

# UNIT PLAN FOR THE SESSION 2022-2023

## DEPARTMENT OF EDUCATION

SL NO	CLASS	NAME OF FACULTY	UNITS DISTRIBUTED		CONTENTS	
1	HS 1 <sup>ST</sup> YEAR	Dr. Akbar Ali Ahmed	UNIT-4 & 5		Unit-4: Psychology and Education Unit-5: Physical Basis of Mental Life	
		Dhanada Mazumdar	UNIT-3 & 6		Unit-3: School and its Organization Unit-6: Bases and Direction of Human Behaviour	
		Abdul Rakib	UNIT-2		Unit-2: Stage of Human Development	
		Galib Hussain	UNIT-1 & 7		Unit-1: Concept and Aims of Education Unit-7: Primary Education in India and Assam	
2	HS 2 <sup>ND</sup> YEAR	Dr. Akbar Ali Ahmed	UNIT-1		Unit-1: Secondary Education in India and Assam	
		Dhanada Mazumdar	UNIT-3 & 7		Unit-3: Current Trends in Education Unit-7: Educational Statistics	
		Abdul Rakib	UNIT-4 & 5		Unit-4: Learning Unit-5: Memory and Forgetting, Attention and Interest	
		Galib Hussain	UNIT- 2 & 6		Unit-2: Non-Formal Education Unit-6: Mental Health and Hygiene	
B.A						
			PAPER CODE	NAME OF PAPER	UNITS	CONTENTS
3	BA SEM-I	Dr. Akbar Ali Ahmed	Major/ Minor	PRINCIPLES OF EDUCATION	UNIT-4 & 5	Unit-4: Discipline and Freedom Unit-5: Democracy and Education
		Dhanada Mazumdar	Major/ Minor		UNIT-1	Concept of Education
		Abdul Rakib	Major/ Minor		UNIT-3	Curriculum
		Galib Hussain	Major/ Minor		UNIT-2	Aims of Education
4	BA SEM-III	Dr. Akbar Ali Ahmed	EDU-HC-3016	Development of Education in India	-	
			EDU-HC-3026	Educational Technology and Teaching Methods	Unit-5	Lesson Planning and Micro Teaching <ul style="list-style-type: none"><li>Lesson plan –Its meaning and Importance</li><li>Types of Lessons- Knowledge Lesson, Skill Lesson, Appreciation Lesson</li><li>Herbartian Steps of Lesson Planning</li><li>Criteria of a good lesson</li></ul>



						plan <ul style="list-style-type: none"> <li>• Micro teaching-meaning and components</li> </ul>
			<b>EDU-HC-3036</b>	<b>Value and Peace Education</b>	<b>Unit-1,2 &amp;3</b>	<b>Unit-1:</b> <b>Value</b> <ul style="list-style-type: none"> <li>• Concept and characteristics of value.</li> <li>• Sources of values</li> <li>• Impact of globalization on culture and values.</li> <li>• Importance of values in human life</li> </ul> <b>Unit-2:</b> Types of values, their characteristics, functions and educational significance <ul style="list-style-type: none"> <li>• Core values.</li> <li>• Social values</li> <li>• Moral values</li> <li>• Religious and spiritual values.</li> <li>• Aesthetic values.</li> <li>• Personal values</li> </ul> <b>Unit-3:</b> <b>Value education</b> <ul style="list-style-type: none"> <li>• Concept, characteristics, Objectives and Importance of value education.</li> <li>• Value education at different stages – - Primary - Secondary - Higher education.</li> <li>• Role of teacher and family in imparting value education.</li> </ul>
			<b>EDU-HG/RC-3016</b>	<b>Guidance and Counselling</b>	<b>Unit-1</b>	<b>Introduction to Guidance</b> <ul style="list-style-type: none"> <li>• Meaning, objectives and scope of guidance</li> <li>• Need and principles of guidance</li> <li>• Types of guidance and their importance : Educational guidance, Vocational guidance, Personal guidance, Social guidance, Health guidance</li> </ul>
	<b>Dhanada Mazumdar</b>		<b>EDU-HC-3016</b>	<b>Development of Education</b>	<b>Unit-5</b>	<b>Recent Developments and programmes in Indian Education</b>

