



নন্দনাথ শইকীয়া মহাবিদ্যালয় NANDANATH SAIKIA COLLEGE

Affiliated to Dibrugarh University



SUPPORTING DOCUMENTS FOR N&A C SELF STUDY REPORT (SSR)

(3RD CYCLE)

PERIOD: 2017-2022

CRITERION 1	KEY INDICATOR: 1.3
CURRICULAR ASPECTS	CURRICULUM ENRICHMENT
METRIC NUMBER: 1.3.1	INSTITUTION INTEGRATES CROSSCUTTING ISSUES RELEVANT TO PROFESSIONAL ETHICS, GENDER, HUMAN VALUE, ENVIRONMENT AND SUSTAINABILITY INTO THE CURRICULUM



PREPARED AND SUBMITTED BY

NANDA NATH SAIKIA COLLEGE, TITABAR



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Metric No:	Heading
1.3.1	Institution integrates crosscutting issues relevant to professional ethics, gender, human value, environment and sustainability into the curriculum

Syllabus related to Gender

Semester-II

GE-2A: Feminism: Theory and Practice

Course Objective: The aim of the course is to explain contemporary debates on feminism and the history of feminist struggles. The course begins with a discussion on construction of gender and an understanding of complexity of patriarchy and goes on to analyze theoretical debates within feminism. The paper also covers the history of feminism in the west, socialist societies and in anti-colonial struggles. Further a gendered analysis of Indian society, economy and polity with a view to understanding the structures of gender inequalities.

Unit-I: Concepts in Feminism- sex/gender distinction, Patriarchy, Gender Socialisation, Sexual Division of Labour, Private-Public Dichotomy, Biologism versus social constructivism, Feminism

Unit-II: Approaches to the study of Feminism
Liberal, Socialist, Marxist, Radical feminism and Third World Approach

Unit-III Genesis of Feminist Movements in the West:
Seneca Falls Convention; Black Feminist Movement, Suffragist Movement in USA, Britain and France; the French Revolution and the Declaration of the Rights of Women and Female Citizen

Unit-IV: Genesis of Feminist Movement in the East:
Feminism and the Communist Revolution in China-Issues and Debates
Movement for Women's Emancipation-Rosa Luxemburg, Alexandria Kollontai
Feminist issues and women's participation in anti-colonial and national liberation movements in India

Unit-V: The Indian Experience:
Contemporary issues in Feminism: Environment, Domestic Violence, Rape, Dowry, Sexual Harassment at Workplace, Right to Property and Customary versus Constitutional Law; Gender Relations in India: Family- Matrilineal and Patrilineal; Women and Work

Reading List:

- Geetha, V. (2002) *Gender*. Calcutta: Stree.
- Geetha, V. (2007) *Patriarchy*. Calcutta: Stree.
- Jagger, Alison. (1983) *Feminist Politics and Human Nature*. U.K.: Harvester Press, pp. 25-350.
- Lerner, Gerda. (1986) *The Creation of Patriarchy*. New York: Oxford University Press.
- Rowbotham, Shiela. (1993) *Women in Movements*. New York and London: Routledge, Section I, pp. 27-74 and 178-218.
- Jayawardene, Kumari. (1986) *Feminism and Nationalism in the Third World*. London: Zed Books, pp. 1-24, 71-108, and Conclusion.
- Forbes, Geraldine (1998) *Women in Modern India*. Cambridge: Cambridge University Press, pp. 1-150.

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A paper on Gender issues in the curriculum of Political Science

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Coordinator, IQAC
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Syllabus related to Human Values

Semester-V:

✓ DSE-2A: Human Rights in Comparative Politics **৫৫৫**.

Course objective: This course attempts to build an understanding of human rights among students through a study of specific issues in a comparative perspective. It is important for students to see how debates on human rights have taken distinct forms historically and in the contemporary world. The course seeks to anchor all issues in the Indian context, and pulls out another country to form a broader comparative frame. Students will be expected to use a range of resources, including films, biographies, and official documents to study each theme. Thematic discussion of sub-topics in the second and third sections should include state response to issues and structural violence questions.

Unit-I: Human Rights: Theory and Institutionalization: Understanding Human Rights, Philosophical Foundations of Human Rights, Utilitarian Rights, Natural Rights, Positivist School, Asian Values, Three Generations of Rights

Unit-II: Institutional Arrangements: United Nations, Universal Declaration of Human Rights, International Covenant on Civil and Political Rights (ICCPR), International Covenant on Economic Social and Cultural Rights (ICESCR), Optional Protocols

Unit-III: Rights in National Constitutions: South Africa and India

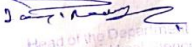
Unit-IV: Issues of Human Rights: Torture: USA and India, Surveillance and Censorship: China and India, Terrorism and Insecurity of Minorities: USA and India

Unit-V: Structural Violence: Caste and Race: South Africa and India, Gender and Violence: India and Pakistan, Adivasis/Aboriginals, the Land Question: Australia and India

READING LIST

- J. Hoffman and P. Graham, (2006) 'Human Rights', *Introduction to Political Theory*, Delhi, Pearson, pp. 436-458.
- SAHRDC (2006) 'Introduction to Human Rights'; 'Classification of Human Rights: An Overview of the First, Second, and Third Generational Rights', in *Introducing Human Rights*, New Delhi: Oxford University Press.
- The Constitution of the Republic of South Africa, Chapter 2: Bill of Rights.
- The Constitution of India, Chapter 3: Fundamental Rights
- M. Lippman, (1979) 'The Protection of Universal Human Rights: The Problem of Torture' *Universal Human Rights*, Vol. 1(4), pp. 25-55
- J. Lokaneeta, (2011) 'Torture in the TV Show 24: Circulation of Meanings'; 'Jurisprudence on Torture and Interrogations in India', in *Transnational Torture Law, Violence, and State Power in the United States and India*, Delhi: Orient Blackswan,
- D. O'Byrne, (2007) *Human Rights: An Introduction*, Delhi: Pearson
- D. Lyon, (2008) *Surveillance Society*, Talk for Festival del Diritto, Piacenza, Italia, September 28, pp.1-7.

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A paper on Human Rights in the curriculum of Political Science



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Syllabus related to Gender & Human Values

6.2 Paper – XIV: Indian Political Thought-II

Course objective: Based on the study of individual thinkers, the course introduces a wide span of thinkers and themes that defines the modernity of Indian political thought. The objective is to study general themes that have been produced by thinkers from varied social and temporal contexts. Selected extracts from original texts are also given to discuss in the class. The list of additional readings is meant for teachers as well as the more interested students.

Total Lectures- 70

Total Marks-80

Unit-I: Introduction to Modern Indian Political Thought: Why Modern? Trends and Genesis
5 Lectures and 2 Tutorials

Unit-II: Reformist Political Thought- Rammohan Roy- Rights – Freedom of Press, Civil Liberties, Gender; Pandita Ramabai: Gender- Women's Education, Sarada Sadan
10 Lectures and 4 Tutorials

Unit-III: Nationalist Political Thought: Gandhi: Swaraj; Nehru: Secularism; Tagore: Critique of Nationalism
12 Lectures and 5 Tutorials

Unit-IV: Thoughts For Social Change: Ambedkar: Social Justice; Lohia: Socialism, Vivekananda-Ideal Society
12 Lectures and 5 Tutorials

Unit-V: Thoughts of Cultural Nationalism: Iqbal: Community; Savarkar: Hindutva
11 Lectures and 4 Tutorials

Reading List:

- V. Mehta and T. Pantham (eds.), (2006) 'A Thematic Introduction to Political Ideas in Modern India: Thematic Explorations, History of Science, Philosophy and Culture in Indian civilization' Vol. 10, Part: 7, New Delhi: Sage Publications
- D. Dalton, (1982) 'Continuity of Innovation', in *Indian Idea of Freedom: Political Thought of Swami Vivekananda, Aurobindo Ghose, Rabindranath Tagore and Mahatma Gandhi*, Academic Press: Gurgaon
- R. Roy, (1991) 'The Precepts of Jesus, the Guide to Peace and Happiness', S. Hay, (ed.) *Sources of Indian Tradition, Vol. 2*. Second Edition. New Delhi: Penguin, pp. 24-29.

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6.1 Paper – XIII: Modern Political Philosophy

Course objective: Philosophy and politics are closely intertwined. We explore this convergence by identifying five main tendencies here. Students will be exposed to the manner in which the questions of politics have been posed in terms that have implications for larger questions of thought and existence.

Total Lectures- 70

Total Marks-80

Unit-I : Modernity and its discourses – Concept of Modernity, Renaissance, Enlightenment; Modernity and liberalism, Gandhi's Critique to modern civilization, Modernity versus postmodernism 10 Lectures and 4 Tutorials

Unit-II: Romantics- Jean Jacques Rousseau –Social Contract, General Will, local or direct democracy, self government, origin of inequality; Mary Wollstonecraft- Women and paternalism; critique of Rousseau's idea of education 10 Lectures and 4 Tutorials

Unit-III: Liberal socialist-John Stuart Mill- Liberty, suffrage and subjection of women, right of minorities; utility principle. 10 Lectures and 4 Tutorials

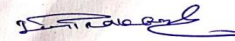
Unit IV. Radicals Karl Marx -Alienation; difference with other kinds of materialism; Gramsci-Hegemony; Alexandra Kollontai- Views on Morality; socialization of housework; disagreement with Lenin 10 Lectures and 4 Tutorials

Unit-V: Ecologism: Aldo Leopold- Land ethics; Arne Naess –Deep Ecology 10 Lectures and 4 Tutorials

Reading List:

- Review: I. Kant. (1784) 'What is Enlightenment?,' available at <http://theliterarylink.com/kant.html>, Accessed: 19.04.2013
- S. Hall (1992) 'Introduction', in *Formations of Modernity* UK: Polity Press pages 1-16
- B. Nelson, (2008) *Western Political Thought*. New York: Pearson Longman, pp. 221-255.
- M. Keens-Soper, (2003) 'Jean Jacques Rousseau: The Social Contract', in M. Forsyth and M. Keens-Soper, (eds) *A Guide to the Political Classics: Plato to Rousseau*. New York: Oxford University Press, pp. 171-202.
- C. Jones, (2002) 'Mary Wollstonecraft's *Vindications* and their Political Tradition' in C. Johnson, (ed.) *The Cambridge Companion to Mary Wollstonecraft*, Cambridge: Cambridge University Press, pp. 42-58.

