

MOIRABARI COLLEGE



CRITERIA 7: INSTITUTIONAL VALUES AND BEST PRACTICES

7.1.4: Supporting documents for Institutional efforts/initiatives in providing inclusive environment



**Moirabari College
Morigaon-782126
Assam**

Submitted to
The NAAC for 3rd cycle of Assessment and Accreditation

(49)

Copy of the Govt. of Assam(Personnel-B) Deptt. letter No.ASP.131/84/18 dt. 20th June'84, from Chief Secretary to the Govt. of Assam, to (1)All Commissioners and Secretaries to the Govt of Assam (2)All Special Secretaries to the Govt. of Assam, (3) All Secretaries to the Govt. of Assam.

Sub: Reservation of seats for candidates belonging to scheduled Castes/Scheduled Tribes (Plains)/Scheduled Tribes (Hills) and other Backward Classes (including More Other Backward Classes) in Technical Institutions etc.

It is directed hereby that it has been decided by the Government that there shall be reservation of seats for candidates belonging to scheduled Castes, scheduled Tribes and Other Backward Classes (including More Other Backward Classes) in Technical, Medical etc. Institutions under Education, Agriculture, Veterinary, Health & Family Welfare, Labour & Employment etc. Departments at the same percentage at which vacancies are reserved for them in appointments to public services. It is also hereby made clear that the reservation is, in addition to the seats secured by members of these communities on the basis of merit. This may please be noted.

You are aware that under the Assam Scheduled Castes and Scheduled Tribes Reservation of Vacancies in Services and Posts Act, 1978 and under the personnel Department O.M. NO. 402-338/83/14 dated 4-1-1984, the reservation in favour of Scheduled Castes and Scheduled Tribes and other Backward Classes is as follows:-

Members of Scheduled Caste	.. 7%
Members of Scheduled Tribes (Plains)	.. 10%
Members of Scheduled Tribes (Hills)	.. 5%
Members of Other Backward Classes (including More Other Backward Classes)	.. 15%

It is requested that necessary modification of rules, orders, etc., governing allotment of seats for admission to technical, medical etc. institutions may be made accordingly to be effective from the 1984 session of these institutions. Attention of the Departments of Education, Health & Family Welfare, Agriculture, Veterinary, Labour & Employment in particular are drawn in this regard.

The above instructions should be scrupulously followed.

Receipt of this letter may kindly be acknowledged.

Yours faithfully,
Sd/- A.K. Polit
Chief Secretary to the Govt. of Assam
Dispur,
Dated Dispur, the 20th June/84.

Memo NO. ASP-131/84/18-a
Copy to:-

all Heads of the Departments .

By order etc.,
Sd/- A.K. Polit
Chief Secretary to the Govt. of Assam
Dispur.

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GOVERNMENT OF ASSAM
OFFICE OF THE DIRECTOR OF HIGHER EDUCATION, ASSAM
KAILIPARA.....GUWAHATI-781 019

No.G(B) Misc. 75/2014/4

Dated Kailipara, the 06-06-2014

From:- Sri P. Jidung, *M.A., M.Phil., Ph.D.*
Director, Higher Education, Assam
Kailipara, Guwahati-19.

To:- The Principal (all Govt./Provincialised Colleges of Assam)
..... College/ Mahavidyalaya
P.O. District.....

Sub:- Uniform Policy of Admission of Students into the Colleges in different Streams
of Government and Provincialised Colleges of Assam.

Ref:- Govt. O.M. No.AHE.250/2014/1, dated 06-06-2014.

Sr.

With reference to the subject cited above, I have the honour to forward
herewith the Govt. O.M. No.AHE.250/2014/1, dated 06-06-2014 in connection with uniform
Policy of Admission of Students into the Colleges in different Streams of Government and
Provincialised Colleges of Assam.

Therefore, you are requested to follow the instruction scrupulously by all concerned
starting with the admission for the academic year 2014-15. Any deviation from the above
mentioned O.M. will be viewed seriously and will invite disciplinary action.

Yours faithfully,


Director, Higher Education, Assam
Kailipara, Guwahati - 19.

Memo No.G(B) Misc. 75/2014/4-A
Copy to:-

Dated Kailipara, the 06-06-2014

- 1) The Commissioner and Secretary to the Govt. of Assam, Education (Higher)
Department, Dispur, Guwahati-6.
- 2) Court file.

Director, Higher Education, Assam
Kailipara, Guwahati - 19.

*Registration
Please arrange
to send the
message to all the
Degree Colleges
on 28/6/14*

*1/c
Kant. indh
B.
28/6/14*

GOVERNMENT OF ASSAM
HIGHER EDUCATION DEPARTMENT
DISPUR, GUWAHATI - 6
No. AHE 250/23/14

Dated Dispur, the 5th June, 2014

OFFICE MEMORANDUM

Sub : Uniform Policy of Admission of Students into the Colleges in different Streams of Government and Provincialized Colleges of Assam.

The State Government has been actively considering the need for making Uniform Policy of admission of the students into the Degree Colleges in different streams of Government and Provincialized Colleges of Assam. Accordingly, following instructions / guidelines are issued for compliance by every college authority with immediate effect, i.e., from the current year 2014-15.

