

KHARUPETIA COLLEGE

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THIRD CYCLE NAAC ACCREDITATION

CRITERION 1 – CURRICULAR ASPECTS

1.3 CURRICULUM ENRICHMENT

1.3.1. QIM Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

Submitted to



THE NATIONAL ASSESMENT AND ACCREDITATION COUNCIL

1.3.1. Q₁M Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

INDEX OF DOCUMENTS

| S.L No. | Particulars |
|----------------|---|
| 1 | List of courses that include crosscutting issues |
| 2 | Syllabus/Curriculum across all courses that include crosscutting issues |
| 3 | Professional Ethics Documents |
| 4 | Activities conducted |



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CRITERION-I -1.3.1



1.3.1 - Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.

Crosscutting issues involved in various courses

GENDER

| Subject | Semester | Course Code | Paper |
|-----------|----------|--------------|--|
| English | II | ENG-HG-2026 | Contemporary India: Women and Empowerment |
| | IV | ENG-HG-4026 | Language, Literature and Culture |
| Education | IV | EDU-HC-4036 | Emerging issues in education |
| | V | EDU-DSE-5036 | Human Rights Education |
| | | EDU-SE-5014 | Extension Activities |
| | | EDU-RG-5016 | Distance Education |
| | VI | EDU-DSE-6046 | Women and Society |
| History | I | HIS-RC-1016 | History of India (From the earliest times up to c. 1206) |
| | II | HIS-HC-2016 | History of India II |
| | III | HIS-HG-3016 | History of India (c.1757-1947) |
| | | HIS- SE-4014 | Oral Culture and Oral |
| | V | HIS-HC-5016 | History of Modern Europe (c. 1780-1939) |
| | VI | HIS-HC-6016 | History of India VIII (c. 1857-1950) |
| | | HIS-HE-6026 | Assam since Independence |
| Economics | V | Eco-HE-5016 | Economics of Health and Education |
| | VI | ECO-HC-6026 | Development Economics-II |


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| | | | |
|--------------------------|----|-------------|---|
| Political Science | I | POL-RC-1016 | Introduction to Political Policies |
| | II | POL-RC-2016 | Indian Government and Politics |
| | IV | POL-RC-4016 | Introduction to International Relations |
| | V | POL-SE-5014 | Panchayati Raj in Practice |
| | VI | POL-SE-6014 | Citizens and Rights |

HUMAN VALUES

| Subject | Semester | Course Code | Paper |
|------------------|----------|----------------|--|
| English | I | ENG-CC-1016 | English-I |
| | II | ENG-CC-2016 | English-II |
| Education | V | EDU-DSE-5036 | Human Rights Education |
| Economics | V | ECO-HE-5016 | Economics of Health & Education |
| History | I | HIS-RC-1016 | History of India (from the earliest times up to c.1206 |
| | II | HIS-RC-2016 | History of India (c.1206 to 1757) |
| | | HIS-HG-2016 | History of India (c.1206-1757) |
| | III | HIS-HC-3016 | History of India III |
| | | HIS-HC-3036 | History of India-IV (c. 1206-1550) |
| | | HIS-HG/RC-3016 | History of India (c.1757-1947) |
| | IV | HIS-HC-4026 | History of India (c. 1550-1605) |
| | | HIS-HG-4016 | Social and Economic History of Assam |
| | | HIS-SE-4014 | Oral Culture and oral History |


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Environment & Sustainability

| Subject | Semester | Course Code | Paper |
|--------------------------|---|-------------|--|
| AECC | All 2 nd Sem UG Programmes | ENV-AE-2014 | Environmental Studies |
| Political Science | II | POL-RC-2016 | Assam since Independence |
| History | III | HIS-SE-3014 | Historical Tourism in North-East India |
| | IV | HIS-HG-4016 | Social and Economic History of Assam |
| | VI | HIS-HE-6026 | Assam since Independence |
| Education | V | EDU-SE-5014 | Education Activities |
| Economics | V | ECO-HC-5016 | Indian Economy-I |

Professional Ethics

| Subject | Semester | Course Code | Paper |
|-------------------|----------|-------------|--|
| Political Science | V | HC 5016 | Classical Political Philosophy |
| | III | SE 3014 | Parliamentary Procedures and Practices |
| Education | V | DSE-5046 | Teacher Education in India |
| Philosophy | III | HC/RC-3036 | Ethics |
| | III | HG-3016 | Ethics |
| | VI | HE-6036 | Applied Ethics |