				<b>in India</b>		<ul style="list-style-type: none"> <li>• The National Knowledge Commission Report - Background and Recommendations</li> <li>• Report of the Committee to Advise on Renovation and Rejuvenation of Higher Education – Recommendations</li> <li>• National Curriculum Framework, 2005</li> <li>• Government Programmes of Education: SSA, RMSA, RUSA</li> <li>• Right to Education (RTE)</li> <li>• Quality Control of Higher Education: NAAC- Its Objectives and Roles.</li> </ul>
			<b>EDU-HC-3026</b>	<b>Educational Technology and Teaching Methods</b>	-	
			<b>EDU-HC-3036</b>	<b>Value and Peace Education</b>	<b>Unit-4 &amp; 5</b>	<p><b>Unit-4: Peace Education</b> Meaning, definition and characteristics of peace.</p> <ul style="list-style-type: none"> <li>• Importance of peace in human life.</li> <li>• Teacher's role in promoting peace.</li> <li>• Concept, need and characteristics of peace education</li> <li>• Curricular contents of peace education at different levels – Primary, Secondary and Higher Education</li> <li>• Strategies and skills in promoting peace education</li> <li>• Relevance of peace education in national and international context</li> </ul> <p><b>Unit-5:</b> <b>Challenges of Peace education and Role of Different Organisations</b></p> <ul style="list-style-type: none"> <li>• Challenges of peace</li> </ul>

						<p>education</p> <ul style="list-style-type: none"><li>• Role of national and international organizations for promoting peace education – - International Institute for Peace(IIP), - UNESCO, - International Peace Bureau (IBP), - UNO - UNICEF, - Global Peace Foundation(GPF), - Mahatma Gandhi Institute of Education for Peace and Sustainable Development.</li></ul>
		<b>EDU-HG/RC-3016</b>	<b>Guidance and Counselling</b>	<b>Unit-2</b>	<b>Introduction to Counselling</b> <ul style="list-style-type: none"><li>• Meaning, objectives and scope of counselling</li><li>• Need and principles of counselling</li><li>• Types of counselling : Directive, Non-directive and Eclectic counseling</li><li>• Relation between Guidance and Counselling</li></ul>	
	<b>Abdul Rakib</b>	<b>EDU-HC-3016</b>	<b>Development of Education in India</b>	<b>-</b>		
		<b>EDU-HC-3026</b>	<b>Educational Technology and Teaching Methods</b>	<b>Unit-1,2,3,&amp;4</b>	<b>Unit-1:</b> <b>Educational technology:</b> <ul style="list-style-type: none"><li>• Meaning and nature of Educational technology</li><li>• Components of Educational Technology- Hardware and Software and Systems Approach</li><li>• Instructional Technology-Difference between Educational Technology and Instructional Technology, Programmed Instruction</li></ul> <b>Unit-2:</b> <b>Information and</b>	