- i) Henceforth, the college authority should declare the numbers of seat to be offered for admission in each stream at the beginning of the Session.
- ii) Admission Notice is to be published in the local Daily Newspapers, both English and Assamese, or in Notice Board of the colleges indicating the category-wise total number of seats to be offered for admission.
- iii) The admission should be on the basis of merit list prepared based on the marks obtained in the qualifying examination subject to Government Reservation Policy.

iv) A maximum 5% of the seats may be earmarked as per break up given below for outstanding Sports Persons / NCC Cadets / proficiency in cultural activities / wards of the employees of the colleges, etc.

(a) 2% for Sports Persons of sports recognized by IOA/SAI and

(b) also have represented District/ State, etc.

(b) 1% for wards of employees of the college and

(c) 1% for NCC/Scouts/ Guides

(ci) 1% for the students with achievements in cultural activities.

These seats are to be settled on the basis of merit list of students concerned in each category. The detailed guidelines for filling up of these seats may be finalized by the Governing Bodies of the Colleges.

v) There shall be no discretionary Quota of Seats to be filled up by the Principal or any other authority.

vi) No seats will be offered for admission by the College Authorities against donations to the college fund.

vii) The Principal of the College will notify the closure of admission in any academic year and publish category-wise the names of students with marks etc. who are admitted to the college in the Notice Board / College Website. A copy of the same will also be submitted to the Director, Higher Education for information.

The above instructions should be followed scrupulously by all concerned starting with the admission for the academic year 2014-15. Any deviation from the above will be viewed seriously and will invite disciplinary actions.

Sd/-

(H.K.Sharma)

Commissioner & Secy. to the Government of Assam
Higher Education Department


Memo No. AHE.250/2014/1-A

Dated Dispur, the 5th June, 2014

Copy to:-

- 1) ✓ The Director of Higher Education, Assam, Kahlilpara, Guwahati-19,
for information & necessary action. He is requested to instruct all the
Principals of Government & Provincial Collages accordingly.
- 2) The Principal, ----- College.

By order, etc.,


Deputy Secretary to the Govt. of Assam
Higher Education Department

2. Through Curriculum: The curriculum includes different topics related to culture, rights, duties, tolerance, peace, harmony and so on that gives students the opportunity to learn and understand about the same. Given below are some of the curriculums that deals with these topics-

General Assamese (ASM -HC- 2026)

বুনিয়াদী পাঠ্য
ASM-HC-2026
সাহিত্য-সমালোচনা
মূল্যাংক : ৮০

(উদ্দেশ্য : এই পাঠ্যই পাঠ্য আৰু পাশ্চাত্য সাহিত্যতত্ত্বৰ কেতবোৰ চৰ্চিত দিশ নতুনকৈ চোবাত ছাত্ৰ-ছাত্ৰীসকলক সহায় কৰিব।)

প্রথম গোট : বস, ধ্বনি, গুণ, বীতি : সংগ্ৰা আৰু স্বৰূপ	20
দ্বিতীয় গোট : কবিতাত কল্পনাৰ স্থান, চিত্ৰকল্পবাদ, প্ৰতীকবাদ	20
তৃতীয় গোট : ট্ৰেজেডি, এবছাৰ্ড আৰু ব্ৰেণ্টীয় নাট্য ধাৰা	20
চতুৰ্থ গোট : চুটিগল্প আৰু উপন্যাস : কপ-বৈচিত্ৰ্য	20

EDUCATION GENERAL- 5.01

Emerging Issues and Education

Paper: 5.01 (Credits-8)
(General Course)

Objectives :

- 1) To acquaint the learner with the emerging issues in education.
- 2) To develop awareness and understanding about different literacy programmes, women empowerment, Human rights, globalization, vocationalization of secondary education.
- 3) To develop in students basic understanding regarding students indiscipline –its causes and remedies.
- 4) To acquaint the students about the need and importance of national integration and International understanding and the role of education in promoting them.

Unit: 1 Universalization of primary education for national development

- Significance of universalization of primary education,
- Nature of universal literacy programme in India,
- Need and importance of literacy,
- Literacy programmes in India- ----
----National Adult Education Programme (NAEP),
---- National Literacy Mission (NLC)
----Total Literacy Campaign (TLC),
---- District Primary Education Programme (DPEP),
----Sarva Shiksha Abhiyan (SSA),
---- Right of Children to Free and Compulsory Education Act
- Problems and remedial measures

Unit: 2 Education for women's equality and empowerment:

- Problem of woman education with special reference to Assam,

EDUCATION GENERAL- 3.01

Emerging Issues and Education

Paper-(M) 3.01 (Credits-8)
(Major Course)

Objectives :

- 1) To acquaint the learner with the emerging issues in education.
- 2) To develop awareness and understanding about different literacy programmes, women empowerment, Human rights, globalization, vocationalization of secondary education.
- 3) To develop in students basic understanding regarding students indiscipline –its causes and remedies.
- 4) To acquaint the students about the need and importance of national integration and International understanding and the role of education in promoting them.
- 5) To acquaint the students with meaning, importance and means of life skill education.
- 6) To develop understanding about concept, importance, methods and programmes of Peace Education.