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THE SYLLABUS OF VARIOUS COURSES DEPICTS THE CROSSCUTTING ISSUES:

GENDER

Semester II

Paper 3: ENG-HC-2016 Indian Writing in English

Credits: 5 (Theory) + 1 (Tutorial)

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

Introduction: This paper on Indian Writing in English introduces students to the historical development of this body of writing- the challenges faced by early writers, the growing sense of accomplishment in the writing of different forms and the interpretation of individual and collective experience in colonial and postcolonial India.

The paper is divided into three units each dealing with a specific literary form. Questions will be mostly textual but with some reference to the contexts in which individual writers have produced their works.

Course Objectives:

- Introduce students to the field of Indian Writing in English
- Give a historical overview of the development of various literary forms
- Understand how each author creatively uses his or her chosen literary form

Course Outcomes:

- Develop familiarity with the issues of politics of language and **gender**, nationalism and modernity pertaining to pre and post-Independence India.

Paper 4: ENG-HG-2026 Contemporary India: Women and Empowerment

Credits: 5 (Theory) + 1 (Tutorial)

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

Course Objectives/Course Description: This course will look at Women's Issues in India in the light of the various historical and social contexts. It will trace the evolution of Women's Empowerment both in terms of policy and discourse in postcolonial, contemporary India and at the same time try to locate the women's position in earlier times.

The course aims to:

- Study the position of women in pre-colonial times
- Show how colonial modernity impacts women
- Study the impact of nationalism on women
- Track the Women's movement and Empowerment issues in contemporary India

Course Outcome:

The learner will be equipped with:

- A historical understanding of the space accorded to women in India through history.
- An understanding of the manner in which the social construction of **gender** comes about.
- The ability to critique the given and stereotypical notions of such constructions.

UNIT 1: Social Construction of Gender


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- Masculinity and Femininity
- Patriarchy
- Women in Community



UNIT 2: History of Women's Movements in India (Pre & Post Independence)

- Women and Nation.
- Women and the Partition.
- Women, Education and Self-fashioning.
- Women in the Public and Private Spaces.

UNIT 3: Women and Law

- Women and the Indian Constitution.
- Personal Laws (Customary practices on inheritance and Marriage).
- Workshop on legal awareness.

UNIT 4: Women's Body and the Environment

- State interventions, Khap Panchayats.
- Female foeticide, Domestic violence, Sexual harassment.
- Eco-feminism and the Chipko Movement.

UNIT 5: Female Voices

- Kamala Das, "The Old Playhouse".
- Mahashweta Devi, *Mother of 1084*.
- Krishna Sobti, *Zindaginama*.

Paper 8: ENG-HG-4026 Language, Literature and Culture

Credits: 5 (Theory) + 1 (Tutorial)

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

This paper will introduce students to the relationship between language, literature and culture. Language varies according to the culture and world view of the group in which it is used. The language used in literature also has certain features which distinguish it from the language of everyday communication. Keeping these aspects in mind, students will study the following topics:

- Speech community
- Concept of dialect
- Register and style
- Diglossia
- Bilingualism and multilingualism
- Language and gender
- Style in literature: cohesion, word-choice, point of view, figures of speech, the concept of genre.


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Paper 12: ENG-HC-5026 Women's Writing

Credits: 5 (Theory) + 1 (Tutorial)

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

This paper seeks to direct the students' attention to nineteenth and twentieth century writings by women living in different geographical and socio cultural settings. Students will get acquainted with the situationally distinct experiences of women articulated in a variety of genres-

poetry, novels, short stories, and autobiography, while the selections from Mary Wollstonecraft-the only 18th century text prescribed, will acquaint students with the ideas contained in one of the earliest feminist treatises of the western world. Apart from an examination of the themes and styles in the prescribed texts, students will be required to engage themselves with the specificities of the contexts from which the texts emerged and also analyze the women writers' handling of the different genres to articulate their women-centric experiences.

Themes: Gender, sexual/textual politics, feminism, body, identity, class, location, voice, space, gender and narrative.

