

OFFICE OF THE PRINCIPAL
GOSSAIGAON COLLEGE, GOSSAIGAON

From,

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Principal i/c,
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UNDERTAKING

This is to certify that the following documents and information given in respect of the Metrix 1.3.1 (**1.3.1: Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum**) is true to the best of my knowledge and belief.

1. List of Courses crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability taught in the Institution
2. List of activities conducted in the college related to above crosscutting issues.


Principal,
Gossaigaon College, Gossaigaon

**Ability Enhancement Compulsory Course (AECC–Environment Studies)
as per UGC CBCS System, implementing in UG Courses under Bodoland
University
(For SEM-II of all Honours and Regular Courses)**

Unit 1:

Introduction to environmental studies

- (a) Multidisciplinary nature of studies;
 - (b) Scope and importance; concept of sustainability and sustainable development.
- (2 lectures)**

Unit 2: Ecosystems

• What is an ecosystem? Structure and function of ecosystem; Energy flow in an ecosystem: food chains, food webs and ecological succession. Case studies of the following ecosystems:

- (a) Forest ecosystem
 - (b) Grassland ecosystem
 - (c) Desert ecosystem
 - (d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)
- (4 lectures)**

Unit 3: Natural Resources: Renewable and Non---renewable Resources

- (a) Land resources and land use change; land degradation, soil erosion and desertification.
 - (b) Deforestation: Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations.
 - (c) Water: Use and over---exploitation of surface and ground water, floods, droughts, conflicts over water (international & inter---state).
 - (d) Energy resources: Renewable and non renewable energy sources, use of alternate energy sources, growing energy needs, case studies.
- (4 lectures)**

Unit 4: Biodiversity and Conservation

- (a) Levels of biological diversity: genetic, species and ecosystem diversity; Biogeographic zones of India; Biodiversity patterns and global biodiversity hot spots
 - (b) India as a mega---biodiversity nation; Endangered and endemic species of India
 - (c) Threats to biodiversity: Habitat loss, poaching of wildlife, man---wildlife conflicts, biological invasions; Conservation of biodiversity: In---situ and Ex---situ conservation of biodiversity.
 - (d) Ecosystem biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.
- (4 lectures)**

Unit 5: Environmental Pollution

- (a) Environmental pollution: types, causes, effects and controls; Air, water, soil and noise pollution
- (b) Nuclear hazards and human health risks

- (c) Solid waste management: Control measures of urban and industrial waste.
- (d) Pollution case studies. (4 lectures)

Unit 6: Environmental Policies & Practices

- (a) Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture
- (b) Environment Laws: Environment Protection Act; Air (Prevention & Control of Pollution) Act; Water (Prevention and control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act. International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD).
- (c) Nature reserves, tribal populations and rights, and human wildlife conflicts in Indian context.

(4 lectures)

Unit 7: Human Communities and the Environment

- (a) Human population growth: Impacts on environment, human health and welfare.
- (b) Resettlement and rehabilitation of project affected persons; case studies.
- (c) Disaster management: floods, earthquake, cyclones and landslides.
- (d) Environmental movements: Chipko, Silent valley, Bishnois of Rajasthan.
- (e) Environmental ethics: Role of Indian and other religions and cultures in environmental conservation.
- (f) Environmental communication and public awareness, case studies (e.g., CNG vehicles in Delhi).

(6 lectures)

Unit 8: Field work

- (a) Visit to an area to document environmental assets: river/forest/flora/fauna, etc.
- (b) Visit to a local polluted site--Urban/Rural/Industrial/Agricultural.
- (c) Study of common plants, insects, birds and basic principles of identification.
- (d) Study of simple ecosystems--pond, river, Delhi Ridge, etc. (Equal to 4 lectures)

Suggested Readings:

1. Carson, R. 2002. *Silent Spring*. Houghton Mifflin Harcourt.
2. Gadgil, M., & Guha, R. 1993. *This Fissured Land: An Ecological History of India*. Univ. of California Press.
3. Gleeson, B. And Low, N. (eds.) 1999. *Global Ethics and Environment*, London, Routledge.
4. Gleick, P. H. 1993. *Water in Crisis*. Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute, Oxford Univ. Press.
5. Groom, Martha J., Gary K. Meffe, and Carl Ronald Carroll. *Principles of Conservation Biology*. Sunderland: Sinauer Associates, 2006.
6. Grumbine, R. Edward, and Pandit, M.K. 2013. Threats from India's Himalaya dams. *Science*, 339: 36-37.

