

Swahid Smrit Mahavidyalaya,

Belsor, Nalbari, Assam.



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Key Indicator

3.1 Research, Innovation and Extension

Metric No. 3.2.1

*Number of papers published per teacher in the journals notified on
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3.2.1 Number of papers published per teachers in the journals notified on UGC website during the year.

Title of Paper	Name of the Author/s	Department of the teacher	Name of Journal	Year of Publication	ISSN Number	Link to the recognition in UGC enlistment of the Journal
Tourisim of Assam as an of Government Revenue and Sustainable	Mr. Benudhar Kalita	Economics	Huminities and Social Service Students	2024	2316-829x	
Conservation of manuscripts i Folk Medicines of Assam: A Special reference to Mayang of Marigaon District	Dr. Anil Thakuria	Library & Information Science	IJCRT.ORG	2024	2320-2882	www.ijcrt.org
The Crucial Role of Environmental Education in Shaping Consciousness: An overall perspective on its integration in school curriculam	Mr. Binay Barman	Education	Journal Servey Fisheries Service	2023	2368-7487	
Univeiling the Challenges: Building a Genuie partnership with Indian Universities and Scholars in Overcoming the Problem of Higher Education in India.	Mr. Binay Barman	Education	Journal Servey Fisheries Service	2023	2368-7487	
Comparative Study on Some Phonological Features of Standard Assamese and Nalbaria Dialect.	Md. Wahidur Rahman	English	Shodak Journal of Visual and Performaing Arts			


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Humanities and
Studies

Social Science Studies

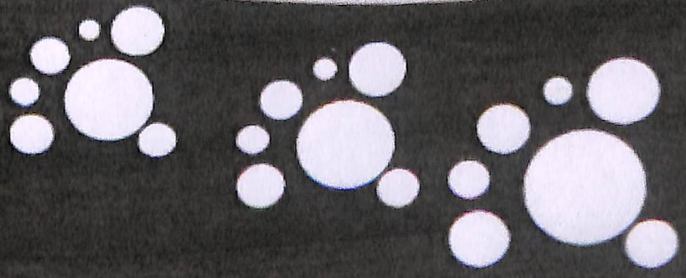
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TOURISM OF ASSAM AS AN EARNING SOURCE OF GOVERNMENT REVENUE AND SUSTAINABLE LIVELIHOOD : ITS PROBLEMS AND PROSPECTS

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Abstract

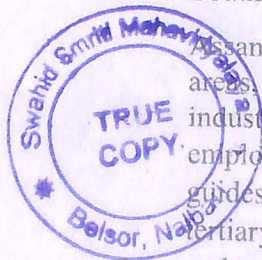
Tourism is a fastest growing and important industry in the present day world. Assam has vast natural beauty. Therefore, it has vast scope for the state to developed tourist industry and generate huge income and employment in this sector. Tourism of Assam is based on unique natural beauty with flora and fauna, wildlife, holy shrines, lush green tea gardens, turbulent rivers, historical monuments, pilgrim centre, colorful cultural festival etc. which attract the tourist not only with in the country but the tourist all over the world. As a result during the last decade the numbers of tourist to Assam has been increased and the revenue earnings of the government too more than double as well as the income of the individuals engaged directly or indirectly in this sector has been increased which help the people to uplift their standard of living. Moreover preservation of tourist spots will be contributing a lot for sustainable environment. It has been seen that whatever facilities and actions taken already in the tourism sector , can not be considered to be enough. More prospects and possibilities are still lying to fulfill. In this paper I shall try to highlight the income, employment, tourism potentiality of Assam and problems faced by this sector and suggestion regarding some policy measure for the development of this industry in Assam.

Key words: Tourism, income, employment, problem, prospect.

Introduction:-

Assam is rich in her natural resources and beauty, which mostly attract the tourist in the different parts of the country and out side the country. Total land area covered by its river and hills is about 78,438 sq. km. and the state represents 2.39 percent of the total land area of the country. The area of Assam extends from latitude $24^{\circ} 10' N$ to $27^{\circ} 58' N$ and longitude $89^{\circ} 49' 26' E$ between foothills of eastern Himalayas and the Patkai and Naga Ranges. The importance of its tourist attraction born from different sources such as wildlife, natural beauty, unique flora and fauna, holy shrines, lush green tea gardens, turbulent rivers, colorful cultural festivals, historical monuments and pilgrim centre. The state is surrounded by Nagaland and Arunachal Pradesh on the East, Bangladesh, Meghalaya and West Bengal on the West, Arunachal Pradesh and Bhutan on the North and Mizoram, Tripura and Meghalaya on the South.

