to bamboo based crafts production. Also the tribes around these areas are very rich in their traditional dresses which has a high market demand. So, they have given 3<sup>rd</sup> priority to handloom and handicraft production.

### **c. Awareness programme on alternative energy including biogas held**

Fuel wood is a major problem in the urban areas. But it is not very acute in these areas. But if the people continue to exploit the jungle, there will be nothing left. But biogas can be produced and human has control over it. Once the bio gasifier is installed, fuel comes free. Most families have cattle, so raw material for fuel production is already ready. Based on this concept CEE interacted with the fringe villagers and explained how shift in energy source can save the forest and can prevent subsequent losses.

### **d. Training programme on food processing held in partnership with Food and Nutrition Board of Government of India**

To fit the sustainable rural develop in these areas, CEE partnered with Food and Nutrition Board of Government of India. The Board has mandate to train villagers on various vocations in food processing sector. Since the villagers had already opted for



food processing as an alternative, it was decided to give them training from the project. Later, with support from Ecosystems India a group of trained young girls from Nameri area established their village condiment industry. Since all these areas are visited by thousands of tourists every year, they already had a ready market to sell their products. The group has sold products to tourist visiting Nameri through Nameri Eco-camp. **(List of participants of the training programme given in [annexure V](#))**

Also once they learn the economic value of the fruit bearing plants, the plants will automatically be conserved and then it will be easy for CEE to ready them for plantation programme in future.

## **Lessons Learned:**

1. People living in the fringe areas love the forest very much. They feel that the forest is their heritage. But, lack of proper knowledge about nature, its intricate system and relationship of human beings with all creatures is the cause why people are not taking proactive measures to save their own forest resources.
2. Lack of infrastructural facilities in the fringe villages of the tiger reserves is a major cause of dissatisfaction of the fringe villagers. They don't have proper road, medical facilities, education facilities, sanitation facilities and safe drinking water. This is the main reason of dissatisfaction of villagers. That is why they don't want to contribute in any Government conservation programme.
3. Unemployment of educated youth is adding to the dissatisfaction. Due to lack of initiative from any sphere, and lack of capital on villagers' part, they are forced to live the lives of below standard. Poverty forces the villagers to take unfair means to earn livelihood. Poachers and other miscreants are taking the advantage of this situation to lure people and engage them in unlawful activities.

## **Recommendations:**

1. Widespread awareness programmes should be initiated without further delay
2. More NGO alliances like Manas Conservation Alliance should be promoted around other tiger habitats. This will give conservation movement an integrated thrust.
3. The pilot that CEE has successfully implemented in 100 schools should be scaled up to reach out to all the schools around the tiger habitat and the places through which tiger parts are smuggled.
4. Efforts should be made to mainstream the conservation education at middle and secondary school level so that every teacher and every student become the conduits of conservation movement. This can help in shaping the future generation and future administrators in a proper way.
5. Community development programmes should be undertaken with immediate effect before we lose everything.

# Annexure

**Annexure – I****MEMBERS OF DIFFERENT NGOs INVOLVED IN THE PROJECT**

	<b>Name</b>	<b>Organizations</b>
1	Nandita Hazarika	Ecosystems India
2	Phuphla Singpho	SEACOW, Miao
3	Guatam Narayan	Pygmy Hog Conservation Centre
4	Dhrubajyoti Kalita	Aaranyak
5	Kumar Brahma	Green Manas
6	Jagadish Basumatary	Green Manas
7	Niranjan Barman	Green Manas
8	Dr. Parag Jyoti Deka	Ecosystems India
9	Ms. Ranjita Devi	Ecosystems India
10	Sri Pranab Medhi	Nameri Bandhu
11	Sri B.K.Tamang	SERDO
12	Sri Gada Mili	DASK
13	Ms Barasha Tamuli	DASK
14	Sri Dibakar Baruah	Ecosystems India
15	Sri Bhaikon Koch	Nameri Bandhu
16	Sri Raj Sarkar	Nameri Eco Camp
17	Sri Rajesh Dutta	Nameri Eco-Social Development Organization
18	Ms. Jupitora Das	DASK
19	Ms. Susila Payem	DASK
20	Ms. Sabita Bonia	DASK
21	Ms. Upani	DASK
22	Mr. Ramadasan	Kameng Angling Association
23	Sri Ronesh Roy	Nameri Eco Camp
24	Mr. Ranjan	Helping Hand