SEMESTER- III

C-5: TEACHER EDUCATION

Objectives:

1. To acquaint the learner with the concept, aims, scope and development of teacher education in India.
2. To develop understanding about the different policies and practices and quality assurance in Teacher education along with the needs and importance of in-service training programmes.
3. To acquaint the learner with skilled based and competency based teacher education.
4. To develop understanding about professional ethics and accountability of teacher.
5. To acquaint the learner with different organizations involved in teacher education.

UNIT I: CONCEPT OF TEACHER EDUCATION

1. Teacher education – concept, aims and scope
2. Objectives of teacher education
3. History and development of teacher education in India

UNIT II: PRE-SERVICE AND IN-SERVICE TEACHER EDUCATION

1. Concept of pre-service and in- service teacher education
2. Need and importance of in-service teacher education
3. Teacher education for different levels of education- pre-primary, primary and secondary

UNIT III: PROBLEMS OF TEACHER EDUCATION

1. A critical appraisal of the present system of teacher education in India a study of the various Policies and practices in teacher education in post-independence era
2. Present causes and problems of teacher education and suggestions for solution

UNIT IV: TEACHER EDUCATION AND EDUCATIONAL TECHNOLOGY

1. Skill-based and Competency based teacher education
2. Interaction analysis – Flanders interaction analysis
3. Simulated Social Skill Training (SSST)

UNIT V: ORGANISATIONS FOR TEACHER EDUCATION

1. District education for Education and Training (DIET)
2. State Council for Educational Research and Training (SCERT)
3. National Council for Educational Research and Training (NCERT)
4. National Council for Teacher Education (NCTE)

UNIT VI: RABINDRANATH TAGORE

1. Philosophy of life
2. Educational philosophy and his views with special reference to aims, curriculum, Role of teacher, Method of teaching and discipline
3. Significant contribution to present day educational thought - an appraisal

REFERENCE

1. Mukherjee, K.K. – Some Great Educators
2. Rusk, R – Doctrines of the Great Educators, Mc Millan
3. Chaube, S.P. – Ideals of the Great Western Educators, Neelkamal Publications.
4. Goswami, M.K. — Educational thoughts and Essays, New Delhi, Asian Book Pvt. Ltd

GE-4: ENVIRONMENTAL AND POPULATION EDUCATION

Objectives:

1. To enable the students to understand the concept, scope and importance of environmental education.
2. To enable the students to understand the programmes of environmental education at different levels of education.
3. To make the students aware of environmental stressors and knowledge on disaster management education.
4. To enable the students to understand the effect of population growth on poverty, health and hygiene
5. To enable the students to understand the importance of population education in school levels

UNIT I: ENVIRONMENT AND ITS DEGRADATION

1. Concept and Definition of Environment
2. Components of the Environment and their Importance on Human Life
3. Environmental Degradation and its Consequences

UNIT II: ENVIRONMENTAL EDUCATION

1. Nature, Scope and Objectives of Environmental Education
2. Importance of Environmental Education and Sustainable Development

3. Environmental Education at Different Levels—Primary, Secondary and Higher
4. Role of Informal Education Agencies in Environment Protection

UNIT III: ENVIRONMENTAL AWARENESS

1. Awareness and attitude change through formal education
2. Role of Formal and Non-Formal education
3. Role of NGO

UNIT IV: CONCEPT OF POPULATION EDUCATION

1. Population Education—Meaning, Objectives, Scope of population education
2. Importance of Population Education
3. Causes and Consequences of High Population Growth in India
4. Policies and Programme of Government of India Regarding Population Control
5. Population in Relation to Socio-economic Development, Health Status, Health Services, Nutrition
6. Effect of Population Growth on Natural Resources and Environment

REFERENCE

1. Sharma, R.A. – Environmental Education, Meerut – Surya Publications
2. Mahapatra, D – Environmental Education – Kalyani Publishers
3. Rao, D.G. – Population Education, Sterling Publishers
4. Kuppuswami B, Population Education, Asia Publishing House
5. Baldev, K.P. – Population Crisis in India, National

SEC - 2: METHODS AND TECHNIQUES OF TEACHING

Objectives:

1. To acquaint the students with the teaching and learning process, factors of learning and marks of good teaching.
2. To develop an understanding of the principles of teaching, various devices and styles of teaching.
3. To understand about teaching effectiveness and classroom management.
4. To acquaint with the lesson planned preparation.