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Syllabus related to Gender & Environment

Department of English
N.N. Saikia College, Titabar

FIFTH SEMESTER
COURSE CODE: 50100
COURSE 11: WOMEN'S WRITING
(CORE)
CREDITS ASSIGNED: 6 CREDITS

COURSE OBJECTIVES: Unarguably the truest fact about human society is domination of women by men. Patriarchy believes in the superiority of man over women in all walks of life. Therefore, women were denied agency to air their views publicly or in writings. The fact that women had to resort to male pseudonyms in order to find readership is merely one instance to prove how patriarchal ideology has a stranglehold over the society at large. Since women have been systematically silenced by 'phallogocentric' ideology, they find it rather difficult to articulate their views. Privileging women's writing is a way by means of which the thought, anxieties, fears, desires, emotions of the 'second sex' can be addressed. The objective of this course is to introduce learners to women's writing, and in doing so attempting to underline the manner in which power operates to silence women from articulating their views. Apart from that, the course would also try to situate women's writing in a space that transcends or upends the male writing tradition through various (subversive) ways.

UNIT I: POETRY

DB Emily Dickinson 'I cannot live with you' 'I'm wife; I've finished that'
DB Sylvia Plath 'Daddy' 'Lady Lazarus'
KS Eunice De Souza 'Advice to Women' 'Bequest'

UNIT II: NOVEL

GH Alice Walker *The Color Purple*

UNIT III: SHORT STORY

DB Charlotte Perkins Gilman 'The Yellow Wallpaper'
SH Katherine Mansfield 'Bliss'
KD Mahashweta Devi 'Draupadi', tr. Gayatri Chakravorty Spivak (Calcutta: Seagull, 2002)

UNIT IV: ESSAY/MEMOIR

KD Mary Wollstonecraft *A Vindication of the Rights of Woman* (New York: Norton, 1988) chap. 1, pp. 11-19; chap. 2, pp. 19-38.

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A paper on the topics related with gender & human values in the curriculum of English



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COURSE CODE: 60200
COURSE 14: POSTCOLONIAL LITERATURES
(CORE)
CREDITS ASSIGNED: 6 CREDITS

COURSE OBJECTIVES: This course introduces postcolonial literature to the learners. The importance of postcolonial studies in a globalised world in which more than three-quarters of the people living in the world today have had their lives shaped by the experience of colonialism, cannot be overestimated. The main focus in the course is on literary texts and literary analysis. The literary works chosen are English language texts from the erstwhile colonized countries including the countries subsumed under the rubric "the Commonwealth." In this course we will deploy postcolonial theory to engage critically with texts within a

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postcolonial framework. We will focus on such issues as language, identity, point of view, displacement, physical and mental colonisation, Decolonisation, nationalism, fundamentalism, globalisation and diaspora, colonial legacy, gender and sexuality, regionalism, ethnicity, genocide, race, and so forth, and we will discuss how such issues are expressed in the literary texts. When taking into account the individual work's socio-historical context, however, it will become apparent that it may not be relevant to discuss all the issues mentioned in each separate work.

UNIT I: AFRICAN NOVEL
Chinua Achebe *Things Fall Apart* 46

UNIT II: LATIN AMERICAN NOVEL
Gabriel Garcia Marquez *Chronicle of a Death Foretold* 10

UNIT III: SHORT STORY
Bessie Head 'The Collector of Treasures' 15
Ama Ata Aidoo 'The Girl who can' 15
Grace Ogot 'The Green Leaves' 5

UNIT IV: POETRY
Pablo Neruda 'Tonight I can write' 'The Way Spain Was' 10
Derek Walcott 'A Far Cry from Africa' 'Names' 10
David Malouf 'Revolving Days' 'Wild Lemons' 5
Mamang Dai 'Small Towns and the River' 'The Voice of the Mountain' 5

SUGGESTED TOPICS AND BACKGROUND PROSE READINGS FOR CLASS PRESENTATIONS

TOPICS
De-colonization, Globalization and Literature
Literature and Identity Politics
Writing for the New World Audience
Region, Race, and Gender
Postcolonial Literatures and Questions of Form

MODE OF ASSESSMENT:
Internal Assessment: 20 marks
(Sessional test 1: 5marks, Sessional test 2: 5 marks, Presentation/viva voce/Group discussion: 5 marks, Attendance: 5 marks)

Total: 20 marks

Final Examination: 80 marks
Unit 1: 1 long answer question+ 1 short note/analysis (15+05) =20 marks
Unit 2: 1 long answer question+ 1 short note /analysis (15+05) =20 marks

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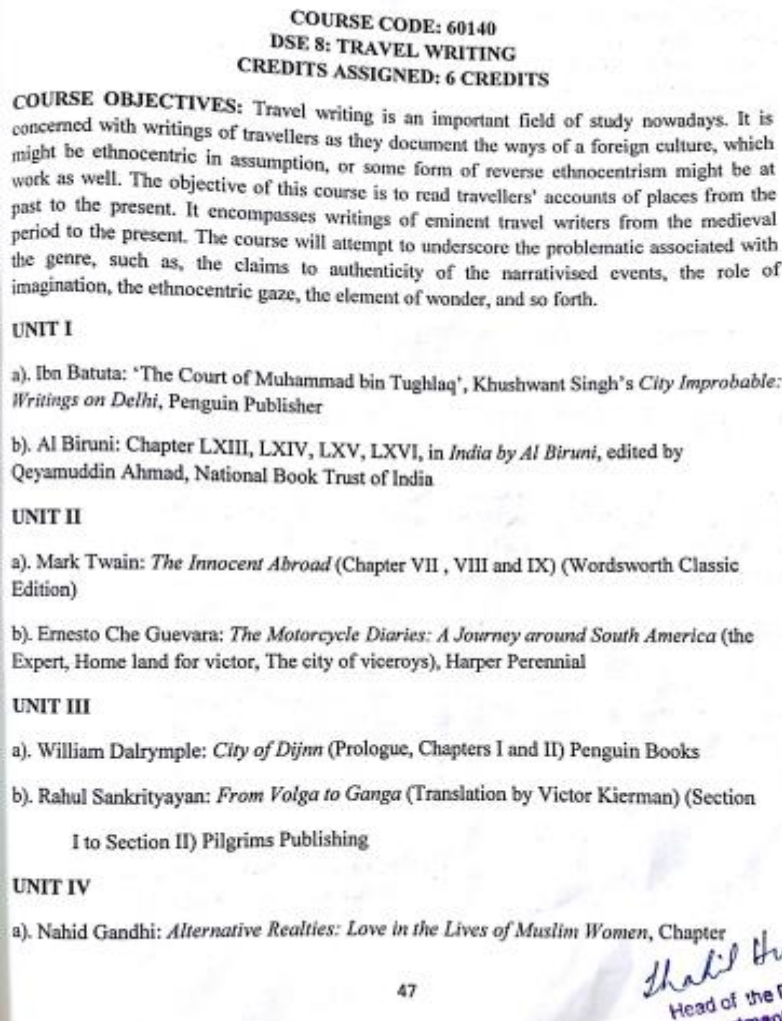


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Syllabus related to Gender & Environment



A paper on the topics related with gender and human in the curriculum of English



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Syllabus related to Gender

GENDER / PROFESSIONAL ETHICS / HUMAN VALUES / ENVIRONMENT AND SUSTAINABILITY related SYLLABUS DEPARTMENT OF EDUCATION

DSEED603 / GEED202: **GENDER AND EDUCATION** CREDIT: 6 [MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]

UNIT I: INTRODUCTION TO GENDER AND ITS RELATED TERMS:

- 1.1. Sex and Gender: meaning and concept
 - 1.2. Difference between sex and gender.
 - 1.3. Gender role: Concept and nature.
 - 1.3.1. Types of gender role. Gender role in patriarchal and matriarchal
 - 1.4. Patriarchal and Matriarchal: Concept and nature. Society
 - 1.5. Social construct of Gender. Types of gender Segregation: Horizontal
 - 1.6. Gender Segregation: concept and nature & vertical
 - 1.6.1. Gender segregation and education. Measures for inclusion in education
- Causes of gender marginalisation in education
- Meaning, concept and nature
- 1.7. Gender marginalisation in education Issues and concern related to gender
 - 1.8. Gender stereotyping: Meaning and concept stereotyping in Indian society Gender stereotyping and education
 - 1.9 Self silencing: concept and nature