**Annexure – II****LIST OF SCHOOLS FROM THE PROJECT CLUSTERS****Manas Cluster****NGO** Green Manas

1	Bubang Boro ME School
2	Bangaligaon High School, Bangali Gaon
3	Barmajra Bodo High School
4	Barmajra ME School
5	Bechimari HS School
6	Danda Saharia H School
7	Dhirapam MV School
8	Fotha Dwicha ME School, Kaklabari
9	Fungbili ME School
10	Greenland English School, Salbari
11	Kaklabari Girl's High school
12	Kaklabari Fothadwas ME School
13	Khamardwisa H School
14	Kumguri ME School, Kumguri
15	Lal Bahadur Shastri H School
16	Lilananda Vidyaniketan High School
17	Himgiri High School
18	M.D.D ME School, Madhapur Rupahi
19	N.K. Betbari High School
20	N.K.Betbari ME School
21	No. 1 Kaklabari ME School
22	North Kamrup Betbari High School
23	North Kamrup Betbari ME School
24	Rowta Chariali Girl's High School
25	Rupahi ME School, Rupahi
26	Rupahi High School
27	Simanta ME School, Lakhibazar, Khamardaisa, Baska
28	Salbari High School
29	U.N.Academy, Rupahi
30	Upen Brahma ME School

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**Nameri Cluster****NGO** Ecosystems India, Nameri Bandhu

1	2no. Dharikati M.E. School, Dharikati
2	Balijuli High School, East Buffer
3	Bhalukpong LP School
4	Bhalukpong M.E. School, Bhalukpong
5	Bogijuli High School, Bogijuli
6	Chariduar Higher Secondary School, Chariduar
7	Chengelimari Secondary School, Chengelimari
8	Dekorai HS School
9	Gamani High School
10	Gamani L.P. School, Gamani
11	Gamani M.E. School
12	Garogaon M.E. School (optional)
13	Karmabir Nabin Chandra Smrity ME School
14	Lalbahadur Shastri High School, Bhalukpong
15	Meena Basnet ME School
16	Nabin Chandra Bordoloi M.E. School
17	Nebil M.V. School, Chariduar, Chariduar
18	Rangachakua High School
19	Sonaipam M.E. School, Sonaipam
20	Sotai M.E. School, Sotai
21	St. V.K. School, Chariduar
22	Torajan Potasali L.P. School, Torajan

**Pakke Cluster****NGO** Ecosystems India, DASK

1	Govt Hr. Sec. School, Seijosa,
2	Govt Middle School, Darlong,
3	Govt Middle School, Tippi.
4	Govt Primary School, Lower Bhalukpong,
5	Govt Secondary School, Bhalukpong,
6	VKV Seijosa, Arunachal Pradesh

**Contd...**

**Namdapha Cluster****NGO** SEACOW

1	Central School for Tibetan, Miao
2	EGS Para Teacher, Dharampur-I
3	Govt H. S. School, Miao
4	Govt Higher Secondary School, Miao
5	Govt ME School, Songking
6	Govt Middle .School, Upper Miao
7	Govt Middle School ,Miao
8	Govt Middle School, M'Pen
9	Govt Middle School, Namphai-II
10	Govt Middle School, Phup
11	Govt Middle School, Songking
12	Govt Primary School, Deban
13	Govt Primary School, Dharmapur
14	Govt Primary School, Khachang
15	Govt Primary School, Khagam Mossang
16	Govt Primary School, Nayang
17	Govt Primary School, New Khamlang
18	Govt Primary School, Old Champu
19	Govt Town Middle School
20	Govt Upper Miao Middle School
21	Kendriya Vidyalaya, Miao
22	Little Tots School, Miao
23	Namphai II Middle School
24	Neotan Govt Primary School
25	New Khamlang Primary School