EDUCATION

EDU-HC-4036

EMERGING ISSUES IN EDUCATION

Total Marks: 100 (External=80 and Internal=20)



Credit-6

Objectives:

After completion of this unit, students will be able to-

- Make the students acquainted with major emerging issues national, state, and local
- Acquaint the students with the various issues in education that are emerging in the recent years in the higher education system
- Address the various problems and challenges of education in India at all levels.

Course contents

Units Contents

Unit-1

Social Inequality in Education and Constitutional Safeguards

- Concept of Social Inequality
- Constitutional Provision for Ensuring Equality in Education
- Education of Socially Disadvantaged Section: SCs, STs and Minorities, Education of people of Char area of Assam.
- Education for Backward Children, Child Labour, Street Children and Slum Dwellers
- Gender Disparity and Rural-Urban Disparity in Education

Unit-2

Liberalization, Privatization and Globalization of Education

- Liberalization: Concept and its impact on education
- Privatization: Concept and its impact on education
- Globalization: Concept and its impact on education
- Public-private Partnership
- Education as investment

Unit-3

Issues related to Students

- Youth Unrest: Concept, Causes and Remedies
- Campus Disturbance: Concept, Causes and Remedies
- Examination Anxiety: Concept, Causes and Remedies
- Issues related to Educated Unemployment.


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Unit-4

Environmental Education and Population Education

- Main Environmental Issues: Global Warming, Ozone Depletion and Environmental Pollution
- Role of Environmental Education for Sustainable Development
- Role of Different Stakeholders (Government and Non-Government Organizations, Women, Media) in Environmental Protection
- Population Explosion: Its Causes and Consequences
- Population Education for Population Control



EDU-DSE-5036

HUMAN RIGHTS EDUCATION

Total Marks: 100 (External: 80 and Internal: 20)

Credit-6

Course Objectives:

After completion of this course the learner will be able to:

- Explain the basic concept, nature and scope of human rights
- Describe the meaning, nature, principles, Curriculum and teaching methods of human rights education at different levels of Education.
- Know the role of United Nations on human rights
- Understand enforcement mechanism in India
- Know the role of advocacy groups

Course Contents

Units Contents

Unit-1 Basic Concept of Human Rights

- Concept and Nature of Human Rights
- Scope of Human Rights
- Concept, objectives, principles of Human Rights Education
- Needs and Significance of Human Rights Education in India.
- Human Rights Education at Different levels:
 - Elementary level
 - Secondary level
 - Higher level.
- Methods and Activities of Teaching Human Rights
- Curriculum of Human Rights Education

Unit-2 United Nations and Human rights

- Universal Declaration of Human Rights (1948) by UN
- UN and Promotion and Protection of Human Rights
- Human Rights and Indian Constitution
- Fundamental Rights similar to the UN Human Rights in Constitution of India

Unit-3 Human Rights – Enforcement Mechanism in India

- Human Rights Act – 1993
- Human Rights Commission – role and objectives
- Judicial organs – Role of Supreme Court and High court in India
- Commission of Women and Children in India

Unit-4 Role of Advocacy Groups for Promotion of Human Rights

- Role of Global Agencies: UN, UNESCO, Vienna Declaration

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- Role of Government and Non-Governmental Organizations;
- Role of educational institutions• Role of press and mass media



Unit-5 Human Rights and Marginalised Sections

- Human Rights related to Racial Discrimination
- Human Rights related to Religions and Religious Minorities
- Human Rights related to Linguistic Minorities
- Human Rights related to Communal Minorities
- Human Rights related to Refugees
- Human Rights related to Aged
- Human Rights related **Women** and Children
- Human Rights related to Differently Abled
- Human Rights related to **Transgender**

EDU-DSC-6046

WOMEN AND SOCIETY

Total Marks: 100 (External: 80 and Internal: 20)

Credit-6

Course Objectives:

After completion of this course the learner will be able to

- Know the changing role of women in India
- Understand gender discrimination in Indian society
- Make the students understand the constitutional provisions for women and their rights.
- Make the students understand women empowerment
- Develop awareness and sensitivity towards women

Units

Contents

Unit-1 Status and role of women

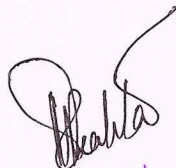
- Women in ancient and medieval India
- Changing role of Women in India
- Women's health and related issues
- Role of women in family , school and society
- Women's role in social and environmental movement