Assam being the gateway of the North-East India and the centre's of world's richest biographic areas, it attracted the tourist of the different parts of the country and Foreign. As a result this industry earns a huge amount of revenue in every year. Moreover, it has also generated employment opportunity in a large scale both directly and indirectly by employing tourist guides, tours conductors, establishment of hotels and lodge and so many others avenues in the tertiary sector. Now the Assam government has got due importance to develop the infrastructure and communication bottleneck for raise the attraction of the tourist. As such the Assam government has also employed Priyanka Chopra, the famous Bollywood actress as brand ambassador in the tourism department to highlight the scope of Assam tourism all over the world.



Important tourist place of Assam:- The tourist place of Assam can be divided into three categories, such as Natural, Religious and historical.

Table:- 1---Natural.

Place	District	Distance from State Headquarter (in km.)	Famous for
1.Bhalukpong	West Kameng district near Tezpur	205	A beautiful place in the side of Jia Bhoroli river, and famous for angling and water fall.
2.Bhairabkunda	Udalguri	137	A natural beautiful place on the river Dhansiri at the border of Arunachal Pradesh.
3.Chandubi	Kamrup	64	A natural lagoon, beautiful place for picnic.
4.Dibru-Chaikhowa	Dibrugarh and Tinsukia	490	It is famous for the habitant of elephants, buffaloes, wild horses.
5.Haflong	Dima Hasao	355	One of the hill stations with unsurpassed sylvan beauty.
6.Jatinga	Dima Hasao	364	A beautiful hilly place, where birds behave in a mysterious way, the local people call that the birds commit suicide here on certain specific day.
7.Kaziranga	Golaghat, Karbi Anglong and Nagaon	217	It is an internationally famous national park, famous for one-horn rhinoceros, tigers, elephants, buffaloes, deers, wild ducks and geese, reptiles and monkeys more particularly golden langurs and host of other species, pelicans .
8.Manas	Bongaigaon and Barpeta	176	Situated in the foothills of the Himalayas, one of the magnificent national parks in the country, the river Manas flows from it and it is famous for the tiger project and for various wild animals like elephants, monkeys etc.
9.Nameri	Sonitpur	390	It is famous for its elephants, tigers, leopards, gaurs, wild pigs, sambars etc.
10.Orang	Darrang and Sonitpur	150	A wild life sanctuary, known as a miniature Kaziranga.
10.Pabitara	Morigaon	65	A wild life sanctuary.
11.Potas		173	It is located at river Jia Bhoroli and famous for eco-tourisim.

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Source:- Directorate of Tourism, Assam, and website.

Table -2 -Religious

Place	District	Distance from state Headquarter (in km.)	Famous for
1. Barpeta	Barpeta	114	Famous for a Vaishnava monastery.
2. Batadrawa	Nagaon	128	Bordowa satra which is the birth place of Sri Sankardeva the great artist, literateur, dramatist and the founder of Vaisnavism in Assam.
3. Hajo	Kamrup	35	Sacred place for Hindus, Muslims and Buddhists.
4. Kamakhya	Kamrup		An important religious place of the Hindus, situated on the top of Nilachal hill, where thousands of devotees and other tourists visit every day.
5. Madan Kamdev	Kamrup	37	A vast archeological ruins of fine erotic sculpture.
6. Mahamaya	Dhuburi	260	A greatest Shakti Peethas for Hindu pilgrims in Assam.
7. Majuli	Majuli	294	The largest river island in the world, centre of Vaishnava culture, seat of many satras, known as the centres of Assamese art, dance, drama, music, a safe heaven of various migratory birds.
8. Surya Pahar	Bongaigaon	132	Situated on a hill surrounded by innumerable statues of Durga, Ganesha, Surya, Chandra, Buddha. The site is centered on the Surya pahar where 99999 Shiva Lingas were engraved by Vyasa in order to build up a second Kashi.
9. Manamanda	Kamrup		A peacock island situated on a hillock called Bhasmachala or Bhasmakuta in the northern part of Guwahati.

Source :- Directorate of tourism, Assam, and website.

Table:- 3- Historical

Place	District	Distance from state Headquarter (in km.)	Famous for
Digboi	Tinsukia	521	Famous for the first oil refinery in Assam, World war-II cemetery.





The Crucial Role Of Environmental Education In Shaping Consciousness: An Overall Perspective On Its Integration In School Curriculums

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Abstract

Environmental education is significant in the forming of the collective consciousness of individuals as well as a basis for environmental conscience. This research examines the efficacy of environmental-based programs in schools and enumerates approaches to merge them within certain themes through different sessions. It also assesses the influence of environmental education to the students' mindset and behaviors when it comes to sustainability. Under a quantitative cross-sectional design with a non-probability sampling of 400 students from different educational levels, geographic areas, family types, and socio-economic status, the study has been conducted. The 3 sources of data were questionnaires, observation checklists, and document analysis. Descriptive statistics, inference statistical, and regression analysis as the main aspects of data analysis were leveraged. The findings from each environmental education program show positive influence on students as they are able to comprehend and identify even problems and they have a high level of understanding, mental abilities, pro environmental attitudes, and participation in making key decisions. Nevertheless, the general acknowledged common badmouthing disrespect of teenagers demonstrates that more research is needed for targeting intervention for changing adolescents' behavior.