**Urban Cluster**

1	Assam Valley School, Tezpur
2	Budding Buds Sr. Secondary School, Tinsukia
3	College of Education, Tinsukia
4	Cotton Collegiate HS School, Guwahati
5	Gandhi Smriti HS School
6	GBN Academy
7	Handique Girls' College
8	Little Angels School
9	Lokhora MV School
10	N. Baitamari School

11	North Guwahati Girls' High School
12	Oil Valley School
13	Parijat Academy
14	Saraighat High School
15	St. Fransis DeSales School
16	DAV Public School
17	Vivekananda Academy

**Annexure – III****LIST OF TEACHERS TRAINED DURING THE PROJECT**

1	Ajanta Basumatary	45	Kalimohon Basumatary
2	Anil Kumar Chakma,	46	Kamal Machahary
3	Anup Sonar	47	L. Mushahary
4	Ashim Chakma	48	Matin Basumatary
5	B.Borah	49	Md Saheb Ali
6	B.K.Prabhakar	50	Md. Jiarat Ali
7	B.K.Tamang	51	Md. Mazibur Rahman
8	Baneswar Narzary	52	Miss Kostari Basumatary
9	Bhaskariyoti Choudhury	53	Miss Manju Devi
10	Bhogeswar Das	54	Mr. Hibu Tatu
11	Bipul Goyary	55	Mr. Kamalakanta Kumar
12	Biren Baro	56	Mr. Kaushik Choudhury
13	Bishnu Tamang	57	Mr. Nitu Kumar
14	Chakradhar Dhar Nath	58	Mr. Punya Chada
15	Chandra Kanta Basumatary	59	Mr. Rashmita Shah
16	D.Changmai	60	Mr. Rupak Chanda
17	Dambaru Acharjya	61	Mr. Sudhir Ingti
18	Debojit Nath	62	Mr. Uttam Teron
19	Dhaneswar Das	63	Mrs. M. Sosamma Samuel
20	Dibakar Chakraborty	64	Mrs. Tribeni Kalita
21	Dineshan.K.V	65	Ms. Brindalinee Devi
22	Dipak Kumar Saha	66	Ms. G.R.Yadav
23	Durga Prasad Pathak	67	Ms. Jayshree Goswami
24	G. R. Yadav	68	Ms. Kamang Passing
25	G.C.Saikia	69	Ms. Labanya Devi
26	G.R.Gogoi	70	Ms. Langbiya Rima
27	Gada Mili	71	Ms. Maikan Devi
28	Giribala Barthakuria	72	Ms. N.Singpho
29	Giridhar Boro	73	Ms. Nisha Choudhury
30	Gurucharan	74	Ms. Phuleswari Swargiary
31	H. Das	75	Ms. Pranita Devi
32	H.Das	76	Ms. Priyakshi Bora
33	H.K.Verma	77	Ms. Sahnaz Deka
34	Hanifa Begome	78	Ms. Simita Das
35	Haribilash Basumatary	79	Ms. Sulka Roy Choudhury
36	Hemol Baumatari	80	Ms.Jafa Singpho
37	I. Tingwa	81	N.M. Gosawami
38	Indra Has Jha	82	Nabin Ch Narzary
39	J.R.Khargaria	83	Narayan Baruah
40	Jalindro Goyary	84	Narendra Nath
41	Jawaharlal Das	85	O.P.Kushwah
42	Jayanta Upadhaya	86	P.Kanmai
43	K. Khilak	87	Padum Das
44	K.Juglee	88	Paramananda Verma

**Contd...**

89	Prakash Upadhaya
90	Pranabiyoti Talukdar
91	R.C.Mahanta
92	Rajesh Dutta
93	Ramji Yadav
94	Rishi Das
95	Sajimon P
96	Sanjib Sarma
97	Shiva Nath Deka
98	Smt. C.Songthing
99	Smt. K.Chikara
100	Sri Govind Ramdason
101	Sri Jayanta Kumar Das
102	Sri Narayan Ch Roy
103	Sri Sonmani Das
104	Sri Tarun Ch.Bora
105	Sukumar Brahma
106	Swarang Boro
107	T. K. Das
108	T.Gamoh
109	T.Gosh
110	T.K.Das
111	T.N.Giri
112	T.S.Morang
113	Tarani Sen Machahary
114	Taro Natung
115	Upen Muchahary
116	W.A.Khan
117	W.Khilak
118	W.Ngemu

