



নন্দনাথ শইকীয়া মহাবিদ্যালয়
NANDANATH SAIKIA COLLEGE

Affiliated to Dibrugarh University

SUPPORTING DOCUMENTS FOR
NAAC SELF STUDY REPORT (SSR)
(3RD CYCLE)

PERIOD: 2017-2022

CRITERION 2	KEY INDICATOR: 2.3
TEACHING, LEARNING AND EVALUATION	TEACHING LEARNING PROCESS
METRIC NUMBER: 2.3.1	STUDENTS CENTRIC METHODS SUCH AS EXPERIENTIAL LEARNING, PARTICIPATORY LEARNING & PROBLEM SOLVING METHODOLOGIES FOR ENHANCING TEACHING LEARNING EXPERIENCES USING ICT TOOLS



PREPARED AND SUBMITTED BY

NANDA NATH SAIKIA COLLEGE, TITABAR



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Metric No:	Heading
2.3.1	EXPERIENTIAL LEARNING, PARTICIPATORY LEARNING & PROBLEM SOLVING METHODOLOGIES FOR ENHANCING TEACHING LEARNING EXPERIENCES USING ICT TOOLS

EXPERIENTIAL AND PARTICIPATORY LEARNING THROUGH LABORATORY WORK



LABORATORY WORK



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EXPERIENTIAL AND PARTICIPATORY LEARNING THROUGH LABORATORY WORK	



Departmental Laboratory - I



N.N. Saikia College, Titabar



N.N. Saikia College, Titabar



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LABORATORY WORK/PRACTICAL



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EXPERIENTIAL AND PARTICIPATORY LEARNING THROUGH LABORATORY WORK



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Longitude: 94.176267
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LABORATORY/PRACTICAL WORK

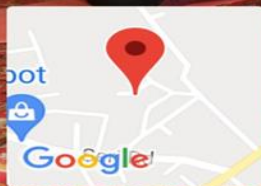


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EXPERIENTIAL AND PARTICIPATORY LEARNING THROUGH PRACTICAL WORK/TRAINING



No.2 Mejenga Grant, Assam, India
H5QH+F26, Seri Rd, No.2 Mejenga Grant, Assam
785632, India
Lat 26.588576°
Long 94.177526°
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TRAINING/PRACTICAL WORK

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Mr. J.P. Oza
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EXPERIENTIAL AND PARTICIPATORY LEARNING THROUGH FIELD WORK/EDUCATIONAL TOUR



FIELD WORK/EDUCATIONAL TOUR



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EXPERIENTIAL AND PARTICIPATORY LEARNING THROUGH FIELD WORK/EDUCATIONAL TOUR

INTRODUCTION

Humans love to travel. Traveling is very important to gain knowledge, to see new things and have new experiences. Travel is more than going somewhere, it is a psychological event. With an objective of gaining knowledge, an educational tour was conducted from Nanda Nath Saikia College, Titabar, Jorhat, Assam. There are all total twenty-four (24) student from various department of the college participated in the programme. As a destination our college decided to go Sikkim which is one of the beautiful states of northeast India bordered by Bhutan, Tibet and Nepal and a part of the Great Himalayas.

We visited East Sikkim during the second week of December 2017, when many warned us that it will be too cold. However, we wanted to see snow and were not compromising on that. Our college team consisted of 24 students under the guidance of two Asst. Professors, Mr. Nirmal Jyoti Konwar and Mr. Uday Narayan Gogoi. A travel guide Mr. Rupam Bhattacharjee was also there to help us out during the whole journey. We started our journey on 13th December, 2017. We reached Mariani junction at about 6pm. The train 'Avadh ASSAM' was a bit late, so we had to wait for a little and about 7:45pm the train had arrived and finally our journey started.

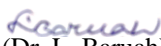
THE JOURNEY

We reached New Jalpaiguri (NJP) junction next day about 4pm. After reaching NJP we departed for Gangtok by exclusive Tata SUMU. This four-hour drive over mountains was not a comfortable one. However, the charming and breathtaking natural beauty made us forget everything. The vehicles were going through a narrow road beside the river 'Teesta'. We took a light meal at about 7pm and at about 8:45pm we reached our hotel 'Twilight Lodge'. The hotel was a luxurious one and had all the facilities we needed. When we arrived the hotel, it was already 9pm, so we could not go out on that day. Our travel guide told us that we will start visiting places the next day.

The hotel was at the main town area of Gangtok. **Gangtok** is the capital city of Sikkim and one of the cleanest cities of India and also developed into a significant tourist destination. The town is connected with smooth broad streets along with a systematic network of footpath which was famous for its cleanliness. We all took rest for the night on 14th December, 2017.

On the next day, 15th December, 2017, after taking our breakfast we were headed to visit to East Sikkim. We again took three exclusive Tata Sumu and going through a zigzag road. We all felt lucky to be there when we witnessed the clear blue sky against the backdrop of snow clouded mountains. We reached Namchi after two hours of drive. There we witnessed **Baba Harbhajan Singh Mandir** which was dedicated to one of the great soldier of India. He was one of the famous soldiers who was posted at Nathula and sacrificed his life for the honour of India. After death, he was regarded as the "Hero of Nathula" for his courage and sacrifice. He was entitled with the term "Baba" (saintly father) because of his saintly status. The soldiers who were posted near Nathula and Sino-Indian border between the state of Sikkim and Chinese occupied Tibet have a believe that the spirit of Harbajan protects every soldier in the adverse situation. It is also believed that if an army officer does not maintain a clean and disciplined attire he is punished by Baba with a slap. The story of courage and sacrifice inspired us very much and reminded us of our duty towards the country. As soon as we got off, we felt like we

FIELD WORK/EDUCATIONAL TOUR


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were in a closed refrigerator, as it was terribly cold up there. The wind was too cold and freezing. Everyone started clicking photos with their smart phones and DSLR cameras.

When we came back from there, we also visited **Ganju Lama War Museum** situated at Sherathang near Nathula, named after late Honorary Captain Ganju Lama a recipient of Victoria Cross during World War II. By visiting this war museum, we can learn about the bravery of Indian soldier posted in the Nathula area and Indo Chinese border area who laid down their lives for the defense of the country.

We spent a little time there and on our way back to hotel we stopped at the ' **Tsomo lake** ' which is located 38 k.m. from Gangtok at an altitude of 12400 feet. This 15-meter-deep lake is situated amid Rhododendron Forest and colourful carpets of Primula and Poppy blossoms. In the winter season, the lake remains almost frozen which attracts many tourists. Near the lake one can opt for **YAK RIDES**. most of the students experienced it. It costs us Rs 300/- per student for one ride. Then some of us had the experience of wearing traditional attire of Sikkim. Then, we returned to our hotel.

In the evening after taking some rest we went to **M.G. MARKET**, which is dedicated in the name Mahatma Gandhi, the great freedom fighter of India. When we reached there, we felt like we were in some western country as the markets and its road is so neat and clean with buildings all brightened up by lights. There was a memorial of Mahatma Gandhi at the middle of the market which was beautifully built. The whole place is free of smoke, trash and any kind of motor vehicles.

The second day, we started at about 8am. Firstly we visited Sri **Hanuman Mandir at Pakyong** which was at about 10 min drive from our hotel. Then we headed towards ' **Plant Conservatory** '. It is a lush green area with lots of green area with lots varieties of plants. The site is famous for Sikkim orchids, bonsai and other seasonal flowers. It is one of the best places to visit and spent time with family and loved ones.

Then we were taken to ' **Ganesh Tok** ' view point which is situated at an altitude of 6100 feet and almost 7 km. from Gangtok. It has a 360-degree view from above. It is very calm and serene and the temple was pretty famous too.

After that we went to visit **Bakthang waterfalls**. The falls are formed as the Ratey Chu, the main water sources of Gangtok plummets through a vertical drop. It looked quite impressive and their adventurous events like rope way and hill climbing are also present.

Then, we went to **Gonjang Buddhist monestary** which was established in 1981 by H.E. Tinkyee Gonjang Rimpoche. It is situated near Tashi View point. It follows the Jangter tradition of Nyingmapa school of Tibetan Buddhism. It has Thadrol Dorjee Memorial Community Health Care Centre which provides medication to monks and the local people. Monastic education along with Tibetan language and English are taught to the monk students. The knowledge of comparative studies of Indian and Tibetan Buddhist Philosophy is also imparted.

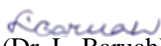
CONCLUSION

At the end, we returned to our hotel. As it was the last day at Sikkim, everyone looked a little sad as none of us wanted to leave that place. The place was like heaven for us. But we had no other choice and at about 3pm we traveled to the NJP junction. We reached the station at about 7:30pm, we had our dinner at the junction and again we had to wait for the train as it was very


late. Finally, the train arrived at 2:45am and we left for Mariani junction. Next day at about 1am we reached the station and everyone went there home.

It is a journey that none of us will forget in the rest of their lives. We had a great experience and learned so much things.

FIELD WORK/EDUCATIONAL TOUR


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Estd. 1959
P.O. TITABAR: DIST. JORHAT: PIN 785630: ASSAM
[Provincialised & Affiliated to Dibrugarh University]
NAAC Re-accredited with Grade 'B' at CGPA 2.65

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E-mail: nnscollege@gmail.com
Website: nnsaikiacollege.org

Memo. No: NNSC/fg/Field Study/Tour/2018/ 18,31 .
Date : 16.02.2018

To whom it may concern

This is to certify that the following regular students of B.A. 6th Semester, Department of Geography, N.N. Saikia College, Titabar are going on an Field Study Tour to Dhola, Sodiya, Roing and Dibru Soikhowa on 20th February, 2018 and 21st February, 2018 under the guidance of Mrs. Runumi Deka Mahanta, Associate Professor and Dr.(Mrs.) Jonali Saikia Borkakoty, Associate Professor, Department of Geography.

List of the Students

Sl No	Name of the Students	Roll no
1	Sri Subhasish Chitla	26
2	Sri Gitartha Gourov Saikia	117
3	Sri Udipto Gogoi	163
4	Sri Manashjyoti Kachari	173
5	Miss Shyamolee Chetia	175
6	Miss Priyakhi Hazarika	183
7	Miss Rita Mahanti	186
8	Sri Somiron Dutta	204
9	Miss Rimpi Buragohain	209
10	Miss Shahrin Akhtar Ahmed	212
11	Sri Kaipha Guria	216
12	Sri Manabjyoti Saikia	234
13	Sri Dhrubojyoti Handique	248
14	Miss Priyanka Borah	253
15	Miss Puja Gogoi	270
16	Miss Geetamoni Karmakar	292
17	Miss Parbin Begum	301

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

FIELD STUDY TO DHOLLA SADIYA

FIELD WORK/EDUCATIONAL TOUR



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E-mail: nnscollege@gmail.com
Website: nnsaikiacollege.org

Mem. No. : NNSC/Ed. Ex. Excursion/2018/ 1836 Date : 21.2.2018

To whom it may concern

This is to certify that the following regular students of B.A. 4th Semester Major, Department of Geography, N.N. Saikia College, Titabar are going on an Educational Excursion to Digha and Calcutta from 4th March to 12th March, 2018 under the guidance of Mr. Jayanta Kumar Sarmah, Associate Professor and Dr.(Mrs.) Navamalika Sharma, Assistant Professor, Department of Geography.

List of the Students

Sl.No.	Roll No	Name	Age	sex
1	09	Miss Gitashree Gowala	19	F
2	11	Sri Rituraj Gogoi	20	M
3	16	Miss Sangita Kachari	19	F
4	17	Miss Prinji Murah	20	F
5	20	Sri Ankur Ranjan Phukan	20	M
6	26	Miss Priyanka Buragohai	19	F
7	29	Miss Dimpri Borah	20	F
8	46	Sri Madhurjya Boruah	20	M
9	48	Sri Arnab Baruah	20	M
10	51	Miss Ritumani Boruah	20	F
11	53	Miss Tonmoyee Handique	20	F
12	55	Sri Dip Gogoi	20	M
13	56	Miss Trishna Rajkhowa	19	F
14	57	Sri Bidya Rao	20	M
15	69	Sri Mridu pawan Mahanta	20	M
16	71	Miss Monisha Borah	19	F
17	76	Sri Fiji Sonowal	19	M
18	87	Sri Niraj Gogoi	20	M
19	88	Miss Krishna Saikia	19	F
20	92	Miss Susmita Boruah	19	F
21	94	Miss Barbi Hazarika	20	F


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

FIELD STUDY TO KOLKATA,DIGHA

FIELD WORK/EDUCATIONAL TOUR



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সূচীপত্র

Unit - 1

- 1.1 - আৰম্ভণি
- 1.2 - উদ্দেশ্য
- 1.3 - শিক্ষামূলক ভ্রমণ
 - (a) কলকাতা
 - (b) দীঘা
- 1.4 - অধ্যয়ন পদ্ধতি
 - (a) পর্যবেক্ষণ
 - (b) ক্ষেত্র অধ্যয়ন
- 1.5 - বেল যাত্রার চমু বিবরণ

Unit - 2

- দীঘা - ইয়ার চমু বিবরণ
- 1.2 - উদ্দেশ্য
- 1.3 - শিক্ষামূলক ভ্রমণ

Unit - 3

1. কলকাতা
 - (i) আৰম্ভণি
 - (ii) ভৌগলিক বিবরণ
 - (iii) জলবায়ু
 - (iv) বিস্তার (জনসংখ্যা)
 - (v) কৃষি অর্থনৈতিক
 - (vi) পরিবহন ব্যবস্থা
 - (vii) শিক্ষামূলক ভ্রমণ মূলক্ষেত্র

Unit - 4

- সামরিণ 1.1 পরামর্শ

Examined
4/4/18

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Introduction:

জ্ঞান অর্জনৰ আন এক অভিজ্ঞতাৰে পৰিপূৰ্ণ পথ হ'ল ভ্রমণ। এনে একে শিক্ষামূলক ভ্রমণৰ উদ্দেশ্য আগত বাখিয়ে নন্দনাথ শইকীয়া মহাবিদ্যালয়ৰ হৈ 2018 চনৰ 4 মাৰ্চৰ পৰা 12 মাৰ্চলৈকে চতুৰ্থ বাৰ্ষিক 21 জন ছাত্র-ছাত্রীসহ 2 জন ছাব-বাইদেৱেৰে সৈতে কলকাতা আৰু দীঘা অভিমুখে বাওনা হৈছিলো। চকুৰে দেখা আৰু কিতাপত পঢ়া তাৰ মাজত এক বিশাল পাৰ্থক্য আছে। লগতে জুগোল বিভাগৰ ছাত্র-ছাত্রী হিচাপে বিভিন্ন অঞ্চলৰ ভৌগলিক পৰিবেশ, অর্থনীতি, সমাজ-সংস্কৃতিসহ ভ্রমণ নকৰাকৈ অধ্যয়ন কৰা সম্ভৱ নহয়। বিশ্বৰ অতীজৰে পৰা বিভিন্ন ভ্রমণকাৰী আৰু পর্যটকৰ বিৱৰণৰ পৰা ভৌগলিক জ্ঞান আহৰণ কৰিব পাৰি। সেয়েহে পাঠ্যপুথিৰ জ্ঞানৰ উপৰিও নিজে দেখা আৰু অভিজ্ঞতাৰ ভিত্তি জ্ঞানৰ জুগোলবিজ্ঞানৰ বাৱহাৰিক অৰ্থহুক্ত হৈছে।

ভৌগলিক অধ্যয়নৰ গুৰুত্বতাঃ জুগোলবিজ্ঞানৰ বিভিন্ন স্থানৰ অৱস্থিতি, বন্ধুৰতা, নদ-নদী, জনবসতিৰ প্ৰতিকল্প, বাৱসায় বাণিজ্য, বিভিন্ন জীৱিকা, যাতায়ত-যোগাযোগ আদি সমূহ জ্ঞানিবৰ বাবে জুগোলক শিক্ষামূলক ভ্রমণৰ অৰ্থহুক্ত কৰা হয়। মূলতঃ শিক্ষামূলক ভ্রমণ জুগোল বিজ্ঞানৰ বিভিন্ন দিশসমূহ বিতংকৈ পূৰ্ণতা প্ৰদান কৰে। লগতে আমি ভ্রমণ কৰা কলকাতা আৰু দীঘা স্থান, বৰ্তমানৰ অৱস্থিতি অতীত বুৰঞ্জীৰে ভৰপূৰ, দীঘাৰ মনোমোহা প্ৰাকৃতিক দৃশ্যপট ইত্যাদিৰ তুলনামূলক ধাৰণাৰ জ্ঞান আহৰণ কৰাই আমাৰ ভ্রমণৰ মূল লক্ষ্য আছিল। ইয়াৰোপৰি আমি প্ৰায়ে মানচিত্ৰত দেখি থকা, শুনি থকা কলকাতা আৰু দীঘাৰ ভৌগোলিক অৱস্থিতি তথা মানুহবোৰৰ জীৱিকা, আৰ্থ-সামাজিক বিকাশ আদি দিশসমূহৰ ওপৰত হোৱা অভিজ্ঞতাই আমাৰ অধ্যয়ন সম্পৰ্কত গুৰুত্বপূৰ্ণ ভূমিকা পালন কৰে।

FIELD WORK/EDUCATIONAL TOUR

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নন্দনাথ শইকীয়া মহাবিদ্যালয় NANDANATH SAIKIA COLLEGE

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Metric No:	Heading
2.3.1	EXPERIENTIAL LEARNING, PARTICIPATORY LEARNING AND PROBLEM SOLVING METHODOLOGIES FOR ENHANCING TEACHING LEARNING EXPERIENCES USING ICT TOOLS
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অধ্যয়ন পদ্ধতিঃ-

(a) **পার্যবেক্ষণঃ-** পর্যবেক্ষণ হ'ল এনে এটা পদ্ধতি যাৰ জৰিয়তে কোনোবা আঞ্চলিক বিত্তীয় দিশসমূহ যেনে- ভৌগোলিক, আৰ্থ সামাজিক দিশসমূহ সঠিক কপত পোৱা যায়। পর্যবেক্ষণৰ যোগেৰে আহৰণ কৰা ধাৰণাসমূহ যুক্তিসংগত আৰু সুনিশ্চিত।

(b) **ক্ষেত্র অধ্যয়নঃ-** এই পদ্ধতিত কোনো এখন স্থানৰ নিৰ্দিষ্ট কেতবোৰ দিশ বিতংকৈ আলোচনা কৰা হয়। ক্ষেত্র ভিত্তিক অধ্যয়ন কৰোতে ভৌগোলিক দিশৰ পৰা আৰম্ভ কৰি প্ৰযুক্তিগত দিশসমূহৰ বিষয়ে জ্ঞাত হ'ব পাৰে।

(c) **পুথিগত অধ্যয়নঃ-** বিভিন্ন কিতাপ বা Internate তথ্যৰ ভিত্তিতে কোনোবা এটা অঞ্চলৰ সম্যক জ্ঞান আহৰণ কৰিব পাৰি।


এই তিনি পদ্ধতিৰ দ্বাৰা আমি আমাৰ শিক্ষামূলক ভ্ৰমণটি প্ৰয়োগ কৰাৰ ফলস্বৰূপে আমি আমাৰ মূল অধ্যয়নক্ষেত্র কলকাতা আৰু দীঘাৰ বিবৰণ দাঙি ধৰিবলৈ সক্ষম হৈছে।

মুখ্য কেন্দ্ৰ ক'লকাতা-শীম 2018 চনৰ মাৰ্চ মাহৰ 4 তাৰিখে দেওবাৰে নিশা 9 বজাত আমি তিতাবৰ অৱস্থিত 'নন্দনাথ শইকীয়া মহাবিদ্যালয়'ৰ তেওঁৰ পৰা 21 জন ছাত্ৰ-ছাত্ৰীসহ আমাৰ তত্ত্বাবধায়ক শিক্ষাগুৰু শ্ৰীযুত জয়ন্ত শৰ্মা ছাৰ আৰু নবমল্লিকা শৰ্মা বহিঃদেৱৰ সৈতে ভ্ৰমণ উদ্দেশ্যে এখন নেচৰকাৰী মেজিকত উঠি মৰিয়ণি অভিমুখে বাওনা হ'লো আৰু 11:25 বজাত 'মৰিয়ণি জংচন'ৰ পৰা কলিকতা অভিমুখে বাওনা হ'লো।

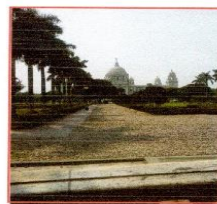
চমু বিবৰণঃ 11:25 বাতি Kamrup Express ত উঠি কলিকতা অভিমুখে বাওনা হওতে বহু নতুন নতুন অভিজ্ঞতাৰ সন্মুখীন হৈছিলো। উত্ত-পূব সীমান্ত বেল পথেদি যাত্ৰা কৰোতে ডিমাপুৰ, লামডিং, চাপৰমুখ, আজি জংচন পাৰ হৈ 4-00 বজাত গুৱাহাটী পালেগৈ। গুৱাহাটী জংচনটো বহু ডাঙৰ আছিল। অলপ বৈ আকৌ

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2. গীর্জাঃ- এই গীর্জা ঘৰটোক St. Pauls cathedral বুলি কোৱা হয়। এই গীর্জাঘৰটোৰ 1847 চনত বনাই সম্পূৰ্ণ হৈছিল। এই গীর্জা ঘৰটো 247 ফুট ওখ আৰু 81 ফুট বহল।



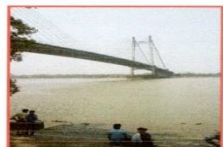
3. ভিক্টোৰিয়া মেম'ৰিয়েলঃ- ভাৰতৰ এটা সুন্দৰ সৌধ। আজমহল সদৃশ মাৰ্বল পাথৰে তৈয়াৰী ভিক্টোৰিয়াৰ স্মৃতিস্বৰূপ উদ্দেশ্যে বনোৱা হৈছে। এই সংগ্ৰহালয়টো 1906-1921 ৰ মাজত বনাইছিল। এইটো জগলী নদীৰ পাৰত অৱস্থিত।



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4. Eden Garderঃ- ইডেন গাৰ্ডেন খন কলকাতাৰ ক্ৰিকেট খেল পথাৰ। এই খন 1864 ত প্ৰতিষ্ঠা হৈছিল। ইয়াত IPL, T20 খেল হয়। ইয়াত একেলগে 66,000 মানুহে বহি খেল উপভোগ কৰিব পৰা ব্যৱস্থা আছে।

5. Princep Ghatsঃ- এই ঘাটটো বৃটিছ শাসনৰ সময়ত 1841 চনত বনোৱা হৈছিল। ইয়াৰ ওচৰতে এটা বেল ষ্টেচন আছে।



6. Indian Musiumঃ- এই সংগ্ৰহালয়টো কলকাতাৰ অৰ্থাৎ বিশ্বৰ এক সৌধ। এই সংগ্ৰহালয়টো 1814 চনত বনোৱা হৈছিল। ইয়াত প্ৰায় 102,646 বস্তু সংগ্ৰহ কৰিব পৰা ব্যৱস্থা আছে। ইয়াত শিল, জস্তু, মানুহৰ মূৰ্তি, মোগল চিত্ৰ আদি। কিছু জীৱাশ্মও আছে।

7. Science cityঃ- এক অদ্ভুতপূৰ্ব আৰু আটকধুনীয়া ঠাই হৈছে এই Science city ইয়াত গেলাৰি বিজ্ঞানৰ লগত জড়িত বিভিন্ন সামগ্ৰী, বিজ্ঞানৰ কিছু চমক প্ৰদ সৃষ্টি আদি আছে। ইয়াত Dynmotion Half, Earth, Exploration Hall, 3-sppce odyssey আদি আছে। 6 মাৰ্চ বেছি সময় ইয়াতে কটোৱা হৈছিল।

FIELD WORK/EDUCATIONAL TOUR

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EXPERIENTIAL AND PARTICIPATORY LEARNING THROUGH FIELD WORK/EDUCATIONAL TOUR	

NANDA NATH SAIKIA COLLEGE
Estd. 1959
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[Provincialised & Affiliated to Dibrugarh University]
NAAC Re-accredited with Grade 'B' at CGPA 2.65

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Memo No: NN36/Field Study-Tour/2018/ J. S. C. I Date 20/3/2018

To whom it may concern

This is to certify that the following regular students of B.Sc. 4th & 6th Semester (Major), Department of Botany, N.N. Saikia College, Titabar are going on a Field study tour to Kaziranga National Orchid and Biodiversity Park on 21st March, 2018 under the guidance of Dr. Malakshmi Dutta, Associate Professor, Dr. Nazim Forid Islam, Assistant Professor and Dr. Hamen Sarmah, Assistant Professor, Department of Botany.

List of the Students

B.Sc (Botany Major) 4 th Sem	
Name	Roll No
1. Jayantajit Gogoi	16
2. Dimpal Das	32
3. Supriya Shyam	45
4. Jayanta Gogoi	64
5. Parthajyoti Saikia	72
6. Akash Saikia	77
7. Gaurav Dutta	89
8. Priya Das	97
9. Luishmita Phukan	102
10. Lordson Stewart Withus	103
11. Bhairab Gogoi	105
12. Monjit Gogoi	109
13. Anupam Saikia	113
14. Rhituraj Borah	117
15. Himashree Neog	118
16. Surokhita Gogoi	134
17. Kriti Prasana Borah	137
18. Pushbita Kalita	143
B.Sc (Botany Major) 6 th Sem	
1. Hirok jyoti Gogoi	6
2. Binapan Deka	45
3. Gitanthi Gogoi	71
4. Nikhil Ranjan Saikia	76
5. Parishmita Gohain	80
6. Pallab Hazarika	87
7. Suman Saikia	88
8. Nitupon Kochari	46
9. Subhrayoti Tanti	70
10. Ripunjoy Buragohain	81
11. Manabjyoti Gogoi	86
12. Jyanta Bora	89

Signature
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Principal,
N.N. Saikia College,
Titabar

FIELD WORK/EDUCATIONAL TOUR

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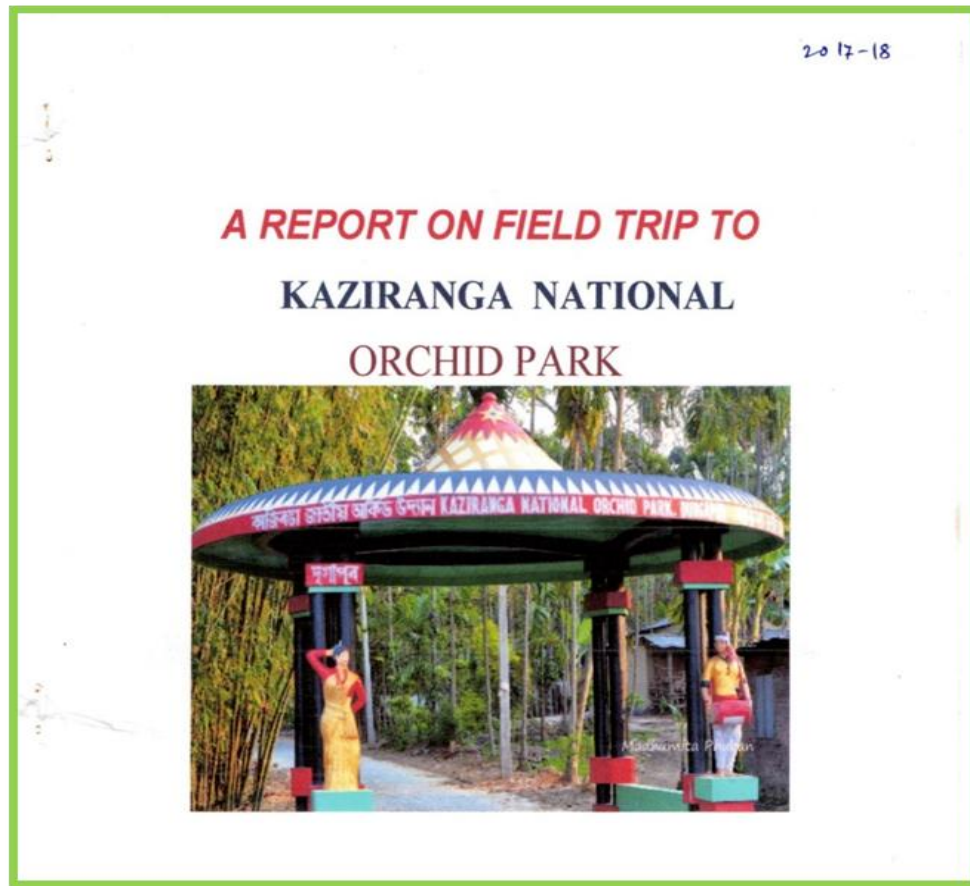


নন্দনাথ শইকীয়া মহাবিদ্যালয়
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EXPERIENTIAL AND PARTICIPATORY LEARNING THROUGH FIELD WORK/EDUCATIONAL TOUR



FIELD WORK/EDUCATIONAL TOUR



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One day excursion to Kaziranga National Orchid Park

- The site to be visited by botanical excursion was decided unanimously as Kaziranga Orchid park.
- Our team:-** The excursion team consisted of 30 students and supervised by our honorable departmental teachers.
- Preparation of journey:-** Before the journey we took some old newspapers polythene bags, knife, mobile and others where considered to be necessary during collection.
- The journey:-** Our excursion to Kaziranga Orchid Park is a botanical excursion on the 21th March 2018. We went to excursion trip to Kaziranga Orchid park. The one day excursion to Kaziranga was undertaken on 21th March 2018 at 8:00 am from Nanda Nath Saikia college. The trip was ensured on one bus BUKAGHAT at nearly about 10:45 am there we had our breakfast and then again we go through our destination. We reached our destination at nearly about 12:15 pm we saw many orchids there are about nearly 600 species of orchids, cactus garden, different rest varieties of rice, medicinal plants, and also there is a place for boating, a fish pond, and also has a place for folk cultural practices and we saw many more attractive things there and our guide Dr. M.L. Dutta madam described us about those species and we noted the all important things. After observation, we took a brief rest in the mean time we had collected some photos and information about the orchids. And reached the side of initiation of the journey i.e. N.N. Saikia college at 7:15 pm and thereby headed homeward.

GENERAL REPORT ON THE PLACE VISITED



KAZIRANGA NATIONAL ORCHID AND BIO-DIVERSITY PARK

Kaziranga national park is one among the top ten most visited national parks in India. Recently, Kaziranga orchid and bio-diversity park established at a 2 kilometers distance from kohra chariali (near central range, Kaziranga). Spanning a wide area of 18 bighas (5.95 acres) of land at Durgapur village is the largest orchid park of its kind that has added a new dimension to the glory and pride of Kaziranga National Park. Till that, scientists have discovered only 850 varieties of orchid in India's northeast region out of the 1314 species of orchids found in India, Kaziranga National Orchid park along boasts of possessing a lot more than 500 varieties of wild orchids collected from different parts of northeast India states. Besides orchids Kaziranga National Orchid and bio-diversity park houses 132 species of sour fruits and leafy vegetables, 12 species of cane, 46 species of bamboo and a large variety of local fishes.

APPENDIX - A

Sl no.	Vernacular Name	Scientific Name	Family	Habit
1.	Pinecone	Dendrobium thyrsiflorum	Orchidaceae	Herbs
2.	Foxtail orchid	Rhynchostylis retusa	Orchidaceae	Herbs
3.	Slipper orchid	Paphiopedilum hirsutissimum	Orchidaceae	Herbs
4.	Bomzang momdang	Dendrobium noble	Orchidaceae	Herbs
5.	Double edged dendrobium	Dendrobium anceps	Orchidaceae	Herbs

6.	Rounded epigeneium	Epigeneium rotundum	Orchidaceae	Herbs
7.	The comb Vanda	Vanda cristata	Orchidaceae	Herbs

2. Cactus

Sl no.	Vernacular name	Scientific Name	Family
1.	Dwarf Turk's cactus	Melocactus matanzanus	Cactaceae
2.	Miniature barrel cactus	Thelocactus setispinus	Cactaceae
3.	Dragoon bones tree	White ghost	Cactaceae
4.	Mother of hundreds	Mammillaria compressa	Cactaceae

3. Medicinal plants

Sl no.	Vernacular Name	Scientific Name	Family
1.	Safed musli	Chlorophyllum borivilianum	Liliaceae
2.	Saiparni	Desmodium gangeticum	Fabaceae
3.	Lemon balm	Melissa officinalis	Lamiaceae
4.	Palmarosa	Cymbopogon martini	Poaceae
5.	Vanilla	Vanilla planifolia	Orchidaceae

4. Rice

1. Moni bora
2. Nekera
3. Meghraj
4. Indian Baw
5. Rouga Sali
6. Arg Baw
7. Borbanki

Discription of the Specimens found in there photographs:-

ORCHIDS

1. *Dendrobium thyrsiflorum*:- It belongs to the the family- orchidaceae, order-asparagales, division- angiosperms.



Commonly known as pinecone. It is an epiphytic orchid grown for its fragrant clusters of large, white, yellow, tipped blooms. This evergreen perennial is a native to mountain forests of Southern Asia from the eastern Himalayas to Vietnam. It typically grows on tree trunks in the wild.

2. *Vanilla borconensis*:- It belongs to the family- Orchidaceae, order-Asparagales, division-Angiosperms.



FIELD WORK/EDUCATIONAL TOUR

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



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



নন্দনাথ শইকীয়া মহাবিদ্যালয়

NANDANATH SAIKIA COLLEGE

Affiliated to Dibrugarh University

Metric No:	Heading
2.3.1	EXPERIENTIAL LEARNING, PARTICIPATORY LEARNING AND PROBLEM SOLVING METHODOLOGIES FOR ENHANCING TEACHING LEARNING EXPERIENCES USING ICT TOOLS

EXPERIENTIAL AND PARTICIPATORY LEARNING THROUGH FIELD WORK/EDUCATIONAL TOUR

Distribution and Habitat:- *Vanda cristata* is a medium sized, monopodial (it grows from a single, upright stem) epiphytic species native to altitudes between 1200-2300m (4000-7500 feet) in the Himalayas (Garhwal to Bhutan), Tibet and Assam(khasia) humid forests. These plant grow on moss covered trees in an area with bright light and a distinct dry season in the winter.

Cactus

1. *Melocactus matanzanus* :- It belongs to the family- Cactaceae. Commonly known as Mother of hundreds.



Origin:- Central Mexico (Hidalgo, Queretaro, San Luis Potosi)
Habitat:- Grows at an altitude of 1,300- 2,240 m.

2. White ghost:- Commonly known as Dragon bones tree.



Origin:- Grows wild in tropical Asia. Widely cultivated in West Indies, Florida and in many tropical areas world wide. Widely escaped from cultivation and in many places forming dense thickets.

3. *Mammillaria bahniiana*:- (old lady cactus) is a species of flowering plant in the family cactaceae, native to central Mexico. It grows to 25 cm (10 in) tall by 50 cm (20 in) broad. The solitary spherical stems, 12 cm in diameter, are covered in white down and white spines. Reddish purple flowers are borne in spring and summer, sometimes forming a complete ring around the apex of plant.



MEDICINAL PLANTS

1. *Citroia ternatea* :- Commonly known as Asian pigeonwings, bluebellvine, blue pea, butterfly pea, cordofan pea and Darwin pea is a plant species belonging to the family Fabiaceae family. The flowers of this vines were imagined to have the shapes of human female genitals.



2. *Desmodium gangeticum* :-



Parts used:- Roots and whole plant.
Systems of Medicine:- Ayurveda, Folk, Homeopathy etc.
Uses:- Roots are used for cardiac disorders, fever, cough, difficult breathing, dysentery and vomiting, whole plant is a rejuvenator used for oedema, polyuria, piles, and vomiting.

Conclusions

Kaziranga Orchid Park is a important place due to the avibility of its diversity of orchids and many other important plant species; but now we have observed that this diversity is debiscings due to its dence flora which mesmerises the sit for tourists . It helps us to could extra knowledge and information about the orchids as well as other type of plants which will surely help us for the further detailed studies.

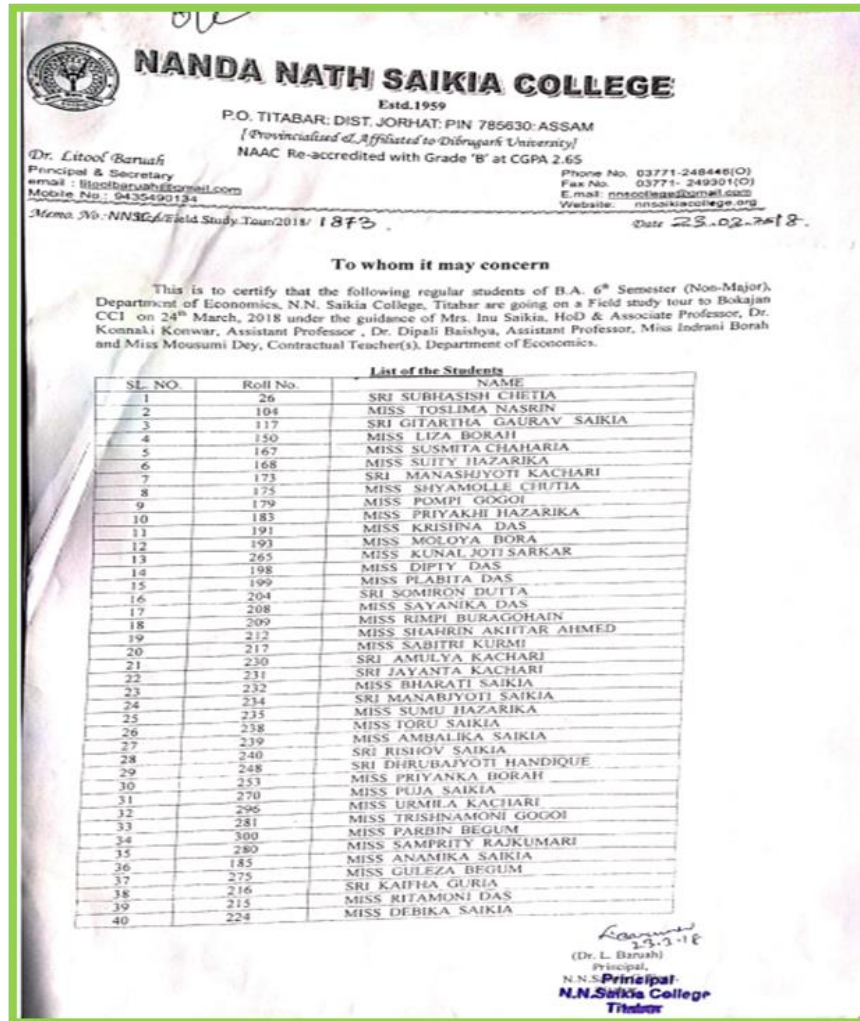
FIELD WORK/EDUCATIONAL TOUR



নন্দনাথ শইকীয়া মহাবিদ্যালয় NANDANATH SAIKIA COLLEGE

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Metric No: 2.3.1	Heading EXPERIENTIAL LEARNING, PARTICIPATORY LEARNING AND PROBLEM SOLVING METHODOLOGIES FOR ENHANCING TEACHING LEARNING EXPERIENCES USING ICT TOOLS
EXPERIENTIAL AND PARTICIPATORY LEARNING THROUGH FIELD WORK/EDUCATIONAL TOUR	



FIELD WORK/EDUCATIONAL TOUR





নন্দনাথ শইকীয়া মহাবিদ্যালয় NANDANATH SAIKIA COLLEGE

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EXPERIENTIAL AND PARTICIPATORY LEARNING THROUGH FIELD WORK/EDUCATIONAL TOUR

A Field Report on –

“SHILLONG, CHERRAPUNJI and DAWKI, Meghalaya.”

By – Class Roll no.: 126.
Miss Taslima Ahmed Hazarika.
B.Sc. 5th Sem. Year – 2018.
Paper code: 506.
Nanda Nath Saikia College,
Titabar.

AIM OF THE FIELD STUDY :-

It is really really important that we all learn to value the environment and to understand it.

The things we study from the books are not just enough about the environment and so, observing the things practically is important to get a clear account of that place.

Zoologists must have to create a good relationship with the **flaura** and **fauna** of a place to be studied, which will help to learn about them, their habitat, nature and their interactions with the environment more accurately.

The field study that we have done was to know about the plants and animals and their relationship with their environment and the different ecosystems of **Shillong, Cherrapunji and Dawki.**

• ECO PARK



It is designed and maintained by the Government of Meghalaya, located at Cherrapunji or Sohra, which is the best place to enjoy the view the “Green Canyons” of Cherrapunji along with the waterfalls, that are located nearby and some streams passing by the park. Also, Bangladesh hill ranges and planes are seen on the other side by crossing over a bridge in the park.

The park have vast varieties of indigenous orchids, given by Shillong Agri-Horticultural Society, which are placed in the Greenhouse of the park.

The Southern part is the originating point of the Nohsngithiang falls.

Description of the places :-

• UMIUM LAKE



It is also known as “Barapani Lake”, which is a reservoir, located in the hills, 15km to North of Shillong. It was created by damming the Umiu river in early 1960’s. The principle catchment of the lake and dam is the spread over 220sq.km. The water is clear and somewhat blue-greenish in colour. The lake serves a mojar tourist’s attractions, which also have recreation facilities, destination for water sports and adventure facilities.

The lake dewels varieties of birds, trees, insects, aquatic animals, aquatic plants, etc.

