

REGULATIONS OF THE UNDER GRADUATE CHOICE BASED CREDIT SYSTEM (UGCBCS) GAUHATI UNIVERSITY, 2019

(AS AMENDED ON 8/11/2019)

1. THE CHOICE BASED CREDIT SYSTEM (CBCS)

The Choice Based Credit System is the logical next step in a credit based semester system becoming more learner-centric. A CBCS offers the student a diversity of courses to choose from and the autonomy to decide on the place, pace and time of learning. The UGC has recommended that it is desirable for all institutions of Higher Education in the country to move to a CBCS and, together with it, implement a uniform grading system.

2. UNDER GRADUATE CBCS (UGCBCS) PROGRAMMES

The undergraduate degree programme in the CBCS will have courses spread across six- semesters. A typical semester will comprise a minimum of 15 to 18 weeks of academic work that will translate into 90 actual teaching days. Two consecutive (one odd and one even) semesters will make up an academic year. An UG course shall be of Six Semesters covering three Calendar Years (Academic Sessions – June to May). The duration of the Odd Semesters (First, Third and Fifth) shall be ‘June to November’, and that of Even Semesters (Second, Fourth and Sixth) shall be ‘December to May’.

The dates and duration mentioned in the academic calendar concerned will be in consonance with the above schedule as far as practicable.

Each student must take admission in three consecutive Academic Sessions starting with the first semester. Students who do not enroll in the Second Academic Session will not be eligible to take admission in the Third Academic Session.

The minimum time requirement to acquire an undergraduate degree will be three years. The maximum time allowed to complete the programme will be six years.

Structure of courses and credits of the UGCBCS programmes:

2.1 The term undergraduate degree programme denotes programmes like B.A., B.Sc., B.Com., B.Voc, BCA, BBA and all other such programmes where the requirement for award of a degree is the successful progression of the student through six semesters of academic work.

2.2 The academic work in each semester will require the student to engage with chosen courses, the content of which will be described in detail in the syllabi. Every course will have defined learning objectives and may be designed to comprise lectures, tutorials, laboratory work, field work, project work or any other activity that addresses the learning objectives of the course.

2.3 Each course will have credits, assigned on the basis of course related activities, which a student will earn through satisfactory fulfillment of the academic requirement of the course.

2.4 An undergraduate degree program with Honours in a discipline will have a course credit requirement of 148 credits while an undergraduate degree program without Honours will require a student to earn 132 course credits. Students in a Honours program can opt to earn additional credits by undertaking additional Elective courses subject to the condition that the total number of course credits does not exceed 160 credits. For a student in a Regular program, this credit ceiling will be 140 credits. The credits earned beyond the mandatory program requirement will not be taken into consideration in computation of the student's grade but will be recorded in the grade sheet.

***Note:* Wherever the University requires that an applicant for a particular M.A./M.Sc./Technical/Professional course should have studied a specific discipline at the undergraduate level, then obtaining 24 credits in the concerned discipline at the undergraduate level may be deemed sufficient to satisfy such a requirement for admission to the M.A./M.Sc./Technical/Professional course**

2.5 The medium of instruction and examination will be English and/or Assamese, except in language courses.

3. INTRA AND INTER-INSTITUTIONAL TRANSFER OF CREDITS

3.1 The UGCBCS requires mandatory Generic Elective Courses which involves intra-institutional (inter-departmental movement). However, at the operational level, colleges are expected to face constraints in teaching, spatial and physical infrastructure. Hence, initially, colleges may offer limited intra institutional mobility in the form of restricted combination of courses.

3.2 Inter Institutional mobility may not be possible in the same semester. However, a student can access off campus courses online in the *SWAYAM* platform, if and when, they are endorsed and adopted by Gauhati University. In that case, credit and grade point earned will be transferred and reflected in the Grade Sheet.

3.3 Gauhati University may allow a student to migrate, along with the credit earned, to another affiliated college/a different university in a particular semester of a UG programme, but only after completion of the previous semester. Similarly, it may allow students of other universities to in-migrate, with their credit and grade points earned, to any under- graduate programme of the university, provided they have completed the previous semester.

4. NATURE AND NOMENCLATURE OF COURSES:

In line with the UGC's guidelines, the courses are categorized as Core courses, Elective courses or Ability Enhancement courses

4.1 **Core Course.** A Core course is a course that has to be compulsorily studied. A student in an undergraduate degree programme with Honours will have to take up 14 core courses, each of 6 credits. In a Regular undergraduate degree programme a student will need to take up 12 core courses, each again of 6 credits.

4.2 **Elective Course**: An Elective course is to be chosen by the student from a pool of such courses on offer and will essentially be of three types:

4.2.1 **Discipline Specific Elective Course**: An Elective Course which is offered by the main discipline. The discipline offering a Discipline Specific Elective course may also offer discipline related elective courses that are interdisciplinary in nature. A student enrolled in an undergraduate degree program with Honours will have to earn 24 course credits from Discipline Specific Elective courses. For a student enrolled in a non-Honours undergraduate degree program in science, the course credit requirement from Discipline Specific Elective courses will be 36 credits. For a student enrolled in a non-Honours undergraduate degree program in Arts and Commerce, the course credit requirement from Discipline Specific Elective courses will be 24 credits.

4.2.2 **Generic Elective Course**: A Generic Elective Course is offered by an unrelated discipline and has the objective of broadening the academic experience of a student. A student enrolled in an undergraduate degree program with Honours can acquire 24 course credits from Generic Elective Courses. A Core Course offered in a discipline may be allowed as an Elective to a student from another discipline. This course will be treated under the category of Generic Elective Courses. Generic Elective Courses are not available to students in a non-Honours undergraduate science degree program while other non-Honours undergraduate programmes require enrollees to take up two such courses.

4.2.3 **Dissertation/Project**: Engaging students in a Project/ Dissertation work, which requires knowledge application and problem solving, is considered to be important in the learning process. All students enrolled in an undergraduate degree program (Honours and non-Honours) will have the option of choosing to undertake

Project/Dissertation work for 6 credits in lieu of a 6 credit Discipline Specific Elective course in the fifth semester only.

4.3 **Ability Enhancement Courses**: Ability Enhancement Courses which are to be taken up by students in an undergraduate degree program will be of two types:

4.3.1 **Ability Enhancement Compulsory Courses**: These 4 credit courses are mandatory for every student enrolled in an undergraduate degree program. A student will have to take up 4 credit course in Environmental Studies and a second 4 credit course in English Communication/ MIL Communication.

4.3.2 **Skill Enhancement Courses**: Skill Enhancement Courses will be value-based or skill based and there will be a pool of courses on offer. A student enrolled in an undergraduate degree program with Honours will have to take up a minimum of two SEC courses of 4 credits each as part of the program requirement. For students enrolled in non-Honours undergraduate degree programs the credit requirement from Skill Enhancement Courses will be 16 credits. It is desirable that the university will prepare Skill Enhancement Courses for various disciplines from the list of SEC provided by the UGC template. However colleges are free to develop their own SECs independently which must have prior approval of the Academic Council.

5. STRUCTURE OF COURSES AND CREDITS OF THE UGCBCS PROGRAMMES

Gauhati University has adopted the under-graduate Choice Based Credit System subject to the UGCBCS Regulations, 2018, Gauhati University. The university has to the best possible extent attempted to conform to the Instructional Template disseminated by UGC. The programmes offered by Gauhati University will conform to the following guidelines.

5.1 Gauhati University will adhere to the common minimum curriculum and syllabi of the core papers as framed by the UGC. The permissible deviation in the content in the core papers is 30 % at the maximum.

5.2 The university through their Under Graduate Committee of Courses and Studies (UG-CCS) will design their own syllabi for the elective papers. The UG-CCS may adopt elective courses from the list provided by the UGC or alternately frame courses independently as per their specialization and available infrastructure.

5.3 Two categories of Ability Enhancement Courses will be offered:

- 5.3.1 a) English Communication (for BSc) and English/MIL Communication (for BA) and Business Communication (for/BCom) will be offered in the 1st Semester and
b) Environmental Studies will be offered in the 2nd semester.

5.3.2 Skill Enhancement Courses will be offered by affiliated colleges from the UGC list. Alternately colleges may develop these courses on the basis of local expertise and market demand and these courses must have prior approval of the Academic Council.

5.4 5.4 For the purpose of computation of work-load the following mechanism is to be adopted:

- 1 Credit = 1 Theory period of one hour duration per week
- 1 Credit = 1 Tutorial period of one hour duration per week
- 1 Credit = 1 Practical period of two hour duration per week

For ODL learners admitted in GUIDOL, a 4 Credit course involves 120 hours of learner study while a 6 credit course involves 180 hours of learner study. Learn Study comprises of learning activities like reading and comprehending the print material, listening to audio, watching video, attending counseling sessions, teleconference and writing assignment response.

6. REQUIREMENTS FOR AN UNDERGRADUATE DEGREE

The following table indicates the requirements for successful completion of under-graduate degree in Gauhati University –

DEGREE	MINIMUM REQUIREMENTS
Undergraduate Degree with Honours (all disciplines)	<ul style="list-style-type: none"> • 14 core papers in that discipline • 2 Ability Enhancement Compulsory Courses • 2 Skill Enhancement Courses (minimum) • 4 Discipline Specific Elective • 4 Generic Elective papers
Undergraduate Degree (in science)	<ul style="list-style-type: none"> • 4 core papers each in three disciplines of choice • 2 Ability Enhancement Compulsory Courses • 4 Skill Enhancement Courses (minimum) • 2 papers each of Discipline Specific Elective papers based on three disciplines of choice selected above, respectively.
Undergraduate degree in Humanities/ Social Sciences/ Commerce	<ul style="list-style-type: none"> • 4 core papers each in two disciplines of choice • 2 core papers each in English and MIL/Alt English respectively. • 2 Ability Enhancement Compulsory Courses • 4 Skill Enhancement Courses (minimum) • 2 papers each from a list of Discipline Specific Elective papers based on the two disciplines of choice selected above • 2 papers from the list of Generic Electives papers.

7. CREDIT ALLOCATION AND PROGRAMME TEMPLATE

Adopted from UGC Instructional Template for Facilitating Implementation of Choice Based Credit System (CBCS)

7.1 Credit Allocation (B.Sc. Honours)

Course	*Credits	
	Theory + Practical	Theory + Tutorial
I. Core Course (6 Credits)		
(14 Papers)	14X4= 56	14X5=70
Core Course Practical / Tutorial*		
(14 Papers)	14X2=28	14X1=14
II. Elective Course (6 Credits)		
(8 Papers)		
A.1. Discipline Specific Elective (4 Papers)	4X4=16	4X5=20
A.2. Discipline Specific Elective Practical/ Tutorial* (4 Papers)	4 X 2=8	4X1=4
B.1. Generic Elective/ Interdisciplinary (4 Papers)	4X4=16	4X5=20
B.2. Generic Elective Practical/ Tutorial* (4 Papers)	4 X 2=8	4X1=4
Optional Dissertation or project work in place of one Discipline Specific Elective paper (6 credits) in 6th Semester		
III. Ability Enhancement Courses		
1. Ability Enhancement Compulsory Courses (AECC) (2 Papers of 4 credit each)	2 X 4=8	2 X 4=8
Environmental Science		
English Communication		
2. Skill Enhancement Courses (SEC) (Minimum 2) (2 Papers of 4 credit each)	2 X 4=8	2 X 4=8
Total credit	148	148

* wherever there is a practical there will be no tutorial and vice-versa

7.2 Programme Template (B.Sc. Honours)

Semester	CORE COURSE (14)	Ability Enhancement Compulsory Course (AECC) (2)	Skill Enhancement Course (SEC) (2)	Elective: Discipline Specific DSE (4)	Elective: Generic (GE) (4)
I	C1	English Communication			GE-1
	C2				
II	C3	Environmental Studies			GE-2
	C4				
III	C5		SEC -1		GE-3
	C6				
	C7				
IV	C8		SEC -2		GE-4
	C9				
	C 10				
V	C 11			DSE-1	
	C 12			DSE -2	
VI	C 13			DSE -3	
	C 14			DSE -4	

7.3 Credit Allocation: B.A./B.Com. (Honours)

Course	*Credits	
	Theory + Practical	Theory + Tutorial
I. Core Course (6 Credits)		
(14 Papers)	14X4= 56	14X5=70
Core Course Practical / Tutorial*		
(14 Papers)	14X2=28	14X1=14
II. Elective Course (6 Credits)		
(8 Papers)		
A.1. Discipline Specific Elective (4 Papers)	4X4=16	4X5=20
A.2. Discipline Specific Elective Practical/ Tutorial* (4 Papers)	4 X 2=8	4X1=4
B.1. Generic Elective/ Interdisciplinary (4 Papers)	4X4=16	4X5=20
B.2. Generic Elective Practical/ Tutorial* (4 Papers)	4 X 2=8	4X1=4
Optional Dissertation or project work in place of one Discipline Specific Elective paper (6 credits) in 6th Semester		
III. Ability Enhancement Courses		
1. Ability Enhancement Compulsory Courses (AECC) (2 Papers of 4 credits each)	2 X 4=8	2 X 4=8
Environmental Science		
English/MIL Communication		
2. Skill Enhancement Courses (SEC) (Minimum 2) (2 Papers of 4 credits each)	2 X 4=8	2 X 4=8
Total credit	148	148

* wherever there is a practical there will be no tutorial and vice-versa

7.4 Programme Template: B.A./B.Com. Honours

Semester	CORE COURSE (14)	Ability Enhancement Compulsory Course (AECC) (2)	Skill Enhancement Course (SEC) (2)	Elective: Discipline Specific DSE (4)	Elective: Generic (GE) (4)
I	C1	English/MIL Communication (BA,hons)			GE-1
	C2	/ Business Communication (BCom-hons)			
II	C3	Environmental Studies			GE-2
	C4				
III	C5		SEC -1		GE-3
	C6				
	C7				
IV	C8		SEC -2		GE-4
	C9				
	C 10				
V	C 11			DSE-1	
	C 12			DSE -2	
VI	C 13			DSE -3	
	C 14			DSE -4	

7.5 Credit Allocation (B.Sc. Regular)

Course	*Credits	
	Theory + Practical	Theory + Tutorial
I. Core Course (6 Credits)		
(12 Papers)	12X4= 48	12X5=60
04 Courses from each of the 03 disciplines of choice		
Core Course Practical / Tutorial*		
(12 Practical/Tutorials*)	12X2=24	12X1=12
04 Courses from each of the 03 disciplines of choice		
II. Elective Course (6 Credits)		
(6 Papers)	6X4=24	6X5=30
Two papers from each discipline of choice including paper of interdisciplinary nature		
Elective Course Practical / Tutorial*	6 X 2=12	6X1=6
Two papers from each discipline of choice including paper of interdisciplinary nature		
Optional Dissertation or project work in place of one Discipline Specific Elective paper (6 credits) in 6th Semester		
III. Ability Enhancement Courses		
1. Ability Enhancement Compulsory Courses (AECC) (2 Papers of 4 credit each)	2 X 4=8	2 X 4=8
Environmental Science		
English Communication		
2. Skill Enhancement Courses (SEC) (4 Papers of 4 credit each)	4 X 4=16	4 X 4=16
Total credit	132	132

* wherever there is a practical there will be no tutorial and vice-versa

7.6 Programme Template: BSc (Regular)

Semester	CORE COURSE (14)	Ability Compulsory Course (AECC) (2)	Enhancement Course	Skill Enhancement Course (SEC) (4)	Discipline Specific Elective (DSE) (6)
I	DSC- 1 A	English Communication			
	DSC- 2 A				
	DSC- 3 A				
II	DSC- 1 B	Environmental Studies			
	DSC- 2 B				
	DSC- 3 B				
III	DSC- 1 C			SEC -1	
	DSC- 2 C				
	DSC- 3 C				
IV	DSC- 1 D			SEC -2	
	DSC- 2 D				
	DSC- 3 D				
V				SEC -3	DSE-1 A
					DSE-2 A
					DSE-3 A
VI				SEC -4	DSE-1 B
					DSE-2 B
					DSE-3 B

7.7 Credit Allocation (BA, B Com. Regular)

Course	*Credits	
	Theory + Practical	Theory + Tutorial
I. Core Course (6 Credits)		
(12 Papers)	12X4= 48	12X5=60
Two papers - English		
Two papers - MIL/Alt English		
Four papers - Discipline 1		
Four papers - Discipline 2		
Core Course Practical / Tutorial*	12X2=24	12X1=12
(12 Practicals/Tutorials)		
II. Elective Course (6 Credits)		
(6 Papers)	6X4=24	6X5=30
Two papers - Discipline 1 specific		
Two papers - Discipline 2 specific		
Two papers - Inter disciplinary		
Two papers from each discipline of choice and two papers of interdisciplinary nature		
Elective Course Practical / Tutorial*	6 X 2=12	6X1=6
(6 Practical/Tutorials*)		
Two papers - Discipline 1 specific		
Two papers - Discipline 2 specific		
Two papers - Generic (Inter disciplinary)		
Two papers from each discipline of choice and two papers of interdisciplinary nature		
Optional Dissertation or project work in place of one Discipline Specific Elective paper (6 credits) in 6th Semester		
III. Ability Enhancement Courses		
1. Ability Enhancement Compulsory Courses (AECC) (2 Papers of 4 credit each)	2 X 4=8	2 X 4=8
Environmental Science		
English/MIL Communication		
2. Skill Enhancement Courses (SEC) (4 Papers of 4 credit each)	4 X 4=16	4 X 4=16
Total credit	132	132

* wherever there is a practical there will be no tutorial and vice-versa

7.8 Programme Template: (BA, B Com. Regular)

Semester	CORE COURSE (12)	Ability Enhancement Compulsory Course (AECC) (2)	Skill Enhancement Course (SEC) (4)	Discipline Specific Elective (DSE) (4)	Generic Elective (GE) (2)
I	English-1	English/MIL Communication (BA) / Business Communication (BCom)			
	DSC- 1 A				
	DSC- 2 A				
II	English-2	Environmental Studies			
	DSC- 1 B				
	DSC- 2 B				
III	MIL-1/Alt English-1		SEC -1		
	DSC- 1 C				
	DSC- 2 C				
IV	MIL-2/Alt English-2		SEC -2		
	DSC- 1 D				
	DSC- 2 D				
V			SEC -3	DSE-1 A	GE-1
				DSE-2 A	
VI			SEC -4	DSE-1 B	GE-2
				DSE-2 B	

8. COURSE CODES

Paper Code Structure†

The code structure of a paper is given below:

AAA - **TT** - **XYXC**

AAA	: Subject	: 3-letter subject code (see the suggested table below)
TP	: Type of Course	: HC (Honours Core) RC (Regular Core) HG (Generic Elective for Honours) RG (Generic Elective for Regular) HE (Discipline Specific Elective for Honours) RE (Discipline Specific Elective for Regular) SE (Skill Enhancement)
X	: Semester	: Numerical digit for Semester. One of 1, 2, 3, 4, 5, or 6
YY	: Serial No of Paper	: Two-digit numerical number (within the semester)
C	: Credits	: Either 6 or 4 .
ENG-AE-1014		: AECC - English Communication Paper
ASM-AE-1014		: AECC - Assamese / MIL Communication Paper
ENV-AE-2014		: AECC - Environmental Science Paper
ENG-CC-X016		: English Compulsory Paper (X = 1 or 2 depending on semester)
ALT-CC-X016		: Alternative English Compulsory (X = 3 or 4 depending on semester)
ASM-CC-X016		: Assamese / MIL Compulsory (X = 3 or 4 depending on semester)

9. CREDITS AND ATTENDANCE

9.1 To be awarded credit in Core Courses, Elective Courses, Discipline Specific Elective (DSE) Course, Generic Elective (GE) Course and Ability Enhancement Courses (AEC) [comprising of Ability Enhancement Compulsory Courses (AECC) & Skill Enhancement Courses (SEC)], students must have at least 75% attendance. The attendance of all courses including the Skill Enhancement Courses shall be counted and accounted for in full while determining if the student has met the minimum attendance norms of Gauhati University.

9.1.1 Attendance means attending direct instruction hours, i.e., theory classes, seminars, workshops, practical, internships, educational trips, field works, project works etc.

9.1.2 Learning in distance mode or self learning by library works or by internet hours will not be counted as attendance, unless it is specifically identified and prior approved by the University.

9.1.3 Basis for calculation of attendance: The basis for the calculation of the attendance shall be the number of hours of contact prescribed by the University.

9.2 In case a student fails to have at least 75 percent attendance, he/she will not be allowed to sit for the end semester examination and hence have to repeat the concerned semester after the successful completion of the subsequent semesters.

(For example, if a student fails to secure the necessary credit in the first semester, then he/she can register in the second and subsequent semesters. And only after the successful completion of the sixth semester, can he/she repeat the first semester to earn the deficit credits.)

9.2a Provided that the above stipulations of at least 75 % attendance shall not apply to ODL learners admitted under GUIDOL.

9.3 LEAVE OF ABSENCE

A student having less than 75% attendance will not be allowed to appear in the End-Semester Examination (ESE) except in the following cases:

9.3.1 Medical leave: Any student securing less than 75% due to medical reasons will have to apply for medical leave in a prescribed form (within seven days from the date of absence) accompanied by clear reason(s) for absence to the authorized functionaries. The completed form will have to be supported by a Medical Certificate from an authorized medical practitioner. The principal will examine each case of medical absence individually and decide whether it merits exemption. However, the minimum attendance after accounting for medical leave granted will still have to be 75%. *Under no circumstances will a student be allowed to appear for the end semester examination or continue with the programme if his/her attendance, after consideration of medical leave, falls below 75%. Such consideration will be subject to the condition that the student must have a minimum of 60% attendance.*

9.3.2 Prescribed co-curricular activities (CCA): For absence due to participation in prescribed co-curricular activities (e.g. NCC, NSS, Youth festivals, sports etc.), the claim for CCA leave will have to be made in a prescribed form and supported by authenticated certificates from the concerned authorities. Only those students, whose names are on the list of students made available by the principal as being allowed to participate in such activities, will be considered for CCA leave. The principal will examine each individual case of such CCA leave applied for, and decide whether it merits exemption. However, the minimum attendance after accounting for CCA leave granted will still have to be 75%. *Under no circumstances will a student be allowed to appear for the end semester examination or continue with the programme if his/her attendance, after consideration of leave for co-curricular activities, falls below 75%.*

10. EXAMINATIONS, EVALUATION AND GRADING

10.1 Examinations

Examinations, whether internal or end semester, theory or practical, would be **counted in totality** for the purpose of considering a student passed or failed.

10.1.1 If a student does not appear in a paper (internal or external, theory or practical) in an examination, the student will be considered failed in that paper. Any paper where a student fails will be called an 'Arrear' paper of that student.

In case a student fails in any one or more papers in an end semester examination, she/he can appear in all the papers in which she/he failed.

10.1.2 A student having 'arrear' in external examination, either in theory or practical papers, shall be allowed chance to clear the same in the next available end-semester examinations, with the following restrictions:

10.1.2a No student will be allowed to appear in the first and fifth semester examinations simultaneously.

10.1.2b No student will be allowed to appear in the second and sixth semester examinations simultaneously.

10.1.3 The first and the fifth semester examinations will be held simultaneously, while the third semester examination will be held separately. Similarly, the second and the sixth semester examinations will be held simultaneously, while the fourth semester examination will be held separately.

10.1.4 A student may be allowed once to reappear in any one of the honours theory courses in each of the first, second and third semesters for betterment of grades if the candidate secured 'pass grades' in all papers. Students will be allowed to reappear only in the next similar examination. Grades obtained either in the earlier examination or in the subsequent examination, whichever is higher, will be awarded to the student.

10.1.5 No betterment will be allowed in internal and practical examinations in any semester.

10.1.6 A student must pass all her/his semester examinations, including 'arrear' and 'betterment' chances within six years from the date of admission to the first semester. In this context, six years means six academic sessions. In the event of a student failing to do

so, she/he will have to take fresh admission in the first semester. Subject to the said condition, a student (with necessary credit/attendance) who could not appear or who failed in any semester examination will be allowed chance to clear the same as follows:

- i. First semester with regular third semester examination.
- ii. Second semester with regular fourth semester examination.
- iii. Third semester with regular fifth semester examination.
- iv. Fourth semester with regular sixth semester examination.

10.1.7 There shall be no scope for a student to appear as Private Candidate in any course.

10.1.8 Schedule: The schedule for examinations will be as per the concerned Academic Calendar. The exact dates of examinations and related information will be notified by the office of the Controller of Examinations, Gauhati University

10.2 Evaluation: A student's performance will be evaluated throughout the year based on continuous assessment. Evaluation of the student's performance in each semester for every course will be based on the following:

- Internal Assessment (IA)
- End Semester Examination (ESE)

For a student to pass in a course, she/he has to pass on the basis of the marks secured in TOTALITY in both Internal Assessment and End Semester Examination.

10.2.1 Internal Assessment (IA): IA will ideally account for 20% of the total marks allotted to a course/paper. For evaluating the performance of the students in a continuous way, the following measures will be adopted for distributing marks earmarked for IA.

10.2.1a Sessional or mid-term examination will be conducted for 50% of the total marks allotted for IA of a course/paper. (For example, if 20 marks is allotted for IA of a course/paper, then 10 marks will be kept aside for assessment in sessional or mid-term examination. The sessional examination will be held for 30 marks for the convenience of setting questions and covering the syllabus and the marks secured by the students will be proportionately converted to be out of 10 marks. Duration of the examination will be one hour. The question papers of the sessional or mid

term examinations will be set by the concerned teacher(s) and the evaluated answer scripts will be shown to the students and corrections will be made, if any.

10.2.1b 20% of the marks allotted for IA will be awarded to the students based on class attendance. If the total marks for IA is 20, then 4 marks will be awarded to the students based on class attendance. The following criteria will be adopted for awarding marks under this category:

- a) Class attendance from 76% to 80%..... 1 mark;
- b) Class attendance from 81% to 85%..... 2 marks;
- c) Class attendance from 86% to 90%..... 3 marks;
- d) Class attendance from 91% and above..... 4 marks.

10.2.1c Rest 30% of the marks allotted (i.e. 6 marks) for IA will be distributed and awarded on the basis of performance of the students on the following criteria:

- i) for Practical Courses: Practical (internal practical including practical copy)
- ii) For non-practical courses :

Home assignments; Seminar/Group discussions; Field work; Performance in co-curricular and extra-curricular activities.

10.2.1d Internal marks will be scaled up/down to ensure a maximum permissible deviation of 20 percent from ESE marks. Thus, internal marks can deviate only within the mark band of % marks secured in ESE plus /minus 20 percent.

10.2.1e In case of ODI, learners admitted under GUIDOL, IA will ideally account for 20 % of the total marks allotted to a course (in a manner similar to conventional mode students) and will be distributed as follows

- i) Sessional or Mid-term examinations will be conducted for 50% of the total marks allotted for IA of a course (in a manner similar to conventional mode students)
- ii) Rest 50% of the marks allotted for IA will be distributed and awarded on the basis of performance of students on the following criteria (in a manner similar to conventional mode students)

- Home assignments
- Seminars/Group discussions
- Field Work
- Performance in co-curricular and extra-curricular activities.

10.2.2 End Semester Examination (ESE):

The ESE will comprise of 80% of the total marks earmarked for a course. The ESE shall be of three hours duration for a course whose ESE component exceeds 50 marks. For a student to pass in a course/paper, her/his marks in both Internal Assessment and End Semester Examination will be accounted for in totality

For Courses with Practical, ESE will be conducted as per Theory (60 marks) plus Practical (20 marks)

For courses without practical the ESE will be conducted for 80 marks.

For odd semesters, ESE will be held in the month of November and for the even semesters, the examination will be held in the month of May.

10.2.3 Pass Marks

The conditions for successful completion (Pass) of a course is as per the Grading Template indicated in Section- 10.3.7

10.2.4 Number of Attempts

10.2.4a A student who has completed a semester may be allowed to proceed to the next semester, irrespective of the number of papers in which she/he failed.

10.2.4b In order to complete an UG degree, a student must obtain passing grades in all the papers prescribed.

10.2.4c A student having failed to fill in his examination form in the first semester may be allowed to appear in the second semester if all other eligibility criteria are fulfilled.

10.2.5 Procedure for conducting Sessional examination:

10.2.5a The sessional examination as part of Internal Evaluation will comprise of 50% of the marks earmarked. Since Internal Evaluation component will be of 20 marks, Sessional examination will be held for determining students' performance out of 10 marks. For the convenience of setting questions and covering the syllabus, the Sessional examination will be held for 30 marks of one hour duration and the marks secured by the students will be proportionately converted to be out of 10 marks. The sessional examination for a paper will be conducted by the teacher(s) who teaches that paper. The setting of question paper, invigilation duty, evaluation of answer scripts for each paper will be done by the teacher(s) concerned as part of his/her normal duty without hampering regular classes as far as practicable.

10.2.5b The teacher(s) concerned will fix the date of the sessional examination in each paper. The students shall write their answers in the sessional examinations in proper 'additional answer scripts' of Gauhati University.

10.2.5c After evaluation, the answer scripts shall be shown to the students and corrections in evaluation, if any, shall be made. After this, the answer scripts shall be collected back from the students. The entire process of evaluation in the sessional examination should not take more than two weeks from the date of examination.

10.2.5d Scrutiny of answer scripts of sessional examination will be done in the college by an Examination Committee formed by the Principal in consultation with the faculties of the college. During scrutiny, if any discrepancy is observed in the evaluation certain questions, the same should be re-evaluated by a teacher of that subject appointed by the Examination Committee.

10.2.5e Answer scripts of sessional examinations shall be submitted to the University after one year of the examination concerned.

10.2.5f Before the end of the End Semester Examination, the Colleges shall compile the marks obtained by the students under different heads of Internal Evaluation such as Sessional examination, Class attendance and from other criteria mentioned in 10.2.1a, 10.2.1b & 10.2.1c. The compiled marks will be submitted to the Controller of Examinations through online feeding.

10.2.6 Procedure for External Evaluation

10.2.6a The Controller of Examination, Gauhati University will make necessary arrangement for announcing the date of examinations and other necessary procedures as per the University Rules.

10.2.6b The End Semester Examination shall be of three hour duration.

10.2.6c The affiliated colleges shall send the answer scripts of the external examinations to the Zonal Officers as directed by the Controller of Examinations, Gauhati University.

10.2.6d The Evaluation Zone shall arrange everything needed for the evaluation and scrutiny of the answer scripts. After evaluation and scrutiny, the answer scripts are to be sent to the Controller of Examinations, Gauhati University along with the mark foils and the scrutiny sheets.

10.2.6e Scrutiny will be carried out at the zones by teachers who qualify to be examiners, as per this regulation, in the subjects concerned. The scrutinizers shall go through each answer script to detect the following mistakes during scrutiny – wrong entry, omissions, under-marking, over-marking, and wrong calculation of total marks.

10.2.6f In case a candidate is not satisfied with the grades obtained by her/him in a theory paper in the end semester examination, she/he may apply for reevaluation (with photocopy) and reevaluation (without photocopy) of the answer script by depositing the prescribed fees. Alternately the candidate may seek the photocopy of the answer sheet (without evaluation) on payment of the prescribed fee.

10.2.6g In case of gross damage or missing of answer scripts due to any unforeseen reasons beyond the control of the university, special examinations shall be held within a stipulated time and attempts shall be made to declare the results of such examinations at the earliest, so that the students concerned get proper justice.

10.2.7 Who can be an Examiner?

To become an external examiner in any UG examinations, the following conditions are mandatory:

10.2.7a For Honours course, a teacher must have taught the subject/paper for a minimum period of four years in an affiliated college of a university.

10.2.7b For Elective course, a teacher must have taught the subject/paper for a minimum of two years in an affiliated college of a university.

10.2.7c A scrutiniser of any subject/paper must qualify to become an examiner of that subject/paper.

10.2.7d A person who has 'close relative(s)' appearing in a particular university examination shall not be associated with it in any capacity. In this context, 'Close relative' means husband, wife, son, daughter, father, mother, grand-children, son-in-law, daughter-in-law, brother, sister, brother-in-law, sister-in-law, father-in-law, mother-in-law, nephew, niece and first cousin. It shall be the responsibility of the person involved in an examination in any capacity to declare that none of her/his close relative(s) is appearing in that examination.

10.3 Grading:

Gauhati University has adopted the grading system recommended by the UGC which will ensure uniformity with the rest of the country. This is expected to facilitate student mobility across institutions within and across countries and also enable potential employers to assess the performance of the students.

The University, accordingly, will follow the Grading System under which the marks are converted to grades based on a Grading Template indicated in Section- 10.3.7. The following definitions and explanations are used in the Grade Sheet design –

10.3.1 Credit: A unit by which course work is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching/tutorial or two hours of practical per week.

10.3.2 Letter Grade: It is an index of the performance of students in a course. Grades are denoted by O, A+, A, B+, B, C, D and F.

10.3.3 Grade Point: It is the numerical weight allotted to each letter grade on a 10-point scale.

10.3.4 Credit Point: It is the product of grade point and number of credits for a course.

The grading of ODL students shall be done separately

10.3.5 Semester Grade Point Average (SGPA): It is the measure of performance of work done in a semester. It is the ratio of total credit points secured by a student in various courses registered in a semester and the total course credits taken during that semester. It shall be expressed up to two decimal places.

$$\text{SGPA } (S_j) = \sum (C_{ij} \times G_{ij}) / \sum C_{ij}$$

where

S_j = SGPA of the j^{th} semester

C_{ij} = number of credits for the i^{th} course of the j^{th} semester,

G_{ij} = grade point obtained by the student in the i^{th} course of the j^{th} semester.

10.3.6 Cumulative Grade Point Average (CGPA): It is a measure of overall cumulative performance of a student over all semesters. It is the ratio of sum of the product of the SGPA of each semester and the respective credits earned divided by the total credits earned in the programme.

$$\text{CGPA} = \sum (C_j \times S_j) / \sum C_j,$$

Where

C_j = credits earned in semester j ,

S_j = SGPA in semester j

$\sum C_j$ = Total credits earned in the programme

10.3.7 Conversion of marks (%) to Letter Grades and Grade Points:

Conversion of percentage into credit(s) and grade(s):The following illustrations could be taken as an example for computing SGPA and CGPA from percentage to credits for Honours courses in all disciplines, degree Program courses in Science subjects and degree Program courses in Humanities, Social Sciences and Commerce subjects:

1. Percentage to Grades and Grade Points □

The following formula may be used to convert marks (%) into letter grades.