**Annexure – IV****FOREST PERSONNEL TRAINED DURING THE PROJECT**

	<b>Name</b>	<b>Camp location</b>
1	Sri D.K.Deori	Fr.Foothills, Kamengbari
2	Sri D. Dastidar	RO. Bhalukpong Forest Range, Tippi
3	Sri S.K.Roy	Forest Ranger, SJA, AP
4	Sri Y.Gibi	Range Forest Officer, Tippi
5	Sri Bula	RFO, Seijosa WL Range
6	Sri L.N.Thongeni	Fr, Sunderview WL Range
7	Sri Donjee Tserisg	Fr, Range Officer Bhalukpong
8	Sri Talong Khunguju	Tippi, Bhalukpong
9	Sri Taba Begi	Fr. Khelleng Beat Office
10	Sri Y. Riram	Fr. Khari Beat Office
11	Sri Y. Kino	Fr.Range Forest Officer, Seijosa
12	Sri D.Bhattacharjee	Fr. RO. Namoran Range
13	Sri A.K.Bhawal	Fr. RO. Namoran Range
14	Sri S.C.Paul	Bhalukpong Range, Tippi
15	Sri B.C.Hazarika	Sunderview WL Range
16	Sri Mohonto Singhi	Bhalukpong Range, Tippi
17	Sri A.Kalita	F/W, Nameri WL Range
18	Sri B. Prasad	RO. Seijosa
19	Sri N. Sidasow	Kalleng Forest Division, Bhalukpong Range
20	Sri J.Chungkrang	Tippi, RO, WL, Undan
21	Sri Y. Eshi	Seijosa Range Office
22	Sri Biren Borah	Fr, Range Officer Bhalukpong
23	Sri S.C.Paul	Pakke Tiger Reserve
24	Sri D.Chiri	Forest Guard, Pakke TR
25	Sri Namgey	Forest Guard, Seijosa
26	Sri M. Doimari	RO. WI, tippi
27	Sri B.Dev	Fgd, RFO, WL, Tippi
28	Sri A.K.Ghosh	Fr. Khari Beat
29	Sri Dharmeswar Boro	Potashali
30	Sri Khagen Borthakur	Morisuti Camp
31	Sri Tuleswar Das	Boithakata Camp
32	Sri Krishna Kanta Bora	Owbari Camp
33	Sri Shyam Ch Das	14th Camp
34	Sri Hemkantat Das	Rangajan Camp
35	Sri Thapouka Modon	Koroibari Camp
36	Sri Pradip Das	Mahut
37	Sri Premadhar Gogoi	16 mile Camp
38	Sri Putul Ch Das	Range HQ

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39	Sri Dharam Bey	Fr I , Potashali
40	Sri Sukla Das	Nameri WL Range
41	Sri Bipin Boro	Range Office, Potashali
42	Sri Bhabendra Banh	Dolabari HQ Beat
43	Sri Biren Borah	Kalmati WL Range
44	Sri Indra Tawai	Nameri WL Range
45	Md Hasen Ali	Nameri WL Range
46	Sri Gopal Deka	Forest Guard, Kalamati
47	Sri Mahendra Saikia	Fr I, Nameri WL Range
48	Sri Saidul Alam	Range Officer, Central Range
49	Sri Paramananda Pathak	Gabhoru Beat, Amanibari
50	Sri Indra Karbi	Beat Pang
51	Sri Nitai Mazumdar	Nameri WL Range
52	Sri Arun Das	Potashali