UNIT II: GENDER AND SOCIETY

- 2.1 Gender biases: Meaning and concept
 - 2.1.1 Gender biases in: The society, The school environment, The family
- 2.2. Gender socialization: Meaning and concept. Role media and popular culture (film) • Role of the society • Role of the school • Role of the family)

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A paper on Gender issues in the curriculum of Education



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Syllabus related to Crosscutting issues relevant to Human values

SYLLABUS OF THE UG PROGRAMME IN EDUCATION DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)

EDNH601: EMERGING TRENDS IN INDIAN EDUCATION

UNIT: III : ESSENTIAL PERSPECTIVES OF INDIAN EDUCATION

3.1. Environmental Education:

3.1.1. Meaning & Objectives of Environmental Education

3.1.2. Challenges of Environmental Education.

3.2. Women Education:

3.2.1. Importance & Challenges of Women Education in India.

3.3. Inclusive Education:

3.3.1. Concept, Objectives & Challenges of Inclusive Education.

3.3.2. Role of RCI, PWD act in addressing Inclusive education

3.4. Alternative Education:

3.4.1. Concept, Need of alternative schooling at Elementary, Secondary and Higher Level,

3.4.2. Development and Challenges of Distance Education

3.5. Adult Education:

3.5.1. Concept & Challenges of Adult education

3.5.2. Initiatives for Adult education: Adult literacy mission, Sakshar Bharat.

3.6. Population Education:

3.6.1. Concept & Challenges of Population Education

3.6.2. Role of Education in addressing the challenge of population explosion

3.7. Human Rights Education:

3.7.1. Concept of Human Rights education

3.7.2. Role of National Commissions for Protection of Childs Rights (NCPCR)

3.8. Value and Peace Education:

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A paper on Crosscutting issues relevant to Human Value in the curriculum of
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Syllabus related to Crosscutting issues relevant to Human values

DSEED502 / GEED102: **VALUE EDUCATION**

CREDIT: 6 [MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]

UNIT I: VALUES:

1.1 Concept, meaning and definition of values

1.2 Types of values: Instrumental values

1.2.2 Intrinsic values and

1.2.3 **Democratic values.**

1.3 Functions of values

1.4 **Sources of values:**

1.4.1 Socio- cultural tradition

1.4.2 Religion and

1.4.3 Constitution (Indian Constitution)

1.5 Fostering values: Role of –

1.5.1 Parents

1.5.2 Teachers

1.5.3 Peer groups

1.5.4 Religion

1.5.5 Government

1.5.6 Mass media and

1.5.7 Voluntary organizations.

UNIT:II **VALUE EDUCATION**

2.1 **Meaning of Value Education**

2.2 Objectives of Value Education

2.3 Dimensions of **Value Education:**

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DSEED601 / GEED201: HUMAN RIGHTS EDUCATION

CREDIT: 6 [MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]

Unit I: Introduction to Human Rights

- 1.1. Concept of Human Rights: Meaning, Definition, Nature and Scope.
- 1.2. Theories of Human Rights: Natural, Liberal, Marxist and Social Theory
- 1.3. Constitutional Perspectives: Fundamental Rights and Duties and their correlation
- 1.4. Universal Declaration of Human Rights, 1948
- 1.5. Human Rights Movement in India: National Freedom Movement, Dalit and Women's movement

UNIT II: Understanding and Dealing with Violation of Human Rights

2.1 Societal :

- 2.1.1 Violence against women: Causes, Consequences and Protection
- 2.1.2 Violence against Children: Causes, Consequences and Protection (Child Labour, Child Trafficking and Child Abuse)
- 2.1.3 Poverty with related to causes, types and consequences
- 2.1.4 Population Growth with related to causes, consequences and Protection

2.2 Political :

- 2.2.1 Terrorism with related to concept, types, causes and measures
- 2.2.2 Regionalism with related to causes and consequences

UNIT III Introduction to Human Rights Education

- 3.1 Concept, Objectives, Principles and need for Human Rights Education in India
- 3.2 Factors promoting Human Rights Education
 - 3.2.1 Positive Attitude
 - 3.2.2 Pro- Social Behaviour
 - 3.2.3 Elimination of Prejudice
 - 3.2.4 Promotion of peace

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Syllabus related to Crosscutting issues relevant to Human values

Semester-V:

✓ DSE-2A: Human Rights in Comparative Politics GRN.

Course objective: This course attempts to build an understanding of human rights among students through a study of specific issues in a comparative perspective. It is important for students to see how debates on human rights have taken distinct forms historically and in the contemporary world. The course seeks to anchor all issues in the Indian context, and pulls out another country to form a broader comparative frame. Students will be expected to use a range of resources, including films, biographies, and official documents to study each theme. Thematic discussion of sub-topics in the second and third sections should include state response to issues and structural violence questions.

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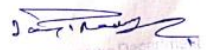
Unit-IV: Issues of Human Rights: Torture: USA and India, Surveillance and Censorship: China and India, Terrorism and Insecurity of Minorities: USA and India

Unit-V: Structural Violence: Caste and Race: South Africa and India, Gender and Violence: India and Pakistan, Adivasis/Aboriginals, the Land Question: Australia and India

READING LIST

- J. Hoffman and P. Graham, (2006) 'Human Rights', *Introduction to Political Theory*, Delhi, Pearson, pp. 436-458.
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- The Constitution of India, Chapter 3: Fundamental Rights
- M. Lippman, (1979) 'The Protection of Universal Human Rights: The Problem of Torture' *Universal Human Rights*, Vol. 1(4), pp. 25-55
- J. Lokanceta, (2011) 'Torture in the TV Show 24: Circulation of Meanings'; 'Jurisprudence on Torture and Interrogations in India', in *Transnational Torture Law, Violence, and State Power in the United States and India*, Delhi: Orient Blackswan,
- D. O'Byrne, (2007) *Human Rights: An Introduction*, Delhi: Pearson
- D. Lyon, (2008) Surveillance Society, Talk for Festival del Diritto, Piacenza, Italia, September 28, pp.1-7.

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Head of the Department
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Titabar

A paper on Crosscutting issues relevant to Human Value in the curriculum of Political Science



নন্দনাথ শইকীয়া মহাবিদ্যালয় NANDANATH SAIKIA COLLEGE

Affiliated to Dibrugarh University

Metric No:	Heading
1.3.1	Institution integrates crosscutting issues relevant to professional ethics, gender, human value, environment and sustainability into the curriculum

Syllabus related to Environment and Sustainability



SYLLABUS

In- Semester Marks : 20
End- Semester Marks : 80
Total Marks : 100
10 to 12 classes per unit

Semester: VI

Course: XI

HISTORY OF ECOLOGY AND ENVIRONMENT IN INDIA

Objective: This course intends to acquaint the students with the new discipline of ecological and environmental history. It intends to familiarize them with the relation between ecology and human civilization with particular reference to post independence India. It also attempts to bring the pupils to the understanding of the social and economic conflicts emerging due to environmental factors.

Unit I: Marks: 16

- 1.01 : Emergence of Environmental History as a branch of History
- 1.02 : Geographical Background of the Indian Subcontinent: Physical division, flora and fauna.
- 1.03 : Mode of Resource Utilization : Gathering, Nomadic, Pastoralism, Agricultural Mode and Industrial Mode

Unit II: Marks: 16

- 2.01 : Ecological mapping of Indus Valley Civilization and its decline: the Environmental factors
- 2.02 : Use of iron implements; Agricultural Expansion and Deforestation in the Gangetic Valley.
- 2.03 : Forest and the pastoral communities in the Medieval period.

Unit III: Marks: 16

- 3.01 : Making of British Forest Policy in India : Forest Acts of 1878 and 1927
- 3.02 : Impact of British Forest Policy : Deforestation and Ecological change in India.
- 3.03 : Commercial Exploitation of Forest Products; Impact of Railway Construction on Forestry during the colonial period.

Unit IV: Marks: 16

- 4.01 : Conservation Policies in Post independence Period; Social Forestry
- 4.02 : Environmental movements; Chipko Movement, Narmada Bachao Andolan.
- 4.03 : Dams and Mines: Problems of displacement, Loss of Livelihood and Problems of Rehabilitation

Unit : V Marks: 16

- 5.01 : Impact of Plantation Economy and Forestry in Assam
- 5.02 : Flood and Soil Erosion in the Brahmaputra Valley
- 5.03 : Environmental impact of Shifting Cultivation.

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Department of History
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A paper on Environment and Sustainability in the curriculum of History





নন্দনাথ শইকীয়া মহাবিদ্যালয় NANDANATH SAIKIA COLLEGE

Affiliated to Dibrugarh University

Metric No:	Heading
1.3.1	Institution integrates crosscutting issues relevant to professional ethics, gender, human value, environment and sustainability into the curriculum

Syllabus related to Gender and Women



HISTORY (HIS)

HISM: 602

Marks: 400 (End Semester: 80+Internal Assessment=20)
100 marks classes per unit

Women in Indian History

Objective:

The objective of this course is to describe the Feminist Movement, the key concepts in Women's studies as well as sources for reconstructions of Women's History. It will also describe the status of Women in Indian Society during the Vedic and Medieval period. Further the Reform Movement as well as the role of women in India's Freedom Struggle will be dealt with.