Semester-2

C3: GREEK PHILOSOPHY

UNIT-I

1. Pre-Socratic philosophy: a general survey of Pre Socratic philosophy
(Text: Aristotle's metaphysics book 1)
2. Heraclitus: Doctrine of Flux and Logos
3. Parmenides: Nature of Being

UNIT -II

1. Sophists and Socrates
2. Man is the measure of all things (Protagoras)
3. Virtue is Knowledge (Socrates)

UNIT- III

1. Plato: Justice in state and individual (Text: Republic Books 2-4)

UNIT- IV

1. Aristotle: Nature and change (Text: Physics Bks 1 and 2)

Recommended Readings:

- Charlton, W.(1936), Aristotle's Physics Bks 1-2, U.S.A, Clarendon
- Cohen, M.S. Curd,P. & Reeve, C.D.C.(ed)(1995) Readings in Ancient Greek Philosophy, Hackett: Indianapolis
- Kirk, G.S. Raven & Schofield (1957) Pre Socratic Philosophy CUP
- Tankha, V. (2012) Ancient Greek Philosophy: Thales to Socrates ,India, Pearson
- Vlastos, G. (1969)" Justice and psychic harmony in the Republic" in Journal of Philosophy. Vol.66(16): pp 505-521

C 4: ETHICS

UNIT I

1. Conventional and Reflective Morality
2. Relativism

UNIT II

1. Aristotle: Virtue Ethics
2. Kant: The Categorical Imperative
3. Mill: Utilitarianism

UNIT III

1. Theories of Punishment-Capital Punishment
2. Euthanasia

UNIT IV: INDIAN ETHICS

1. Bhagvadgītā: Niṣkāmakarma
2. Four Puruṣārthas: Dharma, Artha, Kāma, Mokṣa
3. Gandhi's conception of Ahimsā and satya

Recommended Readings:

- Aristotle. (1926). *Nichomachean Ethics*, Harvard University Press.
- Bilimoria, Purushottama et al. (2007). *Indiaa Ethics: Classical Traditions and Contemporary Challenges*, New Delhi: Oxford University Press.
- Frankena Williams. (1988). *Ethics*, Prantice Hall of India, Pearson; 2nd edition
- Kant, Immanuel. (1953). *Groundwork of the Metaphysics of Morals*, Trans. H.J Paton, as *The Moral Law*, London: Hutchinson.
- Rachels, J. (1987) *The End of Life: Euthanasia and Morality*, CUP
- Rachel, J. (2003) *The Elements of Moral Philosophy*, McGraw- Hill
- Sharma, I.C.(1962) *Ethical Philosophies of India*, New York, U.S.A. Johnsen Publishing Company
- Warnock Mary. (1962) *J.S Mill Utilitarianism*, Glasgow: Collins.

GE-2: FEMINISM

UNIT I: Patriarchy and Feminist Movement

Introduction and Chapter 11 entitled 'The creation of Patriarchy' in *The Creation of Patriarchy*, Gerda Lerner, OUP, 1986, pp 3-14 & 212-229.

The Risk of Essence, by Diana Fuss in *Feminisms*, Oxford Readers, (Ed.) Sandra Kemp and Judith Squires, OUP, 1997, pp250-258.

Feminism: A Movement to end Sexist Oppression, Bell Hooks, *Feminisms*, Oxford Readers pp 22-27.

UNIT II: Epistemology

"Is there a Feminist Method?", Sandra Harding (*Feminisms*, Oxford Reader) pp160-170.

"The Feminist Critique of Philosophy", Moira Gatens, *Feminism and Philosophy: Perspective on Difference and Equality*, Moira Gatens, Polity Press, UK, 1991, pp 85-99.