FIELD WORK/EDUCATIONAL TOUR



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EXPERIENTIAL AND PARTICIPATORY LEARNING THROUGH FIELD WORK/EDUCATIONAL TOUR	

• THE LIVING ROOT BRIDGE



It is the finest creations of mankind, which are standing erect for over a period. This formidability bridge structure is made up of tangled thick roots of rubber plants, putting them into hollow canes of Areca nut palm by the Khasis and Jaintia tribes, which can hold 50 or more people in one go. This structure was made 150 years ago.

The stream flowing by the bridge contains varieties of aquatic plants and animals and the area is covered by beautiful rich forest.

CONCLUSION :-



This field work seemed to be an integral part of our environmental study of wildlife and different ecosystems of Meghalaya. As our objective was to learn various ecosystems, habitats and forest's types and environment wildlife and to appreciate nature, I think that we did accomplish our objective.

It was fun and interesting to be in nature and learn through a realistic way, besides the books and from this field study, we have learned things related to our present and old syllabus, which would help us in future field studies and also to learn about the nature and it's components.

It was real enjoyment to do this field study with my friends and teachers and make this final report.

FIELD WORK/EDUCATIONAL TOUR




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EXPERIENTIAL AND PARTICIPATORY LEARNING THROUGH FIELD WORK/EDUCATIONAL TOUR

 **NANDA NATH SAIKIA COLLEGE**
Estd. 1959
P.O. TITABAR, D/O JOGHAT PIN 785630, ASSAM
(Provisionalised & Affiliated to Dibrugarh University)
NAAC Re-accredited with Grade 'B' at CGPA 2.65

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Mobile No. 9433450134

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Fax No. 03771-249201(O)
E-mail: nsaikiacollege@gmail.com
Website: nsaikiacollege.org

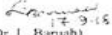
Attn: IQAC/NSIC/Geog Edu. Field Study 2018-2019
Date: 12.09.18

To whom it may concern


This is to certify that the following regular students of B.A. 5th Semester Major, Department of Geography, N.N. Saikia College, Titabar are going on an Educational Field Study tour to Magharita, Ledo and Digboi from 21st September to 22nd September, 2018 under the guidance of Mr. Jayanta Kumar Sarmah, Associate Professor /HOD and Mrs. Sangeeta Saikia, Assistant Professor, Department of Geography.

List of the Students


Sl. No.	Roll No	Name	Age	Sex
1	09	Miss Gitanhree Gowala	19	F
2	11	Sri Rituraj Gogoi	20	M
3	16	Miss Sangita Kachari	19	F
4	17	Miss Prniji Murah	20	F
5	20	Sri Ankur Ranjan Phukan	20	M
6	26	Miss Priyanka Baragohain	19	F
7	29	Miss Dimpal Borah	20	F
8	46	Sri Madhurya Boruah	20	M
9	48	Sri Arnab Baruah	20	M
10	51	Miss Ritumani Boruah	20	F
11	55	Sri Dip Gogoi	20	M
12	56	Miss Trishna Rajkhowa	19	F
13	57	Sri Bidya Rao	20	M
14	69	Sri Mridu pawan Mahanta	20	M
15	71	Miss Monisha Borah	19	F
16	76	Sri Faju Sonowal	19	M
17	88	Miss Krishna Saikia	19	F
18	92	Miss Susmita Boruah	19	F


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

FIELD WORK/EDUCATIONAL TOUR


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




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

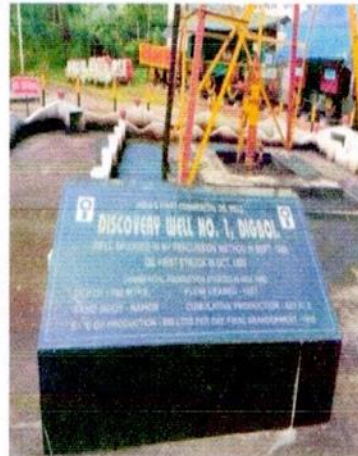


নন্দনাথ শইকীয়া মহাবিদ্যালয় NANDANATH SAIKIA COLLEGE

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Metric No:	Heading
2.3.1	EXPERIENTIAL LEARNING, PARTICIPATORY LEARNING AND PROBLEM SOLVING METHODOLOGIES FOR ENHANCING TEACHING LEARNING EXPERIENCES USING ICT TOOLS
EXPERIENTIAL AND PARTICIPATORY LEARNING THROUGH FIELD WORK/EDUCATIONAL TOUR	

A FIELD STUDY ON MARGHERITA DIGBOI AND LEDO



FIELD WORK/EDUCATIONAL TOUR



নন্দনাথ শইকীয়া মহাবিদ্যালয় NANDANATH SAIKIA COLLEGE

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EXPERIENTIAL AND PARTICIPATORY LEARNING THROUGH FIELD WORK/EDUCATIONAL TOUR	



FIELD WORK/EDUCATIONAL TOUR



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EXPERIENTIAL AND PARTICIPATORY LEARNING THROUGH FIELD WORK/EDUCATIONAL TOUR

সূচীপত্র

- ১/ কৃতজ্ঞতা
- ২/ আবেগশি
- ৩/ উদ্দেশ্য
- ৪/ ভৌগোলিক অধ্যয়নৰ গুৰুত্বতা
- ৫/ ক্ষেত্র অধ্যয়নৰ পদ্ধতি
- ৬/ বেশ যাত্রাৰ চমু বিৱৰণ
- ৭/ যাত্রা পথৰ মানচিত্র
- ৮/ ভ্রমণৰ সময়সূচী
- ৯/ ক্ষেত্র অধ্যয়নৰ ঠাইসমূহৰ বিৱৰণ
 - ক) মাৰ্ঘেৰিটা
 - খ) লিডু
 - গ) ডিগাঁও
- ১০/ সামৰণি
- ১১/ মন্তব্য

বিষয়বস্তুৰ সময়ত নিৰ্মিত এই ঐতিহাসিক পথটোৰ দৈৰ্ঘ্য ১৭৩৬ কি.মি., এই পথটোৰ নিৰ্মাণ কাৰ্যত ১৫,০০০ মৰ্কিন সেনা আৰু ৩৫,০০০ স্থানীয় শ্ৰমিকে ভাগ লৈছিল। অত্যা অৰণ্য, সুউচ্চ পাহাৰ, দ খাঁইৰ আদিৰ মাজেৰে নিৰ্মিত পথটোৰ দৈৰ্ঘ্য ১৭৩৬ কি.মি; অসমত ৫৭ কি.মি.; ম্যানমাৰত ১০৮০ কি.মি; আৰু চীনত ৬৩৯ কি.মি; অৰ্ছণত।

Coal Heritage park and Museum



মাৰ্ঘেৰিটাত অৱস্থিত এই সংগ্ৰাহালয়টো John Berry ৰ অসমলৈ অৱদানৰ তথ্যচিত্ৰ। তেওঁৰ মুক্তি, তেওঁৰ ব্যৱহাৰ কৰা ব্যৱস্থা সমূহ ব্ৰিটিছৰ দিনতে কয়লাখনিৰ ব্যৱহাৰ কৰা বিভিন্ন প্ৰকাৰৰ সা-সঁজুলি সমূহ, ইটোৰে নিৰ্মিত সামগ্ৰী, যোগাযোগৰ মাধ্যমৰ কাৰণ ব্যৱহাৰ, টেলিফ'ন, ঘড়ী, মুদ্ৰা আদি আছে। John Berry, বাণী Margherita ৰ আদোকচিত্ৰ সমূহ সংৰক্ষণ কৰি ৰখা হৈছে। প্ৰতিবছৰে এই সংগ্ৰাহালয়টোৰ ব্যাপক হাবত ছাত্ৰ-ছাত্ৰীৰ লগতে ব্যাপক হাবত পৰ্যটক আছে।

ড জুপেন হাজৰিকা Children Park মাৰ্ঘেৰিটাত অৱস্থিত। উদ্যানখন ড জুপেন হাজৰিকা দেৱৰ স্মৃতিত শিশুসকলৰ বাবে স্থাপন কৰা হয়। ইয়াত সাময়িক অয়োম-প্ৰমোদৰ কাৰণে বিভিন্ন খেলৰ সামগ্ৰী আছে।

FIELD WORK/EDUCATIONAL TOUR



নন্দনাথ শইকীয়া মহাবিদ্যালয় NANDANATH SAIKIA COLLEGE

Affiliated to Dibrugarh University

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EXPERIENTIAL AND PARTICIPATORY LEARNING THROUGH FIELD WORK/EDUCATIONAL TOUR

**নন্দনাথ শইকীয়া মহাবিদ্যালয়
NANDA NATH SAIKIA COLLEGE**

STARTING DATE
16.12.2018

ARRIVAL DATE
25.12.2018

BASIC DETAILS

Name of the Trains
 *Aarabhi Assam Express
 *Rahmagotra Mail

Temperature During
 Ts. (max):
 Delhi- 23D- 4N
 Agra- 20 D- 8N
 Jaipur- 26D/8N

Name of the teachers
 and students
 participating in the
 tour:

*Mr. Nirmal Jyoti
 Konwar (Teacher)
 *Mr. Uday Narayan
 Gogoi (Teacher)

*Raktim Prakash
 Saikia
 *Ibrahim Ali
 *Debasish Kakoty
 *Manashi Kachari
 *Sweeti Saikia
 *Neekita Dutta
 *Sukrajit Kurmi
 *Neelkamal
 Borahkar
 *Kishik Gogoi
 *Aparba Gohain

**GOLDEN TRIANGLE TOUR
(Delhi- Agra- Jaipur)**

Brief Description

India's golden triangle is a tourist circuit which connects the national capital Delhi, Agra and Jaipur. The Golden Triangle is so called because of the triangular shape formed by the locations of New Delhi, Agra and Rajasthan on a map. The trips usually start in Delhi moving south to the site of Taj Mahal at Agra, then west, to the desert landscapes of Rajasthan.

List of the Students

Sl.No.	Roll No.	Name	Stream	Department	Age	Sex
1	04	Sri Ibrahim Ali	Sc.	Chemistry	21	M
2	05	Sri Aparba Gohain	Sc.	Chemistry	21	M
3	10	Sri Debasish Kakoty	Sc.	Chemistry	21	M
4	18	Miss Neekita Dutta	Sc.	Chemistry	20	F
5	14	Sri Neelkamal Borahkar	Sc.	Zoology	21	M
6	48	Sri Raktim Prakash Saikia	Sc.	Physics	21	M
7	49	Sri Subrajit Kurmi	Sc.	Physics	21	M
8	06	Miss Sweeti Saikia	Arts	Education	21	F
9	97	Miss Manashi Kachari	Arts	Education	21	F
10	149	Sri Kishik Gogoi	Arts	Political Science	21	M

NANDA NATH SAIKIA COLLEGE
Est. 1959
P.O. TITABAR, DIST. JORHAT, PIN 786630, ASSAM
(Previously affiliated to Dibrugarh University)
NAAC Re-accredited with Grade 'B' at CGPA 2.65

Dr. L. Baruah
Principal & Secretary
Email: titabar@nnsaikia.org
Phone No. 03771-246446(0)
Fax No. 03771-249937(0)
E-mail: princ@nnsaikia.org
Website: nnsaikiacollege.org
Date: 29.12.2018

To whom it may concern

This is to certify that the following regular students of B.A. and B.Sc.^{5th} Semester, N.N. Saikia College, Titabar are going on an Educational Excursion to Delhi, Jaipur and Agra from 16th to 24th December, 2018 under the guidance of Mr. Nirmal Jyoti Konwar, Assistant Professor, Department of History and Mr. Uday Narayan Gogoi, Assistant Professor, Department of Mathematics.

List of the Students

Sl.No.	Roll No.	Name	Stream	Department	Age	Sex
1	04	Sri Ibrahim Ali	Sc.	Chemistry	21	M
2	05	Sri Aparba Gohain	Sc.	Chemistry	21	M
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8	06	Miss Sweeti Saikia	Arts	Education	21	F
9	97	Miss Manashi Kachari	Arts	Education	21	F
10	149	Sri Kishik Gogoi	Arts	Political Science	21	M

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

FIELD WORK/EDUCATIONAL TOUR

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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EXPERIENTIAL AND PARTICIPATORY LEARNING THROUGH FIELD WORK/EDUCATIONAL TOUR	

Date/Time	Event	Other information
16/12/2018 1:50 pm-11:59 pm	Aashr Assam Express (15910) Reached at Mariani Junction. Reached Barpeta Road, Assam at midnight.	Snack time - 5:45 pm Dinner - 7:45 pm
17/12/2018 12:00 pm-11:59pm	In Train. Barpeta Road, Assam to Gorakhpur, Nepal Border.	Breakfast - 7:00 am Snack- 10:00 am Lunch - 12:00pm Snack- 3:30 pm Dinner- 7:00 pm
18/12/2018 12:00am-11:59pm	In train and reached old delhi jr. Headed from station to Hotel Fortuner. Dinner at Hotel, overnight at hotel.	Breakfast - 7:00pm Snack- 10:30am Lunch-12:00pm Snack (at hotel)- 5:50pm
19/12/2018	Breakfast at Hotel Fortuner. Headed from hotel to Sikandra, Taj Mahal & also visited Agra Fort. Checked into Hotel Garden View Resort, Agra. Dinner & Overnight at Hotel.	Breakfast - 6:45am Taj Mahal - 11:00am Lunch - 1:00pm at local restaurant. Agra Fort - 2:30pm Snack at hotel - 6:45pm Dinner - 9:00pm
20/12/2018	Buffet Breakfast at Hotel Garden View Resort. Headed to Fatehpur Sikri, Agra. Lunch at local restaurant and after that headed to Jaipur. Sightseeing Hawa Mahal & Jantar Mantar, City Palace. Local Shopping and checked into Hotel Maya International, Jaipur. Dinner & overnight at Hotel.	Breakfast - 7:00am Fatehpur Sikri - 9:00 am Lunch - 11:00pm Jaipur - 2:00pm Hawa Mahal & Jantar Mantar - 2:45-4:00pm Hotel - 6:00pm Dinner - 8:45pm
21/12/2018	Buffet Breakfast at Hotel Mayo International, Jaipur. Headed to bazars of Jaipur and then Old Rajast Capital, the Amber fort. Post Lunch leave for Delhi & overnight at stay at Delhi at Hotel Shanti Villa, Fazi Road, Delhi.	Breakfast - 8:00am Amber Fort - 11:00am Lunch - 2:00pm Hotel - 6:30pm Dinner - 8:45pm
22/12/2018	Post Breakfast at Hotel Shanti Villa and headed to Qutub Minar, Humayun's Tomb, Lotus Temple, India Gate, Red Fort and Chandni Chowk Market & street food. Return to Hotel Shanti Villa by Delhi Metro and dinner at local restaurant then to Old Delhi Railway station.	Breakfast - 8:30am Qutub Minar - 9:30am Humayun's Tomb - 11:00am Lotus Temple - 12:00pm India Gate - 12:45pm Red Fort - 2:30pm Chandni Chowk - 3:00-5:30pm Hotel - 6:30pm Dinner - 8:00pm Railway Station - 9:45pm Brahmaputra Mail - 11:40pm

Date/Time	Event	Other information
23/12/2018	In Brahmaputra Mail Express from Old Delhi to Maida Town Junction. Reached Barpeta Road, Assam at midnight.	Breakfast - 7:00 am Snack - 10:00 am Lunch - 12:00pm Snack - 3:30 pm Dinner - 7:00 pm
24/12/2018	In Train. Reached Guwahati Station at evening.	Breakfast - 7:30 am Snack - 10:45 am Lunch - 12:00pm Snack - 4:00pm Dinner - 7:00 pm
25/12/2018	In Train. Reached Mariani Jr.	Arrived - 5:10am

FIELD WORK/EDUCATIONAL TOUR

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নন্দনাথ শইকীয়া মহাবিদ্যালয়

NANANATH SAIKIA COLLEGE

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2.3.1	EXPERIENTIAL LEARNING, PARTICIPATORY LEARNING AND PROBLEM SOLVING METHODOLOGIES FOR ENHANCING TEACHING LEARNING EXPERIENCES USING ICT TOOLS

EXPERIENTIAL AND PARTICIPATORY LEARNING THROUGH FIELD WORK/EDUCATIONAL TOUR



Nothing can possibly prepare you for the journey ahead. India will impress, fascinate, disorient, depress, thrill, frustrate, inspire and amaze you. You'll see things you never thought possible, meet people you never thought probable and your senses will be working night and day. It will be an overwhelming experience. How can you expect to India in under 40 days - it's over 4000 miles! But it may help to keep a few tips in the back of your mind. One by one. Things don't work the way they do back home and sometimes they don't work at all. You, the open minded, India will give you the most beautiful and the most flexible you can be. You will be amazed at how much you can do in 40 days. You will be amazed at how much you can do in 40 days. You will be amazed at how much you can do in 40 days.

Day-1 At Agra (Taj Mahal & Agra Fort)

Taj Mahal
The Taj Mahal, built by an emperor in memory of his beloved queen. Construction of the Taj Mahal began in 1631, and is believed to have taken 18 years to complete, with over 20,000 craftsmen working around the clock. The design and construction is said to be that of the legendary architect, Ustad Ahmad Lahori. Legend has it that once construction was completed, Shah Jahan had Lahori's hands cut off, and blinded, so he would never be able to duplicate the structure. What makes the Taj Mahal unique is its perfect proportions, divine femininity, medium of construction and ornamentation. Its marble exterior reflects rose and golden tints at sunrise and sunset, while it is dazzling white during the day. It is impossible to visualize the Taj Mahal in any surrounding other than its paradisaical garden. Paradise, in Islam, is visualized as a lush garden where running streams flow. When the Muslims brought this concept to India they elevated it to heights of incomparable artistry.

The Gateway to the Taj Mahal
After purchasing the tickets, the tourists have to enter the majestic entrance gate way of red sand stone, it is a beautiful monument in itself. This gate way is an octagonal entrance hall, surrounded by small rooms on both the sides in the floors having beautifully ornamented gates on two sides, one opening towards the court yard side and the other towards the Mausoleum itself. On the three Sides of this gateway, there are strong balconies. The gate is a master piece of fine inlay work in itself. The profuse inlay work of white marble and precious stones into the red sandstone surface, has elegantly excavated inscriptions in Thuluth script, inlayed with black marble with white marble surface, gives a charming look to the whole structure. Some Quranic texts are nicely inscribed in black letters. These Quranic verses do not appear bigger at the bottom than they are at the top. On the top there is a row of white marble cupolas and the corners are crowned by open domed kiosks. There is a big door, made of eight metals which is 16.5 feet wide. During the reign of Shah Jahan, it was built of pure silver, with a cost of Rs. 1,27,000. This door had eleven hundred nails studded with one silver rupee on each nail tip. It is said that this door was looted by the Jats of Bharatpur during their reign, and was melted. Later on the door made of bronze was fitted by the English.

The Taj Garden
From the main entrance gate, a few steps take the visitor down into the Taj gardens. The gardens in the Taj were designed by Ali Mardan Khan, who was a noble in the Mughal court. Fountains and running channels of water with large reservoirs are typical of their garden designs. Water was drawn up from the river Yamuna by a system of buckets, dipping into the river and conveying water up by a chain way, drawn by the bullocks or by camel power. The river water was collected in some big reservoirs on the top of the rooms situated in the middle of the garden walls on both the sides of the Taj enclosure. From these original reservoirs on the walls, water was taken through iron pipes to the fountains and the running water channels.

THE SOUTHERN GATE

The gate is towards the South, which faces the old Mumtazabad (Modern Taj Ganj). It is meant for the pedestrians or the pedlary only. On the right side of this gate is a Tomb of red stone which is surrounded by court Yards and crowned with a dome. It is said that there is a grave of one lady companion of Mumtaz Mahal. Due to this reason this building is called as the tomb of a Maid of Honour. It stands on an elevated square measuring 156 feet each way. In the central chamber, there are two uninscribed tombs of marble stone. The platform of the building is octagonal and the cupola is turnip-shaped. No historian has given an account of these graves, yet they agree with this probability that these graves may belong to the personal ward attendants of Mumtaz Mahal. Just opposite this building, there is a red stone edifice of the same type.

THE EASTERN GATE

This gate faces towards Fatehabad. There is a domed tomb erected on an elevated platform near this gate. This tomb was built in the memory of another wife of Shah Jahan called Sirhindi Begum. Due to this, the gate is known as 'Sirhi Darwaza'. The main building is eight sided, having twenty four arches, a big hall and a verandah.

THE WESTERN GATE

It is the main entrance of the Taj Mahal and this gate faces towards the Agra cantonment and Agra city. There is a red sand stone edifice outside this gate which is known as Fatehpuri Masjid, which was constructed in the memory of Fatehpuri Begum another wife of Shah Jahan.

THE TOMB BENEATH THE DOME

The tombs or graves of the Empress Mumtaz Mahal and Emperor Shah Jahan, are situated in the center below the main dome. On a platform of (10.5x5.1) 5 feet 10.5 feet long, 6.5 feet broad and 1.5 feet high, 3 feet wide and 2.75 feet high. On this cenotaph is written in black letters. The words are inscribed like this, "The Tomb of Arjumand Banu Begum called Mumtaz Mahal, died in the year 1048 Hijri (1631 A.D.). The Hours of the Heavens came down to greet her and the Angels on date of her death said "In the Heavens may always be Mumtaz's seat". About 3 inches apart the western side is the grave of the Emperor Shah Jahan, which was built by his son Aurangzeb. Its platform is 11.5 feet long, 7.5 feet wide and 2 feet high. The cenotaph slab over the platform is 7 feet long, 1.25 feet broad and 3 feet high, which is a little higher than that of the Empress. The inscription on it is like this, "The Mausoleum of the most Exalted Majesty living his abode in paradise, the second Lord of constellations, may ever flourish. Here lies Shah Jahan, Emperor called Firdaus Akbari (a dweller in Paradise, who was born like Jinnar when Jupiter and Venus were in heaven. He passed away from the world on the night of 28 of the month of Rajab 1074 A.D. (1666 A.D.)." Just below these graves, there is a chamber where the actual graves are situated. (Now closed since the work, it is progress.)

Some Opinions

"It is like unto one of those daughters of God, who were most divinely fair. So pure, so gloriously perfect did it appear, that I almost feared to approach it lest the heaven should be shaken."
- Mr. M.G. Foster

"I must need say that, believe it not to be reckoned amongst the wonders of the world rather than those unskipped masses of the Egyptian Pyramids."
- Bernier, the French traveler



Day-2 Fatehpur Sikri, Agra, Hawa Mahal, Jantar Mantar & City Palace, Jaipur

FATEHPUR SIKRI
Fatehpur Sikri is situated about 37 Km, west of Agra on Agra-Jaipur National Highway. It was small village named Sikri, built by some stone cutters and was under the Rajput chiefs upto 14th century. It is near the famous battle field of 'Khanua' or 'Kanawa' where a decisive battle was fought between Babur and Rana Sangha. It was famous for the dwelling place of a Sufi Saint 'Sheikh Salim Chisti', who was famous for his spiritual deeds. When Akbar was returning from his victory over Gujarat, he made a halt at Sikri Village just to have a prayer to the Sufi Saint to bless Akbar with a son from his Rajput wife 'Mariyam-uz-Zamani'. It is said that the Sufi Saint sacrificed his six month old son 'Prata-Mijun' and thus the soul of this sacrificed son reanimated in the womb of the Empress Jodha Bai. This deserted Mughal capital was enclosed by 50 feet high battlements built of red sand stone in three sides and on the fourth, with an artificial lake. The length of the wall is about 6 miles or 9 km, with seven big gates, known as Ameri Gate, Mathura Gate, Choud Darwaza, Suraj Gate, Birbal Gate, Gwalior Gate, Red or Lal Darwaza and Agra Gate etc. Most of the palaces and buildings of Fatehpur Sikri are made of red sand stone and are of Hindu style of architecture. Usually, the tourists enter through Agra Gate which is in the east. Two roads meet inside the gate-one leading to the modern town while the other towards the old palaces and buildings with faded glory of its past. There are many buildings in Fatehpur Sikri which should be mentioned, they are Naubat Khana, Mint or Treasury, Diwan-E-Am, Diwan-E-Khas, Khas Mahal, Char Chakman, Panch Mahal, Astrologer Seat, Mariyam Palace, dotha Bai Palace, Hawa Mahal, Birbal Palace, Hiray Minar, Jams Masjid, Baland Darwaza, Islam Khan Tomb, Basuli, Houses of Abul Fazal and Faizi, Sheikh Saleem Chisti Tomb.

PANCH MAHAL
Towards the west of Khas Mahal, a beautiful edifice is visible, known as Panch Mahal having five stories. It is the beauty of this building that its every upper story becomes smaller than the lower one. It appears like a 'Buddhist Vihar' in its appearance. The ground floor is 72 x 58 feet, having 8 columns. There are 56 columns in the first floor, 26 in the second, 12 in the third and top floor having a Kiosk of 4 only. The height of the stories are as under 1st. Storey 49 ft. the second 32 feet, the third 20 feet, the fourth 12 feet and on the fifth story there is a dome built on four pillars. This building has got some carvings on the walls depicting some plucking flowers and fruits, and elephants facing each other, which is clearly of Hindu building was meant as a place of recreation by Akbar with his wives.

The Pink City, Jaipur

THE SUN & SHADOW - THE EQUATOR
It is said that the sun should be a primary reason for the building of the 'Jantar Mantar' which was built by the astronomer Jai Singh II in the year 1727. The instrument is a quadrant of a circle, parallel to the plane of the equator. The instrument is intended to measure the time of day, correct to half a second and declination of the Sun and the other heavenly bodies.

The Jantar Mantar
There are five Jantar Mantars in India, of which the largest is in Jaipur which features many instruments along with the world's largest stone sundial. The 9th Jantar Mantar is a sundial that can give the local time to an accuracy of 2 seconds. It is a UNESCO World Heritage Site.

Jai Mahal
The Jai Mahal palace is an architectural showpiece of the Rajput style of architecture (domination in Rajasthan) on a grand scale. The building has a picturesque view of the lake itself but owing to its location from here is equally the focus of a viewpoint from the Man Sagar Dam on the eastern side of the lake in front of the building of the lake. The palace, built in red sandstone, is a fine example of building, of which four stories remain visible even when the lake is full and the top floor is exposed. The octagonal 'Khamb' on the roof is of the Rajput type.

City Palace, Jaipur
It includes the Chandra Mahal and Malwar Mahal palaces and other buildings, it is a palace complex in Jaipur, the capital of the Rajasthan state, India. It was the seat of the Maharaja of Jaipur, the head of the Kachwaha Rajput clan. The Chandra Mahal palace now houses a museum, but the greatest part of it is still a royal residence. The palace complex, located northeast of the centre of the grid-patterned Jaipur city, incorporates a large courtyard with an impressive and rare array of courtyards, gardens and buildings. The palace was built between 1729 and 1732, initially by Sawai Jai Singh II, the ruler of Amber. He planned and built the water walls, and later additions were made by successive rulers continuing up to the 20th century.

FIELD WORK/EDUCATIONAL TOUR

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Day-3 Amer Fort, Jaipur

Amer Fort, also known as Amer Fort is one of the best tourist destinations not just in Jaipur City but the whole of Rajasthan. Amer and the Jalgarh Fort are regarded as a single structure and a subterranean passage connects the two forts. It is believed that the passage was used to escape at times of war or enemy attacks. It is located on Chel Ka Teela on Aravalli hills. The fort was built by Raja Man Singh I, one of the Navratnas of Emperor Akbar. Later, expansions were undertaken by the successive rulers. With its amazing architecture that combines Mughal and Hindu styles, the fort built in red sandstone and marble, is a sight to watch and walk through with its high ramparts, many gates, cobbled paths and splendid view. The Maota Lake looks splendid from the fort.

Amer Fort is known for its artistic Hindu style elements. With its large ramparts and series of gates and cobbled paths, the fort overlooks Maota Lake, which is the main source of water for the Amer Palace.

Constructed of red sandstone and marble, the attractive, opulent palace is laid out on four levels, each with a courtyard. It consists of the *Diwan-i-Aam*, or "Hall of Public Audience", the *Diwan-i-Khas*, or "Hall of Private Audience", the *Sheesh Mahal* (mirror palace), or *Jai Mandir*, and the *Sahib Niswas* where a cool climate is artificially created by winds that blow over a water cascade within the palace. Hence, the Amer Fort is also popularly known as the Amer Palace. The palace was the residence of the Rajput Maharajas and their families. At the entrance to the palace near the fort's *Ganesh Gate*, there is a temple dedicated to *Shila Devi*, a goddess of the *Chaityanya* cult, which was given to Raja Man Singh when he defeated the Raja of Jessore, Bengal in 1604.




Fig- Amer Fort Garden




Fig- Sheesh Mahal Interior




Fig- Baradari Pavillion





Fig- The Diwan-i-Khas



Day-4 Delhi

Delhi is a city where time travel is feasible. Step aboard your time machine (the sleek and efficient metro) and you can go from Old Delhi, where labourers haul sacks of spices and jewellers weigh gold on dusty scales, to modern New Delhi, with its colonial-era parliament buildings and penchant for high tea. .



Delhi is a city that has been repeatedly ravaged and reborn, with vestiges of lost empires in almost every neighbourhood. There's so much to experience here, it's like a country in itself.

Ale's Minar :-


When Ala-ud-din made his additions to the mosque he also conceived a far more ambitious construction program. He aimed to build a second tower of victory, exactly like the Qutb Minar, but twice as high! By the time of his death the tower had reached 276 and no one was willing to continue his overambitious project. Known as Ale's Minar, the incomplete tower, a solid stack of rubble, stands to the north of the Qutub Minar and the mosque.

Screens:-

Qutub-ud-din's screen formed the facade of the mosque and, facing in the direction of Mecca, became the focal point. The screenwork screen is carved in the Indo-Islamic style, letters mingling with Koranic calligraphy. The later screenwork and other extensions (1236) are predominantly Islamic in style, the flowers and leaves having been replaced by more arabesque patterns. .

The Qutub Minar is nearly 72m high and tapers from a 15m diameter base to a mere 2.5m at the top. It has five distinct stories, each marked by a projecting balcony. The first three stories are made of red sandstone, the 4th and 5th stories are of marble and sandstone. Qutub-ud-din built the first three and his son-in-law Shams-ud-din completed these and added a fourth. This is indicated in some of the Persian and Nagari (North Indian) inscriptions which also record that it was twice damaged by lightning in 1326 and 1368. While repairing the damage caused by the second fire, Shah Jahanly added a fifth story and used marble to face the red and buff sandstone. This was the first time contrasting colours were used decoratively, later to become such a feature of Mughal buildings. Fire's fifth story was topped by a graceful capital but this fell down during an earthquake in 1801. A new one was added by a Major Baker Smith in 1829 but was so out of keeping that it was removed in 1848 and now stands in the gardens.



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Delhi

Lotus Temple is one of the prominent attractions of New Delhi. It is close to Nehru Place, one of the busiest commercial hubs in the city. The temple is built in the shape of a lotus flower amidst the lush green landscape that runs up to a platform and tropical ambience. It is a Bahai House of Worship and is open to people from all religions. The Bahai Faith is a world religion whose purpose is to unite all races and peoples in one universal Cause and to create a world of peace and harmony. The temple is made of white marble, has a central dome and is surrounded by ornate crystal clear pools. The temple is made of white marble, has a central dome and is surrounded by ornate crystal clear pools. The temple is made of white marble, has a central dome and is surrounded by ornate crystal clear pools.

At the centre of New Delhi stands the 42 m high India Gate, an "Arc de Triomphe" the gateway to the city. It commemorates the 21,000 Indian soldiers who lost their lives fighting for the British Army during the World War I. The monument honours the memory of more than 12,116 British and Indian soldiers killed on the Northwestern Frontier in the Afghan war of 1919.

The foundation stone of India Gate was laid by His Royal Highness, the Duke of Connaught in 1911 and it was designed by Edwin Lutyens. The monument was dedicated to the nation 19 years later by the then Viceroy, Lord Irwin. Another memorial, Amar Jawan Jyoti was added much later. After India got its independence, the annual flame burns day and night under the arch to remind the nation of soldiers who laid down their lives in the Indo-Pakistan War of December 1971. The entire arch stands on a low base of red flagstone since and thus it rises to a huge moulding. The cornice is decorated with the Imperial crown while both sides of the arch have INDIAN, flanked by the dates 1914 AD and 1947 AD. The shallow dome at the top was decorated in the 1950s with burning oil on anniversaries but this is rarely done.

Red Fort, also called Lal Qila, also spelled Lal Qila or Lal Qila, Mughal fort in Old Delhi, India. It was built by Shah Jahan in 1639. The fort's massive red sandstone walls, which stand 75 feet (23 metres) high, enclose a complex of palaces and entertainment halls, projecting balconies, baths and indoor canals, and geometrical gardens, as well as an ornate mosque. Among the most famous structures of the complex are the Hall of Public Audience (Diwan-i-Khas), which has 60 red sandstone pillars supporting a flat roof, and the Hall of Private Audience (Diwan-i-Aam), which is smaller, with a pavilion of white marble. A mid-17th century and remains a major tourist attraction. The fort was designated a UNESCO World Heritage site in 2007.

A BRIEF OVERVIEW OF THE GOLDEN TRIANGLE TOUR (DELHI-AGRA-JAIPUR-DELHI)

India's golden triangle is a tourist circuit which connects the national capital Delhi, Agra and Jaipur. The Golden Triangle is so called because of the triangular shape formed by the locations of New Delhi, Agra and Rajasthan on a map. The trips usually start in Delhi moving south to the site of Taj Mahal at Agra, then west, to the desert landscapes of Rajasthan. It is normally possible to do the trip by coach or private journey through most tour operators. The Golden Triangle is now a well travelled route providing a good spectrum of the country's different landscapes. The circuit is about 720 km by road. Each leg is about 4 to 6 hours of drive.

Starting Date: 10th Dec. 2019
Arrival Date: 20th Dec. 2019

Tour Highlights:

- Travel in Luxury A/C Traveller
- Stay in a Star Category Hotel
- Daily Buffet Breakfast
- Sightseeing of Sikandra, Agra Fort, Taj Mahal, Fatehpur Sikri, Amber Fort, City Palace, Hawa Mahal, Jantar Mantar, Qutub Minar, Humayun's Tomb, Lotus Temple & India Gate.
- English & Hindi speaking handy guide.
- All monuments entrance

Jaipur:
 Known as "Pink City", Jaipur is the capital of colorful state of Rajasthan. It has the distinction of being a well planned and laid out city. As we went through the old part of the town, we captured a life most unlike others. Witnessed how the city bloomed during the day in a kaleidoscope of colour and sound.

Delhi:
 Delhi has been continuously inhabited since the 6th century BCE. Through most of its history, Delhi has served as a capital of various kingdoms and empires. It has been captured, razed and rebuilt several times, particularly during the medieval period, and modern Delhi is a cluster of a number of cities spread across the metropolitan region.

Agra:
 Agra is a city on the banks of the river Yamuna in the northern state of Uttar Pradesh, India. Agra is a major tourist destination because of its many Mughal era buildings, most notably the Taj Mahal, Agra Fort and Fatehpur Sikri, all of which are UNESCO World Heritage Sites. Agra is included on the Golden Triangle tourist circuit, along with Delhi and Jaipur.



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Date: 07.01.2019

Memo No.-NNSC/
Edu. Excursion/2019/2358

To whom it may concern

This is to certify that the following regular students of B.Sc. 5th Semester (Botany Major), N.N. Saikia College, Titabar are going on an Educational Excursion Trip to Guwahati and Shillong from 20th to 23rd January, 2019.
The list of students, Teacher in charge are given below.

Sl. No.	Name	Gender	Age	Class
1	Jayantil Gogoi	M	21	B.Sc. 5 th Sem.
2	Rinanj Borah	M	20	do
3	Monjit Gogoi	M	20	do
4	Akash Saikia	M	19	do
5	Parthajyoti Saikia	M	21	do
6	Jayanta Gogoi	M	20	do
7	Gaurav Dutta	M	21	do
8	Dimple Das	M	20	do
9	Bhobro Gogoi	M	20	do
10	Lordson Stuart	M	22	do
11	Kritag Prasanna Gogoi	M	21	do
12	Supeity Shyam	F	20	do
13	Luismita Phukan	F	21	do
14	Surokhita Gogoi	F	19	do
15	Himashree Neog	F	19	do
16	Priya Das	F	21	do
17	Pushita Kallia	F	20	do

Teacher-in-charge				
Sl. No.	Name	Designation	Gender	Age
1	Dr. M. L. Dutta	Associate Professor	F	53
2	Dr. S. R. Rajkova	Associate Professor	M	58
3	Sri Dipankar Gogoi	Research Scholar	M	31

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Date: 16/11/2015

Memo No.-NNSC/
Edu. Excursion/2018/195

To whom it may concern

This is to certify that the following regular students of B.Sc. 4th Semester (Botany Major), N.N. Saikia College, Titabar are going on an Educational Excursion to Kolkata from 19th to 24th January, 2019.
The list of students, Teacher in charge and accompanying persons are given below.

Sl. No.	Name	Roll No.	Sex	Age
1	Disha Dutta	24	F	19
2	Bhupen Gogoi	37	M	21
3	Janita Das	49	M	20
4	Raktan Kochari	53	M	20
5	Dhruba Rajkhowa	55	M	20
6	Uttom Borah	80	M	20
7	Rituru Borah	84	M	20
8	Rituru Baruah	86	M	21
9	Jadav Baruah	89	M	21
10	Nilotpol Baruah	96	M	19
11	Debasia Bora	102	M	20
12	Aniket Nagarchi	107	M	20
13	Pariyasha Gayan	157	F	19
14	Poo Mahanta	161	F	19

Teacher-in-charge				
Sl. No.	Name	Designation	Gender	Age
15	Dr. M. L. Dutta	Associate Professor	F	53
16	Dr. S. R. Rajkova	Associate Professor	M	58
17	Dr. N. F. Islam	Assistant professor	M	45
18	Dr. Hemen Sarma	Assistant professor	M	41
19	Sri Dipankar Gogoi	Research Scholar	M	33

Accompanying Person				
Sl. No.	Name	Designation	Gender	Age
20	Mrs. Zunjun Rajkhowa	Wife of Dr. S.C. Rajkhowa	F	47
21	Mrs. Afruja Saikia Yasmin	Wife of Dr. N.F. Islam	F	37
22	Aabiyaz Mihan Islam	Son of Dr. N.F. Islam	M	9
23	Aaban Abni Islam	Son of Dr. N.F. Islam	M	4

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

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

FIELD WORK/EDUCATIONAL TOUR, DEPARTMENT OF BOTANY

(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

Affiliated to Dibrugarh University


Metric No:

Heading

2.3.1

EXPERIENTIAL LEARNING, PARTICIPATORY LEARNING AND
PROBLEM SOLVING METHODOLOGIES

EXPERIENTIAL AND PARTICIPATORY LEARNING THROUGH FIELD WORK/EDUCATIONAL TOUR

**NANDA NATH SAIKIA COLLEGE**
Estd. 1959
P.O. TITABAR; DIST. JORHAT; PIN 785630; ASSAM
[Provincialised & Affiliated to Dibrugarh University]
NAAC Re-accredited with Grade 'B' at CGPA 2.65

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E-mail: nnscol@rediffmail.com
Website: nnsaikiacollege.org

Memo No.: NNSC/1100/Edu. Tour/2019/2403 Date: 28.1.2019

To whom it may concern

This is to certify that the following regular students of Department of History, N.N. Saikia College, Titabar are going on an Educational Tour to Dambuk, Arunachal Pradesh on 30th January, 2019 under the guidance of Mr. Budhin Dutta, Associate Professor /HOD, Dr. Rabindra Bordoloi, Assistant Professor, Mr. Nirmal Jyoti Konwar, Assistant Professor and Mr. Rajib Das, Assistant Professor, Department of History.