Unit: I Marks: 16

- 1.01 : Key Concepts in Women's Studies – Gender, Patriarchy and Sexual Division of Labour
- 1.02 : Feminist movements and Development of Women's History
- 1.03 : Sources for Reconstruction of Women's History – Oral Narratives, Memoirs, Diaries, Autobiographies

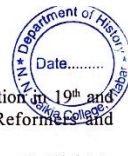
Unit: II Marks: 16

- 2.01 : Women In Ancient Indian Society :
- 2.02 : Status of Women in Buddhism
- 2.03 : Changing Status of Women in the Subsequent Periods
- 2.04 : Women in Medieval India

Unit: III Marks: 16

- 3.01 : Social customs and Reform Movement in 19th century India : Sati, widow Remarriage, Female Infanticide : Role of Brahma Samaj, Arya Samaj , Parthana Samaj and Aligarh Movement
- 3.02 : Jyotiba Phule, Pandita Ramabai and Begum Rukia Sakhawat Hussain

40 History



- 3.03 : Development of Women's Education in 19th and 20th Century : Role of Social Reformers and Missionaries
- 3.04 : Sarda Act, 1929 and Hindu Women's Right to Property Act, 1937

Unit: IV Marks: 16

- 4.01 : Development of Women's Organization : Women's Conference, 1910 and National Council of Women in India
- 4.02 : Demand for Women's Franchise
- 4.03 : Women in Freedom Struggle : Pre-Gandhian Phase
- 4.04 : Women in Freedom Struggle : Gandhian Phase
- 4.05 : Women in Revolutionary Movements

Unit: V Marks: 16

- 5.01 : Women, Society and Patriarchy in Medieval Assam
- 5.02 : Social Reforms in 19th and 20th Century Assam
- 5.03 : Development of Women's Organizations in Assam
- 5.04 : Women in Freedom Struggle in North East India

Text Books:

- Altekar, A.S : *The Position of Women in Hindu Civilization, 2nd print, Delhi, 1978*
- Desai Neera & Thakaar, Usha, (ed) : *Women in Indian Society.*
- Forbes Geraldine : *Women in Modern India, 1998*
- Mahanta, A : *Journey of Assamese Women 1836 –1937, Guwahati -2008*
- Sharma, Dipti : *Muktijudhat Luitpuria Nari, Guwahati, 1995*
- Barman, S., Devi, S. : *Asomiya Nari: Otijya aru Uttaran, Guwahati, 2002*

Reference Books:

- Geetha, V : *Gender, Kolkata, 2008*
- : *Patriarchy, Chennai, 2007*

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A paper on Women History and gender issues in the curriculum of History





নন্দনাথ শইকীয়া মহাবিদ্যালয় NANDANATH SAIKIA COLLEGE

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Syllabus related to Environment and Sustainability

Course Code: ZC102T

CORE COURSE II:

PRINCIPLES OF

ECOLOGY

**The objective of the course is to familiarize the students with fundamentals of ecology and impacts of ecological factors on living organisms.*

THEORY

(Credits 4)
(Lectures=60)

Unit 1: Introduction to Ecology

6 Lectures

History of ecology. Autecology and synecology. Levels of organization. Laws of limiting factors. Study of abiotic factors

Unit 2: Population

24 Lectures

Unitary and Modular populations
Unique and group attributes of population: Density, natality, mortality, life tables, fecundity tables, survivorship curves, age ratio, sex ratio, dispersal and dispersion Exponential and logistic growth, equation and patterns, r and K strategies Population regulation - density-dependent and independent factors Population interactions, Gause's Principle with laboratory and field examples, Lotka-Volterra equation for competition and Predation, functional and numerical responses

Unit 3: Community

12 Lectures

Community characteristics: species richness, dominance, diversity, abundance, vertical stratification, Ecotone and edge effect: Ecological succession with hydrosere
Theories pertaining to climax community

Unit 4: Ecosystem

14 Lectures

Types of ecosystems with one example in detail (Forest ecosystem), Food chain: Detritus and grazing food chains, Linear and Y-shaped food chains, Food web, Energy flow through the ecosystem, Ecological pyramids and Ecological efficiencies
Nutrient and biogeochemical cycle with Nitrogen cycle as an example
Human modified ecosystem

Unit 5: Applied Ecology

4 Lectures

Concept of wildlife conservation (Usefulness, causes and consequences of degradation); Management strategies

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A paper on Environment and Sustainability in the curriculum of Zoology



নন্দনাথ শইকীয়া মহাবিদ্যালয় NANDANATH SAIKIA COLLEGE

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Syllabus related to Environment and Sustainability

ZooMT- 505: Environmental Biology and Wildlife

Marks: 12 (1A) + 48 (End Sem) = 60
42 lecture hours

- Unit-1: Concepts pertaining to ecosystem, species, community, biome and ecotone; biotic and abiotic environmental factors and their effect on animals; trophic relations and energy flow.
- Unit-2: Shelford's law of tolerance; Liebig's law of minimum; concept of productivity; population structure and dynamics; exponential and logistic growth; r and k strategies and multidimensional niche concept; Lotka-Volterra model; natality and mortality; predator & prey relationship.
- Unit-3: Biogeochemical cycles (carbon, nitrogen, phosphorus and hydrological cycles); Renewable and non-renewable resources of N.E. India and strategy for their sustainable utilization; basic concept of remote sensing and EIA.
- Unit-4: Environmental pollution (water, air and soil); bioindicators in pollution studies; ecological succession; ecological backlash; greenhouse effect; ozone layer depletion and its impact.
- Unit-5: IUCN status of species category; important endangered species of N.E. India - rhinoceros, tiger, golden langur, dancing deer, river dolphin, pigmy hog, white winged wood duck and golden mahseer (*Tor* spp.); threats to biodiversity; man-wildlife conflict; *ex-situ* and *in-situ* conservation strategies; major national parks of NE India; concept of biosphere reserve and biodiversity hot spot; Indian Wildlife Protection Act, 1972.

ZooMP- 506: Practical based on ZooMT- 505

Marks: 8 (1A) + 32 (End Sem) = 40
20 lecture hours

1. Estimation of the size of the population by capture-recapture method (any vertebrate/invertebrate).
2. Find out the abundance and density of insect pests in some essential food commodities.
3. Determination of dissolved Oxygen/CO₂/Alkalinity in the water samples.
4. Find out the abundance and densities of terrestrial invertebrates/macrophyte associated fauna by Quadrant method.
5. Study of structural components of an aquatic/ grassland ecosystem
6. Field study: To visit a National park/ Wildlife Sanctuary to study the habitat/ forest types and prepare a full note on it.

SCHEME OF THE PRACTICAL EXAMINATION:

Time: 4 hrs.

1. Ecological experiment	8
2. Estimation	7
3. Field study	7
4. Practical record book	5
5. Viva voce	5

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A paper on Environment and Sustainability in the curriculum of Zoology



নন্দনাথ শইকীয়া মহাবিদ্যালয় NANDANATH SAIKIA COLLEGE

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Syllabus related to Environment and Sustainability

Course C14
GGRM602P6: DISASTER MANAGEMENT BASED PROJECT WORK 20 Lectures

(The main objective of the field work is to conduct an extensive survey over an area to evaluate the nature, intensity, frequency and impact of a Hazard/ disaster and suggesting possible mitigation measures)

	L	T	P
Field Work (Flood, Landslide, Drought, Earthquake, Cyclone and Manmade Disaster)	4		16

Reading List

1. Government of India. (1997) Vulnerability Atlas of India. New Delhi, Building Materials & Technology Promotion Council, Ministry of Urban Development, Government of India.
2. Kapur, A. (2010) Vulnerable India: A Geographical Study of Disasters, Sage Publication, New Delhi.
3. Modh, S. (2010) Managing Natural Disaster: Hydrological, Marine and Geological Disasters. Macmillan, Delhi.
4. Singh, R.B. (2005) Risk Assessment and Vulnerability Analysis. IGNOU, New Delhi. Chapter 1, 2 and 3
5. Singh, R. B. (ed.). (2006) Natural Hazards and Disaster Management: Vulnerability and Mitigation. Rawat Publications, New Delhi.
6. Sinha, A. (2001). Disaster Management: Lessons Drawn and Strategies for Future, New United Press, New Delhi.
7. Stoltman, J.P. et al. (2004) International Perspectives on Natural Disasters, Kluwer Academic Publications. Dordrecht.
8. Singh Jagbir (2007) "Disaster Management Future Challenges and Opportunities". 2007. Publisher- I.K. International Pvt. Ltd. S-25, Green Park Extension, Uphaar Cinema Market, New Delhi, India (www.ikbooks.com).

A paper on Environment and Sustainability in the curriculum of Geography



নন্দনাথ শইকীয়া মহাবিদ্যালয় NANDANATH SAIKIA COLLEGE

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Metric No:	Heading
1.3.1	Institution integrates crosscutting issues relevant to professional ethics, gender, human value, environment and sustainability into the curriculum

Syllabus related to Environment and Sustainability

Course Code: BC409T

Core Course IX: Plant Ecology and Phytogeography

The objective of this course is to expose the students to interaction of plant with its surroundings and also the geographic distribution of different plants

(Credits: Theory-4, Practical-2)

THEORY

Lectures: 60

Unit 1: Introduction

(4 lectures)

Basic concepts; Levels of organization. Inter-relationships between the living world and the environment, the components and dynamism, homeostasis.

(15 lectures)

Unit 2: Soil : Importance, Origin, Formation, Composition, Physical, Chemical and Biological components, Soil profile, Role of climate in soil development; **Water:** Importance, States of water in the environment, Atmospheric moisture, Precipitation types (rain, fog, snow, hail, dew); Hydrological Cycle, Water in soil, Water table. **Light, temperature, wind and fire** Variations, adaptations of plants to their variation.

