

SONARI COLLEGE

Affiliated to Dibrugarh University



Supporting Documents for NAAC Self Study Report (SSR) (3rd Cycle) Period: 2018-2023

Criterion 1	CURRICULAR ASPECTS
Key Indicator 1.3	CURRICULUM ENRICHMENT
Metric No. 1.3.1	INSTITUTION INTEGRATES CROSSCUTTING ISSUES RELEVANT TO PROFESSIONAL ETHICS, GENDER, HUMAN VALUES, ENVIRONMENT AND SUSTAINABILITY INTO THE CURRICULUM

Submitted to



Submitted by

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Affiliated to Dibrugarh University

Metric No.
1.3.1

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human values, Environment and Sustainability into the curriculum

Table of Content for SSR Key Indicator 1.3 (Metric 1.3.1, 1.3.2)

Metric
No. 1.3.1

❖ Curriculum relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability


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Metric 1.3.1

Curriculum relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability

1. Syllabus of Ecology Paper of Zoology

C.B.C.S Undergraduate Program

Course Code: ZC102T
CORE COURSE II:
PRINCIPLES OF
ECOLOGY

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

THEORY

(Credits 4)
(Lectures=60)

Unit 1: Introduction to Ecology

6 Lectures

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

24 Lectures

Unit 2: Population

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

12 Lectures

Unit 3: Community

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

14 Lectures

Unit 4: Ecosystem

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

4 Lectures

Unit 5: Applied Ecology

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


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1. Syllabus of Environment and Public Health

GE IV: ENVIRONMENT AND PUBLIC HEALTH

THEORY

**(Credits 4)
(Lectures=60)**

)

UNIT I: Introduction

12 Lectures

Sources of Environmental hazards, hazard identification and accounting, fate of toxic and persistent substances in the environment, dose Response Evaluation, exposure Assessment.

UNIT II Climate Change

Lectures

10

Greenhouse gases and global warming, Acid rain, Ozone layer destruction, Effect of climate change on public health

Unit III Pollution

Lectures

10

Air, water, noise pollution sources and effects, Pollution control

Unit IV Waste Management Technologies

Lectures

18

Sources of waste, types and characteristics, Sewage disposal and its management, Solid waste disposal, Biomedical waste handling and disposal, Nuclear waste handling and disposal, Waste from thermal power plants, Case histories on Bhopal gas tragedy, Chernobyl disaster, Seveso disaster and Three Mile Island accident and their aftermath.

Unit 5 Diseases

Lectures

10

Causes, symptoms and control of tuberculosis, Asthma, Cholera, Minamata disease, typhoid


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2. Syllabus of Natural Resource Management

Discipline Specific Elective Natural Resource Management

(Credits: Theory-4, Practical-2)

THEORY

Lectures: 60

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


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3. Syllabus of plant Ecology and Phytogeography

Core Course IX: Plant Ecology and Phytogeography (Credits: Theory-4, Practical-2)

THEORY **Lectures: 60**

- Unit 1: Introduction** (4 lectures)
Basic concepts; Levels of organization. Inter-relationships between the living world and the environment, the components and dynamism, homeostasis.
- Unit 2: Soil** (8 lectures)
Importance; Origin; Formation; Composition; Physical; Chemical and Biological components; Soil profile; Role of climate in soil development.
- Unit 3: Water** (4 lectures)
Importance; States of water in the environment; Atmospheric moisture; Precipitation types (rain, fog, snow, hail, dew); Hydrological Cycle; Water in soil: Water table.
- Unit 4: Light, temperature, wind and fire** (6 lectures)
Variations; adaptations of plants to their variation.
- Unit 5: Biotic interactions** (2 lectures)
Trophic organization, basic source of energy, autotrophy, heterotrophy; symbiosis, commensalism, parasitism;
- Unit 6: Population ecology** (4 lectures)
Characteristics and Dynamics .Ecological Speciation
- Unit 7: Plant communities** (8 lectures)
Concept of ecological amplitude; habitat and niche; Characters: analytical and synthetic; Ecotone and edge effect; Dynamics: succession – processes, types: climax concepts.
- Unit 8: Ecosystems** (4 lectures)
Structure; Processes; Trophic organisation; Food chains and Food webs; Ecological pyramids.
- Unit 9: Functional aspects of ecosystem** (8 lectures)
Principles and models of energy flow; Production and productivity; Ecological efficiencies; Biogeochemical cycles: Cycling of Carbon, Nitrogen and Phosphorus.
- Unit 10: Phytogeography** (12 lectures)
Principles; static and dynamic phytogeography, Continental drift: Theory of tolerance Endemism; Brief description of major terrestrial biomes (one each from tropical, temperate & tundra); Phytogeographical regions of India; Local Vegetation.


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Practical

1. Estimation of solid waste generated by a domestic system (biodegradable and non-biodegradable) and its impact on land degradation.
2. Collection of data on forest cover of specific area.
3. Measurement of dominance of woody species by DBH (diameter at breast height) method.
4. Calculation and analysis of ecological footprint.
5. Ecological modeling.

Suggested Readings

1. Vasudevan, N. (2006). Essentials of Environmental Science. Narosa Publishing House, New Delhi.
2. Singh, J. S., Singh, S.P. and Gupta, S. (2006). Ecology, Environment and Resource Conservation. Anamaya Publications, New Delhi.
3. Rogers, P.P., Jalal, K.F. and Boyd, J.A. (2008). An Introduction to Sustainable Development. Prentice Hall of India Private Limited, New Delhi.