List of the Students

Sl. No.	Name	Class	Roll Nos.	Remarks
01	Sri Krishna Saikia	6 th Semester	136	
02	Miss Anmoosa Saikia	"	39	
03	Miss Gayatri Baruah	"	21	
04	Miss Pampi Hazarika	"	185	
05	Miss Kuppali Bhuyan	"	48	
06	Miss Piku Kachari	"	23	
07	Miss Pinki Kalita	"	237	
08	Miss Susma Rai	"	220	
09	Miss Niharika Dutta	"	05	
10	Miss Abidita Das	"	84	
11	Sri Rama Gogoi	"	66	
12	Sri Prashidho Gogoi	4 th semester	183	
13	Sri Jewel Hazarika	"	280	
14	Sri Netra Kachari	"	88	
15	Sri Biju Saikia	"	152	
16	Sri Farnid Zamam Khanikar	"	286	
17	Miss Priyanka Tamuli	"	02	
18	Miss Mayuri Bordoloi	"	86	
19	Miss Writika Bhuyan	"	290	
20	Miss Bhagyashree Sonowal	"	103	
21	Miss Daroita Borah	2 nd semester	72	
22	Miss Debota Borah	"	14	
23	Sri Bhairab Saikia	"	172	
24	Md. Altaf Rahman	"	301	
25	Sri Manash Protim Deka	"	198	
26	Sri Jayanta M. Kachari	"	243	
27	Sri Jintu Konwar	"	167	
28	Sri Jadumoni Borah	"	294	
29	Sri Kuber Paul	"	289	

Litoof
28-1-19
(Dr. L. Baruah)
Principal
N.N. Saikia College
Titabar

FIELD WORK/EDUCATIONAL TOUR

Litoof
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Titabar



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



নন্দনাথ শইকীয়া মহাবিদ্যালয়

NANDANATH SAIKIA COLLEGE

Affiliated to Dibrugarh University

Metric No:	Heading
2.3.1	EXPERIENTIAL LEARNING, PARTICIPATORY LEARNING AND PROBLEM SOLVING METHODOLOGIES FOR ENHANCING TEACHING LEARNING EXPERIENCES USING ICT TOOLS

EXPERIENTIAL AND PARTICIPATORY LEARNING THROUGH FIELD WORK/EDUCATIONAL TOUR

তিপি সঁচায়ে এক মনোবম ঠাই এফালে শাবী শাবী পাহাব, এফালে আকৌ অহনির্শে কুলু কুলু শব্দ কবি বৈ আছে ভবলু নদী। নীনা ববণ ধাবণ কবি চোঁচা পানী আৰু আন ফালে অসংখ্য সৰু-বৰ শিল আৰু শিল।

মানুহে যিমানেই ভূগোল আৰু ইতিহাস অধ্যয়ন নকৰক কিয় ইয়াৰ জ্ঞান পূৰ্ণতা আনিব নোৱাৰে, যদিহে মানুহে ভ্ৰমণ নকৰে। ভ্ৰমণে মানুহক জ্ঞানী কৰে। পৃথিবীত এনে কোনো জাতি নাই যিসকলৰ কাৰণে ভ্ৰমণ অগ্ৰিয়। জ্ঞান অৰ্জনৰ কাৰণে ভ্ৰমণ কৰাটো অতি প্ৰয়োজনীয়। শিক্ষা লাভৰ উদ্দেশ্যে সকলো শিক্ষিত লোকেও তেওঁলোকৰ জ্ঞানৰ পৰিসৰ বৃদ্ধি কৰিবৰ বাবে ভ্ৰমণ কৰে।

বিগত বৰ্ষৰ দৰে এইবোৰো তিতাবৰহিত নন্দনাথ শইকীয়া মহাবিদ্যালয়ৰ ইতিহাস বিবাণে এটা শিক্ষামূলক ভ্ৰমণৰ সিদ্ধান্ত ল'লে। আৰু সেই সিদ্ধান্ত বাস্তৱত পৰিণত হ'ল ১৭ জানুৱাৰী ২০১৮ তাৰিখে। আমি নন্দনাথ শইকীয়া মহাবিদ্যালয়ৰ ইতিহাস বিভাগৰ ছাত্ৰ-ছাত্ৰীসকলে শিক্ষামূলক ভ্ৰমণৰ কাৰণে এইবাৰ অৰুণাচল প্ৰদেশৰ অন্তৰ্গত তিৰপিলৈ যোৱাৰ এক সিদ্ধান্ত ল'লে। আমাক সকলোকে ১৬ জানুৱাৰী তাৰিখে বাতি ১০ বজাত উপস্থিত হ'বলৈ কৈছিল। কথা মতেই কাম, সকলো ছাত্ৰ-ছাত্ৰী সঠিক সময়ত আহি মহাবিদ্যালয়ৰ চৌহদত উপস্থিত হৈছিলোহি। মহাবিদ্যালয়ৰ পৰাই মোৰ বন্ধু-বান্ধৱী আৰু নন্দনাথ শইকীয়া মহাবিদ্যালয়ৰ ইতিহাস বিভাগৰ মুৰব্বী অধ্যাপক শ্ৰীযুত বুদ্ধিভদ্ৰনাথ দত্ত ছাৰ আৰু সহকাৰী শিক্ষক শ্ৰীযুত বৰীন্দ্র বৰদলৈ ছাৰ, শ্ৰীযুত নিৰ্মল জ্যোতি কৈৱৰ ছাৰ আৰু শ্ৰীমতী কলী দত্ত বাইসেটৰ সৈতে সেইদিনা আমি সকলোৱে বাতি ১২.৪৫ মান বজাত আমাৰ মহাবিদ্যালয়ৰ পৰা অৰুণাচল অভিমুখে যাত্ৰা আৰম্ভ কৰিলো।

চিকিমিকি পূৱা হৈছে সময় প্ৰায় ৪.৫৪ মান বাজিছিল তেতিয়াই আমি ব্ৰহ্মপুত্ৰ নদীৰ দ্বিতীয় বৃহৎ ভোমোৰাওৰি দলং পালেগৈ। দলং পৰাই গৈ আছে নাহে লাহে পূব আকাশত সূৰ্য্যেও দেখা দিছে, সোণালী কিৰণ সৈ সপোঁৰে দুৰ পাহাৰৰ সিপাৰৰ পৰা মাজ আকাশলৈ ওলাই অহা বেলিটোক বাৰুকৈয়ে কুকীয়ে চাটি ধৰিছে। ইয়াৰ পাছত ৬ মান বাজোতে বালিপাৰা চাৰিআলি পালেগৈ আৰু এখন হোটেলত ব্ৰেকফাষ্ট কৰিলো। বালিপাৰা চাৰিআলিত কিছু সময় ব'লো। ৭ মান বজাত আকৌ পুনৰ বাহুত উঠি আমি যাত্ৰা আৰম্ভ কৰিলো। বালিপাৰা পাৰ হৈ ছাত্ৰ-ছাত্ৰীসকলে বাহুখন ভিতৰতে ধূলু-মুকীক এক সাংস্কৃতিক অনুষ্ঠান আৰম্ভ কৰি দিলে আৰু এই লেখকেও এনেয়ে বহি বোৰা বিধৰ ছাত্ৰ নাছিল, সাংস্কৃতিক অনুষ্ঠানটো আৰম্ভাওঁ যোৱাত সহায়

সহায় কৰি দিছিল আমাৰ জ্যেষ্ঠ কেইবাগৰজনীয়েই। দুৰ অতিক্ৰম কৰি শিক্ষামূলক ভ্ৰমণৰ গন্তব্যস্থলৈ দুৰত অতিবাহিত কৰি গৈ আছিলো। প্ৰায় তেৰে মতাৰ মানৰ বাট অতিক্ৰম কৰাৰ পাছত আমি অৰুণাচল প্ৰদেশলৈ যোৱাৰ, অৰুণাচল প্ৰদেশৰ পাহাৰৰ পৰামেশ্বৰ আৰু জমৰ সমন্বিত হিত ভাস্কৰপুং হিত প্ৰদেশ্যৰ পালেগৈ আৰু তিৰপিলৈ যোৱাৰ অনুমতি ল'লে। ইয়াৰ পাছত আমাৰ বাহুখন অসমৰ সমন্বিত এৰি এইবাৰ কিছুবুৰ অৰুণাচলৰ শাবী শাবী পাহাৰৰ মাজত হিত একা-বোকা ওৰ চাপৰ এলনীয়া পাহাৰৰ পাহাৰে আমাৰ গন্তব্য স্থানলৈ গতি কৰিলো। পাহাৰৰ একা-বোকা বাহাৰে যাওঁতে বাস্তৱত পৰা অনটনৰ কাৰণ মুকলি অৰুণাচল নদী আৰু শাবী শাবী পাহাৰৰ চিলাবোৰ, সম্ভৱ অৰুণাচল প্ৰদেশক অৰুণাচলৰ চহৰী কৰি পাহাৰৰ চিলাবোৰে স-পোঁৰে বিয় হৈ থকাৰ দৃশ্য উপভোগ কৰিলো। আৰু এক বৃহৎ নোৱাৰা মনোমগ্ন দৃশ্যৰ সৃষ্টি কৰি সকলো দেশী-বিদেশী পর্যটকক আকৰ্ষণ কৰি কোনো ভেদ নাৰাখি সকলোৰে উপভোগ্য মনোমগ্ন বহাৰ সৃষ্টি কৰি যি এক বৃহৎ নোৱাৰা পৰিবেশ বৰ্তাই বাৰি এই অৰুণাচল প্ৰদেশৰ পাহাৰৰে বিয় হৈ আছে। কিছু সময়ৰ পাছত আমি আমাৰ গন্তব্য স্থান পালেগৈ বিজোৰৰ ঠাইক হিচি বুলি কোৱা হয়, তাত পাইছো ছাত্ৰীসকলৰ মনত ভাবিব নোৱাৰা এক অসম্পূৰ্ণ মনোমগ্ন হৈ সকলো বাহৰ পৰা নামি নদীৰ তীৰত অসংখ্য সৰু-বৰ শিলওটোৰেৰে ওপৰেৰে সমূহ ছাত্ৰ-ছাত্ৰীয়ে পানী ছুৰৰ বাবে অধৰণী পৰ। এই ঠাই জোৰৰত নমাৰ লগে লগে বহাৰে আমাক গোটেই বাহিৰ টোপনি ক'লে ক'লে উলকাই নিলে আমি ভাবিব নোৱাৰা হ'লে। তিৰি সঁচায়ে এক মনোবম ঠাই এফালে শাবী শাবী পাহাৰ, এফালে আকৌ অহনির্শে কুলু কুলু শব্দ কৰি বৈ আছে ভবলু নদী। নীনা ববণ ধাবণ কৰি চোঁচা পানী আৰু আন ফালে অসংখ্য সৰু-বৰ শিল আৰু শিল। আমি যেতিয়া বাহৰ পৰা নামি আলোক-চিত্ৰ ল'বৰ বাবে নদীৰ পানীত নামিছিলো তেতিয়া আমাৰ বাবে ই এক জটিল কাম বনে হৈ পৰিছিল। যিটো নেকি ইমান ঠাণ্ডা পানীত আমি কেতিয়াও নমা নাই। আমি আটায়ে শিলৰ ওপৰে ওপৰে উঠিলো কিছু সময়, তাৰ পাছত সকলোৱে একে লগে চাহ খালে। আমাৰ এই শিক্ষামূলক ভ্ৰমণৰ মূল উদ্দেশ্য আছিল এটা কনভোজ যোৱাৰ। আমাৰ লগত গৈছিল অজুং ভাগৱতী নাই তেখেতে আমাৰ মহাবিদ্যালয়ৰ ইলেক্ট্ৰনিক্স আৰু মিক্ৰোনো কাৰিকৰী বিশেষ কাম কৰে। তেখেতে আমাৰ কনভোজটোত বন্ধন প্ৰকৰণত সহায় কৰিছিল আৰু তেখেতক

সহায় কৰি দিছিল আমাৰ জ্যেষ্ঠ কেইবাগৰজনীয়েই। দুৰ অতিক্ৰম কৰি শিক্ষামূলক ভ্ৰমণৰ গন্তব্যস্থলৈ দুৰত অতিবাহিত কৰি গৈ আছিলো। প্ৰায় তেৰে মতাৰ মানৰ বাট অতিক্ৰম কৰাৰ পাছত আমি অৰুণাচল প্ৰদেশলৈ যোৱাৰ, অৰুণাচল প্ৰদেশৰ পাহাৰৰ পৰামেশ্বৰ আৰু জমৰ সমন্বিত হিত ভাস্কৰপুং হিত প্ৰদেশ্যৰ পালেগৈ আৰু তিৰপিলৈ যোৱাৰ অনুমতি ল'লে। ইয়াৰ পাছত আমাৰ বাহুখন অসমৰ সমন্বিত এৰি এইবাৰ কিছুবুৰ অৰুণাচলৰ শাবী শাবী পাহাৰৰ মাজত হিত একা-বোকা ওৰ চাপৰ এলনীয়া পাহাৰৰ পাহাৰে আমাৰ গন্তব্য স্থানলৈ গতি কৰিলো। পাহাৰৰ একা-বোকা বাহাৰে যাওঁতে বাস্তৱত পৰা অনটনৰ কাৰণ মুকলি অৰুণাচল নদী আৰু শাবী শাবী পাহাৰৰ চিলাবোৰ, সম্ভৱ অৰুণাচল প্ৰদেশক অৰুণাচলৰ চহৰী কৰি পাহাৰৰ চিলাবোৰে স-পোঁৰে বিয় হৈ থকাৰ দৃশ্য উপভোগ কৰিলো। আৰু এক বৃহৎ নোৱাৰা মনোমগ্ন দৃশ্যৰ সৃষ্টি কৰি সকলো দেশী-বিদেশী পর্যটকক আকৰ্ষণ কৰি কোনো ভেদ নাৰাখি সকলোৰে উপভোগ্য মনোমগ্ন বহাৰ সৃষ্টি কৰি যি এক বৃহৎ নোৱাৰা পৰিবেশ বৰ্তাই বাৰি এই অৰুণাচল প্ৰদেশৰ পাহাৰৰে বিয় হৈ আছে। কিছু সময়ৰ পাছত আমি আমাৰ গন্তব্য স্থান পালেগৈ বিজোৰৰ ঠাইক হিচি বুলি কোৱা হয়, তাত পাইছো ছাত্ৰীসকলৰ মনত ভাবিব নোৱাৰা এক অসম্পূৰ্ণ মনোমগ্ন হৈ সকলো বাহৰ পৰা নামি নদীৰ তীৰত অসংখ্য সৰু-বৰ শিলওটোৰেৰে ওপৰেৰে সমূহ ছাত্ৰ-ছাত্ৰীয়ে পানী ছুৰৰ বাবে অধৰণী পৰ। এই ঠাই জোৰৰত নমাৰ লগে লগে বহাৰে আমাক গোটেই বাহিৰ টোপনি ক'লে ক'লে উলকাই নিলে আমি ভাবিব নোৱাৰা হ'লে। তিৰি সঁচায়ে এক মনোবম ঠাই এফালে শাবী শাবী পাহাৰ, এফালে আকৌ অহনির্শে কুলু কুলু শব্দ কৰি বৈ আছে ভবলু নদী। নীনা ববণ ধাবণ কৰি চোঁচা পানী আৰু আন ফালে অসংখ্য সৰু-বৰ শিল আৰু শিল। আমি যেতিয়া বাহৰ পৰা নামি আলোক-চিত্ৰ ল'বৰ বাবে নদীৰ পানীত নামিছিলো তেতিয়া আমাৰ বাবে ই এক জটিল কাম বনে হৈ পৰিছিল। যিটো নেকি ইমান ঠাণ্ডা পানীত আমি কেতিয়াও নমা নাই। আমি আটায়ে শিলৰ ওপৰে ওপৰে উঠিলো কিছু সময়, তাৰ পাছত সকলোৱে একে লগে চাহ খালে। আমাৰ এই শিক্ষামূলক ভ্ৰমণৰ মূল উদ্দেশ্য আছিল এটা কনভোজ যোৱাৰ। আমাৰ লগত গৈছিল অজুং ভাগৱতী নাই তেখেতে আমাৰ মহাবিদ্যালয়ৰ ইলেক্ট্ৰনিক্স আৰু মিক্ৰোনো কাৰিকৰী বিশেষ কাম কৰে। তেখেতে আমাৰ কনভোজটোত বন্ধন প্ৰকৰণত সহায় কৰিছিল আৰু তেখেতক

FIELD WORK/EDUCATIONAL TOUR

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



J.P. Oza
(Mr. J.P. Oza)
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নন্দনাথ শইকীয়া মহাবিদ্যালয় NANDANATH SAIKIA COLLEGE

Affiliated to Dibrugarh University

Metric No:	Heading
2.3.1	EXPERIENTIAL LEARNING, PARTICIPATORY LEARNING AND PROBLEM SOLVING METHODOLOGIES FOR ENHANCING TEACHING LEARNING EXPERIENCES USING ICT TOOLS

EXPERIENTIAL AND PARTICIPATORY LEARNING THROUGH FIELD WORK/EDUCATIONAL TOUR



FIELD WORK/EDUCATIONAL TOUR



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NANDANATH SAIKIA COLLEGE
Estd. 1959
P.O. TITABAR: DIST. JORHAT: PIN 785630: ASSAM
[Provincialised & Affiliated to Dibrugarh University]
NAAC Re-accredited with Grade 'B' at CGPA 2.65

Dr. Litaol Baruah
Principal & Secretary
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Memo. No: NNSC/.....
Date: 26.12.2019

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To whom it may concern

This is to certify that the following regular students of B.A. and B.Sc. 5th Semester, N.N. Saikia College, Titabar are going on an Educational Excursion to Sikkim from 2nd January, 2020 to 6th January, 2020 under the guidance of Mr. Budhin Dutta, Vice-Principal, N.N.Saikia College, Titabar.

SL. NO.	NAME	AGE	GENDER	STATUS
1	MS. PUJA MAHANTA	21	F	STUDENT
2	MS. JIMPI SAIKIA	21	F	STUDENT
3	SRI ASHISH BURAGOHAIN	21	M	STUDENT
4	SRI PARTHA PRATIM BORAH	20	M	STUDENT
5	SRI ADITYA BORAH	20	M	STUDENT
6	SRI DEBASISH BORA	21	M	STUDENT
7	SRI ANURAG SARMAH	19	M	STUDENT
8	SRI MRIGANKA SARMAH	20	M	STUDENT
9	IRFAN ALI AHMED	20	M	STUDENT
10	SASANKA RANJAN MAHANTA	20	M	STUDENT
11	NILOTPAL BARUAH	19	M	STUDENT

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EXPERIENTIAL AND PARTICIPATORY LEARNING THROUGH FIELD WORK/EDUCATIONAL TOUR

INTRODUCTION

“The world is a book and those who do not travel read only one page.”

Traveling is very important to gain knowledge, to see new things and have new experiences. Travel is more than going somewhere, it is a psychological event. With an objective of gaining knowledge, an educational tour was conducted from Nanda Nath Saikia College, Titabar, Jorhat, Assam. There are all total eleven (11) students from various department of the college participated in the educational tour. As a destination our college decided to go Sikkim which is one of the beautiful state of northeast India bordered by Bhutan, Tibet and Nepal and a part of the Great Himalayas.

We visited East Sikkim during the first week of January 2020. Our college team consisted of 11 students under the guidance of Vice Principal Mr. Budhin Dutta. We started our journey on 2nd January, 2020. We reached Mariani junction at about 12.10 pm. The train ‘Avadh ASSAM’ (15910) arrived in time i.e. 1:30pm and finally our journey started.

THE JOURNEY

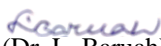
We reached New Jalpaiguri (NJP) junction on 3rd January 2020 about 6:15 am. After reaching NJP we departed for Gangtok by two Innova van. This four-hour drive over mountains was exciting. The vehicles were going through a narrow road beside the river ‘Teesta’. Though we reached the Hotel Uddan Woodberry before 1:30pm, so we could not go out on that day because bad weather. The team had their Lunch at 2pm and at about 7:45pm we had our dinner. We decided to start our tour from the next day.

The hotel was at the main town area of Gangtok. **Gangtok** is the capital city of Sikkim and one of the cleanest cities of India and also developed into a significant tourist destination. The town is connected with smooth broad streets along with a systematic network of footpath which was famous for its cleanliness. We all took rest for the night on 3rd January, 2020.

On the next day, 4th January, 2020, after taking our breakfast we were headed to visit to East Sikkim. We again took three exclusive Tata Sumo and going through a zigzag road.

The Banjhakri Falls is one of the prominent tourist attractions situated only 7 k.m. away from Gangtok in the state of Sikkim. The art crafts of the park display the traditional healers who used to worship spirit near the Banjhakri Falls. A museum is also there which was curated by the Sikkim Rural Energy Department Agency that exhibit about renewable energy. All the

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EXPERIENTIAL AND PARTICIPATORY LEARNING THROUGH FIELD WORK/EDUCATIONAL TOUR

students fell excited to experience the scenic beauty of the place as well as the mythology of the place.

The Tashi View Point is another eye catching sight from where one can experience mountains and beautiful Gangtok. It is widely known for the best sunrise and sunset view. The students were delighted to witness the gorgeous Kanchenjunga, the third highest peak of the world from there.

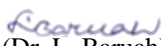
The Enchey Monastery is one of the significant religious places for tourist attraction of Gangtok. This monastery is based on Nyingma order of Vajrayana Buddhism. It was established in the year 1909. The meaning of Enchey Monastery is Solitary Monastery. It is regarded as the sacred religious institution that attributed the legend that Guru Padmasambhava had subdued the spirits of the Kangchenzonga, Yabdean and Mahakala in the temple. We feel very lucky to have this opportunity to visit these places of religious and cultural importance.

Ganesh Tok is a small temple situated in Gangtok which attracts hundreds of devotees and visitors all over the country in a day. It is placed on the top of a hill from which one can look Kanchenjunga and its surroundings. Near Ganesh Tok another place namely Hanuman Tok was established in the upper reaches of Gangtok. The temple was established in 1952 dedicated to Lord Hanuman and maintained by Indian Army. According to the local legend, when Rama's brother Laksmana fainted during an epic battle of Ramayana, Hanuman needed to fly away to Dronagiri mountain in order to bring Sanjivani. During the journey, Hanuman took some rest in a place where this temple was built later.

Our last destination of the day was Rumtek Monastery which is known as Dharma Chakra situated in Gangtok. It is the largest monastery of Sikkim. It is the home of the community of monks where they use to perform the rituals and practices of Karma Kagyu Lineage. Originally the monastery was built during 18th century under the direction of 12th Karmapa Lama, Changchub Dorje. Later in the year 1966 it was newly built which gradually became one of the most significant tourist attractions of Gangtok.

On 5th January, 2020, we started our journey at 7.30 A.M. Our destinations were The Lingdum Monastery, The Buddha Park of Ravangla and Siddheswar Dham. The Lingdum Monastery or Ranka Monastery is another place of significance in the tourist map of Sikkim which is 16 k.m. from Gangtok. It was founded by Zurmang Gharwang Rinpoche, the 12th incarnation of Zurmang Gharwang of Kagyu Sect of Tibetan Buddhism. This monastery is

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famous for a rare collection of Buddhist manuscripts and beautiful wall with intricate thanka paintings and vibrant hand –stitched wall- hangings.

The Buddha Park of Ravangla is situated near Ravangla in South Sikkim district. It was constructed during the period between 2003 to 2013. The main attraction of this park is the 130-foot-high statue of Buddha. The site was within the larger religious complex of Rebong Monastery. The statue was consecrated by Dalai Lama in the year 2013. Now a day this place become one of the significant place of tourist attraction of Sikkim.

Siddheswar Dham is also known as Char Dham which is located at Solophok hill. The place is 5 k.m. away from Namchi Town. It is believed that one who visited this place can wash away his or her sins. A mind blowing 87 feet Shiva statue and sculpture of Lord Kirateswar and the replicas of 12 Jyotilingas is the center of attraction of this place. Students were delighted to experience the view of Kanchenjunga from Siddheswar Dham. Our students were enlightened to know the socio cultural and traditional heritage of the place.

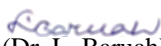
In the evening after taking some rest we went to **M.G. MARKET** which is dedicated in the name Mahatma Gandhi, the great freedom fighter of India. When we reached there we felt like we were in some western country as the markets and its road is so neat and clean with buildings all brightened up by lights. There was a memorial of Mahatma Gandhi at the middle of the market which was beautifully built. The whole place is free of smoke, trash and any kind of motor vehicles.

CONCLUSION

At the end, we returned to our hotel. As it was the last day at Sikkim, everyone looked a little sad as none of us wanted to leave that place. The place was like heaven for us. But we had no other choice. On 6th January, 2020, we returned back by Innova to NJP station. On the way, one of our team had the opportunity of River Rafting at Teesta River for the distance about 5 to 8 K.M. We reached the station at about 5:00pm, we had our dinner at the junction and again we had to wait for the train. When the train arrived with a heavy heart we left for Mariani junction. Next day at about 1am we reached the station and we conclude our journey.

It is a journey that none of us will forget in the rest of their lives. We had a great experience and learned so much things.

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Memo. No: NNSC/.....
Date 14.02.2020

To whom it may concern

This is to certify that the following regular students of Department of Botany, N.N. Saikia College, Titabar are going on an Excursion to Gangtok from 17th February, 2020 to 22nd February, 2020 under the guidance of Dr. Malakshmi Dutta, Associate Professor, Dr. Nazim Forid Islam, Assistant Professor and Dr. Hemen Sarma, Assistant Professor, Department of Botany.

List of the Students

SL.NO	NAME	AGE	GENDER
1.	Priya Dutta	20	F
2.	Priya Mech	20	F
3.	Pronoti Saikia	20	F
4.	Namrata Sonowal	19	F
5.	Anindita Kachari	19	F
6.	Saraswati Kachari	19	F
7.	Swati Boruah	18	F
8.	Bedika Baruah	20	F
9.	Ankur Jyoti Gogoi	20	M
10.	Anup Hazarika	19	M
11.	Mustafizur Rahman	20	M
12.	Subhrajyoti Rabha	19	M
13.	Madhu Lahkar	20	M
14.	Goutam Thakur	20	M
15.	Partha Hazarika	21	M
16.	Deepjyoti Rowtia	19	M
17.	Amlan Das	21	M

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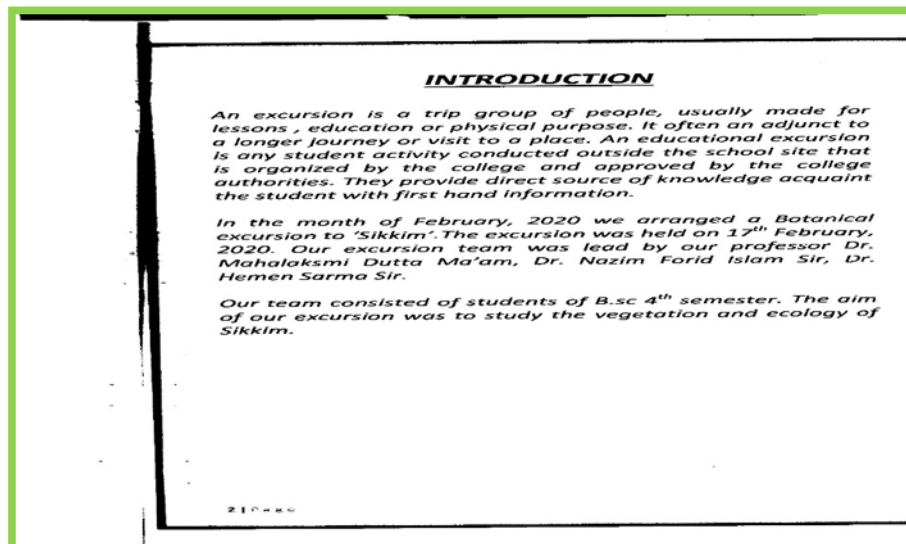
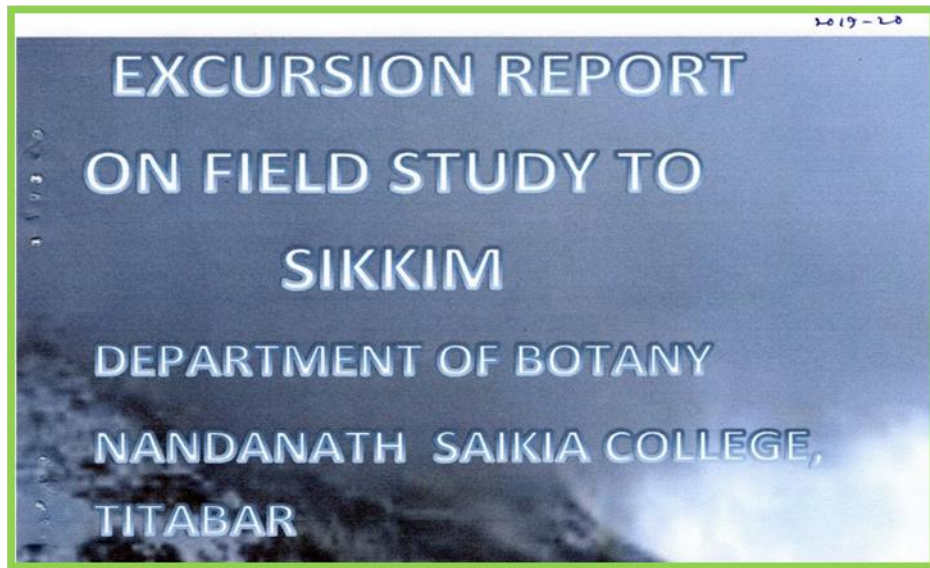
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EXPERIENTIAL AND PARTICIPATORY LEARNING THROUGH FIELD WORK/EDUCATIONAL TOUR

NAME OF THE PLACE AND GEOGRAPHICAL DIMENSIONS



Sikkim is a state in north-eastern. It borders Tibet in the north and north-east, Bhutan in the east, Nepal in the west and West Bengal in the south. Sikkim is also located close to India's Siliguri Corridor near Bangladesh. Sikkim is the least populous and second smallest among the Indian states.

A part of Eastern Himalaya, Sikkim is notable for its biodiversity, including alpine and sub-tropical climate, as well as being a host to Kanchenjunga, the highest peak in India and third highest on Earth. Sikkim's capital and largest city is Gangtok.

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- **Samdruptse:** The tallest statue of Guru Padma Shambhaw in the world with a height of 135ft built above Namchi town. It is the place where ones wishes can be fulfilled. It is located below the Tendong hill facing. The view from Samdruptse hill is something to be cherished and enjoyed. The hilltop offers a view of Namchi town, Darjelling, Kalingpong, MT. Kanchenjunga and eastern part of Nepal.

- **Gangtok Ropeway:** This is one of the greatest attractions in Gangtok and should not be missed. It is double cable zig back ropeway which is operational since December 2003. Each cable can carry upto 24 passengers. There are three stations in this 1km long ride. The lowest is at deorali near Institute of Tibetology. The next station is at Namnang and the topmost station is at Tashiling at an altitude of 6,200ft and next to the Secreteriot. The ride takes about 10minutes.

- **Tsamgo Lake:** Also known as Tsongmo Lake or Changu Lake is a glacial lake in east Sikkim, some 40km from capital Gangtok located at an elevation of 3,753 metres, the lake remains frozen during the winter season. The lake surface remains different colours with the change of seasons and is held in great reverence by the local Sikkimese people. One can click pictures of their on riding

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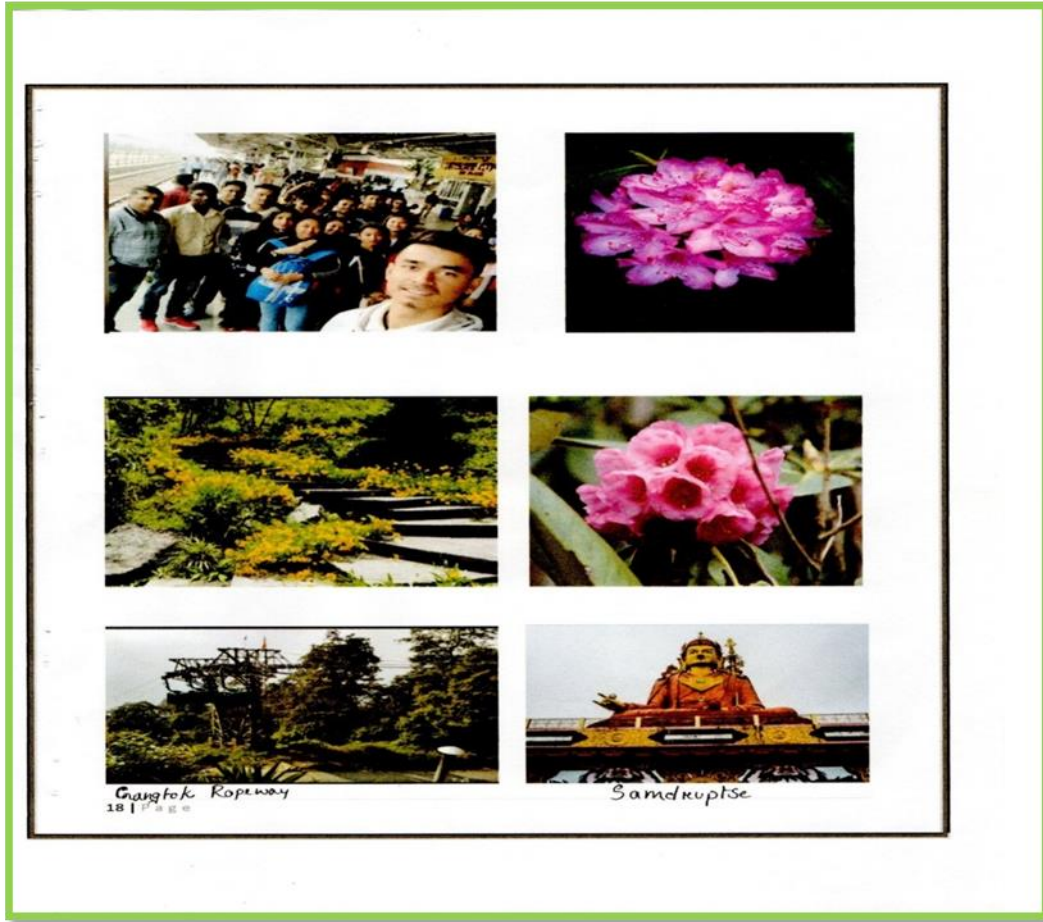


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on yak. May to August is the time of flowers like the blue and yellow poppies, rhododendrons, primulas.

- **Baba Harbajan Singh Mandir:** Baba mandir is one of the most significant destinations of East Sikkim. A shrine of Baba Harbajan Singh a soldier of the Indian Army who died close to the Nathula Pass. The Old Baba mandir is located in the Kukup where he was posted and the new is build close to the Tsomgo lake. At around 56kms from Gangtok, this temple is surrounded by stupendous natural beauty Baba Mandir to Nathula pass distance is about 8.5 kms and it will take 20min drive by a car to reach. And the distance between Tsomgo lake and Baba Mandir is about 16.3 kms, a 30min journey by a car.

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The profile of the hill suggested that the main Shiva complex with the main status be placed at the highest commanding point in the west direction and facing east. The entire complex is divided into four main elements namely: (1) Shiva statues with 12 Jyotirlingas, (2) Four Dhams, (3) Sai Baba Temple, (4) Kirteshwar statue besides Nandi bull, Sai Duar, Sai Temple, Kirat Duar, Shiv Duar. Other facilities include: Main entrance gate, Car parking, Driver's room, Kiosks, 96-bedded Yatri Niwas, VIP Guest house, auditorium and cafeteria, main prayer hall, viewinf pavilion, dormitory, water bodies and musical fountain.

- **Namchi Rock Garden:**
Latitude: 27.179878*
Longitude: 88.379898*

Set admist totally tranquit background, the mountains form the main setting. The idyllic surroundings coupled with the beauty around make this spot ideal for pick neckers located between Namchi Town and Samdruptse it nestles at the base of Samdruptse hill below the main road approx. 3.5km from the main town of Namchi. The garden has different species of plants, flowers and tress growing everywhere. Along the pathway are several waiting sheds, view points and water bodies landscapes to fit the taste of the visitors.

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PLACES WE VISIT

- **Solophak Chardham:** The unparalleled beauty of the State and very friendly and hospitable people are the competitive and comparative advantage. The construction of the pilgrimage-cum-cultural centre at Solophak aims at promoting Religious Tourism, coupled with Village and Eco-tourism. The unique Pilgrim Centre has a main temple of 108feet height on which is based the 87feet high statue of Lord Shiva incarnated as Kirteswar in Indrakut(Present Sikkim). Therefore, in the incarnation he is locally worshipped by the people of Sikkim as Kirateshwar. A statue of 16.5 feet height of Lord Kirateshwar is also installed in the complex.

In order to attain Moksha, the Hindu belief is to perform pilgrimage to all the existing four Dhams. Thereby replicas of these four Dhams namely Badrinath, Jagganath and Dwarka dedicated to Lord Vishnu and Rameshwar dedicated to Lord Shiva also constructed. The pilgrim centre is constructed on top of the Solophak Hill in South Sikkim which is about 5km from Namchi town over an area of 28,958hectres of land. The built up complex covers an area of 7acres and is accessible by a smooth road.

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Name of plants

Family

<u><i>Araphalis cavci</i></u>	Asteraceae
<u><i>Berberis sikkimensis</i></u>	Berberidaceae
<u><i>Cacalia chola</i></u>	Asteraceae
<u><i>Carex kingiana</i></u>	Cyperaceae
<u><i>Cremathodium palmatum</i></u>	Orchidaceae

B. Eastern Himalayan Endemic in Sikkim.

<u><i>Eriobotrya hookeriana</i></u>	Rosaceae
<u><i>Lloydia flavonutans</i></u>	Liliaceae
<u><i>Maddenia himalaica</i></u>	Rosaceae
<u><i>Primula whitei</i></u>	Premulaceae
<u><i>Rhododendron grande</i></u>	Ericaceae
<u><i>Rhododendron ciliatum</i></u>	Ericaceae
<u><i>Rhododendron neightei</i></u>	Ericaceae

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Floristic Diversity: The plant diversity of Sikkim is fascinating because of species richness and diverse community structure. The flowering plants are represented by about 4458 species in the state, belonging to 1371 genera of 197 families. The genera and species are arranged alphabetically within a family; the arrangement of families has been followed as in most of Indian Herbarial (Bentham and Hooker's system) with some of split families recognized. An analysis of 10 dominant families of plant clean indicates the richness of the state:

Table-1 : Ten dominant families of flowering plants-

Sl.No	Family	India	Sikkim	Percentage
• 1	Orchidaceae	1220	527	43
• 2	Asteraceae	803	293	36
• 3	Poaceae	1291	291	23
• 4	Fabaceae	1141	221	19
• 5	Cyperaceae	545	143	26
• 6	Rosaceae	432	138	32
• 7	Serophulariaceae	368	112	30
• 8	Rubiaceae	616	110	18
• 9	Lamiaceae	435	95	22
• 10	Euphorbiaceae	523	94	18

Endemism: Several endemic species have been collected from Sikkim. It is estimated that about 3% of the plants known from Sikkim are endemic to the region. The genus like *Brachycaulos* is exclusively endemic to Sikkim. Some of the endemic species are listed here:

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Geography : Nestling in the Himalayan mountains, the state of Sikkim is characterized by mountainous terrain. Almost the entire state is hilly, with an elevation ranging from 280metres(920ft) in the south at border with West Bengal to 8,586metres(28,169ft) in northern peaks near Nepal and Tibet. The summit of Kanchenjunga, the world's third highest peak is the state's highest point, situated on the border between Sikkim and Nepal. For the most part, the land is unfit for agriculture because of the rocky, precipitous slopes. However, some hill slopes have been converted into terrace forms.

The state has 28 mountain peaks, more than 80 glaciers, 227 high altitude lakes (including Tsongmo, Gurudongmar, and Khaecheopalni) five major hot springs, and more than 100 rivers and streams.

Climate: The state has 5 seasons: winter, summer, autumn and monsoon season between June and September, Sikkim's climate ranges from sub-tropical in the south to tundra in the north. Most of the inhabited regions of Sikkim experience a temperature climate with temperature seldom exceeding 28°C in summer.

Sikkim is one of the few states in India to receive regular snowfall. The snow-line ranges from 6100metres in the south of the state to 4900metres in the north.

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Conclusion

I conclude by thanking our department teachers and students for organizing such an informative excursion for us in crucial to develop our practical skills regarding flowering plants. In our excursion we acquired different types of knowledge for our practical life.

In our excursion we returned quite well without any difficulty, for that my special thanks of gratitude to our honourable lecturer. The site visit gave us a chance to experience and learn what cannot be gained during lectures or tutorials. Sikkim is a land of beauty and treasure of enormous natural resources.

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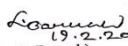
Memo. No: NNSC / Date 19.02.2020

To whom it may concern

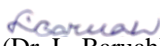
This is to certify that the following regular students of B.A. 2nd Sem., 4th Sem. & 6th Sem., Department of Economics, N.N. Saikia College, Titabar are going on an Educational Field Study Trip to Bandarchaliha on 20th February, 2020 under the guidance of Dr. Konnaki Konwar, Assistant Professor, Dr. Dipali Baishya, Assistant Professor, Miss Prostuti Dutta, Miss Mousumi Dey and Mr. Papul Das, Department of Economics.

List of the Students

Sl. No.	Roll No.	Name of the students	Semester
1	14	Saima Ashrafin Begum	BA 2 nd Sem
2	92	Suhana Aftab	do
3	99	Jogeswar Bhuyan	do
4	153	Rinki Kumari Thakur	do
5	170	Sunita Devi	do
6	225	Jayada Robi Das	do
7	303	Sujata Kurmi	do
8	10	Manshi Sarmah	BA 4 th Sem
9	17	Padum Saikia	do
10	30	Ankur Saikia	do
11	39	Nebedita Rao	do
12	51	Sochin Gogoi	do
13	54	Ratul Kachari	do
14	75	Sudeshna Dev	do
15	78	Bhaskarjyoti Baruah	do
16	100	Athena Handique	do
17	105	Anita Devi	do
18	106	Roshmi Kachari	do
19	177	Prostuti Gogoi	do
20	188	Rakhimoni Bora	do
21	202	Biki Bhumij	do
22	03	Prasurjya Pran Kalita	BA 6 th Sem
23	07	Jayanta Saikia	do
24	37	Lakhimi Bhuyan	do
25	38	Prinshi Phukan	do
26	79	Madhurjya Baruah	do
27	140	Sikhamoni Kachari	do
28	141	Simpi Saikia	do
29	187	Probhat Suri	do


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EXPERIENTIAL AND PARTICIPATORY LEARNING THROUGH FIELD WORK/EDUCATIONAL TOUR

NANDA NATH SAIKIA COLLEGE
Estd. 1959
P.O. TITABAR: DIST. JORHAT: PIN 785630: ASSAM
[Provincialised & Affiliated to Dibrugarh University]
NAAC Re-accredited with Grade 'B' at CGPA 2.65

Dr. Litoal Baruah
Principal & Secretary
email : litoalbaruah@gmail.com
Mobile No.: 9435490134
Memo. No: NNSC/.....