Let \bar{X} = mean of % age marks of all student appeared in the paper.

σ = Standard deviation

m = % of marks obtained

Letter grade	Numerical grade	Formula
O (outstanding)	10	$m \geq \bar{X} + 2.5 \sigma$
A+ (Excellent)	9	$\bar{X} + 2.0 \sigma \leq m < \bar{X} + 2.5 \sigma$
A (Very Good)	8	$\bar{X} + 1.5 \sigma \leq m < \bar{X} + 2.0 \sigma$
B+ (Good)	7	$\bar{X} + 1.0 \sigma \leq m < \bar{X} + 1.5 \sigma$
B (Above average)	6	$\bar{X} \leq m < \bar{X} + \sigma$
C (Average)	5	$\bar{X} - 0.5 \sigma \leq m < \bar{X}$
D (Pass)	4	$\bar{X} - \sigma \leq m < \bar{X} - 0.5 \sigma$
F (Fail)	0	$m < \bar{X} - \sigma$
Ab (Absent)	0	

* Minor variations may be adjusted by the individual institution.

Note: A student obtaining Grade F shall be considered failed and will be required to reappear in the examination.

10.3.8 ILLUSTRATION OF COMPUTATION OF SGPA AND CGPA AND FORMAT FOR TRANSCRIPTS

Adopted from UGC Instructional Template for Facilitating Implementation of Choice Based Credit System (CBCS)

10.2.8a B.Sc./B.Com./B.A. (Honours Course)

Course	Credit	Grade Letter	Grade Point	Credit Point (Credit X Grade)	SGPA (Credit Point/Credit)
Semester I					
C-1	06	A	8	48	
C-2	06	B+	7	42	
AECC-1	04	B	6	24	
GE-1	06	B	6	36	
Total	22			150	
Semester II					
C-3	06	B	6	36	
C-4	06	C	5	30	
AECC -2	04	B+	7	28	
GE-2	06	A+	9	54	
Total	22			148	
Semester III					
C-5	06	A+	9	54	
C-6	06	O	10	60	
C-7	06	A	8	48	
SEC-1	04	A	8	32	
GE-3	06	O	10	60	
Total	28			254	
Semester IV					
C-8	06	B	6	36	
C-9	06	A+	9	54	
C-10	06	B	6	36	
SEC-2	04	A+	9	36	
GE-4	06	A	8	48	
Total	28			210	
Semester V					
C-11	06	B	6	36	
C-12	06	B+	7	42	
DSE-1	06	O	10	60	

DSE-2	06	A	8	48	
Total	24			186	7.75 (186/24)
Semester VI					
C-13	06	A+	9	54	
C-14	06	A	8	48	
DSE-3	06	B+	7	42	
DSE-4	06	A	8	48	
Total	24			192	8.0 (192/24)
CGPA					
Grand Total	148			1140	7.7 (1140/148)

Summary

Semester	SGPA
Semester 1	Credit: 22; SGPA: 6.8
Semester 2	Credit: 22; SGPA: 6.73
Semester 3	Credit: 28; SGPA: 9.07
Semester 4	Credit: 28; SGPA: 7.5
Semester 5	Credit: 24; SGPA: 7.75
Semester 6	Credit: 24; SGPA: 8.0
Thus,	
$\text{CGPA} = (22 \times 6.8 + 22 \times 6.73 + 28 \times 9.07 + 28 \times 7.5 + 24 \times 7.75 + 24 \times 8.0) / 148 = 7.7$	

10.3.8b B.Sc. (Regular Course)

Course	Credit	Grade Letter	Grade Point	Credit Point (Credit X Grade)	SGPA (Credit Point/Credit)
Semester I					
DSC-1A	06	B	6	36	
DSC-2A	06	B+	7	42	
DSC-3A	06	C	5	30	
AECC -1	04	B	6	24	
Total	22			132	
Semester II					
DSC-1B	06	B	6	36	
DSC-2B	06	B	6	36	
DSC-3B	06	C	5	30	
AECC-2	04	A+	9	36	
Total	22			138	
Semester III					
DSC-1C	06	A	8	48	
DSC-2C	06	A+	9	54	
DSC-3C	06	A	8	48	
SEC-1	04	A	8	32	
Total	22			182	
Semester IV					
DSC-1D	06	C	5	30	
DSC-2D	06	B	6	36	
DSC-3D	06	B+	7	42	
SEC-2	04	A+	9	36	
Total	22			144	
Semester V					
DSE-1A	06	B	6	36	
DSE-2A	06	A+	9	54	
DSE-3A	06	A	8	48	
SEC-3	04	B	6	24	
Total	22			162	
Semester VI					
DSE-1B	06	B+	7	42	
DSE-2B	06	B	6	36	
DSE-3B	06	C	5	30	
SEC-4	04	C	5	20	

Total	22			128	5.82
CGPA					
Grand Total	132			886	6.71 (886/132)

Summary

Semester	SGPA
Semester 1	Credit: 22; SGPA: 6.0
Semester 2	Credit: 22; SGPA: 6.27
Semester 3	Credit: 22; SGPA: 8.27
Semester 4	Credit: 22; SGPA: 6.54
Semester 5	Credit: 22; SGPA: 7.36
Semester 6	Credit: 22; SGPA: 5.82
Thus,	
$\text{CGPA} = (22 \times 6.0 + 22 \times 6.27 + 22 \times 8.27 + 22 \times 6.54 + 22 \times 7.36 + 22 \times 5.82) / 132 = 6.71$	

10.3.8c B.A./B.Com (Regular Course)

Course	Credit	Grade Letter	Grade Point	Credit Point (Credit X Grade)	SGPA (Credit Point/Credit)
Semester I					
English-1	06	A	8	48	
DSC-1A	06	B	6	36	
DSC-2A	06	A	8	48	
AECC-1	04	B+	7	28	
Total	22			160	
Semester II					
MIL-1	06	A+	9	54	
DSC-1B	06	B+	7	42	
DSC-2B	06	B+	7	42	
AECC-2	04	B	6	24	
Total	22			162	
Semester III					
English -2	06	B	6	36	
DSC-1C	06	A	8	48	
DSC-2C	06	B	6	36	
SEC-1	04	A	8	32	
Total	22			152	
Semester IV					
MIL - 2	06	B+	7	42	
DSC-1D	06	A+	9	54	
DSC-2D	06	A	8	48	
SEC-2	04	B	6	24	
Total	22			168	
Semester V					
SEC-3	04	A+	9	36	
DSE-1A	06	A	8	48	
DSE-2A	06	A+	9	54	
GE-1	06	A+	9	54	
Total	22			192	
Semester VI					
SEC-4	04	A+	9	36	
DSE-2A	06	B	6	36	
DSE-2B	06	A	8	48	
GE-2	06	A	8	48	

Total	22			168	7.63
CGPA					
Grand Total	132			1002	7.59 (1002/132)

Summary

Semester	SGPA
Semester 1	Credit: 22; SGPA: 7.27
Semester 2	Credit: 22; SGPA: 7.36
Semester 3	Credit: 22; SGPA: 6.91
Semester 4	Credit: 22; SGPA: 7.63
Semester 5	Credit: 22; SGPA: 8.73
Semester 6	Credit: 22; SGPA: 7.63
Thus,	
$\text{CGPA} = (22 \times 7.27 + 22 \times 7.36 + 22 \times 6.91 + 22 \times 7.63 + 22 \times 8.73 + 22 \times 7.63) / 132 = 7.59$	

10.3.9 Grade Sheet Design

The Grade Sheet will be designed by the University to optimize the grading system adopted.

The Grade Sheet would not indicate the actual marks secured by the student in the Examination. However the following conversion formula to obtain a standard percentage would be indicated

$$\text{CGPA} \times 10$$

This practice will be followed until the UGCBCS is implemented in a comprehensive manner in the country and the CGPA is accepted as a standard indicator of educational attainment across the nation.

11. Coordination Committee for Undergraduate-CBCS (CC-UGCBCS)

The Coordination Committee for Undergraduate CBCS (CC-UGCBCS) will facilitate the roll out of UGCBCS in the university and in general, administer the UGCBCS. The CC-UGCBCS will act as the nodal agency to liaise with the affiliated colleges on a continuous basis. Its scope of activities will include

11.1 Facilitating the UGCBCS Regulation and receiving it if and when it is approved by the Honorable Academic Council

11.2 Dissemination of the regulation among affiliated colleges

11.3 Facilitating the preparation of UGCBCS syllabus and receiving it when it is ratified by the Honorable Academic Council

11.4 Dissemination of the approved syllabus among affiliated colleges

11.5 Grievance Redressal:

The CC-UGCBCS shall be the final point of redressal in matters of grievances pertaining to the UGCBCS courses. The CC-UGCBCS will address attendance related issues brought to its attention by the affiliated colleges and concerned students (as a further appellate for students subsequent to the intervention of the concerned Principal of the college) and other such matters relating to UGCBCS programmes.

12. COMPOSITION OF THE CC-UGCBCS

The CC-UGCBCS shall be constituted before the implementation of UGCBCS in Gauhati University. The Committee shall be constituted by the following members:

1. The Vice Chancellor of Gauhati University (Chairperson)
2. The Deans of the Faculties
3. Registrar, Gauhati University
4. Academic Registrar (Convener)
5. The Controller of Examinations
6. Deputy Controllers of Examinations
7. Secretary, University Classes
8. Coordinator IQAC

The following members will have a term of three years -

9. Five teachers from Gauhati University
10. Five Principals of affiliated colleges
11. Five teachers of affiliated colleges

The CC-UGCBCS will constitute an Executive Committee (a working committee) from among its members to look into the day-to-day administration of the CBCS, matters requiring liaison between affiliated colleges and the Controller's office, and so on.

Committee for framing the Under Graduate Choice Based Credit System Regulation:

- | | | |
|-----|----------------------------------|--------------------------------------|
| 1. | Prof. Nissar A. Barua (Chairman) | Gauhati University |
| 2. | Prof. Tarani Deka | Gauhati University |
| 3. | Prof. Anup Kumar Talukdar | Gauhati University |
| 4. | Prof. Anup Saikia | Gauhati University |
| 5. | Dr. Sanjeev Kumar Nath | Gauhati University |
| 6. | Mr. Anshuman Barua | Gauhati University |
| 7. | Dr. Hiranya Chaliha | Principal, Kaliabor College |
| 8. | Dr. Dharmendra Nath | Principal, S B Deorah College |
| 9. | Dr. Pranab Sandilya | Principal, Guwahati College |
| 10. | Dr. Utpal Dutta | Principal, Handique Girls' College |
| 11. | Mr. Biswajit Bhuyan | President, ACTA |
| 12. | Mr. Himangshu Maral | General Secretary, ACTA |
| 13. | Dr. Anupam Dutta | Assistant Secretary (Academic), ACTA |
| 14. | Academic Registrar, GU | Convener |

POL SE 3024 Youth and Nation-Building

Course objectives:

The aim of this course is to highlight the importance of NCC and NSS. The students will be able to get involved with the NCC and the NSS and learn about its activities and undertake tasks under its aegis. The students will also be able to learn about the basics of disaster preparedness and its management.

Course Outcomes:

- To enable students to learn the importance of youth in NSS and NCC.
- To make students understand the activities related to NSS and NCC and its importance.
- To make students learn the basics of National Disaster Management and its importance.

Unit –I: Youth and National Service Scheme (NSS) (16 lectures)

- NSS: Organisation and Objectives
- NSS: Activities and Benefits
- NSS and its contribution

Unit-II: Youth and the National Cadet Corps (NCC) (16 lectures)

- Aims and objectives of the NCC
- Organisation and Training
- NCC and its benefits

Unit-III: Youth and National Disaster Management (16 lectures)

- Disaster Management Plan 2016-an overview
- National Disaster Management Authority
- Community involvement and preparedness: Assam

Modalities for Practical Component: Project Report/Field Study Report based on any activity i.e. awareness programme/campaign, group discussion, disaster management programme in collaboration with NCC and NSS unit etc.

READING LIST

Unit –I:

- NATIONAL SERVICE SCHEME MANUAL (REVISED), available at
http://nss.wbut.ac.in/documents/NSS_manual_2006.pdf

Unit-II:

- ANO Handbook, NCC, Available at
https://docs.google.com/viewerng/viewer?url=http://nccindia.nic.in/sites/default/files/ANO+Hand+Book_1.pdf

Unit-III:

- National Policy on Disaster Management, available at
<https://ndma.gov.in/images/guidelines/national-dm-policy2009.pdf>
- National Disaster Management Plan
Assam State Disaster Management Authority, <http://sdmassam.nic.in/ini2.html>


H.O.D., Political Science
N.H. College, Patacharkuchi

POL HE 5016 Human Rights

Course Outcomes:

- To describe the basic concepts of human rights
- To comprehend different approaches regarding human rights
- To familiarise the role of UNO in the growth and development of human rights
- To describe different measures taken for the protection of human rights

Unit I: Introduction to Human Rights (14 lectures)

- Concept of Human Rights – meaning, nature, importance
- Growth and evolution of Human Rights
- Classification- three generation of Human Rights

Unit II: Approaches and perspectives (13 lectures)

- Universal Approach
- Cultural Relativist Approach
- Marxian Perspective

Unit III: Human Rights and UNO (16 lectures)

- International Bill of Rights – UDHR, ICCPR, ICESCR, Optional Protocols
- Conventions Convention on Elimination of All Forms of Discrimination Against Women, Convention on Rights of the Child
- Human Rights Council

Unit IV: Human rights and the role of NGOs (12 lectures)

- Amnesty International
- Human Rights Watch
- International Committee of the Red Cross

READING LIST

- Chauhan, S.R., & N. S. Chauhan(ed): International Dimension of Human Rights(Vol. I,II,III), Global Vision Publishing House, New Delhi, 2006
- Symondies, Janusz(ed),: Human Rights: Concepts and Standards, UNESCO Publishing, 2000
- Saksena, K. P.,: Human Rights, Lancers Books, New Delhi, 1999
- Buzarbaruah, Bhupesh Malla and Ripima Buzarbaruah, Manav Adhikar, Bani Prakash,Guwahati, 2006
- Yasin, Adil-ul, and Archana Upaddhyay,: Human Rights, Akansha Publishing House, NewDelhi, 2004



H.O.D., Political Science
N.H. College, Patacharkuchin

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.

Texts:

- Mary Wollstonecraft: A Vindication of the Rights of Woman (New York: Norton, 1988) chap. 1, pp. 11-19; chap. 2, pp. 19-38.
- Rassundari Debi: Excerpts from Amar Jiban in Susie Tharu and K. Lalita, eds., Women's Writing in India, vol. 1 (New Delhi: OUP, 1989) pp. 191-2.
- Katherine Mansfield: 'Bliss'
- Sylvia Plath: 'Daddy'; 'Lady Lazarus'
- Alice Walker: The Color Purple
- Mahashweta Devi: 'Draupadi', tr. Gayatri Chakravorty Spivak (Calcutta: Seagull, 2002)
- Nirupama Bargohain: 'Celebration'
- Adrienne Rich: 'Orion'
- Eunice De Souza: 'Advice to Women'; 'Bequest'.

Suggested Topics and Background Prose Readings for Class Presentations

Topics

- The Confessional Mode in Women's Writing
- Sexual Politics
- Race, Caste and Gender
- Social Reform and Women's Rights Readings
- Virginia Woolf, A Room of One's Own (New York: Harcourt, 1957) chaps. 1 and 6.
- Simone de Beauvoir, 'Introduction', in The Second Sex, tr. Constance Borde and Shiela Malovany-Chevallier (London: Vintage, 2010) pp. 3-18.
- Kumkum Sangari and Sudesh Vaid, eds., 'Introduction', in Recasting Women: Essays in Colonial History (New Delhi: Kali for Women, 1989) pp. 1-25.
- Susie Tharu & K. Lalitha, Introduction to Women Writing in India: 600 BC to the Present, Vol. I: 600 BC to the Early 20th Century, Eds. Tharu and Lalitha, (New Delhi: Oxford, 1997 (rpt)) pp.1-37.

Angus...
H.O.D., English
N.H. College, Patancheru

ECO-HE-5016: ECONOMICS OF HEALTH AND EDUCATION

Course Description

The importance of education and health in improving well-being is reflected in their inclusion among the Millennium Development Goals adopted by the United Nations member states, which include among other goals, achieving universal primary education, reducing child mortality, improving maternal health and combating diseases. This course provides a microeconomic framework to analyze, among other things, individual choice in the demand for health and education, government intervention and aspects of inequity and discrimination in both sectors. It also gives an overview of health and education in India.

Course Outline

- 1. Role of Health and Education in Human Development :** Importance in poverty alleviation; health and education outcomes and their relationship with macroeconomic performance.
- 2. Microeconomic Foundations of Health Economics :** Demand for health; uncertainty and health insurance market; alternative insurance mechanisms; market failure and rationale for public intervention; equity and inequality.
- 3. Evaluation of Health Programs :** Costing, cost effectiveness and cost-benefit analysis; burden of disease.
- 4. Health Sector in India: An Overview**
Health outcomes; health systems; health financing.
- 5. Education: Investment in Human Capital**
Rate of return to education: private and social; quality of education; signaling or human capital; theories of discrimination; gender and caste discrimination in India.
- 6. Education Sector in India: An Overview**
Literacy rates, school participation, school quality measures.

Readings:

1. William, Jack, Principles of Health Economics for Developing Countries, World Bank Institute Development Studies, 1999.
2. World Development Report, Investing in Health, The World Bank, 1993.
3. Ronald G., Ehrenberg and Robert S., Smith, Modern Labor Economics: Theory and Public Policy, Addison Wesley, 2005.


H.O.D., Economics
N.H. College, Palacharkuchi

ECO-HE-6016: ENVIRONMENTAL ECONOMICS

Course Description

This course focuses on economic causes of environmental problems. In particular, economic principles are applied to environmental questions and their management through various economic institutions, economic incentives and other instruments and policies. Economic implications of environmental policy are also addressed as well as valuation of environmental quality, quantification of environmental damages, tools for evaluation of environmental projects such as cost-benefit analysis and environmental impact assessments. Selected topics on international environmental problems are also discussed.

Course Outline

1. Introduction

Basic concepts: Environment, Ecology, Economy and the ecosystem. Definition and scope of environmental economics, why study environmental economics. Interaction between the environment and the economy, environmental economics and ecological economics, environmental economics and resource economics. Review of microeconomics and welfare economics: the utility function, social choice mechanism, the compensation Principle and social welfare function (concepts only).

2. The Theory of Externalities

Pareto optimality or Pareto efficiency, Externalities: meaning and types of externality, market failure: meaning, market failure in the presence of externalities; market failure and public goods, is environment a public good? Property rights and the Coase theorem.

3. The Design and Implementation of Environmental Policy

Environmental Policies: an overview; Nonmarket and market based instruments of Environmental Policy: command and control (CAC) approach, economic instruments like Pigovian taxes and effluent fees, tradable permits and mixed instruments. Monitoring and Enforcement: What is monitoring and enforcement? Penalties, cost of abatement. Damages from pollution. Incentives to sources to comply with environmental regulations.

4. International Environmental Problems

Nature of environmental problems: transboundary pollution –Climate change, global warming, ozone depletion and bio-diversity loss; Trade and environment: pollution haven hypothesis.

5. Measuring the Benefits of Environmental Improvements

Non-Market values: use and non-use values and optional value, measurement methods: Direct method-contingent valuation and indirect method-hedonic pricing methods, value of statistical life; their applications and limitations.

6. Sustainable Development

Conventional development model: a critique, Alternative approach: Sustainable Development and its origin, objectives of Sustainable Development, Approaches to Sustainable Development: weak sustainability, strong sustainability, Safe minimum standard approach, ecological perspective and social perspective, Rules and indicators of Sustainable Development.

Readings:

1. Charles Kolstad, Intermediate Environmental Economics, Oxford University Press, 2nd edition, 2010.
2. Robert N. Stavins (ed.), Economics of the Environment: Selected Readings, W.W. Norton, 5th edition, 2005.
3. Roger Perman, Yue Ma, James McGilvray and Michael Common, Natural Resource and Environmental Economics, Pearson Education/Addison Wesley, 3rd edition, 2003.
4. Maureen L. Cropper and Wallace E. Oates, 1992, –Environmental Economics: A Survey, *Journal of Economic Literature*, Volume 30:675-740.
5. Subhashini Muthukrishnan, Economics of Environment, PHI Learning Private Limited, 2nd edition, 2015.
6. Bhattacharyya R, Environmental Economics, Oxford University Press.
7. Nick Hanley, Jason F. Shogren and Ben White, Introduction to Environmental Economics, Oxford University Press.


H.O.D., Economics
N.H. College, Patancheru

PHI-HG-3016

Ethics

Unit I

Nature, Scope and Utility of study of Ethics

Moral Consciousness, Object of Moral Judgment, Moral Obligation

Postulates of Morality

Unit II

Virtue Ethics: Aristotle

Deontological Ethics: Kant

Utilitarianism: Bentham, Mill

Unit III

Theories of Punishment, Capital Punishment

Professional Ethics

Environmental Ethics

Unit IV

Law of Karma, Varna and Asrama Dharma, Purusarthas

Buddhist Pancasila; Brahmavihara; Bodhisattva Bhumis

Jaina Triratna, Anuvrata and Mahavrata

Books Recommended:

Chakravarty, D.K. Problems of Analytical Ethics

Dasgupta, S.N. A History of Indian Philosophy

Frankenna, W. Ethics

Hiriyana, M. Outlines of Indian Philosophy

Hudson, W.D. Modern Moral Philosophy

*TKS
HOD Philosophy
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PHI-HC-5026

Phenomenology and Existentialism

Unit I: Kierkegaard

The three stages of human existence

Subjectivity and Truth

Unit II: Sartre

Existence and Essence

Freedom and Choice

Unit III: Heidegger

Authentic existence

Being-in-the-world and Temporality

Unit IV: Husserl

Theory of essence

Intentionality and Bracketing

Books recommended:

H.J. Blackham: Six Existentialist Thinkers

Margaret Chatterjee: Existentialist Outlook

M.K. Bhadra: Existentialism and Phenomenology

Mary Warnock: Existentialism

John Macquarrie: Existentialism

J.P. Sartre : Existentialism and Humanism

E. Husserl : Logical Investigations

Kierkegaard : Concluding Unscientific Postscript

*Thank you
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PHI-HE-5026

Philosophy of Gita

Unit I:

Law of Karma

Concept of Karma, Akarma, Vikarma

Freedom and Choice

Unit II:

Kṣetra-Kṣetrajña, puruṣa-prakṛti

Uttama Puruṣa and Ultimate Reality

Relation of individual self and Ultimate Reality

Unit III:

Conception of Yoga

Karma Yoga, Jñāna Yoga, Bhakti Yoga

Reconciliation of the Yogas

Unit IV:

Svabhāva, Svakarma, Svadharma

Niṣkamakarmayoga; Lokasaṃgraha

Liberation

Books Recommended:

Aurobindo: The Bhagavad Gita

Gandhi, M.K.: Gita

Radhakrishnan, S.: The Bhagavad Gita

Ranade, R.D.: Bhagavad Gita-A Philosophy of God Realization

Tilak, B.G.: Gita Rahasya

Thank
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PHI-HC-6026

Meta Ethics

Unit I: Normative Ethics

Ethical Concepts and Evaluation- Good and Right

Meta Ethics

Unit II: G. E. Moore: Indefinability of 'Good'

G. E. Moore: Naturalistic Fallacy

G. E. Moore: Autonomy of Morals

Unit III: A. J. Ayer: Ethical Terms as Pseudo Concepts

C.L. Stevenson: Characteristics of Moral Discourse

C.L. Stevenson: Persuasive Definition

Unit IV: R. M. Hare: Universal Prescriptivism

R. M. Hare: Nature of Moral Arguments

R. M. Hare: Weakness of the Will

Books Recommended:

Ayer, A.J.: Language, Truth and Logic

Chakravary, D.K.: Problems of Analytic Ethics

Hare, R.M. The Language of Morals

Miller, Alex: An Introduction to Contemporary Metaethics

Moore, G.E.: Principia Ethica

Roojen, M.V.: Metaethics: A Contemporary Introduction

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PHI-HE-6016

Western Philosophy (Textual Study)

- Unit I: Plato: Republic (books 2 and 4)
- Unit II: Hegel: The Preface to the Phenomenology of Spirit
- Unit III: Wittgenstein: Philosophical Investigation (part 1, section 65-91)
- Unit IV: Sartre: Existentialism and Humanism

Books Recommended:

Plato: Republic

Hegel: The Preface to the Phenomenology of Spirit

Wittgenstein: Philosophical Investigation

Sartre: Existentialism and Humanism

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THANKS
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N.J. College, Paterson, NJ

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

Books Recommended:

Hizza, Joseph M.: Computer Network Security and Cyber Ethics

Holmes, R.L. : Introduction to Applied Ethics

Holmes R. & Andrew L.: Environmental Ethics: An Anthology

Lucas, G.: Ethics and Cyber Warfare

Singer, P.: Applied Ethics

Yogi, Manasvini M.: Euthanasia: Its Moral Implication

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T. J. S.
N.M. College, Omalur - 1 unit

PHI-RC-3016

Ethics

- Unit I :** Nature, Scope and Utility of study of Ethics
Moral Consciousness, Object of Moral Judgment, Moral Obligation
Postulates of Morality
- Unit II :** Virtue Ethics: Aristotle
Deontological Ethics: Kant
Utilitarianism: Bentham, Mill
- Unit III :** Theories of Punishment, Capital Punishment
Professional Ethics
Environmental Ethics
- Unit IV :** Law of Karma, Varna and Asrama Dharma, Purusarthas
Buddhist Pancasila; Brahmvihara; Bodhisattva Bhumis
Jaina Triratna, Anuvrata and Mahavrata

Books Recommended:

- Chakravarty, D.K. Prolegomena of Analytical Ethics
Dasgupta, S.N. A History of Indian Philosophy
Frankena, W. Ethics
Hiriyana, M. Outlines of Indian Philosophy
Hudson, W.D. Modern Moral Philosophy
Lillie, William. An Introduction to Ethics
Mackenzie, J.N. Manual of Ethics
Moore, G.E. Ethics
Radhakrishnan, S. Indian Philosophy
Singer, Peter. Applied Ethics

Tizabe
HOD, Philosophy
N. J. College, Palacurathulli

HIS-SE-3014: Historical Tourism in North East India

Lecture : 03; Tutorial : 01 (per week)

Course Outcome:

After completing this course, students will be able to explain Tourism in North East India with special reference to the historical monuments, cultural and ecological elements and places of the north east India country as tourist and heritage sites of the nation. They will be able to relate to the growing vocation of tourism as an industry and the applicability of historical knowledge for its growth.

In-semester assessment: Students shall carry out a small project (submission not less than 2000 words) based on survey of an area or monument. The project should try to unearth the

tourism potential of the surveyed area or monument. The project may also be on an existing tourist site. No sessional examination is required for this paper.

Unit I : Theoretical aspects of tourism, Elementary geography and bio – diversity of North East India

[a] : Tourism – Concept, meaning and significance

[b] : Different types of Tourism

[c] : Physiographical divisions, water bodies and climatic conditions

[d] : Important wildlife habitats : Kaziranga, Manas, Orang, Nameri, Dibru Saikhowa, Namdapha, Keibul Lamjao, Rain forests of Assam.

Unit II : Ancient remains and Important tourist places of the North – East India

[a] : Ancient remains: Goalpara, Ambari, Tezpur, Deopahar, Malinithan, Doyang– Dhansiri Valley

[b] : Tourist places: Shillong, Cherapunjee, Alzwal, Gangtok, Kohima, Tawang, Poa Mecca (Hajo), Azan Pir Dargah, Jatinga

Unit III : Architectural Heritage

[a] : Dimapur, Kasomari, Maibong, Khaspur

[b] : Charaideo, Garhgaon, Sivasagar and Rangpur

[c] : Ujayanta palace, NeerMahal

[d] : Kamakhya, HayagrivaMadhava, Tripura Sundari Temple, Rumtek monastery

[e] : Kangla fort

Unit IV : Fairs and festivals of the North – East

- [a] : Festivals - Bihu, Ali Aye Lrigang, Mopin festival, Tai – Buddhist festivals in Assam
[b] : Bhaona, Ras celebration in Majuli
[c] : Fairs – Jonbil Mela, Ambubachi fair at Kamakhya
[d] : Tourist festivals based on ethnic culture – Horn Bill festival, Sangai festival, Dihing Patkai festival

Readings :

- Bezboruah, M : *Tourism in North East India*
Bora, S., & Bora, M.C., : *The Story of Tourism : An Enchanting Journey through India's North – East*, UBSPD, Delhi, 2004.
: *Paryatanar Ruprekha: Uttar PurbanchalarItihasAruSanskritirPatabhumi*
Bhatia, A. K. : *International Tourism – Fundamentals and Practices*, New Delhi, 1997
: *Tourism in India*
Nath, R.M. : *The Background of Assamese Culture*, Guwahati, 1978
Sarma, P. : *Architecture of Assam*, Delhi - 1988
Ahmed, Kamaluddin: *The Art and Architecture of Assam*, Spectrum Publication, Guwahati, 1994.
Bhattacharya, P. : *Tourism in Assam*, BaniMandir, Guwahati, 2004
Neog, M. : *Pavitra Asom*, LBS, Guwahati
: *Asamiya Sanskritir Ruprekha*, Guwahati - 1970
Boruah, P. : *Chitra-Bichitra Asom*, Guwahati, 2003
Taher&Ahmed : *Geography of North East India*, Mani Manik Prakash, Guwahati, 2010.
Gogoi, Atanu : *Paryatan Aru Uttar Purbanchal*, Bani Mandir, Guwahati, 2006

Lapantula
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HIS-HC-1016: HISTORY OF INDIA- I

Lectures : 5; Tutorial : 1 (per week)

Course Outcome: After the completion of this paper, the students will be able to explore and effectively use historical tools in reconstructing the remote past of ancient Indian pre and proto history. The course will also train the students to analyse the various stages of evolution of human cultures and the belief systems in the proto- history period.

Unit I. Reconstructing Ancient Indian History

[a] Early Indian notions of History

[b] Sources and tools of historical reconstruction: archaeological: epigraphy, numismatics, literary

[c] Historical interpretations (with special reference to gender, environment, technology, and regions)

Unit II. Pre-historic hunter-gatherers

[a] Paleolithic cultures- sequence and distribution; stone industries and other technological developments.

[b] Mesolithic cultures- regional and chronological distribution; new developments in technology and economy; rock art.

Unit III. The advent of food production

[a] Understanding the regional and chronological distribution of the Neolithic and Chalcolithic cultures: subsistence, and patterns of exchange

Unit IV. The Harappan civilization

Origins; settlement patterns and town planning; agrarian base; craft productions and trade; social and political organization; religious beliefs and practices; art; the problem of urban decline and the late/post-Harappan traditions.

Unit V. Cultures in transition

Settlement patterns, technological and economic developments; social stratification; political relations; religion and philosophy; the Aryan Problem.

[a] North India (circa 1500 BCE-300 BCE)

[b] Central India and the Deccan (circa 1000 BCE - circa 300 BCE)

[c] Tamilakam (circa 300 BCE to circa CE 300)

Readings:

- R.S. Sharma, India's Ancient Past, New Delhi, OUP, 2007
- R. S. Sharma, Material Culture and Social Formations in Ancient India, Laxmi Publications, 2007.
- R.S. Sharma, Looking for the Aryas, Delhi, Orient Longman Publishers, 1995
- D. P. Agrawal, The Archaeology of India, 1985
- Bridget & F. Raymond Allchin, The Rise of Civilization in India and Pakistan, 1983.
- A. L. Basham, The Wonder that Was India, 1971.
- D. K. Chakrabarti, The Archaeology of Ancient Indian Cities, 1997,
- D. K. Chakrabarti, The Oxford Companion to Indian Archaeology, New Delhi, 2006.
- H. C. Raychaudhuri, Political History of Ancient India, Rev. ed. With Commentary by B. N. Mukherjee, 1996
- K. A. N. Sastri, ed., History of South India, OUP, 1966.
- Upinder Singh, A History of Ancient and Early Medieval India, 2008.
- Romila Thapar, Early India from the Beginnings to 1300, London, 2002.
- Uma Chakravarti, The Social Dimensions of Early Buddhism. 1997.
- Rajan Gurukul, Social Formations of Early South India, 2010.
- R. Champakalakshmi, Trade. Ideology and urbanization: South India 300 BC- AD 1300, 1996.

Tapantika
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HIS-HC-6026: HISTORY OF MODERN EUROPE II (c. 1780 -1939)

Lectures : 5; Tutorial : 1 (per week)

Course Outcome: After the completion of this course, the students will be able to analyse the historical developments in Europe between c.1780 to 1939. As the course structure of this paper focuses on the democratic and socialist foundations modern Europe, the students will be able to situate the historical development of working class movements, socialist upsurge and the economic forces of the two wars and the other ideological shifts of Europe in the period

Unit I. Liberal Democracy, Working Class Movements and Socialism in the 19th and 20th Centuries:

- [a] The struggle for parliamentary democracy and civil liberties in Britain.
- [b] Forms of protest during early capitalism: food riots in France and England: Luddites and Chartism.
- [c] Early socialist thought; Marxian Socialism and the First and the Second International.
- [d] German Social Democracy, Politics and Culture.
- [e] Christian Democracy as a political and ideological force in western and central Europe

Unit II. The Crisis of Feudalism in Russia and Experiments in Socialism:

- [a] Emancipation of serfs.
- [b] Russian Populism and Social Democracy.
- [c] Revolutions of 1905; the Bolshevik Revolution of 1917.
- [d] Programme of Socialist Construction.

Unit III. Imperialism, War, and Crisis: c. 1880 -1919:

- [a] Theories and mechanisms of imperialism;
- [b] growth of Militarism; Power blocks and alliances: expansion of European empires - War of 1914 - 1918

Unit IV. The post 1919 World Order

- [a] Economic crises, the Great Depression and Recovery.
- [b] Rise of Fascism and Nazism.
- [c] The Spanish Civil War.
- [d] Origins of the Second World War.