Unit: 1 Universalization of primary education for national development

- Significance of universalization of primary education,
- Nature of universal literacy programme in India.
- Need and Importance of Literacy
- Literacy programmes in India- ----
----National Adult Education Programme (NAEP),
---- National Literacy Mission (NLC)
---- Total Literacy Campaign (TLC),
---- District Primary Education Programme (DPEP),
----Sarva Shiksha Abhiyan (SSA),
----Right of Children to Free and Compulsory Education Act
- Problems and remedial measures

Unit: 2 Education for women's equality and empowerment:

- Problem of women education with special reference to Assam
– Literacy percentage of women,

ENGLISH-ENG-HC-4016

Paper 8: ENG-HC-4016 British Literature: The 18th Century

Credits: 5 (Theory) + 1 (Tutorial)

Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)

This paper aims to familiarize the students with British literature in the 18th century. A very interesting age in which reason and rationality dominated, this age saw the publication of some of the best novels and works of non-fictional prose and poetry in the English language. Though it was not predominantly an age of drama yet one cannot but pay attention to the few plays of the century. Although the texts in the course are mostly by men it must be noted that quite a number of women writers were also part of the literary scene. The texts in the course are representative of the age and to some extent representative of the forms as well. The selected texts hope to give the students an overview of the age and the writings that the age produced.

Texts:

- Jonathan Swift: *Gulliver's Travels* (Books III and IV)
- Samuel Johnson: 'London'
- Thomas Gray: 'Elegy Written in a Country Churchyard'

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- Daniel Defoe: *Moll Flanders*
 - Joseph Addison: "Pleasures of the Imagination", *The Spectator*, 411
 - Oliver Goldsmith: *She Stoops to Conquer*

ENGLISH-ENG-HC-1026

Paper 2: ENG-HC-1026 European Classical Literature

Credits: 5 (Theory) + 1 (Tutorial)

Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)

Classical writing in Europe saw the emergence of traditions that cut across many genres, which included poetry, theatre, and general discourses. While the Aristotelian focus on the examination of the essentials of poetry extended to incorporate discussions on epic and drama, subsequent writers such as Horace drew attention to the purposefulness of the creative exercise. In the theatre the widely divergent compositions by Sophocles and Plautus respectively show the consolidation of a rich cultural discourse. It is this enriching literary tradition that this paper seeks to familiarize with through the study of representative texts belonging to the Classical Period.

Texts:

ENGLISH-ENG-HC-2026

Paper 4: ENG-HC-2026 British Poetry and Drama: 14th to 17th Centuries

Credits: 5 (Theory) + 1 (Tutorial)

Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)

This paper aims to familiarize the students with the two major forms in British literature from the 14th to the 17th centuries – poetry and drama, apart from acquainting them with the contexts that generated such literatures. The larger contexts of the Renaissance, the nature of the Elizabethan Age and its predilections for certain kinds of literary activities, and the implications of the emergence of new trends will be focused in this paper. It will also highlight the seminal issues and preoccupations of the writers and their ages as reflected in these texts.

Texts:

- Geoffrey Chaucer: *The Wife of Bath's Prologue*
- Edmund Spenser: Selections from *Amoretti*: Sonnet LXVII 'Like as a huntsman...'; Sonnet LVII 'Sweet warrior...'; Sonnet LXXV 'One day I wrote her name...'
- John Donne: 'The Sunne Rising'; 'Batter My Heart'; 'Valediction: Forbidding Mourning'
- Christopher Marlowe: *Doctor Faustus*
- William Shakespeare: *Macbeth*

ENGLISH-ENG-HE-5016

Semester V (Any Two)

Paper 1: ENG-HE-5016 Popular Literature

Credits: 5 (Theory) + 1 (Tutorial)

Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)

Over the years popular literature has moved from the margins to earn for itself a fairly important place in the literary and critical consciousness. This paper seeks to highlight the nature of 'popular' literature as a genre and the critical ideas underpinning the theorization of popular literature. This will be done through a practical engagement with various texts falling under its ambit.

Texts:

- Lewis Carroll: *Alice in Wonderland*
- Agatha Christie: *The Murder of Roger Ackroyd*
- J. K. Rowling: *Harry Potter and the Philosopher's Stone*
- Durgabai Vyam and Subhash Vyam: *Bhimayana: Experiences of Untouchability/ Autobiographical Notes on Ambedkar (For the Visually Challenged students)*

ENGLISH-ENG-HE-6046

Paper 10: ENG-HE-6046 Travel Writing

Credits: 5 (Theory) + 1 (Tutorial)

Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)

- Ibn Batuta: 'The Court of Muhammad bin Tughlaq', Khuswant Singh's *City Improbable: Writings on Delhi*, Penguin
- Al Biruni: Chapter LXIII, LXIV, LXV, LXVI, in *India by Al Biruni*, edited by Qeyamuddin Ahmad, National Book Trust of India
- Mark Twain: *The Innocent Abroad* (Chapter VII, VIII and IX), Wordsworth Classics Edition
- Ernesto Che Guevara: *The Motorcycle Diaries: A Journey around South America* (the Expert, Home land for victor, The city of viceroys), Harper

ENGLISH-ENG-HE-6056

Paper 11: ENG-HE-6056 Life Writing

Credits: 5 (Theory) + 1 (Tutorial)

Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)

- Jean-Jacques Rousseau: *Confessions*, Part One, Book One, pp. 5-43, Translated by Angela Scholar (New York: Oxford University Press, 2000).
- Maya Angelou: *I Know Why the Caged Bird Sings*, Chapter 6, pp. 37-49 (New York: Virago, 2004)
- M. K. Gandhi: *Autobiography or the Story of My Experiments with Truth*, Part I Chapters II-IX, pp.5-26(Ahmedabad: Navajivan Trust, 1993).
- Ismat Chughtai, *A Life in Words: Memoirs*, Chapter 1 (New Delhi: Penguin India, 2013).