						<p><b>Communication Technology in teaching-learning</b></p> <ul style="list-style-type: none"> <li>• Concept, nature and components of communication technology</li> <li>• Marks of effective classroom communication</li> <li>• Barriers of effective classroom communication •</li> <li>• Application of ICT in teaching-learning</li> <li>• Resources of learning- Projected and Non-projected resources, Internet, Elearning, EDUSAT, INFLIBNET and Social medi</li> </ul> <p><b>Unit-3:</b></p> <p><b>Models of teaching</b></p> <ul style="list-style-type: none"> <li>• Concept, nature and characteristics</li> <li>• Inquiry model</li> <li>• Personalized system of instruction</li> <li>• Computer Assisted Instructions(CAI), Team teaching, Collaborative teaching, Cooperative mastery learning</li> </ul> <p><b>Unit-4:</b></p> <p><b>Methods and techniques of teaching</b></p> <ul style="list-style-type: none"> <li>• Teaching learning process- Meaning and Nature of teaching and learning</li> <li>• Criteria of good teaching</li> <li>• Teaching Methods- lecture method, play way method, Activity method, Discussion, Project method, problem solving method</li> <li>• Teaching techniques- Maxims of teaching, devices of teaching- Narration, Illustration, Questioning</li> </ul>
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			<b>EDU-HC-3036</b>	<b>Value and Peace Education</b>	-	
			<b>EDU-HG/RC-3016</b>	<b>Guidance and Counselling</b>	<b>Unit-3 &amp;4</b>	<b>Unit-3:</b> <b>Organization of guidance service</b> <ul style="list-style-type: none"> <li>• Meaning of guidance service</li> <li>• Need and principles of organizing guidance service</li> <li>• Components of guidance service: counselling service, techniques of counselling service</li> <li>• Qualities of a good counselor</li> </ul> <b>Unit-4:</b> Guidance needs of students <ul style="list-style-type: none"> <li>• Guidance needs of students in relation to home-centred and school-centred problems</li> <li>• Group guidance and Group counselling</li> <li>• Guidance for CWSN</li> <li>• School Guidance Clinic</li> </ul>
	<b>Galib Hussain</b>		<b>EDU-HC-3016</b>	<b>Development of Education in India</b>	<b>Unit-1,2,3,&amp;4</b>	<b>Unit-1:</b> <b>Development of Indian Education the post independence period</b> <ul style="list-style-type: none"> <li>• Educational Provisions of the Indian Constitution and their Implementation</li> <li>• University Education Commission – 1948 - Appointment of University Education Commission - Aims and Recommendations of the Commission - Evaluation of the Recommendations</li> </ul> <b>Unit-2:</b> <b>Development of Secondary Education in the Post-Independent Period</b> <ul style="list-style-type: none"> <li>• Dr. Tara Chand Committee-1948 - Major</li> </ul>

						<p>Recommendations</p> <ul style="list-style-type: none"> <li>• Secondary Education Commission-1952-53 - Terms and Condition - Aims and Objectives of Secondary Education - Defects of Secondary Education - Recommendations of the Commission - Evaluation of the Recommendations of the Commission</li> </ul> <p><b>Unit-3:</b> <b>Education Commission-1964-66</b></p> <ul style="list-style-type: none"> <li>• Reasons for appointing Education Commission</li> <li>• Major Recommendations of Education Commission on: - National Objectives of Education - National Pattern of Education - National Curriculum - Text Book - Method of Teaching - Teaching Personnel and Teacher Status - Teacher Education - Guidance and Counselling - Examination and Evaluation</li> <li>• Critical assessment and Relevance of the recommendations in Present Education System</li> </ul> <p><b>Unit-4:</b> <b>National Policies on Education in Post Independent India</b></p> <ul style="list-style-type: none"> <li>• National Policy on Education-1968</li> <li>• National Policy on Education-1986: Recommendations, National System of Education</li> <li>• Review of National Policy of Education - Ramamurthy Review Committee, 1990 -</li> </ul>
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						<p>Janardan Reddy Committee Report, 1991</p> <ul style="list-style-type: none"> <li>Revised National Policy of Education-1992</li> </ul>
			<b>EDU-HC-3026</b>	<b>Educational Technology and Teaching Methods</b>	-	
			<b>EDU-HC-3036</b>	<b>Value and Peace Education</b>	-	
			<b>EDU-HG/RC-3016</b>	<b>Guidance and Counselling</b>	<b>Unit-5</b>	<p><b>School guidance programme</b></p> <ul style="list-style-type: none"> <li>Importance of guidance and counselling cells in educational institutions</li> <li>Follow-up Services</li> <li>Role of the Head of the institution and parents in guidance and counseling</li> <li>Challenges and functions of the teacher as guidance provider/ counselor</li> </ul>
<b>5</b>	<b>BA SEM-V</b>	<b>Dr. Akbar Ali Ahmed</b>	<b>EDU-HC-5016</b>	<b>Measurement and Evaluation in Education &amp; Practical</b>	<b>Unit-1, 4 &amp;5</b>	<p><b>Unit-1: Measurement and Evaluation in Education</b></p> <ul style="list-style-type: none"> <li>Meaning and concept of measurement, Functions of measurement, Types of measurement, Scales of measurement</li> <li>Evaluation -Its meaning, basic principles</li> <li>Relationship and difference between Measurement and Evaluation</li> <li>Examination and Evaluation</li> <li>Formative and Summative evaluation</li> <li>Role of evaluation in education</li> </ul> <p><b>Unit-4: Personality Test</b></p> <ul style="list-style-type: none"> <li>Personality Test-Meaning and Nature</li> <li>Types of Personality Measurement -</li> </ul>