Unit-2 Constitutional provisions and Rights of women

- Constitutional Provision for equality of Women (Educational and Legal Provisions)
- National Policy on Education (1986) on women education
- National Council for Women Education
- Property Right
- National Policy for Empowerment of Women, 2001

Unit-3 Gender inequalities in School and society

- Family attitude
- Gender bias in Textbook
- Curricular Choices
- Teachers' attitude
- Classroom Interaction
- Peer Culture
- Gender inequality in workplace


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Unit-4 Women Empowerment

- Concept of women empowerment, importance
- Types of women empowerment- Economic, political, Educational , legal
- Women entrepreneurship
- Barriers of women empowerment
- Role of education in women empowerment



Unit-5 The new roles of men and women and its Implications

- Changes in family patterns
- Gender roles in transition
- New gender roles
- Factor influencing gender role
- Women as peace builder
- Gender sensitivity- new gender roles and its implications for family and society.

HUMAN VALUES

Semester VI
PHI-HE-6036
Applied Ethics

Unit I:

Nature of Applied Ethics, its scope
Applied Ethics and Human Values

Unit II:

Use and exploitation of nature
Animal killing and animal rights

Unit III:

Computer crime
Ethics and Legal aspects of virtual worlds

Unit IV:

Rights and obligations of health care professionals, Patients and family,
Abortion, Euthanasia: Active and Passive

ECO-HC-5016: INDIAN ECONOMY-I

Course Description

Using appropriate analytical frameworks, this course reviews major trends in economic indicators and policy debates in India in the post-Independence period, with particular emphasis on paradigm shifts and turning points. Given the rapid changes taking place in India, the reading list will have to be updated annually.

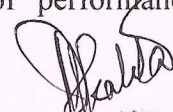
Course Outline

1. Economic Development since Independence

Major features of the economy at independence; growth and development under different policy regimes—goals, constraints, institutions and policy framework; an assessment of performance—sustainability and regional contrasts; structural change, savings and investment.

2. Population and Human Development

Demographic trends and issues; education; health and malnutrition.


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3. Growth and Distribution

Trends and policies in poverty; inequality and unemployment.

4. International Comparisons

With China, Pakistan, Bangladesh, Sri Lanka, Nepal and Vietnam



EDU-DSE-5036

HUMAN RIGHTS EDUCATION

Total Marks: 100 (External: 80 and Internal: 20)

Credit-6

Course Objectives:

After completion of this course the learner will be able to:

- Explain the basic concept, nature and scope of human rights
- Describe the meaning, nature, principles, curriculum and teaching methods of human rights education at different levels of Education.
- Know the role of United Nations on human rights
- Understand enforcement mechanism in India
- Know the role of advocacy groups

Course Contents

Units

Contents

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- Human Rights Commission – role and objectives
- Judicial organs – Role of Supreme Court and High court in India
- Commission of Women and Children in India

Unit-4 Role of Advocacy Groups for Promotion of Human Rights

- Role of Global Agencies: UN, UNESCO, Vienna Declaration
- Role of Government and Non-Governmental Organizations.

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- Role of educational institutions
- Role of press and mass media



Unit-5 Human Rights and Marginalised Sections

- Human Rights related to Racial Discrimination
- Human Rights related to Religions and Religious Minorities
- Human Rights related to Linguistic Minorities
- Human Rights related to Communal Minorities
- Human Rights related to Refugees
- Human Rights related to Aged
- Human Rights related Women and Children
- Human Rights related to Differently Abled
- Human Rights related to Transgender

Environment & Sustainability

SYLLAB

Ability Enhancement Compulsory Course

(All Undergraduate Degree Programmes under Gauhati University)

ENV -AE -2014: Environmental Studies

Total marks: 100 (External: 80 + Internal: 20)

Nature of Course: AECC

No. of Credits: 4 No. of hours: 60

(Approved in the Academic Council 08-11-2019)

Unit1: Introduction to Environmental Studies

- Multidisciplinary nature of environmental studies;
- Scope and importance;
- Concept of sustainable development
(3 lectures)

Unit 2: Ecosystems

- What is an ecosystem? Structure and function of ecosystem: Energy flow in an ecosystem: food chains, food web and ecological succession.