Keywords: Ecological training and sustainability, Cultural issues, Individuals' mindsets, and Courses of action

Introduction

Environmental education plays a pivotal role in raising awareness and shaping the consciousness of students regarding environmental issues. As UNESCO (2017) states, "Environmental education teaches children and adults how to learn about and investigate their environment, and to make intelligent, informed decisions about how they can take care of it". With worsening climate change and environmental degradation globally, integrating quality environmental education across school curriculums has become imperative. Environmental education first emerged as a critical discipline after the UN Conference on the Human Environment in Stockholm in 1972. Since then, several researchers have highlighted the need to make environmental education an integral part of school curriculums worldwide (Jeronen *et al.*, 2017; Kopnina, 2020; Liefänder *et al.*, 2013). The critical goals of environmental education include enhancing students' understanding of the intricacies of the environmental systems, building cognitive and analytical abilities to address eco-social issues, inculcating pro-environmental attitudes and behaviors, and encouraging participation in responsible environmental decision-making (Ardoin *et al.*, 2018). Research indicates that quality environmental education plays a defining role in shaping students' consciousness regarding environmental responsibilities. As Koros *et al.*, (2023) explicates, exposing students to nature builds empathy towards the environment. Practical learning experiences can positively influence students' environmental attitudes and agency. Exposure to socio-scientific issues like waste management, water conservation, and sustainable transport sensitizes students to make informed lifestyle choices (Jeronen *et al.*, 2017). Case-based methodology focusing on real-world sustainability problems enhances critical thinking abilities, systems orientation, and ethical decision-making skills among students (Barth *et al.*, 2016). Values education integrated with environmental studies also stimulates students' intrinsic motivation for environment conservation (Liefänder *et al.*, 2013). However, research also indicates significant gaps in integrating quality environmental education across school curriculums globally. As Ardoin *et al.* (2018) highlight in their comparative analysis across sub-Saharan Africa, lack of adequately trained teachers, relevant instruction material, practical experiences, and evaluation remain key challenges. UNESCO (2017) also indicates that environmental education lacks priority across national education policies, especially in the developing world. These systemic weaknesses dilute the consciousness-shaping impact of environmental education among students. As we advance into this critical decade for climate action, the integration of environmental education across school curriculums needs significant impetus globally. As suggested by Jeronen *et al.* (2019), teacher training programs must equip the educators with relevant skills and competencies. Quality instruction material focusing on context-specific environmental issues also needs development. Most importantly, nations must treat environmental education as an urgent





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Unveiling The Challenges: Building A Genuine Partnership With Indian Universities And Scholars In Overcoming The Problems Of Higher Education In India

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Abstract

This paper discusses the challenges that face Indian higher education and assertions that it is time to enter into collaborative agendas to deal with these problems. By functional mixed-methods study design, university faculty and students will be surveyed quantitatively, and, after that, interviewing both is the next step to determine the main obstacles of international organizations' collaboration with Indian universities. Research shows international scholars major challenges that encompass inadequate infrastructure, old curriculum, shortage of faculty staff, administrative barriers and partnership readiness concerns. The deliverance of comparisons between the viewpoints of faculty and students brings about an identification of perception differences as regards partnership readiness and organizational areas. On the one hand, there is an increase in the academic members' willingness to collaborate, whereas students are more likely to be less tolerant of the weak points in the institutions' systems. Also, a more heightened openness of faculty to the promotion of domestic and international partnerships is noted relative to students. The research points out the missing link among the existing partnerships with other universities that should include a wider range of academicians in order to tackle the challenge at various levels of learning, research and access.

Keywords: Indian higher education, Collaborative agendas, Mixed-methods study, Faculty-student perceptions, Partnership readiness

Introduction

Higher education in India faces multiple challenges that affect both the quality and equity of the system. These include lack of quality faculty, outdated curriculums, poor research output, lack of funding and resources, issues of access and equity, lack of autonomy for institutions, and more (FICCI, 2021). Overcoming these systemic and complex issues requires collaborative efforts between the government, public and private institutions, academia, industry, civil society and international partners. Building genuine partnerships between Indian universities and scholars and international institutions and stakeholders can play a crucial role.