-
- Binodini Dasi: *My Story and Life as an Actress*, pp. 61-83 (New Delhi: Kali for women, 1998).
 - Revathi: *Truth About Me: A Hijra Life Story*, Chapters One to Four, 1-37 (New Delhi: Penguin Books, 2010.)
 - Richard Wright: *Black Boy*, Chapter 1, pp. 9-44 (United Kingdom: Picador, 1968).

ENGLISH-ENG-HE-6066

Paper 12: ENG-HE-6066 Writings from North East India

Credits: 5 (Theory) + 1 (Tutorial)

Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)

Section I: Oral Narratives

- Mamang Dai: On Creation Myths and Oral Narratives
- Tashi Chopel: The Story of Creation
- Kynpham Sing Nongkynrih: U Thlen: The Man-Eating Serpent

Section II: Poetry

- Deva Kanta Barua: 'And we open the Gates'
- Ajit Barua: 'Lovely is Our Village', Parts I & II
- Rajendra Bhandari: 'Time Does Not Pass'

ENGLISH-ENG-PAPER 19

PAPER 19

Feminist theory and Fiction

Marks 75 (60+15) [15 Marks Internal Assessment]. Credits: 6

Section A: Feminist Theory

In this section the students will have to answer one essay-type question (12marks) and two short notes (2x6) on critical terms based on the texts prescribed. (1x12 + 2x6 =24)

Texts:

- Margaret Fuller (1810-1850): 'Prejudice against Women' (From *Women in the Nineteenth Century*)
- Virginia Woolf (1882-1941): *A Room of One's Own*
- Simone De Beauvoir (1908-1986): *The Second Sex* Chapters 1 -3

Section B: Fiction

Students will answer three questions, each carrying 12 marks, on various aspects and issues pertaining to women's lives and their representation in the novels prescribed. (12x3 = 36)

ENGLISH-ENG-PAPER-14

PAPER 14

Women's Writing

Marks 75 (60+15) [15 Marks Internal Assessment]. Credits: 6

This paper on writing by women introduces students to a body of literature that has emerged with growing feminist awareness of women's lives and their representation. It invites students to examine how women's texts pay attention to the historical and political conditions of their times, to the status and condition of women and to the ways in which they embody a politics of resistance.

It expects students to look at the way a woman writer participates in the questions of selfhood, at women's relations with men and with other women, and at the implications of women speaking, writing, and empowering themselves by finding their own voices and interrogating women's work and roles in society. Particular attention should be given to women's use of language, their preference for certain genres that are assumed to be liberating, and the ways in which they have transformed and made some genres their own.

Students will address women's issues and interests, the condition of women in the place and time of the writer and uses and subversions effected in the genre of the novel by women in Section I. There will be 2 essay-type questions of 12 marks each ($2 \times 12 = 24$), and 1 question of 8 marks ($1 \times 8 = 8$) from this section. From Section II, the students will be expected to address the use of these autobiographical forms by women and the specifically gendered experiences and perspectives that they represent. They are to answer two questions of 8 marks each ($2 \times 8 = 16$) from this section. Section III will introduce students to contemporary Indian women poets writing in English in order to show how these poets have extended both the subject matter and idiom of poetry. Students will have to answer one question of 12 marks ($1 \times 12 = 12$).

Section I: Fiction

($2 \times 12 + 1 \times 8$)

- Anita Desai (1937 -): *Fasting , Feasting*
- Edith Wharton (1862 - 1937): *Roman Fever*
- Katherine Mansfield (1888 - 1923): "The Fly"
- Bessie Head (1937 - 1986): *Heaven is not Closed*

Section II: Letters/Diaries

(2×8)

- Frances Burney (1752-1840): Letter from Miss F. Burney to Mrs. Phillips [Authoress of "Evelina"]

ENGLISH-ENG-HC-1016

Semester I

Paper 1: **ENG-HC-1016 Indian Classical Literature**

Credits: 5 (Theory) + 1 (Tutorial)

Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)

This paper introduces students to a selection of literatures of India in English translation. Given that Indian Classical Literature offers a rich and diverse canvas that spans across genres like drama, poetry, the epic narrative as well as short fictional fables, to name a few, it is essential that students studying English literature are familiar with at least a few of these. This paper encourages students to think laterally about literatures of the world, and the possibility of cultural exchange.

Texts:

- Kalidasa: *Abhijnana Shakuntalam*, tr. Chandra Rajan, in *Kalidasa: The Loom of Time* (New Delhi: Penguin, 1989).
- Vyasa: 'The Dicing' and 'The Sequel to Dicing, 'The Book of the Assembly Hall', 'The Temptation of Karna', Book V 'The Book of Effort', in *The Mahabharata*: tr. and ed. I.A.B. van Buitenen (Chicago: Brill. 1975) pp. 106-69.

POLITICAL SCIENCE-POL-HC-5016

POL HC 5016 Classical Political Philosophy

Course objective: This course goes back to Greek antiquity and familiarizes students with the manner in which the political questions were first posed. Machiavelli comes as an interlude inaugurating modern politics followed by Hobbes and Locke. This is a basic foundation course for students.