Case studies of the following ecosystems:

- Forest ecosystem
 - Grassland ecosystem
 - Aquatic ecosystems (ponds, streams, lakes, rivers)
 - Mountain ecosystem
- (8 lectures)

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

- Land resources : land use change, land degradation, soil erosion and desertification
- Forest resources: Deforestation: Causes and impacts due to mining, Construction of big dams and their effects on forests and people.
- Water resources: Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (international & inter-state: Indo-China, Indo-Bangladesh, Cauveri disputes).
- Energy resources: Renewable and non-renewable energy sources, use of alternate energy sources, growing energy needs, case studies – coal mining, crude oil extraction.
(8 lectures)


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Unit 4: Biodiversity and Conservation

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

(8 lectures)

Unit 5: Environmental Pollution

- Environmental pollution: types, causes, effects and controls; Air, water, soil and noise pollution
- Nuclear hazards and human health risks
- Solid waste management: Control measures of urban and industrial waste.
- Pollution case studies – Bharalu river, Deepor Beel, Kolong river

(8 lectures)

Unit 6: Environmental Policies & Practices

- Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture
- 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, policies and treaties; Montreal and Kyoto protocols and Convention on Biological Diversity (CBD), CITES.
- Nature reserves, tribal populations and rights, and human wildlife conflicts in the context of Assam

(8 lectures)

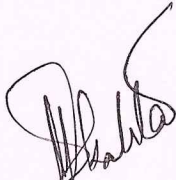
Unit 7: Human Communities and the Environment

- Human population growth: Impacts on environment, human health and welfare.
- Resettlement and rehabilitation of project affected persons; case studies.
- Disaster management: floods, earthquake, cyclones and landslides
- Environmental movements: Chipko, Silent valley, Narmada Bachao, Bishnois of Rajasthan.
- Environmental ethics: Role of Indian and other religions and cultures in environmental conservation.
- Environmental communication and public awareness, case studies (CNG, electric vehicles, green energy, waste minimization)

(9 lectures)

Unit 8: Field work

- Visit to an area to document environmental assets : river/forest/flora/fauna, etc
- Visit to a local polluted site - Urban/Rural/Industrial/Agricultural.
- Study of common plants, insects, birds and basic principles of identification.
- Study of simple ecosystems- pond, river, stream


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(Equivalent to 8 lectures)



Suggested Readings:

1. Bharucha Erach : Text book on Environmental Studies, UGC, New Delhi
2. Carson, R 2002. Silent Spring. Houghton Mifflin Harcourt.
3. De A.K.: Environmental Chemistry, Wiley Eastern Ltd.
4. Kaushik Anubha and C.P.Kaushik : Perspective in Environmental Studies, New Age International
5. Rajagopalan, R. (2018). Environmental Studies. (3rd Edition) Oxford University Press
6. S. C. Santra (2011): Environmental Science, New Central Book Agency

Professional Ethics

PHI-HC-1016

Indian Philosophy I

Unit I

Development of Indian Philosophy: the Vedas, the Upaniṣads, Bhagavadgītā Meaning and scope of Indian Philosophy Schools of Indian Philosophy; the Common Characteristics of Indian Systems

Unit II

Carvaka Materialism: Epistemology (Denial of Inference and Testimony); Metaphysics Four elements; denial of soul; denial of God; **Ethics**

Jainism: Anekāntavāda; Syadvada; Saptabhaṅgi Naya

Jainism: Navatattva

Unit III

Buddhism: Four Noble Truths; Suffering; Cause of Suffering and Chain of Twelve Links; Cessation of Suffering and *Nirvana*; Way of Cessation of Suffering and *Astangika Marga*

Buddhism: Theory of Dependent Origination

Buddhism: Theory of Impermanence; Theory of No-soul

Unit IV

Abhidharma Schools: Vaibhāṣika (bāhya-pratyakṣa-vāda); Sautrānika (bahyānumeya-vāda)

Madhyamaka: Sunyavāda

Yogacāra: Vijñānavāda


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Semester VI
PHI-HE-6036
Applied Ethics



Unit I:

Nature of Applied Ethics, its scope
Applied **Ethics** and Human Values

Unit II:


Use and exploitation of nature
Animal killing and animal rights

Unit III:

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Ethics and Legal aspects of virtual worlds