Practical

1. Study of instruments used to measure microclimatic variables: Soil thermometer, maximum and minimum thermometer, anemometer, psychrometer/hygrometer, rain gauge and lux meter.
2. Determination of pH of various soil and water samples (pH meter, universal indicator/Lovibond comparator and pH paper)
3. Analysis for carbonates, chlorides, nitrates, sulphates, organic matter and base deficiency from two soil samples by rapid field tests.
4. Determination of organic matter of different soil samples by Walkley & Black rapid titration method.
5. Comparison of bulk density, porosity and rate of infiltration of water in soils of three habitats.
6. Determination of dissolved oxygen of water samples from polluted and unpolluted sources.
7. (a). Study of morphological adaptations of hydrophytes and xerophytes (four each).
(b). Study of biotic interactions of the following: Stem parasite (*Cuscuta*), Root parasite (*Orobanch*) Epiphytes, Predation (Insectivorous plants).
8. Determination of minimal quadrat size for the study of herbaceous vegetation in the college campus, by species area curve method (species to be listed).
9. Quantitative analysis of herbaceous vegetation in the college campus for frequency and comparison with Raunkiaer's frequency distribution law.
10. Quantitative analysis of herbaceous vegetation for density and abundance in the college campus.
11. Field visit to familiarise students with ecology of different sites.

Suggested Readings

1. Odum, E.P. (2005). Fundamentals of ecology. Cengage Learning India Pvt. Ltd., New Delhi. 5th edition.
2. Singh, J.S., Singh, S.P., Gupta, S. (2006). Ecology Environment and Resource Conservation. Anamaya Publications, New Delhi, India.
3. Sharma, P.D. (2010). Ecology and Environment. Rastogi Publications, Meerut, India. 8th edition.
4. Wilkinson, D.M. (2007). Fundamental Processes in Ecology: An Earth Systems Approach. Oxford University Press. U.S.A.
5. Kormondy, E.J. (1996). Concepts of ecology, PHI Learning Pvt. Ltd., Delhi, India. 4th edition.


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4. Syllabus of Gender and Education

**SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (NON - HONOURS)
EDDSEN607 / GEEDN603: GENDER AND EDUCATION
CREDIT: 6
[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]**

Expected Learning Outcome: On completion of the course, the students will be able to:

1. explain the meaning and nature of gender and its related terms.
2. describe the gender biases and gender inequality in family, school and society.
3. describe the gender issues related to school education.
4. analyse the laws and policies related to gender equality.

Course Content:

Unit	Content	Marks	L	P	T
I	INTRODUCTION TO GENDER AND ITS RELATED TERMS:	20	20		4
	1.1.Sex and Gender: meaning and concept				
	1.2.Difference between sex and gender.		2		
	1.3.Gender role: Concept and nature.				
	1.3.1. Types of gender role.		2		
	1.4.Patriarchal and Matriarchal: Concept and nature.			1	
	• Gender role in patriarchal and matriarchal society		2		
	1.5.Social construct of Gender.			1	
	1.6.Gender Segregation: concept and nature				
	• Types of gender Segregation: Horizontal & vertical		2		
	1.6.1. Gender segregation and education.			2	
	1.7.Gender marginalisation in education				
	• Meaning, concept and nature				
	• Causes of gender marginalisation in education			3	
	• Measures for inclusion in education				
	1.8 Gender stereotyping: Meaning and concept				
	• Issues and concern related to gender stereotyping in Indian society			4	
	• Gender stereotyping and education.				
	1.9 Self silencing: concept and nature			1	


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5. Syllabus of Gender and Education

II	GENDER AND SOCIETY 2.1 Gender biases: Meaning and concept 2.1.1 Gender biases in <ul style="list-style-type: none"> • The family • The school environment • The society. 2.2. Gender socialization: Meaning and concept. 2.2.1. Gender socialization <ul style="list-style-type: none"> • Role of the family • Role of the school • Role of the society • Role media and popular culture (film and advertisement) 2.3 Gender inequality in education in terms of <ul style="list-style-type: none"> • Caste • Religion • Region 2.4 Issues related to women/girl child: <ul style="list-style-type: none"> A. Female foeticide and infanticide B. Sex ratio C. Honour killing D. Dowry E. Child marriage 	20	15		4
III	GENDER INEQUALITY IN THE SCHOOL: 3.1 Gender discrimination in the <ul style="list-style-type: none"> • Construction and dissemination of knowledge. • Text books • Hidden curriculum. 3.2 Gender inequality and school <ul style="list-style-type: none"> • Infrastructure • Curricular and co-curricular activities. 3.3 Gender issues in school education: Problem of Access, Retention, Stagnation and Drop-out. 3.4 Gender and equality: <ul style="list-style-type: none"> • Role of the school, peer, teacher, curriculum and textbooks in reinforcing equality. 3.5 Gender inclusive approach <ul style="list-style-type: none"> • Single sex school • Child friendly school • Girl friendly school Their significance in inclusive education.	20	20		3
IV	LAWS, ARTICLES AND POLICIES TO BRING GENDER EQUALITY: 4.1 Introduction to laws related to women and social justice <ul style="list-style-type: none"> • Dowry 	20	15		3

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6. Syllabus of Gender and Education

	<ul style="list-style-type: none"> • Remarriage • Divorce • Property rights • Trafficking. 				
	4.2 Women reservation bills: History and current status.		2		
	4.3 Articles of Indian constitution related to education from gender equality perspective.		3		
	4.4 Educational policies and programmes from gender equality perspective.		6		
		80	70		14

In-semester Assessment:

Marks 20

A. Sessional Activity (Any one of the following)

Marks 5

- a. Reports on gender discrimination. (on the basis of events occurred in their surrounding)
- b. Analysis and interpretation of census. (sex ratio, literacy rate, gender gap etc..)
- c. Project (Analysis of the advertisements of electronic media from gender perspective)
- d. Seminar on gender issues related to education.
- e. Text Book (Secondary Level) analysis from Gender Perspective

B. Sessional Tests:

Marks 10

C. Attendance:

Marks 5

Suggested Readings:

1. Annual Report: (2008). Ministry of Human Resource Development, Department of Education, India.
2. Belle, D. (1982). Ed. Lives in Stress: Women and Depression. New Delhi: Sage. Distributors.
3. Chappell, C. (2003). "Researching Vocational Education and Training: Where to From Here?" Journal of Vocational Education and Training, 55 (1), 21-32.
4. Dube, L. (2001). Anthropological explorations in gender: Intersecting fields. New Delhi: Sage Publications Pvt. Limited.
5. FAO. 1997. Gender: the key to sustainability and food security. SD Dimensions, May 1997 (available at www.fao.org/sd).
6. Howard, P. 2003. Women and plants, gender relations in biodiversity management and conservation. London, ZED Books.
7. Jones, K., Evans, C., Byrd, R., Campbell, K. (2000) Gender equity training and teaching behavior. Journal of Instructional Psychology, 27 (3), 173-178.
8. K., & Gallagher, J. J. (1987). The role of target students in the science classroom. Journal of Research in Science Teaching, 24(1), 61-75.
9. Kahle, J. B. (2004). Will girls be left behind? Gender differences and accountability. Journal of Research in Science Teaching, 41(10), 961-969.
10. Kanter, Rosabeth Moss. 1977. Men and Women of the Corporation. New York: Basic Books.

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7. Syllabus of Human Rights and Education

**SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (NON - HONOURS)
EDDSEN605 / GEEDN602: HUMAN RIGHTS EDUCATION
CREDIT: 6
[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]**

Expected Learning Outcome: On completion of the course, the students will be able to:

1. explain the meaning, definition, nature, scope, theories and constitutional perspectives of human rights.
2. describe the concept, objectives, principles, need and curriculum, of human rights education.
3. describe methods and activities of teaching human right education.
4. describe the factors promoting human right education.
5. describe the basics of human rights education i.e. societal, political, regionalism and limitations of its
6. explain the role of different agencies of human rights education.

Course Content:

Unit	Content	M	L	P	T
I	Introduction to Human Rights	20	(16)		4
	1.1. Concept of Human Rights: Meaning, Definition, Nature and Scope.		2		
	1.2. Theories of Human Rights: Natural, Liberal, Marxist and Social Theory		4		
	1.3. Constitutional Perspectives : Fundamental Rights and Duties and their correlation		4		
	1.4. Universal Declaration of Human Rights, 1948		2		
	1.5. Human Rights Movement in India: National Freedom Movement, Dalit and Women's movement		4		
II	Understanding and Dealing with Violation of Human Rights		(20)		
	2.1 Societal :		4		
	2.1.1 Violence against women: Causes, Consequences and Protection		4		
	2.1.2 Violence against Children: Causes, Consequences and Protection (Child Labour, Child Trafficking and Child Abuse)		2		
	2.1.3 Poverty with related to causes, types and consequences		2		
	2.1.4 Population Growth with related to causes, consequences and Protection		3		
	2.2 Political :		3		
	2.2.1 Terrorism with related to concept, types, causes and measures		2		
2.2.2 Regionalism with related to causes and consequences					
III	Introduction to Human Rights Education	20	(18)		2

Page 58

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	3.1 Concept, Objectives, Principles and need for Human Rights Education in India		3		
	3.2 Factors promoting Human Rights Education		4		
	3.2.1 Positive Attitude				
	3.2.2 Pro- Social Behaviour				
	3.2.3 Elimination of Prejudice				
	3.2.4 Promotion of peace				
	3.3 Human Rights Education at different levels of education		2		
	3.3.1 Elementary/ Primary				
	3.3.2 Secondary				
	3.4 Curriculum of Human Rights Education		2		
	3.5 Methods and Activities of teaching Human Rights Education		6		
	3.5.1 Teaching in Formal mode				
	3.5.2 Non- Formal Training				
	3.5.3 Counselling				
	3.6 Limitation of Human Rights Education		1		
IV	Agencies of Human Rights Education	20	(16)		4
	4.1 Role of Global Efforts (United Nations, UNESCO Vienna Declaration and Programme of Action)		4		
	4.2 Role of National Efforts (National Human Rights Commission (NHRC) and State Human Rights Commission (SHRC)		4		
	4.3. Role of Efforts of NGO (Local, National & Global)		2		
	4.4. Role of Mass Media : Print and Electronics		2		
	Total	80	70		10

In-semester Assessment:

Marks 20

A. Sessional Activities (The teacher may assign and assess any one of the following): **Marks 5**

- Group discussion/Seminar/Debate/Assignment on any one of the topics of the course.
- Identify contents related to Human Rights Education in the Secondary level text books
- Analysis of mass media to study its role in promoting Human Rights Education

B. Sessional Tests:

Marks 10

C. Attendance:

Marks 5

Suggested Reading:

- Bhattacharya, G.C. "Teaching of Human Rights at B.Ed level; needs and objectives." University News 35(52), December
- Bhushan Chandra (2007), Terrorism and Separation in North- East India, Kalpaz Publication, New Delhi.
- Borah Jagneswar(2010), Manab Adhikar, Eureka Prakakhan, Jorhat
- Gogoi, Purandar (2004) , Manab Adhikar,Banalata , Panbajar, Gauhati
- Hatibaruah Diganta (2009), Manab Adhikar, Saraswati Prakakhan, Golaghat.
- Kapoor, SK (2005), Human Rights Under International & Indian Law, Allahabad: Central Law Agency

Page 59

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8. Syllabus of Value Education

**SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (NON - HONOURS)
EDDSN506 / GEEDN503: VALUE EDUCATION
CREDIT: 6
[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]**

Expected Learning Outcome: On completion of the course, the students will be able to :

1. explain the concepts of values and value education.
2. describe the importance of value education in the 21st century.
3. describe the need of values in creating a better world.
4. explain the promotion of value through education.