Unit 3: Biotic interactions:

(5 lectures)

Trophic organization, basic source of energy, autotrophy, heterotrophy; symbiosis, commensalism, parasitism;

Unit 4: Population ecology:

(6 lectures)

Characteristics and Dynamics. Ecological Speciation

Unit 5: Plant communities

(6 lectures)

Concept of ecological amplitude; habitat and niche; Characters: analytical and synthetic; Ecotone and edge effect; Dynamics: succession – processes, types; climax concepts.

Unit 6: Ecosystems: Structure and Function

(12 lectures)

Ecological pyramids. Principles and models of energy flow; Production and productivity; Ecological Biogeochemical cycles; Cycling of Carbon, Nitrogen and Phosphorus.

Unit 7: Phytogeography

(12 lectures)

Principles; static and dynamic phytogeography, Continental drift; Theory of tolerance; Endemism; Brief description of major terrestrial biomes (one each from tropical, temperate & tundra); Phytogeographical regions of India; Local Vegetation.

A paper on Environment and Sustainability in the curriculum of Botany



নন্দনাথ শইকীয়া মহাবিদ্যালয় NANDANATH SAIKIA COLLEGE

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1.3.1	Institution integrates crosscutting issues relevant to professional ethics, gender, human value, environment and sustainability into the curriculum

Syllabus related to Environment and Sustainability

Course Code: BD606T

DSE Course – VI: Natural Resource Management

The objective of this course is to expose the students to different natural resources and their management practices

THEORY

Lectures: 60

Unit 1: Natural resources Definition and types.	(2 lectures)
Unit 2: Sustainable utilization Concept, approaches (economic, ecological and socio-cultural).	(8 lectures)
Unit 3: Land Utilization (agricultural, pastoral, horticultural, silvicultural); Soil degradation and management.	(8 lectures)
Unit 4: Water Fresh water (rivers, lakes, groundwater, aquifers, watershed); Marine; Estuarine; Wetlands; Threats and management strategies.	(8 lectures)
Unit 5: Biological Resources Biodiversity-definition and types; Significance; Threats; Management strategies; Biodiversity Hot Spot (Terrestrial & Marine), IUCN Species categories, In situ & Ex situ conservation, Bio-prospecting; IPR; CBD; National Biodiversity Action Plan). Biodiversity and Sustainable development	(12 lectures)
Unit 6: Forests Definition, Cover and its significance (with special reference to India); Major and minor forest products; Depletion; Management.	(6 lectures)
Unit 7: Energy Renewable and non-renewable sources of energy	(6 lectures)
Unit 8: Contemporary practices in resource management EIA, GIS, Participatory Resource Appraisal, Ecological Footprint with emphasis on carbon footprint, Resource Accounting; Waste management.	(8 lectures)
Unit 9: National and international efforts in resource management and conservation National and international efforts in natural resource management and their conservation approaches	(4 lectures)

A paper on Environment and Sustainability in the curriculum of Botany



নন্দনাথ শইকীয়া মহাবিদ্যালয় NANDANATH SAIKIA COLLEGE

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Syllabus related to Environment and Sustainability

Generic Elective

V. Economic Botany and Plant **Biotechnology**

(Credits: Theory-4, Practical-2)

THEORY

Lectures: 60

Unit 1: Origin of Cultivated Plants (4 lectures)

Concept of centres of origin, their importance with reference to Vavilov's work.

Unit 2: Cereals (4 lectures)

Wheat -Origin, morphology, uses

Unit 3: Legumes (6 lectures)

General account with special reference to Gram and soybean

Unit 4: Spices (6 lectures) General account with special reference to clove and black pepper (Botanical name, family, part used, morphology and uses)

Unit 5: Beverages (4 lectures)

Tea (morphology, processing, uses)

Unit 6: Oils and Fats (4 lectures)

General description with special reference to mustard

Unit 7: Fibre Yielding Plants (4 lectures)

General

4description with special reference to Cotton (Botanical name, family, part used, morphology and uses)

Unit 8: Introduction to **biotechnology** (2 lecture)

Unit 9: Plant tissue culture (8 lectures)

Micropropagation: haploid production through androgenesis and gynogenesis; brief account of embryo and endosperm culture with their applications

Unit 10: Recombinant DNA Techniques (18 lectures)

Blotting techniques: Northern, Southern and Western Blotting, DNA Fingerprinting; Molecular DNA markers i.e. RAPD, RFLP, SNPs; DNA sequencing, PCR and Reverse Transcriptase-PCR. Hybridoma and monoclonal antibodies, ELISA and Immunodetection Molecular diagnosis of human disease, Human gene Therapy.

A paper on Environment and Sustainability in the curriculum of Botany



নন্দনাথ শইকীয়া মহাবিদ্যালয় NANDANATH SAIKIA COLLEGE

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Syllabus related to Environment and Sustainability

Course Code: BD5041

DSE Course – IV: Industrial and Environmental Microbiology

The objective of this course is to expose the students to application of different microbes for industrial purposes and also their role in the environment

(Credits: Theory-4, Practical-2)

THEORY

Lectures: 60

Unit 1: Scope of microbes in industry and environment (6 lectures)

Unit 2: Bioreactors/Fermenters and fermentation processes (12 lectures)

Solid-state and liquid-state (stationary and submerged) fermentations; Batch and continuous fermentations. Components of a typical bioreactor, Types of bioreactors-laboratory, pilotscale and production fermenters; Constantly stirred tank fermenter, tower fermenter, fixed bed and fluidized bed bioreactors and air-lift fermenter.

A visit to any educational institute/ industry to see an industrial fermenter, and other downstream processing operations.

Unit 3: Microbial production of industrial products (12 lectures)

Microorganisms involved, media, fermentation conditions, downstream processing and uses; Filtration, centrifugation, cell disruption, solvent extraction, precipitation and ultrafiltration, lyophilization, spray drying; Hands on microbial fermentations for the production and estimation (qualitative and quantitative) of Enzyme: amylase or lipase activity, Organic acid (citric acid or glutamic acid), alcohol (Ethanol) and antibiotic (Penicillin)

Unit 4: Microbial enzymes of industrial interest and enzyme immobilization (8 lectures)

Microorganisms for industrial applications and hands on screening microorganisms for casein hydrolysis; starch hydrolysis; cellulose hydrolysis. Methods of immobilization, advantages and applications of immobilization, large scale applications of immobilized enzymes (glucose isomerase and penicillin acylase).

Unit 5: Microbes and quality of environment.(6 lectures)

Distribution of microbes in air; Isolation of microorganisms from soil, air and water.

Unit 6: Microbial flora of water. (8 lectures)

Water pollution, role of microbes in sewage and domestic waste water treatment systems. Determination of BOD, COD, TDS and TOC of water samples; Microorganisms as indicators of water quality, check coliform and fecal coliform in water samples.

A paper on Environment and Sustainability in the curriculum of Botany



নন্দনাথ শইকীয়া মহাবিদ্যালয় NANDANATH SAIKIA COLLEGE

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Syllabus related to Environment and Sustainability

Skill Enhancement Course SEC-VI: **Plant Diversity** and Human Welfare

(Credits 2)

Lectures: 30

Unit 1: Plant diversity and its scope- Genetic diversity, Species diversity, **Plant diversity** at the ecosystem level, Agrobiodiversity and cultivated plant taxa, wild taxa. Values and uses of Biodiversity: Ethical and aesthetic values, Precautionary principle, Methodologies for valuation, Uses of plants, Uses of microbes. **(8 lectures)**

Unit 2: Loss of Biodiversity: Loss of genetic diversity, Loss of species diversity, Loss of ecosystem diversity, Loss of agrobiodiversity, Projected scenario for biodiversity loss, **Management of Plant Biodiversity:** Organizations associated with biodiversity management-Methodology for execution- IUCN, UNEP, UNESCO, WWF, NBPGR; Biodiversity legislation and conservations, Biodiversity information management and communication. **(8 lectures)**

Unit 3: Conservation of Biodiversity: Conservation of genetic diversity, species diversity and ecosystem diversity, *In situ* and *ex situ* conservation, Social approaches to conservation, Biodiversity awareness programmes, Sustainable development. **(8 lectures)**

Unit 4: Role of plants in relation to Human Welfare; a) Importance of forestry their utilization and commercial aspects b) Avenue trees, c) Ornamental plants of India. d) Alcoholic beverages through ages. Fruits and nuts: Important fruit crops their commercial importance. Wood and its uses. **(6 lectures)**

Suggested Readings

1. Krishnamurthy, K.V. (2004). An Advanced Text Book of Biodiversity - Principles and Practices. Oxford and IBH Publications Co. Pvt. Ltd. New Delhi

A paper on Environment and Sustainability in the curriculum of Botany



নন্দনাথ শইকীয়া মহাবিদ্যালয় NANDANATH SAIKIA COLLEGE

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Syllabus related to Environment and Sustainability

Course Code: BD607T

DSE Course – VII: Horticultural Practices and Post-Harvest Technology

The objective of this course is to expose the students to different horticulture crops, cultivation and post-harvest technologies

(Credits: Theory-4, Practical-2)

THEORY

Lectures: 60

Unit 1: Introduction

(4 lectures)

Scope and importance, Branches of horticulture; Role in rural economy and employment generation; Importance in food and nutritional security; Urban horticulture and ecotourism.