UNIT III: Body and Gender

"Life' as we have known It: *Feminism and Biology of Gender*", Lynda Birke, pp 243-264, *Science and Sensibility, Gender and Scientific Enquiry, 1780-1945*, ed. by Mariana Benjamin, Basil Blackwell, 1991, UK.

"The Self Is Not Gendered: Sulabha's Debate with King Janaka", Ruth Vanita, *NWSA Journal*, 2003, Vol 15, pp76-93.

UNIT IV: Women and Society

"Whatever happened to the Vedic Dasi? Orientalism, Nationalism and a Script for the Past, Uma Chakravarti" Recasting Women, Essays in Indian Colonial History, ed by Kumkum Sangari and Sudesh Vaid, pp27-79, Rutgers University Press, New Brunswick, 1990.

"Women Religion and Social Change in Early Islam", by Jane I Smith in Women Religion and Social Change, 1985, pp19-35.

"The Gender and the Environmental Debate Lessons from India" by Bina Aggarwal, Feminist Studies 18, No 1, (spring) 1992, pp 119-158.

Recommended Readings:

Squires, Judith and Kemp, Sandra. Feminisms, Oxford Reader, OUP, USA, 1998.

Semester-3**C -5: WESTERN PHILOSOPHY: DESCARTES TO KANT****UNIT I: RATIONALISM**

1. Descartes : Method of Doubt Mind body Dualism
2. Spinoza: God and Substance
3. Leibnitz : Truth and Reason

UNIT II: EMPIRICISM

1. Locke: Critique of Innate Ideas
Ideas and Qualities
2. Berkeley: Esse est Percipi
Denial of Matter (Immaterialism)
3. Hume: Ideas and Impressions
Causation

UNIT III:

1. Kant: Classification of Propositions
Possibility of synthetic a priori

Recommended Readings:

- Connor, D. J. (1964). A Critical History of Western Philosophy, Macmillan, New York, 1964.
- Moore, Bruder. (2011). Philosophy: The Power of Ideas, New Delhi: Tata MacGraw Hill
- Stegmuller, W(1969). Main Currents in Contemporary German, British and American Philosophy, , Dordrecht, D. Reidel Publishing
- Thomson, Garrett. (1993) An Introduction to Modern Philosophy, California: Wadsworth Publishing.

C -7: APPLIED ETHICS

UNIT-I

1. An Introduction to Moral Philosophy and Applied Ethics.

UNIT-II Value of Human Life

1. Human Rights
2. Punishment
3. Suicide, Female Foeticide

UNIT-III Environmental Ethics

1. Nature as Means or End.
2. Respect for animals and ecology

UNIT-IV Professional Ethics and Public Policy

1. Medical Ethics- Surrogacy, Doctor-patient relation, Euthanasia
2. Media Ethics – Privacy, Ethical Issues in Cyber space

Recommended Readings:

- Dower Nigel, (2007) World Ethics: The New Agenda. Edinburgh University Press: Edinburgh.
- Hammer Rhonda and Kellner Douglas (eds),(2009) Medical and Cultural Studies: Critical approaches, New York, Peter Lang Publishing
- Holmes Rolston and Andrew Light (eds),(2007) Environmental Ethics: An Anthology. USA, Blackwell
- Jecker, Nancy S. Jonsen Albert R and Robert A Pearlman (eds)(2010) Bioethics: An Introduction to the History, Method and Practice. New Delhi, Jones and Bartlett
- Motilal Shashi (ed)(2010), Applied Ethics and Human Rights: Conceptual Analysis and Contextual Applications. London, Anthem Press
- Piet John H., and Prasad Ayodhya (eds),(2000) An Introduction to Applied Ethics. New Delhi, Cosmo Publications
- Rachel James,(2011) The Elements of Moral Philosophy. Oxford, Oxford University Press:
- Singer Peter,(1986) Applied Ethics Oxford, Oxford University Press
- Yogi, Manasvini. M, Euthanasia: Its Moral Implication,(2007)Delhi, Pratibha Prakashan,