Unit V. Cultural and Intellectual Developments since circa 1850:

- [a] Changing contexts: [i] Notions of Culture [ii] Creation of a New public sphere and mass media [iii] Mass education and extension of literacy.
- [b] Creation of new cultural forms: from Romanticism to Abstract Art.
- [c] Major intellectual trends: [i] Institutionalization of disciplines history, Sociology and Anthropology. [ii] Darwin and Freud.
- [d] Culture and the making of ideologies: Constructions of Race, Class and Gender, ideologies of Empire.

Readings:

Gerald Brennan: The Spanish Labyrinth: An Account of the Social and Political Background of the Civil War

C.M. Cipolla: Fontana Economic History of Europe, Volume II the Present (1981).

I : The Industrial Revolution.

Norman Davies, Europe.

J. Evans: The Foundations of a Modern State in 19th Century Europe.

T.S. Hamerow: Restoration, Revolution and Reaction: Economics and Politics in Germany [1815 - 1871].

E.J. Hobsbawm : The Age of Revolution.

Lynn Hunt: Politics, Culture and Class in the French Revolution.

James Joll, Europe Since 1870.

David Landes: Prometheus Unbound.

George Lefebvre, Coming of the French Revolution.

George Lichtheim: A Short History of Socialism.

Peter Mathias, First Industrial Revolution.

Alec Nove: An Economic History of the USSR.

Lafayette
H.O.D.: History
N.H. College, Patacharkuchi

HIS-SE-4014: Oral Culture and Oral History

Lecture : 03; Tutorial : 01 (per week)

Course Outcome:

After this course the students will be able to explain complex interrelationships of structures or events in the context of broader social and cultural framework of societies through 'public memory' and use oral history to preserve oral culture and local history. The students will be able to espouse the relevance to the northeastern region of India with its diverse culture and ethnic communities whose history is largely oral. The students will be able to use 'Public memory' as a tool and a source not only to write public history but also to explore new knowledge in the humanities, social sciences and even in disciplines like architecture, communication studies, gender studies, English, history, philosophy, political science, religion, and sociology.

In-semester assessment: Students shall carry out a small project (submission not less than 2000 words) using the Oral History method. It may be based on interviews of persons having information of past event or phenomena. No sessional examination is required for this course.

Unit I. Concepts:

- (a) Orality, Oral Tradition, Oral Culture
- (b) Oral History
- (c) Distinction between Oral Tradition and Oral History

Unit II. History and Historiography

- (a) Oral History as a tool for analysis
- (b) Social issues : Gender, conflict, violence, etc.
- (c) Economic issues : Development schemes and their impact, displacement, etc

Unit III. Methodology:

- (a) Collection, preservation and interpretation of historical information through recorded interviews of people, communities, and participants in past events
- (b) Documentation and Archiving : Written, Audio and Visual

Unit IV. Potential areas for Oral History research:

(a) Oral Traditions: Customs, Beliefs, Practices and World view;

(b) Life Histories: Participants in past events; Women; War migrants; Victim of disasters, government policies, ethnic conflicts; Personal stories.

Readings:

Thompson, Paul R., Voice of the Past : Oral History, OUP, Great Britain, 1978

Ritchie, Donald A.:Doing Oral History: A Practical Guide, OUP,New York, 2003.

Perks, Robert and Thomson, Alistair (eds.) Oral History Reader, Routledge, 1998.

Valerie Raleigh Yow, Recording Oral History, Altamira Press, USA, 2005.

Vansina, Jan, Oral Tradition. A Study in Historical Methodology (Translated from the French by H. M. Wright). London: Routledge&Kegan Paul. 1965

Vansina, Jan, Oral Tradition as History, Madison: University of Wisconsin Press. 1985

Butalia, Urvashi, The Other Side of Silence: Voices from the Partition of India, Penguin. 2017.

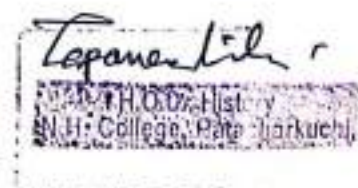
Humphries: The Handbook of Oral History.

H. Roberts. Ed. Doing Feminist Research, Routledge&KeganPaul,London,1981

John Miles Foley, Oral Formulaic-Theory: An Introduction &Annotated Bibliography, New York & London: Garland, 1985

Das, Veena,(ed.), Mirrors of Violence: Communities, Riots & Survivors in South Asia, Delhi,OUP,1990

Prasad, M. Mahadeva, Ideology of the Hindi Film: A Historical Construction, Delhi, OUP, 1998.



HIS-HC-5016: History of Modern Europe- I (c. 1780-1939)

Lectures : 5; Tutorial : 1 (per week)

Course Outcome: After the completion of this course the students will be able to evaluate the historical evolution and political developments that occurred in Europe in the period between 1780 to 1939. They will also be able to critically analyse the evolution of social classes, nation states, evolution of capitalism and nationalist sentiment in Europe. They will also be able to relate to the variety of causes that dragged the world into devastating wars in the intervening period.

Unit I. The French Revolution and its European repercussions:

- [a] Crisis of ancient regime
- [b] Intellectual currents.
- [c] Social classes and emerging gender relations.
- [d] Phases of the French Revolution 1789 - 99.
- [e] Art and Culture of French Revolution.
- [f] Napoleonic consolidation - reform and empire.

Unit II. Restoration and Revolution: c. 1815 - 1848:

- [a] Forces of conservatism & restoration of old hierarchies.
- [b] Social, Political and intellectual currents.
- [c] Revolutionary and Radical movements, 1830 - 1848.

Unit III Capitalist Industrialization

- [a] Process of capitalist development in industry and agriculture: case Studies of Britain, France, the German States and Russia.

Unit IV. Social and Economic Transformation (Late 18th century to c. 1914)

[a] Evolution and Differentiation of social classes: Bourgeoisie, Proletariat, land owning classes and peasantry.

[b] Changing trends in demography and urban patterns.

[c] Family, gender and process of industrialization.

Unit V. Varieties of Nationalism and the Remaking of States in the 19th and 20th Centuries.

[a] Intellectual currents, popular movements and the formation of

National identities in Germany, Italy, Ireland and the Balkans.

[b] Specificities of economic development, political and administrative Reorganization -

Italy; Germany.

Readings:

Gerald Brennan: The Spanish Labyrinth: An Account of the Social and Political Background of the Civil War.

C.M. Cipolla: Fontana Economic History of Europe, Volume III: The Industrial Revolution.
Norman Davies, Europe.

J. Evans: The Foundations of a Modern State in 19th Century Europe.

T.S. Hamerow: Restoration, Revolution and Reaction: Economics and Politics in Germany [1815 - 1871].

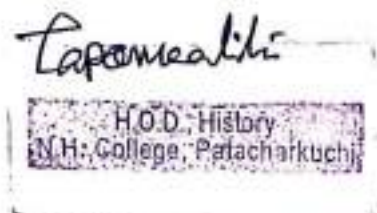
E.J. Hobsbawn: The Age of Revolution.

Lynn Hunt: Politics, Culture and Class in the French Revolution.

James Joll, Europe Since 1870.

David Landes: Prometheus Unbound.

George Lefebvre, Coming of the French Revolution.





Department of Assamese
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COURSE OUTCOMES

BA Assamese (Honours) Syllabus (CBCS)

1st Semester (Honours)

Paper Name: Ashomiya Sahityar Buranji (Charjyapada- Sankari Yug)

Paper Code: ASM-HC-1016

After the completion of this course, the students will be able to,

- Reconstruct the social history of Assam in the light of the rise of Assamese language.
- Trace the history of Assamese literary tradition.
- **Describe the features of Pre- Sankari and Sankari Period Literature.**

Paper Name: Ashomiya Sahityar Buranji (Uttar-Sankari Yug- Arunodai Yug) Paper

Code: ASM-HC-1026

After the completion of this course, the students will be able to,

- Trace the phases of Uttar-Sankari, Sankari, Pre-Arunadoi and Arunadoi Period Literature .
Describe the features of Uttar- Sankari, Sankari, Pre-Arunadoi and Arunadoi period literature

2nd Semester (Honours)

Paper Name: Bhasha Bigyan Parichay

Paper Code: ASM-HC-2016

After the completion of this course, the students will be able to,

- Describe different varieties of the Assamese Language in the Context of contemporary Linguistics.
- **Organize geographical and social varieties of Assamese Language.**

Paper Name: Sahitya- Shomalochana

Paper Code: ASM-HC-2026

After the completion of this course, the students will be able to,

- Trace the thought systems of ancient Indian Literary critics. Interpret Literature from Indian point of view.

Design a spectrum of different themes used in Assamese short stories and novels.

3rd Semester (Honours)

Paper Name: Ashomiya sahityar Prabesh

Paper Code: ASM-HC-3016

After the completion of this course, the students will be able to,

- Trace the phases of Romantic and Modern Assamese literature.
Trace the development of the major trends of Assamese short stories.
- Describe the emotional effect of reading a few significant Assamese short stories, novels and biography Interpret a short story

Paper Name: Ashomiya Kabitar Chaneki

Paper Code: ASM-HC-3026

After the completion of this course, the students will be able to,

- Trace the phases of Pre-Sankari and Sankari Period of Assamese literature.

Trace the phases of Romantic and Modern Assamese Poetry.

Paper Name: Axomor Sanskriti

Paper Code: ASM-HC-3036

After the completion of this course, the students will be able to,

- Reconstruct religious belief of the people of Ancient Assam and compare it with that of the rest of ancient India.

Paper Name: Byaboharik Ashomiya

Paper Code: ASM-SE-3014

After the completion of this course, the students will be able to,

- Compare and contrast the genres of creative writing on the basis of imitation and imagination.
- Create a piece of literature and justify its quality.
- Describe the experience of reading a piece of literature.

4th Semester (Honours)

Paper Name: Tulongamulok Bharatiya Sahitya Paper
Code: ASM-HC-4016

- Trace the phases of Indian Comparative literature. Illustrate the linguistic and cultural aspects of translation.
- State the problems of different kinds of translation.

Paper Name: Ashomiya Bhashar Samaharan: Aryan Bhasha aru Aryan-Bhinna Bhasha Paper
Code: ASM-HC-4026

After the completion of this course, the students will be able to,

- Reconstruct the social history of Assam in the light of the rise of Assamese language.
- Justify the relationship between of Aryan and Aryan-bhinna of Assamese language.

Paper Name: Ashomiya Godya Sahitya
Paper Code: ASM-HC-4036

- Trace the development of Assamese prose from Sankari to Modern period prose.
- Interpret the changes occurring in Assamese prose.
- **State the present features of Assamese prose.**

Paper Name: Srijanimulok Sahitya
Paper Code: ASM-SE-4014

After the completion of this course, the students will be able to,

- Compare and contrast the genres of creative writing on the basis of imitation and imagination.
- Create a piece of literature and justify its quality.

- Describe the experience of reading a piece of literature.

5th Semester (Honours)

Paper Name: Ashomiya Natok aru Paribeshan Sali

Paper Code: ASM-HC-5016

- Describe the experience of viewing a play. Enumerate the trends of Assamese Drama.
- Reconstruct the history of Assamese drama and performance.

Paper Name: Ashomiya Byayakaron Paper

Code: ASM-HC-5026

- Describe different varieties of the Assamese Grammar in the Context of contemporary Linguistics.
- **Organize geographical and social varieties of Assamese Language.**

Paper Name: Ashomiya Loko-Sahitya Adhyayan

Paper Code: ASM-HE-5016

- Trace the phases of Assamese Folk-literature.
- Categories Assamese Folk-Literature of Ancient Phases.
- Categories the Assamese folk-literature and folk-culture into different trends.

Paper Name: Ashomiya Romanyashbadi Kabita

Paper Code: ASM-HE-5026

- Trace the phases of Assamese Romantic literature.
- Categorise Assamese poetry of Romantic Phases.
- **Describe experience of reading Romantic Assamese Poetry**

6th Semester (Honours)

Paper Name: Ashomiya Chutigolpo aru Upanyash

Paper Code: ASM-HC-6016

- Trace the development of the major trends of Assamese short stories and novels.
- Categorise the Assamese short stories and novels into different trends.
- Explain the effects of the socio-political development on Assamese short stories and novels.

Paper Name: Ashomiya Lipir Itihash Paper

Code: ASM-HC-6026

- Explain the Manuscript tradition in different part of the world.
- Explain mutilated text is restored
- Generate interest in preservation and restoration of intellectual heritage of a nation

Paper Name: Laxminath Bezbaruah Paper

Code: ASM-HE-6016

- Trace the phases of 'Jonaki' Period of Assamese literature.
- Trace the phases of Laxminath Bezbaruah's Romantic Assamese Poetry, Short stories, Biography etc.
- Describe the emotional effect of reading a few significant Laxminath's Poetry, short stories and biography.
- **Interpret a short story.**

Paper Name: Ashomiya Bhashar Upabhasha

Paper Code: ASM-HE-6046

After the completion of this course, the students will be able to,

- Describe different varieties of the Assamese Language in the Context of contemporary Linguistics.

Organize geographical and social varieties of Assamese Language.



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NIRMAL HALOI COLLEGE

PATACHARKUCHI::BARPETA::ASSAM::PIN-781326

NAAC Accredited 'B' in Cycle 2

Website :- www.nhcollege.ac.in

ECO-HC-1016: (Introductory Micro Economics)

Microeconomics studies the economic action and behaviours of individual units and individual firm in regards to the determination of price and output and consumers reaction to the changes in demand supply condition. It is the Microscopic study of the behavioural economy.

ECO-HC-1026:(Mathematical Methods in Economics-I)

The student is exposed to economic concepts in mathematical format through simple illustrations and prepares the ground for more scientific study. In this course, particular economic models are not the ends , but the means for illustrating the method of applying mathematical techniques to economic theory in general.

Course Outline	Bloom's Taxonomy Level
Unit-1 Preliminaries	Remember, Understand
Unit -2 Function of one variable	Remember, Understand
Unit-3 Differential Calculus	Remember, Understand, Analyze, Apply
Unit-4 Single variable optimization	Remember, Understand, Analyse
Unit-5 Integration of functions	Remember, Understand, Analyse

ECO-HC-2016: (Introductory Macroeconomics-II)

Macroeconomics analyses the behaviour of the whole economic system in totality or entirety. It examines the determination of the level, fluctuations and trends in (growth) the overall economic activity i.e., national income, outcome and employment and the overall consumption and investment pattern of the economy, together with inflation level, various theories to assess inflationary trends, and business Cycles are studied.

ECO-HC-2026: (Mathematical Methods in Economics-II):

The objective of this sequence is to transmit the body of basic mathematics that enables the study of economic theory at the undergraduate level, specifically the courses on microeconomic theory, macroeconomic theory, statistics and econometrics set out in this Syllabus. The course has more illustration than the previous course(ECO-HC-1026),which will provide deeper knowledge about the various economic application to the students. In this course, particular economic models are not the ends, but the means for illustrating the method of applying mathematical techniques to economic theory in general.

Course Outline	Bloom's Taxonomy Level
Unit-1 Linear Algebra	Remember, Understand,Analyze, Apply
Unit -2 Function of several real variables	Remember, Understand, Analyze
Unit-3 Multi- variable optimization	Remember, Understand,Analyze,Apply
Unit-4 Differential Equation	Remember, Understand, Analyse, Apply
Unit-5 Integration of functions	Remember, Understand, Analyse,Apply

ECO-HC-3026: (Intermediate Macroeconomics)

This course introduces the students to formal modeling of a macro-economy in terms of analytical tools. It discusses various alternative theories of output and employment determination in a closed economy in the short run as well as medium run, and the role of policy in this context. It also introduces the students to various theoretical issues related to an open economy.

Course Outline	Bloom Taxonomy Level
Unit-1:Aggregate Demand Curve and Aggregate Supply Curve	Remember, Understand
Unit-2: Inflation, Unemployment and Expectations	Remember, Understand
Unit-3: Open Economy Models	Remember, Understand

ECO-HC-3036 : Statistical Methods for Economics

Students will understand the basic concepts of descriptive and inferential statistics. This is a course on statistical methods for economics. It begins with some basic concepts and terminology that are fundamental to statistical analysis and inference. It then develops the notion of probability, followed by probability distributions of discrete and continuous random variables and of joint distributions. This is followed by a discussion on sampling techniques used to collect survey data. The course introduces the notion of sampling distributions that act as a bridge between probability theory and statistical inference. The semester concludes with some topics in statistical inference that include point and interval estimation. It will help students understand situations radically and solve them

Course Outline	Bloom's Taxonomy Level
Unit-1 Introduction and overview	Remember, Understand
Unit -2 Elementary probability theory	Remember, Understand
Unit-3 Random variables and Probability Distribution	Remember, Understand
Unit-4 Random Sampling and Jointly Distributed random variables	Remember, Understand
Unit-5 Sampling	Remember, Understand

ECO-HC-4026: (Intermediate Macroeconomics II)

This course is a sequel to Intermediate Macroeconomics I. In this course, the students are introduced to the long run dynamic issues like growth and technical progress. It also provides the micro-foundations to the various aggregative concepts used in the previous course.

Course Outline	Bloom's Taxonomy Level
Unit-1 Economic Growth	Remember, Understand
Unit -2 Microeconomic Foundation	Remember, Understand
Unit-3 Fiscal and Monetary Policy	Remember, Understand
Unit-4 Schools of Macro-Economic Thought	Remember, Understand

ECO-HC-4036: (Introductory Econometrics)

- This course provides a comprehensive introduction to basic econometric concepts and techniques. It covers statistical concepts of hypothesis testing, estimation and diagnostic testing of simple and multiple regression models. The course also covers the consequences of and tests for misspecification of regression models. Econometric methods will prove particularly useful for understanding the interrelationships in the economic variables. Students will learn the use of econometrics with greater precision and establishing such relationships.

Course Outline	Bloom's Taxonomy Level
Unit-1 Statistical Background	Remember, Understand
Unit -2 Simple linear regression model: Two variable case	Remember, Understand
Unit-3 Multiple Linear Regression Models	Remember, Understand
Unit-4 Violations of Classical Assumptions, Consequences, detection and remedies	Remember, Understand
Unit-5 Specification Analysis	Remember, Understand

ECO-HC-5016: (Indian Economy-I)

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. After studying the structure aspects of Indian Economy, students will be exposed to economic reforms in India and problems of

Indian economy. A little understanding of India and Global economy will also be included.

Course Outline	Bloom's Taxonomy Level
Unit-1 Economic Development since Independence	Remember, Understand
Unit -2 Population and Human Development	Remember, Understand
Unit-3 Growth and distributions	Remember, Understand
Unit-4 International Comparision	Remember, Understand

ECO-HC-5026:(Development Economics-I)

To explain development economic growth theories, international trade development theories, and related economic development theories.

Learn hardcore economic prescriptions to development, concerns hitherto relegated to background like education, health, sanitation and infrastructural development, have found a place of pride in explaining the preference of various economies.

Course Outline	Bloom's Taxonomy Level
Unit-1 Conceptions of development empirics	Remember, Understand
Unit -2 Growth model	
Unit-3 Poverty, inequality: definitions, measures and mechanism	Remember, Understand
Unit-4 Political institutions and the functioning of the state	Remember, Understand

ECO-HC-6016: (Indian Economics II)

This course examines sector-specific polices and their impact in shaping trends in key economic indicators in India. It highlights major policy debates and evaluates the Indian empirical evidence. It will result in comprehensive understanding of Indian Economy. Student will be able to understand govt policies and programs.

Course Outline	Bloom's Taxonomy Level
Unit-1 Macroeconomic Policies and Impact	Remember, Understand,Analyse
Unit -2 Policies and Performance in Agriculture	Remember, Understand,Analyse
Unit-3 Policies and Performance in Industry	Remember, Understand,Analyze
Unit-4 Trends and Performance in services	Remember, Understand, Analyse

ECO-HC-6026: (Developmental Economics II)

This course begins with basic demographic concepts and their evolution during the process of development. The structure of markets and contracts is linked to the particular problems of enforcement experienced in poor countries. The governance of communities and organizations is studied and this is then linked to questions of sustainable growth. The course ends with reflections on the role of globalization and increased international dependence on the process of development. Although this course is basically based on theoretical models, students will exposed to the real world examples.

Course Outline	Bloom's Taxonomy Level
Unit-1 Introduction	Remember, Understand
Unit -2 Theories of international trade	Remember, Understand
Unit-3 Trade policy	Remember, Understand
Unit-4 International macroeconomic policy	Remember, Understand



H.O.D., Economics
N.H. College, Patancheru

Department of Philosophy



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PHI- HC- 1016 Indian Philosophy-I

1. To get an ability to search for the truth through thinking.
2. To speculation about life and reality of the ancient Hindus Philosophy.

PHI- HC- 1026 Logic-I

1. Creates an ability to evaluate arguments and reasoning.
2. Helps the critical thinking as the process of evaluation to separate truth from falsehood.
3. To aware the students to reasonable from unreasonable belief itself.

PHI-HC-2016 Greek Philosophy

1. To introduce with the philosophies of the ancient Greece that influenced much of western culture.
2. To help the students to know about the ancient Greek Philosophy and their thinking.

PHI-HC-2016 Analytic Philosophy

1. To give clarity and precision of moral concepts.
2. To help the students to know about the Philosophy of Moore and Russell's logical atomism.

PHI-HC-2026 Logic-II

1. Gives the basic concept of symbolic Logic of Mathematics Logic.
2. To help the students to know about the various symbols using in Logic.

PHI-HC-3016 Western Philosophy (Descartes to Hegel)

1. It enables the students to know about thinking of the western Philosophers and their system buildings.
2. To give the knowledge of Descartes to Hegel.

PHI-HC-3026 Indian Philosophy-II

1. To make the students to know about thinking of the Indian Philosopher and their systems building.
2. To help the student to know about the importance of Yoga in practical life.

PHI-HC-3036 Ethics

1. To introduce with the general concepts of Ethics.
2. To enables the students to know about the ideal of life and reality.

PHI-HC-4016 Contemporary Indian Philosophy

1. Enables the students to know about the Philosophical thinking of the great Indian thinkers.
2. To understand about the human life and reality.
3. To help the students to know life style of Gandhiji, Aurobindo, Radhakrishnan, Vivekananda.

PHI-HS-4026 Philosophy Of Religion.

1. After the completion of this paper student will be able to know we can see the religious view points scientifically.
2. To enable to know about the reality of God, Faith and Revolution.
3. To enable the students to know different religious views and languages.

PHI-HC-4036 Political Philosophy & Social Philosophy

1. To know about social and political aspects of our society.
2. To know about the Right and Duties, equality and liberty.

PHI-HC-5026 Phenomenology and Existentialism

1. To introduce with the Phenomenology standpoint to the reality.
2. To enable the students to know about the different interpretations of human life from the standpoint of our own existence in the world.

PHI-HE-5016 Philosophy of Upanisads

1. To give the Upanisadic interpretations about the general social conditions, Ultimate reality and Individual.
2. To help the students on relation to Vedas.

PHI-HE-5026 Philosophy of Gita

1. To introduce the basic ideas and theories of the Gita.
2. To enable the students about the law of Karma and the Ultimate reality.
3. To know the students about the importance of yoga in real life.

PHI-HC-6016 Philosophy of Mind

1. Enables the students to think critically about human mind.
2. To helps the students to know about the problems of Cartesian dualism.

PHI-HC-6026 Meta Ethics

1. To make the students to understand about the nature of ethical properties.
2. To help the students to know about the statements, attitudes and judgments.

PHI-HE-6016 Western Philosophy (Textual Study)

1. To give the knowledge of Plato's "Republic Book" and Sartre's "Concept of Existentialism and Humanism".
2. To enable the students to know about Hegel's "The Preface to the Phenomenology of Spirit".

PHI-HE-6036 Applied Ethics

1. To introduce how can we apply the moral considerations in our practical world.
2. To help the students about right and obligation of health care professional.



H.O.D., Philosophy
N.H. College, Patacharkuchi



OFFICE OF THE PRINCIPAL
NIRMAL HALOI COLLEGE

Patacharkuchi, Barpeta, Assam, Pin: 781326

NAAC Accredited 'B' in cycle 2

E-mail ID: principalnbccollege@gmail.com

Website: www.nbccollege.ac.in

Student progress report 2017-22

In 1989, history was first taught as a general subject at Nirmal Haloi College, which was formerly known as Pragjyotish College. Before the college was covered by the grant-in-aids system, there were two teachers. In December, 1997 another teacher was appointed as per govt. norms. Yet number of students very less. Over all conception was that history is a subject of kings, wars and dates. But faculties of department tried to remove the old conception of history. In 2003 Major subject was introduced in history and it soon affiliated from G.U. Now some interested students come forward to study history as Major subject.

There were five students in history Major who appeared in 2017-18. Among them Sri Samarjit Sarma has got appointment as sales executive in Horlicks India and who is now in position of Manager of Dabur India. Another student Smt. Himashree Talukdar is serving in Public Health Department now as senior officer assistant.

There were 13 students in the 2018-19 years who successfully cleared B.A. final with history as Major subject. Among them Sri Dipak Das joined in Assam police as S.I. where Ratul Boro joined in B.S.F. Presently he is serving as Lance Naik post. Though Manika Boro scored 7.8 CGP she couldn't not pursue Master degree. But another student Diptimani Choudhary in spite of her financial constraints she completed master degree with good CGP. Noted that Diptimani was served as contractual teacher in our department for one year.

Though there were three students in the history department, due to early marriage only two students appeared the final year exam in 19-20. Noted that Sri Mrinmoy Das of our department elected as President of College Students Union body. He is now a social worker and running his own business.

In 2020-21 all the 8 students of the department successfully completed degree with major. Among the Smt Sangeet Kalita selected and joined in 4th grade govt. Post.

In 2022-23 three students passed B.A. with honours. Sri Hirakjyoti Kalita who scored CGP 7.4 now pursuing B.Ed. Course.

This is a small progress report and feedback of alumni History department. Below we point out their passing year with CGP. Here we must to mentioned that most of our students are girls. Hence marriage solemnised before or after graduation. Moreover, during the corona pandemic periods like other all of them.

2017-18

1. Samarjit Sarma CGP 5.6
2. Archana Das. 5.8

3. Daiji Talukdar 6.0
4. Himashree Talukdar 5.0
5. Rumi Kalita 5.3

2018-19

1. Dipak Das 5.6
2. Deep Joyti Kalita 6.4
3. Gunajit Medhi 7.3
4. Gopal Roy 5.0
5. Jintu Das 5.1
6. Ratul Boro 6.5
7. Rajib Kumar Roy 5.0
8. Barnali Das 7.3
9. Diptimani Choudhary 7.4
10. Manika Boro 7.8
11. Marisha Begum 5.7
12. Narjismita Kalita 6.5
13. Sumon Roy 6.5

2019-20

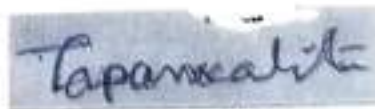
1. Mrinmoy Das 6.8
2. Arindam Kalita 5.7

2020-21

1. Anamika Das 6.7
2. Drurbajyoti Sarma 6.4
3. Manjit Das 7.7
4. Sagarika Pathak 7.3
5. Dimpri Das 6.0
6. Pragya Das 5.4
7. Nitish Adhikary 5.0
8. Sangeeta Kalita 5.0

2021-22

1. Barasha Sarmaia 4.7
2. Harakjoyti Kalita 7.4
3. Kritisri Kalita 7.3
4. Nilakshi Das (Not appeared)



Signature of HoD





Department of Education
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Year 2017

Appeared	Passed	Rate of Success (in percentage)
48	48	100

In the year 2017, a total of 48 students appeared for the final exam of B.A. and all of them passed the exam. Therefore, the pass percentage in that year was 100%. Out of the 48 students, 38 students secured a CGPA of 6.0 or higher. 14% of the total students went on to pursue further studies such as M.A., B.Ed, D.El.Ed, etc. Meanwhile, 43% of these students started working in the Assam government sector, which includes teaching, defense, and other areas, as well as in the private sector.

Year 2018

Appeared	Passed	Rate of Success (in percentage)
40	39	97.5

In the year 2018, a total of 40 students appeared for the final exam of B.A. and out of these 39 students passed the exam. Therefore, the pass percentage in that year was 97.5%. Out of the 40 students, 35 students secured a CGPA of 6.0 or higher. 17% of the total students went on to pursue further studies such as M.A., B.Ed, D.El.Ed, etc. Meanwhile, 56%

of these students started working in the Assam government sector, which includes teaching, defense, and other areas, as well as in the private sector.

Year 2019

Appeared	Passed	Rate of Success (in percentage)
39	33	84.61

In the year 2019, a total of 39 students appeared for the final exam of B.A. and out of these 33 students passed the exam. Therefore, the pass percentage in that year was 84.61%. Out of the 39 students, 20 students secured a CGPA of 6.0 or higher. 11% of the total students went on to pursue further studies such as M.A., B.Ed, D.El.Ed, etc. Meanwhile, 38% of these students started working in the Assam government sector, which includes teaching, defense, and other areas, as well as in the private sector.

Year 2020

Appeared	Passed	Rate of Success (in percentage)
33	33	100

In the year 2020, a total of 33 students appeared for the final exam of B.A. and all of them passed the exam. Therefore, the pass percentage in that year was 100%. Out of the 33 students, 31 students secured a CGPA of 6.0 or higher. 23% of the total students went on to pursue further studies such as M.A., B.Ed, D.El.Ed, etc. Meanwhile, 35% of these students started working in the Assam government sector, which includes teaching, defense, and other areas, as well as in the private sector.

Year 2021

Appeared	Passed	Rate of Success (in percentage)
20	20	100

In the year 2020, a total of 20 students appeared for the final exam of B.A. and all of them passed the exam. Therefore, the pass percentage in that year was 100%. All the students secured a CGPA of 7.0 or higher. 40% of the total students went on to pursue further studies such as M.A., B.Ed, D.El.Ed, etc. Meanwhile, 50% of these students started working in the Assam government sector, which includes teaching, defense, and other areas, as well as in the private sector.

Year 2022

Appeared	Passed	Rate of Success (in percentage)
28	28	100

In the year 2022, a total of 28 students appeared for the final exam of B.A. and all of them passed the exam. Therefore, the pass percentage in that year was 100%. All the students secured a CGPA of 7.0 or higher. 35% of the total students went on to pursue further studies such as M.A., B.Ed, D.El.Ed, etc. Meanwhile, 37% of these students started working in the Assam government sector, which includes teaching, defense, and other areas, as well as in the private sector.



Department of Political Science
NIRMAL HALOI COLLEGE

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Contact -9954961242

PROGRESS REPORT

SESSION 2016-17

YEAR- 2017

<u>APPEARED</u>	<u>PASSED</u>	<u>SUCCESS</u>
19	19	100%

In the session 2016-17 , a total number of 19 students appeared for the final examination of B.A and all of them passed the exam with good marks. The pass percentage was 100%. Out of the 19 students, most students secured 1st class and a few students got 2nd class. Now most of the students are well settled, some are engaged in business, while some others got govt job in various fields; defence, teaching and so on

SESSION 2017-18

YEAR-2018

<u>APPEARED</u>	<u>PASSED</u>	<u>SUCCESS</u>
11	11	100%

In the session 2017-18 , a total number of 11 students appeared for the final examination of B.A and all of them passed the exam with good marks. The pass percentage was 100%. Out of the 11 students, 8 students secured 1st class and 3 students got 2nd class. Now most of the students are well settled, some are engaged in business, while some others got govt job in various fields; defence, teaching and so on.

SESSION 2018-19

YEAR-2019

<u>APPEARED</u>	<u>PASSED</u>	<u>SUCCESS</u>
14	12	85.71%

In the session 2018-19 , a total number of 14 students appeared for the final examination of B.A but 12 students passed the exam with good marks. The pass percentage was 85.71%. Out of the 12 students, most of the students secured 1st class and only a few students got 2nd class, 2 students were not able to pass the examination. Now most of the students are well settled, some are engaged in business, some others got govt job in various fields; defence, teaching and some are engaged in private sector.

SESSION 2019-20

YEAR-2020

<u>APPEARED</u>	<u>PASSED</u>	<u>SUCCESS</u>
18	18	100%

In the session 2019-20, a total number of 18 students appeared for the final examination of B.A and all the students passed the exam with good marks. The pass percentage was 100%. Out of the 18 students, most of the students secured 1st class and only a few students got 2nd class. Now most of the students are well settled, some are engaged in business, some others got govt job in various fields; defence, teaching and some are engaged in private sector.

SESSION 2020-21

YEAR- 2021

<u>APPEARED</u>	<u>PASSED</u>	<u>SUCCESS</u>
13	13	100%

In the session 2020-21, a total number of 13 students appeared for the final examination of B.A and all the students passed the exam with good marks. The pass percentage was 100%. Out of the 13 students, most of the students secured 1st class and only a few students got 2nd class. Now most of the students are well settled, some are engaged in business, some others got govt job in various fields; defence, teaching and some are engaged in private sector

SESSION 2021-22

YEAR- 2022

<u>APPEARED</u>	<u>PASSED</u>	<u>SUCCESS</u>
27	27	100%

In the session 2021-22, a total number of 27 students appeared for the final examination of B.A and all the students passed the exam with good marks. The pass percentage was 100%. Out of the 13 students, most of the students secured 1st class and only a few students got 2nd class. Now most of the students are well settled, some are engaged in business, some others got govt job in various fields; defence, teaching and some are engaged in private sector.



**H.O.D., Political Science
N.H. College, Patacharkuchi**

Signature

HoD Political Science

Teaching Plan

(To be submitted before 15th December every year.)Session 2017-18 Semester : 2nd, 4th & 6th (B.A.)