Phone No. 03771-248446(O)
Fax No. 03771- 249301(O)
E-mail: nnscollege@gmail.com
Website: nnsaikiacollege.org
Date 17.02.2020

To whom it may concern

This is to certify that the following regular students of B.A. 2nd Sem. & 4th Sem., Department of Political Science, N.N. Saikia College, Titabar are going on an Educational Field Study Trip to Kokilamukh, Jorhat on 20th February, 2020 under the guidance of Dr. Gunaram Nath, Associate Professor, Mr. Joy Prakash Oza, Associate Professor and Mr. Hemendra Thengal, Assistant Professor, Department of Political Science.

List of the Students

Sl. No.	Roll No	Year	Name of Students
1	5	4 th Sem.	Miss Kabita Dutta
2	8	"	Miss Mridusmita Das
3	16	"	Sri Rituraj Rajkhowa
4	26	"	Sri Hemakanta Kalita
5	29	"	Sri Budha Shyamal Changmai
6	44	"	Miss Priyakshi Gogoi
7	49	"	Miss Animash Kakoty
8	60	"	Miss Guddi Gowalla
9	64	"	Sri Basudev Munda
10	69	"	Miss Koruna Kachari
11	87	"	Miss Lipika Kalita
12	90	"	Sri Umkanta Gorh
13	97	"	Sri Arshish Mahanta
14	111	"	Miss Ankita Rao
15	117	"	Miss Chimpi Saikia
16	122	"	Sri Sanjib Gogoi
17	126	"	Miss Trisha Saikia
18	131	"	Miss Tapti Kachari
19	150	"	Sri Uday Murah
20	151	"	Miss Mala Bora
21	158	"	Sri Pritam Dey
22	164	"	Miss Puja Chairaboty
23	167	"	Miss Himsikha Changimout
24	168	"	Miss Senu Shyam
25	173	"	Sri Rajkamal Bora
26	180	"	Miss Rupjyoti Saikia
27	187	"	Sri Pallab Kumar Das
28	203	"	Sri Pranjal Bora
29	152	"	Miss Rimjhim Gogoi
30	03	2 nd Sem.	Sri Keshab Chandra Barman
31	13	"	Miss Mrinmoyee Handique
32	106	"	Sri Pallab Jyoti Gogoi
33	109	"	Sri Sekhar Ranjan Das
34	33	"	Miss Dimpri Gogoi
35	135	"	Miss Kabyashri Bora
36	279	"	Sri Srimanta Gogoi
37	284	"	Miss Priyanku Baruah

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

FIELD WORK/EDUCATIONAL TOUR

(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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Metric No:	Heading
2.3.1	EXPERIENTIAL LEARNING, PARTICIPATORY LEARNING AND PROBLEM SOLVING METHODOLOGIES, USE OF ICT FOR EFFECTIVE TEACHING LEARNING

EXPERIENTIAL AND PARTICIPATORY LEARNING THROUGH FIELD WORK/EDUCATIONAL TOUR

Educational Field Study Trip to Kokilamukh, Jorhat, 2020 Students of B.A. 2nd and 4th semester Department of Political Science N. N. Saikia College, Titabar

On 20th February 2020 Students of B.A. 2nd and 4th semester, Department of Political Science, N. N. Saikia College, Titabar organized an Educational Field Study Trip to Kokilamukh, Jorhat, under the guidance of Dr. Gunaram Nath, Associate Professor, Mr. Joy Prakash Oza, Associate Professor and Mr. Hemendra Thengal, Assistant Professor, Dept. of Political Science. The main aim of the field study is to find out the dependency of the ethnic people of Kokilamukh, Jorhat on nature. In this field study, the ethnic people of Kokilamukh and their relation with nature are deeply discussed. Current ethnic conditions, their lifestyle and natural environment etc. are also being analyzed in this work. Through this we can get a lot of knowledge about the ethnic people. Along with visiting two Mising villages of Kokilamukh we discussed about environment and ethnic society with a popular environmental activist and forestry worker Padmashree, Mr. Jadav Payeng. His contribution to the nature by making a forest is a great example of love for nature and so we also discussed and appreciated his contributions through this field study.



Students of Political Science with Jadav Payeng, Forest Man of India

FIELD WORK/EDUCATIONAL TOUR



নন্দনাথ শইকীয়া মহাবিদ্যালয় NANDANATH SAIKIA COLLEGE

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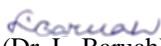
EXPERIENTIAL AND PARTICIPATORY LEARNING THROUGH FIELD WORK/EDUCATIONAL TOUR

A trip to Hoollongapar Gibbon Sanctuary Department of Zoology


Report:

On the 2nd of February, 2021 a field trip was carried out to Hoollongapar Gibbon Sanctuary with a group of 33 students, all from 1st semester having Zoology Honours. They were accompanied by the teachers-in-charge, Dr.ManashiBortamuly (HoD) and MitaliChetia, Assistant Professors from Zoology Department. The journey started at 8:30 am and we reached the spot at around 9:30 am. After completing the official formalities, we headed towards the forest led by the forest officials. In a little deeper part of the forest, we spotted the awesome Gibbons. The male was black in colour and the female was brown in colour. The white eyebrows that they possessed were one of their distinctive features. We also spotted the stump tailed macaque and a capped langur. The sanctuary holds the distinction of harbouring these unique animals apart from other animals for which we needed to go still deeper and toil harder. On returning back to the start spot, the official briefed us about the history of the Gibbon sanctuary. He told us about the different animals harbouring the sanctuary and explained to us about its ecological significance. After having our lunch and a short milling around, we headed towards our journey back and safely reached back our college premises at around 2:30 pm. In short, it was fun and wonderful learning experience. It surely pinched us to appreciate the different wonders of nature.

FIELD WORK/EDUCATIONAL TOUR


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




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



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EXPERIENTIAL AND PARTICIPATORY LEARNING THROUGH FIELD WORK/EDUCATIONAL TOUR



FIELD WORK/EDUCATIONAL TOUR

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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EXPERIENTIAL LEARNING THROUGH FIELD WORK/EDUCATIONAL TOUR

Community Cultural Survey by Department of Assamese

A field study as a part of experiential learning carried out by the department with the students of Assamese (GE-1) Generic Course. Four (4) teachers participated in the tour with 36 student participants in the neighbourhood community at old Ambato Village, Jorhat-Nagaland border in the district Wakha on 5th February, 2021. The students visited the nearby community and discussed with the people about their social custom. The neighbourhood community co-operate with the student participants and tell them about their rituals and daily life. The teachers guided the students and divided them with 6 (six) groups to write a report of the field study. The students can grow their holistic development with the field study.



FIELD WORK/EDUCATIONAL TOUR



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Mobile No: 9435490134

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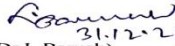
Memo No. : NNSC/.....

Zoo Field Study Tour/2021- 3505

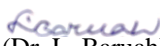
Date : 31/12/2021

To whom it may concern


This is to certify that the regular students of 5th Sem. Department of Zoology, N.N. Saikia College, Titabar mentioned in the list enclosed herewith are going on an Educational Field Study Tour to Kaziranga National Park on 2nd and 3rd January, 2022 under the guidance of Dr. Manashi Bortamuly, Assistant Professor & HoD, Department of Zoology & Dr. Jafrin Farha Hussain, Assistant Professor, Zoology Department.


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

FIELD WORK/EDUCATIONAL TOUR


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




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



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EXPERIENTIAL AND PARTICIPATORY LEARNING THROUGH FIELD WORK/EDUCATIONAL TOUR

LIST OF STUDENTS B. SC 5TH SEMESTER, DEPARTMENT OF ZOOLOGY

Sl. No.	Roll No.	Name of the Student
1.	8	Richi Bawri
2.	13	Plabita Saikia
3.	17	Junmoni Chutia
4.	19	Richamoni Kachari
5.	20	Basanta Chutia
6.	23	Kabita Devi
7.	36	Jan Saikia
8.	40	Mayuri Chutia
9.	41	Rashmi Kurmi
10.	44	Sayanika Saikia
11.	47	Manash Jyoti Das
12.	48	Gauranga Krishna Gogoi
13.	54	Rajani Kachari
14.	57	Jyoti Rekha Gogoi
15.	62	Bitu Gonju
16.	64	Yeasane Saikia
17.	80	Puja Belwar
18.	93	Sanjay Chutia
19.	94	Jahnabi Hazarika
20.	99	Chitraranjan Chutia
21.	101	Rohan Manki
22.	113	Diksita Changmai
23.	130	Rituraj Gogoi
24.	143	Siraj Jyoti Kurmi

25.

TINKU DAS

Signature
31.12.21
Principal
N.N. Saikia College
Titabar

FIELD WORK/EDUCATIONAL TOUR

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



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




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EXPERIENTIAL AND PARTICIPATORY LEARNING THROUGH FIELD WORK/EDUCATIONAL TOUR

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Mobile No: 9435490134

Phone No. 03771-248446(O)
Fax No. 03771-249301(O)
Email : nnscollege@gmail.com
Website : nnsaikiacollege.org

Memo No. : NSC/Edu.Tour/Cert./Eco.Dept/2022/..... Date : 27.05.2022

To whom it may concern

This is to certify that the following regular students of B.A. 2nd, 4th & 6th Semester students, Department of Economics, N.N.Saikia College, Titabar are going on an Educational Field Study Trip to North East Agro Products & Services (Bahubali Egg Firm) under the guidance of Dr. Konnaki Konwar and Mrs. Udesha Buragohain on 30.05.2022.

List of students

Semester	Sl. No.	Roll No.	Name of the Students
2 nd Semester	1.	25	Uditya Kachari
	2.	138	Amrit Pritom Phukon
	3.	64	Niyajul Ali
	4.	139	Rituraj Shyam
	5.	194	Pubali Bora
	6.	1	Usharani Hazarika
	7.	98	Gufrana Tasneen
	8.	12	Prostuti Kachari
	9.	114	Jyoti Thakur
4 th Semester	10.	12	Richa Bora
	11.	52	Bhaswati Hazarika
	12.	18	Sukhjit Das
	13.	271	Omprakash Bhuyan
6 th Semester	14.	99	Jogeswar Bhuyan
	15.	153	Rinki Kumari Thakur
	16.	92	Suhana Aftab
	17.	170	Sunita Devi
	18.	14	Saima Ashrafin Begum

L. Baruah
27.5.22
(Dr. L. Baruah)
Principal,
N.N. Saikia College,
Titabar.
Principal
N.N. Saikia College
Titabar

FIELD WORK/EDUCATIONAL TOUR

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



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

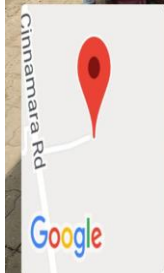


নন্দনাথ শইকীয়া মহাবিদ্যালয় NANDANATH SAIKIA COLLEGE

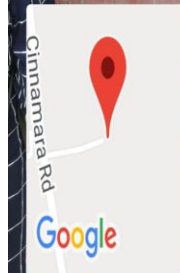
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EXPERIENTIAL AND PARTICIPATORY LEARNING THROUGH FIELD WORK/EDUCATIONAL TOUR



Jorhat CD Block Part, Assam, India
M6WP+X6R, Goswami Nagar, Jorhat CD Block Part,
Assam 785008, India
Lat 26.697555°
Long 94.235476°
30/05/22 10:58 AM



Jorhat CD Block Part, Assam, India
M6WP+X6R, Goswami Nagar, Jorhat CD Block Part,
Assam 785008, India
Lat 26.697608°
Long 94.235477°
30/05/22 11:00 AM

FIELD WORK/EDUCATIONAL TOUR

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

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To,
The Principal
N. N. Saikia College, Titabar
Date : 18/06/2022

Sub : Botanical Excursion to Sahitya Manishi Uddyan, Jorhat, Assam.

Sir,

In inviting the subject cited above I would like to inform you that department of Botany is organizing a Botanical Excursion to Sahitya Manishi Uddyan on 18th June 2022 and seek permission for the same. All the students of B.Sc. 2nd semester of Botany core will be taken to the said tour under the guidance of Dr. N.F. Islam and Dr. P. N. Bhattacharyy, Department of Botany, N. N. Saikia College.

I therefore request you to give permission and help for the same.

Enclosed herewith the list of travelers for your kind perusal and necessary action.

Yours Sincerely,
Head
Botany Department
N.N. Saikia College, Titabar
(Dr. M. L. Dutta)
HoD, dept of Botany
N. N. Saikia College,
Titabar

FIELD WORK/EDUCATIONAL TOUR

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

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EXPERIENTIAL AND PARTICIPATORY LEARNING THROUGH FIELD WORK/EDUCATIONAL TOUR	

3rd Semester Student list

Sl. No.	Roll No.	Student name
1	1	Jadab Sharma
2	4	Ankita Baruah
3	17	Jadumoni Gogoi
4	64	Tabassum Khatun
5	71	Dhruba Jyoti Kachari
6	77	Prasanta Kachari
7	82	Jadumoni Sonowal
8	96	Bedanta Saikia
9	147	Tulsi Malakar
10	149	Sabana Ali Anjum
11	150	Amar jyoti Das
12	155	Madhusmita Kurmi
13	160	Mriganku Tamuli
14	172	Arunima Saikia
15	141	Gauranga Bhusan Chutia

FIELD WORK/EDUCATIONAL TOUR



নন্দনাথ শইকীয়া মহাবিদ্যালয় NANDANATH SAIKIA COLLEGE

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EXPERIENTIAL AND PARTICIPATORY LEARNING THROUGH FIELD WORK/EDUCATIONAL TOUR

DEPARTMENT OF BOTANY
NANDA NATH SAIKIA COLLEG, TITABAR
P.O –JORHAT, DIST-JORHAT, ASSAM, PIN- 785630

A REPORT ON THE EDUCATIONAL TOUR, 2022
SAHITYA MANISHI UPABAN

The field study as per the curriculum was an exposure trip to a place rich biodiversity. The field study tour programme of the 2nd semester students of Botany Department, N.N.Saikia College was planned on the date of 18th June 2022. It was an educational tour to Sahitya Manishi Upaban.

Sahitya Manishi Upaban is a park full of plant biodiversity, situated at Kundar Gaon in Titabar. It was inaugurated by the Ministry of Environment, Forest and climate change, Assam in 30th july, 2022 by Shree Parimal Suklyabadya.


One can find different types of orchids, medical plants, different species of Bamboo, ornamental plants etc. various plants of economic importance like Aalkuori (*Aloebarbadensis*); Gathiyon (*Kaempeeria gealanga*); Rudraksha (*Eleocarus ganitrus*); Bor gos (*Ficus benghalensis*) ; Dhuna(*Canarium bengalanse*); are found.

The differént types of plant species are planted separately on the area which includes Medicinal plants, Angiosperms, Orchids, Ferns, Cactus, Ornamental plants etc.


Fungal species like Agaricus (*abrupti bulbus*) and Red ring rot (*Phellinus pini*) were found.

Bryophytes like *Lunularia cruciate* , *Marchantia* and *Sphagnum flexuosum* were found.

FIELD WORK/EDUCATIONAL TOUR


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




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



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Pteridophytes were quite abundantly found which includes species like *Pteris vittata*, *Diplazium dietrichianum*, *Huperzia selago*, *Adiantum capillus veneris*, *Lygodium*, and various other ferns.

Gymnosperms like Cycus also found.

Angiosperms like Bon golphai, kaju badam, amlokhi, chenichampa, karobi etc are abundantly found there.

Dr. Malakhmi Dutta

Head of the Department

Botany, N. N. Saikia College

FIELD WORK/EDUCATIONAL TOUR



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EXPERIENTIAL AND PARTICIPATORY LEARNING THROUGH FIELD WORK/EDUCATIONAL TOUR

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Phone No. 03771-248446(O)
Fax No. 03771-249301(O)
E-mail: nnscollege@gmail.com
Website: nnsaikiacollege.org

Memo. No: NNSC/.....
Date 14.02.2020

To whom it may concern

This is to certify that the following regular students of Department of Botany, N.N. Saikia College, Titabar are going on an Excursion to Gangtok from 17th February, 2020 to 22nd February, 2020 under the guidance of Dr. Malakshmi Dutta, Associate Professor, Dr. Nazim Forid Islam, Assistant Professor and Dr. Hemen Sarma, Assistant Professor, Department of Botany.

List of the Students

SL.NO	NAME	AGE	GENDER
1.	Priya Dutta	20	F
2.	Priya Mech	20	F
3.	Pronoti Saikia	20	F
4.	Namrata Sonowal	19	F
5.	Anindita Kachari	19	F
6.	Saraswati Kachari	19	F
7.	Swati Boruah	18	F
8.	Bedika Baruah	20	F
9.	Ankur Jyoti Gogol	20	M
10.	Anup Hazarika	19	M
11.	Mustafizur Rahman	20	M
12.	Subhrajyoti Rabha	19	M
13.	Madhu Lahkar	20	M
14.	Goutam Thakur	20	M
15.	Partha Hazarika	21	M
16.	Deepjyoti Rowtia	19	M
17.	Amlan Das	21	M

(Signature)
14.2.2020
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Metric No:	Heading
2.3.1	EXPERIENTIAL LEARNING, PARTICIPATORY LEARNING AND PROBLEM SOLVING METHODOLOGIES, USE OF ICT FOR EFFECTIVE TEACHING LEARNING

EXPERIENTIAL AND PARTICIPATORY LEARNING THROUGH PROJECT PREPARATION BY THE STUDENTS

**Synthesis and characterization of fish-oil-based epoxy resin and its
blending with epoxidized sunflower oil.**

A Dissertation submitted to

**Department of Chemistry, N.N Saikia College, Titabar for Partial Fulfillment
of B.Sc. Degree in Chemistry Paper DSE-603 Under Dibrugarh University**



Under the Supervision of
**Dr. Partha Pratim Saikia
Dr. Bhaskar Jyoti Saikia
Department of Chemistry
Nanda Nath Saikia College**

Submitted by
**Tanjila Jebin
Roll No: 30820070
Reg No: S1905785
B.Sc 6th Semester, 2022
Department of Chemistry
Nanda Nath Saikia College, Titabar**

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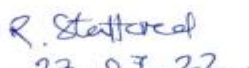
CERTIFICATE

Dr. Bhaskar Jyoti Saikia
Assistant professor
Department of Chemistry
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It is my pleasure to forward the dissertation entitled "Synthesis and characterization of fish-oil-based epoxy resin and its blending with epoxidized sunflower oil." submitted by Tanjila Jebin, student of B.Sc. 6th Semester of our College for the partial fulfillment of B.Sc. Degree in Chemistry (Core) under Dibrugarh University, Assam. Tanjila Jebin Carried out the investigation under my constant supervision and guidance. The results enter incorporated in this dissertation have not been submitted to any university or institute for any purpose. The dissertation is in my opinion worthy of consideration for the paper DSE 603 of Chemistry core in accordance with the regulations of Dibrugarh University, Dibrugarh.



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I am very much grateful to Dr. Partha Pratim Saikia & Dr. Bhaskar Jyoti saikia, Assistant Professor, Department of Chemistry, Nanda Nath Saikia College, Titabar, for their constant supervision and guidance during the course of my dissertation work. I am also thankful to other faculty members of our department Dr. Dhruvajit Borah, , Dr. Jayanta Madhab Bora, Assistant Professor, Department of Chemistry for their suggestions and encouragement. I am grateful to Dr. L. Boruah, Principal for providing laboratory facilities. I am also thankful to my friends for their help and support.

With regards

Tanjila Jebin

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Synthesis and characterization of fish-oil-based epoxy resin and its blending with cooxidized sunflower oil.

Abstract:

Fish oil and sunflower oil based thermosetting polymer was synthesized from waste-derived fish oil. The oil first oxidized to form epoxides followed by crosslinking with polyamidoamine based crosslinker and citric acid modified cellulose. Synthesized products were characterized by FTIR and ¹H NMR spectroscopy.

Keywords: *Bio-based-epoxy, fish oil, sunflower oil*

1. Introduction:

Recently, in the synthesis of polymer, the substitution of petroleum-based raw materials with renewable raw materials has attained worldwide consideration due to necessities for sustainability, resolutions for ecological problems and depletion of fossil fuels. Among the various types of renewable raw materials, fish oil and vegetable oils are excellent raw materials for new monomers and polymers due to their easily availability, environmental, and social advantages¹.

Epoxy resins are a thermosetting synthetic polymer which are basically composed of two substances known as resin and hardener. The main purpose of epoxy is to be used as an adhesive due to its high durability. Epoxy resin adhesive forms an excellent bonding agent. The bonding of the resin can be developed to yield several different products, each with its own unique application. Epoxies are typically used to fabricate high-performance composites with superior mechanical properties, resistance to corrosive liquids, and environments. Epoxies are also used to achieve good electrical properties, good performance at high temperature, and good adhesion to the substrate².

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Vegetable oils are esters formed by glycerin and different fatty acids containing from 8 to 24 carbon atoms and between 0 and 7 carbon-carbon double bonds, depending on the plant type and climatic conditions of growing³. Moreover, various chemical modifications can be performed on vegetable oils, yielding functionalized vegetable oils (FVOs) that can be used to obtain diverse products. The interest on epoxidized vegetable oils has been increasing in the last years due to their use as renewable and sustainable lubricants, plasticizers or as intermediate to produce a wide range of chemicals. Epoxidized soybean oil is a bio-based product derived from the epoxidation of soybean oil with hydrogen peroxide and either acetic or formic acid obtained by converting the double bonds into epoxy groups, which is non-toxic and of higher chemical reactivity. They can be converted by different kinds of reactions with co-monomers and/or initiators. Three-dimensional structure that comes from the directing cross-linking of ESO and hardeners forms material with high stability, superior mechanical properties and high chemical resistance, which make the products versatile among a variety of materials. In addition, the chemical modification of ESO has gained more and more attention in recent years.

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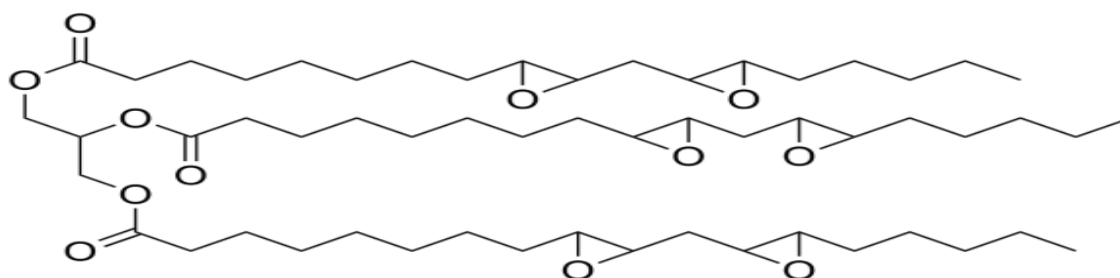


Fig.1: Epoxidized linoleic acid major component of epoxidized sunflower oil.

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Fish oil is biodegradable, and is readily available as a byproduct in the production of fish meal. Typically, fish oil has a triglyceride structure with a high percentage of polyunsaturated v-3 fatty acid side chains, which can contain as many as 5 to 6 non-conjugated carbon-carbon double bonds per ester side chain. These double bonds in the fatty acid chains of the fish oil triglyceride have cis-stereochemistry⁴, which can be easily converted to corresponding epoxy resins.


Nevertheless, in the field of bio-based polymer, very little work has been performed in fish oil-based polymers in comparison to vegetable oil-based polymer. Therefore, in this work, we have used fish oil and soybean oil as raw material for the synthesis of epoxy resin. Currently, fish oil is used industrially to produce protective coatings, lubricants, sealants, inks, animal feeds and surfactants⁵. Fish processing generates large amounts of waste that is presently used to produce low cost fertilizers or dumped at sea⁶ With approximately 50 wt.% of the total catch being discarded as waste, there is a large amount of material available for use as a feedstock for bio-polymer synthesis. With increasing production in the aquaculture industry to meet the growing demands of a growing population, the amount of waste produced will also increase. This waste will need to be disposed of, at a cost to the industry. The amount of recoverable oil from this waste varies considerably depending on the species, season, and tissue present in the waste material, but can account for up to 50% of the waste material. By utilizing this material for the production of bio-polymers, it does not compete with food production or use large amounts of land space.

As the bio-economy slowly gains interest to the researchers and in industries, the focus is shifting to the synthesis of bio-based epoxy resin extracted from inexpensive and renewable natural resources, such as lignin, vegetable oil, west derived fish oil, rosin, sugars, furan, and itaconic acid. Recent bio-based materials showed similar or improved properties than commercial petroleum-based product.

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Within this investigation, fish oil based thermosetting polymer is synthesized from waste-derived fish oil with the oil first oxidized to form epoxidized fish oil followed by crosslinking with polyamido amine based crosslinker.

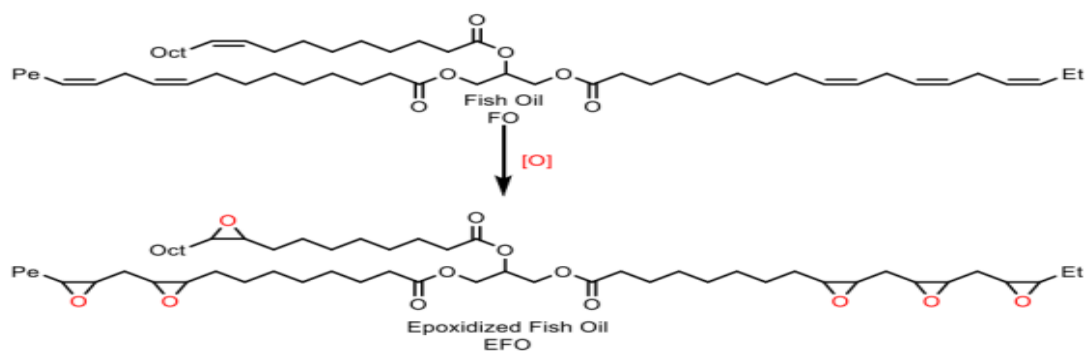


Fig.2: Epoxidation reaction of fish oil.

Polymers ranging from soft crosslinked gel to hard thermosetting plastics have been obtained. ¹H NMR, FTIR, differential scanning calorimetry (DSC), and TGA have been used to characterize the structures and physical properties of the fish oil-based polymers. The results indicate that the products are typical thermosetting polymers with densely crosslinked structures. These polymer materials have densities of approximately 1000 kg/m³, which appear to be independent of their compositions. The structure of the bulk polymer is composed of 40–85 wt% of crosslinked polymer networks plasticized by 15–60 wt% of unreacted free oil.

Cellulose is a linear biopolymer found naturally in plant cells such as wood and cotton. It is the world's most abundant polymer in nature and possesses properties such as good biocompatibility, low cost, low density, high strength, and good mechanical properties. By

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mechanical or chemical treatment, the cellulose fibers can be converted into cellulose nanofibers (CNFs) or cellulose nanocrystals (CNCs) that possess outstanding properties compared with the original cellulosic fiber but also when compared with other materials normally used as reinforcements in composite materials such as Kevlar or steel wires⁷

The cellulose molecule contains three different kinds of AGU: a reducing end group that contains a free hemiacetal or aldehyde at the C1 position, a non-reducing end group with a free hydroxyl group at the C4 position, and internal glucose rings joined at the C1 and the C4 positions. The internal glucose units are predominant due to the long chain lengths. Each internal AGU has three hydroxyl groups. The hydroxyl group at the C6 position is a primary alcohol, while the hydroxyl groups at the C2 and C3 positions are secondary alcohols. These hydroxyl groups are all possible sites for chemical modification of cellulose where the hydroxyl group at the C6 position is the most reactive.

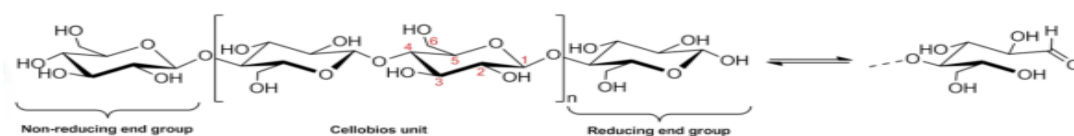


Fig.3: The molecular structure of a cellulose polymer where the cellobios is the smallest repeating unit in the polymer. The reducing end group can be either a free hemiacetal or an aldehyde.

1.1. Literature review:

J. Wisniak et al (1970) epoxidized anchovy oil of iodine value 188.8 in situ, with preformed peracetic acid, or using a mixed strategy, to determine a kinetic model for the reaction and the optimization of double bond conversion to oxirane rings. In the range of the operating

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variables, epoxidation and ring opening may be described by a pseudo-first-order reaction, and use of a mixed strategy allows a 92.2% conversion of the double bonds with a final oxirane number of 8.5 and iodine number of 19.4. Optimal conditions correspond to an in situ process at 70° C. with partially preformed peracetic acid and fast addition of the oil, using 6.16 moles of 41 weight % hydrogen peroxide and 0.5 mole of acetic acid, per mole of ethylenic unsaturation, in the presence of 10 weight % dry basis of resin catalyst Dowex 50W-12X, 50/100-mesh. Thermal stability of the epoxidized oil compares favorably with that of commercial PVC plasticizers⁸

K. Rehman et al (2014) used fish oil for preparation of bio gels using polymer hydrogel and fish oil and found effective as vehicles for transdermal drug delivery. They found that fish oil bigels offer better thermal stability and higher drug permeation than hydrogel formulations alone. The addition of fish oil proved to be beneficial as it allowed bigels to offer higher cumulative drug permeation and drug flux, which may be due to the omega-3 fatty acids. The oleogel-hydrogel proportion of 10:90 was proven to be the best combination for bigels in this study showing higher release and good mechanical properties⁹.

C. Chang et al (2017) developed a process for the production of epoxides with a terminal oxirane group from soybean oil. Optimized reaction parameters were obtained using response surface method (RSM) based on a Box-Behnken experimental design. The model predicted by RSM indicated that the molar ratio of EPCH to soap, CTAB loading, and reaction time were highly significant to epoxidation yield. An epoxidation yield of 94.26%, which was obtained under optimal reaction conditions, was very close to the predicted yield¹⁰

D. Piccolo et al (2018) studied the effects of microwave irradiation on the process of epoxidation of soybean oil. A rigorous comparison was performed between the products obtained by conventional and microwave heating, using two batch reactors with the same

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geometry but different heating sources. The epoxidation of the oil was performed by reaction with peracetic acid generated in situ by reaction between hydrogen peroxide (HP) and acetic acid. Acetic acid and HP 35 wt% were used instead of the commonly used formic acid and HP 60 wt% to reduce the risk of detonation and corrosion. The MW heating showed a strong beneficial effect on the selectivity and especially on the rate of the process, reducing the time required by about 50%¹¹

2. Objective:

The objectives of this study are:

1. Extraction of oil from fish
2. Epoxidation of the extracted fish oil
3. Epoxidation of sunflower oil.
4. Curing of epoxidized fish oil to produce thermosetting polymer
5. Synthesis of citric acid modified nanocellulose
6. Synthesis of copolymer of sunflower oil and fish oil cured with citric acid modified nanocellulose and polyamidoamine.
7. Characterization of the synthesized polymers / copolymers by FTIR and NMR spectroscopy.

3. Materials

Acetic Acid glacial (RANKEM), Sodium Hydroxide (RANKEM), Hydrogen Peroxide (RANKEM), Sodium Bicarbonate (RANKEM), Sulphuric Acid (RANKEM), Citric Acid, Cellulose were used as received without further purification.

4. Experimental:

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4.1. Extraction of Fish oil:

The extraction process was done using ultrasonic extraction unit¹². This apparatus consists of 500 ml. extraction beaker, ultrasonic bath and ultrasonic generator. The ultrasonic bath has frequency of 25 kHz. The extraction beaker was immersed in the ultrasonic bath. Ethanol was used as solvent during the extraction process. Extraction process was initially done in the absence of ultrasonic wave. For example, 10 g of dried fish was mixed with 300 mL of ethanol and placed in a 500 mL. beaker. The beaker was left for 20 min at ambient condition without sonication. After that, the sample was filtered to remove the powder and evaporated by using rotary evaporator to get oil. The amount of extracted oil was recorded.

4.2 Synthesis of epoxidized sunflower oil:

Sunflower oil was epoxidized through in-situ method in the presence of glacial acetic acid and hydrogen peroxide as reported earlier by Kim et al and Sahoo et al. Epoxidation of oil was performed in a 3-necked flask equipped with a magnetic stirrer and thermometer. The flask with 79 g of linseed oil was placed in water bath, and first 30 g of acetic acid and 19.75 g of Seralite resin were added followed by stirring for 30 minutes. After this, 113 g of hydrogen peroxide (H₂O₂) was added drop-wise through the dropping funnel and stirred for 6 hours at 500 rpm. Subsequently, the epoxidized oil layer was separated through separating funnel, washed with 2 wt% Na₂CO₃ solution, and then with distilled water. The epoxidized oil later dried using MgSO₄ followed by filtration and dried overnight at 60°C under high vacuum.

4.3 Epoxidized Fish Oil

Prepared following a previously reported method,⁹ with modification of the reaction time, solvent, and equivalents of reagents. Waste-derived fish oil (3.00 g) and CH₃COOH (0.45 g,

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7.6 mmol) was dissolved in heptane (0.65 g) and heated in an oil bath to the reaction temperature. An acidified hydrogen peroxide solution (2.60 g, 23 mmol H₂O₂, 30% wt/wt; 0.026 g conc. H₂SO₄) was added dropwise to the reaction over 1 h. Upon complete addition, the reaction was stirred for 12 h at the desired temperature. The reaction mixture was cooled to 0 °C, dissolved in 5 mL CH₂Cl₂, and washed with deionized water (3 organic phase was dried over anhydrous MgSO₄ and the solvent removed under reduced pressure to give a clear, colourless oil (1.66 g).



Fig.4: Experimental setup for epoxidation of fish oil.



Fig.5: Synthesized epoxidized fish oil.

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4.4. Curing of epoxy resins:

To prepare cured epoxy resin, epoxidized fish oil and mixture of epoxidized fish oil and sunflower oil was dissolved in tetrahydrofuran. Then, amine curing agent, polyamidoamine, was added to the mixture. The mixture was casted into molds and cured by heating at 80 C for 3 h and 150 C for 3hrs.

4.5. Preparation of CAC/epoxy resin composites:

To prepare CAC/epoxy resin composite, CAC was mixed with fish oil/sunflower oil or mixture of both with contents of 5, 7,10,15 and 20 wt% with magnetic stirring at room temperature for 3 h. Then, amine curing agent, polyamidoamine, was added to the mixture¹³. The mixture was casted into molds and cured by heating at 80 C for 3 h and 150 C for 3hrs. Pure epoxy resin and unmodified cellulose/epoxy resin composites were also prepared.

5. Measurements

Fourier transform infrared (FT-IR) spectra of the samples are recorded on Nicolet Impact 410 FT-IR spectrometer over a frequency range of 4000–500 cm^{-1} . ^1H NMR spectra were recorded using a Bruker DPX300 NMR machine.

6. RESULTS AND DISCUSSION:

6.1 ^1H NMR analysis:

The ^1H NMR spectrum for FO, Figure 6, contains a triplet at 0.87 ppm that corresponds to the terminal methyl group for all fatty acids except ω -3 fatty acids, which appear at 0.97 ppm. Peaks from 1.24 to 1.32 ppm correspond to protons of the methylene groups. A peak at 1.61

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ppm represents the proton on the carbon β to the carbonyl group for all fatty acids except DHA. The peak centered on

2.02 ppm corresponds to the protons on the allylic carbons. Peaks from 2.28 to 2.31 ppm

correspond to the protons on the carbon β to the carbonyl group for all fatty acids except

for DHA, which appears as a small peak at 2.38 ppm. Peaks around 2.80 ppm correspond

to protons on allylic carbons between two double bonds, which shifts upfield after

epoxidation. Peaks from 4.11 to 4.30 ppm and 5.25 ppm represent the protons in the glycerol

chain of the triglyceride, on the methylene and methine carbons, respectively. The peaks

around 5.32 ppm correspond to the olefinic protons. The ^1H NMR spectrum for EFO shows

new peaks from 2.80 to 3.19 ppm, which corresponds to the formation of the epoxide.

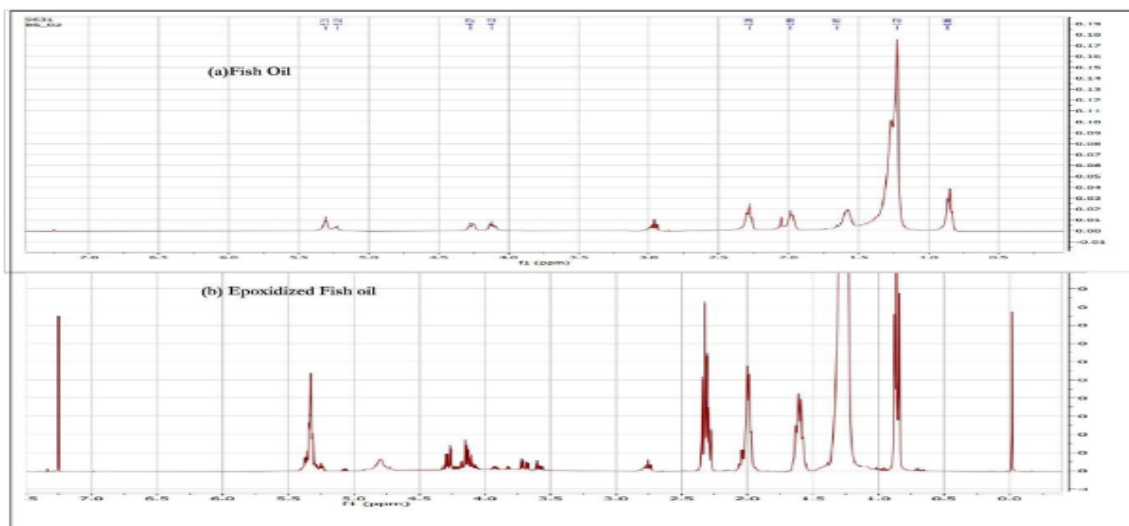


Fig. 6: ^1H NMR spectra of epoxidized fish oil (a) and fish oil (b).

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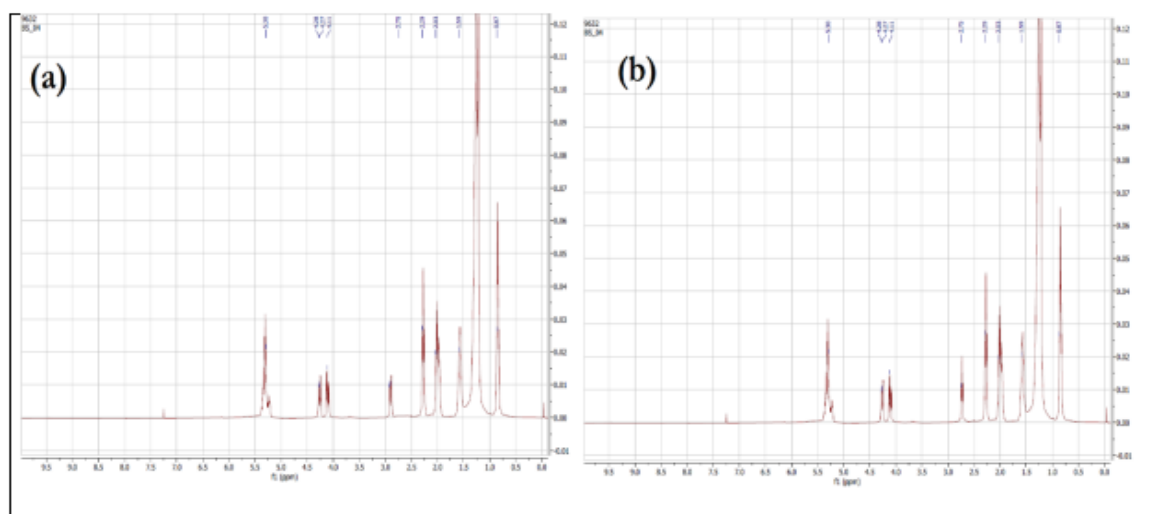


Fig. 7: ^1H NMR spectra of epoxidized sunflower oil (a) and sunflower oil (b)

6.2. FT-IR study:

Representative spectra for FO and EFO are shown in Figure 8. The spectrum for FO showed a characteristic band at 3009 cm^{-1} from the double bonds, which did not appear in the spectrum for EFO. The spectrum for EFO showed a characteristic band at 825 cm^{-1} from the epoxide group, that was not present in the FO spectrum. Bands at 1743 cm^{-1} and 1158 cm^{-1} , due to the ester group and bands at 1462 cm^{-1} and 1377 cm^{-1} , due to the methyl groups, were present in both spectra.