						<p>Subjective Technique (Personality Inventory or Questionnaire-MMPI) - Objective Technique (Rating Scale) - Projective Technique (Thematic Apperception Test, Ink-Blot-Test) - Situational Technique (Psycho Drama)</p> <p><b>Unit-5:</b> <b>Laboratory Practical</b></p> <ul style="list-style-type: none"> <li>• Ink Blot Test</li> <li>• Free Association Test, Control Association Test</li> <li>• Personality Test for Introversion-Extroversion</li> </ul>
			<b>EDU-HC-5026</b>	<b>Guidance and Counselling</b>	-	
			<b>EDU-HE-5026</b>	<b>Developmental Psychology</b>	<b>Unit-5</b>	<p><b>Social, Emotional and Personality Development of Adolescence</b></p> <ul style="list-style-type: none"> <li>• Social development during adolescence</li> <li>• Role of family, school and peers in the development of adolescence</li> <li>• Emotionality during adolescence</li> <li>• Personality development during adolescence</li> <li>• Adjustment problems and juvenile delinquency.</li> </ul>
			<b>EDU-HE/RE-5046</b>	<b>Teacher Education in India</b>	-	
			<b>EDU-GE-5016</b>	<b>Distance Education</b>	<b>Unit-1,2</b>	<p><b>Unit-1:</b> <b>Distance Education</b></p> <ul style="list-style-type: none"> <li>• Its meaning, nature and scope</li> <li>• Need and importance of distance education</li> <li>• Merits and demerits of distance education</li> <li>• General structure of distance learning programme</li> </ul>

						<b>Unit-2:</b> Development of Distance Education in India <ul style="list-style-type: none"> <li>• Development of distance education in India</li> <li>• Development of distance education in Assam</li> </ul>
		<b>Dhanada Mazumdar</b>	<b>EDU-HC-5016</b>	<b>Measurement and Evaluation in Education &amp; Practical</b>	<b>Unit-2 &amp;3</b>	<b>Unit-2:</b> <b>Test Construction</b> <ul style="list-style-type: none"> <li>• General procedure of Test Construction and Standardization</li> <li>• Item Analysis</li> <li>• Characteristics of a good test</li> <li>• Validity, Reliability, Objectivity and Norms</li> </ul> <b>Unit-3:</b> <b>Educational Achievement Test</b> <ul style="list-style-type: none"> <li>• Meaning and objectives of Achievement Test</li> <li>• Difference between Achievement test and Intelligence Test</li> <li>• Construction of Educational Achievement Test</li> <li>• Different types of Educational Achievement Test</li> </ul>
			<b>EDU-HC-5026</b>	<b>Guidance and Counselling</b>	<b>Unit-2</b>	<b>Introduction to Counselling</b> <ul style="list-style-type: none"> <li>• Meaning, objectives and scope of counseling</li> <li>• Need and principles of counselling</li> <li>• Types of counselling : Directive, Non-directive and Eclectic counseling</li> <li>• Relation between Guidance and Counselling</li> </ul>
			<b>EDU-HE-5026</b>	<b>Developmental Psychology</b>		
			<b>EDU-HE/RE-5046</b>	<b>Teacher Education in India</b>	<b>Unit-1, 2 &amp;3</b>	<b>Unit-1:</b> <b>Conceptual Framework and Historical Perspectives of Teacher Education in India</b> <ul style="list-style-type: none"> <li>• Teacher Education- Concept, scope and aims and objectives</li> </ul>

