2024-2025

GREEN AUDIT REPORT

OF

DISTRICT INSTITUTE OF EDUCATION & TRAINING, DHEMAJI

Sil Ali Majgaon, Dhemaji

AUDIT COMPONENT:

GREEN CAMPUS (BIODIVERSITY) AUDIT

PREPARED BY

ASSAM SCIENCE TECHNOLOGY AND ENVIRONMENT COUNCIL
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BHANGAGARH, GUWAHATI-05

অসম বিজ্ঞান প্রযুক্তিবিদ্যা আৰু পৰিৱেশ পৰিষদ
(বিজ্ঞান, প্রযুক্তি আৰু জলবায়ু পৰিৱর্তন বিভাগ, অসম চৰকাৰ)
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No. ASTEC/ENV/2161/2023/608 Dated: 24/03/2025

DECLARATION

It is hereby declared that Assam Science Technology and Environment Council (ASTEC) have conducted a **"Green Audit"** for **District Institute of Education and Training (DIET), Dhemaji** on **04th February 2025** for the academic year 2024-2025. The green audit was conducted in accordance with the applicable standards prescribed by the Central Pollution Control Board, New Delhi, and the Ministry of Environment, Forest and Climate Change, New Delhi. The audit involved the following target area: **Biodiversity (Green campus) Audit** and the audit report provides the college with recommendations that can be used to develop an 'Environmental Management Plan', which the institution can follow to minimize the impact on the institutional working framework. In an opinion and to the best of our information and according to the information given to us, said green and environment audit gives a true and fair view in conformity with environmental auditing principles' accepted in India.

Date: 24/03/2025
Place: Guwahati

Director
ASTE Council

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TO WHOM IT MAY CONCERN

Assam Science Technology and Environment Council (ASTEC) conducted a **"Green Audit"** for **District Institute of Education and Training (DIET), Dhemaji** on **04th February 2025** for the academic year 2024-2025 and have developed the report accordingly, where ASTEC has provided a few suggestion and recommendation on "Green Campus Development." In that connection, it is hereby declared that ASTEC has no objection on the implementation of the suggestions and recommendations given by the council in the green audit report by District Institute of Education and Training (DIET), Dhemaji.

Date: 24/03/2025
Place: Guwahati

Director
ASTE Council

ACKNOWLEDGEMENT

The green audit team of Assam Science Technology and Environment Council (ASTEC) express our sincere gratitude to District Institute of Education and Training (DIET), Dhemaji, for choosing the organisation to conduct a Green Audit for their institution and giving us the opportunity to be a part of their mission towards environmental sustainability.

We are thankful to Mrs. Mousumi Barua Bordoloi, Principal, and faculty members Mrs. Maya Rani Pawe, Mr. Junish Patir, Mr. Indrajit Gam, Mrs. Nayan Moni Borah, and Mr. Dibyajyoti Gogoi, and other associate staff of DIET, Dhemaji with whom we have interacted during the audit for their valuable support and cooperation through sharing of information sought during the assessment and providing the needed inputs to carry out this green audit. Their willingness to participate in this programme is truly commendable and is duly acknowledged.

Green Audit Team
ASTE Council

EXTERNAL GREEN AUDIT TEAM

(Assam Science Technology and Environment Council)

Sl. No	Name	Designation	Audit Role	Signature
1	Mr. Manish Kuntal Buragohain	Project Scientist, Climate Cell, Environment Division, ASTEC	Green campus (Biodiversity) Audit Officer	
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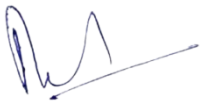
Authorised Seal

ASTE Council



Dr. Jaideep Baruah
Director
ASTE Council

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EXECUTIVE SUMMARY

Environmental development is viewed as an essential component in educational institutions, which serve as the foundation for a country's development. Today's educational institutions are more environmentally sensitive, and more eco-friendly practices are being implemented. Many educational institutions adopt a variety of techniques to address their environmental challenges in order to preserve the environment on campus. It is critical, particularly at educational institutions where young minds congregate, to provide an eco-friendly and sustainable environment with long-lasting characteristics. As a result, conducting a green audit is a critical first step in creating an eco-friendly atmosphere in educational institutions.

The process of determining and analysing whether an institution's practices are sustainable and environmentally friendly is known as "green auditing." The primary purpose of performing a green audit at **District Institute of Education and Training, Dhemaji**, is to investigate the institution's green practices and create an in-depth audit report to establish where they stand on the environmental coherence spectrum. DIET, Dhemaji's initiative to conduct a Green Audit of its campus is a noteworthy sustainable objective.

One target area was identified and audited for the green audit, viz. **Green Campus (Biodiversity)**, where the overall biodiversity of the institution as well as green practices relevant to green campus were observed and assessed. The strategies followed were conduction of pre-audit meetings, preparation of questionnaires on the specified target areas, on-site physical assessment and questionnaire survey, providing recommendations and development of an action plan, and audit report preparation. Questionnaires were prepared based on the guidelines, rules, acts, and formats set by the Government of India, Ministry of Environment and Forest, New Delhi, and Central Pollution Control Board, New Delhi. The findings of the Green Audit are only indicators on where and why additional efforts are required, and not in any way a criticism or commendation on its present performance.

1. INTRODUCTION

A nation's educational institutions serve as its foundation for progress, with environmental development playing a critical part. Environmental issues are becoming increasingly evident in today's educational institutions, and new approaches are being developed to make them more eco-friendly. Numerous educational institutions employ a range of strategies to address environmental challenges on campus, including energy efficiency, waste recycling, wastewater reduction, and water harvesting. Educational institutions' operations can have a wide range of negative impacts on the environment. Environmental sustainability is becoming of paramount importance across the nation. It is critical to foster a long-term environment, particularly at educational institutions where young brains congregate. To ensure the optimum environment for learning and a balanced ecosystem for everyone associated to the institutions, the green influence on the campus is essential.

Beginning with the academic year 2016-17, all higher education institutions are obliged by the National Assessment and Accreditation Council (NAAC), New Delhi, to submit an annual Environmental or Green Audit Report. The corporate social responsibility of higher education institutions stipulates that they contribute to the reduction of global warming through carbon footprint reduction strategies. Environmental auditing, sometimes known as "green" auditing, compares an organization's environmental performance to its environmental goals and standards. A "green audit" is an official inquiry into an organization's environmental effect. As part of this activity, a green audit is performed to evaluate the present circumstances on campus.

1.1. CONCEPT OF GREEN AUDIT

It refers to a wide range of evaluations intended to identify implementation flaws, compliance problems with environmental management systems, and associated remedial actions. The method involves comparing an organization's environmental performance to its environmental goals and policies. Examining environmental activities both on and off the topic areas that impact the environmentally friendly atmosphere is its goal. The "Green Audit" looks at environmental practices both inside and outside of the organisation with the goal of making it more environmentally friendly. Green auditing's primary goal is to examine the work done by an organisation whose operations may endanger the environment's and people's health. Green Audit provides guidance on how to further enhance the state of the

environment while also identifying and addressing the many factors that influence environmental growth.