Name of the Teacher :

Rajin U Das

Department :

Philosophy

Month	Teaching Days	Allotted Classes	Paper & Unit No.	Required Period	Topic	Period To be utilized
January	11	Hons 10	PHI-HE 6036 Unit 3	12	Nature of Applied Ethics	10
		Res (RC) 5	RE 6016 Unit 1	6	Debination of Religion	5
February	23	Hons 10	HE 6036 Unit-2	12	Animals Rights	10
		Res (RC) 5	RE 6016 Unit-2	6	Immortality of Soul	5
March	25	Hons 10	HE 6036 Unit-3	12	Computer Crime	10
		Res (RC) 6	RE 6016 Unit-3	6	Deism Pantheism	6
April	23	Hons 10	HE 6036 Unit-4	12	Rights and obligation.	10
		Res (RC) 5	RE 6016 Unit-4	6	Cosmological argument	5
May	25	Hons 8	HE 6036 Unit-4	10	Abortion.	8
		Res (RC) 5	RE 6016 Unit-4	7	Moral argument	5
June	10	Hons 8	HE 6036 Unit-4	10	Euthanasia	8
		Res (RC) 5	RE 6016 Unit-4	8	Teleological argument.	5

Signature of the teacher

Signature of the HOD
12/12/17
H.O.D., Philosophy
N.H. College, Patacharkuchi

Teaching Plan

(To be submitted before 15th December every year.)Session 2021-22 Semester : 2nd, 4th & 6th (B.A.)

Name of the Teacher : Rajin Ch Das Department : Philosophy

Month	Teaching Days	Allotted Classes	Paper & Unit No.	Required Period	Topic	Period To be utilized
January	21	HOM 8	HE 6036 Unit-1	10	Nature of applied Ethics	8
		Reg (RC) 5	RE 6016 Unit-1	6	Substantiation of Religion.	5
February	22	HOM 10	HE 6036 Unit-2	12	Animal Rights	10
		Reg (RC) 5	RE 6016 Unit-2	6	Immortality of Soul	5
March	24	HOM 10	HE 6036 Unit-3	12	Computer Crime	10
		Reg (RC) 5	HE 6036 Unit-3	6	Deism Pantheism.	5
April	23	HOM 10	HE 6036 Unit-4	12	Rights and obligation.	10
		Reg (RC) 5	RE 6016 Unit-4	6	Cosmological argument.	5
May	24	HOM 10	HE 6036 Unit-4	12	Abortion.	10
		Reg (RC) 5	RE 6016 Unit-4	6	Moral argument	5
June	26	HOM 8	HE 6036 Unit-4	10	Euthanasia.	8
		Reg (RC) 5	RE 6016 Unit-4	6	Teleological argument	5

Signature of the teacher

Signature of the HOD

H.O.D., Philosophy
Nirmal Haloi College, Patacharkuchi

NIRMAL HALOI COLLEGE, PATACHARKUCHI
TEACHING PLAN
 (TO BE SUBMITTED BEFORE 15TH JULY EVERY YEAR)

SESSION: 2020-21 : SEMESTER-I
 NAME OF THE TEACHER : DR. NABANITA KALITA
 DEPARTMENT : ASSAMESE

Month	Teaching Days	Allotted Classes	Paper & Unit No.	Required Period	Topic	Period To be Utilized
August	24 days	H-6 AECC-12 RC/HIG-12	H- ASM-HC-1016 Unit-III AECC-ASM-AE-1014 Unit-I RC/HIG-ASM-RC 1016 Unit-I	6+12+12 =28	H-Prag Sankari Yug AECC- Kathangata Dakhyata RC/HIG- Asomiya Bhasar Udbhab aru Yuga Bibhajan	
September	25 days	H-7 AECC-12 RC/HIG-13	H- ASM-HC-1016 Unit-III AECC-ASM-AE-1014 Unit-I RC/HIG-ASM-RC 1016 Unit-I	7+12+13 =30	H-Prag Sankari Yug AECC- Kathangata Dakhyata RC/HIG- Asomiya Bhasar Udbhab aru Yuga Bibhajan	
October	13 days	H-4 AECC-6 RC/HIG-6	H- ASM-HC-1026 Unit-II AECC-ASM-AE-1014 Unit-I RC/HIG-ASM-RC 1016 Unit-II	4+6+6 =16	H- Uttar Sankari Yugar Sahitya, Symposium AECC- Kathangata Dakhyata RC/HIG- Prasin Asomiya Bhasar Bhasagata Baisitha	
November	24 days	H-6 AECC-12 RC/HIG-12	H- ASM-HC-1026 Unit-II AECC-ASM-AE-1014 Unit-I RC/HIG-ASM-RC 1016 Unit-III	6+12+12 =28	H- Uttar Sankari Yugar Sahitya, Symposium AECC- Kathangata Dakhyata RC/HIG- Madhayugar Asomiya Bhasar Bhasagata Baisitha	
December	Semester End Exam					

N. Kalita

Sign. of Teacher

Rudra Kalita

Sign. of Head of the Dept.

HOD: Dr.
 N.H. College,
 Patlacharkuchi

NIRMAL HALOI COLLEGE, PATACHARKUCHI
TEACHING PLAN
(TO BE SUBMITTED BEFORE 15TH JULY EVERY YEAR)

SESSION: 2021-22 : SEMESTER-I
 NAME OF THE TEACHER : DR. NABANITA KALITA
 DEPARTMENT : ASSAMESE

Month	Teaching Days	Allotted Classes	Paper & Unit No.	Required Period	Topic	Period To be Utilized
August	24 days	H-6 AECC-12 RC/HG-12	H- ASM-HC-1016 Unit-III AECC-ASM-AE-1014 Unit-I RC/HG-ASM-RC 1016 Unit-I	6+12+12 =28	H-Prag Sankari Yug AECC- Kathangata Dakhyata RC/HG- Asomiya Bhasar Udbhab aru Yuga Bibhajan	
September	25 days	H-7 AECC-12 RC/HG-13	H- ASM-HC-1016 Unit-III AECC-ASM-AE-1014 Unit-I RC/HG-ASM-RC 1016 Unit-I	7+12+13 =30	H-Prag Sankari Yug AECC- Kathangata Dakhyata RC/HG- Asomiya Bhasar Udbhab aru Yuga Bibhajan	
October	16 days	H-4 AECC-6 RC/HG-6	H- ASM-HC-1026 Unit-II AECC-ASM-AE-1014 Unit-I RC/HG-ASM-RC 1016 Unit-II	4+6+6 =16	H- Uttar Sankari Yugar Sahitya, Symposium AECC- Kathangata Dakhyata RC/HG- Prasin Asomiya Bhasar Bhasagata Baisitha	
November	20 days	H-6 AECC-12 RC/HG-12	H- ASM-HC-1026 Unit-II AECC-ASM-AE-1014 Unit-I RC/HG-ASM-RC 1016 Unit-III	5+10+10 =25	H- Uttar Sankari Yugar Sahitya, Symposium AECC- Kathangata Dakhyata RC/HG- Madhayugar Asomiya Bhasar Bhasagata Baisitha	
December	Semester End Exam					

Nabita
 Sign. of Teacher

Rudra Kalita
 Sign. of Head of the Dept.

HOD, Department of Assamese
 N H College
 Patacharkuchi

NIRMAL HALOI COLLEGE, PATACHARKUCHI

TEACHING PLAN

(TO BE SUBMITTED BEFORE 15TH DECEMBER EVERY YEAR)

SESSION: 2020-21 : SEMESTER-IV
 NAME OF THE TEACHER : DR. NABANITA KALITA
 DEPARTMENT : ASSAMESE

Month	Teaching Days	Allotted Classes	Paper & Unit No.	Required Period	Topic	Period To be Utilized	
January	10 days	H-3 CC-2	H- ASM-IIC-4026 Unit-I CC- 4016 Unit-I	3+2 =05	H-Udhabkalin Asomiya Bhasa CC- Sobhajatrat Nihatajanar Kabita		
February	22 days	H-6 CC-3	H- ASM-IIC-4026 Unit-II CC- 4016 Unit-II	6+3 =09	H-Bharatiya Arya Bhasar Lagat Asomiya Bhasar Sambandha CC- Marmantik- poem		
March	25 days	H-8 CC-6	H- ASM-IIC-4026 Unit-III CC- 4016 Unit-III	8+6 =14	H-Arya Bhinna Bhasar Lagat Asomiya Bhasar Sambandha CC- Pathar- poem		
April	21 days	H-6 CC-5	H- ASM-IIC-4026 Unit-IV CC- 4016 Unit-III	6+5 =11	H-Samratik Asomiya Bhasar Arya aru Aryabhinna Bhasar Upadan CC- Pathar- poem Symposium		
May	25 days	H-8 CC-6	H- ASM-IIC-4026 CC- 4016	8+6 =14	Recapitulation of the course		
June	Semester End Exam						

Nabita
Sign. of Teacher

Rudra Kabita
Sign. of Head of the Dept.

HOD, Department of Assamese
N.H. College
Patacharkuchi

Teaching Plan

(To be submitted before 15th December every year.)Session: 2021-22 Semester: 2nd, 4th & 6th (B.A.)

Name of the Teacher: Dr. Tapana Kalachit Department: Philosophy

Month	Teaching Days	Allotted Classes	Paper & Unit No.	Required Period	Topic	Period To be utilized
January	21	12	HE-2024 Logic-I Unit-I	14	Symbolic Logic. Classification of Proposition	02
		10	HE-2016 h-1	12	Development of Inclusion plans.	02
February	22	12	Unit-II	13	Logical connective variable. Synth. & Assumpt	01
		10	h-II	12	Buddhism	02
March	24	13	Unit-III	15	Tenth Table Direct Inference.	02
		11	h-III	12	Sankhya principle Pratibh	01
April	23	12	Unit-III and IV	13	Validity of Assumpt Formal prob.	01
		12	h-IV	14	Sankhya Brahman Avishesa	02
May	24	13	Unit-IV	13	Formal proof of Validity Rules of Inference.	00
		12	Unit-IV	13	Karmajanya Brahma Jina Jagat	01
June	26	14	Unit-IV	14	Rules of Relevance and Revision.	00
		01		04	Renissism	00

Tapana Kalachit
10/12/21
Signature of the teacher

Tapana Kalachit
10/12/21
Signature of the HOD
Dr. Tapana Kalachit

Teaching Plan

(To be submitted before 15th December every year)Session 2021-22 Semester : 2nd, 4th & 6th (B.A.)

Name of the Teacher: Dr. Tapen Kalita Department: Philosophy

Month	Teaching Days	Allotted Classes	Paper & Unit No.	Required Period	Topic	Period To be utilized
January	21	14	He-4016 Federalism	15	Rights and Duties Justice - equality	02
		05	Re-4016 Logic	10	Fundamental concept of Logic	02
February	22	15	Unit-11 U-11	18	Marxism Socialism Revisionism	03
		08	U-11	10	Alignment Factor	02
March	24	16	U-111	18	Monarchy theory Democracy	02
		08	U-111	10	Symbolic Logic	02
April	23	12	U-111 and U-114	13	Democracy Humanism	01
		06	U-114	08	Propositional Logic	02
May	24	12	U-114	13	Secularism and Multi culturalism.	01
		10	U-114	12	Symbolization Truth Table	02
June	26	11	U-1, 5 U-114	17	Revision of All units	08
		04	U-1, 3 U-114	04	Revision	00

Tapen Kalita
10/12/21
Signature of the teacher

Tapen Kalita
10/12/21
Signature of the HOD
HOD, Patancharkuchi
N.H. College, Patancharkuchi

Prof. S. S. M. S. S.
 Hemant K. S. S.

Nirmal Daloi College, Patacharkuchi

Teaching Plan

(To be submitted before 15th July every year.)

Session ... 2022-23 Semester : 1st, 1st & 5th (B.A.)

Name of the Teacher : Hemant K. S. S. Department : Pol. Science

Month	Teaching Days	Allocated Classes	Paper & Unit No.	Required Period	Topic	Period to be utilized
August	25	He = 8 Re = 7	Pol Theory Pol Theory	7 6	Federal; Admin. const. Federal and Unitary, President, PM, etc Concept of Democracy, Features of Democracy, Merits, Demerits, Adv.	
September	22	He = 7 Re = 6	Const. Govt and Demo Pol Theory	7 6	Power and Abuse of Power, Emergency powers, Role of PM, President, etc Ideal Democracy, Components, Merits and Demerits, Adv. and Disadv. of Democracy	
October	24	He = 5 Re = 01	Const. Govt Demo Pol Theory	7 1	Admin. Structure, Rajya Sabha Lok Sabha, Relation, Law making, Justice, Rights, Rights, Duties, etc. Emergency, etc.	
November	21	He = 5 Re = 1	Const. Govt Demo Pol Theory	7 1	Comparison - Process of election of President & Speaker of Lok Sabha, etc. etc. comp. Process of election of President & Speaker of Lok Sabha, etc. etc. comp. Process of election of President & Speaker of Lok Sabha, etc.	
December	24	He = 1 Re =	Const. Govt and Demo Pol Theory		Revision, class discussion, Seminar, etc. Discussion, etc.	

Signature of the teacher

H.O.D., Political Science
 Nirmal Daloi College, Patacharkuchi
 Signature of the HOD

1st Sem
 Hours + Regular

Nirmal Haloi College, Patacharkuchi

Teaching Plan

(To be submitted before 15th July every year.)

Session - 2022-23 Semester : 1st, 3rd & 5th (B.A.)

Name of the Teacher : Satabdi Sarkar Department : Political Science

Month	Teaching Days	Allotted Classes	Paper & Unit No.	Required Period	Topic	Period To be utilized
August	24	M → 8	Paper - Pol-10-102 UNIT-1 Constitutional Govt & Democracy in India.	7	UNIT-1 → Constituent Assembly & the constitution; (a) + Philosophy of the constitution + Preamble + Features of the constitution	
		Y → 7	Paper - Pol-10-102 UNIT-2 Introduction to Political theory	6	UNIT-2 → Concepts + Democracy → its types & def ⁿ , merits & demerits.	
September	25	M → 7	Paper - Pol-10-102 UNIT-1 Constitutional Govt & Democracy in India.	7	UNIT-1 → Constituent Assembly & the constitution. (b) + Fundamental Rights + Directive Principles.	
		Y → 6	Paper - Pol-10-102 UNIT-2 Introduction to Political theory	6	UNIT-2 → Concepts + Rights: its meaning, features, origin, meaning, features and difference between sex rights	
October	13	M → 5	Paper - Pol-10-102 UNIT-1 Constitutional Govt & Democracy in India.	5	UNIT-1 → Federalism and Decentralisation - (a) + Division of power and meaning & features of federalism.	
		Y → 4	Paper - Pol-10-102 UNIT-2 Int. to political theory	3	UNIT-2 → Concepts + A brief study on citizenship.	
November	24	M → 8	Paper - Pol-10-102 UNIT-1 Constitutional Govt & Democracy	7	UNIT-1 → Federalism and decentralisation - (b) + Emergency provisions	
		W → 5	Paper - Pol-10-102 UNIT-2 Int. to Political theory	2	UNIT-2 → Concepts + Role of Civil Society.	
December	23	M → 7 Y →			+ group discussion + Revision of Study + Class test + Exam. etc.	

Signature of the teacher
 24/11

Satabdi Sarkar
 H.O.D., Political Science
 N.H. College, Patacharkuchi

2nd Sem
(Hons + Regular)

Nirmal Holo College, Patancheru

Teaching Plan

(To be submitted before 15th December every year.)

Session 2022-23 Semester : 2nd, 4th & 6th (B.A.)

Name of the Teacher: Satavali Jankar Department: Political Science

Month	Teaching Days	Allotted Classes	Paper & Unit No.	Required Period	Topic	Period To be utilized
January	7	M-4	Paper - Pol - HC 2016 Political Theory Concepts & Debates	4	Unit-1 → Importance of freedom + Negative freedom: liberty + Positive freedom	
		Y-2	Paper - Pol - HC 2016 Indian govt & politics	2	Unit-4 → Power structure in India + Case studies, ...	
February	22	M-7	Paper - Pol - HC 2016 Political Theory Concepts & Debates	6	Unit-2 → Significance & equality + Formal equality; equality of opportunity + Political equality + Egalitarianism	
		Y-5	Paper - Pol - HC 2016 Indian govt & politics	4	Unit-4 → Power structure in India + Paternalism	
March	20	M-6	Paper - Pol - HC 2016 Political Theory Concepts & Debates	5	Unit-2 → Significance of equality + Egalitarianism affirmative action	
		Y-5	Paper - Pol - HC 2016 Indian govt & politics	4	Unit-3 → Procedural justice + Distributive justice	
April	10	M-5	Paper - Pol - HC 2016 Political Theory Concepts & Debates	4	Unit-6 → Parties and Party systems in India	
		Y-4	Paper - Pol - HC 2016 Indian govt & politics	2	Unit-4 → University of Rights + Natural rights + Moral and legal rights	
May	25	M-2	Paper - Pol - HC 2016 Political Theory Concepts & Debates		Unit-6 → Parties and Party systems in India	
			Paper - Pol - HC 2016 Indian govt & politics		Unit-4 → Universality of rights + Three generations of Rights, rights of girl child.	
June					Exam / Revision of Study	
					Exam	

Signature of the teacher

Signature of the HOD
H.O.D., Political Science
Nirmal Holo College, Patancheru

Teaching Plan

(To be submitted before 15th December every year.)Session 2022-23 Semester: 1st, 3rd & 5th (B.A.)

Name of the Teacher: Dr. Kamal Thakur Department: Economics

Month	Teaching Days	Allotted Classes	Paper & Unit No.	Required Period	Topic	Period To be utilized
August	25	Home 10	Hc-1016 Unit: 1	10	2. Application of the Subject matter Economics	10
		Reg/Res 8	Re/Rh-1016 Unit: 1	8	1. Introduction: Scarcy choice, Demand and Supply, Elasticity.	8
September	23	Home 9	Hc-1016 Unit: 2	9	1. Exploring the subject matter to Economics	9
		Reg/Res 7	Unit: 1	7	1. Introduction; Scarcy choice, Demand and Supply by Elasticity	7
October	24	Home 8	Unit: 2	8	2. Supply and Demand: How markets work, markets and welfare	8
		Reg/Res 8	Unit: 2	2	2. Consumer Theory	2
November	21	Home 7	Unit 3+4	7	3+4: The Household: The Firm and Perfect market & Health.	7
		Reg/Res 6	Unit: 3	6	3. Production and Costs	6
December	24	Home 10	Unit 5+6	10	5+6: Imperfect Market Structure & Input market.	10
		Reg/Res 8	Unit 4	8	4. Perfect Competition	8

Kamal Thakur
Signature of the teacher

Signature of the HOD

Teaching Plan

(To be submitted before 15th December every year.)Session: 2022-23 Semester: IIIrd & 8th (B.A.)

Name of the Teacher: Dr. Kamal Thakur Department: Economics

Month	Teaching Days	Allotted Classes	Paper & Unit No.	Required Period	Topic	Period To be utilized
August	25	Hons 24	HB-522 Unit 1	23	1. Money: Concept, functions, Supply, Multiplier, RBE approach	23
		Reg.(RE) 5	RE-526 Unit 1+2	5	1+2: Introduction of money + N.I. Account + Interest Rate.	5
September	23	Hons 22	Unit 2+3	22	2+3: Financial Institutions, markets + Interest Rate.	22
		Reg.(RE) 4	Unit: 3	4	3. Determinants of G.O.P + Interest Rate.	4
October	24	Hons 23	Unit 4+5	23	4+5: Banking System, Central Bank and monetary policy	23
		Reg.(RE) 5	Unit: 4	5	4. N.I. + Banking System	5
November	21	Hons 20	HB-526 Unit: 1+2	20	1+2: Theory + Issues from Indian Public Finance	20
		Reg.(RE) 3	Unit: 5	3	5. Central Banking + monetary Policy	3
December	24	Hons 23	Unit 1+2	22	1+2: Theory + Issues from Indian Public Finance	22
		Reg.(RE) 5	Unit: 5	5	5. Central Banking + monetary Policy.	5

Kamal Thakur
Signature of the teacher

Signature of the HOD

OVER ALL TEACHING PLAN FOR 2021 (ODD SEMESTER)

DEPARTMENT OF EDUCATION

FROM AUGUST TO DECEMBER

SEMESTERS: 1st, 3rd AND 5th

SEMESTER	PAPER CODE	UNIT	NAME OF THE TEACHER	REMARKS
1 st Semester	EDU-HG/RC-1016	Unit- 1, 2, 3 Unit- 4 Unit- 5	G. Goswami S. Das P. Kalita	
	EDU-HC-1016	Unit- 1, 2, 4 Unit- 2, 3 Unit- 4, 5	G. Goswami S. Das P. Kalita	
	EDU-HC-1026	Unit- 1, 5 Unit- 2, 3 Unit- 4	G. Goswami S. Das P. Kalita	
3 rd Semester	EDU-HG/RC-3016	Unit- 1, 2, 3 Unit- 4 Unit- 5	G. Goswami S. Das P. Kalita	
	EDU-HC-3016	Unit- 1, 2, 3, 4 Unit- 5	G. Goswami P. Kalita	
	EDU-HC-3026	Unit- 1, 2, 3, 4 Unit- 5	G. Goswami P. Kalita	
	EDU-HC-3036	Unit- 1, 2, 3, 4 Unit- 5	S. Das P. Kalita	
	EDU-SE-3014	Unit- 1 (a) Unit- 2 (a) Practical	G. Goswami S. Das P. Kalita	
5 th Semester	EDU-RG-5016	All unit	S. Das	
	EDU-HC-5016	Unit- 1, 2, 3, 4, 5	G. Goswami	
	EDU-HC-5026	All unit	G. Goswami	
	EDU-HE-5026	All unit	P. Kalita	
	EDU-HE-5046	All unit	S. Das	
	EDU-RE-5046	All unit	S. Das	
	EDU-SE-5014	Theory: a Unit- 1, 2 Practical	G. Goswami P. Kalita	



Signature of the HOD

H.Q.D. Education
N.H. College Patancharkuchi

P. Kalita
Signature of the Teacher

Signature of the HOD

H.Q.D. Education
N.H. College Patancharkuchi

Teaching Plan

(To be submitted before 15th July every year.)Session : 2021-2022 Semester : 1st, 3rd & 5th (B.A.)Name of the Teacher : Liptahri Goswami Department : Education

Month	Teaching Days	Allotted classes	Paper & Unit No.	Required period	Topic	Period to be utilized
August	24	HG/RC 6	Paper 1016 unit: 1,2	6	Meaning, Nature and Scope of education. Forms of education. School and its functions.	6
		HC 8	Paper 1016 unit: 1,2	8	Meaning, Nature and Scope of Education. Forms of education.	8
September	25	HG/RC 6	Paper 1016 unit: 2,3	8 4+2	School, Distance and open education. Functions of education.	4+2
		HC 8	Paper: 1016 unit: 2	8	Aims of education. Philosophy and Education. Psychology and Edu. Aims of education.	8
October	16	HG/RC 4	Paper 1016 unit: 2	4	Philosophy of Education. Meaning and scope.	4
		HC 6	Paper 1026 unit: 1	6	Psychology and Education.	6
November	20	HG/RC 4	Paper 1016 unit: 2	4	Relationship between education and Philosophy. Impact of philosophy on education.	4
		HC 8	Paper 1026 unit: 2	8	Learning and Motivation.	8
December					Final Exam	

Signature of the teacher

Signature of the HoD

Teaching Plan

(To be submitted before 15th July every year.)Session :2021..... Semester : 1st, 3rd & 5th (B.A.)Name of the Teacher : Sadananda Das Department : Education

Month	Teaching Days	Allotted classes	Paper & Unit No.	Required period	Topic	Period to be utilized
August	24	HG/RC=2	Paper 1016 Unit-4	2	Meaning and Nature of National Integration and International Understanding.	2
		HC=10	Paper 1016 Unit-2	10	Aims of Education.	10
September	25	HG/RC=2	Paper 1016 Unit-4	2	Role of Education in development of National Integration and International Understanding.	2
		HC=10	Paper 1026 Unit-2	10	Learning and Motivation.	10
October	16	HG/RC=2	Paper 1016 Unit-4	2	Globalization and its impact in developing International cooperation.	2
		HC=8	Paper 1016 Unit-3	8	Curriculum	8
November	20	HG/RC=2	Paper 1016 Unit-4	2	Discussion of question-answers	2
		HC=9	Paper 1026 Unit-3	9	Memory, Attention and Interest.	9
December						



Signature of the teacher



Signature of the HoD

H.O.D. Education
N.H. College Patacharkuchi


Signature of the Teacher

Signature of the HOD

Nirmal Haloi College, Patacharkuchi
Teaching Plan
 (To be submitted before 15th July every year)
 Session: 2021-22
 Semester: First
 Department: Education

Name of the Teacher: Puja Kalita

Month	Teaching Days	Allotted Classes	Paper & Unit No.	Required Period	Topic	Period to be Utilized
August	24	8	EDU-HC-1016 Unit 4	8	<ul style="list-style-type: none"> • Concept and methods of Sociology. • Educational Sociology: Meaning, Nature, Scope and Importance. • Relation between education and sociology • Social group: Meaning, Nature and Classification, Importance of Primary and Secondary Groups • Concept of socialization, 	8
		3	EDU-HG/RC-1016 Unit 5	3	<ul style="list-style-type: none"> • Concept and methods of Sociology. • Educational Sociology: Meaning, Nature, Scope 	3
September	25	9	EDU-HC-1016 Unit 4 & 5	9	<ul style="list-style-type: none"> • Education as a socialisation process • Social Change: Meaning, Nature and Factors • Education as an instrument of Social Change • Culture: Meaning, Nature, Cultural change and Cultural Lag • Relation between education and culture • Social Organisation: Meaning and Types • Social Disorganisation: Meaning, Causes and Remedies 	9
		3	EDU-HG/RC-1016 Unit 5	3	<ul style="list-style-type: none"> • Educational Sociology: Importance, Relation between education and sociology 	3
October	16	7	EDU-HC-2016 Unit 5	4	<ul style="list-style-type: none"> • The child in democratic education • Role of Teachers and the Administrators in Democracy • Methods of teaching in Democracy 	4
			EDU-HC-2026 Unit 4	3	<ul style="list-style-type: none"> • Intelligence-Meaning, nature and theories: Two-factor theory, Group factor theory 	3
		2		2	<ul style="list-style-type: none"> • Social group: Meaning, Nature and Classification 	2
November	27	8	EDU-HC-2026 Unit 4	5	<ul style="list-style-type: none"> • Creativity-concept, characteristics • Personality—meaning and nature • Theories of personality-Type and trait theory 	5
		4	EDU-HG/RC-1016 Unit 5	3	<ul style="list-style-type: none"> • Importance of Primary and Secondary Groups • Concept of socialization, Education as a socialization process 	3
December					<ul style="list-style-type: none"> • End Semester Examination 	

P. Kalita
 Signature of the Teacher

Signature of the HOD
 H.Q.D. Education
 N.H. College Patacharkuchi

OVER ALL TEACHING PLAN FOR 2021 (EVEN SEMESTER)

DEPARTMENT OF EDUCATION

FROM JANUARY TO JUNE

SEMESTERS: 2nd, 4th AND 6th

SEMESTER	PAPER CODE	UNIT	NAME OF THE TEACHER	REMARKS
2 nd Semester	EDU-HG/RC-2016	Unit- 1,2 Unit- 3,4 Unit- 5	G. Goswami S. Das P. Kalita	
	EDU-HC-2016	Unit- 1 Unit- 3, 4 Unit- 2, 5	G. Goswami S. Das P. Kalita	
	EDU-HC-2026	Unit- 1 Unit- 3, 4, Unit- 2, 5	G. Goswami S. Das P. Kalita	
4 th Semester	EDU-HG/RC-4016	Unit- 1, 2 Unit- 3 Unit- 4, 5	G. Goswami S. Das P. Kalita	
	EDU-HC-4016	All unit	P. Kalita	
	EDU-HC-4026	All unit	G. Goswami	
	EDU-HC-4036	All unit	S. Das	
	EDU-SE-4014	Theory: Unit- 1 Practical Theory: Unit- 2 Practical Theory: Unit- 1, 2 Practical	P. Kalita S. Das G. Goswami	
6 th Semester	EDU-RG-6016	All unit	S. Das	
	EDU-HC-6016	All unit	P. Kalita	
	EDU-HC-6026	project	G. Goswami S. Das P. Kalita	
	EDU-HE-6016	All unit	S. Das	
	EDU-HE-6036	All unit	G. Goswami	
	EDU-RE-6016	All unit	S. Das	
	EDU-RE-6026	All unit	P. Kalita	
	EDU-RE-6036	All unit	G. Goswami	
	EDU-SE-6014	Theory: Unit- 1 Practical Theory: Unit- 2 Practical Theory: Unit- 1, 2 Practical	P. Kalita S. Das G. Goswami	


Signature of the HOD

H.O.D. Education
N.H. College Patancharkuclu


Signature of the teacher


Signature of the HOD

Teaching Plan

(To be submitted before 15th December every year)Session : 2021 Semester : 2nd, 4th & 6th (B.A.)Name of the Teacher : Gitashri Goswami Department : Education

Month	Teaching Days	Allotted classes	Paper & Unit No.	Required period	Topic	Period to be utilized
January	10	HG/RC: 3	Paper 2016 unit 1	3	Meaning, definition of adolescence Need of studying adolescent Psychology	3
		HC: 3	2016 unit: 1	3	Philosophy: Meaning, Nature, scope	3
February	22	HG/RC: 5	Paper 2016 unit: 1	5	Adolescence - age of transition Adolescence a period of storm and stress	5
		HC: 5	Paper 2016 unit: 1	5	Relationship between education and Philosophy, impact of Philosophy on education.	5
March	25	HG/RC: 6	Paper 2016 unit: 2	6	Characteristics of physical and mental development	6
		HC: 6	Paper 2016 unit: 1	6	Education in Ancient India Education during Buddhist period.	6
April	14	HG/RC: 3	Paper 2016 unit: 2	2	Educational implication of physical and mental development.	2
		HC: 2	Paper 2016 unit: 1	2	The Islamic system of education.	2
May	13	HG/RC: 2	Paper 2016 unit: 1, 2	2	Discussion of question answer.	2
		HC: 4	Paper 2016, 2026 unit: 1, 1	2 2	Discussion of question answer	4
June					Final Examination	


 Signature of the teacher


 Signature of the HoD
H.O.D. Education
N.H. College Patancharkuchi

 Signature of the teacher


 Signature of the HoD
 H.O.D. Education

Teaching Plan

(To be submitted before 15th December every year.)Session : 2021 Semester : 2nd, 3rd & 6th (B.A.)