						<ul style="list-style-type: none"> <li>• Need and Significance of Teacher Education in 21st Century</li> <li>• Types of Teacher Education-Pre-service and In-service</li> <li>• Development of Teacher Education in India</li> <li>• Shifting focus from Teacher Training to Teacher Education</li> </ul> <p><b>Unit-2:</b> <b>Teacher Education For Different Levels of Education</b></p> <ul style="list-style-type: none"> <li>• Preparation of Teachers for Pre-Primary Level of education</li> <li>• Preparation of Teachers for Primary Level of education</li> <li>• Preparation of Teachers for Secondary Level of education</li> <li>• Preparation of Teachers for Higher Level of education</li> </ul> <p><b>Unit-3:</b> <b>Structure and Organizations of Teacher Education in India</b></p> <ul style="list-style-type: none"> <li>• Basic Training Centre (BTC)</li> <li>• District Institute for Education and Training (DIET)</li> <li>• State Council for Educational Research and Training (SCERT)</li> <li>• National Council for Educational Research and Training (NCERT)</li> <li>• National Council for Teacher Education (NCTE)</li> <li>• National University of Educational Training and Administration (NUEPA)</li> <li>• Regional Colleges of Education</li> </ul>
			<b>EDU-GE-5016</b>	<b>Distance Education</b>	<b>Unit- 5</b>	<b>Programmes of distance education with special</b>

						<b>reference to-</b> <ul style="list-style-type: none"> <li>• Women education</li> <li>• Rural development</li> <li>• Teacher-training programme               <ul style="list-style-type: none"> <li>➤ Pre-service</li> <li>➤ In-service</li> </ul> </li> <li>• Poor and underprivileged people</li> </ul>
		<b>Abdul Rakib</b>	<b>EDU-HC-5016</b>	<b>Measurement and Evaluation in Education &amp; Practical</b>	-	
			<b>EDU-HC-5026</b>	<b>Guidance and Counselling</b>	<b>Unit-1, 3,4 &amp;5</b>	<b>Unit-1:</b> <b>Introduction to Guidance</b> <ul style="list-style-type: none"> <li>• Meaning, objectives and scope of guidance</li> <li>• Need and principles of guidance</li> <li>• Types of guidance and their importance : Educational guidance, Vocational guidance, Personal guidance, Social guidance, Health guidance</li> </ul> <b>Unit-3:</b> Organization of guidance service <ul style="list-style-type: none"> <li>• Meaning of guidance service</li> <li>• Need and principles of organizing guidance service</li> <li>• Components of guidance service: counselling service, techniques of counselling service</li> <li>• Qualities of a good counsellor</li> </ul> <b>Unit-4:</b> <b>Guidance needs of students</b> <ul style="list-style-type: none"> <li>• Guidance needs of students in relation to home-centred and school-centred problems</li> <li>• Group guidance and Group counseling</li> <li>• Guidance for CWSN</li> </ul>




						<ul style="list-style-type: none"> <li>School Guidance Clinic</li> </ul> <b>Unit-5:</b> <b>School guidance programme</b> <ul style="list-style-type: none"> <li>Importance of guidance and counselling cells in educational institutions</li> <li>Follow-up Services</li> <li>Role of the Head of the institution and parents in guidance and counselling</li> <li>Challenges and functions of the teacher as guidance provider/ counselor.</li> </ul>
			<b>EDU-HE-5026</b>	<b>Developmental Psychology</b>	<b>Unit-4</b>	<b>Adolescence</b> <ul style="list-style-type: none"> <li>Meaning and definition of adolescence</li> <li>Need and importance of studying adolescence</li> <li>Characteristics of adolescence</li> <li>Developmental tasks of adolescent period • Adolescence – age of transition</li> <li>Physical changes during adolescence</li> <li>Intellectual development during adolescence</li> </ul>
			<b>EDU-HE/RE-5046</b>	<b>Teacher Education in India</b>	<b>Unit-5</b>	Quality, Responsibility and Professional Ethics of Teachers <ul style="list-style-type: none"> <li>Qualities and responsibilities of a teacher</li> <li>Teacher as a Facilitator, Counsellor and Practitioner-Researcher</li> <li>Role expectations of Teachers in twenty first century</li> <li>Professional ethics and accountability of teachers</li> </ul>
			<b>EDU-GE-5016</b>	<b>Distance Education</b>	<b>Unit-4</b>	<b>Methodologies in Distance education</b> <ul style="list-style-type: none"> <li>Different forms of instructional strategies in distance education</li> <li>Print- Media</li> <li>Non-Print Media</li> </ul>