**Annexure – V****LIST OF YOUTH TRAINED ON FOOD PRESERVATION TECHNOLOGY**

	<b>Name</b>	<b>Area</b>	<b>Already started village condiments industry</b>
1	Ms. Boloni Doley	Pakke-Nameri	Yes
2	Ms. Rina Borah	Pakke-Nameri	Yes
3	Ms. Sabita Boniya	Pakke-Nameri	Yes
4	Ms. Jupitora Das	Pakke-Nameri	Yes
5	Ms. Tina Mili	Pakke-Nameri	Yes
6	Ms. Ambika Pagag	Pakke-Nameri	Yes
7	Ms. Maiko Singpho	Namdapha	No
8	Ms. Anu Baruah	Namdapha	No
9	Mr. Bishnu Basumatary	Manas	No
10	Mr. Dijesh Basumatary	Manas	No

**Annexure – VI****LIST OF THE MEMBER ORGANIZATIONS OF MANAS CONSERVATION ALLIANCE  
(MCA)**

	<b>Organization</b>	<b>Contact No</b>
1	Aaranyak, Guwahati	094351-13139(M), 0361-2266087(O), 2228418,2230250
2	Anajaree,Howly, Barpeta-16	94352-06296
3	Aranya Suraksha Samiti,Bilasipara, Dhubri	94351-25822
4	Centre for Environment Education, North East Regional Cell, Guwahati	+91-361-2667382, 2665722
5	Dolphin Foundation, Guwahati	
6	Ecosystems India, Beltola	94350-16248
7	Grasshopper, North Guwahati	0361-2691208 (R)
8	Green Forest Conservation, Kokrajhar	94351-20450 (M)
9	GREENLAND, Barpeta	99542-18119 (M)
10	Natures Foster, Bongaigaon	98541-58016 (M)
11	Pacific Unit, Mangaldoi	09864192430 (M)
12	Primate Research Centre, Guwahati	094351-20002
13	Rwdwmsa, Tangla	03711-255656(O), 94352-74319
14	Green Manas, Basbari, Barpeta Road	03666-296600
15	Society for Empowerment and Economic Development (SEED)	94350-65322
16	TAGS, Kumarikata	03624-235041(O), 94354-19269
17	Wildlife Area Development & Welfare Trust, Guwahati	0361-2517840(O)
18	WTI, Manas National Park	94350-46703
19	WWF-India, Tezpur Field Station	03712-260132(O), 94353-80626
20	Manas Maozegendri Ecotourism Society	03666 268052

**Annexure – VII****REVIEW WORKSHOP PARTICIPANTS**

	<b>List of Participants</b>	<b>School/Organization</b>
1	Gada Mili	Chengelimara MV School
2	Padum Das	Ranga Chokuwa HS School
3	Dambarudhar Acharjya	Meena Basnet ME School
4	Sanjib Sarma	Meena Basnet ME School
5	Prahlad Kanmai	Govt. Middle School, Miao
6	Indrajit Tingwa	Govt Middle School, M'Pen
7	Bishnu Tamang	Little Tots School, Miao
8	Ms. M. Sosamma Samuel	Govt middle School, Tippi
9	Shri Tarun Ch. Bora	Govt Primary School, Lower Bhalukpong
10	Shri Mililani Goswami	Govt Middle School, Darling
11	Jalindro Goyary	Upen Brahma ME School
12	Tarani Sen Machahary	N.K.Betbari ME School
13	Barasha Tamuli	DASK
14	Phupla Singpho	SEACOW
15	Kumar Brahma	Green Manas
16	Jog dish Boro	Green Manas

**Annexure – VIII****PARTICIPANTS OF THE DECISION MAKERS' - MEDIA WORKSHOP****Forest Department**

1	Sonadhar Doley	Principal Chief Conservator of Forests, Assam (the highest Administrator of Forest Department in the province of Assam)
2	M.C. Malakar	Chief Wildlife Warden, Assam
3	Ritesh Bhattacharjee	Dy Field Director, Manas Tiger Reserve
4	Mr. S. Momin	DFO (WL), Orang National Park
5	Narayan Mahanta	Director, Assam State Zoo
6	N.K.Vasu, IFS	Scientist, Dept of Landscape management & planning, Wildlife Institute of India, Dehradun (Former Director of Kaziranga National Park)
7	Loknath Baruah	Asst. Conservator Of Forest, Kaziranga National Park