Several international collaborations currently exist with top global universities like Harvard, Oxford, Cambridge etc focusing largely on student and faculty exchange programs, joint research projects, and sharing of academic resources (British Council, 2014). However, these target only select elite Indian institutions. What is needed is a more broad-based partnership approach that engages with a wider range of universities and scholars across India to address core challenges. As Altbach (2015) notes, "inequality is built into the academic system worldwide. India is no exception." International partnerships must serve to strengthen the overall higher education ecosystem.

Key problem areas that need particular focus include quality of teaching and research, outdated curriculums not aligned to industry needs, poor funding for state institutions, and inequities in access to higher education across socio-economic boundaries (FICCI, 2021; World Bank, 2020). Building partnerships for solving these entrenched issues will require understanding the socio-economic realities of India, developing context-specific solutions, and aligning international expertise and best practices to local needs.

Enhancing faculty quality and research output should be a core priority. As noted in an India Today report (2020), there is a shortage of demand-supply gap as well as a competency gap amongst faculty. Partnerships with global academia can facilitate comprehensive faculty development programs focused on teaching pedagogy and research capacity building tailored to Indian scenarios. Collaborative research projects with equitable partnerships can enable knowledge exchange and publishing that boosts Indian research metrics.

Curriculum reform is another key area for collaboration. As emphasized by industry leaders, university curriculums are disconnected from market needs (FICCI, 2021). International partnerships can facilitate integrating work-integrated learning, adapting global best practices in areas like design thinking, entrepreneurship etc. and developing flexible curriculums suited for the future of work.

Partnerships must also serve to strengthen overall access, inclusion and excellence of the Indian higher education





INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

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Conservation Of Manuscripts In Folk Medicines Of Assam: A Special Reference To Mayang Of Marigoan District.

Mr. Chandra Kanta Borah, Librarian

Dr. Anil Thakuria, Librarian

Abstract:

Folk or traditional systems of medicines always played an imperative role in global health care system. These types of medicines are still playing a vital role, basically in rural areas. Folk medicine can be explained as the diverse health practices and approaches, compiled knowledge, skills and practices related to animals, plants and mineral which are related to the beliefs, spiritual remedies, manual practice procedures and ancient indigenous experience that use to maintain health and comfort as well as to cure diagnose or prevent illness. Assam has also reach in traditional or Folk medicines used in treatment of human disease. Folk medicines are absolutely herbal collections by Ohjas/Bez/Kaviraj. Modern scientific word they also called patent holder.

From the pre-industrial era Assam and its kingdom mayang people depend upon Tranta-Mantra and Folk medicines. In the mayong area, there are so many valuable Trantra-Mantra, Folk medicines and Magic books in manuscripts and this types of manuscripts are the powerful medium for preservation of our literary, linguistic, artistic and cultural heritage and constitute our most precious national heritage as rare pieces of recorded knowledge.

Key word: Folk Medicines, Trantra-Mantra, Manuscripts, cultural heritage, Preservation

Introduction:

The manuscript carries out the cultural heritage of a country and paves as a mirror of human civilization. In the context of manuscripts in Assam, from the pre-industrial era Assam and its kingdom mayang people depend upon Tranta-Mantra and Folk medicines. In the mayong area, there are so many valuable Trantra-Mantra, Folk medicines and Magic books in manuscripts and this types of manuscripts are the powerful medium for preservation of our literary, linguistic, artistic and cultural heritage and constitute our most precious national heritage as rare pieces of recorded knowledge and reflects the richness of Assamese Folk cultural.





COMPARATIVE STUDY ON SOME PHONOLOGICAL FEATURES OF STANDARD ASSAMESE AND NALBARIA DIALECT

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ABSTRACT

Up to 17th century the Kamrupi dialect had special influence on the field of literature and culture of Assam. Subsequently, the influence of Kamrupi language decreased due to the political and social factors. Before the coming of the British, the lower Assam region, especially undivided Kamrup district was the centre of literary exercises and scholarly activities. But a new literary language originated in the middle of the 19th century when the American Baptist Missionaries started publishing 'Arunodoi' using the local dialects of Sibsagar region. Consequently dialect of Sibsagar was standardized as standard Assamese and the Assamese language of Kamrupa becomes lesser known dialect and it has been confined to the spoken language of the greater Kamrup region. The spoken language of Kamrup, Nalbari, Baksa and Barpeta districts of undivided Kamrup district is regarded as Kamrupi dialect. The spoken variety of Nalbari region called as Nalbaria dialect is a branch of Kamrupi dialect. Nalbaria dialect exhibits certain homogeneity like, use of triphthong, frequent use of apenthetic vowel etc. which are not found in standard Assamese. The final diphthongs /oi/ and /ou/ of standard Assamese generally appear as / e/ and /o/ in Nalbaria dialect. This paper attempts to highlight some phonological differences between standard Assamese and Nalbaria dialect and it attempts to describe some phonological features of standard Assamese and Nalbaria dialect in comparative terms.

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