The process of a green audit involves collecting and analysing data on various environmental aspects of the institution's operations. This data includes energy and water usage, biodiversity, waste generation, and compliance with environmental laws and standards. By analysing the data, a green audit assesses the status of green practices in an institution, which are actions and strategies designed to reduce environmental impact and promote sustainability by minimising waste, reducing pollution, and protecting natural ecosystems. It aims to pinpoint inefficiencies and areas where improvements can be made to reduce the organisation's environmental footprint.

1.2. NEED FOR GREEN AUDIT IN EDUCATIONAL INSTITUTIONS

Increased urbanisation and economic advancement have caused a slew of ecological and environmental issues at the local, regional, and global levels. The usage of resources such as water, electricity, and others has historically resulted in environmental damage. It is vital that our lifestyle and resource management do not have a negative impact on the environment. Educational institutions regularly utilise large amounts of water, power, and other resources, resulting in the production of CO_2, waste, and energy and water loss, all of which can contribute to the worsening of local environmental sustainability. As environmental sustainability becomes a more pressing concern for the country, the role of educational institutions in addressing it grows in importance. As a result, educational institutions need to develop a "Green Campus" plan that encourages long-term growth while effectively lowering atmospheric CO_2 levels.

Furthermore, the National Assessment and Accreditation Council (NAAC), New Delhi has mandated that all Higher Educational Institutions submit an annual Green Audit Report. Moreover, it is part of the Higher Educational Institutions' Corporate Social Responsibility to guarantee that they contribute to the curbing of global warming through Carbon Footprint reduction efforts. As a result, green auditing has become a fundamental need for all educational institutions.

1.3. BENEFITS OF GREEN AUDIT FOR EDUCATIONAL INSTITUTIONS

A green audit can assist an educational institution understand how and where it is using and utilising the most energy, water, or other resources. The institution might next consider how to make improvements and generate savings. It may also be used to estimate waste quantity and type, which is important for recycling operations or improving waste minimization programmes. Green auditing has the potential to foster environmental knowledge, morality, ethical values, and health awareness among students and teachers. It helps staff and students realise the benefits of being environmentally conscious on campus. Green auditing encourages cost savings by making use of fewer resources. It offers students and teachers an opportunity to foster a sense of personal ownership and social responsibility. Therefore, it is critical that educational institutions review their own contributions, duties, and commitments to a sustainable future. Some of the benefits of green audit in educational institutions are given below.

- More efficient resource management
- Provide basis for improved sustainability
- Provide a basis for development of green campus
- Enable waste management through reduction of waste generation, solid waste and water recycling
- Enable to create plastic free campus and evolve health consciousness among the stakeholders
- Enable determining cost saving methods through waste minimizing and managing
- Authenticate conformity with the implemented laws
- Empower the organizations to frame a better environmental performance
- Impart environmental education through systematic environmental management approach and improving environmental standards
- Assists in setting benchmarks for environmental protection initiatives
- Enable financial savings through a reduction in resource use
- Enhances the profiles of educational institutions
- Develops environmental ethic and value systems in students and staff
- Provides a valuable tool in the management and monitoring of environmental and sustainable development programs of educational institutions.

1.4. ABOUT CRITERIA 7 OF NAAC

Educational institutions are critical to the development of human resources around the world. Campuses of higher education institutions participate in a variety of activities to promote knowledge and its practical application across society. Higher education institutions also give a wide range of modern environmental solutions. Numerous evolutionary techniques are utilised to investigate environmental challenges. It covers areas such as Environmental Impact Assessments (EIA), Social Impact Assessments (SIA), Carbon Footprint Mapping, and Green Audits.

The National Assessment and Accreditation Council (NAAC) is a self-governing organisation that grades institutions based on the assessments provided throughout the institution's accreditation process. Green Audit is now a mandatory exercise for educational institutions under NAAC Criterion VII. The goal of green audit is to enhance the internal and external environmental conditions of the institution. Environment-related factors such as waste management, energy saving, air and noise monitoring, and water and wastewater accounting are used to make the institution more ecologically friendly.

2. OBJECTIVES, GOALS AND SCOPE OF GREEN AUDIT

2.1. OBJECTIVES OF GREEN AUDIT

- To conduct a baseline survey to know the real status of green practices in the educational institution.
- To identify the problems faced while practising green practices in the educational institution campus.
- To examine current practises that has impact on the environment.
- To spread awareness for environmental consciousness amongst the students, teaching and non-teaching staff members.
- To identify and access environmental risk if any inside the institution campus.

2.2. GOALS OF GREEN AUDIT

- Establishing a baseline of existing environmental conditions with focus on natural and physical environment.
- Understanding the current practices of sustainability with regard to green campus.
- Awareness generation among students concerning real issues of environment and its sustainability through participatory auditing process.
- Development of strategies and action plans towards improving environmental quality for future.

2.3. SCOPE OF GREEN AUDIT

A clean and healthy atmosphere promotes and facilitates learning. There are various programs worldwide that address environmental education concerns. A green audit is the most effective and ecologically responsible approach of addressing environmental challenges. This form of professional care is the obligation of every individual involved in an economic, financial, social, or environmental component. Green audits should be undertaken on educational institution campuses since they help students understand the importance of environmental preservation and develop into responsible citizens. It also stipulates what responsibilities educational institutions have to fulfil in order to become a green campus. Therefore, green audit is essential at the institutional level of education.

3. ABOUT THE EDUCATIONAL INSTITUTION

3.1. A BRIEF HISTORY

The District Institute of Education and Training, Dhemaji was established in the year 2014. Since inception, DIET, Dhemaji had been endeavoured to train huge number of teachers in the lower and upper primary level and all type of academic support to all level of schools and teachers in the district. Further, pre-service teacher education courses recognised by NCTE, ERC including Diploma in Elementary Education (D.El.Ed) under SCERT, Assam, and Bachelor of Education (B.Ed) under Dibrugarh University are being offered since 2018 and 2021, respectively, with 50 intake capacity in each course.

Photo 1: Location of DIET, Dhemaji (*Source: Google Earth*)

3.2. GEOGRAPHY

The institution is located at Sil Ali Majgaon under the Dhemaji Sub-Division of Dhemaji district. Its locational coordinates are 27°31'41" N and 94°31'00" E. The institution is situated in the North Bank Plains Zone at an elevation of 134m above sea level. The soil structure is mainly alluvial and composed of mixture of sand (coarse to fine) and clay in varying proportions. Vegetation found around the campus is a mixture of deciduous, mixed deciduous and mixed evergreen trees, and perennial grasses.

3.3. VISION, MISSIONS AND GOALS OF THE INSTITUTION

3.3.1. VISION OF THE INSTITUTION

- To become a premier institute for fostering skilled educators, advancing vocational excellence and driving ground-breaking research for empowering teachers through innovative practices.