						<ul style="list-style-type: none"> <li>Information and communication technology (ICT)</li> <li>Different modes of student support services in distance education</li> </ul>
		<b>Galib Hussain</b>	<b>EDU-HC-5016</b>	<b>Measurement and Evaluation in Education &amp; Practical</b>	-	
			<b>EDU-HC-5026</b>	<b>Guidance and Counselling</b>	-	
			<b>EDU-HE-5026</b>	<b>Developmental Psychology</b>	<b>Unit-1,2,&amp;3</b>	<p><b>Unit-1: Introduction to Developmental Psychology</b></p> <ul style="list-style-type: none"> <li>Meaning, definition, nature and scope of developmental psychology</li> <li>Different methods of studying developmental psychology</li> <li>Hereditary and other factors that affect pre-natal development</li> <li>Periods of pre-natal development</li> <li>Characteristics of pre-natal development</li> <li>Precautionary measures to be taken in pre-natal development</li> </ul> <p><b>Unit-2: Infancy</b></p> <ul style="list-style-type: none"> <li>Characteristics of infancy</li> <li>Different developmental aspects during infancy - <ul style="list-style-type: none"> <li>Physical development -</li> <li>Cognitive development -</li> <li>Motor development -</li> <li>Language development -</li> <li>Emotional development</li> </ul> </li> <li>Conditions that affect parental attitude</li> </ul>

						<p>towards the infant</p> <ul style="list-style-type: none"> <li>• Role of family in the development of infants</li> </ul> <p><b>Unit-3:</b> <b>Childhood</b></p> <ul style="list-style-type: none"> <li>• Characteristics of childhood</li> <li>• Developmental tasks of childhood - Physical development of early and late childhood - Emotional development of early and late childhood</li> <li>• Influence of family and school in social and personality development in childhood</li> </ul>
			<b>EDU-HE/RE-5046</b>	<b>Teacher Education in India</b>	<b>Unit-4:</b>	<p><b>Status of Teacher Education in India: Trends, Issues and Challenges</b></p> <ul style="list-style-type: none"> <li>• Skill and Competency based Teacher Education, Flanders Interaction Analysis, Micro Teaching and Simulated Social Skill Teaching (SSST)</li> <li>• National Curriculum Framework for Teacher Education (NCFTE), 2009</li> <li>• NCTE Regulations, 2014</li> <li>• Present problems of Teacher Education in India and their solution</li> <li>• Quality Assurance in Teacher Education and its challenges</li> </ul>
			<b>EDU-GE-5016</b>	<b>Distance Education</b>	<b>Unit- 3</b>	<p><b>Distinction among Conventional, Correspondence and Distance education</b></p> <ul style="list-style-type: none"> <li>• Distinction between Conventional and Distance education</li> <li>• Distinction between Correspondence and Distance education</li> <li>• Distinction between Conventional and</li> </ul>

						<div>Correspondence education</div> <ul style="list-style-type: none"><li>• Different agencies of distance education</li></ul>
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HOD  
Department of Education  
Habraghat Mahavidyalaya

# DEPARTMENT OF ECONOMICS

## Teaching Plan

### Faculty Members:

- i) Kandarpa Nath, HoD
- ii) Jugal kr Deka, Assistant Professor
- iii) Edrish Ali, Assistant Professor

The whole syllabus of Economics for BA classes are distributed among the four as mention below:

Teaching Plan, 2022-23

Semester-I

Paper – ECO-HC-1016

(Introductory Micro economics)

Name of the teacher	Unit	Contents	No of Class
Kandarpa Nath	1	<b>Exploring the subject matter of Economics</b> Why study economics? Scope and method of economics; the economic problem: scarcity and choice; the question of what to produce, how to produce and how to distribute output; science of economics; the basic competitive model; prices, property rights and profits; incentives and information; rationing; opportunity sets; economic systems; reading and working with graphs.	8
„	2	<b>Supply and Demand: How Markets Work, Markets and Welfare</b> Markets and competition; determinants of individual demand/supply; demand/supply schedule and demand/supply curve; market versus individual demand/supply; shifts in the demand/supply curve, demand and supply together; how prices allocate resources; elasticity and its application; controls on prices; taxes and the costs of taxation; consumer surplus; producer surplus and the efficiency of the markets.	10
Jugal Kr. Deka	3	<b>The Households</b> The consumption decision - budget constraint, consumption and income/price changes, demand for all other goods and price changes; description of preferences (representing preferences with indifference curves); properties of indifference curves; consumer's optimum choice; income and substitution effects; labour supply and savings decision - choice between leisure and consumption.	8
„	4	<b>The Firm and Perfect Market Structure</b> Behaviour of profit maximizing firms and the production process; short run costs and output decisions; costs and output in the long run.	5