Course Outcomes:

- To interpret ideas underlying traditions in classical political philosophy
- To analyze the debates and arguments of leading political philosophers belonging to different traditions of the period
- To appraise the relevance of classical political philosophy in understanding contemporary politics

I. Text and Interpretation (8 lectures)

Significance of Interpretation
Interpretation: Different Perspectives

- i. Marxist Perspective
- ii. **Feminist Perspective**
- iii. Post-modern Perspective

POLITICAL SCIENCE-POL-HC-6016

POL HC 6016 Modern Political Philosophy

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

Course Outcome:

- To interpret ideas underlying traditions in modern political philosophy
- To analyze the debates and arguments of leading political philosophers of different philosophical traditions
- To appraise the relevance of modern political philosophy in understanding contemporary politics

I. Modernity and its discourses (8 lectures)

Modernity: Concept (3 lectures)
Discourses on Modernity (5 lectures)

II. Romantics (16 lectures)

- a. Jean Jacques Rousseau (8 Lectures)
Presentation themes: General Will
- b. **Mary Wollstonecraft (8 Lectures)**
Presentation theme: Women and paternalism

POLITICAL SCIENCE-POL-RC-2016

SEMESTER II

POL RC 2016 Indian Government and Politics

Course outcomes:

After reading the course the student will be able to

- Appreciate the approaches to the study of Indian politics and the changing nature of the state
- Understand the basic features of the Indian constitution and its institutional functioning
- Examine the changing role of caste, class and patriarchy and their impact on politics
- Understand the dynamics of social movements in India.

Unit 1. Approaches to the Study of Indian Politics and Nature of the State in India: Liberal, Marxist and Gandhian (9 lectures)

Unit 2. Indian Constitution: basic features, debates on Fundamental Rights and Directive Principles (9 lectures)

Unit 3. Institutional Functioning: Prime Minister, Parliament and Judiciary (9 lectures)

Unit 4. Power Structure in India: Caste, class and patriarchy (7 lectures)

Unit 5. Religion and Politics: debates on secularism and communalism (6 lectures)

POLITICAL SCIENCE-POL-SE-4024

POL SE 4024 Citizens and Rights

Course objective:

This course aims to understand law as a source of rights, as a progressively widening sphere of substantive justice, welfare, and dignity. This relationship between laws and rights will be studied through specific values which have come to be seen as integral for a democratic society viz., equality and non-discrimination, empowerment, redistribution and recognition of traditional rights etc.

Course outcomes:

- To analyse the linkages between citizenship, law, rights and equality
- To understand the measures of discrimination, justice and empowerment and the ways to protect the same.
- To evaluate the idea of justice and assess its relevance in context of contemporary India.

I. Equality and non-discrimination (12 lectures)

- a. Gender: the protection of women against domestic violence, rape and sexual harassment
- b. Caste and Class: laws concerning untouchability and minimum wages
- c. Disability and equality of participation

II. Empowerment (12 lectures)

- a. Access to information
- b. Rights of the consumer

III. Redistribution, recognition and livelihood (12 lectures)

- a. Traditional rights of forest dwellers and the issue of women's property rights
- b. Rural employment guarantee

IV. Laws relating to criminal justice administration (12 lectures)

- a. Filing of a complaint, First Information Report (FIR)
- b. Detention, arrest and bail

Course Name: Certificate Course in Self-Defense

(Organized by NSS Unit, Moirabari College)

Course Overview:

The Certificate Course in Self-Defense, organized by the NSS Unit of Moirabari College, is designed to equip girl individuals with essential knowledge and practical skills to protect themselves and others in potentially dangerous situations. The course emphasizes personal safety, awareness, and effective self-defense techniques. Participants will learn to assess threats, develop prevention strategies, and employ physical techniques to neutralize attackers. This course aims to enhance confidence, promote physical fitness, and empower individuals to navigate challenging situations with resilience.

Course Duration: 12 weeks (36 hours)

Unit 1: Introduction to Self-Defense

- Understanding self-defense concepts and importance
- Situational awareness and threat identification
- Personal safety practices and boundaries
- Psychological and emotional aspects of self-defense

Unit 2: Basic Strikes and Kicks

- Proper stance, posture, and footwork
- Techniques for effective strikes and kicks
- Combinations and target accuracy
- Building power, speed, and coordination

Unit 3: Defensive Techniques and Escapes

- Blocking and defense against common attacks
- Joint locks, submission holds, and ground defense
- Escaping from grabs and holds
- Defense against armed attackers and weapon disarmament

Unit 4: Fitness and Conditioning for Self-Defense

- Strength and endurance exercises for self-defense
- Agility, speed, and coordination drills
- Cardiovascular fitness for stamina and endurance
- Mental resilience and confidence building techniques



Practical classes: Certificate Course in Self Defense

Trainer: Mabzun Nahar, Assistant Professor, Dept. of Commerce

3. College Uniform: The purpose of a college uniform is to foster equality, cohesion, and solidarity. The students at Moirabari College must adhere to a stringent dress code and consistency.



Boys : Formal plain white shirt and formal plain black trousers, black sweater, black belt, black shoes and white socks.

Girls : i) Sky blue kameez having collar and three quarter size sleeves, white loose salwar and white chunni (Leggings and jeggings are prohibited). Black shoes/black sandals with black straps/ belt.