Name of the Teacher : Puja Kalita Department : Education

Month	Teaching Days	Allotted Classes	Paper & Unit No.	Required Period	Topic	Period To be utilized
January	10	HG/RC=2	Paper 4016 Unit-4	2	Education Commission-1964-66	2
		HC=5	Paper 4016 Unit-1	5	Srimanta Sankardeva	5
		SEC=1	Paper 4014 Unit-1	1	Bio-data (Meaning, types etc)	1
February	22	HG/RC=3	Paper 4016 Unit-4	3	National Policy of Education -1986	3
		HC=10	Paper 4016 Unit-2	10	Mahatma Gandhi and Rabindranath Tagore	10
		SEC=1	Paper 4014 Unit-1	1	Bio-data (Resume and CV)	1
March	25	HG/RC=3	Paper 4016 Unit-5	3	National Knowledge Commi- -sion, NCF-2005	3
		HC=11	Paper 4016 Unit-3,4	11	A.P.J. Abdul Kalam and Ravanan	11
		SEC=1	Paper 4014 Unit-1	1	Bio-data (Good Academic Bio-data)	3
April	14	HG/RC=3	Paper 4016 Unit-5	3	SSA, RMSA and RUSA, The Right to Education Act-2009	3
		HC=8	Paper 4016 Unit-4,5	8	Froebel and John Dewey	8
		SEC=1	Paper 4014 Practical	1	Presentation (Group-A)	1
May	13	HG/RC=2	Paper 4016 Unit-4,5	2	Discussion of question- -answers	2
		HC=6	Paper 4016 Unit-5	6	Madam Maria Monte- -mori	6
		SEC=1	Paper 4014 Practical	1	Presentation (Group-B)	1
June						

P. Kalita

Signature of the teacher



Signature of the HOD

Nirmal Haloi College, Patacharkuchi

Teaching Plan

(To be submitted before 15th July every year)

Session: 2020-21

Semester: Sixth

Name of the Teacher: Sadananda Das

Department: Education

Month	Teaching Days	Allotted Classes	Paper & Unit No.	Required Period	Topic	Period To be Utilized
January	13	6	EDU-HE-6016 Unit 1	6	<ul style="list-style-type: none"> • Mental Health – Meaning and Definitions • Scope of Mental Health • Dimensions of Mental Health • Need and importance of Mental Health • Characteristics of a mentally healthy person • History of development of Mental Health 	6
		4	EDU-RG-6016 Unit 1	4	<ul style="list-style-type: none"> • Mental Health – Meaning and Definitions • Scope of Mental Health • Dimensions of Mental Health • Need and importance of Mental Health 	4
		4	EDU-RE-6016 Unit 1	4	<ul style="list-style-type: none"> • Mental Health – Meaning and Definitions • Scope of Mental Health • Dimensions of Mental Health • Need and importance of Mental Health • Characteristics of a mentally healthy person 	4
		1	EDU-SE-6014 & Unit 2	1	<ul style="list-style-type: none"> • Meaning and Nature of Lesson Plan 	1
February	22	12	EDU-HE-6016 Unit 2 & 3	12	<ul style="list-style-type: none"> • Mental Hygiene – Meaning and Definitions • Goals of Mental Hygiene • Functions of Mental Hygiene • Need and importance of Mental hygiene • Relationship between Mental health and hygiene • Principles of sound Mental Health • Factors affecting Mental Health • Mental Health Hazards • Mental Health of Students • -Role of Home • -Role of School • -Role of Society 	12

Nirmal Haloi College, Patacharkuchi

Teaching Plan

B.A. Semester – VI (Honours & Regular)

Department of History

Name of the Teacher: Dr. Tapan Kalita

Papers: HIS-HC-6026: History of Modern Europe- II (c.1780-1939)

HIS-HE-6026: Assam after Independence (DSE)

HIS-RG-6016 : HISTORY OF EUROPE (c. 1870 – 1939)

Session: January-June, 2022-23

Months	Teaching Days	Allotted classes	Paper & Unit	Required Period	Topic	Period to be utilised
January	11	08	Unit I		Liberal Democracy, Working Class Movements and Socialism in the 19th and 20th Centuries: Page 22 of 37 [a] The struggle for parliamentary democracy and civil liberties in Britain	08
		03	RG-6016 Unit I		[a] The Treaty of Versailles (1871) : Impact on Germany and Italy [b] Kulturkampf : Conflict between the Church and State [c] Foreign policy of Germany under Bismarck	03
February	23	14	Unit I		[b] Forms of protest during early capitalism: food riots in France and England; Luddites and Chartism. [c] Early socialist thought; Marxian Socialism and the First and the Second International. [d] German Social Democracy, Politics and Culture. [e] Christian Democracy as a political and ideological force in western and central Europe	10
			Unit IV (DSE)		Unit IV: Environmental issues : [a] Natural disasters : earthquake of 1950, flood,	04

				erosion. [b] Land policies and land hunger [c] Development and environment	
			RG-6016 Unit I & II	[c] The Paris Commune [c] Imperialism in Africa Unit: II [a] The Eastern Question: Role of Imperialist powers [b] Russo-Turkish War and the Berlin Congress	04
March	25	15	Unit II & III	The Crisis of Feudalism in Russia and Experiments in Socialism: [a] Emancipation of serfs. [b] Russian Populism and Social Democracy. [c] Revolutions of 1905; the Bolshevik Revolution of 1917. [d] Programme of Socialist Construction. #Imperialism, War, and Crisis: c. 1880 -1919: [a] Theories and mechanisms of imperialism;	11
			Unit III & IV	[c] Big dam issue [d] Development, Displacement and natural resources. Unit V- Cultural development [a] Activities of The Assam SahityaSabh	04
April	23	14	Unit IV	[b] growth of Militarism; Power blocks and alliances: expansion of European empires - War of 1914 - 1918 Unit IV. The post 1919 World Order [a] Economic crises, the Great Depression and Recovery. [b] Rise of Fascism and Nazism. [c] The Spanish Civil War. [d] Origins of the Second World War. Cultural and Intellectual Developments since circa 1850: [a] Changing contexts: [i] Notions of Culture [ii] Creation of a New public sphere and mass media [iii] Mass education and extension	10

			Unit V (DSE)	<p>of literacy. [b] Creation of new cultural forms: from Romanticism to Abstract Art</p> <p>[c] Major intellectual trends: [i] Institutionalization of disciplines history, Sociology and Anthropology. [ii] Darwin and Freud. [d] Culture and the making of ideologies: Constructions of Race, Class and Gender, ideologies of Empire</p> <p>Feed back for Sessional Exam</p> <p>[b] Development of Media (print and electronic), the All India Radio. [c] Development of Education : Elementary, Secondary and Higher [d] Women's Movements :MahilaSamiti, AsamLekhikaSomaroh</p> <p>Feedback for Sessional Exam</p>	04
			RG-6016 Unit I & II	<p>[c] Rise of nationalism and the Balkan Wars. Page 15 of 18 [d] Triple Alliance [e]Triple Entente Unit: III [a] The First World War: Causes and consequences [b] The Paris Peace Conference and the Peace Settlements [b] League of The Nations – Origin and activities [c] The Bolshevik Revolution (1917) – Rise of the USSR</p>	04
May	25	15	Unit V	<p>Cultural and Intellectual Developments since circa 1850: [a] Changing contexts: [i] Notions of Culture [ii] Creation of a New public sphere and mass media [iii] Mass education and extension of literacy. [b] Creation of new [c] Major intellectual trends: [i] Institutionalization of disciplines history, Sociology and Anthropology. [ii] Darwin and Freud. [d] Culture and the making of</p>	08

					ideologies: Constructions of Race, Class and Gender, ideologies of Empire Feed back for Final Exam	
			Unit IV & V		Unit : IV [a] Rise of Nazism – Germany under Hitler [b] Rise of Fascism - Italy under Benito Mussolini [c]The Spanish Civil War [d] Policy of appeasement Unit : V [a] European involvement in East Asia Feedback for Sessional Exam/Final Exam	04
June	10	06			Final Exam.	
					Final Exam	



HoD

Department of History

Faculty of History
NUE College, Palacolin

Nirmal Haloi College, Patacharkuchi

Teaching Plan

(To be submitted before 15th December every year)

Session: 2022-23

Semester: 1st

Name of the Teacher: Sarmistha Borah

Department: History

Month	Teaching Days	Allotted Classes	Paper & Unit No.	Required Period	Topic	Period To be Utilized
September	5	2	HIS-HC-1016 Unit-III	3	[a] Understanding the regional and chronological distribution of the Neolithic and Chalcolithic cultures: subsistence, and patterns of exchange	1
		1	HIS-HG-1016 Unit-II	6	[a] Rise of territorial states- Janapadas and Mahajanapadas [b] Rise of new religious movements in north India- Jainism and Buddhism :social dimension of early Jainism and Buddhism. [c] The Mauryas - Background of Mauryan state formation. [d] Asoka :Dhamma - its propagation; Administration and Economy under the Mauryas. [e] Decline of the Mauryas	5
October	14	3	HIS-HC-1016 Unit-IV	3	The Harappan civilization Origins; settlement patterns and town planning; agrarian base; craft productions and trade; social and political organization; religious beliefs and practices; art; the problem of urban decline and the late/post-Harappan traditions	0
		1	HIS-HG-1016 Unit-III	3	[a] Central Asian contact and its Impact: The Indo-Greeks, Sakas and Kushanas [b] The Gupta Empire- state and administration [c] Post Gupta period :Vardhanas and Palas	2

Nirmal Haloi College, Patacharkuchi

Teaching Plan

(To be submitted before 15th December every year)

Session: 2022-23

Semester: 1st

Name of the Teacher: Sarmistha Borah

Department: History

Month	Teaching Days	Allotted Classes	Paper & Unit No.	Required Period	Topic	Period To be Utilized
September	5	2	HIS-HC-1016 Unit-III	3	[a] Understanding the regional and chronological distribution of the Neolithic and Chalcolithic cultures; subsistence, and patterns of exchange	1
		1	HIS-HG-1016 Unit-II	6	[a] Rise of territorial states- Janapadas and Mahajanapadas [b] Rise of new religious movements in north India- Jainism and Buddhism :social dimension of early Jainism and Buddhism. [c] The Mauryas - Background of Mauryan state formation. [d] Asoka :Dhamma - its propagation; Administration and Economy under the Mauryas. [e] Decline of the Mauryas	5
October	14	3	HIS-HC-1016 Unit-IV	3	The Harappan civilization Origins; settlement patterns and town planning; agrarian base; craft productions and trade; social and political organization; religious beliefs and practices; art; the problem of urban decline and the late/post-Harappan traditions	0
		1	HIS-HG-1016 Unit-III	3	[a] Central Asian contact and its Impact: The Indo-Greeks, Sakas and Kushanas [b] The Gupta Empire- state and administration [c] Post Gupta period :Vardhanas and Palas	2

November	24 →	13	HIS-HC-1016 Unit-V	30	[a] North India (circa 1500 BCE-300 BCE) [b] Central India and the Deccan (circa 1000 BCE - circa 300 BCE) [c] Tamilakam (circa 300 BCE to circa CE 300)	3
		5	HIS-HG-1016 Unit-IV, V	5	[a] Central Asian contact and its Impact: The Indo-Greeks, Sakas and Kushanas [b] The Gupta Empire- state and administration [c] Post Gupta period :Vardhanas and Palas [d] Political development in the South – the Pallavas, the imperial Cholas, the Rashtrakutas and the Chalukyas. [e] The Arabs and the Turks in Indian politics –Ghaznivides and the Ghorid invasions.	3
December						

Sananisha Borah

Signature of Teacher

[Handwritten Signature]

Signature of HOD



Nirmal Haloi College, Patacharkuchi

Teaching Plan

(To be submitted before 15th December every year)

Session: 2022-23

Semester: 3rd

Name of the Teacher: Sarmistha Borah

Department: History

Month	Teaching Days	Allotted Classes	Paper & Unit No.	Required Period	Topic	Period To be Utilized
September	5	4	HIS-HC-3036 Unit III	2	(a) Persian tarikh tradition (b) Epigraphy and numismatics	2
		4	HIS-HC-3016 Unit- III	3	(a) Agricultural expansion; crops (b) Landlords and peasants (c) Proliferation of castes; status of untouchables	1
October	14	10	HIS-HC-3036 Unit IV	4	(a) Bahmani, Vijayanagar, (b) Gujarat, Malwa, Jaunpur, Assam and Bengal (c) Consolidation of regional identities: art, architecture and literature	2
		10	HIS-HC-3016 Unit- IV	4	(a) Inter-regional trade (b) Maritime trade (c) Medium of exchange (d) Process of urbanization (e) Merchant guilds of South India	6
November	24	17	HIS-HC-3036 Unit V	5	(a) Sufi silsilas: Chishti and Suhrawardi; doctrines and practices; social roles; literature (b) Bhakti movements and monotheistic traditions in South and North India; Women Bhaktas; Nathpanthis; Kabir, Nanak and the Sant tradition. Revision	2
		7	HIS-HC-3016 Unit- V	5	(a) Bhakti, Tantricism, Puranic traditions; Buddhism and Jainism; Popular religious cults (b) Islamic intellectual traditions: Al-Biruni; Al-Hujwiri (c) Art and architecture: Evolution of regional styles. Discussion	2



REVISED PROGRAMME

H.S. 1st & 2nd Year Terminal Examination, 2017

B.A. 1st, 3rd & 5th Semester, B.Com 1st Semester Sessional Examination, 2017

Nirmal Laloi College, Patacharkuchi

Date	Shift			
	From 08.00 AM to 10.00 AM	From 11.00 AM to 12.00 Noon	From 01.00 PM to 02.00 PM	From 03.00 PM to 04.00 PM
11-10-2017	Major 1.1, 3.1, 5.1, Major-B.Com HS 1st Yr.- L&P, HS 2nd Yr.-P.Sc	EDN (G)- 5.1, P.Sc (G) -3rd Sem	MIL - 3rd Sem, HS 1st Yr.- MIL	PHL (G)- 3rd Sem, PHL (G)- 5.1
12-10-2017	Major 1.2, 3.2, 5.2 HS 1st Yr.- ENG, HS 2nd Yr.- MIL	EDN (G) - 5.2, B.Com- B.M. 101	PHL (G)- 1st Sem, ECO (G)-3rd Sem HS 2nd Yr. - EDN	PHL (G) - 5.2 ECO (G) - 1st Sem
13-10-2017	Major 5.3, HIS (G)- 1st Sem & 3rd Sem, PSC (G)- 5.1, HS 1st Yr.- EVS, HS 2nd Yr.- L&P	PSC(G)-1st Sem, SNS (G)-3rd Sem B.Com- FA 1, 102	EVS - 3rd Sem, HS 1st Yr.- Adv. Ass. HIS 5.1 (G)- 5th Sem	EDN(G)- 1st Sem, SNS- 5.1
14-10-2017	Major 5.4, ECO(G)- 5.1, HS 1st Yr.- EDN, HS 2nd Yr.- Adv. Ass	MIL (G) - 1st Sem, B.Com- BOED 103	Major - 5.5, PSC(G)- 5.2, HS 2nd Yr.- ENG	ASL (G) - 3rd Sem, ASL - 5.1
16-10-2017	Major - 5.6, ASL (G) - 5.2, SNS (G) - 5.2, ECO(G)- 5.2, HS 2nd Yr.- ECO	ENG(G)- 1st Sem	ASL(G)- 1st Sem, HS 1st Yr.- P.Sc, B.Com- Indian FS 104	EDN(G)- 3rd Sem, HIS 5.2 (G)-5th Sem SNS(G)- 1st Sem

Principal
N.H. College
Patacharkuchi

**PROGRAMME****T.D.C. 2nd, 4th & 6th Semester Sessional Examination, 2018**
Nirmal Haloi College, Patancharkuchi

Date & Day	1 st Hour	2 nd Hour	3 rd Hour
	From 09:00 AM to 11:00 AM	From 11:00 AM to 01:00 PM	From 01:00 PM to 02:00 PM
04-04-2018 Wednesday	Major Paper I (6th Sem), B.Com Major	Major Paper I (4th Sem), HIS (G) (6th Sem) Paper I	Major Paper I (2nd Sem), ECO (G) (6th Sem) P-I B.Com (Functional MIL)
05-04-2018 Thursday	Major Paper II (6th Sem) B.Com (Financial Accounting - II)	Major Paper II (4th Sem), ECO (G) (2nd Sem), EDN (G) Paper I (6th Sem)	Major Paper II (2nd Sem), PSC (G) Paper I (6th Sem) B.Com (Principles of Management)
06-04-2018 Friday	Major Paper III (6th Sem), ASL (G) Paper I (6th Sem) B.Com (Business Statistics)	English (2nd Sem) ECO (G) Paper II (6th Sem)	PHL (G) (2nd Sem), PSC (G) Paper II (6th Sem), HIS (G) (4th Sem)
07-04-2018 Saturday	Major Paper IV (6th Sem) PHL (G) (4th Sem)	MIL (2nd Sem) SNS (G) (4th Sem)	PSC (G) (2nd Sem) EDN (G) Paper II (6th Sem)
09-04-2018 Monday	Major Paper V (6th Sem), ASL (G) (4th Sem), PHL (G) Paper I	MIL (4th Sem) HIS (G) (2nd Sem)	EDN (G) (2nd Sem), ASL (G) Paper II (6th Sem), ECO (G) (4th Sem)
10-04-2018 Tuesday	Major Paper VI (6th Sem), EDN (G) (4th Sem) HIS (G) Paper II (6th Sem)	ENV. STUDIES (4th Sem) SNS (G) (2nd Sem)	PSC (G) (4th Sem), PHL (G) Paper II (6th Sem), ASL/ESL (G) (2nd Sem)

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Nirmal Haloi College
Patancharkuchi





PROGRAMME

Unit Test HS 1st & 2nd Year, T.D.C. 1st, 3rd & 5th Semester Sessional Examination, 2018 Nirmal Haloi College, Patacharkuchi

Date & Day	1 st Hour	2 nd Hour	3 rd Hour
	From 09.00 AM to 10.00 AM	From 11.00 AM to 12.00 Noon	From 01.00 PM to 02.00 PM
Monday	Major Paper I (3rd Sem), Education (HS 1st Yr.) B.Com Major 1st & 3rd Sem.	Major Paper I (3rd Sem), P.Sc (HS 2nd Yr.), Eng. (HS 1st Yr)	Major Paper I (1st Sem), ECO (G) Paper I (5th Sem) B.Com 3rd Sem. (Functional MIL).
Tuesday	Major Paper II (5th Sem), MIL (HS 2nd Yr), BM & FI - I (B.Com 1st Sem.)	Major Paper II (3rd Sem), ECO (G) (1st Sem), EDN (G) Paper I (5th Sem), CA (B.Com 3rd Sem.)	Major Paper II (1st Sem), PSC (G) Paper I (5th Sem) Financial Accounting - I (B.Com 1st Sem.)
Wednesday	Major Paper III (5th Sem), ASL (G) Paper I (5th Sem) BOED (B.Com 1st Sem.) Direct Text (B.Com 3rd Sem.)	English (1st Sem) ECO (G) Paper II (5th Sem)	PHL (G) (1st Sem), PSC (G) Paper II (5th Sem), HIS (G) (3rd Sem), MIL (HS 1st Yr.)
Thursday	Major Paper IV (5th Sem), Sanskrit (HS 1st Yr.) PHL (G) (3rd Sem), IFS (B.Com 1st Sem.) English (HS 2nd Yr)	MIL (1st Sem), Education (HS 2nd Yr), SNS (G) (3rd Sem), C.Law (B.Com 3rd Sem.)	PSC (G) (1st Sem), Elective Assamese (HS 1st Yr) EDN (G) Paper II (5th Sem), ENVS (B.Com 3rd Sem)
Friday	Major Paper V (5th Sem), ASL (G) (3rd Sem), PHL (G) Paper I (5th Sem), ENVS (HS 1st Yr)	MIL (3rd Sem), L & P (HS 2nd Yr) HIS (G) (1st Sem), HIS (G) Paper I (5th Sem)	EDN (G) (1st Sem), ASL (G) Paper II (5th Sem), ECO (G) (3rd Sem), P.Sc (HS 1st Yr)
Saturday	Major Paper VI (5th Sem), EDN (G) (3rd Sem) HIS (G) Paper II (5th Sem), Eco (HS 1st Yr)	ENV. STUDIES (3rd Sem) SNS (G) (1st Sem), L & P (HS 1st Yr)	PSC (G) (3rd Sem), PHL (G) Paper II (5th Sem), ASL/ESL (G) (1st Sem), ASL (HS 2nd Yr)

OFFICE OF THE PRINCIPAL
NIRMAL HALOI COLLEGE
PATACHARKUCHI: BARPETA: ASSAM: PIN-781326

From
Dr. Bhupesh Sarma, M.A., J.D., Ph.D.
Principal, N.H. College, Patacharkuchi

Date: 15-09-2022

Order

15-09-2022

An examination committee is hereby constituted with the following members to conduct the HS 1st & 2nd year Unit Test and Sessional exam for B.A., B.Com 1st, 3rd & 5th Semester, 2022.

- | | | |
|------------------------------|---|--------------------------|
| 1. Sri Manik Chandra Das | } | Asstt. Officer in-charge |
| 2. Sri Kishore Kr. Sarma | | |
| 3. Sri Jiten Kumar Bhagabati | | |
| 4. Dr. Anup Kumar Sarma | | |
| 5. Sri Rideep Kalita | } | Office staff |
| 6. Sri Mamin Chandra Deka | | |
| 7. Sri Anil Chnadra Roy | | |
| 8. Sri Prabhat Ch Roy | } | Grade IV |
| 9. Sri Parag Kalita | | |

Copy to:

1. Office file.


Principal
N. H. College, Patacharkuchi
- Principal
Nirmal Haloi College
Patacharkuchi

**PROGRAMME****B.A. / B.Com 2nd, 4th, 6th Semester Sessional Examination, 2019**
Nirmal Haloi College, Patancharkuchi

Date & Day	1 st Hour	2 nd Hour	3 rd Hour
	From 10.00 AM to 11.00 AM	From 12.00 Noon to 01.00 PM	From 02.00 PM to 03.00 PM
06-04-2019 Saturday	B.A. (M) 8.1, B.A. ECO (G) 6.1, B.Com (M) 2nd Sem	B.A. (M) 4.1, B.A. HIS (G) 6.1	B.A. (M) 2.1, HIS (G) 6.2, B.Com Functional MIL / English (2nd Sem)
08-04-2019 Monday	B.A. (M) 6.2, B.Com (M) 4th Sem, B.Com (Financial Accounting - II) 2nd Sem	B.A. (M) 4.2, ECO (G) (2nd Sem), B.A. EDN (G) 6.1	B.A. (M) 2.2, PSC (G) 6.1, B.Com (Principles of Management) (2nd Sem)
09-04-2019 Tuesday	B.A. (M) 6.3, ASL (G) 6.1 B.Com (Business Statistics) 2nd Sem	B.A. English (2nd Sem) B.A. ECO (G) 6.2	B.A. PHL (G) (2nd Sem), PSC (G) 6.2, B.A. HIS (G) (4th Sem), B.Com Business Eco. (4th Sem)
10-04-2019 Wednesday	B.A. (M) 6.4, B.A. PHL (G) (4th Sem), B.A. Sans (G) 6.1	B.A. MIL (2nd Sem), B.Com (4th Sem) Auditing & Assu., B.A. SNS (G) (4th Sem), ASL (G) 6.2	B.A. PSC (G) (2nd Sem) B.A. EDN (G) 6.2
11-04-2019 Thursday	B.A. (M) 6.5, ASLES (G) (4th Sem), B.A. PHL (G) 6.1	B.A. MIL (4th Sem), B.Com 4th Sem Indirect Taxes, B.A. HIS (G) (2nd Sem)	B.A. EDN (G) (2nd Sem), SNS (G) 6.2, B.A. ECO (G) (4th Sem)
12-04-2019 Friday	B.A. (M) 6.6, EDN (G) (4th Sem)	B.A. ENV/S (4th Sem), B.A. SNS (G) (2nd Sem) B.Com (4th Sem) - Financial Service,	B.A. PSC (G) (4th Sem), PHL (G) 6.2, B.A. ASLES (G) (2nd Sem)

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Nirmal Haloi College
Patancharkuchi

**PROGRAMME****Unit Test HS 1st & 2nd Year, T.D.C. 1st, 3rd & 5th Semester Sessional Examination, 2019
Nirmal Haloi College, Patancharkuchi**

Date & Day	1 st Hour	2 nd Hour	3 rd Hour
	From 10.00 AM to 11.00 AM	From 12.00 Noon to 01.00 PM	From 02.00 PM to 03.00 PM
16-09-2019 Monday	Major P-I (5th Sem), Education (HS 1st Yr.) Hon P-I (B.Com 1st Sem.), Major BCom 3rd & 5th Sem	Major P-I (3rd Sem), SNS (G) P-I (5th Sem) P.Sc (HS 2nd Yr.), Eng. (HS 1st Yr.)	Hon P-I (1st Sem), ECO (G) P-I (5th Sem) ENVS (B.Com 3rd Sem.) SNS (G) (3rd Sem)
17-09-2019 Tuesday	Major P-II (5th Sem), MIL (HS 2nd Yr.), SNS (G) P-II (5th Sem)	Major P-II (3rd Sem), ECO (RC) (1st Sem), ECO(G)P-II (5th Sem), C Eng/MIL(B.Com 3rd Sem.)	Hon P-II (1st Sem), PSC (G) P-I (5th Sem) B. Env (BCom 5th Sem), ECO (G) (3rd sem)
19-09-2019 Thursday	Major P-III (5th Sem), Hon P-II (B.Com 1st Sem.), ECO (HS 2nd Year) CA (B.Com 3rd Sem.)	English RC (1st Sem), SNS (HS 2nd Yr) EDN (G) P-I (5th Sem) C MIL/C English (BCom 1st Sem)	PHL (RC) (1st Sem), PSC (G) P-II (5th Sem), HIS (G) (3rd Sem), MIL (HS 1st Yr.) MM (BCom 5th Sem)
20-09-2019 Friday	Major P-IV (5th Sem), English (HS 2nd Yr) PHL (G) (3rd Sem), ME / ISMs (B.Com 1st Sem.) DTs (BCom 3rd Sem)	C-MIL (1st Sem), Education (HS 2nd Yr), ASL (G) P-I (5th Sem) EDN (G) (3rd Sem)	PSC (RC) (1st Sem), Elective Assamese (HS 1st Yr) EDN (G) P-II (5th Sem), FM (BCom 5th Sem)
21-09-2019 Saturday	Major P-V (5th Sem), ASL (G) (3rd Sem), PHL (G) P-I (5th Sem), ENVS (HS 1st Yr) C-English (1st Sem)	MIL (3rd Sem), L & P (HS 2nd Yr) HIS (RC) (1st Sem), HIS (G) P-I (5th Sem) RFB (BCom 5th Sem)	EDN (RC) (1st Sem), ASL (G) P-II (5th Sem), P.Sc (HS 1st Yr) C Law (B.Com 3rd Sem.)
23-09-2019 Monday	Major P-VI (5th Sem), HIS (G) P-II (5th Sem), Eco (HS 1st Yr)	Env. Studies (3rd Sem), SNS (RC) (1st Sem), L & P (HS 1st Yr)	PSC (G) (3rd Sem), PHL (G) P-II (5th Sem), ASL (RC) (1st Sem), ASL (HS 2nd Yr)



PROGRAMME

B.A. / B.Com 2nd, 4th, 6th Semester Sessional Examination, 2020
Nirmal Haloi College, Patancharkuchi

Date & Day	1 st Hour	2 nd Hour	3 rd Hour
	From 10.00 AM to 11.00 AM	From 12.00 Noon to 01.00 PM	From 02.00 PM to 03.00 PM
06-04-2020 Monday	B.A. (M) 6.1, B.A. ECO (G) 6.1, BA 4th Sem EDN (G), B.Com (HC)-CA 2nd Sem, BA 2nd Sem ECO (G)	B.A. (M) 4.1, BA 2nd Sem HIS(G) B.A. HIS (G) 6.1, BCom 6th Sem - ITB	B.A. (H) 2.1, BA 4th Sem (M), HIS (G) 6.2.
07-04-2020 Tuesday	B.A. (M) 6.2, B.Com (M) 4th Sem, BA 4th Sem PSC(G) B.Com 2nd Sem (HC)- C LAW	B.A. (M) 4.2, ECO (G) (2nd Sem), B.A. EDN (G) 6.1, BCom 6th Sem - MS	B.A. (H) 2.2, BA 4th Sem ECO (G), ECO (G) 6.2, B.Com (Principles of Management) (2nd Sem)
08-04-2020 Wednesday	B.A. (M) 6.3, ASL (G) 6.1 BA 2nd Sem SNS (G)	B.A./BCom (2nd Sem) - ENVS B.A. EDU (G) 6.2	B.A. PHL (G) (2nd Sem), PSC (G) 6.1, B.A. HIS (G) (4th Sem), B.Com Business Eco. (4th Sem)
09-04-2020 Thursday	B.A. (M) 6.4, B.A. PHL (G) (4th Sem), B.A. Sans (G) 6.1, BCom 2nd Sem - ME	B.A. (2nd Sem)- Eng CC, B.Com (4th Sem) Audt.& Assu., B.A. SNS (G) (4th Sem), PHL (G) 6.1	B.A. PSC (G) (2nd Sem) B.A. PSC (G) 6.2
11-04-2019 Saturday	B.A. (M) 6.5, ASL (G) (4th Sem), B.A. PHL (G) 6.2, BA 2nd Sem ASL (G)	B.A. MIL (4th Sem), B.Com 4th Sem Indirect Taxes, B.A. HIS (G) (2nd Sem), ASL (G) 6.2	B.A. EDN (G) (2nd Sem), BA (M) 6.6, BA SNS(G) 6.2, BCom 4th Sem - FS, BCom 6th Sem - RFB II

Principal
 Nirmal Haloi College
 Patancharkuchi

OFFICE OF THE PRINCIPAL
NIRMAL HALOI COLLEGE
PATACHARKUCHI:BARPETA:ASSAM:PIN-781326

From,
Dr. Bhupesh Sarma, M.A., J.D., Ph.D
Principal, N.H. College, Patacharkuchi

Date: 22-01-2021

ORDER
22-01-2021

The undersigned hereby constitutes an examination committee with the following members to conduct the HS 1st & 2nd Year Unit Test and sessional exam for BA & BCom to be commenced from 27-01-2021.

Asstt. Officer in-charge :


1. Dr. Mani Kanta Das
2. Sri Rudra Kalita
3. Sri Kushal Das

Office Asstt :

1. Sri Rideep Kalita
2. Sri Mamin Ch Deka
3. Sri Anil Roy

Grade IV :

1. Sri Prabhat Ch Roy
2. Sri Karuna Kalita


Principal
N. H. College, Patacharkuchi
Principal
Nirmal Haloi College
Patacharkuchi

**PROGRAMME****Unit Test HS 1st Year, T.D.C. 1st, 3rd & 5th Semester Sessional Examination, 2021
Nirmal Haloi College, Patancharkuchi**

Date & Day	1 st Hour	2 nd Hour	3 rd Hour
	From 10.00 AM to 11.00 AM	From 12.00 Noon to 01.00 PM	From 02.00 PM to 03.00 PM
28-12-2021 Tuesday	Hons P- I (BA 5th Sem), Education (HS 1st Year.) Hons P- I (B.Com 1st Sem., 3rd Sem & 5th Sem),	Hons P- I (BA 3rd Sem), English (HS 1st Yr.)	Hons P- I (BA 1st Sem), SNS HG/RC (BA 3rd Sem)
29-12-2021 Wednesday	Hons P- II (BA/B.Com 5th Sem), ENVS (HS 1st Year.)	Hons P- II (BA/B.Com 3rd Sem), ECO (HG/RC) (BA 1st Sem), DSE RE ECO (BA 5th Sem)	Hons P- II (BA 1st Sem), DSE RE HIS (BA 5th Sem) ECO (HG/RC) (BA 3rd sem)
30-12-2021 Thursday	SEC All Subjects of RC (BA 5th Sem), Hons P- II (B.Com 1st Sem.)	Hons P-III (BA/B.Com 3rd Sem), C MIL/RC English (B.Com 1st Sem), DSE RE ENG (BA 5th Sem)	PHL (HG/RC) (BA 1st Sem), HIS (HG/RC) (BA 3rd Sem), MIL (HS 1st Year.), DSE P-I (B.Com 5th Sem), DSE RE EDU (BA 5th Sem)
31-12-2021 Friday	EDN HG/RC (BA 3rd Sem), ASL/Sanskrit (HS 1st Yr) ME/ISMs (B.Com 1st Sem.), Business Statistics (B.Com 3rd Sem)	C-MIL (BA 1st Sem)	PSC (HG/RC) (BA 1st Sem), PHL HG/RC (BA 3rd Sem), DSE RE ASS (BA 5th Sem) DSE P-II (B.Com 5th Sem)
03-01-2022 Monday	ASL (HG/RC) (BA 3rd Sem), HIS (HS 1st Year), C-English (BA 1st Sem), DSE P-I All Hons (BA 5th Sem),	MIL (BA 3rd Sem), HIS (HG/RC) (BA 1st Sem) DSE RE SNS (BA 5th Sem)	EDN (HG/RC) (BA 1st Sem), P.Sc (HS 1st Year), DSE PHL RE (BA 5th Sem), SEC (B.Com 3rd Sem.)
04-01-2022 Tuesday	DSE P-II All Hons & RE PSC (BA 5th Sem), Eco (HS 1st Year), Eng. RC (BA 1st Sem.)	SEC (BA 3rd Sem), Logic & Philo. (HS 1st Year), SNS (HG/RC) (BA 1st Sem)	PSC (HG/RC) (BA 3rd Sem), ASL (HG/RC) (BA 1st Sem) GE All Subjects (BA 5th Sem)

OFFICE OF THE PRINCIPAL
NIRMAL HALOI COLLEGE
PATACHARKUCHI, BARPETA, ASSAM, PIN-781326

From,
Dr. Bhupesh Sarma, M.A., J.D., Ph.D.
Principal, N.H. College, Patacharkuchi


Date: 15-09-2022

Order
15-09-2022

An examination committee is hereby constituted with the following members to conduct the HS 1st & 2nd year Unit Test and Sessional exam for B.A., B.Com 1st, 3rd & 5th Semester, 2022.

- | | | |
|------------------------------|---|--------------------------|
| 1. Sri Manik Chandra Das | } | Asstt. Officer in-charge |
| 2. Sri Kishore Kr. Sarma | | |
| 3. Sri Jiten Kumar Bhagabati | | |
| 4. Dr. Anup Kumar Sarma | | |
| 5. Sri Rideep Kalita | } | Office staff |
| 6. Sri Mamin Chandra Deka | | |
| 7. Sri Anil Chnadra Roy | | |
| 8. Sri Prabhat Ch Roy | } | Grade IV |
| 9. Sri Parag Kalita | | |

Copy to:
1. Office file.