Unit 2: Ornamental plants

(4 lectures)

Types, classification (annuals, perennials, climbers and trees); Identification and salient features of some ornamental plants [rose, marigold, gladiolus, carnations, orchids, poppies, gerberas, tuberose, sages, cacti and succulents (opuntia, agave and spurges)] Ornamental flowering trees (Indian laburnum, gulmohar, Jacaranda, Lagerstroemia, fishtail and areca palms, semul, coral trees).

Unit 3: Fruit and vegetable crops

(4 lectures)

Production, origin and distribution; Description of plants and their economic products; Management and marketing of vegetable and fruit crops; Identification of some fruits and vegetable varieties (citrus, banana, mango, chillies and cucurbits).

Unit 4: Horticultural techniques

(8 lectures)

Application of manure, fertilizers, nutrients and PGRs; Weed control; Biofertilizers, biopesticides; Irrigation methods (drip irrigation, surface irrigation, furrow and border irrigation); Hydroponics; Propagation Methods: asexual (grafting, cutting, layering, budding), sexual (seed propagation), Scope and limitations.

Unit 5: Landscaping and garden design

(6 lectures)

Planning and layout (parks and avenues); gardening traditions - Ancient Indian, European, Mughal and Japanese Gardens; Urban forestry; policies and practices.

Unit 6: Floriculture

(6 lectures)

Cut flowers, bonsai, commerce (market demand and supply); Importance of flower shows and exhibitions.

Unit 7: Post-harvest technology

(10 lectures)

Importance of post harvest technology in horticultural crops; Evaluation of quality traits; Harvesting and handling of fruits, vegetables and cut flowers; Principles, methods of preservation and processing; Methods of minimizing losses during storage and transportation; Food irradiation - advantages and disadvantages; food safety.

A paper on Environment and Sustainability in the curriculum of Botany



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Syllabus related to Environment and Sustainability

Generic Elective

VI. Environmental Biotechnology

(Credits: Theory-4, Practical-2)

THEORY

Lectures: 60

Unit 1: Environment

(4 lectures)

Basic concepts and issues, global environmental problems - ozone depletion, UV-B, greenhouse effect and acid rain due to anthropogenic activities, their impact and biotechnological approaches for management.

Unit 2: Environmental problems

(6 lectures)

Environmental pollution - types of pollution, sources of pollution, measurement of pollution, methods of measurement of pollution, fate of pollutants in the environment, Bioconcentration, bio/geomagnification.

Unit 3: Microbiology of waste water treatment

(8 lectures)

Aerobic process - activated sludge, oxidation ponds, trickling filter, towers, rotating discs, rotating drums, oxidation ditch. Anaerobic process - anaerobic digestion, anaerobic filters, up-flow anaerobic sludge blanket reactors. Treatment schemes for waste waters of dairy, distillery, tannery, sugar and antibiotic industries.

Unit 4: Xenobiotic compounds

(10 lectures)

Organic (chlorinated hydrocarbons, substituted simple aromatic compounds, polyaromatic hydrocarbons, pesticides, surfactants) and inorganic (metals, radionuclides, phosphates, nitrates). Bioremediation of xenobiotics in environment - ecological consideration, decay behavior and degradative plasmids, molecular techniques in bioremediation.

Unit 5: Role of immobilized cells/enzymes in treatment of toxic compounds

(6 lectures)

Biopesticides, bioreactors, bioleaching, biomining, biosensors, biotechniques for air pollution abatement and odour control.

Unit 6: Sustainable Development

(8 lectures)

Economics and Environment: Economic growth, Gross National Productivity and the quality of life, Tragedy of Commons, Economics of Pollution control, Cost-benefit and cost effectiveness analysis, WTO and Environment, Corporate Social Responsibility, Environmental awareness and Education; Environmental Ethics.

Unit 7: International Legislations, Policies for Environmental Protection

(6 lectures)

Stockholm Conference (1972) and its declaration, WCED (1983) and Brundtland Report

A paper on Environment and Sustainability in the curriculum of Botany



নন্দনাথ শইকীয়া মহাবিদ্যালয় NANDANATH SAIKIA COLLEGE

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Human Value & Health



Completed Add on course on Fundamentals of Yoga

Dr. L. Baruah
(Dr. L. Baruah)
Principal
N.N. Saikia College
Titabar



Mr. J.P. Oza
(Mr. J.P. Oza)
Coordinator, IQAC
N.N. Saikia College, Titabar



নন্দনাথ শইকীয়া মহাবিদ্যালয় NANDANATH SAIKIA COLLEGE

Affiliated to Dibrugarh University

Metric No:	Heading
1.3.1	Institution integrates crosscutting issues relevant to professional ethics, gender, human value, environment and sustainability into the curriculum

Syllabus related to Human Values & Health

Course Code: ECNGE3.3

Nature of the Course: Generic Elective

Full marks: 100 (Internal Assessment-20 + End Term-80)

Course Title: Environmental Economics

Total Credit Assigned: 6

Distribution of Credit: 5 Lecture + 1 Tutorial

Course Description

This course introduces students to concepts, methods and policy options in managing the environment using tools of economic analysis. This course should be accessible to anyone with an analytical mind and familiarity with basic concepts of economics. Since several environmental problems are caused by economic activity (for instance, carbon emissions, overharvesting of renewable resources and air and water pollution as a by-product of industrial activity), this course examines different approaches to adjusting behaviour through economic institutions such as markets and incentives as well as through regulation, etc. It also addresses the economic implications of environmental changes. Conversely, the impact of economic growth on the environment is also addressed under the rubric of sustainable development. Environmental problems and issues from the Indian and international context (especially global warming) are used to illustrate the concepts and methods presented in the course. The course will be useful for students aiming towards careers in the government sector, policy analysis, business, journalism and international organisations.

Units	No of Lecture Hours	No of Tutorial Hours	Marks
1. Introduction: Environment and Economy: The economy and the environment: inter-linkages; Key environmental issues and problems : Air, water, soil and noise pollution, deforestation, desertification and acid rain, economic way of thinking about these problems; basic concepts from economics: Meaning and types of externalities, Pareto optimality, market failure; Pareto optimality and market failure in the presence of externalities; solution to market failure: Pigouvian tax, property rights and the Coase theorem.	20	4	20
2. The Design and Implementation of Environmental Policy: Overview; Economic instruments of environmental policies: Pigouvian taxes and effluent fees; tradable permits; implementation of environmental policies in India: joint forest management, watershed management; international experience and transboundary environmental problems: Global warming, ozone depletion; Global Treaties, the Montreal Protocol; economics of climate change.	20	4	20

A paper on Environment Economy in the curriculum of Economics



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Syllabus related to Human Values & Health

DETAILS OF COURSE PATTERN AND SYLLABUS OF YOGA & PHYSICAL FITNESS

Semester	Course	Credits	Theory marks	Practical Marks	Internal	Total Marks
2 nd /4 th	Yoga & Physical fitness	34	20	20	10	50

Name of the Programme: YOGA & PHYSICAL FITNESS

Type of the Programme: Certificate Course

Programme Code: ACZ-A1

Course Code: ZYPF

Course Hours: 34

Full Marks: 50

Academic Year: 2021-22

OBJECTIVES:

- Teach the students about the body Anatomy and how it works.
- To understand relationship between fitness and wellness.
- Evaluate health related fitness in order to make changes in lifestyle as well as to cure some diseases
- To know the behavior changes needed to ensure a good quality of physical and mental health

COURSEOUTCOMES:

After the completion of the course, the student will be able to:

1. Gain knowledge about the human body and importance of yoga in physical fitness
2. Maintain the body and mind by following a better lifestyle.
3. It can become a career option and hence a source of income due to the growing demands of healthy and fit body and a stable mental health among all age groups.

SYLLABUS

Unit 1: Changing trends & Career in Physical Education- Meaning & definition of physical education; its aims & objectives; career options. (2 Hrs theory)

Unit 2: Physical Fitness, Wellness & Lifestyle- Meaning & importance of physical fitness, wellness & lifestyle; Components of Physical fitness & wellness. (Theory 4 Hrs)

Unit 3: Yoga: History and development, traditional school of yoga. Meaning and importance of yoga;

Certificate course on Yoga & Physical Fitness



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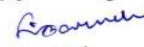
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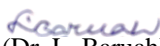
Gender

Perspective Plan from 2017-2022


54. To ensure that the functioning of the institutional bodies is effective and efficient and the same in visible in policies, administrative setups, appointment and service rules, procedures etc.
55. To speed up the process of administrative operation from partial to full e-governance.
56. To increase the number of welfare measures for teaching and non-teaching staff of the college.
57. To organise professional development programs/administrative training programs for the teaching and non-teaching staff.
58. To encourage and facilitate for the teachers to participate in FDPs, RCs, OCs, and Short-Term Courses.
59. To follow a sure and accurate system of Performance Appraisal for teaching and non-teaching staff.
60. To conduct internal and external financial audits on a regular basis.
61. To encourage non-government bodies, individuals, philanthropists etc. for making donations to the institution.
62. To devise and follow the policies for resource mobilization and its optimal utilization.
63. To keep the IQAC of the college fully functional and active for the quality assurance strategies and procedures.
64. To review the college's teaching learning process, structures and methodologies of operations and learning outcomes at periodic intervals through IQAC.
65. To take quality assurance initiatives such as regular meetings of IQAC, collection and analysis of feedbacks, signing of MoUs, conducting Academic Audit etc.
66. To ensure that the college takes regular measures for the promotion of gender equity.
67. To create facilities for alternate sources of energy such as solar energy and use of LED bulbs and other power efficient equipment.
68. To create facilities for degradable and non-degradable waste management.
69. To create facilities for water conservation.
70. To take initiative for a green campus such as ban on the use of plastics, landscaping with trees and plants, pedestrian-friendly pathways etc.
71. To conduct quality audits on environmental and energy on a regular basis.
72. To ensure that the college has a disabled friendly, barrier-free environment such as building of ramps, disabled-friendly washrooms etc.
73. To take sufficient initiatives to provide an inclusive environment where cultural, regional, linguistic, communal and socio-economic differences and diversities are respected and harmonised through various activities and events.
74. To sensitize the students and teachers to the constitutional obligations of India: values, rights, duties and responsibilities of citizens.
75. To formulate and follow definite codes of conduct set for teachers, students, administrators and others.
76. To celebrate national and international commemorative days, events and festivals.
77. To continue working on various best practices of the college and to ensure that the students and society are best benefitted by them.
78. To carry on the college's commitment for the building of a better future by performing certain distinctive practices.