4. **College Song:** The institution's song reflects tolerance and harmony towards cultural, regional and linguistic diversities among students. A copy of the song has been given below-

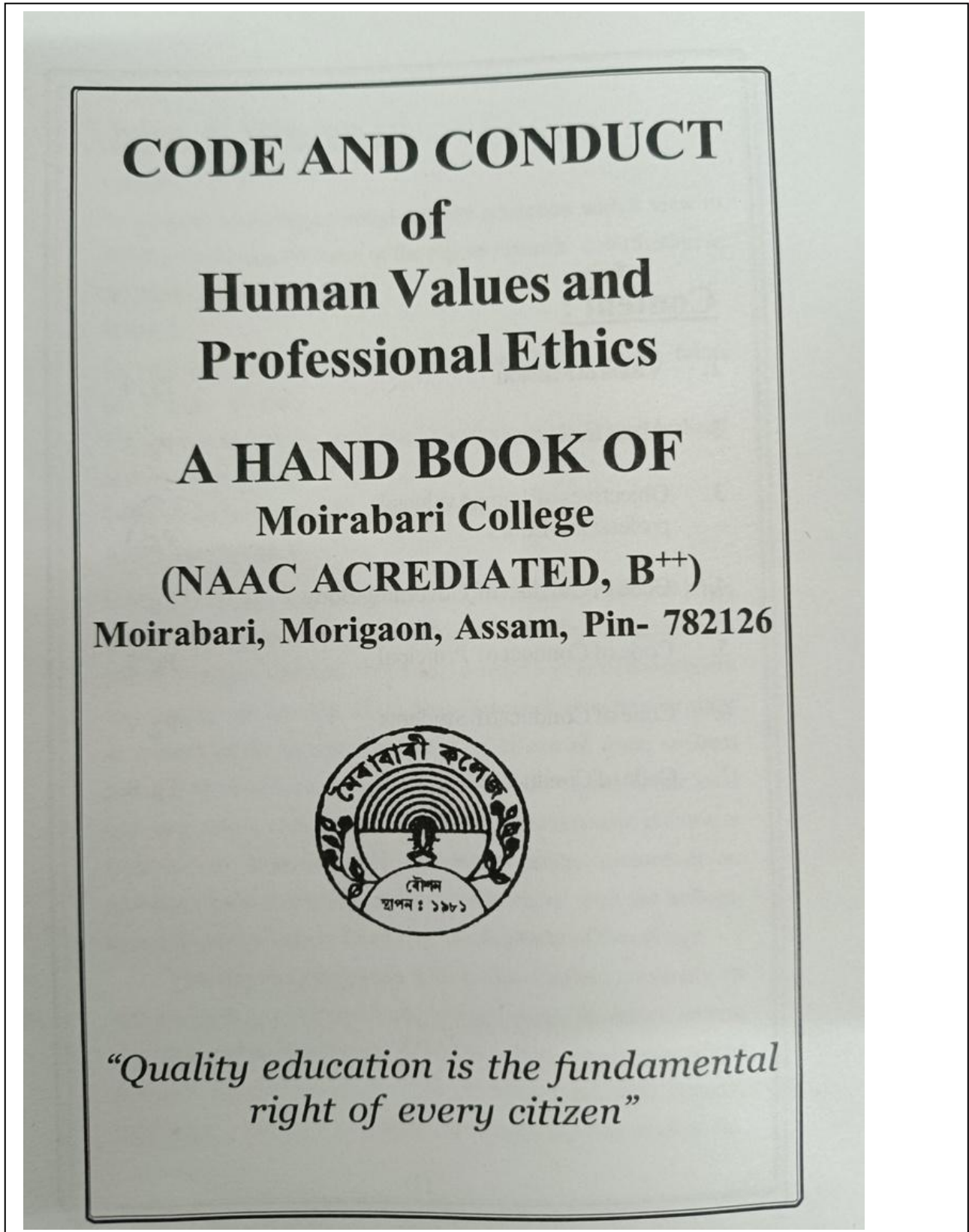
Moirabari College *Prospectus* Session : 2020-21

মহাবিদ্যালয় সঙ্গীত

কথা : শ্ৰীদীনেশ চন্দ্ৰ নাথ

জ্ঞান ধ্যান আৰু মনীষাৰ
শিক্ষা সংস্কৃতি সাধনাৰ
এইয়া সুৰ সমলয়
এইয়া সুৰ সমলয় বাজে সুৰ
কত শত জনৰ সাধনাৰ
শত জ্ঞান প্ৰয়াসীৰ প্ৰেৰণাৰ
এইয়া সুৰ সমলয়^২
ঐক্য শান্তি আৰু প্ৰগতি
লক্ষ্য
শৌৰ্য বীৰ্য আৰু শক্তি
কাম্য
কত শত জনৰ সাধনাৰ
শত জ্ঞান প্ৰয়াসীৰ প্ৰেৰণাৰ
পূৰ্বত মাজাৰে ঘোষে মানৱৰ জয়
পশ্চিমত বৰজানখনি চিৰদিন বয়
উত্তৰে শুনা আজান ধ্বনি
জিকিৰ জাৰীয়ে কয় মধুৰ বাণী
অংকীয়া নাট ভাওনা
বৰগীত বিহু ভটিমা
এইয়া সুৰ সমলয়
বাজে সুৰ সমলয়।

6. Code of Conduct: The college handbook's code of conduct section aims to preserve mutual respect, understanding, and peace among all parties involved in the institution. Copy of the handbook is being given below-



Content :

1. Vision & Mission Pg. 3
2. About Institution Pg. 3
3. Objectives of human values & professional Ethics Pg. 3
4. Code of Conduct of Governing Body Pg. 4
5. Code of Conduct of Principal Pg. 5
6. Code of Conduct of Students Pg. 7
7. Code of Conduct of Teachers Pg. 8

Vision & Mission :

Vision:-

To promote knowledge through quality education with a view to develop the human resource of the region towards contributing in the process of nation building.

Mission: -

To empower the new generation for contributing to the future Knowledge- economy

To empower the socially, economically and educationally marginalized section of the society.