**Media**

8	Tokeswari Elongbam	All India Radio, Guwahati
9	Roopak Goswami	The Telegraph, Ulubari
10	Julie Bora	Asomiya Khabar, Guwahati
11	Amarjyoti Bhuyan	Dainik Asom,
12	Nibha Rasi Roy	Doinik Janasadharan,
13	Anjalee Dutta	Aaji,
14	Manzar Alam	ZEE News
15	Peter Alex Todd	Asian News
16	Sanjay Bora	ANI
17	Pankaj Sarmah	Dainik Batori Kakat
18	Champak Das	Dainik Batori Kakat
19	Prabal Kr. Das	Assam Tribune
20	Samudra Gupta Kashyap	Indian Express

**Contd..**

**List of NGOs**

21	Bibhab Kr. Talukdar	Aaranyak (Member of Wildlife Board of Assam and CEE's Wildlife Advisory Committee)
22	Mowsam Hazarika	Assam Science Society
23	Dharani Saikia	Assam Science Society
24	Kalpana Thaoroijam	Ecosystems India
25	Sujit P. Bairagi	Dolphin Foundation
26	Phuphla Singpho	SEACOW, Arunachal Pradesh
27	Guatam Narayan	Pygmyhog Conservation Centre (Darrell Wildlife Trust)
28	Dhrubajyoti Kalita	Aaranyak
29	Kumar Brahma	Green Manas
30	Jagadish Basumatary	Green Manas
31	Krishna Das	CEE North East
32	Mukunda Nath	CEE North East
33	Wazir Alam	CEE North East
34	Pranjal P. Mudoj	CEE North East
35	Bireswar Singh	CEE North East
36	Nripen Nath	CEE North East
37	Simanta Kalita	CEE North East
38	Kakoli Das Kalita	CEE North East

**Other Invitees**

39	Parimal Ch Bhattacharjee	Prof, Gauhati University
40	Dr. Rajan Amin	Darwin Fellow, Zoological Society of London
41	Neelkamal Das	Assam Science Technology and Environment Council
42	Sutapa Chakraborty	Dept of Environmental Science, Guwahati University
43	Pallavi Sarma	Lecturer, Handique Girls' College
44	Roktim Bordoloi	Student, Kamrup Academy
45	Ritumoni Das	Guwahati University
46	Simita Das	Teacher, Cotton Collegiate HS School
47	Pranjal Das	Student, Cotton Collegiate HS School
48	Shrutimoy Das	Student, Don Bosco School
49	Pranjal Bezbarua	Wildlife Biologists, Gauhati University
50	Krishna Kalita	Student, Maharishi Vidya Mandir School

**Annexure – IX****LIST OF PARTICIPANTS OF THE STAKEHOLDERS' HEARING**

	Name	Organization
1	Pankaj Sarmah	WWF-India
2	Soumen Dey	WWF-India
3	Kumar Brahma	Green Manas
4	Jihosuo Biswas	Primate Conservation Society
5	Niranjan Barman	Green Manas
6	Maheswar Boro	Manas Songraikhata Society
7	Manindra Das	Manas Songraikhata Society
8	Kartik Ch Brahma	Manas Songraikhata Society
9	Sarbanada ray	Manas Songraikhata Society
10	Debaru Daimary	Manas Songraikhata Society
11	Uzzal Dutta	Dolphin Foundation
12	Chandan Sourav	Dolphin Foundation
13	Sadashiv Nath	Natures' Foster
14	Jaydeep Chakravorty	Natures' Foster
15	Kakoli Das Kalita	CEE North East
16	Nabajit Das	B H College
17	Debanga Mahalia	Rwdwmsa
18	Lomen Narzary	Kachugaon
19	Rajen Ishlari	Green Forest Conservation
20	B P Lahkar	Aaranyak
21	Nandita Hazarika	Ecosystems India
22	Chandrakanta Basumatary	MMES
23	Simanta Kalita	CEE North East
24	Jyoti P Das	Aaranyak
25	Lachit Ch Nath	Forest Department
26	Birkhang Goyari	MMES
27	Mahendra Basumatary	MMES
28	Gautam Narayan	Ecosystems India
29	Bibhab K Talukdar	Aaranyak
30	Naba K Nath	Aaranyak