Unit IV:

Rights and obligations of health care professionals, Patients and family,
Abortion, Euthanasia: Active and Passive


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KHARUPETIA COLLEGE
DARRANG, ASSAM



CODE OF CONDUCT
FOR
STUDENTS, TEACHERS, NON-TEACHING STAFF
AND ADMINISTRATORS



CODE OF ETHICS

In order to inculcate a sense of discipline and values among the students, teachers and staff of the college, Kharupetia College has decided to adopt the Code of Ethics as detailed below. All the teachers, students and non-teaching staff of the college are expected to adhere to the code of conduct in order to fulfil the expectations of all the stakeholders.

Code of Conduct for Students

- Every student must carry his/her identity card while being present on the College Premises.
- Every Student must wear the prescribed college uniform.
- Every student is expected to maintain the general cleanliness within the classrooms, laboratories and the campus in general.
- Every student will remain answerable to the college authority for his/her activity and conduct on the College Premises.
- Any act which obstructs teaching, research, administrative activity and other proceedings of the college is strictly prohibited.
- Students are required to check the Notice Board and also website of the college for important announcements.
- Chewing paan, paan masala, gutka or any other tobacco products, smoking or consumption of any other intoxicating products is strictly prohibited.
- Playing cards, spitting and loitering are strictly prohibited inside the college and shall invite disciplinary action.
- Use of Cell phones is strictly prohibited during class hour.
- Attempted or actual theft of and/or damage to property of the College, or property of a member of the College community, or other personal or public property, on or off campus will be considered as a punishable act.
- During leisure hours, students are advised to use the library as maximum as possible.
- Students should handle the college properties with care. Damage to the furniture or any other materials may lead to penalty or suspension from the college.
- Indulging in ragging, anti-institutional, anti-national, antisocial, communal, immoral or political expressions and activities within the campus are strongly prohibited as well as punishable.



Code of Conduct for Teachers

I) Teachers should:

- i) Perform their duties in the form of teaching, tutorial, practical, seminar and research work conscientiously and with dedication.
- (ii) Adhere to a responsible pattern of conduct and demeanour expected of them by the community
- (iii) Seek to make continuous professional growth through study and research.
- (iv) Express free and frank opinion by participation at professional meetings, seminars, conferences etc. towards the contribution of knowledge.
- (v) Maintain active membership of professional organizations and strive to improve professional skills and competency through them.
- (vi) Co-operate and assist in carrying out functions relating to the educational responsibilities of the college such as counselling students as well as assisting the conduct of university and college examinations, including supervision, invigilation and evaluation.
- vii) Participate in extension, co-curricular and extra-curricular activities including community service.
- viii) Manage their private affairs in a manner consistent with the dignity of the profession.

II) Teachers and the Students:

Teachers should:

- (i) Respect the right and dignity of the students in expressing his/her opinion.
- (ii) Deal justly and impartially with students regardless of their religion, caste, political, economic, social and physical characteristics.
- (iii) Recognize the difference in aptitude and capabilities among students and strive to meet their individual needs.
- (iv) Encourage students to improve their attainments, develop their personalities and at the same time contribute to community welfare.
- (v) Inculcate among students scientific outlook and respect for physical labour and ideals of democracy, patriotism and peace.

(vi) Be affectionate to the students and not behave in a vindictive manner towards any of them for any reason.

(vii) Make themselves available to the students even beyond their class hours and help and guide students without any remuneration or reward.

(viii) Aid students to develop an understanding of our national heritage and national goals; and refrain from inciting students against other students, colleagues or administration.

III) Teachers and Colleagues:

Teachers should:

- (i) Treat other members of the profession in the same manner as they expect others to treat themselves.
- (ii) Speak respectfully of other teachers and render assistance for professional betterment.
- (iii) Refrain from lodging unsubstantiated allegations against colleagues to higher authorities.
- (iv) Refrain from allowing considerations of caste, creed, religion, race or sex in their professional endeavour.