3.3.2. MISSIONS OF THE INSTITUTION

- Implementation of continuous professional development courses for teacher and empower them in the line of NEP 2020
- Vocational Education in the light of NEP 2020
- Evidence based Research and Experimentation

3.3.3. GOALS OF THE INSTITUTION

- To enhance teacher competency in inclusive pedagogy
- To provide training for teachers to acquaint with 21st century skills
- To acquaint the teachers with the digital skills and knowledge for the use of ICT effectively
- To introduce short term vocational courses that cater to different skill sets and market demands
- To transform diet as district academic resource center
- To integrate local knowledge and culture

3.4. GENERAL INFORMATION

3.4.1. INSTITUTION CAMPUS

The institution campus extends over 8.0126 acres of land. The campus includes 2 Assam type block housing Principal's office, Teachers' common rooms, Departments, classrooms, library, laboratories, students' common room and a girl’s hostel along with 2 RCC buildings. There is a separate hostel for girls in the institution campus. The canteen is in a separate one-storeyed building within the institution campus.

Photo 2: Campus of DIET, Dhemaji

3.4.2. FACILITIES

Classroom

The institution is equipped with 5 well-maintained classrooms for conduction of regular classes.

Laboratories

There are a total of 5 laboratories i.e. Science laboratory, Psychology laboratory, ICT laboratory, Health and physical laboratory, and a curriculum laboratory.

Library

Kaliabor Institution has a library which has a well-furnished reading room with a seating capacity of 25. It is well stocked with 3482 books, 1 regular journal, 2 daily newspapers and 1 magazine. Besides these, the library also has 89 copies of encyclopaedias.

Photo 3: Classrooms of DIET, Dhemaji

Photo 4: Laboratories of DIET, Dhemaji

Photo 5: Library of DIET, Dhemaji

Games and Sports Facilities

The institution is equipped with indoor and outdoor sports facilities, including a cricket cum football ground and a volleyball court. The Institution encourages students to take part in games and sports at various levels.

Photo 6: Outdoor sports facilities of DIET, Dhemaji

Conference Room and Auditorium

The institution has one conference room and one auditorium cum multipurpose hall.

Hostel

There is a single-storeyed hostel for girls in the institution campus with all the required facilities such as drinking water, tables, beds, and chairs.

Photo 7: Girl's hostel of DIET, Dhemaji

Canteen Facility

The institution has an established single-storeyed canteen in a separate building within the campus.

3.4.3. COURSES AND DEPARTMENTS

The Institution offers the following programmes:

Under-Graduate Programme

Programme	Subjects
Bachelor of Education (B.Ed)	Papers of Teacher Education
Diploma in Elementary Education (D.El.Ed.)	Papers of Teacher Education

Departments

Curriculum material development and evaluation	Pre service teacher education
District resource unit	In field interaction and coordination
Planning and management	Work education
Foundation of education	Educational technology

3.5. PREVIOUS GREEN AUDIT

No previous green audit has been conducted in this institution. This is the first time DIET, Dhemaji, is going to be Green Audited for the academic year 2024-2025.

4. METHODOLOGY

A green audit has three phases - pre-audit stage, audit stage and post-audit stage, accordingly the audit was conducted.

4.1. PRE AUDIT STAGE

A pre-audit meeting provided an opportunity to reinforce the scope and objectives of the audit and pre-audit discussions were held to determine the targets of the auditing. This meeting was a necessary precursor for the green audit since it provided the first chance to comprehend the issues. It was held with the concerned persons of the institution where target areas were identified and the audit protocol and audit plan were handed over and discussed in advance of the audit itself. The pre-audit meeting was conducted successfully and necessary documents were collected directly from the institution before the initiation of the audit processes. Accordingly, as per the request of the institution authority the following target area was identified for the audit:

- **Green Campus (Biodiversity)**

4.2. AUDIT STAGE

The following processes were involved during the audit stage:

4.2.1. DATA COLLECTION

In the data collection phase, exhaustive data collection is performed using different tools such as observation, questionnaire survey, physical inspection of the campus, review of the documentation, and interviewing key persons. A mixture of open ended and closed ended questionnaires were developed and used for data collection. Meetings with specific stakeholders identified in the pre-audit stage were conducted for getting the desired information. Detailed discussions on some specific topics were also held.

Survey by Questionnaire

By using a questionnaire survey method, baseline data for the creation of the green audit report were gathered. On the basis of the guidelines, regulations, laws, and formats prepared by the Central Pollution Control Board, the Ministry of Environment, Forests, and Climate Change, New Delhi, and other statutory institutions, questionnaires have been developed to conduct the green audit on the institution campus. The questionnaire contained the general

information of the institution as well as information pertaining to institution biodiversity and maintenance of green campus.

Review of documents, records and policies

This was carried out in order to understand the various initiatives taken by the university towards sustainable environmental conservation and amelioration. Documents such as activity reports, plantation lists, biodiversity register, photographs, etc. were examined and data was collected.

Site Inspection

The audit team also visited the various sections in its premises in order to have an idea of campus flora and fauna as well as various activities carried out in the campus pertaining to biodiversity and development of green campus. The present condition of the site is also checked with the help of the questionnaires. Campus greenery and gaps were identified. Personal observations were made during the onsite visit.

4.2.2. DATA ANALYSIS

A proper analysis is a vital element of the green audit. The data required for the analysis is taken from the data collection and is tabulated for the convenience of data availability. Detailed analysis of the data collected include: documentation of biodiversity in the campus as well as the green initiatives taken by the institution.

4.3. POST AUDIT STAGE

The post-audit stage ensures formulation of draft findings and placing it before the authority for final response. Since the audit is done, it was important to ensure institution authority's approval for the draft. After getting draft approval, the audit team went for final report formulation. The post audit phase involved the following components:

- ✓ Identification of the best practices followed by the institution
- ✓ Compiling a report of the data collected
- ✓ Distributing the report and certificate to the institution
- ✓ Preparing an action plan to overcome the flaws
- ✓ Providing suggestions to implement the action plan
- ✓ Setting up the future environmental aims and objectives

5. GREEN CAMPUS (BIODIVERSITY) AUDIT

5.1. OPEN AREA

Along with the built-up area of 0.7581 acre (9.46% of the total land), the institution campus offers roughly 7.2545 acres (90.54% of the total land) of open space. The auditing team observed that the institution authority had made an attempt to preserve the open space in as natural of a state as feasible. The open region, which consists primarily of open ground is covered in grass and other vegetation, promotes natural water percolation, which is a crucial ecological mechanism for replenishing the groundwater level.