Course Contents:

Unit	Content	Marks	L	T	P
I	VALUES: 1.1 Concept, meaning and definition of values 1.2 Types of values: • Instrumental values 1.2.2 Intrinsic values and 1.2.3 Democratic values. 1.3 Functions of values 1.4 Sources of values: 1.4.1 Socio- cultural tradition 1.4.2 Religion and 1.4.3 Constitution (Indian Constitution) 1.5 Fostering values: Role of – 1.5.1 Parents 1.5.2 Teachers 1.5.3 Peer groups 1.5.4 Religion 1.5.5 Government 1.5.6 Mass media and 1.5.7 Voluntary organizations.	20	3 3 2 3 6	3	
II	VALUE EDUCATION 2.1 Meaning of Value Education 2.2 Objectives of Value Education 2.3 Dimensions of Value Education: 2.3.1 Religious 2.3.2 Spatial 2.3.3 Cognitive, Affective and Psychomotor dimensions. 2.4 Importance of value education in the 21 st century. 2.5 Policy perspective on Value Education in India. 2.6 Methods and techniques of value education: 2.6.1 Practical method 2.6.2 Conceptual method 2.6.3 Biographical method 2.6.4 Storytelling technique 2.6.5 Socialized class technique	20	1 1 4 2 6	3	


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	2.6.6 Discussion technique. 2.7 Role of the Teacher and School in promoting Value Education.		2		
III	PHILOSOPHICAL ISSUES OF VALUE EDUCATION 3.1 The varieties of values; 3.1.1 Moral Education (Gandhi) 3.1.2 Spiritual Education (Aurobindo) 3.1.3 Aesthetic Education (Tagore)	10	6	4	
IV	PEACE EDUCATION: 4.1 Meaning and concept 4.2 Objectives of Peace education 4.3 Pedagogy of Peace Education: 4.3.1 Self learning 4.3.2 Cooperative learning 4.3.3 Problem solving 4.4 Integrating Peace education in the curriculum: 4.4.1 Subject content 4.4.2 Teaching methods 4.4.3 Co-curricular activities 4.4.4 Staff development 4.4.5 Classroom management and 4.4.6 School management. 4.5 Imparting Peace Education: Role of - 4.5.1 Teacher 4.5.2 Principle 4.5.3 Parents	20	1 1 4 6 4	4	
V	COMPONENTS OF DEVELOPMENT AND EXCELLENCE IN LIFE • Integrity • Character • Spirituality • Positive thinking • Self- esteem • Stress free living • Self managing leadership • Perseverance	10	5	5	
		80	61	19	

In-semester Assessment:

Marks 20

A. Sessional Activities (The teacher may assign and assess any one of the following): Marks 5

- Carry out a survey of the Colleges/ Secondary Schools to identify the values most preferred and practiced by students.
- Carry out a survey of their local community and identify the steps taken by parents in promoting peace in society.
- Analyze Secondary School textbooks to identify the type of values and peace promoted through the content.
- Analysis of contents of advertisement, TV serials, movies to identify the gap between the values promoted by them and those promoted by the society.
- Group discussion/Seminar/Debate/Assignment on any one of the topics of the course.


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B. Sessional Tests:
C. Attendance:

Marks 10
Marks 5

Suggested readings:

1. Singh, Y. K. (2009). Value education. New Delhi: APH Publishing Corporation.
2. Venkataiah, (2009). Value education. New Delhi: APH Publishing Corporation.
3. Chadha, S. C. (2008). Education value & value education. Meerut: R.Lall Books Depot.
4. Sharma, R. A. (2008). Human value of education. Meerut: R.Lall Books Depot.
5. Singh, Y. K., & Natha, R. (2008). Value Education. New Delhi: A.P.H. Publishing Corporation.
6. Chand, J. (2007). Value Education. Delhi: Anshah publishing House.
7. Aggarwal, J. C. (2005). Education for values, environment and human rights. New Delhi: Shipra publication.
8. Jagannath, M. (2005). Teaching of moral values development. New Delhi: Deep and Deep publication.
9. Shukla, R. P. (2004). Value education and human rights. New Delhi: Sarup and sons.
10. Morrison, M. L. (2003). Peace education. Australia: McFarland.
11. Salomon, G., & Nevo, B. (2002). Peace Education: The concept, principles, and practices around the world. London: Lawrence Erlbaum Associates.
12. Passi, B. K., & Singh, P. (1999). Value education. Agra: Agra Psychological corporation.
13. Venkataiah, N. (1998). Value Education. New Delhi: Aph Publishing Corporation.
14. Adans, D. (Ed). (1997). Unesco and a culture of peace, promoting a global movement. Paris: UNESCO Publication.
15. Johan, G. (1996). Peace by peaceful means. New Delhi: Sage Publication.
16. Kumar, M. (Ed). (1994). Non-violence, contemporary issues and challenges. New Delhi: Gandhi peace foundation.
17. Subramanian, K. (1990). Value Education. Madurai: Ravana Publication.
18. Ruhela, S. P. (1986). Human values and education. New Delhi: Sterling publishing.
19. Diwahar, R. R., & Agarwal, M. (Ed). (1984). Peace education. New Delhi: Gandhi Marg.


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9. Syllabus of Environmental Economics

3rd Semester
B.A. (Honours) Economics
GE 3 (c): ENVIRONMENTAL ECONOMICS (6 Credits)
Full marks: 100 (Mid Term-20 + End Term-80)

Course Description

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

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

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	advantages and disadvantages			
4.	Sustainable Development: Concepts; Notions of Sustainability: Strong and Weak sustainability, measurement and indicators of sustainability: The Pearce-Atkinson indicator.	15	3	20
Total		75	15	80

BD

Readings

1. Roger Perman, Yue Ma, Michael Common, David Maddison and James McGilvray, "Natural Resource and Environmental Economics", Pearson Education/Addison Wesley, 4th edition, 2011.
2. Charles Kolstad, "Intermediate Environmental Economics", Oxford University Press, 2nd edition, 2010.
3. Robert N. Stavins (ed.), "Economics of the Environment: Selected Readings", W.W. Norton, 6th edition, 2012.
4. Robert Solow, "An Almost Practical Step toward Sustainability," Resources for the Future 40th anniversary lecture, 1992.
5. Kenneth Arrow et al., "Are We Consuming Too Much?" *Journal of Economic Perspectives*, 18(3): 147-172, 2004.
6. IPCC (Intergovernmental Panel on Climate Change), Fifth Assessment Report.
7. Bhattacharyya R, *Environmental Economics*, Oxford University Press
8. Nick Hanley, Jason F. Shogren and Ben White, *Environmental Economics in Theory and Practice*, Macmillan India Ltd.