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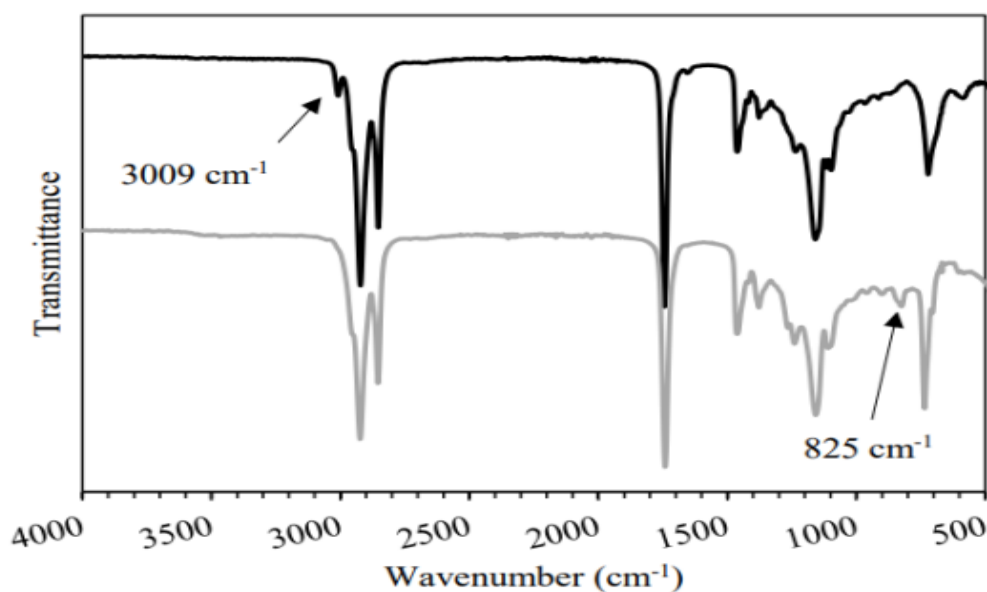


Fig.8: (a)FTIR spectra of fish oil(a) and epoxidized fish oil(b).

The surface modification of cellulose was confirmed by ATR-IR. Compared with the characteristic spectrum of cellulose, CAC and fibrillated CAC showed a new absorption peaks around 1720 cm⁻¹ assigned to -COO stretching vibration

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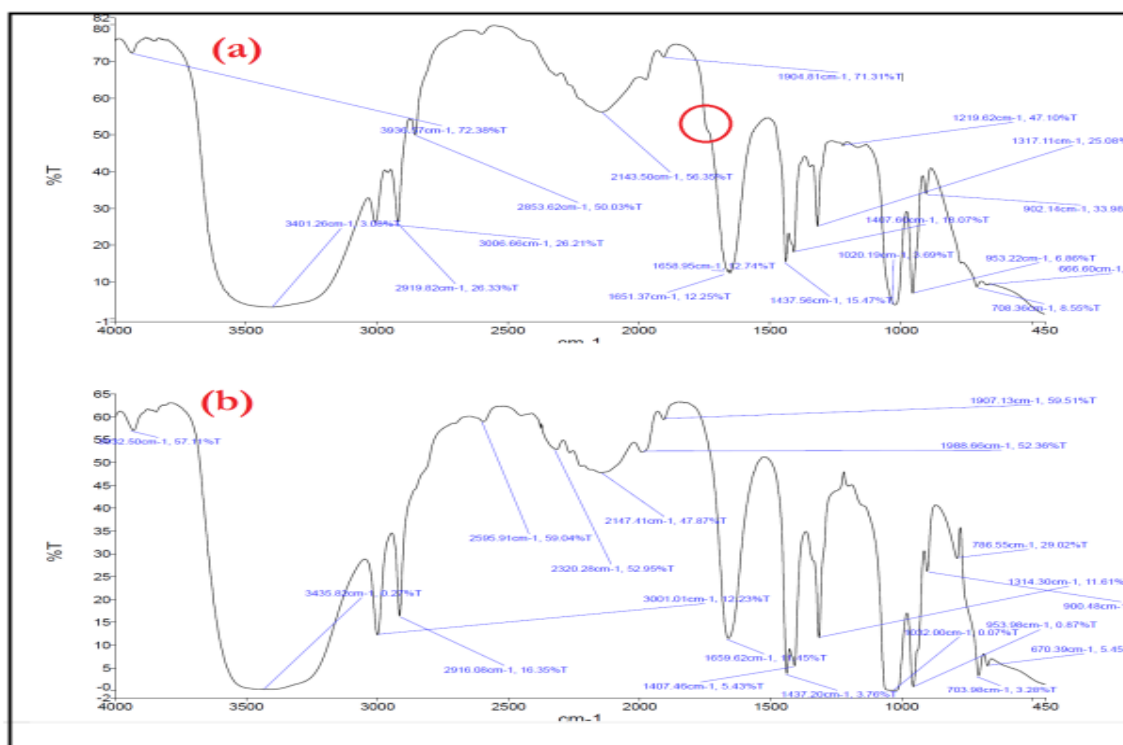


Fig.9:(a) FT-IR spectra of citric acid modified cellulose**(b)**FT-IR spectra of unmodified Cellulose.

7. Conclusion:

Fish oil was extracted from fish waste. Fish oil based thermosetting polymer was synthesized from waste-derived fish oil with the oil first oxidized to form epoxidized fish oil followed by crosslinking with polyamido amine based crosslinker. Synthesized products were characterized by FTIR and ¹H NMR spectroscopy.

DEPARTMENT OF CHEMISTRY



নন্দনাথ শইকীয়া মহাবিদ্যালয়
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আৰ্থ সামাজিক জীৱন আৰু শৈক্ষিক প্ৰস্থিতি
গোলাঘাট জিলাৰ কমাৰবন্ধা অঞ্চলৰ নিৰ্বাচিত গাঁও সমূহৰ এক প্ৰকল্প ভিত্তিক অধ্যয়ন

(A Study on the Socio Economic Life and Educational Status of
the Selected Village's of Kamarbondha Area under Golaghat District)

A project report submitted to the Department of Education, Nanda Nath Saikia College for the partial fulfillment of BA 6th Semester (Core) in Education.



Submitted by -
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Under the guidance of
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DEPARTMENT OF EDUCATION
NANDA NATH SAIKIA COLLEGE
YEAR 2022

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CERTIFICATE

DEPARTMENT OF EDUCATION
NANDA NATH SAIKIA COLLEGE
TITABAR

This is certify that the Project Report entitled “ A Study on the Socio Economic Life and Educational Status of the Selected Villages of Kamarbondha Area of Golaghat District” is prepared by

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কৃতজ্ঞতা স্বীকাৰ

প্ৰতিবেদনখন সম্পূৰ্ণৰূপে প্ৰস্তুত কৰোতে বিভিন্ন পক্ষ তথা উৎসৰ পৰা সহায় সহযোগিতা লাভ কৰা হৈছিল। প্ৰথমতে আমাৰ মহাবিদ্যালয়ৰ অধ্যক্ষ ড° লিটুল বৰুৱা দেৱক প্ৰকল্প অধ্যয়নৰ বাবে অনুমতি বিচৰাত তেওঁ অনুমতি প্ৰদানৰ বাবে কৃতজ্ঞতা জ্ঞাপন কৰিছে।

বিশেষভাৱে শিক্ষাতত্ত্ব বিভাগৰ মুৰব্বী অধ্যাপিকা ড° বিশাখা দেৱী দাস বাইদেউ লৈ অশেষ ধন্যবাদ আৰু কৃতজ্ঞতা জ্ঞাপন কৰিছে। তেওঁৰ অবিহনে এই প্ৰকল্প অধ্যয়ন সম্পূৰ্ণ কৰাতো অসম্ভৱ আছিল। তেখেতে আগবঢ়োৱা বহুমূলীয়া পৰামৰ্শ আৰু নিৰ্দেশনাই আমাক উৎসাহ যোগাইছিল। তেওঁলোকৰ ওপৰিও শিক্ষাতত্ত্ব বিভাগৰ অধ্যাপিকা মনীষা শইকীয়া বাইদেউ আৰু হিমাঙ্কী বৰা বাইদেউয়ে বিশেষ ভাৱে এই অধ্যয়নত সহায় আৰু উৎসাহ যোগাইছিল। তেওঁলোককো কৃতজ্ঞতা জ্ঞাপন কৰিছোঁ।

ইয়াৰোপৰি নিৰ্বাচিত কৰি লোৱা গাওঁ তিনিখন ক্ৰমে বকলাই গাওঁ, মাউত গাওঁ, আৰু কুমাৰ গাঁৱৰসমূহ বাসিন্দালৈ প্ৰকল্প অধ্যয়নত উপযুক্ত সহায় সহযোগিতা আগবঢ়োৱাৰ বাবে তেওঁলোকক ধন্যবাদ জ্ঞাপন কৰিছোঁ।

শ্ৰী মতী জুপিতৰা বৰা
শ্ৰী মতী জুপিতৰা বৰা

স্নাতক ষষ্ঠ বাৰ্ষিক

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১.০০ : আৰম্ভনি : (Introduction) :

সমাজ হৈছে মানৱ সৃষ্ট এক ব্যৱস্থা। এখন সমাজত প্রচলিত স্বীতি-নীতি, নিয়ম-শৃংখলা, আইন -কানুন আদিবোৰেই সমাজখনক ধৰি ৰাখে।

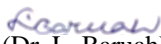
একোটা মানৱ জাতিৰ বিকাশৰ ক্ষেত্ৰত আৰ্থসামাজিক দিশ আৰু শৈক্ষিক দিশ দুয়োটাই গুৰুত্বপূৰ্ণ উপাদান। এজন ব্যক্তিৰ আৰ্থসামাজিক জীৱন ব্যক্তিজনৰ শিক্ষা, উপাৰ্জন আৰু বৃত্তিৰ লগত জড়িত। সমাজ এখন বিকাশৰ ক্ষেত্ৰত ব্যক্তিএজনৰ অৰ্থনৈতিক অৱস্থাটোৱে যথেষ্ট পৰিমাণে প্ৰভাৱ পেলায় আৰু শিক্ষা ক্ষেত্ৰখনেও যথেষ্ট পৰিমাণে প্ৰভাৱ পেলায়।

শিক্ষাই অৰ্থনৈতিক জীৱনত আগুৱাই যাবলৈ ব্যক্তিক উৎপাদনক্ষম কৰি তোলে আৰু এক সুন্দৰ জীৱন যাপনত সহায় কৰে। এখন সমাজৰ উন্নতিৰ বাবে সমাজখনৰ প্ৰত্যেকজন ব্যক্তি শৈক্ষিক আৰু অৰ্থনৈতিক দিশত পৰিপক্ব হ'ব লাগিব কিয়নো জনসাধাৰণ বা ব্যক্তিসকল এই দুয়োটা দিশত উন্নত হ'লে হে সমাজখনো উন্নতিৰ পথত আগুৱাই যাব। সমসাময়িক বিশ্বখনত বিশেষকৈ উন্নয়নশীল আৰ্থসামাজিক স্থিতি হৈছে আটাইতকৈ গুৰুত্বপূৰ্ণ বিষয়। আৰ্থসামাজিক অৱস্থা আৰু জনগাঁথনিৰে মানৱ বিকাশৰ স্থিতিক প্ৰতিনিধিত্ব কৰে যিয়ে যিকোনো সম্প্ৰদায় বা ৰাজ্যৰ বা সমাজৰ বিকাশৰ স্তৰ জোখাত সহায় কৰে।

১.০১: আৰ্থ সামাজিক জীৱন : (Socio economic life) :

আৰ্থ সামাজিক স্থিতিয়ে এজন ব্যক্তিৰ অৰ্থনৈতিক দিশ আৰু সমাজতাত্ত্বিক পৰিমাণক বুজায়। অৰ্থাৎ আৰ্থ সামাজিক জীৱন হৈছে কোনো ব্যক্তি বা গোটৰ সামাজিক অৱস্থা বা শ্ৰেণী বা কোনো এখন ঠাইৰ জনসাধাৰণৰ আৰ্থিক আৰু সামাজিক দিশৰ অৱস্থাটোক বুজায়। এখন সমাজ জনসাধাৰণৰ অবিহনে কেতিয়াও গঠিত হ'ব নোৱাৰে। কোনো এখন ঠাইৰ জনসাধাৰণ বা ব্যক্তিৰ আৰ্থসামাজিক জীৱনটো ব্যক্তিজনে কৰা উপাৰ্জন, শিক্ষা আৰু বৃত্তিৰ ওপৰতে বিশেষকৈ নিৰ্ভৰ কৰে। ব্যক্তিজনে বা জনসাধাৰণে সুস্থভাৱে জীৱন নিৰ্বাহৰ বাবে অৰ্থনৈতিক দিশৰ ওপৰত গুৰু দিয়াটো অতি প্ৰয়োজনীয়। এখন সমাজ আৰ্থসামাজিক দিশত উন্নত হোৱাৰ ক্ষেত্ৰত সমাজৰ ব্যক্তিসকলে যথেষ্ট বৰঙণি যোগাই ঠিক সেইদৰে কিছুক্ষেত্ৰত সমাজখনেও ব্যক্তিসকলৰ উন্নতিৰ ক্ষেত্ৰত বৰঙণি যোগাই। মানুহৰ বা ব্যক্তিৰ আৰ্থসামাজিক জীৱনটোক সাধাৰণতে ৩টা ভাগত বিভক্ত কৰিব পাৰি। সেইসমূহ হ'ল - উচ্চ বা ধনী, মধ্যবিত্ত আৰু নিম্ন বা আৰ্থিকভাৱে দুৰ্বল।

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১.০২: শৈক্ষিক প্ৰস্থিতি : (Educational status) :

এখন সমাজ বা ঠাইৰ শৈক্ষিক প্ৰস্থিতি বুলিলে সমাজখনৰ শিক্ষাৰ ক্ষেত্ৰখনক বুজা যায়। এখন সমাজৰ শৈক্ষিক প্ৰস্থিতি সমাজখনৰ লোকসকল শিক্ষাৰ ক্ষেত্ৰত কিমান দূৰ আগবাঢ়া আৰু পিছপৰা বা অনুন্নত তাৰ ওপৰত বিশেষকৈ নিৰ্ভৰ কৰে। সমাজ এখনত কিমান বা কেইখন শিক্ষানুষ্ঠানৰ ব্যৱস্থা আছে, সমাজখনৰ শিক্ষিত লোকৰ সংখ্যা, অশিক্ষিত লোকৰ সংখ্যা আৰু সম্পূৰ্ণভাৱে নিৰক্ষৰ লোকৰ পৰা মুক্ত নে নহয় তাৰ ওপৰত ভিত্তি কৰিয়েই সমাজ এখনৰ শৈক্ষিক প্ৰস্থিতিৰ বিষয়ে জানিব পাৰি।

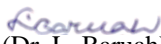
১.০৩: অধ্যয়নৰ ক্ষেত্ৰ : (Study area) :

যোৰহাট জিলাৰ অন্তৰ্গত তিতাবৰ মহকুমা হৈছে এখন উল্লেখনীয় ঠাই। যোৰহাট জিলাৰ পৰা প্ৰায় ২০কিলোমিটাৰ নিলগত তিতাবৰখন অৱস্থিত। তিতাবৰখন পূৰ্বে ৯৪.২০৫৪২৪ ড্ৰাঘিমাংশত আৰু উত্তৰে ২৬.৬০২৭৭১ অক্ষাংশত অৱস্থিত। ২০২১ চনৰ লোকপিয়ল মতে তিতাবৰৰ মুঠ জনসংখ্যা হৈছে ১২২,৪৫৫। তিতাবৰৰ মুঠ মাটিকালি হৈছে ৪৮৭.৪ বৰ্গকিলোমিটাৰ। ইয়াৰ সাক্ষৰতাৰ হাৰ হৈছে ৯২.২৬%। তিতাবৰ মহকুমাৰ ১৪৩ আন গাঁৱৰ মাজৰ পৰা প্ৰকল্প অধ্যয়নৰ বাবে ৩ খন গাওঁ বাছনি কৰি লোৱা হৈছে। সেইকেইখন হৈছে ষ্টেচন তিনি আলি বোৰ্ড নং ৯, পূৱালী নগৰ বোৰ্ড নং ৮ নং আৰু জ্যোতি নগৰ বোৰ্ড নং ১০। এই গাওঁ ৩খন তিতাবৰ টাউনৰ পৰা ১০০ মিটাৰ, ১৫০ মিটাৰ আৰু ২০০ মিটাৰ নিলগত অৱস্থিত। গাওঁ কেইখনৰ পূবে খৰিকটীয়া, পশ্চিমে তিতাবৰৰ চৰকাৰী চিকিৎসালয়, উত্তৰে বিবিজান গাওঁ আৰু দক্ষিণে ধলি দলং আছে। গাওঁ কেইখনৰ অধিকাংশ লোকেই হিন্দু ধৰ্মাৱলম্বীৰ আৰু শিক্ষিত আৰু অধিকাংশ লোকেই ব্যৱসায়িৰ জড়িয়তে অৰ্থ উপাৰ্জন কৰে।


১.০৪: অধ্যয়নৰ তাৎপৰ্য : (Significance of the study) :

সাধাৰণতে এখন সমাজ হৈছে বিভিন্ন মানুহৰ গোট য'ত বিভিন্ন জনগোষ্ঠীৰ আৰু বিভিন্ন সম্প্ৰদায়ৰ লোকে একগোট হৈ বসবাস কৰে। ব্যক্তিয়ে সমাজত সুস্থ ভাৱে জীৱন নিৰ্বাহৰ বাবে অৰ্থনৈতিক আৰু শৈক্ষিক এই দুয়োটা দিশ অত্যন্ত প্ৰয়োজনীয়। এই দুয়োটা দিশৰ সঠিক জ্ঞান থাকিলেহে ব্যক্তি এজন সুস্থভাৱে জীৱন নিৰ্বাহ কৰিবলৈ সক্ষম হ'ব। যিহেতু মানুহৰ মৌলিক প্ৰয়োজনৰ বাবে অৰ্থ আৰু জ্ঞান অৰ্জনৰ বাবে শিক্ষাৰ প্ৰয়োজনীয়। এখন সমাজৰ অৰ্থনৈতিক আৰু শৈক্ষিক দিশটো সবল হ'লে হে এখন সমাজ উন্নতিৰ পথত আগবাঢ়িব।

DEPARTMENT OF EDUCATION


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১.০৫ : অধ্যয়নৰ উদ্দেশ্য : (Objectives of the study) :

এই অধ্যয়নৰ উদ্দেশ্য সমূহ তলত বৰ্ণনা কৰা হ'ল :

- ১) তিতাবৰ খণ্ডৰ নিৰ্বাচিত গাঁওসমূহৰ শৈক্ষিক ব্যবস্থা আৰু প্ৰস্থিতি সম্পৰ্কে অনুসন্ধান কৰা।
- ২) তিতাবৰ খণ্ডৰ নিৰ্বাচিত গাঁওসমূহৰ আৰ্থসামাজিক পটভূমিৰ বিষয়ে অধ্যয়ন কৰা।
- ৩) তিতাবৰ খণ্ডৰ নিৰ্বাচিত গাঁওসমূহৰ পাৰিপাৰ্শ্বিক দিশ অধ্যয়ন কৰা।
- ৪) তিতাবৰ খণ্ডৰ নিৰ্বাচিত গাঁওসমূহৰ সামাজিক জীৱন সম্পৰ্কে অধ্যয়ন কৰা।
- ৫) তিতাবৰ খণ্ডৰ নিৰ্বাচিত গাঁওসমূহৰ অৰ্থনৈতিক স্থিতি সম্পৰ্কে অধ্যয়ন কৰা।

১.০৬ : অধ্যয়নৰ সীমাবদ্ধতা : (Limitations of the study) :

উক্ত অধ্যয়নটো যোৰহাট জিলাৰ তিতাবৰ মহকুমাৰ নিৰ্বাচিত ৩ খন গাওঁ ক্ৰমে ষ্টেচন তিনি আলি ব্লাৰ্ড নং ৯ , পূৱালী নগৰ ব্লাৰ্ড নং ৮ আৰু জ্যোতি নগৰ ব্লাৰ্ড নং ১০ ত সীমাবদ্ধ কৰা হৈছে ।

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২.০০ : প্রণালীতত্ত্ব : (Methodology) :

২.০১ : আৰম্ভনি : (Introduction) :

একোটা মানৱ জাতিৰ বিকাশৰ ক্ষেত্ৰত শৈক্ষিক দিশ আৰু আৰ্থসামাজিক দিশ দুয়োটাই অতি গুৰুত্বপূৰ্ণ। এজন ব্যক্তিৰ আৰ্থসামাজিক জীৱন আৰু ব্যক্তিজনৰ শিক্ষা উপাৰ্জনৰ লগত আৰু বৃদ্ধিৰ লগত জড়িত। সমাজ এখনৰ বিকাশ আৰু উন্নতিৰ ক্ষেত্ৰত ব্যক্তিজনৰ শৈক্ষিক ক্ষেত্ৰখনে আৰু অৰ্থনৈতিক অৱস্থাটোৱে যথেষ্ট সহায় কৰে।

বৰ্তমান সময়ছোৱাৰ সমাজ ব্যৱস্থাত বিজ্ঞান আৰু প্ৰযুক্তিবিদ্যাৰ প্ৰভাৱ অত্যাধিক পৰিমাণে পৰিছে। ইয়াৰ ফলত সমাজৰ শৈক্ষিক আৰু অৰ্থনৈতিক দিশটো যথেষ্ট পৰিমাণে সৰল হোৱা পৰিলক্ষিত হৈছে। যিহেতু মানুহৰ বা ব্যক্তিৰ মৌলিক প্ৰয়োজনৰ বাবে অৰ্থ আৰু জ্ঞানৰ বাবে শিক্ষাৰ প্ৰয়োজন। এখন সমাজৰ উন্নতিৰ মূলতে সমাজখনৰ অৰ্থনৈতিক আৰু সামাজিক দিশটো জড়িত হৈ থাকে। কিয়নো এই দিশসমূহৰ বিকাশ সাধন হ'লেহে সমাজখনৰো বিকাশ সাধন হ'ব।

ইয়াত প্ৰকল্প অধ্যয়নৰ বাবে যোৰহাট জিলাৰ তিতাবৰ মহকুমাৰ অন্তৰ্গত ৩ খন গাওঁ ক্ৰমে ষ্টেচন তিনি আলি বোৰ্ড নং ৯, জ্যোতি নগৰ বোৰ্ড নং ১০ আৰু পূৰ্বালী নগৰ বোৰ্ড নং ৮ বাছনি কৰি লোৱা হৈছে।

২.০২ : জনসংখ্যা : (Population) :

প্ৰকল্প অধ্যয়নৰ বাবে যোৰহাট জিলাৰ তিতাবৰ মহকুমাৰ অন্তৰ্গত বাছনি কৰি লোৱা গাওঁ কেইখনৰ ভিতৰত তিতাবৰ ষ্টেচন তিনি আলি বোৰ্ড নং ৯ ৰ পৰিয়ালৰ সংখ্যা হৈছে ৬৫ ঘৰ, জ্যোতি নগৰ বোৰ্ড নং ১০ ৰ মুঠ পৰিয়াল হৈছে ১৪০ ঘৰ আৰু পূৰ্বালী নগৰ বোৰ্ড নং ৮ ৰ মুঠ পৰিয়ালৰ সংখ্যা হৈছে ৯৩ ঘৰ। তিনিখন গাওঁৰ মুঠ পৰিয়ালৰ সংখ্যা হৈছে ২৯৮। গতিকে অধ্যয়নটোৰ জনসংখ্যা হৈছে ২৯৮ ঘৰ।

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২.০৩ : নমুনা নির্বাচন : (Sampling method) :

বর্ণনামূলক জৰীপ পদ্ধতিৰে কৰা এই অধ্যয়নত নমুনা বা এককবোৰ সাদৃশ্যিক পদ্ধতিৰ সহায়ত নিৰ্বাচিত কৰা হয় ।

নমুনা পদ্ধতিত জনসমষ্টিৰ প্ৰতিটো এককৰ তথ্য সংগ্ৰহ কৰা নহয় বৰঞ্চ জনসমষ্টিটোক প্ৰতিনিধিত্ব কৰিব পৰা সীমিত সংখ্যক একক বাছনি কৰি সেই একক সমূহৰ পৰা তথ্য সংগ্ৰহ কৰা হয় । উক্ত অধ্যয়নটোত প্ৰত্যেক ৩ খন গাওঁৰ পৰা ১০ ঘৰকৈ মুঠ ৩০ ঘৰ পৰিয়াল বাছনি কৰি লোৱা হৈছে ।

২.০৪ : তথ্যৰ উৎস : (Source of data) :

এই প্ৰকল্প অধ্যয়নত দুই প্ৰকাৰৰ তথ্য সংগ্ৰহ কৰা হৈছে । সেইকেইটা হ'ল :-

১) প্ৰাথমিক উৎস

২) দ্বিতীয়ক উৎস

১) প্ৰাথমিক উৎস :- প্ৰাথমিক উৎসত পোন প্ৰথমবাৰৰ কাৰণে ৩ খন গাওঁৰ ব্যক্তিসকলৰ পৰা প্ৰশ্নসূচী পদ্ধতিৰ জৰিয়তে লাগতীয়াল তথ্যসমূহ সংগ্ৰহ কৰা হৈছে তথা সাক্ষাৎকাৰ সূচীৰ জৰিয়তে উক্ত গাওঁ কেইখনৰ মূৰব্বী তিনিজনৰ পৰা গাওঁ সম্পৰ্কে তথ্য আহৰণ কৰা হৈছে ।

২) দ্বিতীয়ক উৎস :- ইতিমধ্যে যিবোৰ তথ্য সংগ্ৰহ কৰি লিপিবদ্ধ কৰা হৈছে সেই তথ্যসমূহক দ্বিতীয়ক উৎস বোলে । ইয়াৰ বাবে বিভিন্ন কিতাপ , মেপ আৰু ইন্টাৰনেটৰ জৰিয়তে তিতাবৰ অঞ্চলৰ তথা গাওঁ কেইখন সম্পৰ্কে তথ্য আহৰণ কৰা হৈছে ।

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২.০৫ : তথ্য সংগ্রহৰ আহিলা : (Tools of data collection) :

তথ্য সংগ্রহৰ ক্ষেত্ৰত ব্যৱহৃত হোৱা আহিলাসমূহ হৈছে :-

- ১) সাক্ষাৎকাৰ সূচী আৰু
- ২) প্ৰশ্নসূচী

১) সাক্ষাৎকাৰ সূচী :- উক্ত প্ৰকল্প অধ্যয়নটোত বিভিন্ন তথ্যসমূহ লাভ কৰিবলৈ মূৰব্বীসকলৰ বাবে সাক্ষাৎকাৰ সূচী প্ৰস্তুত কৰি গাওঁখনৰ সবিশেষ তথ্য লাভ কৰিবলৈ মূৰব্বীসকলৰ পৰা এই সূচীৰ জৰিয়তে তথ্য লাভ কৰা হ'ল।

২) প্ৰশ্নসূচী :- প্ৰশ্নসূচী হ'ল বহুতো প্ৰশ্নৰ সমাহাৰ এখন সূচী। প্ৰশ্নসূচী খন নমুনা হিচাপে বাছনি কৰা ব্যক্তি আৰু প্ৰতিক্ৰিয়াকাৰী সকলৰ পৰা তথ্য সংগ্ৰহ কৰিবৰ বাবে ব্যৱহাৰ কৰা হয়। তথ্য সংগ্ৰহৰ কাৰণে ৩০ ঘৰ পৰিয়ালৰ বাবে মুঠ ৩০ খন প্ৰশ্নসূচী লোৱা হৈছে।

২.০৬ : তথ্য বিশ্লেষণ : (Data analysis) :

তথ্য বিশ্লেষণ প্ৰকল্প অধ্যয়নৰ এক গুৰুত্বপূৰ্ণ পৰ্য্যায়। তথ্য সংগ্ৰহ কৰাৰ পাছত সংগৃহীত তথ্যসমূহ বিশ্লেষণৰ জড়িয়তে বৰ্ণনা কৰা হয়। তথ্যসমূহ পদ্ধতিগত ভাৱে এই প্ৰকল্পটোত বিশ্লেষণ কৰা হৈছে। আৰু এই বিশ্লেষণ প্ৰক্ৰিয়া অতি সহজ সৰল কৰিবলৈ তথ্যসমূহ শ্ৰেণীকৰণ আৰু তালিকাভুক্ত কৰা হৈছে। সংগৃহীত প্ৰতিটো তথ্য এই প্ৰতিবেদনত যুক্তিসংগত ভাৱে উপস্থাপন কৰা হৈছে আৰু এই তথ্য বিশ্লেষণৰ ক্ষেত্ৰত অনুসন্ধানকাৰীৰে অতি সাৱধানে আৰু সূক্ষ্ম দৃষ্টিৰে তথ্য উপস্থাপন কৰিছে।

২.০৭ : উদ্দেশ্যে ভিত্তিত তথ্যৰ বিশ্লেষণ : (Objectives of data analysis) :

উক্ত প্ৰকল্প অধ্যয়নটোৰ জড়িয়তে লাভ কৰা তথ্যসমূহ তলত উদ্দেশ্যে ভিত্তিত বিশ্লেষণ কৰা হ'ল :

- ১) তিতাবৰ খণ্ডৰ নিৰ্বাচিত গাঁৱসমূহৰ আৰ্থসামাজিক পটভূমি বিষয়ে অধ্যয়ন।
- ২) নিৰ্বাচিত গাওঁ কেইখনৰ শৈক্ষিক বিষয় আৰু প্ৰস্থিতি সম্বন্ধে অধ্যয়ন কৰা।
- ৩) তিতাবৰ খণ্ডৰ নিৰ্বাচিত গাওঁ কেইখনৰ পাৰিপাৰ্শ্বিক অৱস্থা সম্বন্ধে অধ্যয়ন কৰা।
- ৪) গাওঁ সমূহৰ সামাজিক দিশ সম্পৰ্কে অধ্যয়ন কৰা।

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৫) গাওঁ কেইখনৰ অৰ্থনৈতিক স্থিতি সম্পৰ্কে অধ্যয়ন কৰা ।

১) তিতাবৰ খণ্ডৰ নিৰ্বাচিত গাঁৱসমূহৰ আৰ্থসামাজিক পটভূমি বিষয়ে অধ্যয়ন ।

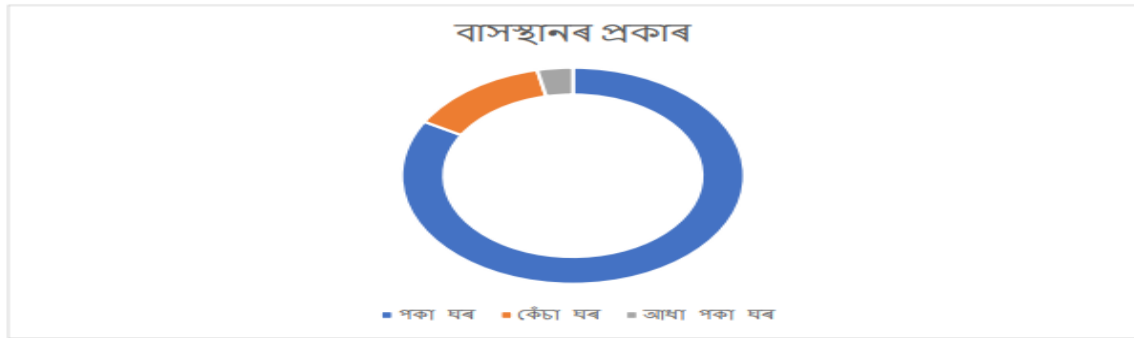
(ক) : বাসস্থানৰ প্ৰকাৰ : (House Type) :

ঘৰৰ সাংগঠনিক ব্যবস্থা নিৰ্ভৰ কৰে প্ৰধানকৈ এজন ব্যক্তিৰ অৰ্থনৈতিক দিশৰ ওপৰত । তথ্য সংগ্ৰহৰ বাবে অনুসন্ধানকাৰীয়ে যোৱা গাওঁ ৩ খনৰ অধিক সংখ্যক লোকৰে আৰ্থিক অৱস্থা উন্নত হোৱাৰ বাবে ঘৰৰ সাংগঠনিক অৱস্থাও উন্নত । গাওঁ কেইখনৰ বিভিন্ন প্ৰকাৰৰ ঘৰৰ তালিকা তলত প্ৰস্তুত কৰা হ'ল :-

তালিকা নং- ১

বাসস্থানৰ প্ৰকাৰ	সংখ্যা	শতকৰা
পকা ঘৰ	২৫	৮৩.৩৪%
কেঁচা ঘৰ	৪	১৩.৩৩%
আধা পকা ঘৰ	১	৩.৩৩%
মুঠ	৩০	১০০%

তলত পাইচিএৰ সহায়ত বৰ্ণনা কৰা হ'ল :-



উপৰোক্ত তালিকা আৰু পাইচিএৰ পৰা দেখা গ'ল যে গাওঁ কেইখনৰ অধিকাংশ লোকৰে পকা বাসস্থান আছে আৰু খুব কম সংখ্যক পৰিয়ালে কেঁচা ঘৰ আৰু অৰ্ধ-কেঁচা ঘৰত বসবাস কৰে ।

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(গ) : পোহৰৰ উৎস : (Source of Light) :

যোৰহাট জিলাৰ তিতাবৰ মহকুমাৰ অধিকাংশ গাওঁতে বিদ্যুৎৰ ব্যৱস্থা আছে । বিদ্যুৎৰ সুবিধা যিকোনো এটা অঞ্চলৰ বাবে অধিক গুৰুত্বপূৰ্ণ কাৰক । বৰ্তমান সময়ছোৱাত বিদ্যুৎৰ অবিহনে বসবাস আৰু কাম কৰাটো সম্ভৱ নহয় । বিজ্ঞান আৰু প্ৰযুক্তিবিদ্যাৰ অগ্ৰগতিৰ ফলত প্ৰতিটো অঞ্চলত বিদ্যুৎৰ ব্যৱস্থা আছে । বাছনি কৰি লোৱা গাওঁ ৩খনৰ বিদ্যুৎ ব্যৱহাৰৰ এখন তালিকা তলত উল্লেখ কৰা হ'ল :-

তালিকা নং- ৩

পোহৰৰ উৎস	সংখ্যা	শতকৰা
বিজুলী বাতি	২৭	৯০%
সৌৰ শক্তি	১	৩.৩৩%
কেৰাচিন/ম'ম বাতি	২	৬.৬৭%
মুঠ	৩০	১০০%

তলত দণ্ড চিহ্নৰ সহায়ত পোহৰৰ উৎস বৰ্ণনা কৰা হ'ল :-



উপৰোক্ত তালিকা আৰু দণ্ড চিহ্নৰ পৰা দেখা গ'ল যে গাওঁ কেইখনৰ অধিকাংশ পৰিয়ালতে বিজুলী বাতিৰ ব্যৱস্থা আছে আৰু খুব কম সংখ্যক পৰিয়ালৰ ঘৰত সৌৰ শক্তি আৰু কেৰাচিন/ম'ম বাতিৰ ব্যৱস্থা আছে ।

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২) নিৰ্বাচিত গাওঁ কেইখনৰ শৈক্ষিক বিষয় আৰু প্ৰদ্বিত্তি সম্বন্ধে অধ্যয়ন কৰা ।

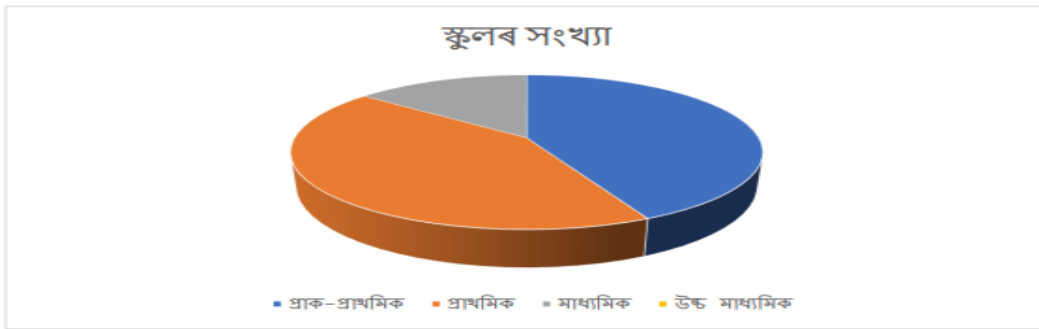
(ক) : স্কুলৰ সংখ্যা : (Numbers of School) :

জ্ঞান হৈছে এক অমূল্য সম্পদ । শিক্ষাৰ অবিহনে কোনো ব্যক্তিয়ে এক সুস্থ আৰু উজ্বল ভৱিষ্যত কামনা কৰিব নোৱাৰে । বাছনি কৰি লোৱা গাওঁ কেইখনত অধিকাংশ লোকেই শিক্ষিত আৰু গাওঁ কেইখনত উপযুক্ত পৰিমাণৰ বিদ্যালয়ৰ সংখ্যাও দেখা গ'ল । তলত গাওঁ কেইখনত থকা স্কুলৰ সংখ্যা এখন তালিকাৰ সহায়ত বৰ্ণনা কৰা হ'ল :-

তালিকা নং- ৪

স্কুল	সংখ্যা	শতকৰা
প্ৰাক - প্ৰাথমিক	৬	৪২.৮৫%
প্ৰাথমিক	৬	৪২.৮৫%
মাধ্যমিক	২	১৪.৩০
উচ্চ মাধ্যমিক	০	০%
মুঠ	১৪	১০০%

তলত পাইচিএৰ সহায়ত বৰ্ণনা কৰা হ'ল :-



উপৰোক্ত তালিকা আৰু পাইচিএৰ পৰা দেখা যায় যে গাওঁ কেইখনত মুঠ ৬ খন প্ৰাক-প্ৰাথমিক, ৬ খন প্ৰাথমিক আৰু ২ খন মাধ্যমিক বিদ্যালয় আছে ।

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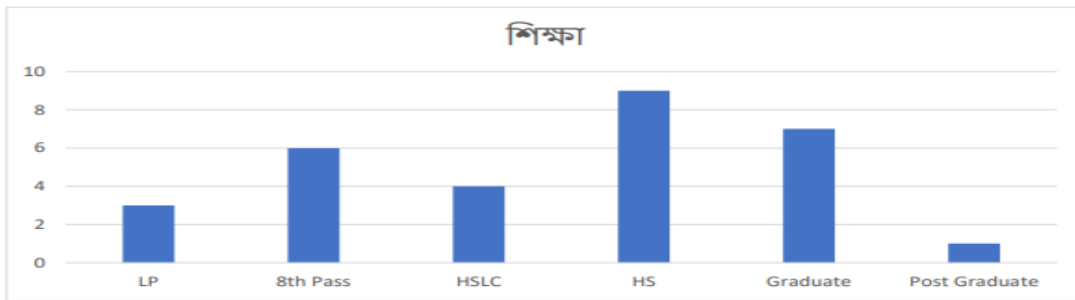
(খ) : শিক্ষা : (Education) :

শিক্ষা হৈছে মানৱ জীৱনৰ এক গুৰুত্বপূৰ্ণ দিশ। আৰ্থসামাজিক দিশৰ অগ্ৰগতিৰ মূলতেই হ'ল শিক্ষা। শিক্ষাৰ অবিহনে কোনো ব্যক্তিয়ে সফল আৰু উজ্জ্বল ভৱিষ্যত কামনা কৰিব নোৱাৰে। গাওঁ কেইখনৰ প্ৰায় সকলো লোকেই শিক্ষিত বুলিব পাৰি। গাওঁ কেইখনৰ শিক্ষিত লোকৰ তথ্যসমূহ তলত তালিকাৰ সহায়ত বৰ্ণনা কৰা হ'ল :-

তালিকা নং- ৫

শিক্ষাগত অৰ্হতা	ব্যক্তিৰ সংখ্যা	শতকৰা
LP	৩	১০%
8 th Pass	৬	২০%
HSLC	৪	১৩.৩৩%
HS	৯	৩০%
Graduate	৭	২৩.৩৪%
Post Graduate	১	৩.৩৩%
Total	৩০	১০০%

তলত দণ্ড চিত্ৰৰ সহায়ত বৰ্ণনা কৰা হ'ল :-



উপৰোক্ত তালিকা আৰু দণ্ড চিত্ৰৰ পৰা দেখা গ'ল যে গাওঁ কেইখনৰ অধিকাংশ লোকেই শিক্ষিত আৰু অতি কম সংখ্যক লোক হে নিৰক্ষৰ বা অশিক্ষিত।

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৩) তিতাবৰ খণ্ডৰ নিৰ্বাচিত গাওঁ কেইখনৰ পাৰিপাৰ্শ্বিক অৱস্থা সম্বন্ধে অধ্যয়ন কৰা।

(ক) চিকিৎসালয় : (Hospital) :

বৰ্তমান সময়ছোৱাত চিকিৎসা বিজ্ঞান অতি গুৰুত্বপূৰ্ণ। চিকিৎসা অবিহনে সুস্থ জীৱন যাপন সম্ভৱ নহয়। মানুহৰ জন্মৰ পৰা মৃত্যু পৰ্যন্ত ইয়াৰ প্ৰয়োজনীয়তা আছে। চিকিৎসা বিজ্ঞান এজন ব্যক্তিৰ আয়ুস বেখা স্বৰূপ। বাছনি কৰি লোৱা গাওঁ কেইখনৰ পৰিয়ালসকলৰ চিকিৎসা ব্যৱস্থা সম্পৰ্কে তলত তালিকাৰ সহায়ত বৰ্ণনা কৰা হ'ল :