Photo 8: Open-area playground of DIET, Dhemaji

5.2. CAMPUS FLORA

The institution has initiated extensive plantation drives, transforming the campus into a vibrant, green sanctuary teeming with a varied spectrum of floral biodiversity. During the audit a total of 114 species under 98 genera from 57 families has been enumerated. Species occurrence was highest from the Orchidaceae family with 10 species, followed by Solanaceae with 7 species, Malvaceae with 6 species, Lamiaceae and Rutaceae with 5 species each, Arecaceae, Fabaceae and Myrtaceae with 4 species each, and Araceae, Asparagaceae, Asteraceae, Moraceae and Oleaceae with 3 species each. The institution has also established a an Orchidarium and has plans to establish a Botanical Garden and a Medicinal Plant cum Herbal Garden to inculcate scientific aptitudes among the students towards conservation importance of medicinal plants and orchid species. A list of plant species enumerated in the campus is given as follows.

Table 1: Floral species enumerated in the institution campus along with their family, common and vernacular name, and IUCN status.

Sl. No	Species	Family	Common/Vernacular Name	IUCN Status
1	*Aerides odorata* Lour.	Orchidaceae	Fragrant Fox Brush Orchid (গনেশ কপৌ)	Not Evaluated
2	*Aerides rosea* Lodd. ex Lindl. & Paxton	Orchidaceae	Rosy Fox Brush Orchid (জেঠুৰা কপৌ)	Not Evaluated
3	*Albizia procera* (Roxb.) Benth.	Fabaceae	White Siris (কৰৈ)	Least Concern
4	*Aloe vera* (L.) Burm	Asphodelaceae	Aloe Vera (চাল-কুঁৱৰী)	Not Evaluated
5	*Alpinia nigra* (Gaertn.) Burtt	Zingiberaceae	Black Fruited Galanga (তৰাগছ)	Least Concern
6	*Alstonia scholaris* (L.) R.Br.	Apocynaceae	Blackboard Tree (চতিয়না)	Least Concern
7	*Araucaria columnaris* (G.Forst.) Hook.	Araucariaceae	Cook's Pine (পাইন)	Least Concern
8	*Areca catechu* L.	Arecaceae	Areca Palm (তামোল)	Data Deficient
9	*Artocarpus heterophyllus* Lam.	Moraceae	Jackfruit (কঁঠাল)	Not Evaluated
10	*Arundina graminifolia* (D.Don) Hochr.	Orchidaceae	Bamboo Orchid (বাঁহ কপৌ)	Not Evaluated
11	*Azadirachta indica* A.Juss.	Meliaceae	Neem (নিম)	Least Concern
12	*Baccaurea ramiflora* Lour.	Phyllanthaceae	Burmese grape (লেটেকু)	Least Concern
13	*Bombax ceiba* L.	Malvaceae	Red Silk Cotton Tree (শিমুল)	Least Concern
14	*Bougainvillea spectabilis* Willd.	Nyctaginaceae	Great Bougainvillea (কাগজ ফুল)	Not Evaluated
15	*Calanthe tankervilleae* (Banks) M.W.Chase, Christenh. & Schuit.	Orchidaceae	Nun's Orchid	Not Evaluated
16	*Capsicum annuum* L.	Solanaceae	Bell Pepper (কেপছিকাম)	Not Evaluated
17	*Capsicum chinense* Jacq.	Solanaceae	Ghost pepper (ভূত জলকীয়া)	Not Evaluated
18	*Carica papaya* L.	Caricaceae	Papaya (অমিতা)	Data Deficient
19	*Cassia fistula* L.	Fabaceae	Golden Shower Tree (সোণাৰু)	Least Concern
20	*Celtis australis* L.	Cannabaceae	Southern Nettle Tree (মৌহিতা)	Least Concern
21	*Centella asiatica* (L.) Urb.	Apiaceae	Asiatic Pennywort (বৰ মানিমুনি)	Least Concern
22	*Cestrum nocturnum* L.	Solanaceae	Night-blooming Cestrum (হাসনাহানা)	Least Concern
23	*Chlorophytum comosum* (Thunb.) Jacques	Asparagaceae	Spider Plant (ভোট-মলাৰ)	Not Evaluated
24	*Chromolaena odorata* (L.) R.M.King & H.Rob.	Asteraceae	Siam Weed (জার্মানী বন)	Not Evaluated
25	Chrysopogon aciculatus (Retz.) Trin.	Poaceae	Golden Beardgrass (বন গুটি)	Not Evaluated
26	*Cinnamomum tamala* (Buch.-Ham.) T.Nees & C.H.Ebrem.	Lauraceae	Bay Leaf (তেজপাত)	Least Concern
27	*Citrus aurantiifolia* (Christm.) Swingle	Rutaceae	Lime (গোল নেমু)	Not Evaluated
28	*Citrus limon* (L.) Osbeck	Rutaceae	Lemon (কাজী নেমু)	Not Evaluated
29	*Clerodendrum colebrookeanum* Walp.	Lamiaceae	East Indian Glory Bower (নেফাফু)	Not Evaluated

Sl. No	Species	Family	Common/Vernacular Name	IUCN Status
30	*Clerodendrum infortunatum* L.	Lamiaceae	Hill Glory Bower (ধপাতি তিতা)	Least Concern
31	*Cocos nucifera* L.	Arecaceae	Coconut (নাৰিকল)	Not Evaluated
32	*Colocasia esculenta* (L.) Schott.	Araceae	Taro (কচু)	Least Concern
33	*Ctenanthe lubbersiana* (É.Morren) Eichler ex Petersen	Marantaceae	Never-never plant	Not Evaluated
34	*Cymbidium aloifolium* (L.) Sw.	Orchidaceae	Aloe-leafed Cymbidium (মতা কপৌ)	Not Evaluated
35	*Delonix regia* (Bojer ex Hook.) Raf.	Fabaceae	Flame tree (কৃষ্ণচূড়া)	Least Concern
36	*Dendrobium aphyllum* (Roxb.) C.E.C.Fisch.	Orchidaceae	Hooded Orchid (শালিকী ঠোঁটিয়া কপৌ)	Least Concern
37	*Dendrobium formosum* Roxb. ex Lindl.	Orchidaceae	Handsome Flowered Dendrobium	Least Concern
38	*Dendrobium hendersonii* A.D.Hawkes & A.H.Heller	Orchidaceae	Fading Dendrobium	Not Evaluated
39	*Dendrobium lituiflorum* Lindl.	Orchidaceae	Bent-raceme Dendrobium	Not Evaluated
40	*Dianthus* spp.	Caryophyllaceae	Dianthus Flower Plant	Unidentified Species
41	*Dillenia indica* L.	Dilleniaceae	Elephant Apple (ঔ টেঙা)	Least Concern
42	*Dimocarpus longan* Lour.	Sapindaceae	Dragon's Eye (কাঠ লিচু)	Data Deficient
43	*Dracaena sanderiana* Mast.	Asparagaceae	Lucky Bamboo	Not Evaluated
44	*Dracaena trifasciata* (Prain) Mabb.	Asparagaceae	Snake Plant (সৰ্প পাতৰী)	Not Evaluated
45	*Elaeocarpus serratus* L.	Elaeocarpaceae	Ceylon Olive (জলফাই)	Not Evaluated
46	*Epipremnum aureum* (Linden & André) G.S.Bunting	Araceae	Devil's Ivy (ধনুকী লতা)	Not Evaluated
47	*Ficus hispida* L.f.	Moraceae	Rough-leaf Fig (ডিমৰু)	Least Concern
48	*Flacourtia jangomas* (Lour.) Raeusch.	Salicaceae	Indian Coffee Plum (পনিয়ল)	Not Evaluated
49	*Fragaria ananassa* Duchesne ex Rozier.	Rosaceae	Strawberry (ষ্ট্ৰ'বেৰী)	Not Evaluated
50	*Gamochaeta purpurea* (L.) Cabrera	Asteraceae	Purple Cudweed	Not Evaluated
51	*Gladiolus dalenii* Van Geel	Iridaceae	Dragon's Head Lily	Not Evaluated
52	*Gmelina arborea* Roxb. ex Sm.	Lamiaceae	White Teak (গমাৰী)	Least Concern
53	*Heritiera fomes* Banks	Malvaceae	Sundari Tree {(সুন্দৰী)	Endangered
54	*Hibiscus tiliaceus* L.	Malvaceae	Coast Cottonwood (ৰঙ্গাকৰ ফুল)	Least Concern
55	*Hippeastrum striatum* (Lam.) H.E.Moore	Amaryllidaceae	Striped Barbados Lily (বৰগোপাল)	Not Evaluated
56	*Hydrangea macrophylla* (Thunb.) Ser.	Hydrangeaceae	Bigleaf Hydrangea (হৰহিংগিয়া)	Not Evaluated