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10. Syllabus of Ability Enhancement Compulsory Course



DIBRUGARH UNIVERSITY SYLLABUS FOR ENVIRONMENTAL STUDIES FOR ALL UNDER GRADUATE DEGREE PROGRAMMES IN CBCS

Type of the Course: Ability Enhancement Compulsory Course (AECC)

Course Code: EVS CBCS

Total Marks: 100

Total Classes: 64

Total Credit: 2

Unit 1 : The Multidisciplinary nature of environmental studies

Classes : 4

Marks : 5

Definition, scope and importance

Need for public awareness.

Unit 2 : Natural Resources :

Classes : 10

Marks : 20

Renewable and non-renewable resources:

- Natural resources and associated problems.
 - a) Forest Resources: Use and over-exploitation, deforestation, Timber extraction, mining, dams and their effects on forests and tribal people.
 - b) Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems.
 - c) Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies.
 - d) Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, and salinity.
 - e) Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources.
 - f) Land resources: Land as a resources, land degradation, man-induced landslides, soil erosion and desertification.
- Role of an individual in conservation of natural resources.
- Equitable use of resources for sustainable lifestyles.

Unit 3: Ecosystems

Classes : 10

Marks : 17

- Concept of an ecosystem.
- Structure and function of an ecosystem.
- Producers, consumers and decomposers.
- Energy flow in the ecosystem.
- Ecological succession.


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- Food chains, food webs and ecological pyramids.
- Introduction, types, characteristics features, structure and function of the following ecosystem:
 - a. Forest ecosystem
 - b. Grassland ecosystem
 - c. Desert ecosystem
 - d. Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

Unit 4: Biodiversity and its conservation

Classes : 10
Marks : 16

- Introduction – Definition: genetic, species and ecosystem diversity.
- Biogeographically classification of India
- Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values
- Hot-spots of biodiversity – India.
- Threats to biodiversity: habits loss, poaching of wildlife, man-wildlife conflicts.
- Endangered and endemic species.
- Conservation of biodiversity: in-situ Ex-situ conservation of biodiversity.

Unit 5: Environmental Pollution

Classes : 10
Marks : 17

- Definition, Causes, effects and control measures of :
 - a. Air pollution
 - b. Water pollution
 - c. Soil pollution
 - d. Noise pollution
 - e. Thermal pollution
 - f. Nuclear hazards
- Solid waste Management: Causes, effects and control measures of urban and industrial wastes – biodegradable and non biodegradable wastes.
- Role of an individual in prevention of pollution.
- Disaster Management: Floods, earthquake, cyclone and landslides.

Unit 6: Social Issues and the Environment

Classes : 10
Marks : 15

- From Unsustainable to Sustainable development.
- Water conservation, rain water harvesting, watershed management.
- Resettlement and rehabilitation of people, its problems and concerns.
- Environmental ethics.
- Climate change, global warming, acid rain, ozone layer depletion, unclear accidents and holocaust.
- Wasteland reclamation.
- Consumerism and waste products.
- Environmental Legislation.
- Public awareness.


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Unit 7: Human Population and the Environment

Classes : 10

Marks : 10

- Population growth, variation among nations.
- Population explosion – Family Welfare Programme.
- Environment and human health and hygiene (including Sanitation and HIV/AIDS) etc.
- Role of Information Technology in Environment and Human Health.

REFERENCES

1. Rajagopalan, R. 2018 Environmental Studies- From Crisis To Cure, Oxford University Press, New Delhi.
2. Agarwal, K.C. 2001 Environmental Biology, Nidi publ. Ltd. Bikaner.
3. Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd. Ahmadabad – 380 013, India Email: Mapin@icenet.net (R)
4. Bharucha Erach, Text book on Environmental Studies, UGC, New Delhi
5. Borua P.K., J.N.Sarma and others, A Text book on Environmental Studies, Banlata, Dibrugarh
6. Brunner R.C., 1989 Hazardous Waste Incineration, McGraw Hill Inc. 480p.
7. Clark R.S., Marine Pollution, Clarendon Press Oxford (TB).
8. Cunningham, W.P. Cooper, T.H. Gorhani, E & Hepworth, M.T. 2001, Environmental Encyclopedia, Jacio Publ. House, Mumbai, 1196p.
9. De A.K., Environmental Chemistry, Wiley Eastern Ltd.
10. Down to Earth, Centre for Science and Environment (R).
11. Dutta Prasanna, Rofique Ahmed & Sumbit Chaliha, Environmental Studies., Eunika Publication, Jorhat
12. Gleick, H.P. 1993. Water in crisis, Pacific Institute for Studies in Dev., Environment & Security, Stockholm Env. Institute. Oxford Univ. Press 473p.
13. Hawkins R.E., Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay (R).
14. Heywood, V.H. & Watson, R.T. 1995. Global Biodiversity Assessment. Cambridge Univ. Press 1140p.
15. Jadav, H & Bhosale, V.M. 1995. Environmental Protection and Laws. Himalaya Pub. House, Delhi 284p.
16. Joshi P.C. and Namita Joshi, A Text book of Ecology and Environment, Himalaya Publishing
17. Kaushik Anubha and C.P.Kaushik ,Perspective in Environmental Studies, New Age International
18. Mckinney, M.L. & Schooh, R.M. 1996. Environmental Science systems & Solution, Web enhance/edition. 639p.
19. Mhaskar A.K. Matter Hazardous, Techno-Science Publications (TB).
20. Miller T.G. Jr. Environmental Science, Wadsworth Publishing Co. (TB).
21. Odum, E.P. 1911 Fundamentals of Ecology. W.B. Saunders Co. USA, 574p.
22. Rao M.N. & Datta, A.K. 1987. Waste Water treatment. Oxford & IBH Publ. Co. Pvt. Ltd. 345p.
23. Sharma B.K., 2001. Environmental Chemistry. Goel Publ. House, Meerut.
24. Survey of the Environment, the Hindu (M).
25. Townsend C., Harper J and Michael Begon, Essentials of Ecology, Blackwell Science (TB).
26. Trivedi R.K. Handbook of Environmental Laws, Rules, Guidelines, Compliances and Standards, Vol I and II, Enviro Media (R).
27. Trivedi R.K. and P.K. Goel, Introduction to air pollution, Techno-Science Publications (TB).
28. Wagner K.D., 1998. Environmental Management. W.B. Saunders Co. Philadelphia, USA 499p.
(M) Magazine (R) Reference (TB) Textbook