*Kandarpa Nath*  
HoD, Economics

Kandarpa Nath	5	<b>Imperfect Market Structure</b> Monopoly and anti-trust policy; government policies towards competition; imperfect competition.	5
”	6	<b>Input Markets</b> Labour and land markets - basic concepts (derived demand, productivity of an input, marginal productivity of labour, marginal revenue product); demand for labour; input demand curves; shifts in input demand curves; competitive labour markets; and labour markets and public policy.	8

Semester-I  
Paper – ECO-HC-1026  
(Introductory Micro economics)

Name of the teacher	Unit	Contents	No of Class
Kandarpa Nath	1	<b>Preliminaries</b> Sets and set operations, relations and functions, number system	5
”	2	<b>Functions of one real variable</b> Elementary types of functions: quadratic, polynomial, power, exponential, logarithmic, convex, quasi-convex and concave functions, limit and continuity of functions	10
”	3	<b>Differential calculus</b> Differentiation of a function, Basic rules of differentiation, partial and total differentiation, second and higher order derivatives for single variable, economic applications of differentiation	10
Jugal Kr Deka	4	<b>Single variable optimization</b> Local and global optima: geometric characterization, characterization using calculus: tests for maximization and minimization, applications: profit maximization, cost minimization, revenue maximization	10
Azizar Rahman	5	<b>Integration of functions</b> Meaning and significance of integration, basic rules of integration, significance of a constant after integration, applications: derivations of total functions (total cost, total revenue, consumption and saving functions) from marginal functions, consumer's surplus and producer's	12

*Atish*  
1100, Economics



		surplus, problems relating to investment and capital formation	
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Semester-I  
Paper – ECO-HG-1016 (GE)  
(Principles of Microeconomics-I)

Name of the teacher	Unit	Contents	No of Class
Kandarpa Nath	1	<b>Introduction</b> <b>a.</b> Problem of scarcity and choice: scarcity, choice and opportunity cost; production possibility frontier; economic systems. <b>b.</b> Demand and supply: law of demand, determinants of demand, shifts of demand versus movements along a demand curve, market demand, law of supply, determinants of supply, shifts of supply versus movements along a supply curve, market supply, market equilibrium. <b>c.</b> Applications of demand and supply: price rationing, price floors, consumer surplus, producer surplus. <b>d.</b> Elasticity: price elasticity of demand, calculating elasticity, determinants of price elasticity, other elasticities.	12
Azizar Rahman	2	<b>Consumer Theory</b> Budget constraint, concept of utility, diminishing marginal utility, Diamond-water paradox, income and substitution effects; consumer choice: indifference curves, derivation of demand curve from indifference curve and budget constraint.	8
	3	<b>Production and Costs</b> <b>a.</b> Production: behavior of profit maximizing firms, production process, production functions, law of variable proportions, choice of technology, isoquant and isocost lines, cost minimizing equilibrium condition. <b>b.</b> Costs: costs in the short run, costs in the long run, revenue and profit maximizations, minimizing losses, short run industry supply curve, economies and diseconomies of scale, long run adjustments.	10

HOD, Economics

Rasidul Islam	4	<b>Perfect Competition</b> <b>a.</b> Assumptions: theory of a firm under perfect competition, demand and revenue; equilibrium of the firm in the short run and long run; long run industry supply curve: increasing, decreasing and constant cost industries. <b>b.</b> Welfare: allocative efficiency under perfect competition.	8

Semester-II  
Paper – ECO-HC-2016  
(Introductory Macro Economics)