Sl. No	Species	Family	Common/Vernacular Name	IUCN Status
57	*Hyophorbe lagenicaulis* (L.H.Bailey) H.E.Moore	Arecaceae	Bottle Palm	Critically Endangered
58	*Ipomoea aquatica* Forssk.	Convolvulaceae	Water Spinach (কলমৌ)	Least Concern
59	*Ipomoea batatas* (L.) Lam.	Convolvulaceae	Sweet Potato (মিঠা আলু)	Data Deficient
60	*Jasminum elongatum* (P.J.Bergius) Willd.	Oleaceae	Ear-leafed Jasmine (খৰিকা লতা)	Not Evaluated
61	*Jasminum polyanthum* Franch.	Oleaceae	White Jasmine	Not Evaluated
62	*Lagerstroemia speciosa* (L.) Pers.	Lythraceae	Queen's Crape Myrtle (আজাৰ)	Not Evaluated
63	*Lantana camara* L.	Verbenaceae	Red Sage (গো ফুল)	Not Evaluated
64	*Lilium longiflorum* Thunb.	Liliaceae	Easter Lily (পিয়ল ফুল)	Not Evaluated
65	*Limonia acidissima* L.	Rutaceae	Wood Apple (সৰু বেল)	Not Evaluated
66	*Litchi chinensis* Sonn.	Sapindaceae	Lychee (লিচু)	Not Evaluated
67	*Litsea salicifolia* (Roxb. ex Nees) Hook.f.	Lauraceae	Willow-leaved Litsea (দীঘলতী)	Least Concern
68	*Macaranga denticulata* (Blume) Müll.Arg.	Euphorbiaceae	Blistery Macaranga (মৰলীয়া)	Least Concern
69	*Mangifera indica* L.	Anacardiaceae	Common Indian Mango (আম)	Data Deficient
70	*Manilkara zapota* (L.) P.Royen	Sapotaceae	Sapodilla (চেপেটা)	Least Concern
71	*Melia azedarach* L.	Meliaceae	Chinaberry (ঘোঁৰা নিম)	Least Concern
72	*Mesosphaerum suaveolens* (L.) Kuntze	Lamiaceae	American Mint (তকমা তিতা)	Not Evaluated
73	*Mimosa pudica* L.	Fabaceae	Touch-Me-Not (লাজুকী লতা)	Least Concern
74	*Momordica charantia* L.	Cucurbitaceae	Bitter Gourd (তিতা কেৰেলা)	Not Evaluated
75	*Monoon longifolium* (Sonn.) B.Xue & R.M.K.Saunders	Annonaceae	False Ashoka (দেৱদাৰু)	Not Evaluated
76	*Morus alba* L.	Moraceae	White Mulberry (নুনি)	Not Evaluated
77	*Murraya koenigii* (L.) Spreng.	Rutaceae	Curry Leaf (নৰসিংহ)	Not Evaluated
78	*Murraya paniculata* (L.) Jack	Rutaceae	Orange Jasmine (কামিনী কাঞ্চন)	Not Evaluated
79	*Musa acuminata* Colla	Musaceae	Cavendish Banana (চেনি কল)	Least Concern
80	*Musa balbisiana* Colla	Musaceae	Giant Plantain Banana (ভীমকল)	Least Concern
81	*Mussaenda erythrophylla* Schumach. & Thonn.	Rubiaceae	Red Flag Bush (মুচন্দা)	Least Concern
82	*Ocimum tenuiflorum* L.	Lamiaceae	Holy Basil (তুলসী)	Not Evaluated
83	*Olea europaea* L.	Oleaceae	Toothache Plant	Not Evaluated
84	*Oroxylum indicum* (L.) Kurz	Bignoniaceae	Indian Trumpet Tree (ভাতঘিলা)	Least Concern
85	*Oxalis corniculata* L.	Oxalidaceae	Creeping Woodsorrel (টেঙেচি)	Not Evaluated
86	*Oxalis debilis* Kunth	Oxalidaceae	Pink Woodsorrel (বৰ টেঙেচী)	Not Evaluated
87	*Pandanus tectorius* Parkinson	Pandanaceae	Thatch Screwpine (কেতেকী ফুল)	Least Concern
88	*Parietaria judaica L.*	Urticaceae	Wall Pellitory	Not Evaluated
89	*Petunia spp.*	Solanaceae	Petunia (পিটুনিয়া)	Unidentified Species