Principal
N. H. College, Patacharkuchi
Principal
Nirmal Haloi College
Patacharkuchi

**PROGRAMME****Unit Test HS 1st & 2nd Year; Sessional Examination T.D.C. 1st, 3rd & 5th Semester, 2022
Nirmal Haloi College, Patancharkuchi**

Date & Day	1 st Half	2 nd Half	3 rd Half
	From 10.00 AM to 11.00 AM	From 12.00 Noon to 01.00 PM	From 02.00 PM to 03.00 PM
09-11-2022 Wednesday	Hons P- I (BA 5th Sem), Education (HS 1st & 2nd Yr.) Hons P- I (B.Com 1st Sem., 3rd Sem & 5th Sem).	Hons P- I (BA 3rd Sem), English (HS 1st & 2nd Yr.)	Hons P- I (BA 1st Sem). SNS HG/RC (BA 3rd Sem)
10-11-2022 Thursday	Hons P- II (BA/B.Com 5th Sem), ENVS (HS 1st Year.)	Hons P- II (BA/B.Com 3rd Sem), ECO (HG/RC) (BA 1st Sem), DSE RE ECO (BA 5th Sem)	Hons P- II (BA 1st Sem), DSE RE HIS (BA 5th Sem) ECO (HG/RC) (BA 3rd sem)
12-11-2022 Saturday	EDN HG/RC (BA 3rd Sem), ASL (HS 1st & 2nd Yr) ME/ISMs (B.Com 1st Sem.), Sanskrit (HS 1st & 2nd Yr) GE 304B(A) B.Com 3rd Sem	C-MIL (BA 1st Sem)	PSC (HG/RC) (BA 1st Sem). PHL HG/RC (BA 3rd Sem), DSE RE ASS (BA 5th Sem) DSE P-II (B.Com 5th Sem)
14-11-2022 Monday	ASL (HG/RC) (BA 3rd Sem), C-English (BA 1st Sem), HIS (HS 1st & 2nd Year), DSE P-I All Hons (BA 5th Sem),	MIL (BA 3rd Sem) HIS (HG/RC) (BA 1st Sem) DSE RE SNS (BA 5th Sem)	EDN (HG/RC) (BA 1st Sem). P.Sc (HS 1st & 2nd Year), DSE PHL RE (BA 5th Sem), SEC (B.Com 3rd Sem.)
15-11-2022 Tuesday	DSE P-II All Hons ECO (HS 1st & 2nd Year), Eng. RC (BA 1st Sem.)	SEC (BA 3rd Sem), Logic & Philo. (HS 1st & 2nd Year) SNS (HG/RC) (BA 1st Sem), RE PSC (BA 5th Sem)	PSC (HG/RC) (BA 3rd Sem), ASL (HG/RC) (BA 1st Sem), GE All Subjects (BA 5th Sem)
16-11-2022 Wednesday	SEC All Subjects of RC (BA 5th Sem), Hons P- II (B.Com 1st Sem.)	Hons P-III (BA/B.Com 3rd Sem), C MIL/C English (B.Com 1st Sem), DSE RE ENG (BA 5th Sem)	PHL (HG/RC) (BA 1st Sem), HIS (HG/RC) (BA 3rd Sem), MIL (HS 1st & 2nd Yr.), DSE P-I (B.Com 5th Sem), DSE RE EDU (BA 5th Sem)

Principal
Nirmal Haloi College
Patancharkuchi



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NIRMAL HALOI COLLEGE

PATACHARKUCHI::BARPETA::ASSAM::PIN-781326

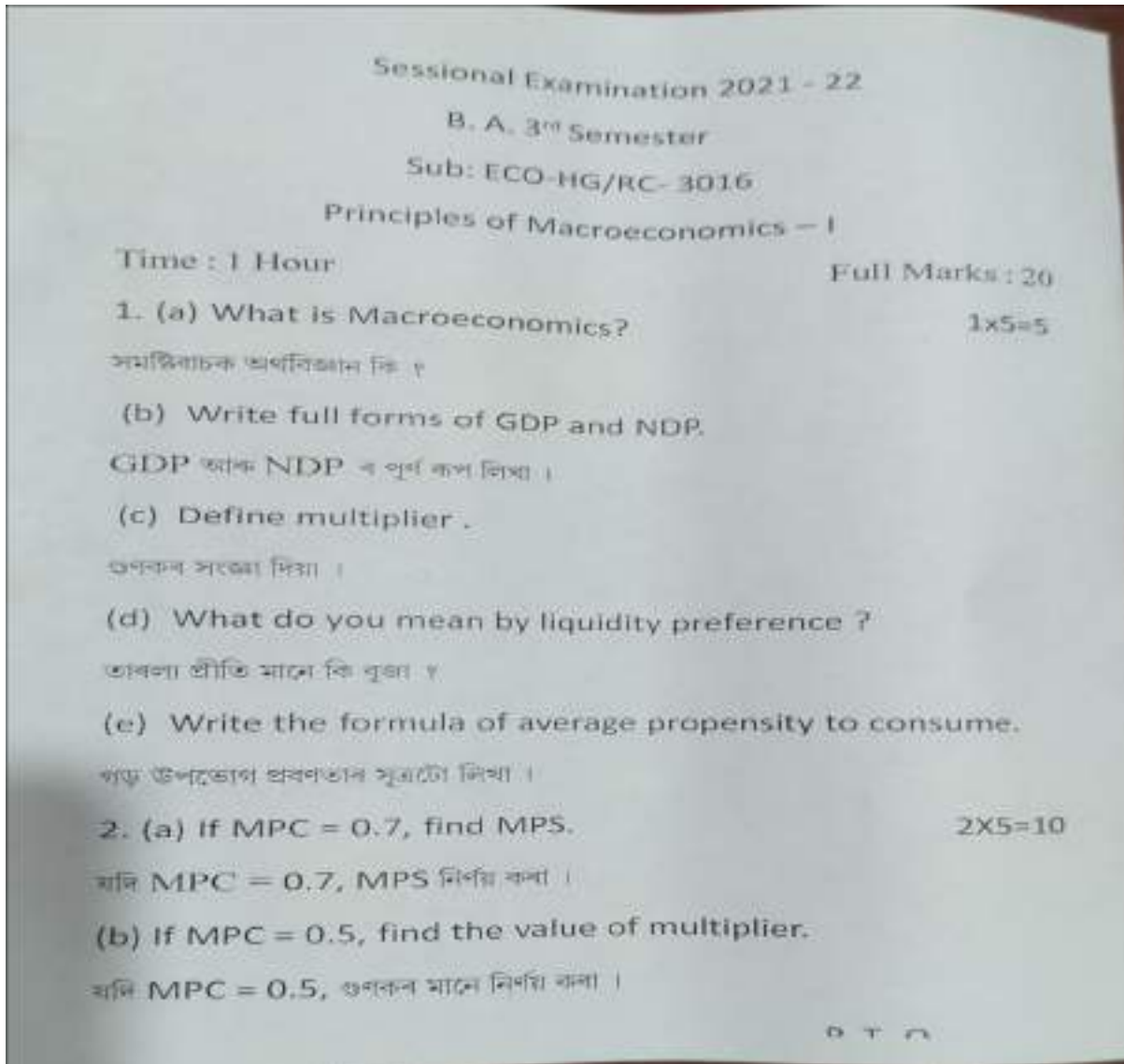
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Email ID :- nhcollege.pkc@rediffmail.com

Website :- www.nhcollege.ac.in

Contact -9954961242

Sample of Internal Assessment Question Paper
Department Of Economics



(c) Distinguish between GDP and NDP.

GDP আৰু NDP-ৰ মাজত পাৰ্থক্য দেখুওৱা।

(d) Mention any two methods of national income estimation.

ৰাষ্ট্ৰীয় আয় গণনাৰ যিকোনো দুটা পদ্ধতি উল্লেখ কৰা।

(e) Write two instruments of fiscal policy.

ৰাজকোষীয় নীতিৰ দুটা আহিলা লিখা।

3. Explain briefly income method of national income estimation.

5

ৰাষ্ট্ৰীয় আয় গণনাৰ আয় পদ্ধতিটো চমুকৈ ব্যাখ্যা কৰা।

Or, অথবা

Explain the role of money in modern economy.

5

আধুনিক অৰ্থনীতিত মুদ্রাৰ ভূমিকা ব্যাখ্যা কৰা।

Jitendra K. Bhagambri
H.O.D. Economics

OFFICE OF THE PRINCIPAL
NIRMAL HALOI COLLEGE

PATACHARKUCHI::BARPETA::ASSAM::PIN-781326

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Contact -9954961242

Sample of Internal Assessment Question Paper
Department Of Sanskrit

N.H.C.
Sessional Examination-2022

Sub. : Sanskrit (HON)

Paper : SKT-HC-1016

Time- 1 Hour

Full Marks- 20

1. Answer the following questions. 1×5=5
তলত দিয়াবোৰৰ উত্তৰ দিয়া-
 - (a) How many verses are there in the first canto of the 'বসুৰাণা'?
বসুৰাণাৰ প্ৰথম সৰ্গত মুঠতে কিমানটা শ্লোক আছে?
 - (b) In which dynasty 'বসু' was born?
'বসু'ৰ কোনটো বংশত জন্ম হৈছিল?
 - (c) Who is the writer of 'নীতিশাস্ত্ৰকৰ'?
নীতিশাস্ত্ৰকৰ ৰচক কোন?
 - (d) How many cantos are there in the 'কিৰাতাৰ্জুনীয়ম'?
'কিৰাতাৰ্জুনীয়ম'ত কেইটা সৰ্গ আছে?
 - (e) Who is the hero of 'কিৰাতাৰ্জুনীয়ম'?
'কিৰাতাৰ্জুনীয়ম'ৰ নায়ক কোন?
2. Write the lenidictory verse of 'বসুৰাণা'. 5
বসুৰাণাৰ মঙ্গলাচৰণ শ্লোকটি লিখা।
3. Write a note on 'স্বৰ্গ'। 5
স্বৰ্গৰ ওপৰত এটি টোকা লিখা।
4. Write short notes on the following. (any one) 5
তলত যিকোনো এটাৰ চমুটোকা লিখা-
ঋতুৰ্ণ, বিলহন, মীতগোবিন্দ, মন্ত্ৰিকাৰ্ণাম্

---000---

Prin.
H.O.D. (SANSKRIT)

N.H.C.
Sessional Examination-2022
Sub. : Sanskrit (HON)
Paper : SKT-HC-5026

Time- 1 Hour

Full Marks- 20

1. Write a note on 'णत्वविधि'. 5
णत्वविधिৰ স্তপৰত এটি টোকা লিখা-
2. Explain any two of the following Sutras. 5×2=10
তলৰ যিকোনো দুটা সূত্র ব্যাখ্যা কৰা-
সম্বোধনে च, कर्मणि द्वितीया, रूच्यर्थानां प्रियमाणः
3. Answer the following. 1×5=5
তলত দিয়াবোৰৰ উত্তৰ দিয়া-
 - (i) नदी- चतुर्थी बहुवचन
 - (ii) राजन् - सप्तमी एकवचन
 - (iii) नद् - स्त्रीनिग द्वितीया द्विवचन
 - (iv) भू - लोट् मध्यमपुरुष एकवचन
 - (v) कृ- लङ् अलमपुरुष बहुवचन

Pt.
HOD (SANSKRIT)

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Contact -9954961242

Sample of Internal Assessment Question Paper
Department Of History

N.H.C.
Sessional Examination- 2022
History (Honours)
Paper : HIS-HC-1016
(History of India - I)

Time- 1 Hour Full Marks- 20

Answer either in English or in Assamese)

1. Answer the following questions in one word or one sentence. 1×5=5
তলৰ প্ৰশ্নসমূহৰ উত্তৰ এটা শব্দ বা এটা বাক্যত দিয়া।

(a) Who wrote 'Rajatarangini'?
'ৰাজতৰঙ্গিনী' কোনে বচনা কৰিছিল?

(b) Which was the first discovered site of the indus valley civilization?
সিন্ধু সভ্যতাৰ প্ৰথম আৱিষ্কৃত ঠাইখনৰ নাম কি আছিল?

(c) Name a dockyard in Harappan civilization.
হৰপ্পা সভ্যতাৰ এটি বন্দৰৰ নাম লিখ।

(d) Name the property that the rigdedic people considered as important.
ঋক বৈদিক যুগৰ মানুহে গুৰুত্বপূৰ্ণ বুলি বিবেচনা কৰা সম্পত্তিবিধ কি আছিল?

(e) What is Microlith?
ক্ষুদ্ৰপ্ৰস্তৰ আহিলা কাক কোৱা হয়?

2. Answer the following questions in brief (any two) 2×2=4
তলত দিয়া প্ৰশ্নসমূহৰ চমু উত্তৰ দিয়া (যিকোনো দুটা)

(a) Name two metals used in chalcolithic period.
তাম্ৰপ্ৰস্তৰ যুগত ব্যৱহৃত হোৱা দুটা ধাতুৰ নাম লিখ।

P.T.O.

(b) Name two epics composed during the sangam age.

সংগম যুগত ৰচিত দুখন মহাকাব্যৰ নাম লিখা।

(c) Name any two mesolithic site in India.

ভাৰতৰ যিকোনো দুটা মধ্যপ্রস্তৰ যুগৰ ঠাইৰ নাম লিখা।

3. Write a short notes on any one of the following. $4 \times 1 = 4$

তলত যিকোনো এটাৰ বিষয়ে চমুটোকা লিখা

(a) Numismatics

মুদ্রা অধ্যয়ন

(b) Causes of decline of Harappan culture

হৰপ্পা সভ্যতাৰ পতনৰ কাৰণবোৰ

(c) Jainism

জৈনধৰ্ম

4. Answer any one of the following questions. $7 \times 1 = 7$

তলত দিয়া প্ৰশ্নসমূহৰ পৰা যিকোনো এটাৰ উত্তৰ দিয়া।

(a) Write about the political condition of the Vedic age.

বৈদিক যুগৰ ৰাজনৈতিক অৱস্থা সম্পৰ্কে লিখা।

(b) How do literary sources help in the reconstruction of ancient Indian History.

প্ৰাচীন ভাৰতৰ ইতিহাস ৰচনা কৰিবলৈ সাহিত্যিক সমলে কি ধৰণে সহায় কৰে?

Lopamohini
HOD. History

NIRMAL HALOI COLLEGE

Patacharkuchi : Barpeta (Assam)



B.A 1st Sem
ET
Examination- 2017

Sub:

Total Marks : 20

Roll No.	Marks obtained
V369	05
V350	07
V378	04
V380	04
V382	04
V388	05
V390	02
V392	03
V394	08
V398	02
V405	07
V415	04
V417	07
V418	04
V420	05
V422	03
V434	06
V455	06
V461	04
V462	05
V465	04
V468	05
V452	05
V455	05

Date: 10/1/17

Signature of Examiner

NIRMAL HALOI COLLEGE

Patacharkuchi : Barpeta (Assam)



B.A 1st Sem
Examination- 2017

Sub: EL, ASL

Total Marks : 20

Roll No.	Marks obtained
V460	02
V465	05
V467	02
V474	03
V476	03
V482	05
V488	04
V490	0
V492	04
V494	03
V496	05
V498	03
V504	05
V508	05
V510	07
V511	02
V512	03
V513	06
V514	04
V515	03
V516	06
V518	05
V519	06

Date: 10/1/17

Signature of Examiner

NIRMAL HALOI COLLEGE

Patacharkuchi : Barpeta (Assam)



Sessional Examination- 2021

Sub: Economics HC-1016

Total Marks: 20

Roll No	Marks obtained
197	13 ✓
290	11 ✓
553	14 ✓
392	10 ✓
357	10 ✓
068	11 ✓
539	13 ✓
362	10 ✓
480	14 ✓
546	14 ✓
464	10 ✓

Date:

Signature
Examiners

H.O.D.
N.H. College, Patacharkuchi

NIRMAL HALOI COLLEGE

Patacharkuchi : Barpeta (Assam)



Sessional Examination- 2021

Sub: Economics HC-1026

Total Marks: 20

Roll No.	Marks obtained
79	06 ✓
110	14 ✓
109	12 ✓
331	13 ✓
409	10 ✓
434	04 ✓
572	10 ✓
755	06 ✓
787	10 ✓
829	14 ✓
883	13 ✓

Date:

Signature
Examiners

H.O.D.
N.H. College, Patacharkuchi

B.A. Sessional Exam & H S Terminal Exam, 2017

SEM 1st
Maj 1'1

(=eo) SUBJECT Maj + Gen. PAPER 1'1, 1'2, General
General

ROLL NO.	MARKS	ROLL NO.	MARKS	ROLL NO.	MARKS	ROLL NO.	MARKS	ROLL NO.	MARKS
0020	3	14	0020	3	19	0246		189	09
0190	6	12	0190	6	15	0275		199	07
0144	18	11	0144	18	17	0277		217	07
0030	29	08	0030	29	17	0306		140	07
0095	30	08	0095	30	17	0383		502	07
0003	62	07	0003	62	19				
0154	73	09	0154	73	16				
0096	77	07	0096	77	12				
0198	159	09	0198	159	09				
0114	164	10	0114	164	16				
0062	196	07	0062	196	15				
0193	214	10	0193	214	17				
0173	222	08	0173	222	16				
0080	253	07	0176	240	10				
0176	240	11	0080	253	16				
0143	267	09	0143	267	19				
0168	506	08	0168	506	07				

SIGNATURE
M.O.D. Economics
NH College, Palshikarachi

NIRMAL HALOI COLLEGE

Patacharukuchi, Barpeta (Assam)

Sessional, 3rd Examination-2022

Sub. Eds. P. code-EDU-HC-3016

Total Marks 20

Roll No.	Marks obtained
UA-211-134-009	16
0004	13
0005	08
0007	08
0021	12
0036	08
0052	12
0055	08
0065	15
0067	18
* 0067	16
0070	08
0072	11
0074	09
0075	05
0089	04
0098	10
0101	16
0113	16
0116	14
0118	12
0123	08
0126	18
0134	14

* to be replaced by 267 (267)

Date 26/12/22

Signature of
Examiner
Nirmal Haloi College
Patacharukuchi

NIRMAL HALOI COLLEGE

Patacharukuchi, Barpeta (Assam)

Sessional, 3rd Examination-2022

Sub. Eds. P. code-EDU-HC-3016

Total Marks 20

Roll No.	Marks obtained
0137	14
0139	16
0144	18
0145	14
0147	14
0149	11
0151	13
0161	06
0162	11
0169	05
0178	17
0184	12
0186	12
0193	16
0194	11
0195	18
0199	17
0203	10
0207	14
0210	05
0219	10
0221	16
0222	05
0226	13

Date 26/12/22

Signature of
Examiner



NIRMAL HALOI COLLEGE

Patacharkuchi
Marksheet



NIRMAL HALOI COLLEGE

(Patacharkuchi)
Marksheet

Class: B.A. 1st Sem Subject: English honours Class: Subject:
L-I.

Roll No.	Marks
2	12
3	12
4	13 ✓
6	13 ✓
9	13 10
12	12
14	15 ✓✓
16	14 ✓
17	13 ✓
22	11
24	14 ✓
36	10
31	13 ✓
33	12
34	14 ✓
36	10
40	07
46	13 ✓
56	07
62	11
66	15 ✓✓
70	07
73	10
84	13 ✓
94	12
* 97	03
104	12
109	10
110	12

ms

Head of the Department

Roll No.	Marks
131	08
135	09
139	12
141	09
157	11
161	09
171	09
176	13
193	11
209	10
216	06
269	08
288	12
289	14 ✓
301	12 ✓
305	08
332	12
648	11
661	12
138	12
138	12 ✓

ms

Head of the Department



Department of Assamese
NIRMAL HALOI COLLEGE

PATACHARKUCHI::BARPETA::ASSAM::PIN-781326

NAAC Accredited 'B' in Cycle 2

Website :- www.nhcollege.ac.in

**PROJECT
REPORT
SUMMITTED
BY STUDENTS**

বাঘমাৰা অঞ্চলৰ অন্তৰ্গত সন্ন্যাসী শিৱধামৰ চমু ইতিবৃত্ত আৰু
মাহাত্ম্যৰ ক্ষেত্ৰভিত্তিক অধ্যয়ন ক্ষুদ্ৰ গবেষণা



গুৱাহাটী বিশ্ববিদ্যালয়ৰ স্নাতক দ্বিতীয় বৰ্ষৰ অসমীয়া বিভাগৰ চতুৰ্থ
মান্যাসিক (গুৰু পাঠ্যক্ৰম)ৰ ক্ষুদ্ৰ গৱেষণা পত্ৰ

প্ৰস্তুত কৰ্তা
শ্ৰী কৰিস্মা ডেকা
অসমীয়া বিভাগ
স্নাতক চতুৰ্থ মান্যাসিক
বোল নং - UA1711340083
ৰেজি নং - 17034570

নিৰ্মল হাটৈ মহাবিদ্যালয়, পাটাছাৰকুছি ২০১৯ ইং বৰ্ষ

কামৰূপীয়া ঢুলীয়াৰ চমু ইতিবৃত্ত



গুৱাহাটী বিশ্ববিদ্যালয়ৰ স্নাতক দ্বিতীয় বৰ্ষৰ অসমীয়া চতুৰ্থ ষান্মাসিক
(গুৰু পাঠ্যক্রম)ৰ ক্ষুদ্ৰ গৱেষণা পত্ৰ

প্ৰস্তুত কৰ্তা

শ্ৰী মনিষা কলিতা

অসমীয়া বিভাগ

চতুৰ্থ ষান্মাসিক

বোল নং - UA1711340094

বেজি নং - 17034581

Examined

নিৰ্মল হাটলৈ মহাবিদ্যালয়, পাটাছাৰকুছি ২০১৯ ইং বৰ্ষ

অসমৰ দেউৰী জনগোষ্ঠীৰ সামাজিক আৰু সাংস্কৃতিক জীৱনৰ
এক চমু অধ্যয়ন



গুৱাহাটী বিশ্ববিদ্যালয়ৰ স্নাতক দ্বিতীয় বৰ্ষৰ অসমীয়া চতুৰ্থ ষান্মাসিক
(গুৰু পাঠ্যক্রম)ৰ ক্ষুদ্ৰ গৱেষণা পত্ৰ

প্ৰস্তুত কৰ্তা
শ্ৰী মৌচুমী ৰয়
অসমীয়া বিভাগ
চতুৰ্থ ষান্মাসিক
বোল নং - UA1711340111
ৰেজি নং - 17034598

নিৰ্মল হাটৈ মহাবিদ্যালয়, পাটাছাৰকুছি ২০১৯ ইং বৰ্ষ

অসমৰ দৰং জিলাৰ খটৰা সত্ৰ



গুৱাহাটী বিশ্ববিদ্যালয়ৰ স্নাতক দ্বিতীয় বৰ্ষৰ অসমীয়া চতুৰ্থ ষান্মাসিক
(গুৰু পাঠ্যক্ৰম)ৰ ক্ষুদ্ৰ গৱেষণা পত্ৰ

প্ৰস্তুত কৰ্তা
শ্ৰী অনুপমা ডেকা
অসমীয়া বিভাগ
বোল - A- 16134
নং - 0088

নিৰ্মল হাটলৈ মহাবিদ্যালয়, পাটাছাৰকুছি ২০১৮ ইং বৰ্ষ

বজালী অঞ্চলৰ বনিয়া গাওঁৰ লগত জড়িত পাউৰা তোলা উৎসৰৰঃ
এক বিশেষ ক্ষেত্ৰ অধ্যয়ন

গুৱাহাটী বিশ্ববিদ্যালয়ৰ স্নাতক তিনিবছৰীয়া
পাঠ্যক্রমৰ পৰীক্ষা
(দ্বিতীয় বৰ্ষৰ চতুৰ্থ যান্মাসিকৰ)
ক্ষুদ্ৰ গৱেষণা পত্ৰ।
বৰ্ষ : ২০১৮



প্ৰস্তুত কৰ্তা

নাম : শ্ৰী বৰষা বৈশ্য



ৰোল নং : এ- ১৬১৩৪ নং ০০৯৯

স্নাতক দ্বিতীয় বৰ্ষৰ চতুৰ্থ যান্মাসিক
নিৰ্মল হাটলৈ মহাবিদ্যালয়, পাটাছাৰকুছি।



ওবাহাটী বিশ্ববিদ্যালয়ৰ তিনি বছৰীয়া স্নাতক পাঠ্যক্রমৰ অসমীয়া গুৰু
পাঠ্যক্রমৰ চতুৰ্থ যান্মাসিকৰ তৃতীয় প্ৰশ্নাকাৰতৰ পৰিবৰ্ত্তে প্ৰস্তুত কৰা
প্ৰকল্প অধ্যয়নৰ প্ৰতিবেদন

ক্ষুদ্ৰ গৱেষণা পত্ৰ

বৰপেটা বৈষ্ণৱ সত্ৰ : এটি অধ্যয়ন
(সামাজিক-সাংস্কৃতিক দিশৰ উল্লেখন সহ)



প্ৰস্তুত কৰ্ত্তা -

শ্ৰীপ্ৰণামী ডেকা

চতুৰ্থ যান্মাসিক স্নাতক ২য় বৰ্ষ

গুৰু বিষয় : অসমীয়া

নিৰ্মল হাট্টে মহাবিদ্যালয়, পাটাছাৰকুছি

বোল : A-16134 নং : 0199

বেজি. নং : 268267 ১৬-2017-18

নিৰ্মল হাট্টে মহাবিদ্যালয়, পাটাছাৰকুছি

ইং ২০১৮ চন



Department of Economics
NIRMAL HALOI COLLEGE

PATACHARKUCHI::BARPETA::ASSAM::PIN-781326

NAAC Accredited 'B' in Cycle 2

Website :- www.nhcollege.ac.in

Field Survey

Topic: Socio-Economic Condition of employee in Dumni Tea Garden

Organized by Deptt. of Economics

Venue: Dumni Tea Garden

Date: 12/02/22

Introduction:

This report presents an overview of field trip conducted to explore the socio-economic condition of employees in Dumni Tea Garden. The objective of the trip was to gain a better understanding of the living and working conditions of the tea garden workers and evaluate their socio-economic well-being. The report highlights the observations, findings, and recommendations based on the field trip.

Objectives:

1. To assess the living conditions and infrastructure available to the tea garden employees.
2. To analyze the wage structure and employment benefits provided to the workers.
3. To evaluate the access to basic amenities, healthcare facilities, and education for the workers and their family.
4. To identify any challenges or issues faced by the tea garden workers in their socio-economic environment.

Field Trip Activities:

1. Interviews and surveys: Interviews and surveys were conducted with a representative sample of tea garden employees to gather qualitative and quantitative data on their socio-economic condition.
2. Observation of living conditions: The living quarters of the tea garden workers were visited and assessed for cleanliness, comfort, and basic facilities such as water supply, sanitization and electricity.
3. Review of wage structure: The wage structure, benefits and incentives offered by the tea garden management were evaluated to understand the workers' economic status.
4. Evaluation of Health care Services: The wage structure benefits and incentives offered by the tea garden management were evaluated to understand the workers' economic status.

Findings:

- a. Housing Conditions: The living quarters provided to the workers were very much in poor condition and lack of some basic facilities such as power supply, proper sanitization and water supply.
- b. Wage Structure: The workers' wages were found to be relatively low, making it challenging for them to meet their basic needs.
- c. Healthcare facilities: While healthcare services were available in the vicinity, access to specialized medical treatment was limited, particularly for serious or chronic illnesses.
- d. Education: Limited educational opportunities were available for the workers' children, leading to lower literacy rates in the community.

Recommendations:

1. Fair wages: The management should review the wage structure and consider offering fair wages that meet the workers' basic needs and provide a decent standard of living.
2. Education Support: Provision of educational scholarships, building schools within the tea garden premises, or collaborating with nearby educational institutions can enhance educational opportunities for the workers' children.
3. Healthcare access: The tea garden management could collaborate with government healthcare programs or NGOs to improve access to quality healthcare services for the workers' children.

Conclusion: The field trip to Dumni Tea Garden revealed various socio-economic challenges faced by the workers. By implementing the above recommendations, the tea garden management, along with relevant stakeholders, can improve the living and working conditions of the employees. It is crucial to prioritize the well-being of the workers and strive for inclusive and sustainable socio-economic development in the tea garden community.

The list of participants:

Sl No	Name	Class	Roll no
1	Jimi Roy	B.A. 2nd sem	170
2	Nilakshi Das	B.A. 2nd sem	360
3	Sangita Roy	B.A. 2ndsem	539
4	Abinash Kalita	B.A. 2nd sem	567
5	Anita Roy	B.A. 2 nd sem	712
6	Pramila Das	B.A. 2 nd sem	832

Faculty coordinator:

Dr. Kamal Thakuria
Priyanka Das



Signature of HoD

H.O.D., Economics
N.H. College, Patacharkuchi



Signature of Principal

Principal
Nirmal Haloi College
Patacharkuchi

SEMINAR PAPER
ON

অসমৰ কৃষিভিত্তিক ক্ষুদ্র উদ্যোগৰ সুবিধা
আৰু
প্রত্যাহ্বান সমূহ

Submitted to
Department of Economics

Submitted by-

Rupashree Choudhury
Trishna Kalita
Kalpana Kalita

B.A. 1st Semester
Department of Economics
N.H. College, Patacharkuchi
Session : 2017-18

SHYAM VAR PAPER
ON
पत्र के लिए प्रस्तावित
पत्र

Paper presented
by
Rajashree Chandhury
on 5th Sept. 2017


5/9/17

বোৰ উদ্যোগক বুজো যি বোৰ কৃষি উৎপাদনৰ লগত জড়িত
অথচ গুলবিন একেবাৰে কম। অন্যতম সৰাদাৰ্চ, চেনি,
কাগজ, কপাহ, চাহ, ধৰা, কফি ইত্যাদিৰ লগত জড়িত
যথেষ্ট ক্ষুদ্র উদ্যোগ পৰিলক্ষিত হয়। এই উদ্যোগ বোৰৰ
বহুতো ফৰকাৰী ভাৱে প্ৰতিষ্ঠিত যদিও ব্যক্তিগত ভাৱেও
এই উদ্যোগ ক্ষেত্ৰত হোৱা কৰা হয়।

অন্যৰ অৰ্জনীতিত কৃষি শিল্পিক ক্ষুদ্র উদ্যোগৰ
প্ৰভাৱ যথেষ্ট। কাৰণ, অন্য প্ৰধানত কৃষি শিল্পিক ৰাজ্য।
অন্যৰ চাহ উদ্যোগ প্ৰমাণী বিদ্যাত। তাৰোপৰি চেনী,
সৰাদাৰ্চ, কপাহ, কাগজ আদি উদ্যোগেও অন্যৰ
অৰ্জনীতিত ভেঁটি জনকিমান কৰাত সহায় কৰিছে।

অন্যৰ অৰ্জনীতিত কৃষিশিল্পিক ক্ষুদ্র উদ্যোগৰ প্ৰভাৱ আৰু
দুবিধা সঙ্ক্ৰমণ :-

→ কৃষি শিল্পিক ক্ষুদ্র উদ্যোগে অন্যতম উৎপাদিত
যথেষ্ট সহায়ত কৃষি শিল্পিক কেঁচা সামগ্ৰীৰ দ্ব-প্ৰয়োগত
সহায় কৰে। যিহেতু অন্যতম ত্ৰুণত কৃষি চপুৰী ৰাজ্য
পাঠকে, কেঁচা সামগ্ৰীৰ দ্ব-প্ৰয়োগে অন্যৰ অৰ্জনীতি
হেঁচু কৰাত সহায় কৰে।

→ কৃষি শিল্পিক ক্ষুদ্র উদ্যোগে অন্যৰ নিৰ্বনুৰা
সামগ্ৰী বোৰ কৰাত সহায় কৰে। কাৰণ, এই উদ্যোগ
বোৰত যথেষ্ট সহায়ক কৰ্মচাৰীৰ প্ৰয়োজন হয়।
অন্যৰ চাহ উদ্যোগত ৫ লাখতকৈ অধিক ব্যক্তি
দৈনিক কৰ্মৰত হৈ থাকে।

পৰা ইয়াৰ পোৱা যায় যদিও ই প্ৰয়োজন নাপালে
যথেষ্ট নহয়। যাৰ ফলত বহুতো ক্ষুদ্ৰ উদ্যোগী নিজৰ
ব্যৱসায়ী আঁপৰতাব নোৱাৰে।

সামসৰণ :-

আমসৰ ক্ষুদ্ৰ উদ্যোগৰ অলেকুৱা সমস্যা
আৰু প্ৰত্যাহ্বানৰ প্ৰতি লক্ষ্য ৰাখি চৰকাৰ ফালৰ
পৰা ইয়াৰ বিকাশৰ বাবে কিছু প্ৰচেষ্টা লোৱা
প্ৰয়োজন। ইয়াৰ বাবে চৰকাৰে বিভিন্ন ক্ষুদ্ৰ উদ্যোগ
ভিত্তিক আঁচনি ৰূপায়ন কৰা উচিত। বেংকৰ
ফালৰ পৰাও পুৰুষ উদ্যোগী বোৰক কম সুতত লোন
দিয়াৰ ব্যৱস্থা কৰিব লাগে। তাৰোপৰি ক্ষুদ্ৰ উদ্যোগৰ
বিকাশৰ বাবে স্থায়ী পৰামৰ্শনা সহজৰ ফালৰ পৰা
বিভিন্ন পৰামৰ্শনা কৰা উচিত। 'ক্ষুদ্ৰ স্থায়ী উদ্যোগী'
সকলক উৎসাহিত কৰাৰ বাবে বিভিন্ন 'স্বা-সুবিধা'
দিয়া উচিত। তাৰোপৰি চৰকাৰৰ পৰাও
উদ্যোগী সকলক প্ৰশিক্ষণ দিয়াৰো ব্যৱস্থা কৰিব পাৰি
তেতিয়াহে আমসৰ ক্ষুদ্ৰ স্থায়ী উদ্যোগে এক নতুন
স্বাক্ষা লাভ কৰিব।

③
05/09/27

Rupashree choudhury
Treshna Kalita
kalpana kalita.

TOPIC :-

Stock Market : its role in economic
development

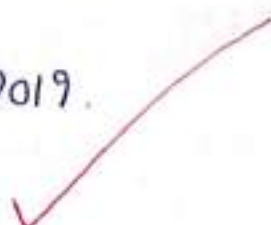
Department : Economics.

TDC 5th semester.

Prepared By : Kamkam Sharma
Rahul Sharma
Hirak Sharma
Pranibesh Roy.

Year : 2019.


05/09/2019



Trends in market participation :

Stock markets participation refers to the number of agents who buy and sell equity backed securities either directly or indirectly in a financial exchange. Participants are generally subdivided into three distinct sectors: households, institutions and foreign traders. Direct participation occurs when any of the above entities buys or sell securities on its own behalf of an exchange. Indirect participations occurs when an institutional investor exchanges a stock on behalf of an individual or household. Indirect investment occurs in the form of pooled investment accounts, retirement accounts, and other managed financial

7) Stock exchange provide the mobilization of saving in the economy. More saving means more investment and more investment means more production and more production means more employment of factors which leads to growth and development in the economy.

8) Stock exchange also facilitated the allocation of funds in different industries. This means more production in the industrial sector of a country.

9) Stock exchange promotes capital formation in the country. This also leads to development of a country.

10) Stock market enables the investors to utilise their surplus funds gainfully.

✓
B
05/09/19

HOME ASSIGNMENT

Topic:- বুদ্ধির পরিমাণের তত্ত্বের ব্যাখ্যা

Submitted to,

Dept of Economics

Niremal Halai College Patacharekuchi

Submitted by.

Class - 2nd. Sem

Roll. No :- UA-211-134-0312

১. মুদ্রার পরিমাণমত তত্ত্বটো ব্যাখ্যা করো ?

সিগাফর মুদ্রার পরিমাণমত তত্ত্বটো ব্যাখ্যা করো।

১৯- অর্থনীতিবিদ সিগাফরে তেখেতের প্রখ্যাত গ্রন্থ "Purchasing Power of Money" তে ১৯১৯ সনে মুদ্রার পরিমাণমত তত্ত্বটো সিগাফর অস্বীকার করে দিয়েছিলেন। তেখেতের তত্ত্ব অনুসারি অর্থস্বার আদান প্রমিত্তে পরিবর্তন সাধনক্রমে প্রচলন থাকা মুদ্রার পরিমাণ বৃদ্ধি হলে দ্রব্যের কুল্যস্তর প্রত্যক্ষ এবং অস্বাভাবিকভাবে বৃদ্ধি পায়। এবং মুদ্রার কুল্য হ্রাস হয়। এক্ষেত্রে প্রচলন থাকা মুদ্রার পরিমাণ হ্রাস হলে দ্রব্যের কুল্য প্রত্যক্ষ এবং অস্বাভাবিক ভাবে হ্রাস হয় এবং মুদ্রার কুল্য বৃদ্ধি হয়।

সিগাফর মুদ্রার পরিমাণমত তত্ত্বটো অস্বীকার করে অর্থস্বার আদান প্রমিত্তে পরিবর্তন সাধনক্রমে প্রচলন থাকা মুদ্রার পরিমাণ হ্রাস হলে দ্রব্যের কুল্য প্রত্যক্ষ এবং অস্বাভাবিক ভাবে হ্রাস হয় এবং মুদ্রার কুল্য বৃদ্ধি হয়।

$$MV = PT \longrightarrow ①$$

$$MV + M'V' = PT \longrightarrow ②$$

বা

$$P = \frac{MV + M'V'}{T}$$

Assignment

Name :- Sri Swapna Das

Roll no :- UA-221-134-0290

Class Roll no :- 110

Registration no :- 22028456

Phone no :- 7896701362



18/2/20

- **Introduction**: economics is a social science that focuses on the production, distribution and consumption of goods and services, and analysis the echoes and individuals businesses government ,and nations make to allocate resources.

the term "statistics" is used in two senses: First in plural sense meaning a collection of numerical facts or estimate the figure themselves. It is in the this sense that the public usually think of statistics e.g. ; figures relating to population, profits of different units in an industry etc.