To uplift the rural mass through effective education.

About Institution :-

Moirabari College was established on 14th August, 1981 and it has emerged as a premier institution of higher education in the northern part of Morigaon District. The college provides an ideal atmosphere for teaching and learning. The college has reached its present stage as a result of the sacrifice and untiring efforts of some eminent personalities and the enthusiasm and generosity shown by the local populace, mainly comprised of the religious and linguistic minorities from the very inception of the college. The public representatives, who have been directly or indirectly associated with the college, have played vital role in the overall development of the college.

Moirabari College was affiliated to Gauhati university on 26th November, 1993, and it was brought under the deficit system of grant-in-aid on January 11, 1996. The college was provincialised vide govt. notification no. B (2) H.131/2003/31 dtd. 24th January, 2007 w.e.f.1-12-2005. At present the college has two streams viz.

Arts and Commerce, and the college authority is planning for the introduction of Science stream in near future.

Objectives of human values & professional Ethics :

1. To understand the moral values involved in the profession.
2. To create awareness on human values and professional ethics.
3. To inspire moral and social values and loyalty.
4. The prime objective of the professional ethics is to develop ability to deal effectively with moral ethics and inculcate them among the students of Moirabari College, such as-
 - a. Moral awareness
 - b. Convincing moral reasoning
 - c. Moral coherence
 - d. Moral imagination and
 - e. Moral communication.
5. Towards moral commitment and responsible conduct like -
 - a. Moral reasonableness i.e. willingness and ability to be morally responsible.
 - b. Respect for persons for the well-being of oneself.
 - c. Tolerance of diversity and
 - d. Moral hope i.e. belief in using dialogue for resolving moral conflicts.

CODE OF CONDUCT OF GOVERNING BODY

1. Governing body is the chief executive body of the institution.
2. The academic and administrative affair of the college is managed by the Governing body.
3. Discretionary powers are vested upon the governing body for academic and administrative development of the college.

CODE OF CONDUCT OF THE PRINCIPAL

The principal is the academic head of the institution and works for the growth of the institution. He implements the policies of the concerned authorities of the government and approves the decisions of Governing body (the highest decision making body of the institution). He should attain coordination among various statutory committees and non statutory bodies including Academic council. As a principal, he is the chairman of the Academic council, chairman of finance committee and also Chief Controller of the Examinations. He monitors the process of admission, examination and evaluation for smooth functioning of the system etc.

THE PROFESSIONAL ETHICS OF THE PRINCIPAL

A. ACADEMIC ADMINISTRATION

1. On academic matters the principal is generally guided by the rules and regulation as well as the norms laid down by the Gauhati University, UGC, State Government and the Governing Body of the college.

2. Shall be assisted by the various Heads of the departments ,senior members and various committees of the college.
3. In matters related to decision implementation, Principal will be assisted by the Governing Body.
4. In matter of admission, Coordinators of admission will be guided by the principal.
5. Principal shall closely monitor the smooth functioning of the classes as per the time table.
6. Shall closely observe various academic activities.
7. Shall conduct meeting with the HODs periodically to review the progress of academic work and suggest effective measures to achieve desired academic goals.
8. In matters related to internal examinations, semester end examinations, result analysis etc., the principal should be assisted by the HODs & faculty members of the college.
9. The principal should plan and motivate both the teaching and non-teaching staff to attend various training programmes such as refresher and orientation courses, faculty improvement programmes, short term courses and quality enhancement programmes etc.
10. Principal, being the chairman of IQAC shall work towards ensuring quality enhancement and should guide the IQAC to achieve the goals.
11. Shall put efforts to look after the welfare of staff and students.

B. GENERAL ADMINISTRATION :

1. Shall make proposals for filling up all vacant posts including regular, part-time and daily wage employees.
2. Arrange for performance appraisal of faculty and supporting staff.
3. Empowered to initiate disciplinary proceedings and punishment for minor and major offences. He may give warning, censure, impose fine, withheld increments and promotion of the teaching and non-teaching staff.
4. All such cases requiring arrangements such as suspension, removal, dismissal from the services shall be referred to the Governing Body by the principal.

FINANCIAL ADMINISTRATION :

1. Principal is assisted by the purchase committee and Governing body in financial administration.
2. Subject to the budget allocation for a specific area of expenditure, principal is empowered to incur expenditure laid down by the Governing Body of the college
3. Shall have the power to sanction the purchase of stationary, library books, periodicals, consumables for laboratories etc subject to the concern and approval respective committees.
4. Shall countersign T.A. bills.

CODE OF CONDUCT OF STUDENTS

A. DRESS CODE FOR HS & DEGREE STUDENTS :

1. All students must maintain the dress code of the college. Boys must be dressed in white shirt and black formal pant. The dress code for girls is white *salwar*, sky blue *kameez* and white *dupatta*. A college logo has to be affixed by each student on shirt pocket position (for boys) and *kameez* on right arm position (for girls).

B. RULES CONCERNING STUDENT CONDUCT:

1. No student shall be allowed to attend classes, festivals or any function without proper uniform.
2. Students must carry their Identity cards to the college.
3. Each student is required to attend allotted lectures, tutorials and practical classes.
4. Use of mobile phone by students is strictly prohibited in the college campus.
5. Exhibition or introduction of any political party-emblem in the college premises is forbidden.
6. Any of the following acts by students shall be considered as a major breach of discipline -
 - a. Habitual unpunctuality.
 - b. Any form of immoral behaviour
 - c. Use of intoxicants, drugs etc. in the college premises or in any of the attached hostels.