Sl. No	Species	Family	Common/Vernacular Name	IUCN Status
90	*Phoenix sylvestris* (L.) Roxb,	Arecaceae	Indian Date Palm (খেজুৰ)	Not Evaluated
91	*Phyllanthus emblica* L.	Phyllanthaceae	Indian Gooseberry (আমলখি)	Least Concern
92	*Pimenta dioica* (L.) Merr.	Myrtaceae	All Spice (সৰ্বসুগন্ধি)	Least Concern
93	*Piper betle* L.	Piperaceae	Betel Leaf (পান)	Not Evaluated
94	*Psidium guajava* L.	Myrtaceae	Guava (মধুৰী)	Least Concern
95	*Pteridium aquilinum* (L.) Kuhn	Dennstaedtiaceae	Bracken Fern (বন ঢেকীয়া)	Not Evaluated
96	*Punica granatum* L.	Lythraceae	Pomegranate (ডালিম)	Least Concern
97	*Rhynchostylis retusa* (L.) Blume	Orchidaceae	Foxtail Orchid (কপৌ ফুল)	Not Evaluated
98	*Rungia klossii* S.Moor	Acanthaceae	Acanth Spinach	Not Evaluated
99	*Selenicereus undatus* (Haw.) D.R.Hun	Cactaceae	Dragon fruit (ড্ৰেগন ফল)	Not Evaluated
100	*Solanum lycopersicum* L.	Solanaceae	Tomato (বিলাহী)	Not Evaluated
101	*Solanum melongena* L.	Solanaceae	Eggplant (বেঙেনা)	Not Evaluated
102	*Solanum torvum* Sw.	Solanaceae	Turkey Berry (হাতী-ভেঁকুৰী)	Not Evaluated
103	*Syngonium podophyllum* Schott	Araceae	Arrowhead Plant (ফুটুকি কচু)	Not Evaluated
104	*Syzygium cumini* (L.) Skeels	Myrtaceae	Jamun (ক'লা জামু)	Least Concern
105	*Syzygium jambos* (L.) Alston	Myrtaceae	Malabar Plum (বগী জামু)	Least Concern
106	*Tabernaemontana divaricata* (L.) R.Br. ex Roem. & Schult.	Apocynaceae	Pinwheel flower (কঠনা ফুল)	Least Concern
107	*Taraxacum officinale* (L.) Weber ex F.H.Wigg.	Asteraceae	Common Dandelion	Least Concern
108	*Terminalia chebula* Retz.	Combretaceae	Chebulic Myrobalan (শিলিখা)	Least Concern
109	*Theobroma cacao* L.	Malvaceae	Cocoa Tree (কোকো গছ)	Not Evaluated
110	*Thespesia populnea* (L.) Sol. Ex Corrêa	Malvaceae	Portia tree (বন কপাহী)	Least Concern
111	*Tradescantia spathacea* Sw.	Commelinaceae	Moses-in-the-cradle	Not Evaluated
112	*Urena lobata* L.	Malvaceae	Caesarweed (সোণৰৰলুৱা)	Least Concern
113	*Zea mays* L.	Poaceae	Maize (গুমধান)	Least Concern
114	*Ziziphus mauritiana* Lam.	Rhamnaceae	Indian Jujube (বগৰী)	Least Concern

Evaluation of IUCN status of the plants listed above showed that most of the species are “Not Evaluated” (60 species), followed by 45 species falling under the “Least Concern” category. However, the institution houses species that are “Endangered” (1 species) and “Critically Endangered” (1 species). 5 species were found to be falling under the “Data Deficient” category. 2 species remained “Unidentified”.

A graph representing No. of floral species, genera and family enumerated in the institution campus during audit is given as follows.

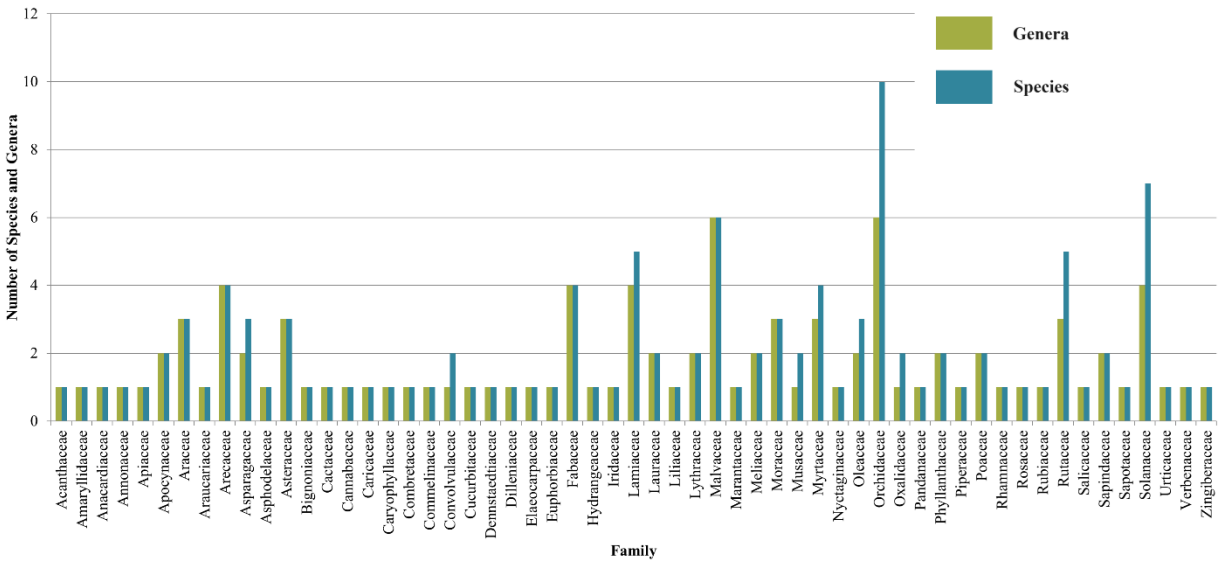

Figure 1: No. of floral species, genera and family enumerated in the institution campus during audit

A pie-chart showing the IUCN Status data of the recorded floral species is given as follows.

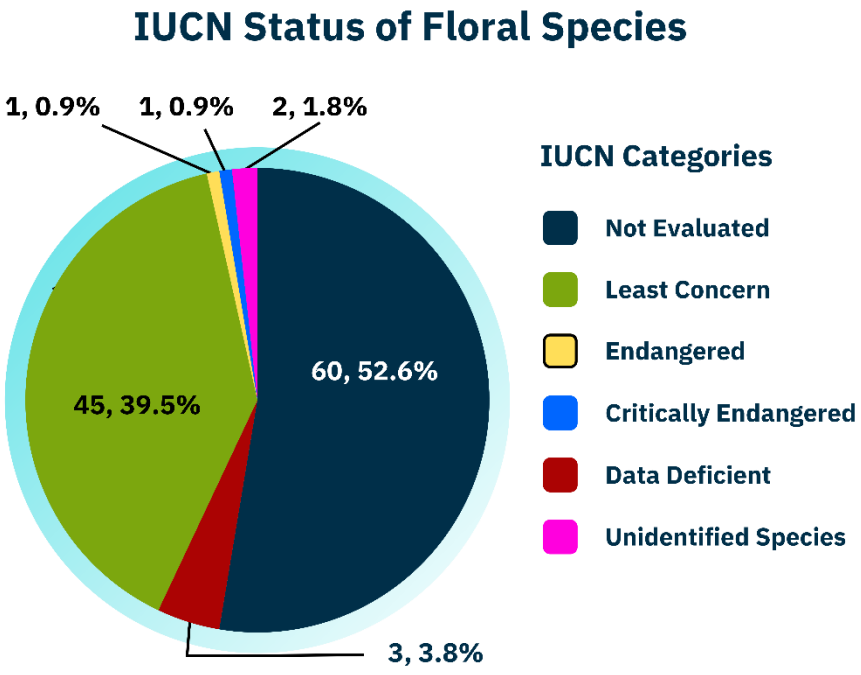

Figure 2: IUCN status of the floral species enumerated in the institution campus during audit