Secondly, as a singular nouns, the term 'statistics' denotes the various methods. Adopted for the collection analysis and interpretation of the faetsnumerically represented. In singular sense, the term 'statistics' is better described as statistical methods in our study of the subject, we shall be more concerned with the second, meaning of the word 'statistics'

Statistics simply men's numerical data, and is filed of math that generally deals with collection of data, tabulation and interpretation of numerical data. It is actually a form of mathematical analysis that uses different define quantitative models to product is set of experimental data or studies of real.

Important: statistics in today's life has become an essential part of various business activities which is clear from the following points

The importance of statistics ties in the following major areas

1. Important of statistics in business and industry
2. Important in the filed of science and research
3. Important in the filed of Banking
4. Important in planning

Importance of statistics in business and industry : in past days decisions regarding busses were made only on personal judgement. However, in these days they are based on several mathematical and statistical techniques and the best decision is arrived by using all these techniques.

For example, by using the testing hypothesis we can reject or accept the null hypothesis which are based upon the assumption made from the population or universe.

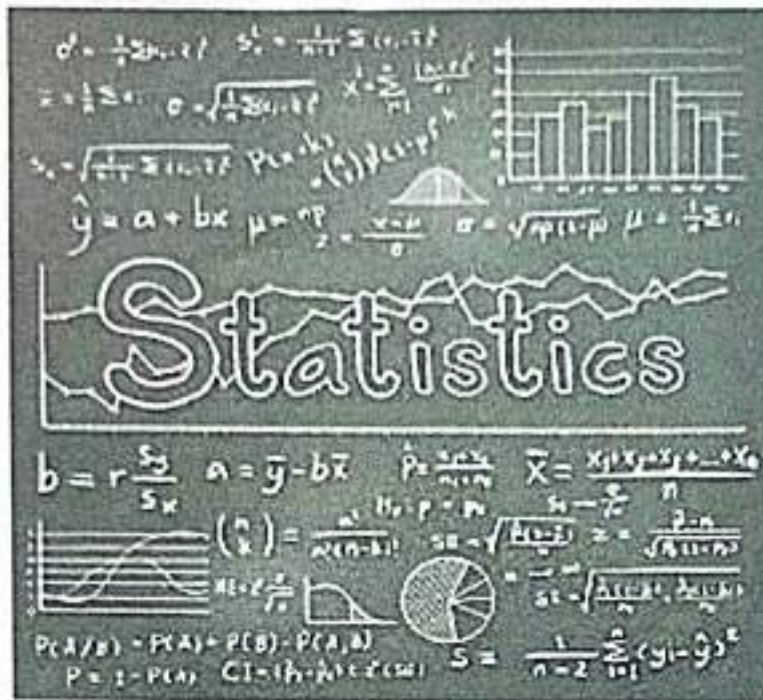
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www.Topper.com www.Byjus.com

www.geckpnight.com



Reu
4/08/23



STATISTICS AND ITS SCOPE

NAME : PUJA TALUKDAR
 EXAM. ROLL NO.: UA-221-134-0546
 CLASS ROLL NO.: 829
 REGISTRATION NO.: 22028324
 PHONE NO.: 8453731847
 YEAR : 2023

Puja
 04/08/23

INTRODUCTION:

▪ **Statistics Definition:** Statistics is a branch that deals with every aspect of the data. Statistical knowledge helps to choose the proper method of collecting the data and employ those samples in the correct analysis process in order to effectively produce the results. In short, statistics is a crucial process which helps to make the decision based on the data.

The term 'statistics' has been derived from the Latin word 'status', Italian word 'statista', German word 'statistik', French word 'statistique'. All these words mean 'Political state'. In ancient days, the states were required to collect statistical data mainly for the number of young men so that they can be recruited in the Army. Also to calculate the total amount of land revenue that can be collected. Due to this reason, statistics is also called 'Political Arithmetic'.

Statistics has been defined in different ways by different authors.

"Statistics are numerical statements of facts in any department of enquiry placed in relation to each other"

----- Bowly

"By statistics, we mean quantitative data affected to a marked extent by multiplicity of causes."

----- Yule and Kendall

"By statistics, we mean aggregate of facts affected to a marked extent by multiplicity of causes, numerically expressed, enumerated or estimated according to reasonable standards of accuracy, collected in a systematic manner for a predetermined purpose and placed in relation to each other."

----- Horace Secrist

"Statistics may be defined as the collection, presentation, analysis and interpretation of numerical data."

----- Croxton and Cowden

▪ **Types Of Statistics:** There are two kinds of statistics, which are

1. Descriptive Statistics

2. Inferential Statistics

Descriptive Statistics: In the descriptive statistics the data is described in a summarized form done from the sample of the population using different parameters like mean or standard deviation. Descriptive statistics are a way of using charts, graphs and summary measures to organize, represent, and explain a set of data.


- Data is typically arranged and displayed in tables or graphs summarizing details such as histograms, pie charts, bars or scatter plots.
- Descriptive Statistics are just descriptive and thus do not require normalization beyond the Data collected.

understand its proper use." Yule and Kendall have rightly said that "statistical methods are most dangerous tools in the hands of in experts".

The Statistical Methods Are Used To Explore The Essentials Of Problems.

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04/08/23



Department of Education
NIRMAL HALOI COLLEGE

PATACHARKUCHI::BARPETA::ASSAM::PIN-781326

NAAC Accredited 'B' in Cycle 2

Website :- www.nhcollege.ac.in

PROJECT REPORT
DEPARTMENT OF EDUCATION
N. H. COLLEGE, PATACHARKUCHI
SESSION 2021-22
BA 6TH SEMESTER

As part of the curriculum for the Bachelor of Arts Honours course, students in their sixth semester are required to undertake a project. The students with the help of their respective supervisors select the topics related to education, and the students must complete the project within four month. In the academic year 2022-23, a total of 70 students in their final semester were assigned this project and successfully completed it, submitting their project reports. This project is an excellent opportunity for students to develop their research and problem-solving skills.

The details of the project work are given below

Sl. No.	Name	Exam Roll no	Title of the Project
1	Susmita Patgiri	UA-201-134-0231	A study on the socio-economic life and educational status of the selected village of Bajali block under the Bajali district.
3	Pritismita Kalita	UA-201-134-0198	A study on the N.H college study center of Krishna Kanta Handiqui State Open University
4	Archana Begum	UA-201-134-0020	Comparative study of Government schools and Private school
5	Sri Hiramani Kalita	UA-201-134-0089	Academic Achievements of Student in H.S.L.C. Examination During 2017 To 2020 of Swahid Kapil Kalita High School Barbhala.
6	Miss Junuara Ahmed	UA-201-134-0154	Audio visual aids in secondary education

7	Sri Bhaswati Baruah	UA_201_134_0040	Academic Achievements Of Students In H.S.L.C Examination During 2018_2022 Of Bajali H.S School, Pathsala.
8	Kishmita Das	UA-201-134-0132	Comparative analysis of male and female students' performance in mathematics
9	Asma Begum	UA-201-134-0021	A study of the role of Audio-visual aids in the classroom of secondary school
10	Rimli Das	UA - 201-0134-0208	Academic achievement of students in H.S.L.C examination during 2017 to 2021 of Akaya High school
11	Nisha Mahanta	UA-201-134-0176	A Study on Women Literacy Of Baksa District With Special Reference To Bhebla Jyotinagar Village
12	Rinkitalukdar	UA-201-134-0228	Women Empowerment
13	Parishmita Kalita	UA-201-134-0188	A study on the N.H college study centre of KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY
14	Simi Sarma	UA-201-134-0224	A study on the problems of universalization of elementary education
15	Simi Sarma	UA-201-134-0224	A study on the problems of universalization of elementary education
16	Papari Das	UA-201-134-0186	A STUDY ON WOMEN LITERACY OF BAKSA DISTRICT WITH SPECIAL REFERENCE TO ANCHALI VILLAGE
17	Nayandwip Das	UA-201-134-0165	ACADEMIC ACHIEVEMENTS OF STUDENT IN H.S.L.C EXAMINATION DURING 2018 TO 2022 OF LAKSHMIPUR HIGH SCHOOL.
18	Dhiramani Das	UA-201-134-0059	A study on the Activities of Anganwadi centers of special reference to Patacherkuchi village," Barpeta District with special reference to Patacherkuchi village,"
19	Rijumani Deka	UA-201-134-0206	a study of educational program for development among students of secondary stage
20	Jubi Sultana	UA-201-134-0109	A study on the image of education in Nakuchi L. P school of baksa District
21	Jubi Sultana	UA -201-134-0109	A study on the image of education in Nakuchi L. P school of baksa district

22	Lina Sarma	UA-201-134-0141	An investigation in the problems of wastage and stagnation of the primary level education
23	Dipanjali swargiary	UA-201-134-0065	ACADEMIC ACHIEVEMENT OF STUDENTS IN H.S.L.C EXAMINATION DURING 2016 TO 2021 OF BHALUKDONGA VIDYA MANDIR HIGH SCHOOL
24	Jumpi Parashar	UA-201-134-0111	A COMPARATIVE STUDY ON THE QUALITY DEVELOPMENT OF PRIVATE AND GOVERNMENT HIGH SCHOOL OF TIHU AREA UNDER NALBARI DISTRICT OF ASSAM
25	Bidyut Thakuria	UA-201-134-0043	Comparative analysis of male and female students' performance in mathematics
26	Dipika sheel	UA-201-134-0067	The academic achievement of 2016-17 in HSLC examination of Uttar Bajali high school
27	Nishita sarma	UA-201-134-0182	An investigation in the problems of wastage and stagnation of the primary level education
28	Krishnamani kalita	UA-201-134-0138	Academic Achievement of students in H.S.L.C examination during 2018-2022 of Patacharkuchi Vidyapith H.S school.
29	RIMPI PATGIRI	UA-201-134-0209	A STUDY ON THE PROBLEMS OF UNIVERSALISATION OF ELEMENTARY EDUCATION.
30	Chayanika talukdar	UA-201-134-0051	Comparative study between government and private school


(G. Goswami)

Signature of HOD
H.Q.D. Education
N.H. College Patacharkuchi

Field trip to Hahim: Assam-Meghalaya Border

Department of Education, N. H. College

Date: 11/01/2023

On the 11th of January 2023, 25 students of Department of Education, Nirmal Haloi College Patacharkuchi embarked on a field trip to the Hahim area located in the border between Assam and Meghalaya. The purpose of the trip was to explore the unique natural and cultural attractions of the area.

The journey started at 7 am from the college premises, and the students were accompanied by three teachers. The trip took approximately four hours to reach the place.

Upon reaching the Hahim area, the group proceeded to the nearby village, where they had an opportunity to interact with the locals and learn about their culture and traditions. The students were particularly fascinated by the unique architecture of the traditional houses.

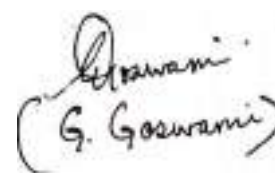
Later in the day, the group went on a trekking expedition to the nearby hills, where they were able to observe the lush vegetation and beautiful waterfalls.

Overall, the field trip was a great success, and the students were able to learn about the unique natural and cultural attractions of the Hahim area. The trip provided them with a valuable opportunity to experience a different way of life and appreciate the beauty of nature.



List of the students:

Name	Roll No.
1. Parash Nath	263
2. Nilkamal Medhi	331
3. Rahul Kalita	49
4. Sagorika Kalita	22
5. Marami Deuri	40
6. Hriday Medhi	86
7. Loni Choudhury	35
8. Dhanjit Nath	59
9. Priyam Sarmah	88
10. Mridul Kalita	216
11. Kapil Choudhury	149
12. Gitartha Medhi	171
13. Bishal Kakati	667
14. Rimjim Das	537
15. Rima Nath	196
16. Jyotiparna Sarma	430
17. Partha Boro	381
18. Hipjul Ali	437
19. Farmin Ahmed	123
20. Dikshita Pathak	255
21. Nisha Pathak	78
22. Hiramoni Choudhury	89
23. Lipika Boro	48
24. Nitumoni Khtaniar	37
25. Manash Pratim Kaushik	663



Signature of the HOD

H.O.D. Education
N.H. College Patacharkuchi

HOME ASSIGNMENT

Name → Sri Primsim Deka

Subject → Education (DSE)

Paper → EDU-HE-6036

class Roll No → 130

Registration No → 19030914

CU Roll No → UA-191-134-0438

class → BA 6th Semester

Session → 2017-18

Q: শৈক্ষিক ব্যবস্থাপনার উদ্দেশ্যসমূহ কি কি? (10)

Ans: শৈক্ষিক ব্যবস্থাপনা হচ্ছে এক বহুমুখী কার্যকলাপ হৈছে এক সামাজিক অধিষ্ठा যিয়ে নির্ধারিত উদ্দেশ্যসমূহ কার্যকরী করার বাবে অন্যান্য সকলের সহযোগিতা, অংশগ্রহণ হস্তক্ষেপ অথবা জড়িত হৈ থাকার দিমার্গিক বিশিষ্ট করার ওপরও গুরুত্ব প্রদান করে। শিক্ষা ব্যবস্থাপনার মূল উদ্দেশ্য হৈছে সঠিক সময়ত সঠিক ছানত সঠিক ব্যবহার প্রদর্শন করা। এই উদ্দেশ্য সমূহ কার্যকর করে মানব সম্পদ বহুত সম্প্রদায় লগতে নির্দিষ্ট উদ্দেশ্য আগত বারি ভিন্নতর একত্রিকরণর দ্বারা শিক্ষা ব্যবস্থাপনার সঠিক লক্ষ্য আহরণ কার্যকর পাৰি। শিক্ষা ব্যবস্থাপনার উদ্দেশ্য মূলত দুটা দিশৰ ওপরও গুরুত্ব দিয়া হয় যেনা মূল - সমাজ আৰু ব্যক্তি। শিক্ষার মূল লক্ষ্যত উপনীত হবৰ বাবে শিক্ষানুষ্ঠান বা প্রতিষ্ঠান সমূহ নিজকে নিজকে দায়িত্ব আৰু কর্তব্য সুচাৰুৰূপে পালন কৰায়েবেই হৈছে শিক্ষা ব্যবস্থাপনার মূল উদ্দেশ্য।

শিক্ষা ব্যবস্থাপনার উদ্দেশ্যসমূহ তলত দিয়া বিধে স্থলে স্থলে কার্যকর পাৰি -

- i) শৈক্ষিক লক্ষ্য আহরণৰ বাবে পৰিকল্পনা প্রস্তুত করা:
- শৈক্ষিক লক্ষ্য আহরণৰ বাবে সংগঠন প্রতিষ্ঠা ইয়াৰ সাংগঠনিক দিশ আৰু ই সংগঠনৰ লগত জড়িত বিভিন্ন

HOME ASSIGNMENT

বিষয় :- কৈলোৰ কালৰ বিকল্প
সম্বন্ধে আলোচনা কৰা

SESSION - 2018 - 19

Name :- Phume mani Das

class :- B.A 2nd Sem

Roll no :- 156

Exam roll no :- UA-211-134-0254

মানুষৰ জীৱনৰ চাৰিটা স্তৰৰ ভিতৰত কৈলোৰ কাল হৈছে
 তৃতীয়টো স্তৰ যাক অতি গুৰুত্বপূৰ্ণ কাল বুলি ক'ব পাৰি।
 জীৱনৰ ২২ বছৰ বয়সৰ পৰা ২৮ বছৰ বয়সলৈকে হৈ
 কালছোৱাক কৈলোৰ কাল বোলে। কৈলোৰ কালক
 হৈ বোলাত 'Adolescence' বোলে। এই 'Adolescence'
 শব্দটো লেটিন শব্দ 'Adolescere' শব্দৰ পৰা আহিছে।
 যাৰ অৰ্থ হৈছে 'To grow or to grow to maturity'
 অৰ্থাৎ বৰ্দ্ধন হোৱা

মনোবিজ্ঞানীসকলে এই কালছোৱাক
 জীৱনৰ এক জটিল তথা সংকটপূৰ্ণ কাল বুলি অভিহিত
 কৰিছে। এই কালছোৱাতেই শাৰীৰ-ছোৱাণীৰ জীৱনলৈ
 নানান শাৰীৰিক, মানসিক, আৱেগিক, সামাজিক,
 নৈতিক আদি পৰিৱৰ্তন সমূহ আহি পৰে। আমেৰিকাৰ
 চিন্তাবিদ ৰেগলি হলে কৈলোৰকালক পুঁমুহা আৰু
 পীড়নৰ সময় বুলি কৈছে। কৈলোৰ কালছোৱাত কালছোৱাৰ
 বৈশিষ্ট্যবিনাশে পুনৰ্জা লাভ কৰে। আৰু কৈলোৰকালৰ
 দৈৰ্ঘ্য মানসিক বৈশিষ্ট্য কিছুমান হৈ স্তৰত পুনৰাবৃত্তি
 হোৱা দেখা যায়। সেয়েহে কৈলোৰকালক 'বয়ঃসন্ধিকাল'
 বুলিবও কোৱা হয়।

মনোবিজ্ঞানী পিয়াজেৰ মতে, "মনোবিজ্ঞানিক
 দৃষ্টিতে কৈলোৰকালক হৈছে সেই বয়স, যেতিয়া
 ব্যক্তিয়ে প্ৰাপ্তবয়স্ক ব্যক্তিৰ সমাজৰ লগত সংহতি
 লাভ কৰে।"

A STUDY ON THE ROLE OF AUDIO-VISUAL AIDS IN THE CLASSROOM OF SECONDARY SCHOOL

SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE
6th SEMESTER, B.A. IN EDUCATION

OF

GAUHATI UNIVERSITY



Munmun Medhi
27/5/16

Under the Guidance
Mr. Sadananda Das
Dept. Of Education

Munmun Medhi
Submitted by
Munmun Medhi
Roll: A-15134 No. 0036
Regd No. 109331 of 2015-16

CERTIFICATE FROM THE SUPERVISOR

This is to certify that the Project Report entitled ' A Study on the role of Audio-Visual Aids in the classroom of Secondary School' submitted to Gauhati University in Partial Fulfilment for the award of B.A. in Education is an original work carried out by Munmun Medhi, Roll A-15134 No. 0036 under the supervision of Mr. Sadananda Das.

The matter embodied in this Project is a genuine work done by the student and has not been submitted either to this University/Institute for the fulfilment of the requirement of any course of study.

Munmun Medhi.

Signature of the Learner

*Dr. S. Das
25/4/18*

Signature of the Supervisor

Name of the study centre

Nirmal Haloi College, Patacharkuchi

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Chapter	Name of the chapter	Pages No.
1.	Identification of the Problem/Topic	1 - 14
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4.	Writing the hypotheses	19
5.	Filed indentification scope and delimitations	20
6.	Nature of information/data required their sources	21 - 24
	Collection and organization of data, analysis and drowing conclusion	25 - 26
	Reporting	27 - 30
	Appendix Questionnair for Authority	

Topic - A study of the role of Audio visual aids in the class room of Secondary school.

Introduction

Education is necessary for everyone. Education is very important, without Education no can lead a good life, Teaching and learning are the important element in education. The teacher use different methods and material to teach their students and their effective learning with the pages to time, different methods and techniques are entered in the field of education and teacher use different kind of aids to make effective teaching. Teaching aids arouse the interest of learners and help the teachers to explain the concepts easily. Undoubtedly, Audio visual aids those instruction aids which are used in the classroom to encourage teaching learning process.

Audio - Visual aids, Audio - visual material, audio - visual media, communication and

14
20

Assignment of Education

Name - Miss Majoni Begum .

Roll no - (421)

Year - 2022 .

College Name - Nirmal Haloi College

Subject - Meaning of vedic and
Buddhist Education and comparison
between the Buddhist and vedic
Education .

Clashed

ও 'বিদিকা' শিলা এবং 'বৌদ্ধ' শিলাও 'অম' 'ভিনি' 'হুয়া' 'শিলা' -
ব্যবস্থা 'মাজ' 'তুলনা' 'আপ' 'বহু' 'আ' ।

Ans: যেটা 'ও' 'ও' 'শিলা' 'ব্যবস্থা' 'সামগ্র' 'শ্মশিত' 'বিন্যাস' -
আছিল । 'এই' 'শিলা' 'ব্যবস্থা' 'শ্মশিত' 'অন্য' 'দেশ' 'লোক' -
আছিল । 'এই' 'শিলা' 'ব্যবস্থা' 'শ্মশিত' 'শিলা' 'প্রাচীন' 'কাল' ।
অন্য 'দেশ' 'লোক' - 'আছিল' । 'এই' 'ও' 'ও' -
'শিলা' 'ব্যবস্থা' 'বিদিকা' 'শিলা' 'বুলি' 'জনা' 'হয়' । 'প্রাচীন' 'পূর্ব' -
'৩০০' 'শতাব্দী' 'পূর্ব' '২০০০' 'শতাব্দী' - 'এই' 'সময়' 'দ্বারা' -
'বিদিকা' 'বুলি' 'কোথা' 'হয়' 'এই' 'প্রা: পূ: ২৪০০' 'ব' 'পূর্ব' -
'১০০' 'শতাব্দী' 'এই' 'সময়' 'দ্বারা' 'উই' 'বিদিকা' 'বুলি' -
'কোথা' 'হয়' ।

'বিদ' 'অর্থ' 'উৎপত্তি' 'সংস্কৃত' 'কথ' 'বিদ' 'পূর্ব' 'হয়' -
'অর্থ' 'হয়ে' 'জান' 'মন্ত্র' 'জালা' 'আলো' 'এই' 'ব্যক্তি' -
'বুলি' 'এই' 'সুখী' 'জীবন' 'আপন' 'বাক' 'ইয়া' -
'অর্থ' 'উৎপত্তি' 'কথ' 'বিদ' 'এই' 'এই' -
'জান' 'বিদিকা' 'কোথা' 'হয়ে' 'উৎপত্তি' 'এই' 'সময়' -
'কোথা' 'হয়ে' 'হয়' ।

স্বাক্ষর :- 'এই' 'উৎপত্তি' 'কথ' 'বিদ' 'এই' 'সময়' '২০০০' -
'এই' 'সময়' 'সময়' 'এই' 'সময়' 'এই' 'সময়' ,



Department of History
NIRMAL HALOI COLLEGE

PATACHARKUCHI::BARPETA::ASSAM::PIN-781326

NAAC Accredited 'B' in Cycle 2

Website :- www.nhcollege.ac.in

Field Study Report

Department Of History

Place:- Suraya Pahar, Historical Place in Goalpara District of Assam

Date: 23-11-2021

Suraya Pahar is Located about 12 Km south-east of Goalpara, about 132 Km North-west of Guwahati is a significant but relatively unknown Archaeological site in assam. The site is a Hilly terrain where several rock-cut Shivalinga, Votive stupas and devotes of Hindus. Buddhist and Jain pantheon are Scattered in an area at about 1 Km. Some scholars never referred to the accounts of famous Chinese traveler Huan Tsang to claim Sri Suraya Pahar, the ancient land of Pragjyotishpur. An academic one day tour was organized by the 5th Semester Students and Teachers.

Student Details are given below:-

Sl. No.	Roll Number	Name
1	099	Nikumani Nath
2	100	Chinmay Talukdar
3	359	Barasha Das
4	844	Jitumani Kalita
5	620	Jyotismita Devi
6	305	Dimpi Roy
7	122	Krishna Das
8	299	Dimpal Das



Field Trip Report

**Department of
History, NH
College,
Patacharkuchi,
Barpeta, Assam,
Pin: 781326
Date: 26/04/2023**

The Department of History at NH College organised a highly informative Academic tour to Guwahati, Assam, with the esteemed presence of the Head of Department cum Associate professor, Dr. Tapan Kalita, and Assistant Professor Sarmistha Borah. The tour attended by seven enthusiastic students who are also pursuing certificate course of Heritage management under the department and aimed to provide a comprehensive understanding of Assam's historical and cultural significance through visits to various renowned historical sites.





The Academic tour commenced with a visit to the Assam state Museum. The museum showcased an extensive collection of antiquities, paintings, sculptures, and manuscripts, allowing the students to developed their sense into the history and heritage of Assam. The Museum authority invited Dr. Kalita and Mrs. Borah to the office and appreciated their visit. The group then proceeded to the Umananda temple, situated on the picturesque Peacock Island in the Brahmaputra River. The mountain on which the temple has been built is known as Bhasmacala. It was built in 1694 CE in the order of King Gadadhar Singha but was broken down by an earthquake in 1867.

A visit to the Doulgovinda Temple followed, where students explored the intricacies of its architecture and the religious practices associated with it. Doul Govinda temple is one of the important temples of Kamrup, Assam. It is situated on the northern banks on the foothills of Chandra Bharati hill at Rajaduar, North Guwahati. The temple is mainly devoted to Lord Krishna. The Temple is known for its Holi celebrations in the month of February-March. The group also visit to the Sukreswar Temple, is an important Shiva temple in the state of

Assam. The temple is located on the Sukreswar or Itakhuli hill on the south bank of river Brahmaputra in the Panbazar locality of Guwahati city. It has one of the largest Lingam of lord Shiva. It is believed to be constructed in 1744 by Ahom king Pramatta Singha. King Rajeswar Singha who also promoted the cause of the Siva cult made financial provisions for the Sukreswar Temple in 1759.

The academic tour also included a visit to the Kamarupa Anusandhan Samiti, where the students learned about the ongoing efforts in preserving and promoting Assam's cultural heritage. The Kamarupa Anusandhan Samiti (Assam Research Society) is the oldest research institution in Northeast India, which was established on the year 1912 at Kamakhya with a view to working in the field of antiquarian study and research, particularly on the subject of History, Archaeology, Anthropology, Culture etc. Noted that Dr. Gajen Adhikary, secretary of Kamrup Anusandhan Samiti, later tweeted that "A group of N.H. College, Patacharkuchi visited KAS as a part of their Academic tour. They were led by Dr. Tapan Kalita, HOD, History Dept. Of the College. They were highly inspired knowing the works of the KAS. We wish their Bright future. Also, thanks to Dr. Kalita for his initiative. We request the other colleges also to take the same initiatives."



To conclude the tour on a delightful note, the students enjoyed ropeway riding, offering them breathtaking aerial views of Guwahati's landscape and the majestic Brahmaputra River. Such academic tours play a vital role in fostering a deeper passion for history and cultural exploration among students.

SL. NO.	STUDENTS NAME.	ROLL NO
1.	Nikumani Nath.	099
2.	Chinmay Talukdar.	100
3.	Dimpal Das.	299
4.	Dimpi Roy.	305
5.	Barasha Das.	359
6.	Jyotismita Devi.	620
7.	Jitumani Kalita.	844



Tapaswathi

Signature of HOD

H.O.D., History
N.H. College, Patacharkuchi

স্নাতকলয় অর্বিয়ন

বিষয়: "আমাৰ সাঁওৰ- উল্লেখযোগ্য
ঘটনাব- সাক্ষাৎ কাৰ্যজিষ্ঠিক
প্ৰতিবেদন"



তত্ত্বাবধায়ক: বুৰঞ্জী বিভাগ, নিৰ্মল শালৈ
মহাবিদ্যালয়, পাটাত্ৰাবকুছি

প্ৰদত্তকৰ্তা

নাম: শ্ৰীমতী শাৰিকা গোস্বামী

কোল নং: UA-211-134-0224

কৰজিষ্ট্ৰেচন নং: 21017362

বিষয়: ইতিহাস (HIS-SE-4014)

চতুৰ্থ স্নাতকসিক, দ্বিতীয় বৰ্ষ

নিৰ্মল শালৈ মহাবিদ্যালয়, পাটাত্ৰাবকুছি

২০২৩ ইং চন

১৭
২০
Sera
29/04-23

পাঠনি

শুভাশাৰী বিশ্ববিদ্যালয়ৰ স্নাতক চতুৰ্থ মাধ্যমিকৰ
অধ্যয়নকালৰ নিৰ্দেশ মতে "মই বাস কৰা গাঁওৰ
তিনিজন পুৰুষ আৰু তিনিগৰাকী মহিলাৰ সাহায্যে
লৈ তেওঁলোকে দেমা-পুনা ঘনোবোৰৰ দ্বাৰা এই
অকল্যাণটো স্বেচ্ছত কৰা হৈছে। বৰ্তমানলৈ এই
সাম্পূৰ্ণ তথ্যভিত্তিক আলোচনাসমূহ স্থানীয়লোকৰ
সুখত অৱগত হোৱা ঘনোবোৰৰ আলোকপাত
এই অকল্যাণ জৰিয়তে দাঙি ধৰিব এক অসম
কৰিবহেঁ। এই অকল্যাণটো স্বেচ্ছত কৰোঁতে আমাক
সকলো অকাৰে সহায়-সহযোগ্য আৰু উপদেষ্টা
আগবঢ়োৱা বাবে বুৰঞ্জী বিভাগৰ সুধক্ষী তথা
পৰমা অক্ষৰ শিক্ষাসুৰক্ষকলক নিয়বাদ জ্ঞাপন
কৰিবহেঁ। লগতে এই অকল্যাণটো স্বেচ্ছত কৰোঁতে
শিসকল সদাশয় ব্যক্তিয়ে সহায়-সহযোগিতা
আগবঢ়োৱে, তেওঁলোকৰে মই নিয়বাদ জ্ঞাপন
কৰিবহেঁ।

শেষত, অকল্যাণটো স্বেচ্ছত কৰোঁতে
কিবা জেটী বৈ গৈছে, তাৰ বাবে ক্ষমা বিচাৰি
এই অকল্যাণটো পৰীক্ষকৰ স্নাতক অৰ্পণ কৰা
হ'ল।

সূচীপত্র

- প্রথম অধ্যায় - - - - - প্রকল্পের বিষয়বস্তু
- দ্বিতীয় অধ্যায় - - - - - ইতিহাস আৰু প্ৰবাদ
- তৃতীয় অধ্যায় - - - - - কলা আৰু লোক-
সংস্কৃতি
- চতুৰ্থ অধ্যায় - - - - - অসুবিধা আৰু
ই-সংস্কাৰ
- পঞ্চম অধ্যায় - - - - - শিক্ষা ব্যৱস্থা
- ষষ্ঠ অধ্যায় - - - - - সামগ্ৰণি



সামাজিক

এই সামাজিক কাণ্ডের জটিলতায় আমি
 গাঁও সম্বন্ধীয় লেখনা কথায় জানিবলৈ
 সক্ষম হই। গাঁওখনের ঘাটী মকর বর্তমানের
 কিছুমান অক্ষয়বিশ্বাস আর-কু-সংস্কারের
 বহুখণ্ডে জানিব পাওঁ। আরও ঘাটীখণ্ডে বহুখণ্ডে
 জানিব পাওঁ। গাঁওখনের আরও খুলনাও
 আনন্দিক, সাংস্কৃতিক, ঐতিহাসিক, অর্থনৈতিক,
 বৈদিক-শাসিতবৈদিক আদি কথায় কথায় সুবিধা
 পাওঁ। লগতে আনন্দিকাত্মিক দর্শনের পথ
 জানিব পাওঁ যে গাঁওর অক্ষয়বিশ্বাস, কু-
 সংস্কারের সমাজখনের পথ আঁতড়াই জানিবলৈ
 হইলে আমি আমার সমাজখনের শিক্ষার
 দিকটো আরওগোঁ নি মানুহের মনসিক
 পরিষ্কার সুস্থিতের গাঁও কু-দিশা টেটিক। তেতিয়াহে
 গাঁওর উন্নয়ন আর ভালকৈ দেখা মায়।
 লগতে গাঁওর কৃষি-সংস্কৃতি, পঞ্চমতাসমূহ
 আমি লব-অক্ষয়ই সমাজ আর গুণের নি জাতি
 ওজন কতি মায় লামি। গাঁও বর্তমান
 "সিনিয়র বাল কুৎসেবিত" মিলেপ লগৎ করায়
 আমার আভিলাষ যৌতের বিষয়।

Search
 29/04/23

ষষ্ঠ অধ্যায়

বিষয়বস্তু সম্বন্ধে প্ৰাপ্ত তথ্য

ডুবি দেৱালয়ৰ ঐতিহাসিক পটভূমি:- ডুবীৰ শ্ৰী শ্ৰী পৰিহৰেশ্বৰ দেৱালয়খন অসমৰ শৈৱ পীঠ সমূহৰ ভিতৰত প্ৰাচীন, ঐতিহ্যপূৰ্ণ আৰু জ্যোত্স্বৰ্ণিত আন্যতম দেৱালয়। অসমৰ বৰপেটা জিলাৰ বড়ালী মহকুমাৰ অন্তৰ্গত পাটকালা নগৰৰ পৰা প্ৰায় ৩ কিলোমিটাৰ দক্ষিণে ঐতিহ্যপূৰ্ণ ডুবি গাওঁত অৱস্থিত। এই ডুবি গাওঁখনৰ নামেৰে এই দেৱালয়খনক ডুবি দেৱালয় বুলি কোৱা হয়। কিন্তু ইয়াৰ প্ৰকৃত নাম হৈছে শ্ৰী শ্ৰী পৰিহৰেশ্বৰ দেৱালয়। এই ডুবি গাওঁত অসমৰ অন্যান্য আটকলিগমন দেৱালয়ৰ ভিতৰত স্নায়ো পামনাৰ বিখ্যাত জ্ঞান পৰিহৰেশ্বৰ দেৱালয়পৰিষ্টিত ইয়াৰ ঐতিহাসিক পটভূমি অনেক পুৰণি। ভাস্কৰ্য্যৰ ডুবীৰ ভাস্কৰ মণিলৈ এই ঠাইখনৰ বৈশিষ্ট্য আৰু প্ৰাচীনতা প্ৰমাণ কৰে। বাণভট্টৰ স্মৰণিত আৰু ভাস্কৰ বৰ্মনৰ ৪ ডুবীৰ ভাস্কৰ্য্যৰ পৰা বৰ পৰা মামু মে ভাস্কৰ বৰ্মা আছিল একান্ত শিৱভক্ত। হিউৱেন চাঙৰ ভাষাত পোৱা মামু মে ভাস্কৰ বৰ্মাৰ ৰাজত্ব কালত (৬০০-৬৫০) ত কামৰূপৰ মানুহে বিভিন্ন দেৱ-দেৱীক পূজা কৰিছিল। দেশত ম ম দেৱ মন্দিৰ প্ৰতিষ্ঠিত হৈছিল।