GE-3-BIOETHICS

UNIT I: Introduction to Bio-ethics

1. Understanding ethics and bioethics
2. Human dignity and human rights
3. Principles of benefit and harm

UNIT II: Autonomy, Consent and Privacy

1. Autonomy and individual responsibility
2. Consent
3. Persons without the capacity to consent
4. Respect for human vulnerability and personal integrity
5. Privacy and confidentiality

UNIT III: Justice, Diversity and Co-operation

1. Equality, justice and equity

2. Non-discrimination and non-stigmatization
3. Respect for cultural diversity and pluralism
4. Solidarity and cooperation

UNIT IV: Health, and Responsibility

1. Social responsibility and health
2. Sharing of benefits
3. Protecting future generations
4. Protection of the environment, the biosphere and biodiversity

Recommended Readings:

- URL <http://unesdoc.unesco.org/images/0016/001636/163613e.pdf>
- Barilan, Yechiel M. (2014) Human Dignity, Human Rights, and Responsibility - The New Language of Global Bioethics and Biolaw, U.S.A.: MIT.
- Kuhse, H. and Singer, P. (2008) Bioethics: An Anthology, 2nd Ed. Blackwell.
- Singer, Peter A. and Viens, A. M. (2008) The Cambridge Textbook of Bioethics, Cambridge: Cambridge University Press.
- Vaughn, L. (2012) Bioethics: Principles, Issues and Cases, Oxford: Oxford University Press.

SEC-1: CRITICAL THINKING AND DECISION MAKING

UNIT I: Critical Thinking and its Components

1. Critical Thinking: A Second-Order Activity
2. Identification and Analysis of the Problem.
3. Organizing the Data and Identifying the Errors.

UNIT II: Problem Analysis, Decision Making and Wrapping up for Solution

1. Evaluating the Argument: Validity, Soundness and Strength; Reflecting upon the issue with Sensitivity and Fairness.
2. Evaluating Decision Options from Multiple Perspectives.
3. Identifying Inconsistencies, Understanding Dilemma and Looking for Appropriate Solution within Limitations.

Recommended Readings:

1. Hurley, Patrick J. (2007) Introduction to Logic, Wadsworth, Cengage learning.
2. Kam Chun Aik, and Stephen Edmonds, Critical Thinking, Longman
3. Dewey, John. (1933) How to Think: A Restatement of the Relation of Reflective Thinking to the Educative Process. Revised edition. Boston: Heath
4. Noisich, Gerald M. (2002) learning to think things through: A Guide to Critical Thinking, Prentice Hall.
5. Case studies.

GOSSAIGAON COLLEGE, GOSSAIGAON

Gossaigaon, Kokrajhar, Assam-783360

(Affiliated to Bodoland University)



ACTIVITIES

Date	Activities	Number of Participants
23/01/2022	Netaji Subhas Chandra Bose	87
26/01/2022	Republic Day	65
23/03/2022	Shaheed Diwas	76
14/04/2021	Constitution Day	81
05/06/2021	Environment Day	94
21/06/2021	International Yoga Day	69
15/08/2021	Independence Day	61
5/09/2021	Teachers Day	88
02/10/2021	Gandhi Jayanti	64
15/10/2021	World Students' Day	41
31/10/2021	National Unity Day	95

The purpose observation behind the above activities is to inculcate students Professional Ethics, Gender, Human Values, Environment and Sustainability.





Run for Unity Flag off by Hon'ble Principal Dr. Kumud Ranjan Basumatary



Flag hosting on 15th August, 2021 in the college by Hon'ble Principal Dr. Kumud Ranjan Basumatary



Sr. Under Officer, NCC unit of the college receiving prize from Hon'ble SDPO of Gossaigaon Sub-Division for showing excellence in the parade on 15th August, 2022 (Independence Day)



Observation of Environment Day on 5th June, 2021 in the college campus followed by plantation of saplings



Observation of Swachh Bharat Abiyan on the day of Gandhi Jayanti, the 2nd October, 2021



Celebrated Constitution Day on 14th April, 2021 to honour democratic values and social justice of Dr. Babasaheb Bhimrao Ambedkar



Celebrated Teachers Day on 5th September, 2021 to honour teachers for their contribution towards community in the field of education



Celebrated International Yoga Day on 21st June, 2021 to create awareness on physical, mental and spiritual wellbeing.