COCOS NUCIFERA
COCONUT


Mangifera indica
MANGO


Cassia fistula
GOLDEN SHOWER TREE

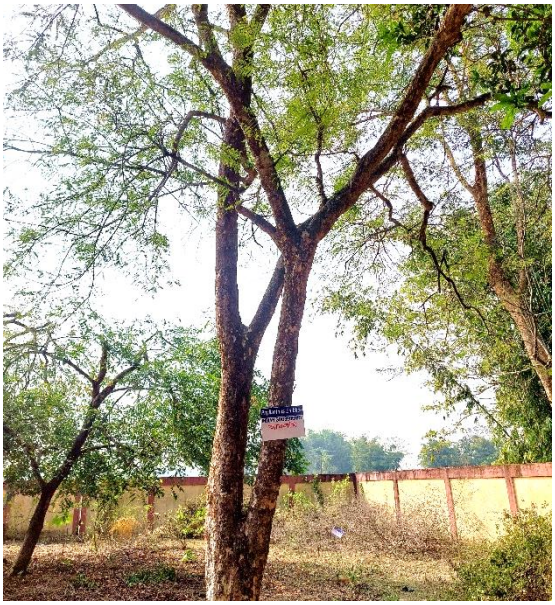

Photo 9: A few of the plant species enumerated in the institution campus during the audit.

5.3. CAMPUS FAUNA

Numerous faunal species are frequently observed in the campus, including mammals, birds, amphibians, reptiles, etc. The vegetation in the campus acts as the adobe for the faunal species present in the institution campus. A list of faunal species in the campus is given as follows.

Table 2: Faunal species in the institution campus along with their class, order, family, and common or vernacular name.

Sl. No.	Faunal species	Class	Order	Family	Common / Vernacular Name
1	*Acridotheres fuscus*	Aves	Passeriformes	Sturnidae	Jungle Myna
2	*Acridotheres tristis*	Aves	Passeriformes	Sturnidae	Common Myna
3	*Apis dorsata*	Insecta	Hymenoptera	Apidae	Honey Bee
4	*Apus apus*	Aves	Apodiformes	Apodidae	Common Swift
5	*Argiope* sp.	Arachnida	Araneae	Araneidae	Garden Orbweaver
6	*Callosciurus pygerythrus*	Mammalia	Rodentia	Sciuridae	Hoary bellied Squirrel
7	*Calotes versicolor*	Mammalia	Squamata	Agamidae	Garden Lizard
8	*Canis lupus famliliaris*	Mammalia	Carnivora	Canidae	Dog
9	*Catopsilia pomona*	Insecta	Lepidoptera	Pieridae	Common Emigrant
10	*Chorthippus albomarginatus*	Insecta	Orthoptera	Acrididae	Lesser Marsh Grasshopper
11	*Corvus splendens*	Aves	Passeriformes	Corvidae	House Crow
12	*Crossopriza lyoni*	Arachnida	Araneae	Pholcidae	Tailed Cellar Spider
13	*Dinopium benghalense*	Aves	Piciformes	Picidae	Golden Flameback Woodpecker
14	*Hemidactylus frenatus*	Reptilia	Squamata	Gekkonidae	Common House Gecko
15	*Leptocorisa acuta*	Insecta	Hemiptera	Alydidae	Rice Ear Bug
16	*Lonchura striata*	Aves	Passeriformes	Estrildidae	White-rumped Munia
17	*Megalaima asiatica*	Aves	Piciformes	Megalaimidae	Blue-throated Barbet
18	*Motacilla alba*	Aves	Passeriformes	Motacillidae	White Wagtail
19	*Nephila pilipes*	Arachnida	Araneae	Araneidae	Giant Golden Orbweaver
20	*Papilio demoleus*	Insecta	Lepidoptera	Papilionidae	Lime Swallowtail
21	*Parus major*	Aves	Passeriformes	Paridae	Great Tit
22	*Passer domesticus*	Aves	Passeriformes	Passeridae	House Sparrow
23	*Pieris canidia indica*	Insecta	Lepidoptera	Pieridae	Indian Cabbage White
24	*Prosotas nora*	Insecta	Lepidoptera	Lycaenidae	Common Lineblue
25	*Ptyas mucosa*	Reptilia	Squamata	Colubridae	Oriental Rat Snake
26	*Pycnonotus cafer*	Aves	Passeriformes	Pycnonotidae	Red-vented Bulbul
27	*Spalgis epius*	Insecta	Lepidoptera	Lycaenidae	Apefly
28	*Tettigonia viridissima*	Insecta	Orthoptera	Tettigoniidae	Great Green Bush Cricket
29	*Varanus bengalensis*	Reptilia	Squamata	Varanidae	Bengal Monitor Lizard
30	*Velarifictorus micado*	Insecta	Orthoptera	Gryllidae	Japanese Burrowing Cricket
31	*Vespa mandarinia*	Insecta	Hymenoptera	Vespidae	Asian Giant Hornet

5.4. BEST PRACTICES PERTAINING TO GREEN CAMPUS

As part of its ongoing commitment to maintaining a green campus, the institution has participated in a number of environmental initiatives. Such noteworthy activities include:

5.4.1. PLANTATIONS

DIET, Dhemaji administration promotes environmental protection and organises tree planting programmes on the institution campus on World Environment Day and other occasions every year. The programmes engage both students and members of the teaching and non-teaching faculties. Individual students and teachers with whom the audit team interacted were aware of and interested in caring for the campus floras. The flora on campus serves an assortment of functions, including enhancing the quality of the surrounding natural environment, bringing in more wildlife, including birds, and expanding its habitat, as well as enhancing the area's water quality.

5.4.2. DEVELOPMENT OF BOTANICAL, MEDICINAL PLANT AND ORNAMENTAL PLANT GARDEN

The institution has received funds of Rs. 4.95 lakh to develop different types of gardens in the campus such as botanical garden, medicinal plant garden, ornamental plant garden, etc., under the “Green Campus Initiative Funds” provided by the Government of Assam in order to develop 10 DIETs into centre of excellence. The process is ongoing.

5.4.3. DEVELOPMENT OF ORCHIDARIUM

The Institution has also developed an orchidarium where locally available orchid species are conserved and propagated.


Photo 10: Orchidarium of DIET, Dhemaji

5.4.4. CAMPUS CLEANLINESS: VERMICOMPOSTING

DIET, Dhemaji prioritises the cleanliness of the campus, hostels and departments. The college campus is regularly cleaned and all the waste collected is separated into three categories: i) Organic waste, ii) Plastic waste and iii) other waste. Multiple dustbins are placed strategically within the campus to reduce littering. The institution has established two vermicomposting units where all the collected organic wastes are accumulated and turned into vermicompost which is used as manure for the plants within the campus.