Principal
N.N. Saikia College
Titabar

Provision for making gender equity policy in the college in the perspective plan 2017-2022


(Dr. L. Baruah)
Principal
N.N. Saikia College
Titabar




(Mr. J.P. Oza)
Coordinator, IQAC
N.N. Saikia College, Titabar

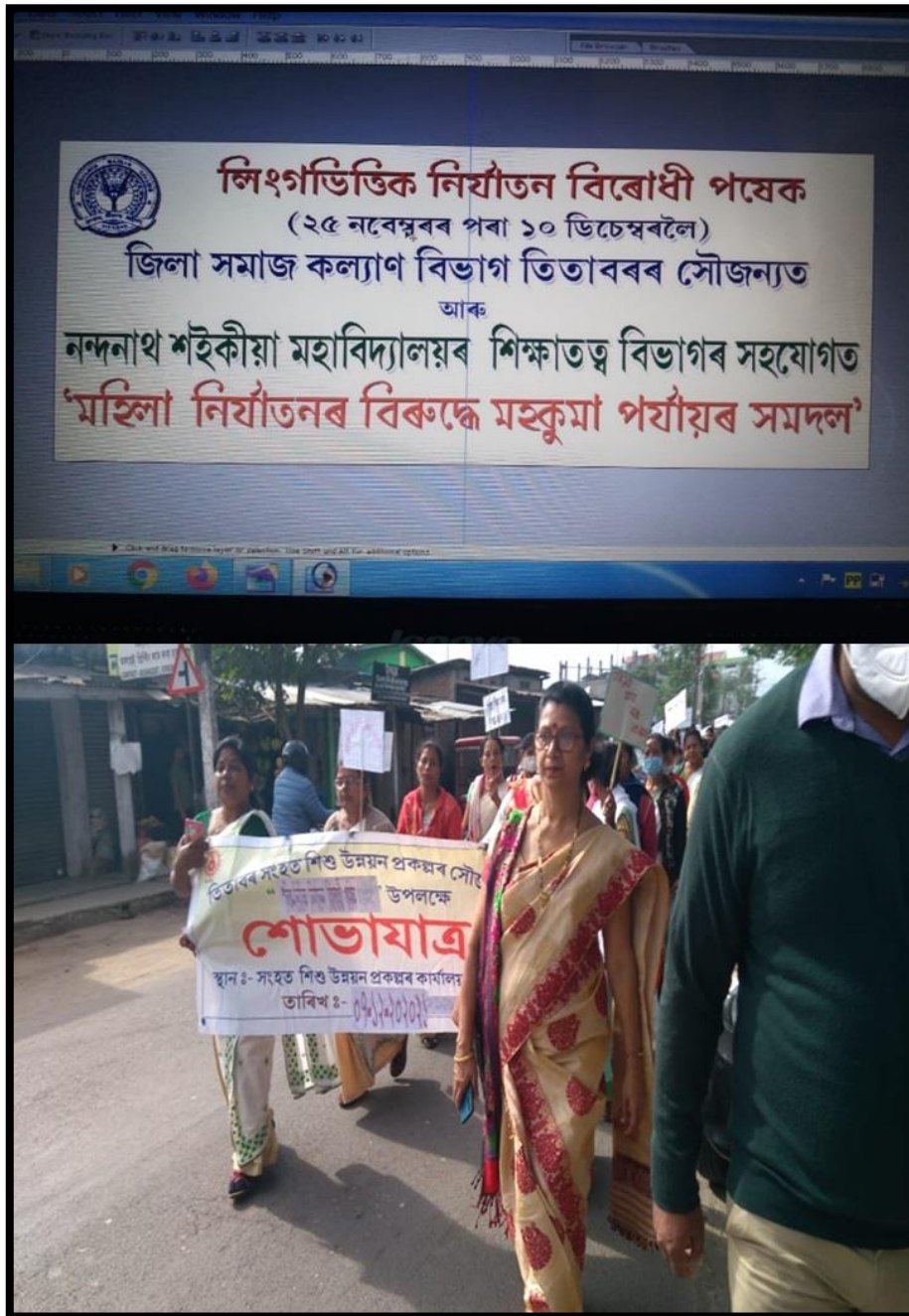


নন্দনাথ শইকীয়া মহাবিদ্যালয় NANDANATH SAIKIA COLLEGE

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Gender Sensitization



International Day for the Elimination of Violence Against Women



নন্দনাথ শইকীয়া মহাবিদ্যালয় NANDANATH SAIKIA COLLEGE

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Human Value and Gender

নন্দনাথ শইকীয়া মহাবিদ্যালয়ৰ
সমাজ কল্যাণমূলক কার্যসূচী

তিতাবৰ, ৭ ডিচেম্বৰ : "International Day for Elimination of violence Against Women"ৰ লগত সংগতি ৰাখি তিতাবৰৰ সংহত শিশু উন্নয়ন প্রকল্পৰ কাৰ্যালয়ে ৭ ডিচেম্বৰত যি কাৰ্যসূচীৰ আয়োজন কৰে তাত মহাবিদ্যালয়ৰ শিক্ষা বিভাগেও পূৰ্ণ সহযোগিতা আগবঢ়ায়। এই উদ্দেশ্যে আয়োজিত শোভাযাত্ৰাত অংশ গ্ৰহণ কৰাৰ উপৰি ছাত্ৰ-ছাত্ৰীসকলে বাটৰ নাট প্ৰদৰ্শন কৰে। আৰম্ভণিতে তিতাবৰ মহকমাৰ দণ্ডাধীশ ৰাজা বৈশাই

International Day for the Elimination of Violence Against Women



নন্দনাথ শইকীয়া মহাবিদ্যালয় NANDANATH SAIKIA COLLEGE

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Human Value and Gender



Special Camp on Self Defence Programme for Girls NSS Volunteers



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Human Value & Health



Health awareness programme for women



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Gender and Human Value



Awareness programme on Hygiene of Women Workers of Tea Gardens



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Gender and Human Value

National Webinar
On
PANDEMIC IMPACT ON WOMEN AND CHILDREN: COVID-19 PERSPECTIVE
Organized by
Sampriti Women Cell, Nanda Nath Saikia College Teachers' Unit
Nanda Nath Saikia College, Titabar, District: Jorhat, Assam
Date: 08/07/2020 Time: 11.00 AM

Resource Persons

Dr. Polly Vauquine
HoD, Women's Studies
Gauhati University, Guwahati

Dr. Dipjyoti Bora
Registrar of Psychiatry
JMC & Hospital, Jorhat, Assam

Inaugurator

Dr. Litoal Baruah
Principal
Nanda Nath Saikia College, Titabar

Welcome Address

Dr. Bisakha Devi Das
President, Sampriti Women Cell,
Nanda Nath Saikia College Teachers' Unit