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11. Syllabus on Human Rights Gender and Environmental

Semester-VI

GE 2: Human Rights Gender and Environment Total Lectures and Tutorials - 40

Course Objective: This course aims at enabling the students to understand the issues concerning the rights of citizens in general and the marginalized groups in particular, and assess the institutional and policy measures which have been taken in response to the demands of various movements. Conceptual dimensions, international trends and the Indian experience form the contents of the course.

Unit-I: Understanding Social Inequality

- Caste, Gender, Ethnicity and Class as distinct categories and their interconnection
- Globalisation and its impact on workers, peasants, dalits, adivasis and women

6 Lectures and 2 Tutorials

Unit-II: Human Rights

- Human Rights: Various Meanings
- UN Declarations and Covenants
- Human Rights and Citizenship Rights

6 Lectures and 2 Tutorials

Unit-III: Human Rights in Indian Context:

- Human Rights and the Indian Constitution
- Human Rights, Laws and Institutions in India; the role of the National Human Rights Commission.
- Human Rights of Marginalized Groups: Dalits, Adivasis, Women, Minorities and Unorganized Workers.
- Human Rights Movement in India.

6 Lectures and 2 Tutorials

Unit-IV: Gender

- Analysing Structures of Patriarchy
- Gender, Culture and History
- Economic Development and Women
- The issue of Women's Political Participation and Representation in India
- Laws, Institutions and Women's Rights in India
- Women's Movements in India

6 Lectures and 2 Tutorials

Unit-V: Environment

- Environmental and Sustainable Development
- UN Environment Programme: Rio, Johannesburg and after
- Issues of Industrial Pollution, Global Warming and threats to Bio - diversity
- Environment Policy in India
- Environmental Movement in India

6 Lectures and 2 Tutorials

12. Syllabus on Feminism: Theory and Practice

Semester-II GE-2A: Feminism: Theory and Practice

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

Total Lectures and Tutorials – 84

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

13 Lectures and 4 Tutorials

Unit-II: Approaches to the study of Feminism

Liberal, Socialist, Marxist, Radical feminism and Third World Approach

13 Lectures and 4 Tutorials

Unit-III Genesis of Feminist Movements in the West:

Seneca Falls Convention; Black Feminist Movement, Suffragist Movement in USA, Britain and France; the French Revolution and the Declaration of the Rights of Women and Female Citizen

13 Lectures and 4 Tutorials

Unit-IV: Genesis of Feminist Movement in the East:

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

13 Lectures and 4 Tutorials

Unit-V: The Indian Experience:

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

12 Lectures and 4 Tutorials

Reading List:

- Geetha, V. (2002) *Gender*. Calcutta: Stree.
- Geetha, V. (2007) *Patriarchy*. Calcutta: Stree.
- Jagger, Alison. (1983) *Feminist Politics and Human Nature*. U.K.: Harvester Press, pp. 25-350.
- Lerner, Gerda. (1986) *The Creation of Patriarchy*. New York: Oxford University Press.

13. Syllabus on Human Rights in Comparative Perspective

Semester-V:

DSE-2A: Human Rights in Comparative Perspective

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

Total Lectures and Tutorials – 84

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

13 Lectures and 4 Tutorials

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

13 Lectures and 4 Tutorials

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

13 Lectures and 4 Tutorials

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

13 Lectures and 4 Tutorials

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

12 Lectures and 4 Tutorials

READING LIST

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

14. Sensitization Programme organized by Sonari College



Sensitisation Programme

A Sensitisation Programme was organized as part of Community Work by the Women Study Cell, Sonari College in Collaboration with NSS unit, Sonari College in the Joboka Tea Estate to create awareness among the tea-garden labourers about social and health issues on 20th September, 2021. The tea garden management actively co-operated with the College in this programme.



সোণাৰি মহাবিদ্যালয়ৰ মহিলা কোষৰ সজাগতা সভা

সোণাৰি : নিজা প্ৰতিবেদক, ২৬ ছেপ্টেম্বৰ : চব্বাইমেডি জিলাৰ অন্যতম উচ্চ শিক্ষানুষ্ঠান সোণাৰি মহাবিদ্যালয়ৰ মহিলা কোষ আৰু বাস্তৱ সেৱা আঁচনিৰ সহযোগত সোণাৰিৰ জপকা আৰু ডিগৰ চাহ বাগিচাত মহিলাসকলৰ মাজত বিভিন্ন বিষয়ত সজাগতা সৃষ্টি কৰাৰ উদ্দেশ্যে ২৩ আৰু ২২ ছেপ্টেম্বৰত সজাগতা অনুষ্ঠান অনুষ্ঠিত কৰা হয়। বিশেষকৈ অন্ধ বিশ্বাস, ডাঠনী ওত্যা, পাল্লা বিয়াৰ পৰিহাৰ-পৰিষ্কাৰ, কতিড আৰু সামাজিক আধাৰে জৰা হ'ব পৰা যিকোনো সমস্যাৰ ওপৰত শ্ৰমিক মহিলা সকলক সজাগ কৰোৱাটোৱেই আছিল এই সজাগতা অনুষ্ঠানৰ মুখ্য উদ্দেশ্য। মহাবিদ্যালয়খনৰ অধ্যক্ষ তথা বাগিচাখনৰ পৰিচালক ছফৰ তথ্যপ্ৰাপ্তৰ বাবে এই অনুষ্ঠান সফল কৰাত অনুষ্ঠিত হোৱাৰ বাবে অনুষ্ঠানৰ উদ্বোধনকালকৈ সাংঘাতিক পক্ষত সন্মান আৰম্ভ কৰাৰ বাবে আবেগেৰে কঠিন... সমস্যাৰে সজাগতা...