- d. Resorting to violence of any kind.
7. Ragging is strictly prohibited in the college premises as per UGC Rule.

CODE OF CONDUCT OF TEACHERS AND PROFESSIONAL ETHICS -

A. TEACHERS AND THEIR RESPONSIBILITIES

1. Shall perform their duties with dignity and ethics of the profession.
2. Seek to make professional growth continuous through study and research.
3. Express free and frank opinion by participation at professional meetings, seminars, conference etc towards the contribution of knowledge.
4. Maintain active membership of professional organization and strive to improve education and professional through them.
5. Perform their duties in the form of teaching, tutorial, practical, seminar and research work conscientiously and with dedication.
6. Participate in education, co-curricular and extra-curricular activities including community service.

B. TEACHER AND THEIR RESPONSIBILITIES WITH STUDENTS:

1. Respect the right and dignity of the student in expressing his/her opinion.

2. Deal impartially and judiciously with students regardless of their religion, caste and creed.
3. Encourage students to improve their attainments, develop their personalities and at the same time contribute to community welfare.
4. Inculcate among students scientific outlooks and respect for physical labour and ideals of democracy, patriotism and peace.
5. Aid students to develop an understanding of our national heritage and national goals.

C. TEACHERS AND COLLEAGUES RELATIONSHIP:

1. Speak respectfully of other teachers and render assistance for professional betterment.
2. Refrain from lodging unsubstantiated allegations against colleagues to higher authorities.
3. Refrain from allowing consideration of caste, creed, religion race or sex in their professional endeavor.

D. TEACHERS AND NON-TEACHING STAFF RELATIONSHIP :

1. Teachers should treat the non-teaching staff as colleagues and equal partners in a cooperative understanding.
2. Teachers should help in the functioning of joint staff-councils both teaching and the non-teaching staff.

E. TEACHERS AND RELATIONSHIP WITH THE SOCIETY :

1. Recognize that education is a public service and strive to keep the public informed of the educational programme which is being provided.
2. Work to improve education in the community and strengthen the community's moral and intellectual life.
3. Be aware of social problems and take part in such activities as would be conducive to the progress of society and hence the country as a whole.
4. Perform the duties of citizenship, participate in community activities and shoulder responsibilities of public offices.

F. TEACHERS AND AUTHORITIES RELATIONSHIP:

1. Refrain from undertaking any other employment and commitment including private tuitions and coaching classes which are likely to interfere professional responsibilities.
2. Co-operate in the formulation of policies of the institution by accepting various offices and discharge responsibilities which such offices may demand.
3. Co-operate through their organization in the formulation of policies of the other institutions and accept offices.
4. Co-operate with the authorities for the betterment of the institution keeping in view the interest and in conformity with dignity of the profession.
5. Refrain from availing themselves of leave except on unavoidable grounds and as far as practicable with prior intimation, keeping in view their particular responsibility for completion of academic schedule.

G. TEACHERS AND GUARDIANS RELATIONSHIP :

1. To maintain contact with the guardian, their wards, send report of their performance to guardian whenever necessary and meet the guardian in meeting convened for the purpose for mutual exchange of ideas and for the benefit of the institution.

H. CODE OF ETHICS FOR RESEARCH :

1. Conduct all research activities in accordance with the accepted standards of our discipline.
2. Ensure the accuracy of all data that we and our collaborators have gathered and / or used in our research.
3. Ensure that only the correct data and information and research results shall be reported in journals, conferences and report to clients in case of commissioned research.
4. Refrain from plagiarism and try to produce original and authentic data in their research
5. Give proper acknowledgement and credit to resources, funding source of our research.



Principal
Moirabari College
Principal
Moirabari College
Moirabari, Morigaon, Assam

7. Freshers' Social Meet: Moirabari College organizes Freshers' Social meet to greet each new batch of students in collaboration with the Students' Union. Glimpses of the occasion have been given below-



8. College Annual Week: The College Students' Union and faculty members organize "College Annual Week" every year.



9. Role of NSS: The NSS Unit is a voluntary association of young students of the college and it tries to develop student's personality through community services.



10. Celebration of Commemorative Days/Events: The institution celebrates Republic Day, Independence Day, Teachers' Day, Environmental Day, National Unity Day, Constitution Day, Gandhi Jayanti, International Yoga Day, and so on.



GPS Map Camera
 Moirabari, Assam, India
 CCXF+C93, Moirabari, Mairabari Town, Assam 782126, India
 Lat 26.448476°
 Long 92.423536°
 12/08/23 11:13 AM GMT +05:30



GPS Map Camera
 Moirabari, Assam, India
 CCXC+RP2, Moirabari, Mairabari Town, Assam 782126, India
 Lat 26.44946°
 Long 92.421768°
 05/09/23 01:06 PM GMT +05:30



GPS Map Camera
 Moirabari, Assam, India
 CCXF+C93, Moirabari, Mairabari Town, Assam 782126, India
 Lat 26.448367°
 Long 92.423431°
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GPS Map Camera
 Moirabari, Assam, India
 Moirabari, Assam 782126, India
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 Long 92.42224°
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11. Tolerance and harmony-related extension activities: Many events are carried out both inside and beyond the college campus to foster a sense of togetherness, brotherhood, mutual understanding and respect for others. Rastriya Ekta Diwas, National Integration Week for Communal harmony, and Constitution Day are marked as extension activities to promote tolerance and harmony.