তালিকা নং- ৬

চিকিৎসা ব্যৱস্থা	পৰিয়ালৰ সংখ্যা	শতকৰা
হোমিও	০	০%
ঘৰুৱা	০	০%
চিকিৎসালয়	৩০	১০০%
কবিৰাজ	০	০%
মূঠ	৩০	১০০%

তলত পাইচিএৰ সহায়ত বৰ্ণনা কৰা হ'ল :



উপৰোক্ত তালিকা আৰু পাইচিএৰ পৰা দেখা গ'ল যে গাওঁ কেইখনত বসবাস কৰা প্ৰত্যেকটো পৰিয়ালৰে চিকিৎসা ব্যৱস্থা হৈছে চিকিৎসালয়।

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নন্দনাথ শইকীয়া মহাবিদ্যালয় NANDANATH SAIKIA COLLEGE

Affiliated to Dibrugarh University

Metric No:	Heading
2.3.1	EXPERIENTIAL LEARNING, PARTICIPATORY LEARNING AND PROBLEM SOLVING METHODOLOGIES, USE OF ICT FOR EFFECTIVE TEACHING LEARNING

EXPERIENTIAL AND PARTICIPATORY LEARNING THROUGH PROJECT PREPARATION BY THE STUDENTS

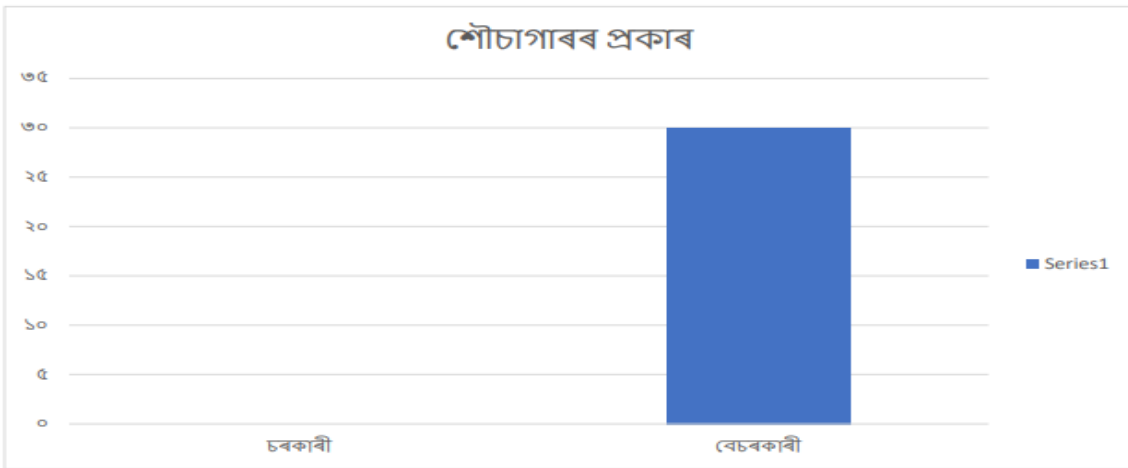
(খ) : শৌচাগাৰৰ ব্যৱস্থা : (Toilets Facilities) :

পৰিৱেশ পৰিষ্কাৰ বা স্বচ্ছতাৰ অৰ্থে শৌচাগাৰৰ ব্যৱস্থা থকাটো অত্যন্ত জৰুৰী। শৌচাগাৰে পৰিৱেশ নিকা অৰ্থাৎ ধুৱীয়া কৰি ৰাখে আৰু নানা বেমাৰ আজাৰৰ পৰা দূৰত ৰাখে। বাছনি কৰি লোৱা গাওঁ ৩ খনৰ শৌচাগাৰৰ এখন তালিকা তলত প্ৰস্তুত কৰা হ'ল :-

তালিকা নং- ৭

শৌচাগাৰৰ প্ৰকাৰ	সংখ্যা	শতকৰা
চৰকাৰী	০	০%
বেচৰকাৰী/নিজা	৩০	১০০%
মুঠ	৩০	১০০%

তলত দণ্ড চিএৰ সহায়ত বৰ্ণনা কৰা হ'ল :-



উপৰোক্ত তালিকা আৰু দণ্ড চিএৰ পৰা দেখা গ'ল যে গাওঁ কেইখনৰ প্ৰত্যেকখন ঘৰতে নিজা শৌচাগাৰৰ ব্যৱস্থা আছে।

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Metric No:	Heading
2.3.1	EXPERIENTIAL LEARNING, PARTICIPATORY LEARNING AND PROBLEM SOLVING METHODOLOGIES, USE OF ICT FOR EFFECTIVE TEACHING LEARNING

EXPERIENTIAL AND PARTICIPATORY LEARNING THROUGH PROJECT PREPARATION BY THE STUDENTS

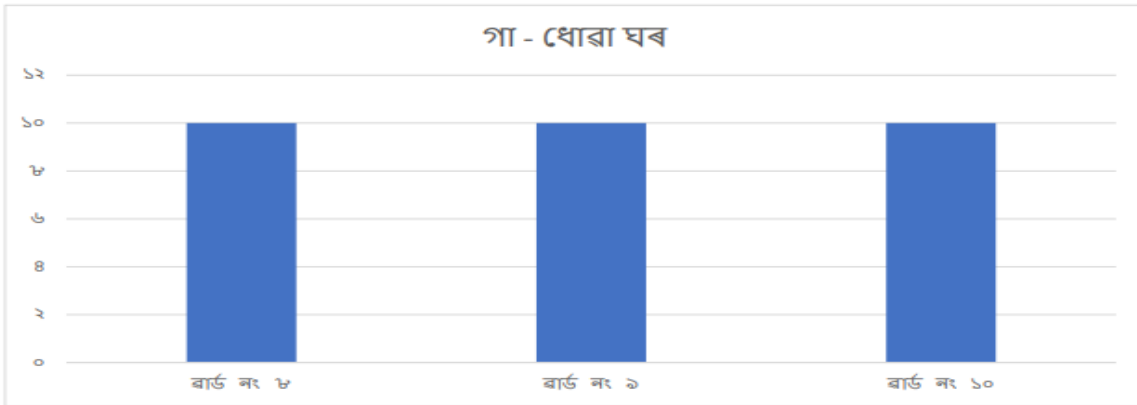
(ঘ) : গা-ধোৱা ঘৰ : (Bathroom) :

পৰিবেশ পৰিষ্কাৰ আৰু স্বচ্ছতাৰ অৰ্থে একোটা পৰিয়ালত একোটা গা-ধোৱা ঘৰ থকাটো অত্যন্ত জৰুৰী। এক সুন্দৰ আৰু শৃংখলাবদ্ধ সমাজ গঢ়ি তুলিবলৈ প্ৰতিটো পৰিয়ালত একোটাকৈ গা-ধোৱা ঘৰ থকাটো বাঞ্ছনীয়। তলত গাওঁ কেইখনৰ পৰিয়ালসমূহত থকা গা-ধোৱা ঘৰৰ সংখ্যা এখন তালিকাৰ সহায়ত বৰ্ণনা কৰা হ'ল :

তালিকা নং- ৯

গাওঁৰ নাম	গা-ধোৱা ঘৰৰ সংখ্যা	শতকৰা
পূৱালী নগৰ ব্লাৰ্ড নং ৮	১০	৩৩.৩৪%
ষ্টেচন তিনি আলি ব্লাৰ্ড নং ৯	১০	৩৩.৩৩%
জ্যোতি নগৰ ব্লাৰ্ড নং ১০	১০	৩৩.৩৩%
মুঠ	৩০	১০০%

তলত দণ্ড চিএৰ সহায়ত বৰ্ণনা কৰা হ'ল :



উপৰোক্ত তালিকা আৰু দণ্ড চিএৰ পৰা দেখা যায় যে প্ৰকল্প অধ্যয়নৰ বাবে নিৰ্বাচিত কৰা গাওঁ কেইখনৰ প্ৰত্যেকখন ঘৰতে একোটা গা-ধোৱা ঘৰ আছে।

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৪) গাওঁ সমূহৰ সামাজিক দিশ সম্পৰ্কে অধ্যয়ন কৰা ।

(ক) : ধৰ্ম : (Religion) :

যোৰহাট জিলাৰ তিতাবৰৰ বাছনি কৰি লোৱা ৩খন গাওঁৰ বাসিন্দাসকল বিভিন্ন ধৰ্মীয় কাৰ্যৰ লগত জড়িত। ধৰ্ম হৈছে এনে এক অৱস্থা যিয়ে ভাৰ-ভংগীৰ যোগেদি একোটা জাতি তথা সম্প্ৰদায়ক একত্ৰিত কৰি ৰাখে। ভাৰত হৈছে এখন ধৰ্ম নিৰপেক্ষ দেশ। ইয়াত বিভিন্ন ধৰ্মাৱলম্বীৰ লোকে বসবাস কৰে।

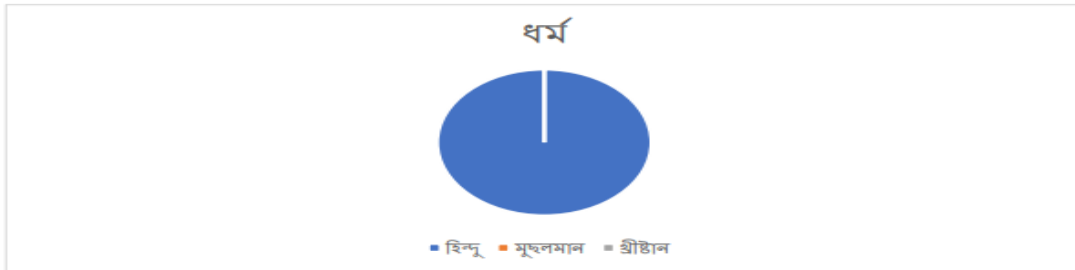
তথ্য সংগ্ৰহৰ কাৰণে অনুসন্ধানকাৰীয়ে যোৱা গাওঁ ৩খনৰ সকলো লোকেই হিন্দু ধৰ্মৰ । ইয়াৰ সকলো লোকে বিভিন্ন উৎসৱ-পাৰ্বন একেলগে মিলাপ্ৰীতীৰে উদযাপন কৰে ।

গাওঁ ৩ খনৰ ধৰ্মাৱলী লোকসকলৰ এখন তালিকা তলত উল্লেখ কৰা হ'ল :-

তালিকা নং- ১০

ধৰ্ম	লোকৰ সংখ্যা	শতাংশ
হিন্দু	৩০	১০০%
মুছলমান	০	০%
খ্ৰীষ্টান	০	০%
মুঠ	৩০	১০০%

তলত পাইচিএৰ সহায়ত বৰ্ণনা কৰা হ'ল:-



উপৰোক্ত তালিকা আৰু পাইচিএৰ জৰিয়তে দেখা গ'ল যে গাওঁ কেইখনৰ সকলো লোকেই হিন্দু ধৰ্মাৱলম্বীৰ ।

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Metric No:	Heading
2.3.1	EXPERIENTIAL LEARNING, PARTICIPATORY LEARNING AND PROBLEM SOLVING METHODOLOGIES, USE OF ICT FOR EFFECTIVE TEACHING LEARNING

EXPERIENTIAL AND PARTICIPATORY LEARNING THROUGH PROJECT PREPARATION BY THE STUDENTS

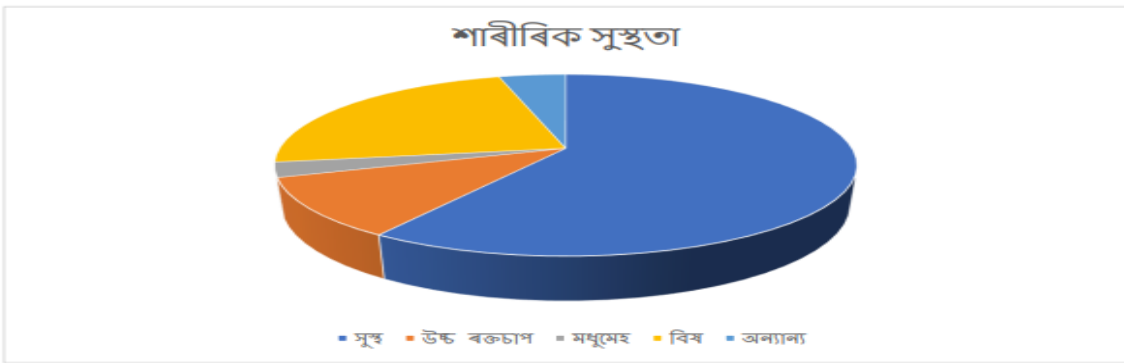
(খ) : পৰিয়ালৰ সদস্যসকলৰ শাৰীৰিক সুস্থতা : (Physical Fitness of Family Members):

এটি সুস্থ দেহতহে এটি সুস্থ মনৰ জন্ম হয়। সেইহে এক সুস্থ আৰু আনন্দদায়ক জীৱন নিৰ্বাহৰ বাবে ব্যক্তিজন শাৰীৰিক ভাৱে সুস্থ হোৱাটো অত্যন্ত জৰুৰী। তলত তালিকাৰ সহায়ত বাছনি কৰি লোৱা গাওঁ কেইখনৰ ৩০ ঘৰ পৰিয়ালৰ সদস্যৰ শাৰীৰিক সুস্থতা সম্পৰ্কে বৰ্ণনা কৰা হ'ল :

তালিকা নং- ১১

শাৰীৰিক সুস্থতা	সদস্যৰ সংখ্যা	শতকৰা
সুস্থ	৬৭	৫৯.২৯%
উচ্চ ৰক্তচাপ	১২	১০.৬১%
মধুমেহ	৩	২.৬৬%
বিষ	২৬	২৩.২২%
অন্যান্য	৫	৪.৪২%
মুঠ	১১৩	১০০%

তলত পাই চিএৰ সহায়ত শাৰীৰিক সুস্থতা সম্পৰ্কে বৰ্ণনা কৰা হ'ল :-



উপৰোক্ত তালিকা আৰু পাইচিএৰ পৰা দেখা গ'ল যে গাওঁ কেইখনৰ অধিকাংশ লোকেই সুস্থ আৰু কিছু সংখ্যক লোক উচ্চ ৰক্তচাপ, মধুমেহ, বিষ আৰু কিছু অন্যান্য ৰোগত আক্ৰান্ত।

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EXPERIENTIAL AND PARTICIPATORY LEARNING THROUGH PROJECT PREPARATION BY THE STUDENTS

৫) গাওঁ কেইখনৰ অৰ্থনৈতিক স্থিতি সম্পৰ্কে অধ্যয়ন কৰা ।

(ক) : বৃত্তি : (Occupation) :

বৃত্তি হৈছে এটা পৰিয়ালৰ আৰ্থিক দিশৰ উন্নয়নৰ এক উৎস । বাছনি কৰি লোৱা ৩ খন গাওঁৰ লোকসকল আৰ্থিক আৰু সামাজিক দিশৰ উন্নতিৰ বাবে বিভিন্ন কামত নিয়োজিত হৈ আছে । যাৰ ফলত নিজৰ আৰ্থসামাজিক দিশটো আৰু শৈক্ষিক দিশৰ উন্নয়নৰ লগতে গাওঁ খনৰো সামান্য স্থিতিৰ উন্নয়নত বা বিকাশত অৰিহণা যোগাইছে ।

বাছনি কৰি লোৱা গাওঁ ৩ খনৰ বিভিন্ন বৃত্তিত নিয়োজিত লোকসকলৰ তথ্যসমূহ তলত তালিকাৰ সহায়ত বৰ্ণনা কৰা হ'ল :-

তালিকা নং- ১২

বৃত্তি	সংখ্যা	শতকৰা
চৰকাৰী	২	৪.১৭%
ব্যৱসায়	৪৪	৯১.৬৬%
পশু পালন	২	৪.১৭%
কৃষি	০	০%
মুঠ	৪৮	১০০%

তলত পাইচিএৰ সহায়ত বৰ্ণনা কৰা হ'ল :-



উপৰোক্ত তালিকা আৰু পাইচিএৰ পৰা দেখা গ'ল যে গাওঁ ৩ খনৰ ব্যৱসায় ৪৪ জন , পশু পালন ২ জন আৰু ২ জন চৰকাৰী চাকৰিয়াল ।

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EXPERIENTIAL AND PARTICIPATORY LEARNING THROUGH PROJECT PREPARATION BY THE STUDENTS

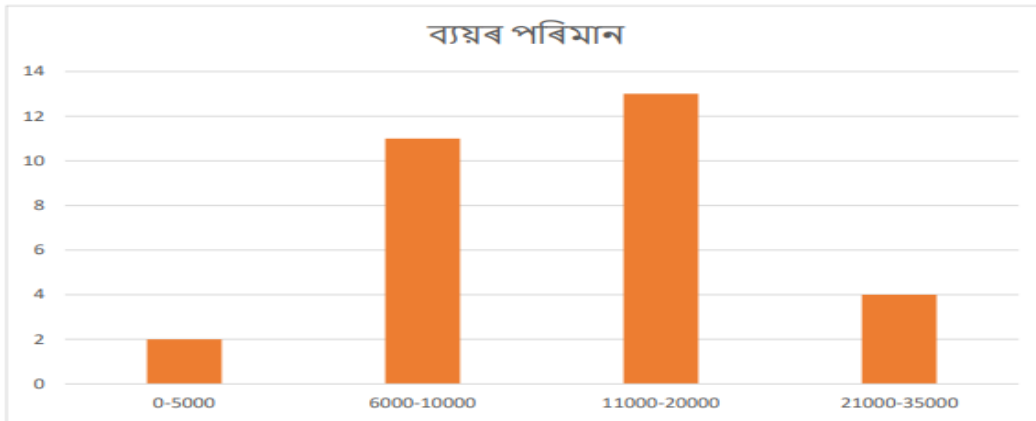
(ঘ) : ব্যয়ৰ পৰিমাণ : (Amount of Spending) :

মানুহৰ দৈনন্দিন জীৱন নিৰ্বাহত প্ৰয়োজন হোৱা বিভিন্ন লাগতিয়াল সামগ্ৰী সমূহ একত্ৰিত কৰিবলৈ যথেষ্ট পৰিমাণৰ অৰ্থৰ প্ৰয়োজন হয়। বাছনি কৰি লোৱা গাওঁ কেইখনৰ ৩০ ঘৰ পৰিয়ালৰ মাহেকীয়া হোৱা ব্যয়ৰ পৰিমাণ তলত তালিকাৰ সহায়ত বৰ্ণনা কৰা হ'ল :

তালিকা নং- ১৪

ব্যয়ৰ পৰিমাণ	পৰিয়ালৰ সংখ্যা	শতকৰা
০-৫০০০	২	৬.৬৬৭%
৬০০০ - ১০,০০০	১১	৩৬.৬৭%
১১,০০০ - ২০,০০০	১৩	৪৩.৩৩%
২১,০০০ - ৩৫,০০০	৪	১৩.৩৩%
মুঠ	৩০	১০০%

তলত দণ্ড চিহ্নৰ সহায়ত বৰ্ণনা কৰা হ'ল :



ওপৰত গাওঁ কেইখনৰ পৰিয়ালসমূহৰ ব্যয়ৰ পৰিমাণ তালিকা আৰু দণ্ড চিহ্নৰ সহায়ত বৰ্ণনা কৰা হ'ল।

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(গ) : সঞ্চয়ৰ ব্যৱস্থা :- (Source of Savings) :

সঞ্চয় হৈছে এনে এক ব্যৱস্থা যাৰ জৰিয়তে মানুহে উপাৰ্জনৰ টকা-পইচাসমূহ বিভিন্ন ধৰণেৰে জমা কৰি ৰাখে বা ৰাখিব পাৰে। উদাহৰণ স্বৰূপে : বেংক আৰু ডাকঘৰ। বৰ্তমান সময়ছোৱাত দেখা যায় যে নিজৰ ঘৰত টকা - পইচা জমা কৰি ৰখাৰ পৰিৱৰ্তে অন্য কোনো চৰকাৰী বা ব্যক্তিগত প্রতিষ্ঠানত জমা কৰি থ'লে সুৰক্ষিত অনুভৱ কৰে আৰু সুৰক্ষিত ভাৱে থাকে। বাছনি কৰি লোৱা গাওঁ কেইখনৰ লোকসকলে বিভিন্ন প্ৰকাৰে নিজৰ ধন সমূহ সঞ্চয় কৰি ৰাখে। তলত তালিকাৰ সহায়ত পৰিয়াল সমূহৰ সঞ্চয়ৰ উৎস অৰ্থাৎ স্থানসমূহ বৰ্ণনা কৰা হ'ল :-

তালিকা নং- ১৪

সঞ্চয়ৰ স্থান	পৰিয়ালৰ সংখ্যা	শতকৰা
বেংক	২২	৭৩.৩৩%
ডাকঘৰ	২	৬.৬৭%
নগত জমা	৬	২০%
মুঠ	৩০	১০০%

তলত পাইচিএৰ সহায়ত বৰ্ণনা কৰা হ'ল :-



উপৰোক্ত তালিকা আৰু পাইচিএৰ পৰা দেখা গ'ল যে গাওঁ কেইখনৰ ৩০ ঘৰ পৰিয়ালৰ মাজত ২২ ঘৰ পৰিয়ালে বেংকত, ২ ঘৰ পৰিয়ালে ডাকঘৰত আৰু বাকী ৬ ঘৰ পৰিয়ালে নগত ভাৱে টকা সঞ্চয় কৰি ৰাখে।

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EXPERIENTIAL AND PARTICIPATORY LEARNING THROUGH PROJECT PREPARATION BY THE STUDENTS

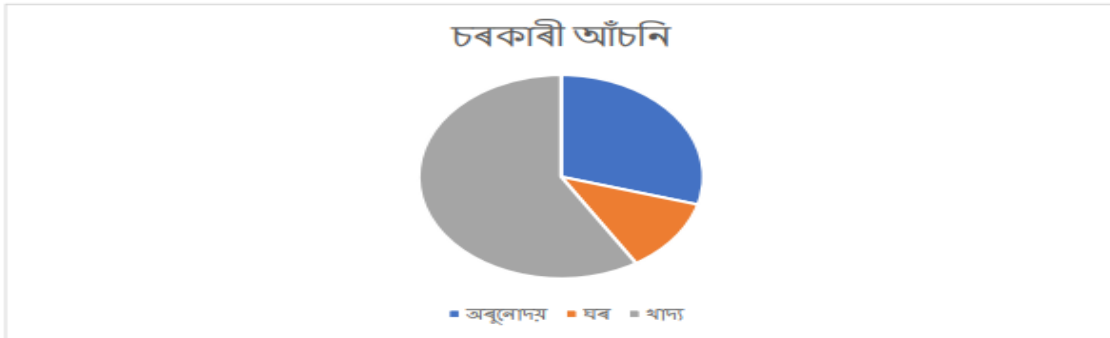
(ঘ) চৰকাৰী আঁচনিৰ সুবিধা : (Benefits of government schemes) :

প্ৰকল্প অধ্যয়নটোৰ বাবে নিৰ্বাচন কৰি লোৱা গাঁও কেইখনৰ প্ৰায় সংখ্যক লোকেই চৰকাৰী আঁচনিৰ সুবিধা লাভ কৰিছে। চৰকাৰী আঁচনিসমূহ হ'ল:- অৰুণোদয়, ৰাষ্ট্ৰীয় খাদ্য সুৰক্ষা আঁচনি, NREGA, অনাময় শৌচালয় আঁচনি, প্ৰধানমন্ত্ৰী কৃষি বিকাশ আঁচনি, প্ৰধানমন্ত্ৰী ইন্দিৰা আৱাস যোজনা আদি। গাওঁ কেইখনৰ লোকসকলে লাভ কৰা সুবিধাসমূহৰ এখন তালিকা তলত উল্লেখ কৰা হ'ল -

তালিকা নং- ১৫

আঁচনিৰ	পৰিয়ালৰ সংখ্যা	শতকৰা
অৰুণোদয়	৫	১৬.৬৭%
খাদ্য	১০	৩৩.৩৩%
ঘৰ	২	৬.৬৭%
শৌচালয়	০	০%
সুবিধা নোপোৱা	১৩	৪৩.৩৩%
মুঠ	৩০	১০০%

তলত পাইচিএৰ সহায়ত বৰ্ণনা কৰা হ'ল :



উপৰোক্ত তালিকা আৰু পাইচিএৰ পৰা দেখা যায় যে তথ্য সংগ্ৰহ কৰা ৩০ ঘৰ পৰিয়ালৰ মাজত ১৭ ঘৰ পৰিয়ালে বিভিন্ন ধৰণৰ চৰকাৰী আঁচনি সুবিধা লাভ কৰিছিল সক্ষম হৈছে।

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৩.০০ অধ্যয়নৰ দ্বাৰা প্ৰাপ্ত প্ৰধান তথ্যসমূহ : (MAJOR FINDINGS OF THE STUDY) :

উক্ত প্ৰকল্পটো অধ্যয়নৰ বাবে যোৰহাট জিলাৰ তিতাবৰ মহকুমা খণ্ডৰ তিনিখন গাঁও নিৰ্বাচিত কৰি লোৱা হৈছে। গাঁও কেইখন হৈছে ষ্টেচন তিনি আলি বার্ড নং ৯, পূৱালী নগৰ বার্ড নং ৮ আৰু জ্যোতিনগৰ বার্ড নং ১০। অনুসন্ধানকাৰীৰ দ্বাৰা উক্ত গাঁওকেইখনৰ অধ্যয়নৰ জৰিয়তে গাঁও কেইখনৰ আৰ্থসামাজিক জীৱন আৰু শৈক্ষিক প্ৰস্থিতিৰ বিষয়ে জানিব পৰা গৈছে। গাঁও কেইখনৰ প্ৰায় সংখ্যক লোকেই ব্যৱসায়ৰ লগত জড়িত হোৱাৰ লগতে সীমিত সংখ্যক চাকৰিয়ালো দেখা যায়। ইয়াৰোপৰি শৈক্ষিক দিশতো গাঁওকেইখন যথেষ্ট আগবঢ়া বুলিয়েই ক'ব পাৰি। গাঁওকেইখনৰ বৰ্তমান উঠি অহা সকলো শিক্ষার্থীয়ে উচ্চ শিক্ষাৰে শিক্ষিত। অৱশ্যে গাঁও কেইখনত পুৰণি ২/১জন বৃদ্ধ নিৰক্ষৰো দেখা পোৱা গ'ল। গাঁওকেইখনত ল'ৰা-ছোৱালীৰ সুবিধাৰ্হে প্ৰতি ২/৩ কিলোমিটাৰ অন্তৰে অন্তৰে প্ৰাক-প্ৰাথমিক আৰু প্ৰাথমিক বিদ্যালয় দেখা পোৱা গ'ল। উক্ত তিনিখন গাঁওতে নামঘৰৰ, মন্দিৰ লগতে প্ৰেক্ষাগৃহ থকাও দেখা গ'ল। গাঁওকেইখন ধৰ্মীয় আৰু সাংস্কৃতিক দিশতো যথেষ্ট আগবঢ়া। নামঘৰত দিহা নাম, ভাওনা, নাম-প্ৰসংগ আদি হোৱাৰ লগতে ৰাজহুৱা প্ৰেক্ষাগৃহত ল'ৰা-ছোৱালীৰ সৰ্বতোমুখী দিশৰ বিকাশৰ অৰ্থে নৃত্য, গীত আদিকে ধৰি বিভিন্ন অনুষ্ঠানসমূহ অনুষ্ঠিত কৰা হয়।

অনুসন্ধানকাৰীৰ দ্বাৰা উক্ত গাঁওকেইখনৰ প্ৰকল্প অধ্যয়নৰ জৰিয়তে জানিব পৰা গৈছে যে, গাঁওকেইখনৰ কিছু সংখ্যক পৰিয়াল চৰকাৰী আঁচনিৰ পৰা বঞ্চিত হৈছে আৰু অধিকাংশ পৰিয়ালে চৰকাৰী আঁচনিৰ সুবিধা লাভ কৰিছে। গাঁওকেইখনৰ কিছু সংখ্যকে ঘৰ, শৌচাগাৰ আদিৰ সুবিধা পোৱাৰ লগতে মহিলা সকলে অৰুণোদয় আঁচনিৰো সুবিধা লাভ কৰিছে। তদুপৰি গাঁওকেইখনৰ কিছু সংখ্যক মহিলাই পশুপালন কৰাৰ লগতে ২/১ মহিলাই বেচৰকাৰী অনুষ্ঠানত কৰ্ম কৰি থকা দেখা যায়। গতিকে, এই সকলো বিলাক দিশ চালি-জাৰি চাই গাঁওকেইখন আৰ্থসামাজিক আৰু শৈক্ষিক দিশত যথেষ্ট আগবঢ়া বুলি জানিব পৰা যায়।

গাঁওকেইখনৰ পাৰিপাৰ্শ্বিক দিশ সম্পৰ্কে লক্ষ্য কৰিলে দেখা যায় যে গাঁওকেইখনৰ লোকসকলৰ কিছু সংখ্যক পৰিয়ালে পুখুৰী, দমকলৰ পানী ব্যৱহাৰ কৰে আৰু অধিকাংশ পৰিয়ালে চৰকাৰী পানীৰ সুবিধা লাভ কৰিছে। আৰু গাঁওকেইখনৰ প্ৰত্যেক পৰিয়ালতে শৌচালয় আৰু গা-ধোৱা ঘৰৰ উপযুক্ত ব্যৱস্থা আছে। গতিকে এই ক্ষেত্ৰত গাঁওকেইখনৰ পাৰিপাৰ্শ্বিক দিশটো উন্নত বুলিয়েই ক'ব পৰা যায়। উক্ত গাঁও কেইখনৰ প্ৰত্যেক ব্যক্তিয়েই হিন্দু ধৰ্মাৱলম্বীৰ আৰু প্ৰায় সংখ্যক লোক অসমীয়া আৰু বেংগলী সম্প্ৰদায়ৰ দেখিবলৈ পোৱা যায়।

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৪.০০ পুন: অধ্যয়নৰ বাবে পৰামৰ্শ (SUGGESTIONS FOR FURTHER RESEARCH) :

উক্ত প্রকল্পটো অধ্যয়নৰ জৰিয়তে, অনুসন্ধানকাৰীয়ে গাঁও তিনিখনৰ আৰ্থ-সামাজিক জীৱন আৰু শৈক্ষিক প্ৰস্থিতিৰ বিষয়ে জানিবলৈ সক্ষম হৈছে। গাঁও তিনিখনৰ পুৰুষ সকলৰ লগতে কিছু সংখ্যক মহিলাইও অৰ্থনৈতিকভাৱে স্বাৱলম্বী আৰু আত্মনিৰ্ভৰশীল হ'বৰ বাবে পশুপালন কৰাৰ লগতে বেচৰকাৰী প্ৰতিষ্ঠানতো কৰ্মৰত হৈ আছে। অৱশ্যে উক্ত গাঁও তিনিখনত বহু সংখ্যক শিক্ষিত নিবনুৱা দেখা গ'ল। উক্ত গাঁও কেইখনৰ অধিকাংশ পৰিয়ালে মধ্যবিত্ত। উক্ত অধ্যয়নৰ জৰিয়তে, গাঁও তিনিখনত দেখা পোৱা কিছুমান সমস্যা আৰু সমস্যাসমূহ সমাধানৰ হেতু কিছুমান পদক্ষেপ গ্ৰহণ কৰিব লাগিব আৰু উপযুক্ত পৰামৰ্শৰ ব্যৱস্থা ল'ব লাগিব। এইসমূহ তলত উল্লেখ কৰা হ'ল:-

(১) গাঁও তিনিখনৰ নিবনুৱা সকলক সংস্থাপনৰ বাবে বিভিন্ন ধৰণৰ সৰু-সুৰা উদ্যোগ তথা অন্যান্য কৃষি কৰ্মত উৎসাহিত হ'বৰ বাবে অনুপ্ৰেৰণা যোগাব লাগিব। যাতে নিবনুৱাৰ হাৰ হ্রাস পায়।

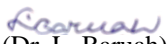
(২) গাঁও তিনিখনৰ পাৰিপাৰ্শ্বিক অৱস্থা সম্পৰ্কে অধ্যয়ন কৰি দেখা পোৱা গৈছিল যে, গাঁও তিনিখনৰ প্ৰায় সংখ্যক পৰিয়ালৰ জাবৰ পেলোৱাৰ উপযুক্ত ব্যৱস্থা নথকাৰ বাবে খালত জাবৰ পেলায় যাৰ ফলত পৰিৱেশৰ ক্ষতিগ্ৰস্ত হোৱা দেখা পোৱা গ'ল। যিহেতু এই জাবৰৰ পৰা ঘৰতে সাৰ প্ৰস্তুত কৰিব পৰা যায়, সেয়েহে জনসাধাৰণক পেলনীয়া জাবৰৰ পৰাই সাৰ প্ৰস্তুত কৰি জীৱিকাৰ পথ মুকলি কৰি ল'ব পৰাকৈ সজাগ কৰি তোলাৰ প্ৰয়োজন।

(৩) গাঁও তিনিখনত প্ৰাক-প্ৰাথমিক, প্ৰাথমিক আৰু মাধ্যমিক বিদ্যালয় দেখা পোৱা গ'ল কিন্তু উচ্চতৰ মাধ্যমিক বিদ্যালয় দেখিবলৈ পোৱা ন'গল সেয়েহে, গাঁও তিনিখনৰ জনসাধাৰণক উচ্চতৰ মাধ্যমিক বিদ্যালয় স্থাপনৰ বাবে চৰকাৰক আবেদন জনাবলৈ উৎসাহিত কৰিব লাগিব।

(৪) উক্ত গাঁও তিনিখনৰ মহিলাসকলক আত্ম-সহায়ক গোটৰ সহায়ত তাঁত বোৱা, আচাৰ বনোৱা আদি কৰ্মৰ লগত জড়িত হৈ জীৱিকাৰ পথ মুকলি কৰি ল'ব পৰাকৈ সজাগ কৰি তোলাৰ প্ৰয়োজন।

উক্ত পৰামৰ্শসমূহৰ সফল বৃপায়নৰ বাবেই প্ৰকল্পটো পুন:অধ্যয়নৰ প্ৰয়োজন আছে। তদুপৰি প্ৰকল্পটো সম্পাদন কৰোতে যিহেতু গাঁও তিনিখনৰ গোটেই কেইঘৰ পৰিয়াল সামৰি লোৱা নাই সেইবাবে অধ্যয়নটোৰ পৰা প্ৰাপ্ত তথ্যসমূহ সম্পূৰ্ণৰূপে গাঁও তিনিখনৰ ক্ষেত্ৰত প্ৰযোজ্য ন'হবও পাৰে। সেইবাবে, এই ক্ষেত্ৰতো প্ৰকল্পটো পুন:অধ্যয়ন কৰাৰ প্ৰয়োজন আছে।

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৫.০০ সামৰণি (CONCLUSION) :

যোৰহাট জিলাৰ ভিতাবৰ মহকুমা খণ্ডৰ নিৰ্বাচিত গাঁওসমূহৰ আৰ্থ-সামাজিক জীৱন আৰু শৈক্ষিক প্ৰস্থিতিৰ এক প্ৰকল্প ভিত্তিক অধ্যয়নৰ জৰিয়তে গাঁও তিনিখনৰ আৰ্থ-সামাজিক জীৱন আৰু শৈক্ষিক দিশটোৰ কিছু আভাস পোৱা গ'ল লগতে গাঁও তিনিখনৰ মুঠ জনসংখ্যা, পুৰুষ আৰু মহিলাৰ সংখ্যা জানিব পৰা গ'ল। গাওঁ কেইখনৰ মুঠ জনসংখ্যা হ'ল ২৯৮ ঘৰ। গাওঁ কেইখনত পুৰুষৰ সংখ্যা মহিলাৰ সংখ্যাতকৈ কিছু পৰিমাণে বেছি দেখা যায়। গাওঁ কেইখনত ১৮ বছৰ বয়সৰ ওপৰৰ জনসংখ্যা অধিক দেখা গৈছিল আৰু ১৮ বছৰৰ তলৰ বয়সৰ জনসংখ্যা কম দেখা যায়। গাওঁ কেইখনৰ সকলো লোকেই হিন্দু ধৰ্মাৱলম্বীৰ দেখা পোৱা গ'ল।

প্ৰকল্প অধ্যয়নৰ বাবে নিৰ্বাচন কৰি লোৱা গাঁও তিনিখনৰ প্ৰায় সংখ্যক লোক ব্যৱসায়ৰ লগত জড়িত হোৱাৰ লগতে সীমিত সংখ্যক চাকৰিয়াল আৰু সীমিত সংখ্যক পৰিয়াল পশু পালনৰ লগত জড়িত হৈ থকা দেখা পোৱা গ'ল। গাঁও তিনিখনৰ সঞ্চয় ব্যৱস্থাৰ দিশটো চালে ক'ব পাৰি যে, গাঁও তিনিখনৰ প্ৰায় সংখ্যক লোকেই বেংকত সঞ্চয় কৰে আৰু সীমিত সংখ্যক পৰিয়ালে ডাকঘৰ আৰু নগতভাৱে সঞ্চয় কৰে। গাঁও কেইখনৰ কিছু সংখ্যক লোক আৰ্থিক ভাৱে দুৰ্বল হোৱাৰ বাবে কিছুমান পৰিয়ালে চৰকাৰী আঁচনিৰ সুবিধাও লাভ কৰা দেখা যায়। গতিকে, এই দিশ সমূহৰ পৰা নিৰ্বাচিত গাঁও তিনিখনৰ অৰ্থনৈতিক স্থিতি সম্পৰ্কে জানিব পৰা যায়। ক্ষেত্ৰ অধ্যয়নৰ জৰিয়তে জানিব পৰা গ'ল যে, গাঁও তিনিখন শিক্ষাৰ ক্ষেত্ৰখনো যথেষ্ট আগবঢ়া। গাঁও তিনিখনৰ প্ৰায় সংখ্যক লোকেই উচ্চ শিক্ষাৰে শিক্ষিত। গাওঁ কেইখনৰ কিছু সংখ্যক লোক হে নিৰক্ষৰ যদিও তেওঁলোকৰ ল'ৰা-ছোৱালি শিক্ষাৰ ক্ষেত্ৰত অতি আগবঢ়া।

নিৰ্বাচিত গাঁও তিনিখনৰ অধিকাংশই পোহৰৰ উৎস হিচাপে বিজুলী বাতি ব্যৱহাৰ কৰাৰ লগতে সীমিত সংখ্যক পৰিয়ালে সৌৰশক্তি আৰু কেৰাচিন ব্যৱহাৰ কৰা দেখা গ'ল। খোৱা পানীৰ সমস্যাও এক মনকৰিবলগীয়া দিশ। গাওঁ কেইখনত পানী যোগান আঁচনি নিয়মিত ভাৱে আছে আৰু খুব কম সংখ্যক পৰিয়ালে দমকলৰ পৰা খোৱা পানীৰ যোগান ধৰে। আৰু উক্ত গাঁও তিনিখনৰ সকলোৰে ঘৰতে শৌচাগাৰ, গা-ধোৱা ঘৰ, জীৱ-জন্তু পোহাৰ বাবে উপযুক্ত ব্যৱস্থা থকাও দেখা যায়। গাওঁ কেইখনৰ অধিকাংশ পৰিয়ালৰে নিজা ঘৰ-বাৰী থকা দেখা গ'ল আৰু খুব কম সংখ্যক পৰিয়ালে ভাড়া ঘৰত বসবাস কৰা দেখা গ'ল।

উক্ত গাঁও তিনিখনত কৰা অধ্যয়নৰ জৰিয়তে গাঁও তিনিখনৰ বিভিন্ন সমস্যা সমূহ জানিব পৰা গ'ল। গাঁও তিনিখনৰ আৰ্থ-সামাজিক দিশ আৰু শৈক্ষিক দিশটো উন্নত কৰিবৰ বাবে চৰকাৰী বেচৰকাৰী অনুষ্ঠানে সমূহে জনসাধাৰণক সজাগ আৰু সচেতন কৰি তুলিব লাগে। তদুপৰি গাঁও কেইখনত দেখা গ'ল যে, গাঁও তিনিখনৰ প্ৰায় সংখ্যক লোকৰ ঘৰতেই জাবৰ পেলাবৰ বাবে

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উপযুক্ত ব্যৱস্থা নাই। গতিকে, গাঁও কেইখনত জাবৰ পেলোৱাৰ উপযুক্ত ব্যৱস্থা গ্ৰহণ কৰাৰ প্ৰয়োজন আছে। উক্ত গাঁও তিনিখনত প্ৰাক-প্ৰাথমিক, প্ৰাথমিক, মাধ্যমিক বিদ্যালয় আছে যদিও উচ্চতৰ মাধ্যমিক বিদ্যালয় দেখিবলৈ পোৱা নগ'ল। সেয়েহে গাঁও তিনিখনত উচ্চতৰ মাধ্যমিক বিদ্যালয় স্থাপনৰ বাবে ব্যৱস্থা কৰিব লাগে। চিকিৎসালয়ৰ ক্ষেত্ৰত বাছনি কৰা গাঁও তিনিখনৰ প্ৰত্যেকখন গাওঁতে চিকিৎসালয়ৰ সুবিধা আছে।

যিহেতু অধ্যয়নটোৰ বাবে গাঁও তিনিখনৰ গোটেই কেইঘৰ পৰিয়াল সামৰি লোৱা নাই, মাত্ৰ তিনিখন গাঁৱৰ পৰা মুঠ ৩০ ঘৰহে সামৰি লোৱা হৈছে সেইবাবে অধ্যয়নটোৰ পৰা প্ৰাপ্ত তথ্যসমূহ সম্পূৰ্ণৰূপে গাঁও তিনিখনৰ ক্ষেত্ৰত প্ৰযোজ্য ন'হবও পাৰে। গতিকে, এই ক্ষেত্ৰত আৰু বিস্তৃত অধ্যয়ন কৰাৰ প্ৰয়োজন আছে।

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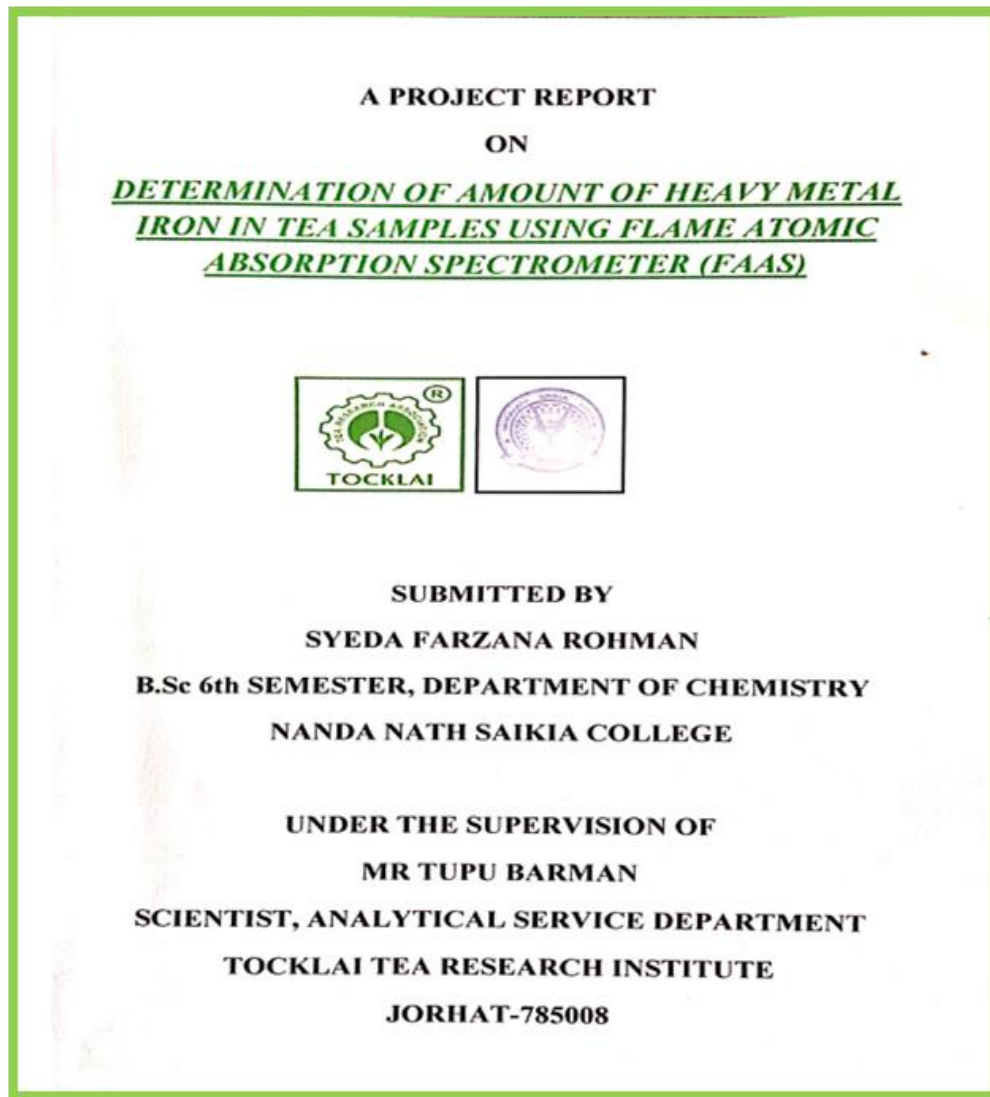


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 - (iii) Digestion
7. Results
8. Conclusion
9. Bibliography

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I would like to offer my heartiest thanks to Dr. A K Baruah, Director, Tocklai Tea Research Institute for giving permission to work in this institute and liberty to access various facilities in the laboratory.