Photo 11: Vermicomposting units established in the campus

5.4.5. RAINWATER HARVESTING UNIT

The Institution has also established a rainwater harvesting unit within their campus to collect rainwater which is the used to water plants as well as released to percolate into the ground, thereby recharging the groundwater table.

5.4.6. POLYHOUSE FOR ORGANIC FARMING

The Institution has also established shed netted poly house for organic cultivation of fruits and vegetables along with other important plant species.


Photo 12: Rainwater harvesting unit and shed netted poly house established in the campus

5.4.7. TAGGING OF FLORA IN THE CAMPUS

The Institution has properly tagged the plant species present within the campus stating their scientific name, English name and the vernacular name.


Photo 13: Tagging of plants in the campus

5.4.8. AWARENESS ON GREEN CAMPUS (BIODIVERSITY) AND RELEVANT ISSUES

The Institution has undertaken several initiatives in creating awareness among the students as well as among people of the locality on the importance of biodiversity and its conservation such as training on orchid cultivation and training on organic farming. A few photographs of the mentioned training are given as follows.

Photo 14: Training on orchid cultivation and organic farming.

6. RECOMMENDATIONS

Based on the visit and discussions with institution authority officials, the audit team came to the conclusion that the institution needed a future road map in order to strengthen its efforts in adopting a green and clean approach and exhibit its concern for the environment and nature. Additionally, it is recommended that the institution administration keep up this routine for carrying out environmental and green audits, as the audit team felt that doing so would raise awareness and foster participation among faculty, staff, and students, and that the positive trend would endure over time. The audit team has also recommended the following:

1) In order to streamline the activities and measures taken by the college pertaining to the environment, it is recommended that an Environmental Management System (EMS) be constituted in the college that will be responsible for overseeing all the environment related issues of the college and the activities pertaining to it. The EMS will act as an internal audit team, assisting external audit officers with future audits. Along with the college's teaching and non-teaching personnel, students shall be included as volunteer members of the EMS.

2) It is recommended that clubs and cells pertaining to environment, ecology and climate change such as Eco-clubs, College Environment and Climate Cells, etc. may be constituted. The clubs can be a part of the EMS.

3) In order to increase the faunal diversity of the institution, plantation of more indigenous fruit yielding plants such as *Baccaurea ramiflora* (লেটেকু), *Averrhoa carambola* (কৰ্দৈ), etc. may be given priority. The institution can also opt to develop a butterfly garden with local flowering plant species to create, improve, and maintain habitat for lepidopterans including butterflies, skippers, and moths.

4) It is recommended that the institution may intensify their plantation drives and plant floral species which are locally available and gives economic benefits to the people. Plantations can be done in places where much of empty spaces are available. Whenever such plantation drives are conducted, the institution must ensure to maintain a list of the plant species and their numbers being planted as well as of the people who have planted them.

5) The institution can also opt for planting of fruit trees along the campus boundary to attract more fauna in the campus. Additionally, the trees will also give shade for students during recess and also help in maintaining the temperature in the campus.

6) It is also recommended that periodic cleaning of weeds and grasses in the botanical garden be done so that the planted trees can grow easily. The number of orchid species in the orchidarium may be increased and exotic species be collected and introduced in order to increase their numbers and facilitate their conservation

7) The college has a plan for developing a medicinal and an herbal garden. It is recommended that local and indigenous plants with high medicinal value be planted instead of exotic plants.

8) The college can also deploy a “QR Codes for Plant” initiative in the college where QR codes can be placed alongside each plant and upon scanning the code the user can gain access to additional information about the plants. This can be developed by the college in house or through freely available applications. This initiative would help in developing scientific temperament of students to know more about the flora of their locality and state as well as to understand their environment and ecosystem

9) The institution has an excellent potential to capture rainwater from the rooftops of campus buildings, which the institution management may utilise for an assortment of activities. Given that rainwater harvesting has been used on a pilot scale at the institution, the institution may elect to establish additional rainwater collection infrastructures on building roofs in phases. This will enable the future Green Audit team to compare the progress made by the institution administration.

10) The institution can opt to employ the Miyawaki Method of gardening and cultivation for their gardens and the Biodiversity Park. The Miyawaki method is a tree planting technique that uses native plants to quickly create forests on degraded land. It involves analysing and improving the soil, electing 50 to 100 local plant species, planting the seedlings in clumps and very densely, monitoring, watering, and weeding the site for two to three years and creating a natural environment with four layers of vegetation: canopy trees, trees, sub-trees, and shrubs.

11) The institution can also adopt a “No Motor Vehicle Day” for one day per week or one day per two weeks or one day per month for commuting to the institution. This can have a reasonable impact on the carbon footprint of the institution.

12) As the college is undergoing extensive infrastructural modification and up-gradation, it is recommended that the debris be properly disposed.

13) It is recommended that the college generate awareness among the faculty and the students on waste segregation and management. A comprehensive waste management plan can be developed, including e-waste to minimize the generation of solid waste and their proper disposal.

14) An environmental policy paper must be prepared and developed that includes all of the recommendations, the institution's current practises, and a roadmap and action plan for adopting the recommendations within a certain time frame. This policy shall be revised following each green audit, and the institution will adhere to it to make the campus more sustainable for the environment. To be a comprehensive policy, the policy must also incorporate the overarching environmental vision, mission, goals, and objectives.

7. CONCLUSION

The green audit is an important instrument for ensuring that natural resources are managed fairly and balanced. Green audits are essential for analysing and assessing whether institutional practices are sustainable and environmentally conscious. It is a rigorous approach to finding, measuring, recording, reporting, and monitoring biological and environmental components in an area in question. A green audit's two primary goals are to investigate the institution's green practices and conduct a thorough audit to determine whether the institution is on the ideal path for long-term growth.

The audit team believes that professors, support staff, and students all have a strong awareness of environmental responsibility. The audit team feels that the environment is well-maintained across the institution campus, and authorities have been observed to be particularly concerned about the institution's overall appearance and cleanliness. The unstructured sections of the institution campus have helped to replenish the groundwater. To allow for ground water recharge, future development projects must be properly balanced with proportionate open space. Some of the audit team's findings might help the institution campus become greener and more environmentally friendly. The conclusions are accompanied with recommendations for the institution administration to adopt.

Based on the inspection and discussions with institution authority officials, the audit team concluded that the institution requires a future road map to strengthen its efforts in adopting a green and clean approach while also exhibiting a commitment to the environment and biodiversity. Furthermore, it is recommended that the institution administration maintain this routine of conducting green audits, as the audit team believed that doing so would raise awareness and encourage participation among faculty, staff, and students, and that the positive trend would continue to grow over time.