Awareness Programme

An Awareness Programme was undertaken as part of Community Work by the Women Study Cell, Sonari College in Collaboration with NSS unit, Sonari College in the Teok Tea Estate to generate awareness regarding evils of child marriage, proper use of social media and trafficking of women on 23rd September, 2021. The tea garden

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15. Cleanliness Programme



সোণাৰি মহাবিদ্যালয়ৰ
মহিলা কোষৰ সজাগতা সভা

সোণাৰি ২ নং নিজা প্ৰতিবেদক, ২৬ ছেপ্টেম্বৰ ২০২১ চনত সোণাৰি মহাবিদ্যালয়ৰ মহিলা কোষ আৰু কাৰ্ণীক সেৱা আঁচনিৰ সহযোগত সোণাৰি জৰ্হাট আৰু টিয়াক চাহ বাগিচাত মহিলাসকলৰ মাজত বিভিন্ন বিষয়ত সজাগতা সৃষ্টি কৰাৰ উদ্দেশ্যে ২৩ আৰু ২২ ছেপ্টেম্বৰত সজাগতা অনুষ্ঠান অনুষ্ঠিত কৰা হয়। বিশেষকৈ অন্ধাৰত ডাঙনী ওখা পোতা পৰিষ্কাৰ-পৰিষ্কাৰণ, কঠিত আৰু সামাজিক মাৰ্গৰে জাৰা হ'ব পৰা যিকোনো সমস্যাৰ ওপৰত শক্তিশালী সন্ধানৰ সন্ধান কৰাৰ লক্ষ্যৰে এই সজাগতা অনুষ্ঠানৰ মূল উদ্দেশ্য। মহাবিদ্যালয়খনৰ অধ্যক্ষ তথা ব্যৱস্থাপনা পৰিচালকৰ তত্বপূৰ্ণতৰে বাবে এই অনুষ্ঠান সফলৰূপত অনুষ্ঠিত হৈছিল। বাবে অনুষ্ঠানৰ উদ্বোধনকালত সোণাৰি জৰ্হাট আৰু টিয়াক চাহ বাগিচাত সোণাৰি মহাবিদ্যালয়ৰ পৰিচালকৰ তত্বপূৰ্ণতৰে বাবে এই অনুষ্ঠান সফলৰূপত অনুষ্ঠিত হৈছিল। সজাগতা সন্ধানত যোগাযোগৰ দ্বাৰা পানী পানী কৰাৰ লগতে বিশেষভাৱে সহযোগ কৰা অধ্যাপক সুনীল চৌধুৰীক উদ্বোধনকালত বিশেষভাৱে ধন্যবাদ জনাবলৈ কৰে।

Awareness Programme

An Awareness Programme was undertaken as part of Community Work by the Women Study Cell, Sonari College in Collaboration with NSS unit, Sonari College in the Teok Tea Estate to generate awareness regarding evils of child marriage, proper use of social media and trafficking of women on 23rd September, 2021. The tea garden management was also involved in the programme.

Cleanliness programme

Organized by NSS unit, Sonari college

In collaboration with Department of Civil Defence ,Jorhat

Date : 24/ 12/2021

Place : Sonari College



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16. Girl Child day Celebration



17. Cleanliness and Plantation Programme




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18. International Woman's Day Celebration (2022 and 2023)

INTERNATIONAL WOMEN'S DAY, 2022



International Women's Day, 8th March, 2022 was observed by the Women's Cell, Sonari College. A book titled "Women in Various Fields: Roles and Contribution" was published by the Cell which was inaugurated on the occasion by the respected Principal of the college, Dr. Bimal Ch Gogoi.




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19. Seminar organized on World Environment Day (2022)

**SEMINAR ON
UNDERSTANDING OF CARBON DIOXIDE,
GREEN HOUSE GASES AND CLIMATE CHANGE**

**Organised by
SONARI COLLEGE**

In Collaboration with
ECO CLUB, Sonari College
ENVIRONMENT & CLIMATE CELL, Sonari College
SWACHHTA ACTION PLAN, Sonari College

WORLD ENVIRONMENT DAY-2022

5th June 2022



Only One Earth

Organised by : ENVIRONMENT & CLIMATE CELL, Sonari College
ECO CLUB, Sonari College &
SWACHHTA ACTION PLAN, Sonari College

In Association with

IQAC, DEPARTMENT OF BOTANY & ZOOLOGY, Sonari College
DISTRICT NODAL AGENCY, NATIONAL GREEN CORPS, Sonari College
(Ministry of Environment, Forest and Climate Change, Govt. Of India
Assam Science Technology & Environment Council (ASTEC), Govt. Of Assam

PROGRAMME : 1. PLANTATION DRIVE 2. BICYCLE RALLY
Time : 10.00 AM Onwards

**"ONLY ONE EARTH"
AWARENESS BICYCLE RALLY
BY SONARI COLLEGE**

**ON THE OCCASION OF
WORLD ENVIRONMENT DAY**

5th June 2022



**OBSERVATION OF
WORLD
ENVIRONMENT DAY,
5TH JUNE, 2022**

World Environment Day was observed on 5th June, 2022. A Bicycle Rally was conducted to create awareness on the theme "Only One Earth". A Seminar on "Understanding of Carbon Dioxide, Green House Gases and Climate Change" was organized jointly by Eco Club, Environment & Climate Cell and Swachhta Action Plan of Sonari College.