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At last but not the least, I would like to express my sincere gratitude to faculty members of Chemistry Department, especially Dhrubajit Borah, Head of Nanda Nath Saikia College for recommending me for this winter research training at Tocklai Tea Research Institute.

With regards,

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ABSTRACT

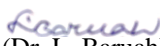
The project work entitled "Determination of The Amount of heavy metal Iron in Tea using Flame Atomic Absorption spectrometer(FAAS)" was carried out at Analytical service Department, Tocklai Tea Research Institute, Jorhat. The work describe about the determination of the amount of heavy metal (Fe) present in Tea samples. The amount of heavy metal in Tea has been of great concern because of their toxic effect when their concentration is more than the permissible level. These metals enter in the environment by different ways such as Industrial activities, soil pollution, vehicle emission, paints, organic manure, fertilizers. We have used flame atomic absorption spectrometer technique to determine the concentration of heavy metals (Fe) in different type of Tea samples.

I. INTRODUCTION




The Tocklai Tea Research Institute (formerly Tocklai Experimental Station) was established in 1911, at a site near the River Tocklai in Jorhat, Assam. Tocklai is the oldest and the largest Tea research institute in the world. It is a pioneer in the research and development of tea and an innovator in providing extension services to the tea industry. Research on all aspects of tea cultivation and processing is carried out at Tocklai Experimental station, Jorhat the oldest and the largest research station of its kind in the world. The Analytical Services department undertakes analysis of soils, soil amendments and other agricultural inputs like synthetic fertilizers, organic manures, micronutrients, pesticide residues and heavy metals. Samples received from tea estates are promptly analysed and reports sent enabling the estates to carry out the agricultural operations in time. Analytical laboratory is accredited by National Accreditation Bureau for Testing and Calibrating Laboratories (NABL) under ISO 17025.

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Tea is one of the most popular and lowest cost beverages in the world and consumed by a larger number of people. Globally, Tea is cultivated in 3.94 million hectares with an annual production of 4162 million kg.(1) India's rank second in terms of area (0.58 million hectares) and production (966 million kg).Tea is one of the most popular alcohol-free and caffeinated beverages in the world.

It is made from new tea leaves and then brewed with boiling drinking water to get a tea infusion. Tea trees are mainly grown in some Asian and African countries, such as China, India, Sri Lanka, Kenya and Zimbabwe, etc. Because tea contains tea polyphenols (catechins), amino acids, tannic acid, and other antioxidants drinking tea is considered beneficial to human health, including the prevention of many diseases since it has been proven to prevent Alzheimer's disease, high blood pressure, and obesity . In addition, the essential trace elements in humans can be supplemented through drinking tea because tea leaves contain potassium, manganese, selenium, boron, zinc, strontium and copper.

It has been suggested that green Tea and black Tea may protect against cancer, though the catechins found in green Tea are thought to be more effective in preventing certain obesity – related cancer such as liver and colorectal cancer.

Negative effects of Tea drinking are centered around the consumption of sugar used to sweeten the Tea. Those who consume very large quantities of brick Tea may experience fluorosis.

Presence of excess of heavy metals (like Fe, Cu,Hg, Cd) affecting the development of children, intentionally high uptakes of copper may cause liver and kidney damage and even death.

5. INSTRUMENTATION

INTRODUCTION TO ATOMIC ABSORPTION SPECTROSCOPY:-

Atomic absorption (AA) is a process that occurs when ground state of atom absorbs energy in the form of light of a specific wavelength and is elevated to an excited state .The amount of light energy absorbed at this wave length will increase as the number of atoms of the selected element in the light path increases.

The basic instrumentation for atomic absorption requires a primary light source , an atom source, a monochromator, a detector to measure the light accurately ,electronics to treat the signal ,and a data display to show the result .The light source normally used is either a hollow cathode lamp or an electrode less discharge lamp.

The atom source used in the system just described must produce free analyte atoms from the sample .The source of energy for free atom production is heat, most commonly in the form of an air acetylene flame .The sample is introduced as an aerosol into the flame .This system is referred to as flame sampling .The flame burner head is aligned so that the light beam passes through the flame, where the light is absorbed.



Internship Programme in Tocklai Tea Research Institute, Jorhat



নন্দনাথ শইকীয়া মহাবিদ্যালয় NANDANATH SAIKIA COLLEGE

Affiliated to Dibrugarh University

Metric No: 2.3.1	Heading EXPERIENTIAL LEARNING, PARTICIPATORY LEARNING AND PROBLEM SOLVING METHODOLOGIES, USE OF ICT FOR EFFECTIVE TEACHING LEARNING
EXPERIENTIAL AND PARTICIPATORY LEARNING THROUGH INTERNSHIP PROGRAMME	

6. MATERIALS AND METHOD

SAMPLE COLLECTION:

The Tea samples were collected in summer season i.e. June to July 2017. A Total of 12 Tea samples were collected during this season from randomly selected areas of Jorhat city. The Tea sample were collected and preserved for analysis.

Method of Preparation:

Element: Iron

Reference Standard used: 1001 mg/L4 mg/L.

- Stock standard solution:

Pipette out 10.0 ml of the above reference standard of iron in a 100 ml volumetric flask and make up the volume with 0.2% Solution (A).

The concentration of the stock solution (A) so obtains 100 mg/

- Working standard solution :

The working standards were prepared by suitably diluting the stock solution (A).Preparation of working standard solution from stock (For 1.5 gm tea sample)

Working Standard Solution	Volume of Stock Solution Taken(ml)	Final Volume (ml)	Final Concentration Of working Standard Solution (mg/L)
1	0.5	50	1.0
2	1.0	50	2.0
3	2.0	50	4.0
4	4.0	50	8.0
5	8.0	50	12.0

Digestion (Method for Di-Acid digestion):

Accurately weigh test portion (1.5 gm Made Tea sample) in to 100 ml conical flask added 17ml and 4ml then place on hot plate . Evaporate to near dryness to obtain clear solution and then cool .Transfer to 25 ml volumetric flask and make up the volume with de-ionized water.Prepared reagent blank containing same amounts of acids taken from same lots, evaporated as above.

7. RESULTS

Sample extraction:

Sample code	Concentration (mg/kg)
Blank-1	0.434
Blank-2	0.427
Blank-3	0.417
Sample-1	14.59
Sample-2	13.14
Sample-3	7.011
Sample-4	7.745
Sample-5	6.230
Sample-6	14.54
Sample-7	5.513
Sample-8	10.39
Sample-9	15.42
Sample-10	11.28

Internship Programme in Tocklai Tea Research Institute, Jorhat



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EXPERIENTIAL AND PARTICIPATORY LEARNING THROUGH INTERNSHIP PROGRAMME

8.CONCLUSION

As an undergraduate of the Nanda Nath Saikia College I would like to say that this training program is an excellent opportunity for us to get to the ground level and experience the things that we would have never gained through going straight into a job. I am grateful to the *Nanda Nath Saikia College and Tocklai Tea Research Association* for giving me this wonderful opportunity .

Tea is the most common beverage used in everyday life by everyone. It must follow the UL recommended by WHO for heavy metals. In present study 12 tea samples were analysed for Fe. All Tea samples tested in this study were well below the FSSAI MLC (maximum limits)of 150 mg/kg for Fe in made Tea sample.

I have gained lots of knowledge and experience needed to be successful in a great research challenge.

Internship Programme in Tocklai Tea Research Institute, Jorhat



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Metric No:	Heading
2.3.1	EXPERIENTIAL LEARNING, PARTICIPATORY LEARNING AND PROBLEM SOLVING METHODOLOGIES FOR ENHANCING TEACHING LEARNING EXPERIENCES USING ICT TOOLS

EXPERIENTIAL AND PARTICIPATORY LEARNING THROUGH TRAINING



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 Titabor, Titabor, 785630, AS, India
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EXPERIENTIAL AND PARTICIPATORY LEARNING THROUGH TRAINING

Two Day Workshop on Physical Fitness and Relaxation





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EXPERIENTIAL AND PARTICIPATORY LEARNING THROUGH SPECIAL CAMP

Special Camp on Health and Hygiene





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PARTICIPATORY LEARNING THROUGH EXTENSION PROGRAMME





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Metric No:	Heading
2.3.1	EXPERIENTIAL LEARNING, PARTICIPATORY LEARNING AND PROBLEM SOLVING METHODOLOGIES, USE OF ICT FOR EFFECTIVE TEACHING LEARNING
PARTICIPATORY LEARNING THROUGH PREPARATION OF WALL MAGAZINE/ HAND WRITTEN MAGAZINE	



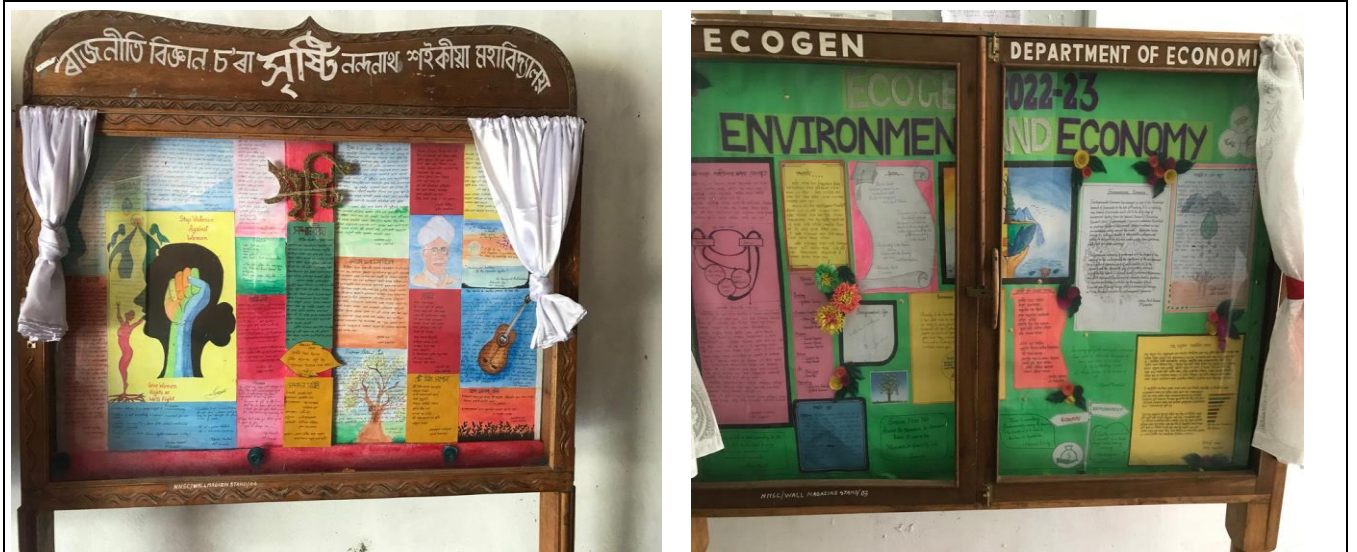
Students are preparing wall magazine



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EXPERIENTIAL AND PARTICIPATORY LEARNING THROUGH PREPARATION OF WALL MAGAZINE/
 HAND WRITTEN MAGAZINE



FIELD WORK/EDUCATIONAL TOUR

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

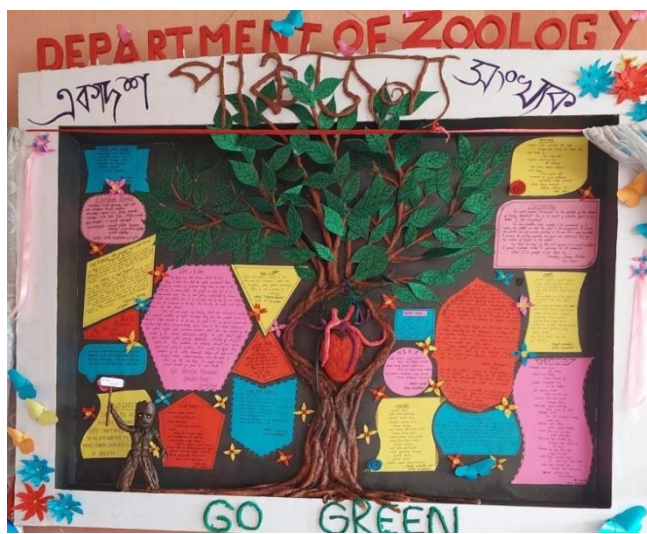


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PARTICIPATORY LEARNING THROUGH PREPARATION OF WALL MAGAZINE/ HAND WRITTEN MAGAZINE



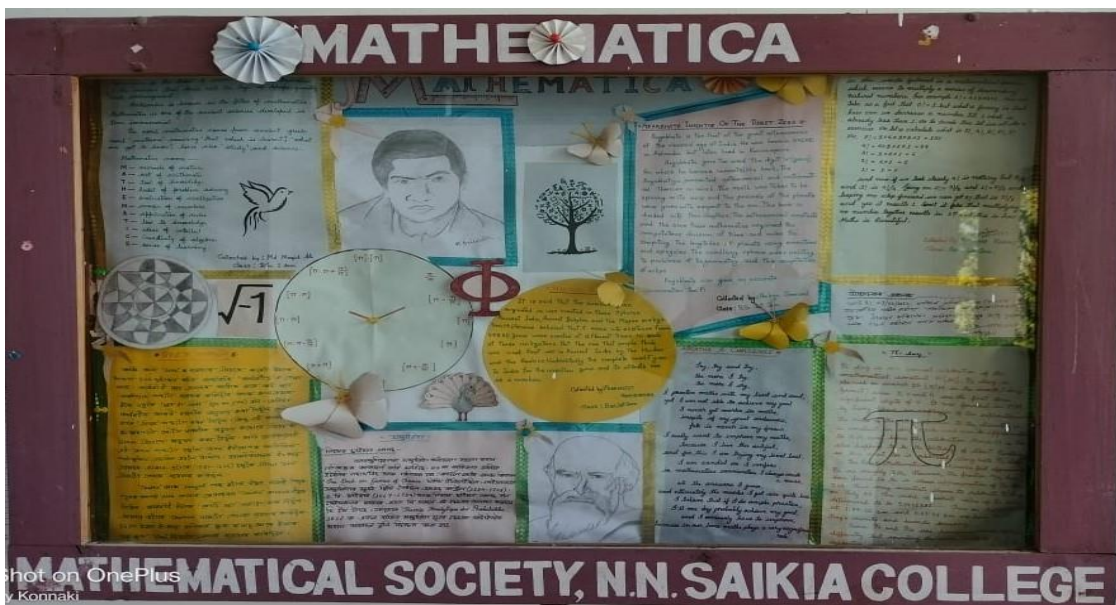
Wall magazines of different departments



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PARTICIPATORY LEARNING THROUGH PREPARATION OF WALL MAGAZINE/ HAND WRITTEN MAGAZINE



Wall magazines of different departments

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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PARTICIPATORY LEARNING THROUGH PREPARATION OF WALL MAGAZINE/ HAND WRITTEN MAGAZINE	



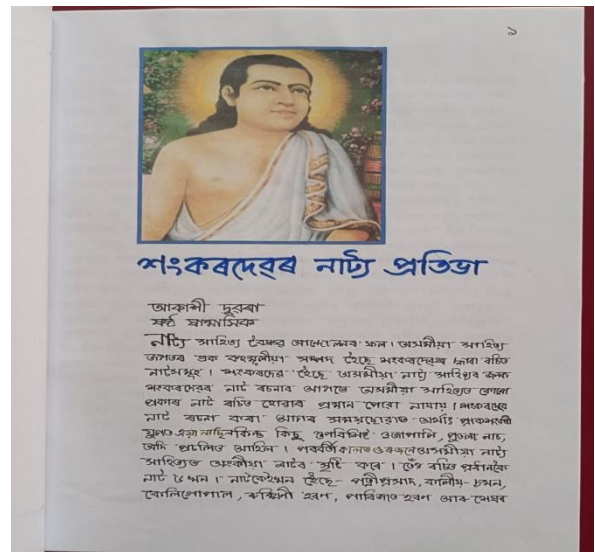
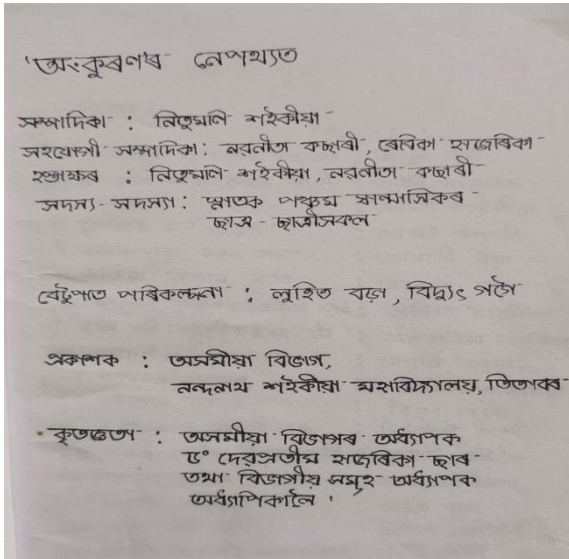
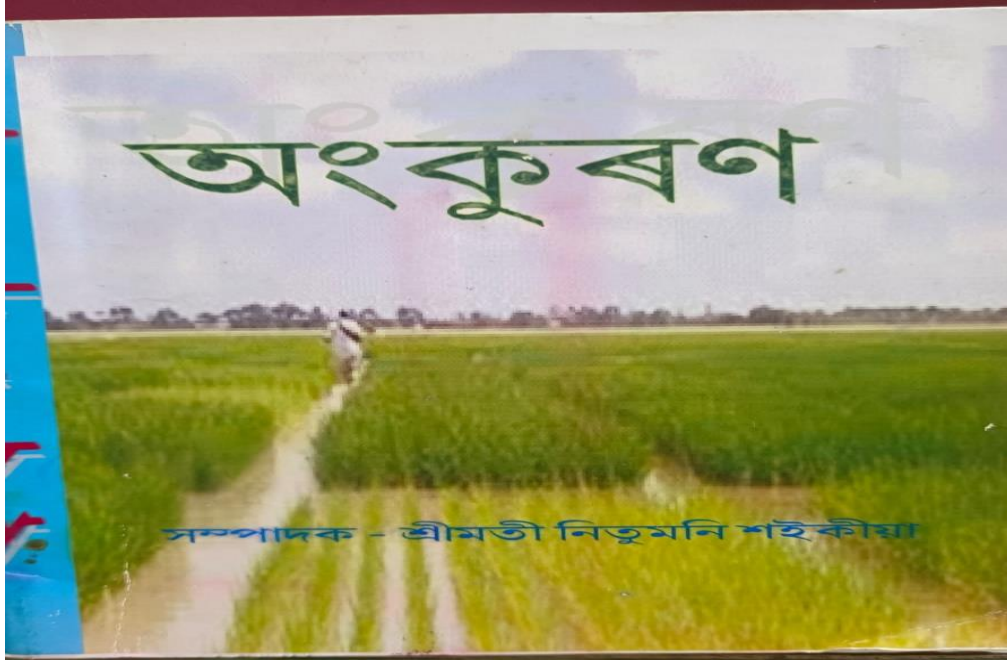
Hand written magazine of departments



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Hand written magazine of department of Assamese



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PARTICIPATORY LEARNING THROUGH PREPARATION OF WALL MAGAZINE/ HAND WRITTEN MAGAZINE



Hand written News letter prepared by the Students

(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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PARTICIPATORY LEARNING THROUGH SEMINAR PRESENTATION AND GROUP DISCUSSION



Seminar presentation by the students

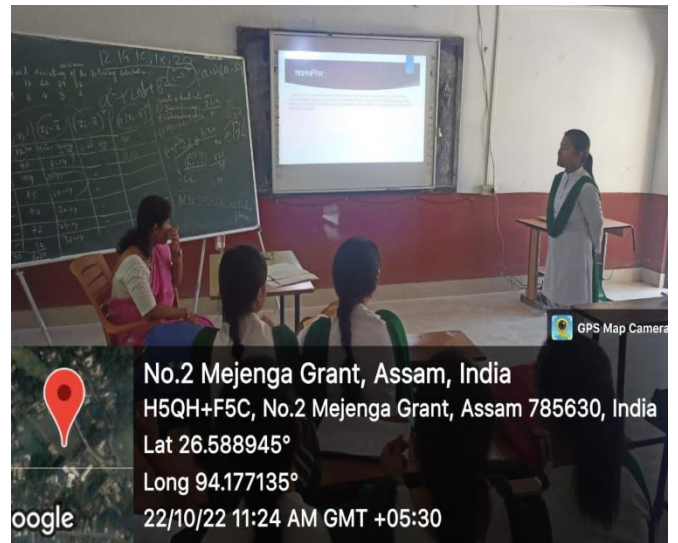


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PARTICIPATORY LEARNING THROUGH SEMINAR PRESENTATION AND GROUP DISCUSSION



Seminar presentation by the students

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

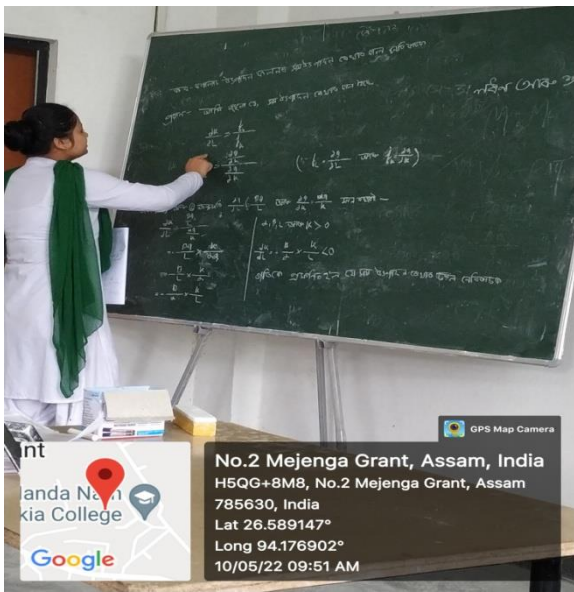


Mr. J.P. Oza
(Mr. J.P. Oza)
Coordinator, IQAC
N.N. Saikia College, Titabar



Metric No: 2.3.1	Heading EXPERIENTIAL LEARNING, PARTICIPATORY LEARNING AND PROBLEM SOLVING METHODOLOGIES, USE OF ICT FOR EFFECTIVE TEACHING LEARNING
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PARTICIPATORY LEARNING THROUGH SEMINAR PRESENTATION AND GROUP DISCUSSION



Seminar presentation by the students



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PARTICIPATORY LEARNING THROUGH SEMINAR PRESENTATION AND GROUP DISCUSSION



Notice for Seminar and Group Discussion



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PARTICIPATORY LEARNING THROUGH SEMINAR PRESENTATION AND GROUP DISCUSSION

NOTICE

It is for information to the students of B.Sc Courses in Physics that the Seminars in Major Courses of all Semesters and the Group Discussion in General Courses of First and Third Semesters will be held within 8th to 11th February, 2021. So, the students are requested to prepare the topics of Seminar and Group Discussion and submit the same to the respective Course Coordinator allotted for the programme within 6th February, 2021. The time schedule of the programmes is as follows-

Date	Time	Class	Programme	Name of Course Coordinator
08/02/2021	9.00 am	B.Sc. 5 th Semester (Major)	Seminar	Dr. R. Saikia
08/02/2021	9.00 am	B.Sc. 3 rd Semester (Major)	Seminar	Mr. S. D. Nath
09/02/2021	10.00 am	B.Sc. 1 st Semester (Major)	Seminar	Mr. B. Prasad
10/02/2021	12.00 am	B.Sc. 3 rd Semester (General)	Group Discussion	Mr. B. Prasad
11/02/2021	11.00 am	B.Sc. 1 st Semester (General)	Group Discussion	Mr. H. Tanti

Sajamish Saikia
2/2/2021

(Dr. R. Saikia)
Head
Department of Physics

Notice for Seminar and Group Discussion



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EXPERIENTIAL LEARNING AND PARTICIPATORY LEARNING FROM LECTURE PROGRAMME OF EXPERTS





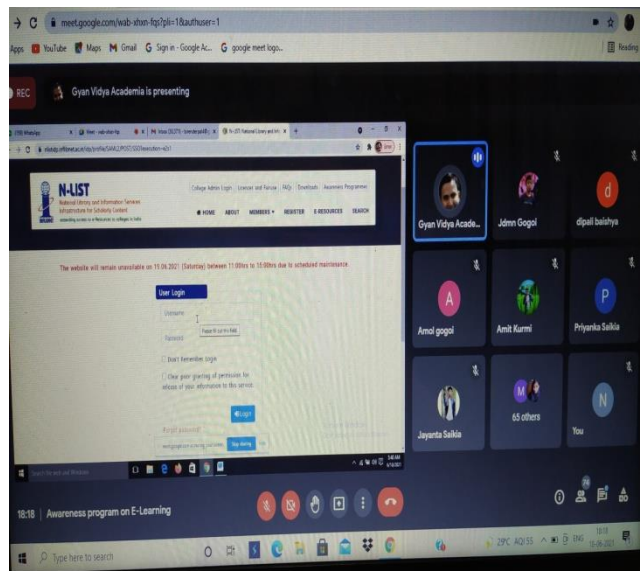
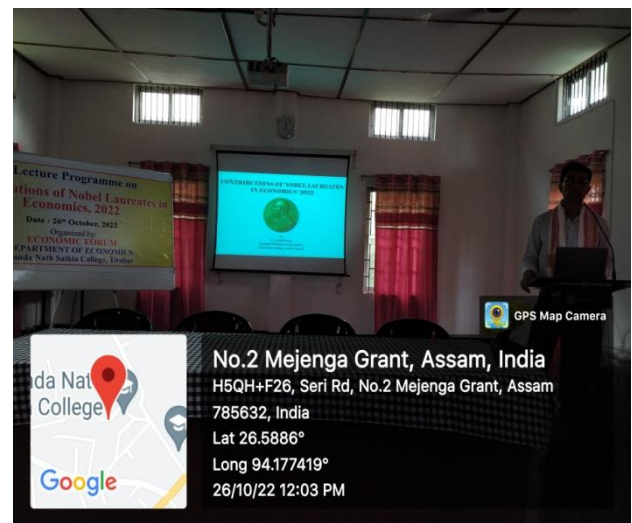
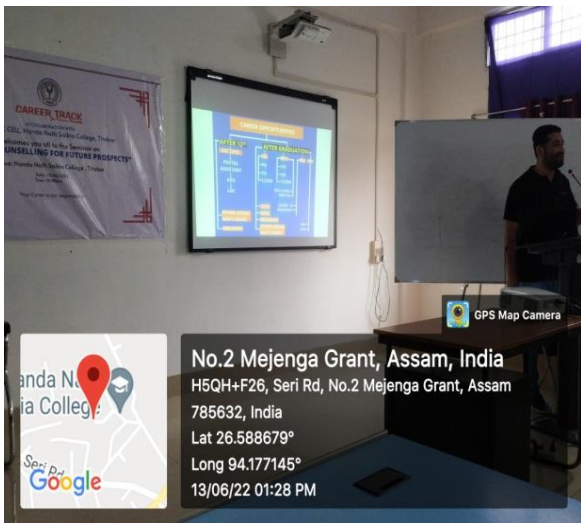
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EXPERIENTIAL LEARNING AND PARTICIPATORY LEARNING FROM LECTURE PROGRAMME OF EXPERTS



Dr. L. Baruah
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Titabar



Mr. J.P. Oza
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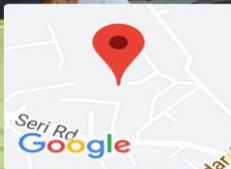
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EXPERIENTIAL LEARNING AND PARTICIPATORY LEARNING FROM LECTURE PROGRAMME OF EXPERTS



Latitude: 26.588589
Longitude: 94.177043
Elevation: 98.9±1 m
Accuracy: 7.0 m
Time: 11-04-2022 13:28
Note: room no. 26

Powered by NoteCam



No.2 Mejenga Grant, Assam, India
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Long 94.177006°
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GPS Map Camera

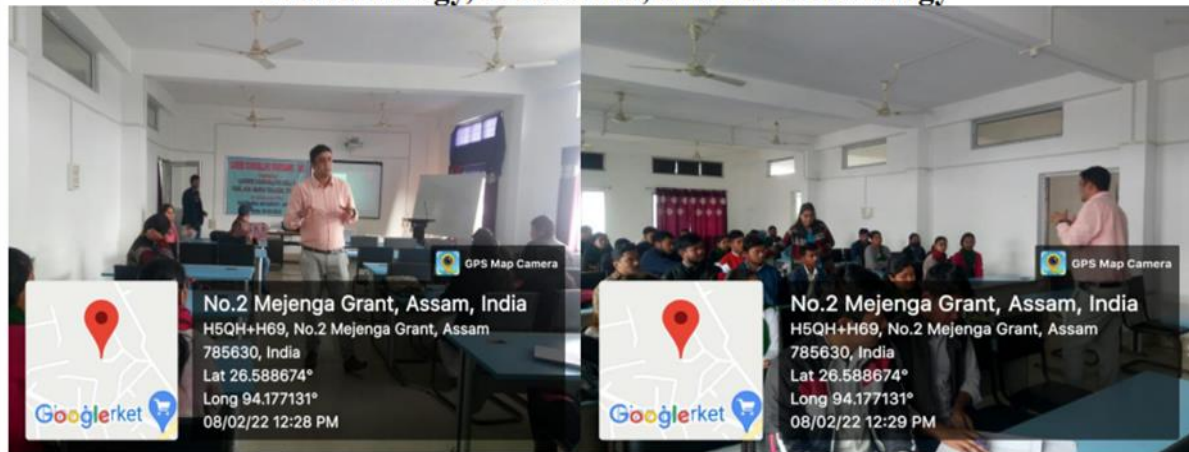


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EXPERIENTIAL LEARNING AND PARTICIPATORY LEARNING FROM LECTURE PROGRAMME OF EXPERTS	

Career Counselling Programme on opportunities for students in emerging fields of Biotechnology, Proteomics, and Nanotechnology



No.2 Mejenga Grant, Assam, India
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785630, India
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নন্দনাথ শইকীয়া মহাবিদ্যালয় NANDANATH SAIKIA COLLEGE

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CAREER OPPORTUNITIES FOR THE STUDENTS OF ARTS AND SCIENCE

Career Counseling Cell meeting was held on 7th April, 2022 in the presence of students of 6th sem, N. N. Saikia College. The resource person, Mr. Sunil Kumar Singh, from Kaciranga University delivers a talk before the students of 6th sem N. N. Saikia College.

7th April, 2022 (Sunil Kumar Singh)

1. Shobha Sharma Tamuli, 4th Semester, History Dept.
2. Nibedita Sharma, 4th Sem, History Dept.
3. Rucha Saikia, 2nd Sem, Political Science.
4. Nika Sonowal, 2nd Sem, History Dept.
5. Esha Saikia, 2nd sem, Assamese Dept.
6. Mouumi Saita, 2nd sem, Assamese Dept.
7. Khushi Borah, 2nd sem, Political Dept.
8. Sukanya Das, 2nd sem, Political Dept.
9. Ananta Saha, 2nd Sem, Political Dept.
10. Priya Bhakum, 4th Sem, Education Department
11. Kabitia Thapa, 4th Sem, Education Department
12. Ananta Nath, 2nd Sem, Political Department
13. Anshu Gogoi, 2nd Sem, Political Department
14. Basanta Gogoi, 2nd Sem, Education Department
15. Mayurakshi Bhatta, 4th Sem, History Dept.
16. Himadri Phukan, 4th Sem, " "
17. Chekhar Konjom Das, 6th sem, Pol. Soc. Department
18. Karabi Ch. Barman, Pol. Soc. Department (6th Sem)
19. Dibabati Gogoi, 2nd sem, Assamese Department

22. Farhana Tameem, 2nd sem, Education Dept.
23. Balaj Chelka, 2nd sem, Political Dept.
24. Gayatri Handiga, 2nd sem, Assamese Dept.
25. Pami Prasad, 6th Sem, Political Dept.
26. Minnaya Bhaskar, 6th Sem, Political Dept.
27. Sanjib Kumar, 6th Sem, Zoology Dept.
28. Resanta Chutia, 6th Sem, Zoology Dept.
29. Gouranga Krishna Choudhary, 6th Sem, Zoology Dept.
30. Tru Saikia, 6th Sem, Chemistry Dept.
31. Deep Jyoti Goswala, 6th Sem, Chemistry Dept.
32. Nabashree Boruah, 6th Sem, Chemistry Dept.
33. Rohan Manki, 6th Sem, Zoology Dept.
34. Kavina Borah, 2nd sem, English Dept.
35. Lakshmi Bodo, 2nd sem, Assamese Dept.
36. Ritamoni Goch, 2nd sem, Political Science
37. Munni Goswala, 2nd Sem, Political Dept.
38. Chintu Saikia, 6th Sem, History
39. Tanjita Debbar, 6th Sem, Chemistry.