Link for Registration:
<https://forms.gle/QRakuTb8QmiMDtbn6>

Webinar Platform
Google Meet

Coordinators

Dr. Jonali Saikia Borkakoty
Email: saikiajonali@gmail.com
Phone: 9101030276

Dr. Konnaki Konwor
Email: kkonnaki@gmail.com
Phone: 6000893129

Attending the Webinar is compulsory for E-certificate

Webinar on Pandemic Impact on Women and Children: Covid-19 Perspectives

Baruah
(Dr. L. Baruah)
Principal
N.N. Saikia College
Titabar

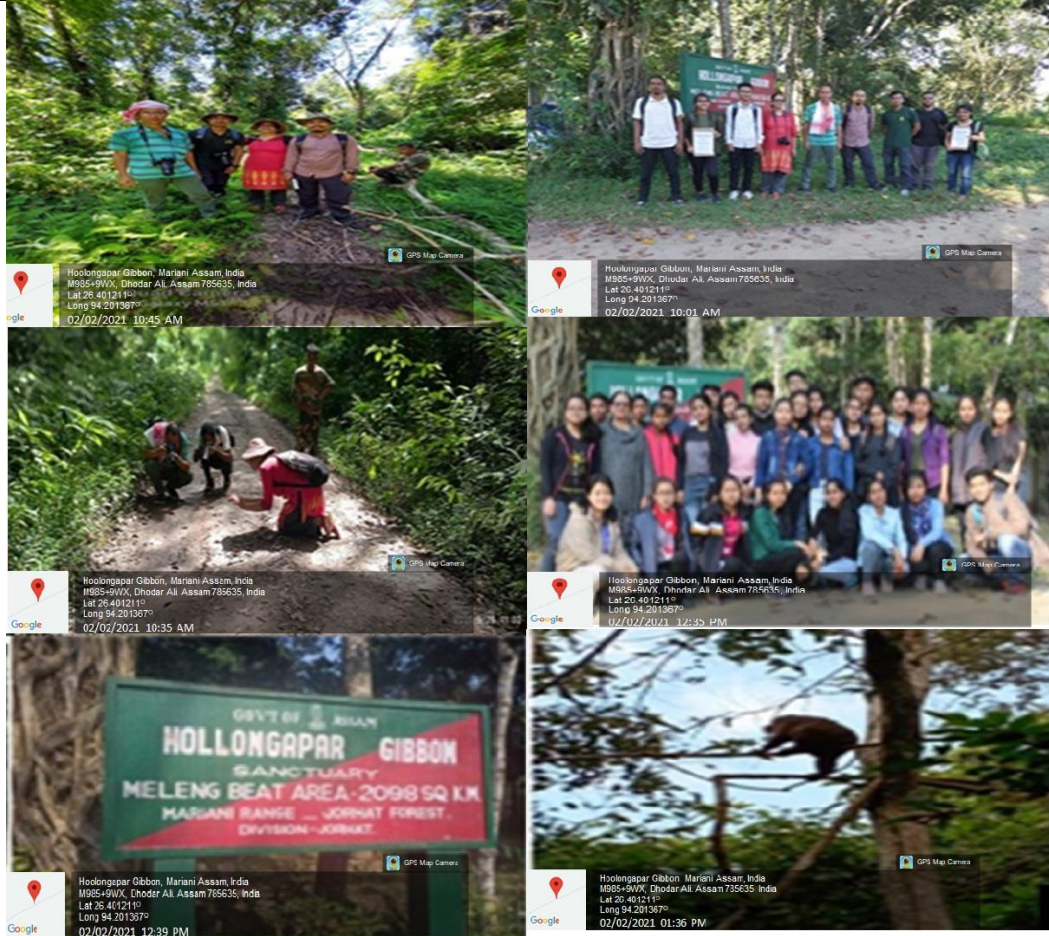


Mr. J.P. Oza
(Mr. J.P. Oza)
Coordinator, IQAC
N.N. Saikia College, Titabar



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Environment and Sustainability



Field Study Hollongapar Gibbon to a conducted by the Department of Zoology



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Professionalism



Entrepreneurship development programme for women on preparation of Ladies' Purse and Earrings



নন্দনাথ শইকীয়া মহাবিদ্যালয়
NANDANATH SAIKIA COLLEGE
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Human Value & Health

Picture1: Students donating blood.



Picture2: Students donating blood.



Picture1: People waiting for vaccination



Picturer2: Medical personals busy in vaccination counter



Blood donation camp and covid vaccination centre



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Human Value & Health

Women Cell webinar on Ethics of Pandemic

Baruah
(Dr. L. Baruah)
Principal
N.N. Saikia College
Titabar



J.P. Oza
(Mr. J.P. Oza)
Coordinator, IQAC
N.N. Saikia College, Titabar

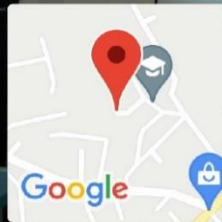


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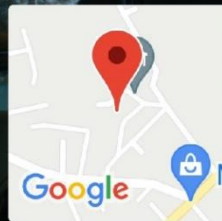
Affiliated to Dibrugarh University

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Environment & Sustainability



No.2 Mejenga Grant, Assam, India
Seri Rd, No.2 Mejenga Grant, Assam 785632,
India
Lat 26.588656°
Long 94.177211°
28/09/21 01:18 PM



No.2 Mejenga Grant, Assam, India
Seri Rd, No.2 Mejenga Grant, Assam 785632,
India
Lat 26.588476°
Long 94.177619°
28/09/21 12:12 PM

An awareness programme on Bamboo and its Utilization

Dr. L. Baruah
(Dr. L. Baruah)
Principal
N.N. Saikia College
Titabar



Mr. J.P. Oza
(Mr. J.P. Oza)
Coordinator, IQAC
N.N. Saikia College, Titabar



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Human Value & Health



Programme on Women's Health and Hygiene

Dr. L. Baruah
(Dr. L. Baruah)
Principal
N.N. Saikia College
Titabar



Mr. J.P. Oza
(Mr. J.P. Oza)
Coordinator, IQAC
N.N. Saikia College, Titabar



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Human Value & Health



Japanese Encephalitis Vaccination Programme



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Human Value & Health



Awareness Camp on Women's Health and Hygiene



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Gender sensitization



SELF DEFENCE AWARENESS CAMPAIGN

Organised by:
National Cadet Corps (NCC), N.N Saikia College
In Collaboration with
Internal Quality Assessment Cell (IQAC), N.N Saikia College
Venue: Gomati Devi Girl's High School, Titabar
Date: 21-12-2021
Participating Schools:
Gomati Devi Girl's HS, MRS HSS,
Titabor Town High School, Srimanta Sankar Vidyapith

Self Defence Awareness Campaign for Girls Student in nearby School

Dr. L. Baruah
(Dr. L. Baruah)
Principal
N.N. Saikia College
Titabar



Mr. J.P. Oza
(Mr. J.P. Oza)
Coordinator, IQAC
N.N. Saikia College, Titabar



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Gender sensitization



Awareness Programme on “Gender Sensitisation” among Students



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Women Empowerment



Celebration of National Girl Child Day

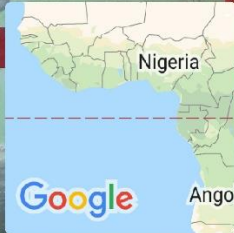


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Women Empowerment



Jorhat, Assam, India

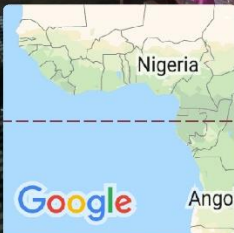
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India

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Long 94.213124°

04/03/22 12:09 PM



Jorhat, Assam, India

P6V7+57F, Barbheta, Jorhat, Assam 785001,

India

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Long 94.213124°

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Entrepreneurship development programme for women on “Cutting and Tailoring”



Metric No:	Heading
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Women Empowerment



Women’s Cell talk on “Body Shaming and Personality Development”



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Human Value & Health



Two day workshop on Physical Fitness & Relaxation was successfully completed .



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Human and Cultural Value



Bishnu Rabha Song Competition was organised the Cultural Committee and Students Union of the College



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Environment And Sustainability



DEPARTMENT OF EDUCATION,
NANDA NATH SAIKIA COLLEGE
Organised

Intra College "Best out of Waste Material Competition" on 5th June, World Environment Day, 2022

Rules:

- ❑ Making useful things from waste material
- ❑ Waste material could be anything like, tetra packs, bottles, newspapers, old utensils, jute material or any second hand items.
- ❑ Only one craft per participant is allowed
- ❑ Crafts should be submitted on or before 4th June 2022 at the Department of Education.
- ❑ Winner will be chosen based on their "Creativity and Uniqueness"

REGARD BEFORE YOU DISCARD



Intra College Best out of Waste Material Competition was organised by the Department of Education



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Human Value & Health



Titabor, Assam, India

Naa, Dhodar Ali Rd, Titabor, Assam 785630, India

Lat 26.594759°

Long 94.183016°

21/06/22 10:15 AM

International Yoga Day



নন্দনাথ শইকীয়া মহাবিদ্যালয়
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Environment and Sustainability



Swachh Bharat- Clean India Programme



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Human Value and Health



Celebration of Yoga Day

Baruah
(Dr. L. Baruah)
Principal
N.N. Saikia College
Titabar



J.P. Oza
(Mr. J.P. Oza)
Coordinator, IQAC
N.N. Saikia College, Titabar



নন্দনাথ শইকীয়া মহাবিদ্যালয় NANDANATH SAIKIA COLLEGE

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Environment and Sustainability

Picture 1: NCC & NSS volunteers cleaning the school campus.



Picture 2: Briefing the volunteers about the programme.



Picture 3: Coordinator of IQAC addressing the students and the villagers.



Cleanliness Drive



নন্দনাথ শইকীয়া মহাবিদ্যালয় NANDANATH SAIKIA COLLEGE

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Human Value and Health



International Yoga Day Celebration by NCC



Celebration of Yoga Day

Dr. L. Baruah
(Dr. L. Baruah)
Principal
N.N. Saikia College
Titabar



Mr. J.P. Oza
(Mr. J.P. Oza)
Coordinator, IQAC
N.N. Saikia College, Titabar



নন্দনাথ শইকীয়া মহাবিদ্যালয় NANDANATH SAIKIA COLLEGE

Affiliated to Dibrugarh University

Metric No:	Heading
1.3.1	Institution integrates crosscutting issues relevant to professional ethics, gender, human value, environment and sustainability into the curriculum

Environment and Sustainability



Plantation Drive



নন্দনাথ শইকীয়া মহাবিদ্যালয়

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Environment & Sustainability



Celebration of Swatchhta Pakhwada



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Celebration of Swachh Bharat Summer Internship Program





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Environment & Sustainability



Celebration of World Environment Day



নন্দনাথ শইকীয়া মহাবিদ্যালয় NANDANATH SAIKIA COLLEGE

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Human Value & Health

Yoga Camp and International Yoga Day



Special Camp on Health and Hygiene



Celebration of International Yoga Day & Special Camp on Health & Hygiene