সূচীপত্র

প্রথম অধ্যায় - - - - - প্রকল্পের বিষয়বস্তু

দ্বিতীয় অধ্যায় - - - - - ঐতিহাসিক উদ্দেশ্য
ক) জার্মান উদ্দেশ্য
খ) বিশেষ উদ্দেশ্য

তৃতীয় অধ্যায় - - - - - প্রকল্পের সৈতে জড়িত

চতুর্থ অধ্যায় - - - - - সমাল

পঞ্চম অধ্যায় - - - - - অনুসন্ধান পদ্ধতি

ষষ্ঠ অধ্যায় - - - - - বিষয়বস্তু সম্বন্ধে

সপ্তম অধ্যায় - - - - - সাক্ষরিত ।

পাতনি

"ডুবি দেৱালমুৰ ঐতিহাসিক গ্ৰন্থপৰ্য্য" নামৰ এই একমুঠো পুৰাতাত্ত্বিক বিশ্ববিদ্যালয়ৰ দ্বাৰা তৃতীয় শ্ৰাৱণমাসৰ প্ৰথমৰ পৰা নিৰ্দেশ হিচাবে এক প্ৰকল্প আৰম্ভ কৰা হৈছে। এই প্ৰকল্পৰ অধীনত ডুবি দেৱালমুৰ আৱিষ্কাৰৰ লগত বৰ্তমানলৈ এক সামগ্ৰিক আৰু বিস্তৃত আলোচনা আৰম্ভ কৰি পোৱা সমস্ত গৱেষণা গুণৰ লগত নিৰ্ভৰ কৰি এই প্ৰকল্প কৰিছে। এই কাৰ্যত আমাৰ সকলো প্ৰকাৰে সহায় আৰু উপদেশ আগবঢ়োৱা বাবে আমাৰ বুৰঞ্জী বিভাগৰ মুৰব্বী আৰু শিক্ষক সকলোৰে কৃতজ্ঞতা জনাইছো। বিভিন্ন সময়ত পুৰাতাত্ত্বিক আৱিষ্কাৰৰ বাবে আমাৰ বুৰঞ্জী বিভাগৰ শিক্ষক আৰু শ্ৰমিক সকলৰ কলিতা চাবলৈ কৃতজ্ঞতা জনাইছো। এই প্ৰকল্প আৰম্ভ কৰোঁতে আমাৰ সকলো সদস্যৰ ব্যক্তিক সহায় কৰিছে। এই সকলো ব্যক্তিক বিন্যাস আৰু প্ৰশংসা কৰিছো।

শেষত আমাৰ অনিচ্ছাকৃত ভুল ত্ৰুটিৰ বাবে ক্ষমা-মাৰ্জনা বিছাৰি পৰামৰ্শ দিয়াৰ বাবে হাতত প্ৰণামৰ বাবে ইয়াৰ উপস্থাপনা কৰা হৈছে।

বজালী জিলাৰ অন্তৰ্গত ডুব্বিৰ

প্ৰাচীনতম শ্ৰীশ্ৰী পৰিহৰেশ্বৰ দেৱালয়



গুৱাহাটী বিশ্ববিদ্যালয়ৰ স্নাতক দ্বিতীয় বৰ্ষৰ
তৃতীয় ষান্মাসিক ৩০১৪ প্ৰশ্ন কাকতৰ ক্ষেত্ৰ ভিত্তিক
অধ্যয়নৰ প্ৰকল্প

প্ৰস্তুত কৰ্তাঃ

গৰিমা বৰ্মন

বুৰঞ্জী বিভাগ

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Department of Philosophy
NIRMAL HALOI COLLEGE

PATACHARKUCHI::BARPETA::ASSAM::PIN-781326

NAAC Accredited 'B' in Cycle 2

Website :- www.nhcollege.ac.in

Field Trip

Department of Philosophy

Place:- Sri Sri Shiva Than, Shantiniketon, Jana Sewa Ashram, District- Barpeta

Date:- 13/08/2021

Sri Sri Shiva Than Shantiniketon Jana Sewa Ashram was established at village Jalikhata in Barpeta District under a Dhop Tree which is the biggest tree in Asia. This Than is situated at the distance of 6 Km from Patacharkuchi. It is situated near river Kaldia. In 1934 a meeting was organized under the Chairmanship of Late Banikanta Choudhury and it was decided to worship Shiva on Shiv Chaturdashi. There is almost 4 Bighas of land in the Than. The Dhop Tree has been surrounding many plants. The teachers and students of Philosophy departments of 4th Semester(H) went to the place for a field study on 13-08-2021.

Topic : The Festivals of Parihareswar Devalaya and the Necessity of the Festivals.

Sl. No	Roll Number	Name of Students
1	95	Mitali Thakuria
2	91	Mamee Roy
3	312	Dimpal Das
4	242	Himangshu Das
5	49	Dhanjit Kalita
6	313	Dolimani Kalita
7	209	Mousumi Das
8	204	Kanika Deka
9	240	Chinmay Sarma
10	12	Prakash Das



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REPORT ON FIELD TRIP

DEPARTMENT OF POLITICAL SCIENCE

PLACE- KALIBARI THAN, JALIKHATA, DIST- BARPETA

DATE- 20-04-2019

On 20th April, 2023, A field trip to KALIBARI THAN was organised for BA, 6th Semester, Dept of Political Science, Nirmal Haloi College, Patancharkuchi.

Significance of the place- Jalikhata (also popularly known as Kalibari Than): This place houses a shiva temple and the famous banyan tree, believed to be 208 years old, is one of the oldest living banyan trees in India. The banyan tree is spread over four bighas of land and people believe it is also the largest tree in the Asian sub-continent on the bank of Kaldia River at Jalikata. This spot has become an attraction for nature lovers, students and spiritual people who throng the area throughout the year.

Purpose of the trip-The purpose was to explore the natural scenario of the area as well as to make the students aware of socio-cultural setting in the areas.

On reaching the spot, the students first took their breakfast at Kalibari, near the bank of Kaldia River. After having breakfast, the students went for **visiting the site** and later in the day, they went to take **an interview with the localities** to encounter their socio-cultural setting.

Remarks- Overall the field trip was a great success .It provides the students with a valuable opportunity to experience different kind of species and appreciates the beauty of nature.

List of names of students with roll no. went to field trip are as follows:-

SL.NO	Name	Class Roll no
1	Priyanka Das	05
2	Priyanka Das	27
3	Sourav Bejboruah	15
4	Barasha Lahakar	457
5	Tanmay Thakuria	09
6	Jutismita Kalita	25
7	Kashmiri choudhury	271
8	Nandita Choudhury	68
9	Kangkana Sarania	55
10	Trishna Das	665
11	Himakshi Sarania	18
12	Rakesh Roy	24
13	Nayan Das	145
14	Gagan Roy	29
15	Kartik Roy	413

Signature of Principal

Principal
Nirmal Haloi College
Patancharkuchi

Signature of HOD

H.O.D.
H.O.D., Political Science
N.H. College, Patancharkuchi

REPORT ON FIELD TRIP
DEPARTMENT OF POLITICAL SCIENCE
PLACE - MANAS NATIONAL PARK, DIST- BARPETA
DATE- 02-02-2023

On 2nd February, 2023, A field trip to Manas National Park was organised for BA, 6th Semester, Dept of Political Science, Nirmal Haloi College.

Significance of the place-

Manas National Park is situated in the Himalayan foothills, it borders the Royal Manas National Park in Bhutan. The Park is known for its rare and endangered endemic wildlife such as the Assam roofed turtle, hispid hare, golden langur and pygmy hog. It is also famous for its population of the wild water buffalo. It is considered as UNESCO World Heritage Site.

Purpose of the trip-

The purpose was to explore the natural scenario of the area as well as to make the students aware of various species inhabited in the areas.

On reaching the spot, the students first took their breakfast at Mathanguri, near the bank of Manas River. After having breakfast, the students went for **boating** and later in the day, they went to take **jeep sawari** to encounter various kind of species. **A talk on Manas National Park and ethics of Wildlife Conservation** was delivered by D.Boro, Officer on Special Duty, MNP.

Remarks-

Overall the field trip was a great success. It provides the students with a valuable opportunity to experience different kind of species and appreciate the beauty of nature.



List of names of students with roll no. went to field trip are as follows:-

SL.NO	Name	Class Roll no
1	Pankil Talukdar	200
2	Nekibur Rahman	143
3	Riju Deka	261
4	Amarjyoti Kalita	22
5	Angsuman Kakati	572
6	Barnali Das	106
7	Kashmiri choudhury	271
8	Siya Das	419
9	Juri Roy	585
10	Trishna Das	665
11	Priyanka Das	616
12	Barasha Lahkar	457
13	Nikumani Das	145
14	Gitumani Rajbongshi	20
15	Debasis Kalita	413



Signature of Principal

Principal
Nirmal Haloi College
Patacharkuchi



Signature of HOD

H.O.D., Political Science
N.H. College, Patacharkuchi

STUDENT'S AID

BIG RIVER DAM.

COMPILED BY:

Department of Political Science
Nirmal Haloi College, Patacharkuchi

Patacharkuchi-781326

Year : 2018 - 19

বহুমুখী নদী নিয়ন্ত্ৰণৰ নীতিৰ প্ৰসংগত

ভোগেশ্বৰ দত্ত

ভাৰতৰ অন্যতম অংগবাক্য। অসম। আমৰ এই ৰাজ্যখন প্ৰাকৃতিক সম্পদসেৱে চহৰী। ইয়াত অধিকৃত হৈছে আধুনিক বিশ্বৰ অন্যতম মূল্যবান সম্পদ থাকৰা তেল আৰু প্ৰকৃতিক গেছ। চাহৰ উৎপাদনৰ ক্ষেত্ৰত অসম বিশ্ববিখ্যাত। তাৰ উপৰি কয়লা, কাঠ-বাঁহ-বেত আদিও ৰাজ্যখনত আছে। সবাকোপৰি অসমৰ ব্ৰহ্মপুত্ৰ, বৰাক, সোৱণশিৰি কেইটা প্ৰধান প্ৰধান নদীসমূহে ভাৰতৰ মুঠ জলসম্পদৰ চক্ৰিহ শতাংশ বহন কৰে। জলসম্পদে আধুনিক বিশ্বৰ বহুমুখী উৎপাদনবিধিৰ এক মূল্যবান সম্পদ। এনে সম্পদক উন্নত বিজ্ঞান আৰু প্ৰযুক্তিৰ বহুবিধ প্ৰয়োগেৰে সুস্থিৰীকৰণ নিয়োজনক স্থায়ীকৰণৰ পৰিচালনা কৰাৰ প্ৰয়োজন। বৰাকৰ প্ৰকল্পৰ ক্ষেত্ৰত ৰাজনৈতিক মনোযোগ দিয়া নাই। আজকাল অসমৰ কেৱল নদীপৰীয়া কৃষিজীৱী বাইকেই নহয়, ৰাজ্যখনৰ কৃষি, শিল্প, ব্যৱসায়-বাণিজ্য, শিক্ষা, স্বাস্থ্যসেৱা, যোগাযোগ আদি বিভিন্ন ক্ষেত্ৰত জনপ্ৰিয় পীড়নত অৱস্থিত হৈ আছে। অসমৰ ব্ৰহ্মপুত্ৰ, বৰাক আৰু গুৱাহাটী উপনদীসমূহৰ গৰাখহনীয়াই হাজাৰ হাজাৰ বিঘা কৃষিক্ষেত্ৰ জলমুক্ত কৰিছে। নৈপৰীয়া বহু কৃষিক্ষেত্ৰত নদীৰ বায়ে বৰি পেলাই কৃষিৰ অনুপযোগী কৰি তুলিছে। ফলত বহু উপযুক্ত বিধি জলসম্পদ অসমৰ আৰ্থ-সামাজিক জীৱনত 'মুখৰ চকুতো' হৈ আহিছে। নদীমাতৃক অসমৰ অধিবাসী লোকসকলে তিতা-ৰেঁহা অভিজ্ঞতাৰ ভিত্তিত যোগ্য শক্তিকাৰ সত্তৰৰ নশকতে অসমৰ বান আৰু খহনীয়া ৰোধৰ বাৰীত কৃষক সজা, যুৱক সংঘ, ছাত্ৰ ফেডাৰেশ্বন, কমিউনিষ্ট আৰু ছ'চিয়েলিষ্ট পাৰ্টিয়ে ৰাজ্যজুৰি জনমত গঠনত আত্মনিয়োগ কৰিছিল। ৰাজ্যখনৰ অশাসকীত বল-সংগঠনসমূহে তুলি ধৰা গণনাৰীৰ ন্যায্যতা শাসক কংগ্ৰেছ ৰূপ নেতৃত্বত প্ৰধান অংগণা স্বীকাৰ কৰিছিল। সেয়ে ৰাজ্যখনৰ শাসকীত-অশাসকীত বল-মত সংগঠন, শক্তি-ব্যক্তি নিৰ্বিশেষে আটাইয়ে সহমত গঠন হৈছিল অসমৰ প্ৰধান প্ৰধান নদীসমূহৰ বহুমুখী নিয়ন্ত্ৰণৰ প্ৰকল্পটো। অসমৰ ৰাজ্যৰ উন্নয়নৰ বাবে শ্ৰীৰ ন্যায্যতা ৰাষ্ট্ৰ শাসকবৃন্দই স্বীকাৰ কৰিছিল। এইক্ষেত্ৰত সেই সময়ৰ বহুমুখী প্ৰয়াত বিলাক প্ৰশাসক চৰিত্ৰৰ সন্নিবিষ্ট কৃষিকৰক কোনেও পায়নি নেহেৰে।

সেয়ে এটা অৱস্থাৰ স্বেচ্ছাকৃত ১৯৮০ চনত সংসদত ব্ৰহ্মপুত্ৰ নিয়ন্ত্ৰণ আইন গৃহীত কৰিছিল। এই আইনৰ আধাৰতে ব্ৰহ্মপুত্ৰ বাৰ্ণ গঠন কৰা হৈছিল। কেন্দ্ৰীয় চৰকাৰে সেই সময়ত গ্ৰহণ কৰা বহুমুখী নদী নিয়ন্ত্ৰণ নীতিৰ আধাৰতে কেন্দ্ৰীয় জলসম্পদ মন্ত্ৰালয়ৰ অধীনস্থ ব্ৰহ্মপুত্ৰ বাৰ্ণ ব্ৰহ্মপুত্ৰ, বৰাক, সোৱণশিৰি,

পাণালিয়া নদীৰ বহুমুখী নিয়ন্ত্ৰণৰ উদ্দেশ্যে বহল ভিত্তিত নীচমাৰী সমন্বিত প্ৰকল্পৰ অঁচনিও প্ৰস্তুত কৰিছিল। কিন্তু উক্ত বহুমুখী প্ৰকল্পসমূহ কাৰ্য্যকৰণৰ বাবে প্ৰয়োজনীয় পুঁজি আৱণ্টনত কেন্দ্ৰীয় চৰকাৰে ৰোহকা-নিছলা কৰি থকা অৱস্থাতে নিৰীত গঠন কৰা সংযুক্ত মতৰ চৰকাৰক কংগ্ৰেছে দি অহা সময়ত প্ৰত্যাহাৰ কৰাৰ অকাণ্ডে কেন্দ্ৰত সংযুক্ত মতৰ চৰকাৰে পদত্যাগ কৰিবলৈ বাধ্য হয় আৰু ১৯৯৮ চনত বিজেপি-নেতৃত্বত

কেন্দ্ৰীয় চৰকাৰে বহুমুখী নদী নিয়ন্ত্ৰণ নীতি পৰিত্যাগ কৰি কেৱল বিজুলী উৎপাদনৰ নীতি গ্ৰহণ কৰাত অসমবাসী বাইজৰ স্বল্পত সমস্যা বানখহনীয়া ৰোধ, খেতিৰ পথাৰত জলসিঞ্চনৰ বাৰস্থা এহাতে ৰহিত হ'ল। আনহাতে এন এইচ পি চিয়ে প্ৰাসংগিক জলবিশেষজ্ঞ, ভূতত্ত্ববিদ, পৰিবেশবিদ, প্ৰযুক্তিবিদসকলৰ দ্বাৰা প্ৰকল্পৰ গ্ৰহণযোগ্যতা আৰু প্ৰয়োজনীয় সম্পৰ্কিত তথ্য তালৈ অধ্যয়ন-অনুসন্ধান নকৰি খৰখেদাকৈ বিজুলী উৎপাদন

কৰা অত্ৰুতপূৰ্ব উপহৰৰ ব্যক্তৰ অভিজ্ঞতাহ সৃষ্টি কৰা লখিমপুৰ-ধেমাজি-মাজুলীবাৰীৰ অল আশংক্যই সমগ্ৰ ৰাজ্যখনৰ সচেতন মহলৰ স্পৰ্শকাতৰ কৰি তুলিছে। ফলত বিভিন্ন সংগঠনে আন্দোলন বঢ়ি তুলিছে। ৰাজ্য চৰকাৰে জনমনত প্ৰচণ্ড আশংকা বুৰ কৰাৰ ক্ষেত্ৰত সহনশীল বিচাৰ-বিশ্লেষণৰ পৰিৱৰ্তে অকোম্বোজ অৱস্থান আৰু নিৰ্বিচাৰ ধমনমূলক ব্যৱস্থা জাপি বিয়াত বল-মত নিৰ্বিশেষে ৰাজ্যখন মনুৱে মন

কাৰ্য্যকৰণৰ সপক্ষত। এই বাৰৰ চিন্তাশীল লোকসকলৰ মতে আমৰ ৰাজ্যখনৰ লগতে দেশৰ অন্যন ৰাজ্যৰ আৰু তিলেশ্বৰে বিশেষজ্ঞসকলৰ দ্বাৰা সময় বিচাৰণ সাঙুৰি নিশাসমূহ পৰীক্ষিত অৱশ্যে-অনুসন্ধানৰ প্ৰয়োজন উপনীত নোহোৱা পৰ্যন্ত নামনি সোৱণশিৰি প্ৰকল্পকে পৰি প্ৰত্যবি-সকলো প্ৰকল্পৰ নিৰ্মাণৰ কাম তৰকাৰে স্থগিত ৰাখিব লাগে আৰু ৰাজ্যৰ নিৰ্বিচাৰ কৰকতে নীতি পৰিৱৰ্তনৰ উদ্দেশ্যে কেন্দ্ৰীয় চৰকাৰক ৰেঁচা মিহাটো অৰ্পিবলৈ কৰ্তব্য কৰাৰ পৰিচয় হৈছে।



এন এচ চৰকাৰে ৰাষ্ট্ৰৰ ক্ষমতাৰ চৰিত্ৰ-কৰ্তী হস্তগত কৰে আৰু পূৰ্বৰ চৰকাৰে গ্ৰহণ কৰা বহুমুখী নদী নিয়ন্ত্ৰণ নীতিত পৰিত্যাগ কৰি জলসম্পদৰ পৰা কেবল

প্ৰকল্প নিৰ্মাণ কৰিবলৈ ধৰাত ৰাজ্যখনৰ বিভিন্ন বিষয়ৰ বিশেষজ্ঞগণ আৰু নদীপৰীয়া পীড়িত বাইজৰ মনত কেন্দ্ৰীয় চৰকাৰে পূৰ্বে গ্ৰহণ কৰা

স্পৰ্শকাতৰ হৈ পৰিছে। কৃষ্ণ জনমত শেহৰীয়াভাৱে পুঁজি ব্যৱ পৰিলক্ষিত হৈছে। ইয়াৰ এটা দাব হৈছে চৰকাৰে পূৰ্বে গ্ৰহণ কৰা বহুমুখী

কেন্দ্ৰীয় চৰকাৰে বহুমুখী নদী নিয়ন্ত্ৰণ নীতি পৰিত্যাগ কৰি কেৱল বিজুলী উৎপাদনৰ নীতি গ্ৰহণ কৰাত অসমবাসী বাইজৰ স্বল্পত সমস্যা বানখহনীয়া ৰোধ, খেতিৰ পথাৰত জলসিঞ্চনৰ বাৰস্থা এহাতে ৰহিত হ'ল। আনহাতে এন এইচ পি চিয়ে প্ৰাসংগিক জলবিশেষজ্ঞ, ভূতত্ত্ববিদ, পৰিবেশবিদ, প্ৰযুক্তিবিদসকলৰ দ্বাৰা প্ৰকল্পৰ গ্ৰহণযোগ্যতা আৰু প্ৰয়োজনীয় সম্পৰ্কিত তথ্য তালৈ অধ্যয়ন-অনুসন্ধান নকৰি খৰখেদাকৈ বিজুলী উৎপাদন প্ৰকল্প নিৰ্মাণ কৰিবলৈ ধৰাত ৰাজ্যখনৰ বিভিন্ন বিষয়ৰ বিশেষজ্ঞগণ আৰু নদীপৰীয়া পীড়িত বাইজৰ মনত কেন্দ্ৰীয় চৰকাৰে পূৰ্বে গ্ৰহণ কৰা বহুমুখী প্ৰকল্প নিৰ্মাণ নীতি সলনি কৰা আৰু এন এইচ পি চিৰ খৰখেদা কৰ্মকাণ্ডত জনমনত প্ৰচণ্ড আশংকাই গ্যা কৰি উঠিল। ২০০৬-০৭ চনত বঙানদীৰ বিজুলী প্ৰজেক্টৰ পানীয়ে কৰা অত্ৰুতপূৰ্ব উপহৰৰ ব্যক্তৰ অভিজ্ঞতাহ সৃষ্টি কৰা লখিমপুৰ-ধেমাজি-মাজুলীবাৰীৰ মনৰ আশংকাই সমগ্ৰ ৰাজ্যখনৰ সচেতন মহলৰ মন স্পৰ্শকাতৰ কৰি তুলিছে।

বিজুলী উৎপাদনৰ নীতি গ্ৰহণ কৰে আৰু জলসম্পদ মন্ত্ৰালয়ৰ কৰ্তৃত্বক অকাৰিণ্য কৰি শক্তি সঞ্চৰ বিজুলী উৎপাদনৰ কৰ্তৃত্ব বিজেপি নেতৃত্বত কেন্দ্ৰীয় শাসক চৰাই অৰ্পন কৰে।

বহুমুখী প্ৰকল্প নিৰ্মাণ নীতি সলনি কৰা আৰু এন এইচ পি চিৰ খৰখেদা কৰ্মকাণ্ডত জনমনত প্ৰচণ্ড আশংকাই উৎপাদন, জলসিঞ্চন, খেতি, শিল্প-গা কৰি উঠিল। ২০০৬-০৭ চনত বঙানদীৰ বিজুলী প্ৰজেক্টৰ পানীয়ে

নদী নিয়ন্ত্ৰণ নীতি পুৰণি গ্ৰহণ কৰি বান নিয়ন্ত্ৰণ, গৰাখহনীয়া ৰোধ, বিজুলী উৎপাদন, জলসিঞ্চন, খেতি, শিল্প-উদ্যোগ ছাড়া, বিত্তম্ব খেতি পানী যোগানৰ একত্ৰিত বহল আঁচনি

নেতিবাচক নিশাবোৰক বাঢ়ুটি বৰি একমাত্ৰ আন্দোলন সংগঠিত কৰাৰ সপক্ষত আৰু কোনো ক্ষেত্ৰেৰে সমস্ত নদীবান্ধৰ দাব্যটোকে নবন্য কৰাৰ মনোভাৱ ব্যক্ত কৰিছে। দুই ৰাৰৰ চিন্তা-চৰ্চা আৰু কাম-কাজ সমাধাৰণভাৱে কিমান দিন বৰি চলিব? অসমৰ সংগামী শক্তি আৰু ৰাজ্যৰ ইতিমধ্যে প্ৰচুৰ ইতিবাচক-নেতিবাচক অভিজ্ঞতা সন্নিবিষ্ট হৈছে। সেয়ে সংগ্ৰহিত সকলো পক্ষই বহুবিধ অৱস্থান গ্ৰহণ কৰিবলৈ মনুৱনকৈ ডাবিবলৈ আমি মুকলি আহ্বান জনাইছোঁ।

সেয়ে নামনি সোৱণশিৰিত বৰি উত্তৰ-পূব ভাৰতৰ ভূখণ্ডত প্ৰস্তাৱিত নদীবান্ধনসমূহৰ তথ্য অধ্যয়ন-অনুসন্ধান কৰি একমাত্ৰ বিজুলী উৎপাদনৰ বাবে কেন্দ্ৰীয় চৰকাৰে গ্ৰহণ কৰা নীতি সংশোধন কৰি বহল জনস্বার্থৰ অনুকূলে বহুমুখী প্ৰকল্প গ্ৰহণৰ নীতি পুৰণি গ্ৰহণ কৰা হওক। আমৰ মতে বহুমুখী নদী নিয়ন্ত্ৰণ অসমৰ আৰ্থ-সামাজিক উন্নয়নৰ চৰিত্ৰ-কৰ্তী।

প্ৰশংগক্ৰমে আঙুলিয়াব পাৰি যে পঞ্জাবৰ ভাঙন নাওল বহুমুখী নদী নিয়ন্ত্ৰণৰ প্ৰকল্পই বাসিন্দা পঞ্জাব, হাৰিয়ানাৰু শাসা শামলা ভূখণ্ডলৈ কণ্ডিত কৰিছে। পঞ্জাব, হাৰিয়ানা, ব্যক্তান, হিমাচল, পিন্ধীক বিজুলী যোগান দি আধুনিক জীৱন পদ্ধতি গঢ়ি তোলাত অনবল অধিবাসী যোগাইছে। কৃষিজীৱী যোক, কুঠৰী বনোৱাণী, বাবৰাণীসকলৰ জীৱন ব্যৱস্থাৰ কাম উন্নত হৈছে। নদীবান্ধৰ ইতিবাচক নিশাসমূহক বিচাৰ-বিশ্লেষণ কৰি ব্যক্ত অৱস্থাৰ বহুমুখী নিয়ন্ত্ৰণ গ্ৰহণৰ জনতাবাৰী সংগামী শক্তিসমূহ ইতিবাচক হোৱা উচিত। জনপক ইতিবাচক কৰ আৰু জনগণৰ ইতিবাচক আন্দোলন সংগ্ৰামৰ মাধ্যমত জনকৰী নীতিত জনকৰী নীতিলৈ কণ্ডিত কৰাৰ পল আন্দোলনত বলমত-সংগঠন, শক্তি-ব্যক্তি নিৰ্বিশেষে বহল ভিত্তিত ইকান্ধ হোৱাৰ সময় আহি পৰিছে।

(লেখক ডি পি আইৰ অসম ৰাজ্যিক পৰিষদৰ সম্পাদক, ফোন ১ ৯৮-২৪৪৩৯০১০১)

NIRMAL HALOI COLLEGE,
PATACHARKUCHI



PROJECT

Paper Cutting

Topic : UKRAINE - RUSSIA CONFLICT

SUBMITTED BY

Students of B.A. 6th Semester

TDC 3rd Year

Department of Political Science

Nirmal Haloi College, Patacharkuchi



ONE YEAR OF WORLD-SHAKING WAR

WHEN RUSSIA INVADED UKRAINE ON FEBRUARY 24, 2022, ITS OBJECTIVE WAS NOT SIMPLY TO CAPTURE TERRITORY BUT TO EXECUTE A REGIME CHANGE IN UKRAINE. ONE YEAR LATER IT'S A STALEMATE, WITH NO END IN SIGHT. THOUSANDS OF SOLDIERS FROM BOTH SIDES HAVE LOST THEIR LIVES AND MILLIONS OF PEOPLE HAVE BECOME HOMELESS. NEW GLOBAL ALLIANCES ARE EMERGING DUE TO THIS WAR

THE TIMELINE

February 24, 2022

- Russian President Vladimir Putin announced invasion of Ukraine from the north, east and south

March 2022

- On March 7, Russia claimed control of the southern city of Kherson. Russian forces also seized the rest of the Kherson region and occupied Zaporizhzhia region, including the Zaporizhzhia Nuclear Power Plant
- On March 16, Russia bombed a theater in the strategic port city of Mariupol
- On March 29, Moscow announced the withdrawal of forces from Kiev and other areas

April 2022

- On April 19, warship Moskva, the flagship of the Russian Black Sea Fleet, was hit by Ukrainian missiles

May 2022

- On May 16, Ukrainian forces surrendered before Russian forces in Mariupol
- Mariupol's fall cuts Ukraine off from the Azov coast
- On May 18, Sweden and Finland submitted their applications to join NATO

June 2022

- US supplied HIMARS multiple rocket launchers to Ukraine
- On June 30, Russian forces decided to pull back from Snake Island

January 2023

- On January 10, Russia announced the capture of the NATO training base of Sidiya
- On January 14, Russia launched a wave of strikes on Ukraine's energy facilities in Dnipro

February 2023

- On February 28, US President Joe Biden made a surprise visit to Kiev

July 2022

- On July 22, Russia and Ukraine agreed to unlock the supplies of grain stuck in Ukraine's Black Sea ports, ending a deadlock that threatened global food security

August 2022

- On August 9, Kyiv's forces strike an air base in Crimea

September 2022

- On September 8, the Ukrainian forces launched a surprise attack in the northeastern Kharkiv region. Russia pulled back from the area
- On September 21, Putin ordered mobilization of 300,000 reservists
- On September 30, Putin signed decrees to annex the four regions of Ukraine

October 2022

- On October 8, a truck laden with explosives blew up on the bridge linking Russia with Crimea. Russia responded with missile strikes on Ukraine's power plants

November 2022

- On November 9, Russia announced a pullback from the city of Kherson

December 2022

- On December 21, Ukrainian President Zelenskyy visited the United States to secure Patriot air defense missile systems and other weapons

STUDENT'S AID

N.R.C.


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Year - 2020-21



 GPS Map Camera

Patacharkuchi, Assam, India

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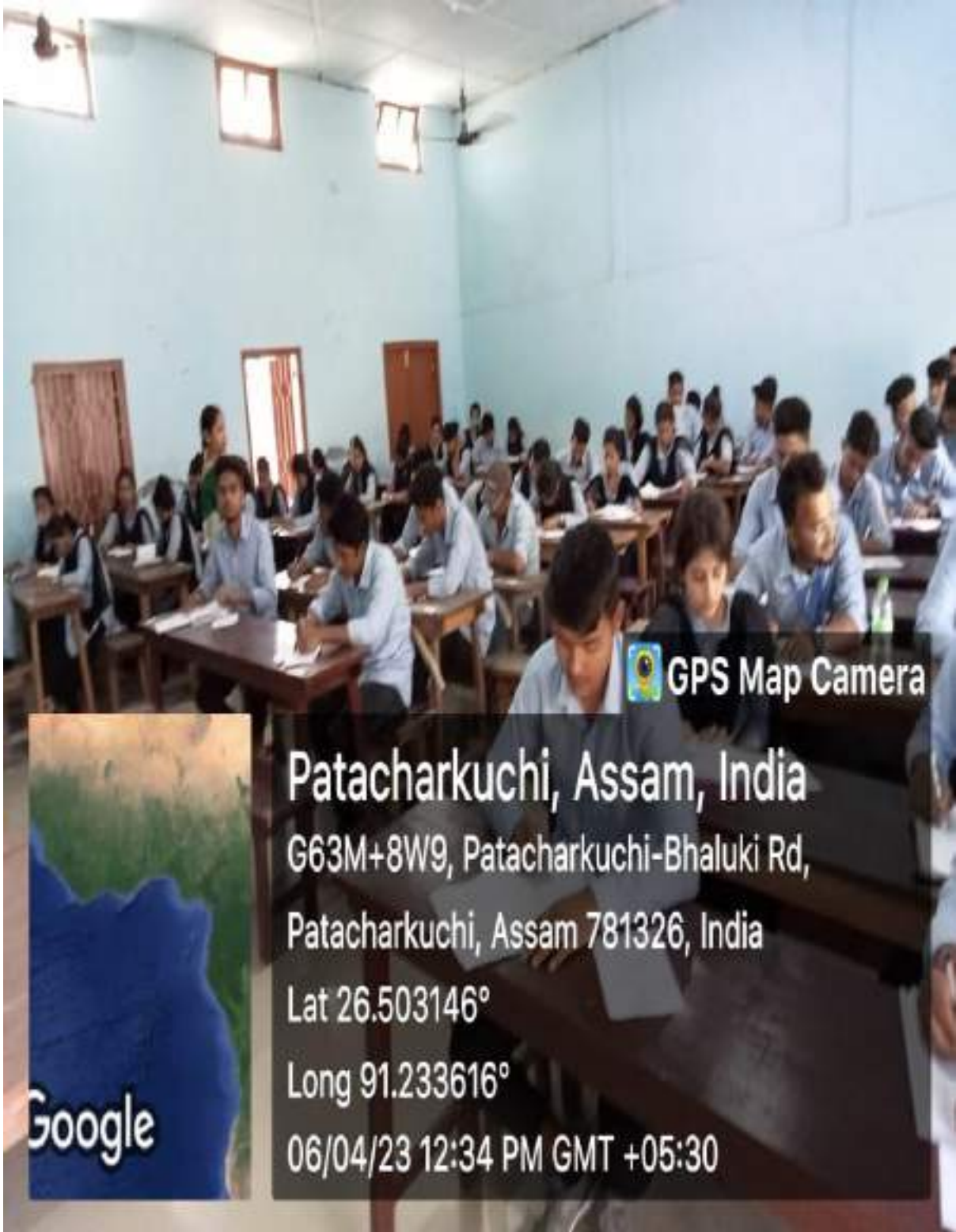
Patacharkuchi, Assam 781326, India


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