IV) Teachers and Non-teaching staff:

- (i) Teachers should treat the non-teaching staff with due respect and must not show any disrespectful behaviour.
- (ii) Teachers should help the non-teaching staff in times of their need





Code of Conduct for Non-Teaching Staff

1. Every staff members employed in the Institute shall discharge his/her duties efficiently and diligently as per the rules and regulations laid down by the Competent Authority.
2. All Staff members should display the highest possible standards of professional behaviour.
3. All Staff members should be punctual and disciplined towards their work.
4. Every staff member shall maintain the appropriate level of confidentiality with respect to student and staff related records and other sensitive matters.
5. Every Staff member should cooperate with students, colleagues & superiors.
6. All staff members should deal with the students and colleagues with due politeness and sense of co-operation.

Code of Conduct for Administrators/ Governing Body

Code of conduct for administrator/ governing body is governed by the Assam Non-Government College Management Rules, 2001 and other statutory guidelines framed by the Government from time to time. (Click here https://kharupetiacollege.in/wp-content/uploads/2022/03/College_Management_Rules.pdf)

Sd/-

Dr. B.C. Hazarika
Principal
Kharupetia College



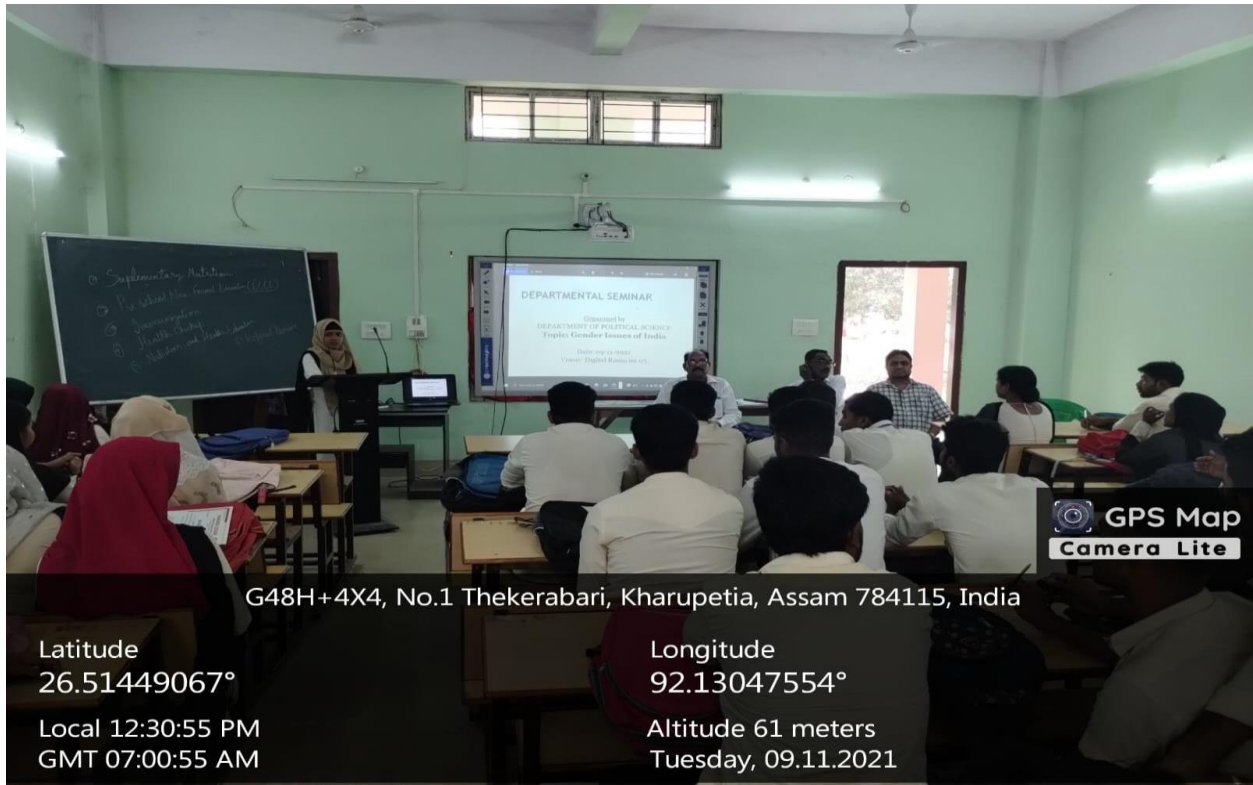
PROGRAMME ON HUMAN VALUE



DEPARTMENTAL SEMINAR ON ENVIRONMENTAL ETHICS



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