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20. Seminar on Single use Plastic Ban

Azadi Ka Amrit Mahotsav
National Webinar
On
Ban on single use plastics & Conservation of water Resources
Organised By
Sonari College, Sonari
Nodal Agency of
National Green Corps, Assam and MoEF & CC
(Ministry of Environment Forest & Climate change)

Inaugurator **Resource Person** **Resource Person**


Dr. Hiral Ch. Gogoi
Principal
Sonari College


Dr. Himadri Barman
Assistant Professor
Centre for management studies &
Asstt. NSS Programme Co-ordinator
Dibrugarh University


Amrit Kr. Borpuzari
HoD & Associate Professor
Dept. Of Chemistry
Sonari College

Joint Co-Ordinator **Asstt. Co-Ordinator**


Jyoti Prasad Phukan
Assistant Professor
Dept. of Zoology
Sonari College


Dr. Raghunath Kagyung
Head & Associate Professor
Dept of Assamese
Sonari College


Dr. Pranita Kalita
Assistant Professor
Dept. Of Education
Sonari College

Registration Free
E-Certificate
will be provided

Platform:
Teams App

Date : 9th October 2021
Time: 3.00 PM

Contact No. : 8638226237, 9954363327

*All are requested to Join before 15 minutes of the Meeting.
Registration Link will be provided
on 9th October 2021 at 2:30 P.M.*

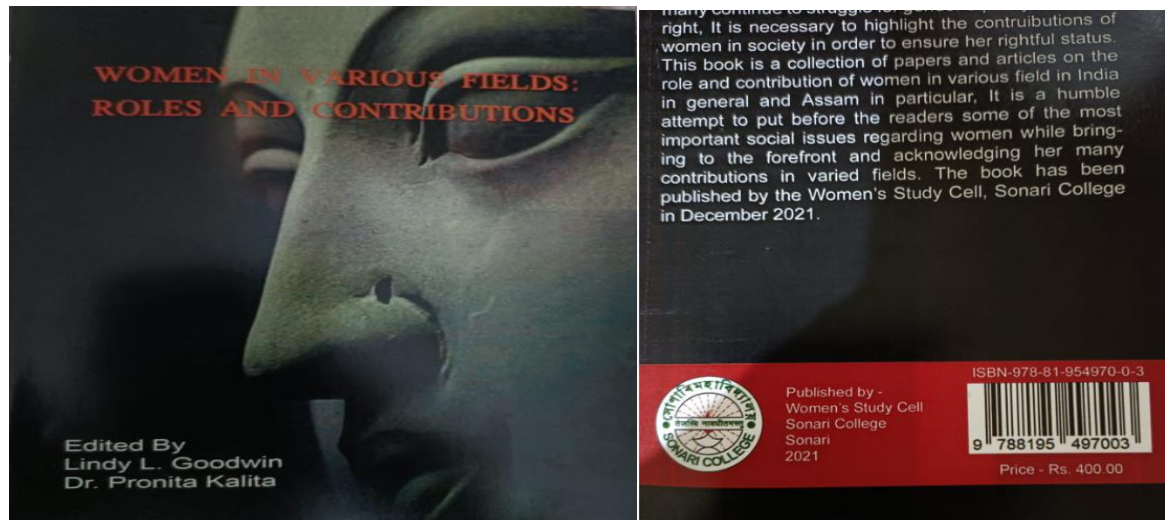

Principal
SONARI COLLEGE
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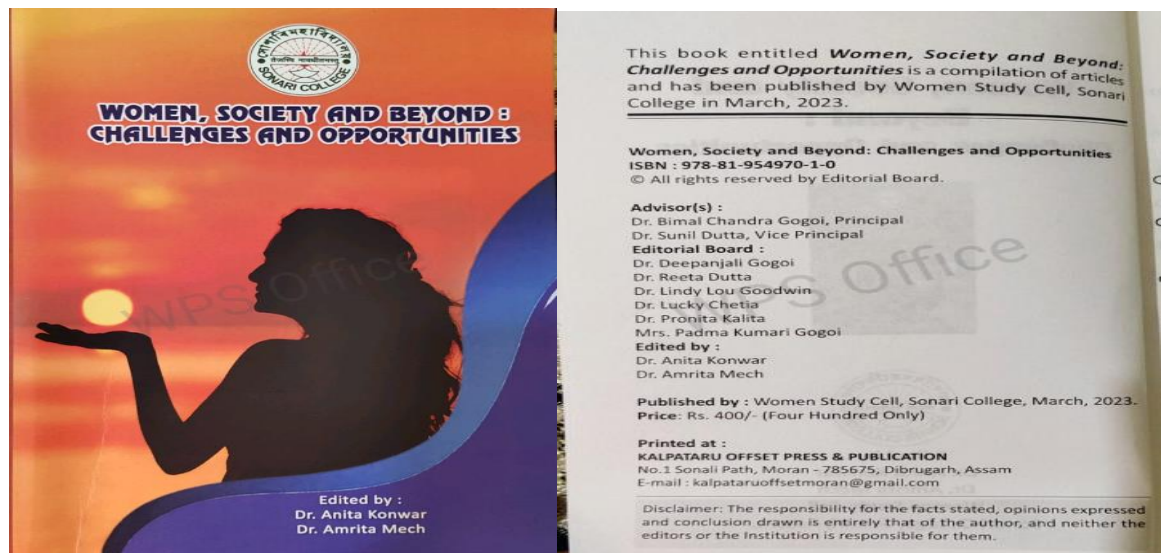

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The Women Cell of the college published a book on 2021 and 2023. Book entitled "Woman Society and Beyond: Challenges and Opportunities was inaugurated on International Women's Day (08.03.2023)

1. Book published by Women's Cell, Sonari College (2021)



2. Book published by Women's Cell, Sonari College (2023)



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3. Glimpses of Inauguration of the book published by Women's Cell, Sonari College




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