নন্দনাথ শইকীয়া মহাবিদ্যালয় NANDANATH SAIKIA COLLEGE

Affiliated to Dibrugarh University

Metric No:	Heading
2.3.1	EXPERIENTIAL LEARNING, PARTICIPATORY LEARNING AND PROBLEM SOLVING METHODOLOGIES, USE OF ICT FOR EFFECTIVE TEACHING LEARNING
EXPERIENTIAL LEARNING AND PARTICIPATORY LEARNING FROM LECTURE PROGRAMME OF EXPERTS	

**AN AWARENESS PROGRAMME
ON
E-LEARNING AND USAGE OF
E- RESOURCES FOR THE STUDENTS**

Platform

Organised By Department of Economics,
Nanda Nath Saikia College, Titabar

Inaugurator,
Mr. Budhin Dutta
Vice-Principal
N.N. Saikia College,
Titabar

**Date: 18/06/2021
Time: 4 PM**

RESOURCE PERSON
Dr. Birender Pal
Librarian,
Kaliabar College,
Kaliabar

Coordinators,
Dr. Konnaki Konwar
Assistant. Professor & HoD
Department of Economics
Nanda Nath Saikia College, Titabar
Contact Nos: 6000893129/ 9101072645

Registration Link:
<https://forms.gle/HXFQRFL87LpYiMZ6>
To Join the Program :
<https://meet.google.com/wab-xhxn-fqs>

Students are learning from experts of various field




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A talk on
HOW TO PREPARE FOR ACS EXAMINATION
Organizes By
Career Counselling Cell
Nanda Nath Saikia College
Titabar, Assam



Invited Speaker



Mrs. Moni Rani Kalita
Superintendent of State Tax



Dr. Litool Baruah
Principal
Nanda Nath Saikia College

Saturday
25 September 2021
10:45 am - 12:00 pm

Meeting link: <https://meet.google.com/amp-iwgs-gsd>

Students are learning from experts of various field

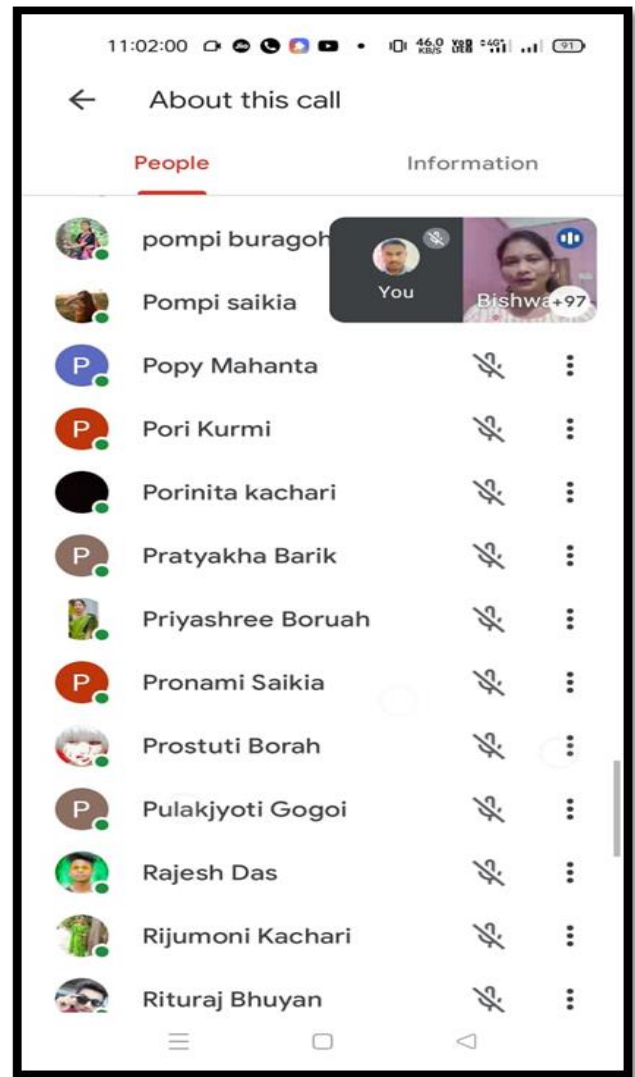
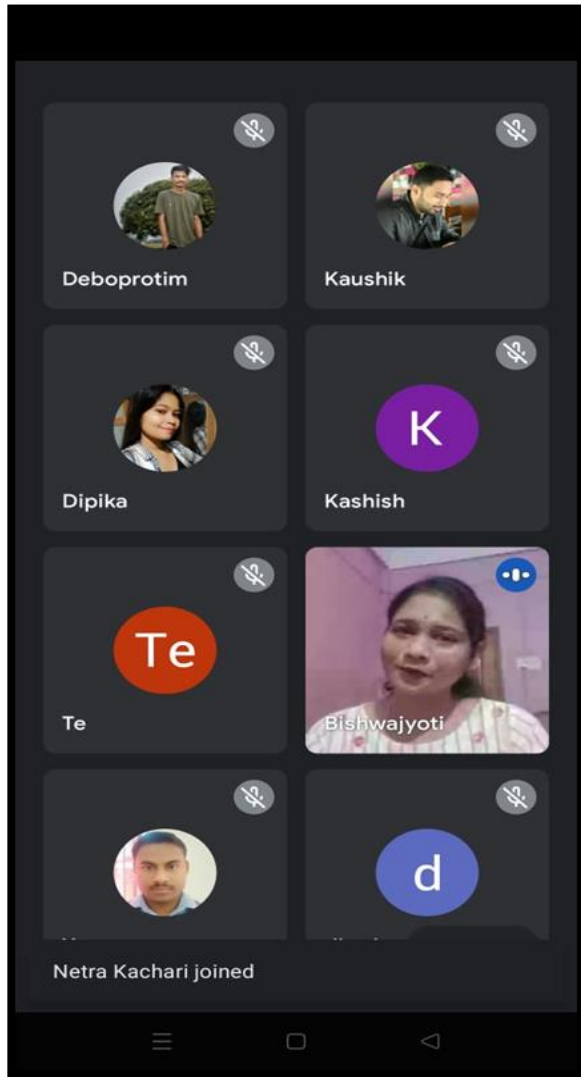


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PARTICIPATORY LEARNING FROM LECTURE PROGRAMME

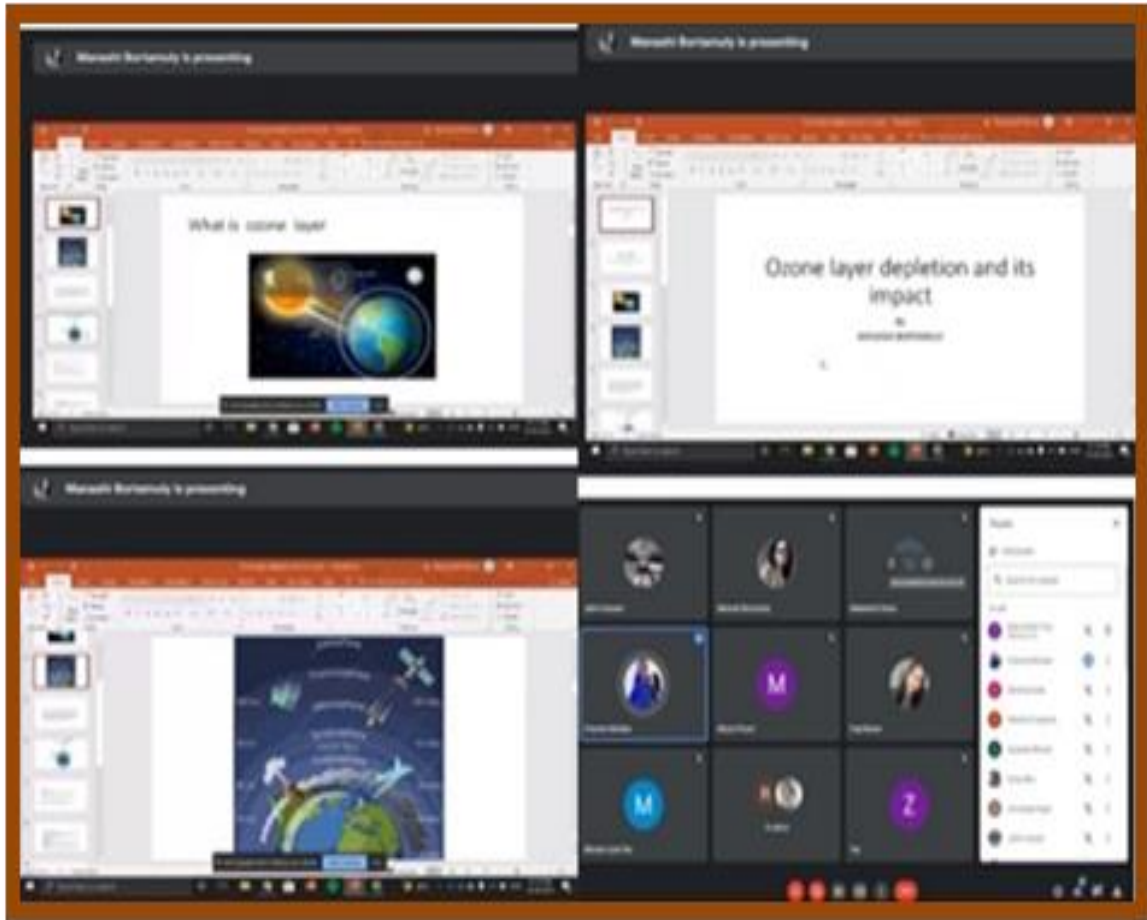




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PARTICIPATORY LEARNING FROM LECTURE PROGRAMME OF EXPERTS



Webinar on “Ozone Layer Depletion and its Impact” organised by department of Zoology



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2.3.1	EXPERIENTIAL LEARNING, PARTICIPATORY LEARNING AND PROBLEM SOLVING METHODOLOGIES ARE USED FOR ENHANCING LEARNING EXPERIENCES USING ICT TOOLS

ONLINE CLASS SCHEDULE

NOTICE

(ONLINE CLASS SCHEDULE FOR B.A. 3rd Semester (CBCS))

DATE: 13-10-2020

This is for all the concerned that Online classes for B.A. 3rd semester (CBCS) classes will start from 13-10-2020. The platform details and Class IDs are provided below:

Platform Used: Google Meet.
Class IDs are provided with respective subjects. E.g. (hgr-nuzi-ftp).

Day/Timings	10am-11am	11.00am-12.00pm	12.00pm-1.00pm	1pm-2pm
Monday	Assamese Core I (ntm-isjg-uwg)	Assamese GE 101 (tkq-vkrv-evg)	Assamese Core II (ntm-isjg-uwg)	Assamese Core III (ntm-isjg-uwg)
	Economics Core I (hgr-nuzi-ftp)	Economics GE 101 (qnf-hitv-nsq)	Economics Core II (hgr-nuzi-ftp)	Economics Core III (hgr-nuzi-ftp)
	Education Core I (qkh-ebnu-rio)	Education GE 101 (uoy-kijj-bda)	Education Core II (qkh-ebnu-rio)	Education Core III (qkh-ebnu-rio)
	English Core I (swe-abgm-uje)	English GE 101 (juj-mkdz-ckh)	English Core II (swe-abgm-uje)	English Core III (swe-abgm-uje)
	Geography Core I (qqs-prjx-ntb)	Geography GE 101 (lrx-ifgn-vet)	Geography Core II (qqs-prjx-ntb)	Geography Core III (qqs-prjx-ntb)
	History Core I (ijy-grbp-swp)	History GE 101 (fdv-zsec-zzi)	History Core II (ijy-grbp-swp)	History Core III (ijy-grbp-swp)
	Pol.Science Core I (goe-hafh-hfp)	Pol.Science GE 101 (tgr-exmy-qos)	Pol.Science Core II (goe-hafh-hfp)	Pol.Science Core III (goe-hafh-hfp)
Tuesday	do	do	do	do
Wednesday	do	do	do	do
Thursday	do	do	do	do
Friday	do	X	do	do
Saturday	do	X	do	do

Principal
13.10.2020
N.N.Saikia College
Titabar

NOTICE

(ONLINE CLASS SCHEDULE FOR B.A. 5th Semester (Non-CBCS))

DATE: 13-10-2020

This is for all the concerned that Online classes for B.A. 5th semester (Non-CBCS) classes will start from 13-10-2020. The platform details and Class IDs are provided below:

Platform Used: Google Meet.
Class IDs are provided with respective subjects. E.g. (wos-mfkt-mjo).

Day/Timings	10am-11am	11.00am-12.00pm	12.00pm-1.00pm	1pm-2pm
Monday	Assamese 501 (wos-mfkt-mjo)	Assamese 502 (wos-mfkt-mjo)	Assamese 503 (wos-mfkt-mjo)	Assamese 504 (wos-mfkt-mjo)
	Economics 501 (mqn-yctz-hvr)	Economics 502 (mqn-yctz-hvr)	Economics 503 (mqn-yctz-hvr)	Economics 504 (mqn-yctz-hvr)
	Education 501 (hod-tsuq-rti)	Education 502 (hod-tsuq-rti)	Education 503 (hod-tsuq-rti)	Education 504 (hod-tsuq-rti)
	English 501 (hkw-kcsb-yjb)	English 502 (hkw-kcsb-yjb)	English 503 (hkw-kcsb-yjb)	English 504 (hkw-kcsb-yjb)
	Geography 501 (aqk-xzj-xij)	Geography 502 (aqk-xzj-xij)	Geography 503 (aqk-xzj-xij)	Geography 504 (aqk-xzj-xij)
	History 501 (bgb-ieun-mak)	History 502 (bgb-ieun-mak)	History 503 (bgb-ieun-mak)	History 504 (bgb-ieun-mak)
	Pol.Science 501 (aeu-txen-dvy)	Pol.Science 502 (aeu-txen-dvy)	Pol.Science 503 (aeu-txen-dvy)	Pol.Science 504 (aeu-txen-dvy)
Tuesday	Do	do	do	Do
Wednesday	Do	do	do	Do
Thursday	do	do	do	Do
Friday	do	do	do	Do
Saturday	do	do	do	Do

Principal
13.10.2020
N.N.Saikia College
Titabar

Notice
21-05-2021

All the teachers are hereby requested to take classes of HS 2nd Year (Science and Arts) and B.A./ B.Sc. 2nd, 4th and 6th Semester classes through the online mode from today i.e. the 21st May, 2021 as per the direction of Dibrugarh University and Assam Higher Secondary Education Council, Assam.

Vice-Principal,
N.N.Saikia College,
Titabar

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



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



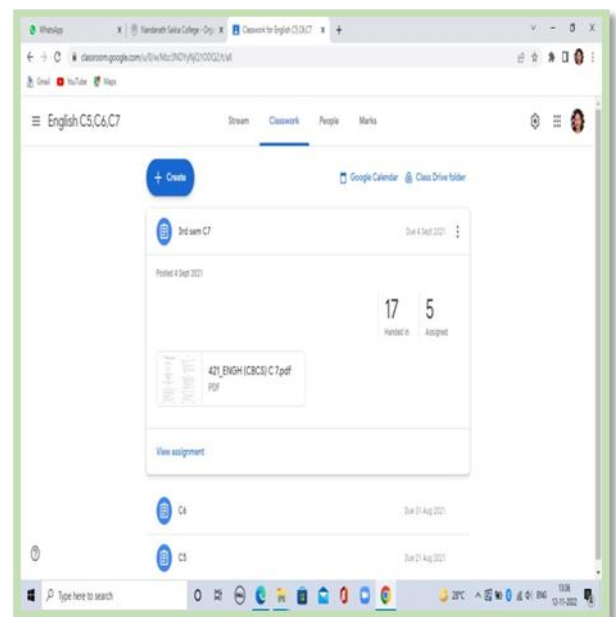
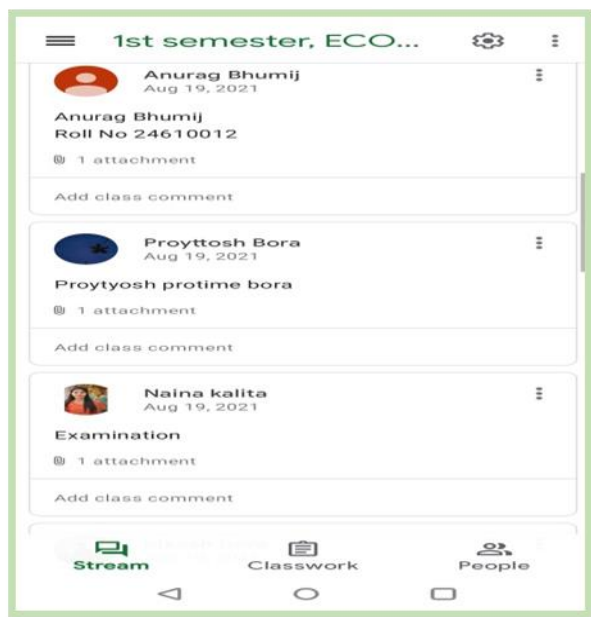
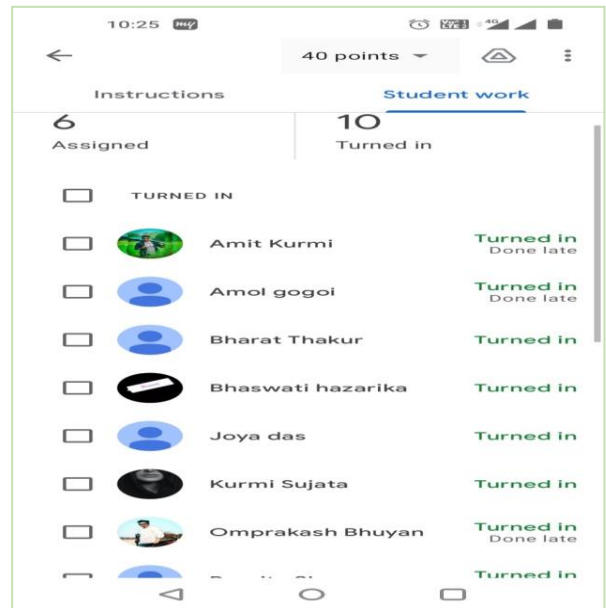
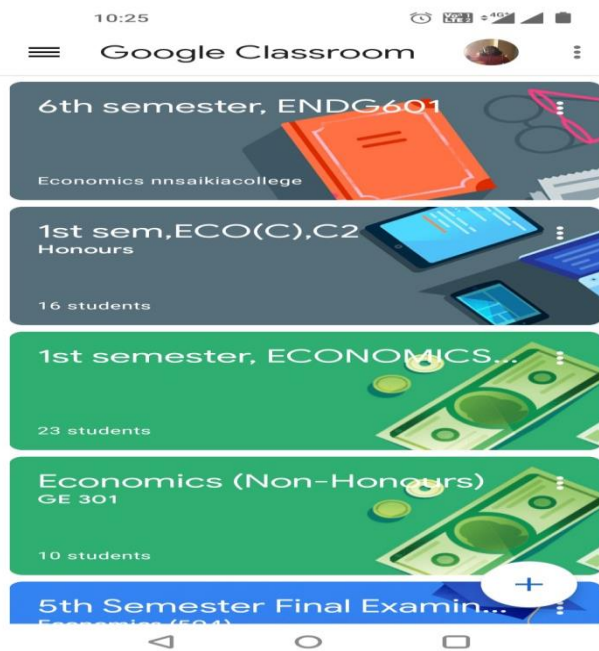
নন্দনাথ শইকীয়া মহাবিদ্যালয়

NANDANATH SAIKIA COLLEGE

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Metric No:	Heading
2.3.1	EXPERIENTIAL LEARNING, PARTICIPATORY LEARNING AND PROBLEM SOLVING METHODOLOGIES ARE USED FOR ENHANCING LEARNING EXPERIENCES USING ICT TOOLS

ENHANCING LEARNING EXPERIENCES USING ICT TOOLS



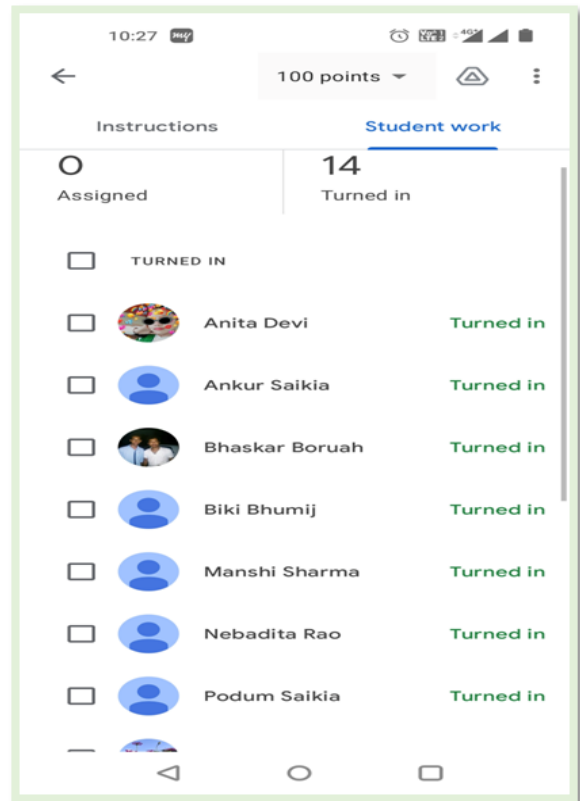
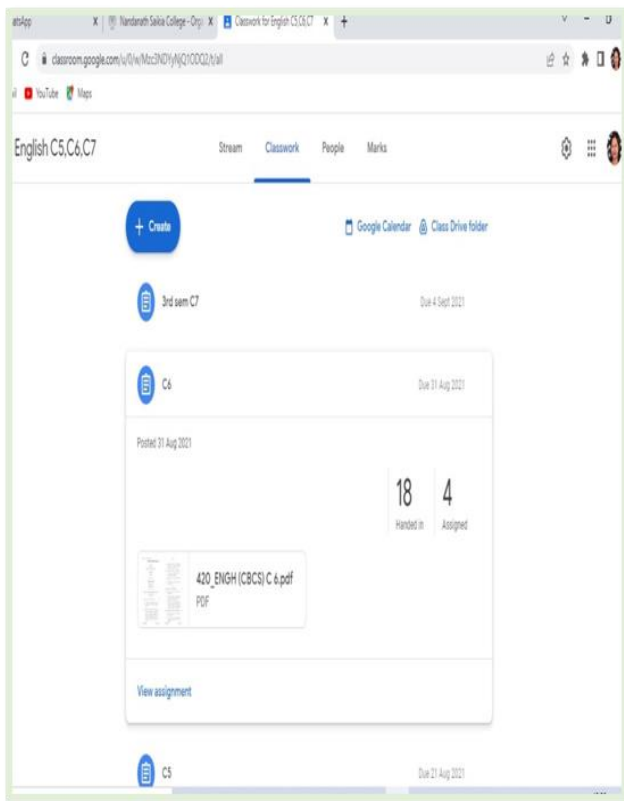


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EXPERIENTIAL LEARNING AND PARTICIPATORY LEARNING FOR ENHANCING LEARNING EXPERIENCES USING ICT TOOLS



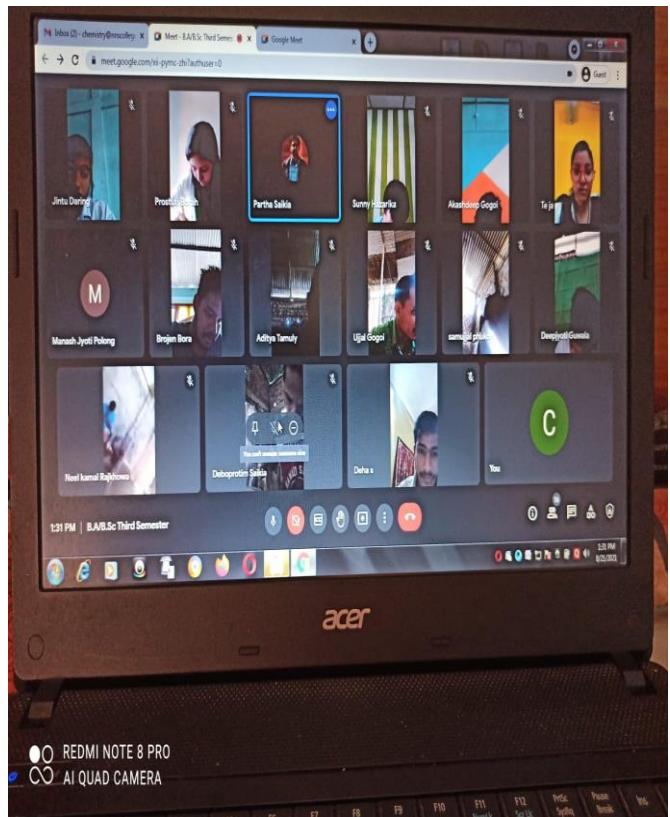
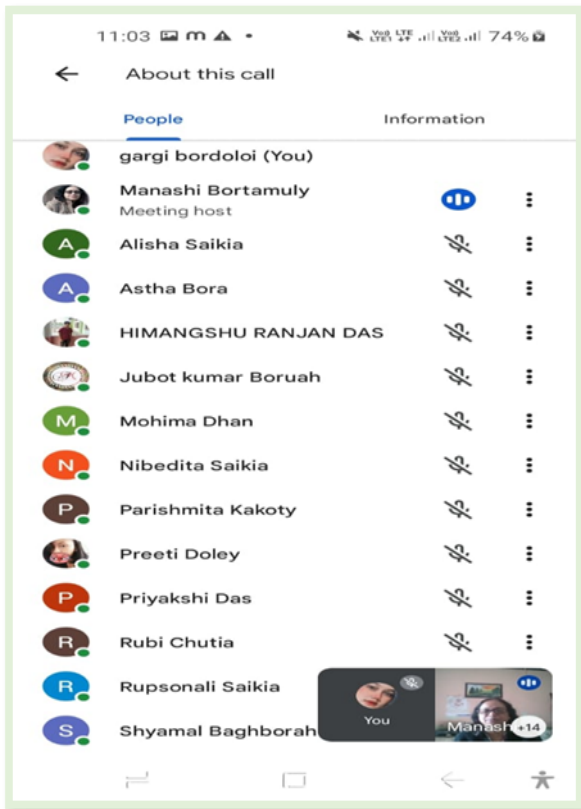


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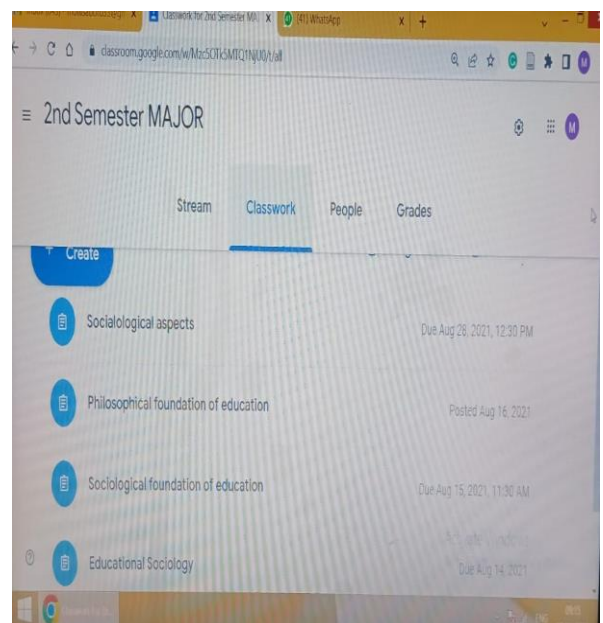
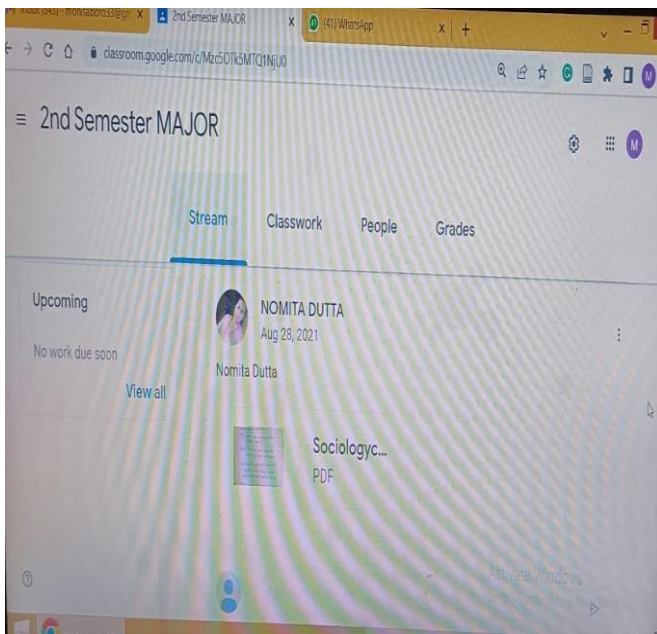
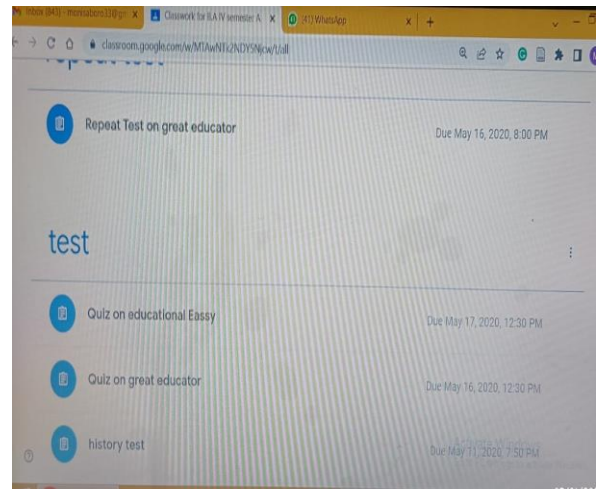
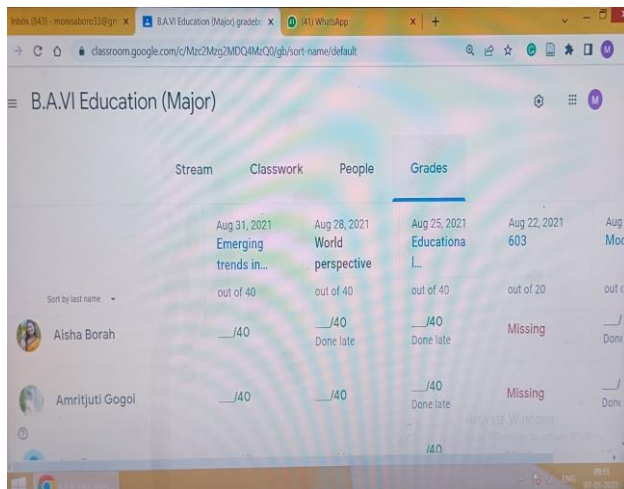




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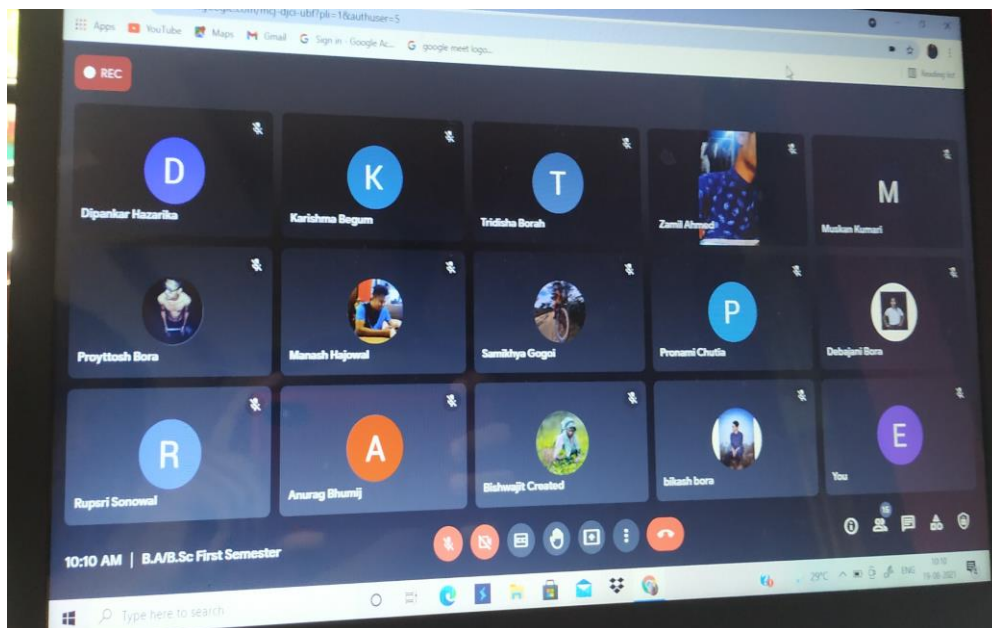
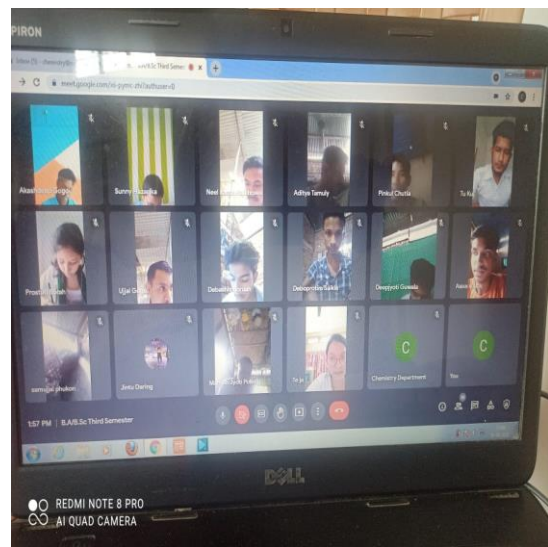
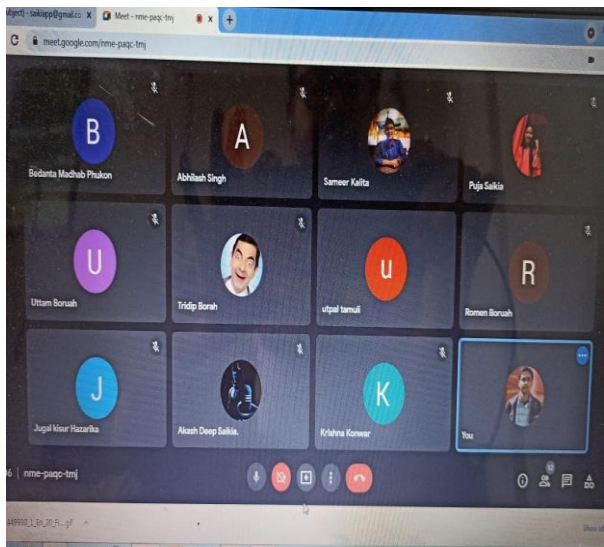
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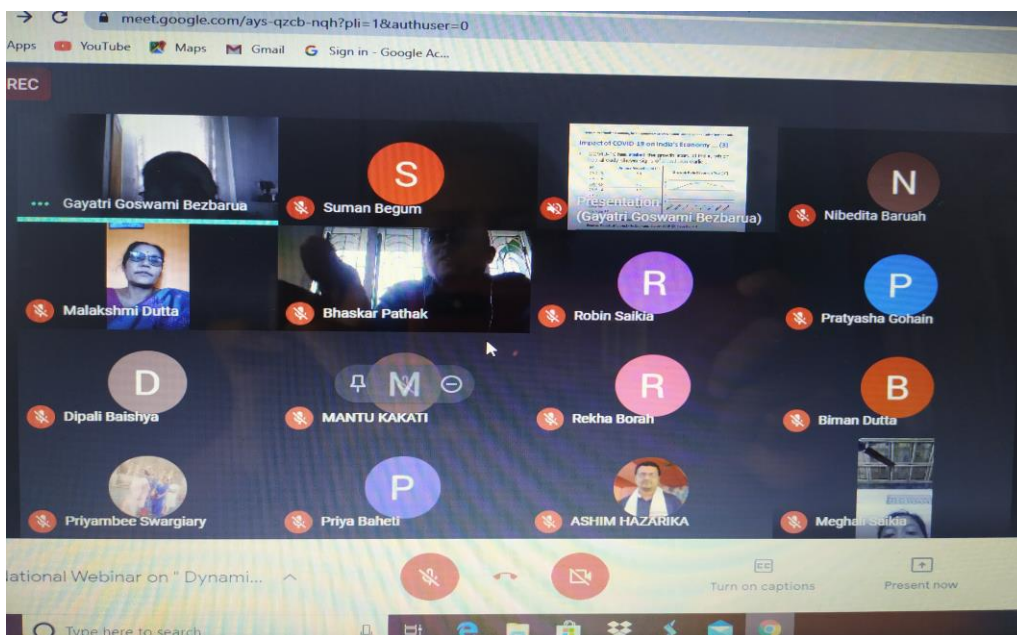
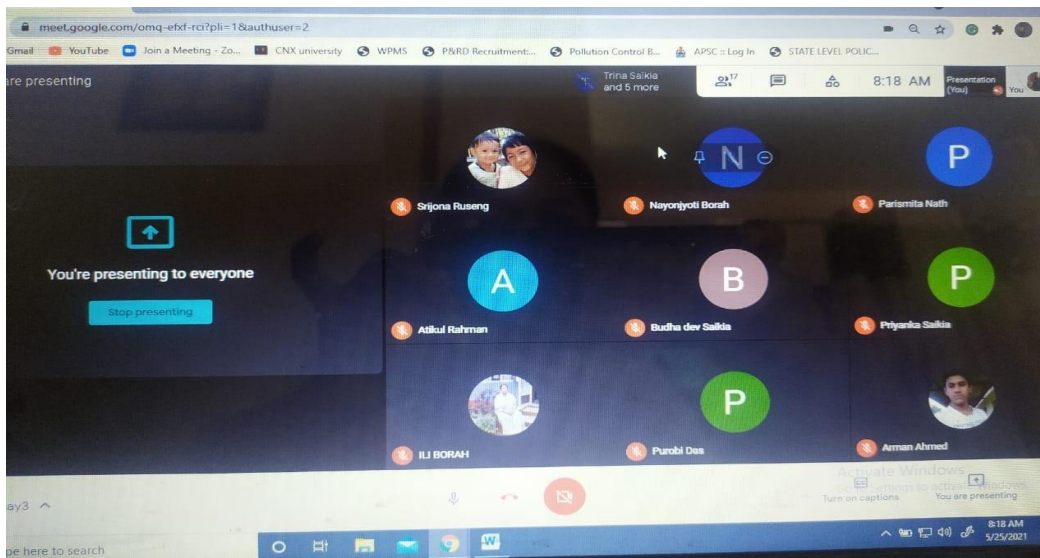
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Dr. L. Baruah
 (Dr. L. Baruah)
 Principal
 N.N. Saikia College
 Titabar



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



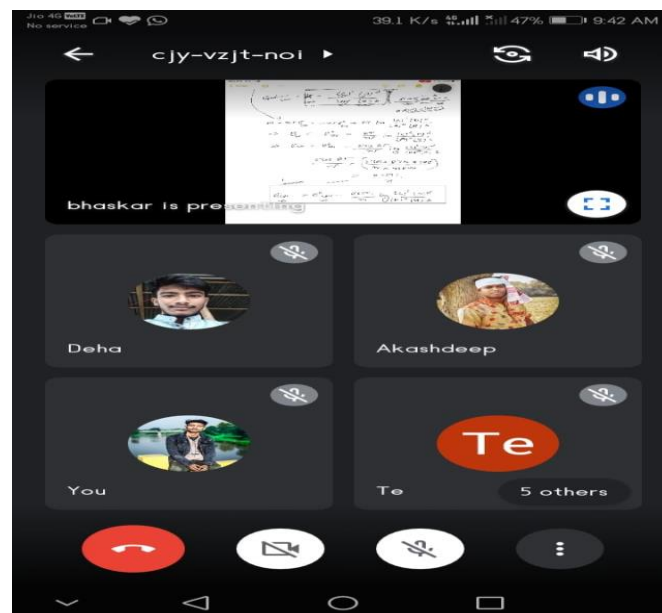
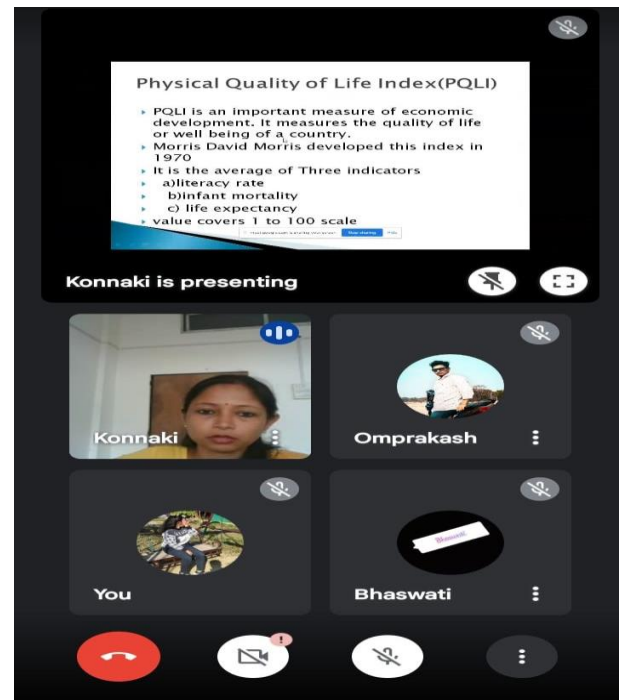
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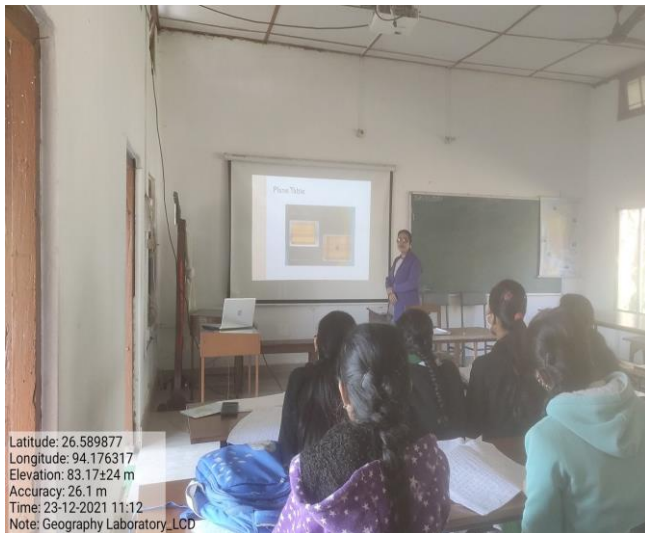
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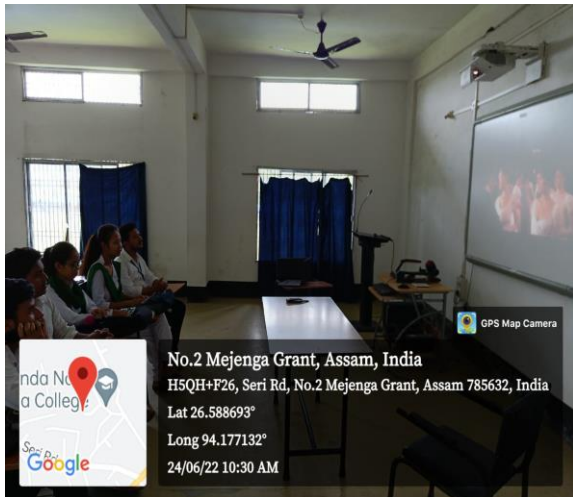




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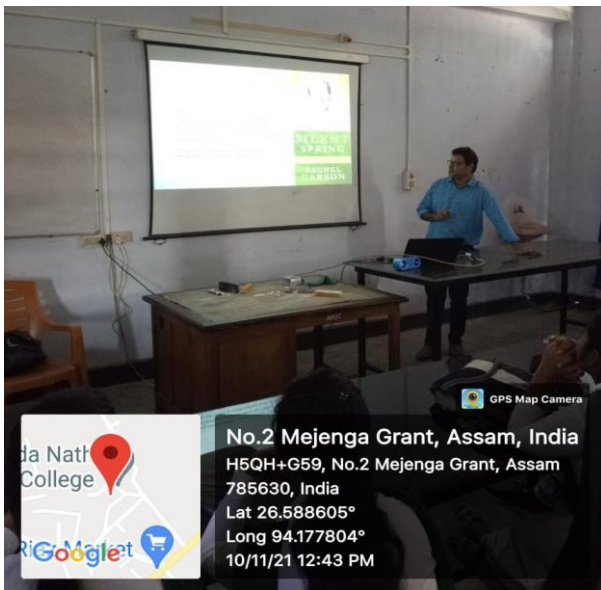


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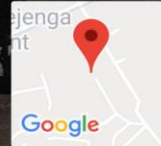
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ENHANCING LEARNING EXPERIENCES USING ICT TOOLS



POCO
SHOT ON POCO M2 PRO



No.2 Mejenga Grant, Assam, India

H5QH+P6X, No.2 Mejenga Grant, Assam 785630, India

Lat 26.590078°

Long 94.177042°

29/12/21 10:44 AM



GPS Map
Camera Lite

H5QG+8M8, No.2 Mejenga Grant, Assam 785630, India

Latitude

26.5890849°

Longitude

94.1769586°

Local 12:55:41 PM

GMT 07:25:41 AM

Altitude 39.8 meters

Wednesday, 07-09-2022



Latitude: 26.589942
Longitude: 94.176579
Elevation: 138.95±32 m
Accuracy: 37.6 m
Time: 26-12-2021 11:09
Note: Physics laboratory_LCD

Powered by NoteCam