Name of the teacher	Unit	Contents	No of Class
Kandarpa Nath	1	<b>Introduction to Macroeconomics and National Income Accounting</b> Basic issues studied in macroeconomics; measurement of gross domestic product; income, expenditure and the circular flow; real versus nominal GDP; price indices; national income accounting for an open economy; balance of payments: current and capital accounts.	8
Rasidul Islam	2	<b>Money</b> Functions of money; quantity theory of money; determination of money supply and demand; credit creation; tools of monetary policy.	16
	3	<b>Inflation</b> Inflation and its social costs; hyperinflation.	14
Kandarpa Nath	4	<b>The Closed Economy in the Short Run</b> Classical and Keynesian systems; simple Keynesian model of income determination; IS- LM model; fiscal and monetary multipliers.	6

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Semester-II  
Paper – ECO-HC-2026  
(Mathematical Method for Economics-II)

Name of the teacher	Unit	Contents	No of Class
Kandarpa Nath	1	<b>Linear algebra</b> Matrix: various types of matrices, vector and vector space-concept, matrix operations: addition, subtraction and multiplication; rank, norm and trace of a matrix, introduction to the concept of determinants and their properties, non-singularity of matrix, matrix inversion, solutions of simultaneous equations by using matrix inversion and Cramer's rule, simple market model and national income model	
Jugal Kr. Deke	2	<b>Functions of several real variables</b> Homogeneous and homothetic functions: concepts, Differentiable functions: concepts, Implicit Function Theorem and applications	
Jugal Kr Deke	3	<b>Multi-variable optimization</b> Unconstrained optimization: geometric characterization, characterization using calculus and applications: price discrimination and multi-plant firm; constrained optimization with equality constraints, Lagrange multiplier, applications: consumer's equilibrium and producer's equilibrium	
Rasidul Islam	4	<b>Differential equation</b> Meaning, first order differential equation, application to market model 8	
	5	<b>5. Difference equation</b> First order difference equation, Cob-Web market model	

Semester-II  
Paper – ECO-HE-2016  
(Principles of Microeconomics-II)

Name of the teacher	Unit	Contents	No of Class
Kandarpa Nath	1	<b>Market Structures</b> <b>a. Theory of a Monopoly Firm</b> Concept of imperfect competition; short run and long run price and output decisions of a monopoly firm;	8

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Jugal Kr Deka		concept of a supply curve under monopoly; comparison of perfect competition and monopoly, social cost of monopoly, price discrimination; remedies for monopoly: Antitrust laws, natural monopoly.	
"	2	<b>Imperfect Competition</b> Monopolistic competition: Assumptions, short run and long run price and output determinations under monopolistic competition, Oligopoly: assumptions, overview of different oligopoly models, contestable markets.	6
"	3	<b>Factor pricing</b> Demand for a factor input in a competitive factor market, supply of inputs to a firm, market supply of inputs, equilibrium in a competitive factor market. Factor markets with monopsony power.	6
Rasidul Islam	4	<b>Market Failure</b> Efficiency of perfect competition, Sources of market failure. Externalities and market failure, public goods and market failure, markets with asymmetric information (Ideas only)	6

Teaching Plan  
Semester-III  
Economics (Major)  
Paper - ECO-HC-3016  
( INTERMEDIATE MICROECONOMICS - I )

Name of the teacher	Unit	Contents	No of Class
Kandarpa Nath	01	<b>Consumer Theory</b> Preference; utility; budget constraint; choice; demand; Slutsky equation; buying and selling; choice under risk and inter-temporal choice; revealed preference.	10
	02	<b>Production, Costs and Perfect Competition</b> Technology; isoquants; production with one and more variable inputs; returns to scale; short run and long run costs; cost curves in the short run and long run; review of perfect competition.	10

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Teaching Plan  
Semester-III  
Economics (Major)  
Paper - **ECO-HC-3026**  
( **INTERMEDIATE MACROECONOMICS - I** )

Name of the teacher	Unit	Contents	No of Class
Kandarpa Nath	01	Aggregate Demand and Aggregate Supply Curves Derivation of aggregate demand and aggregate supply curves; interaction of aggregate demand and supply.	06
	02	Inflation, Unemployment and Expectations Phillips curve; adaptive and rational expectations; policy ineffectiveness debate.	10
	03	Open Economy Models Short-run open economy models; Mundell-Fleming model; exchange rate determination; purchasing power parity; asset market approach; Dornbusch's overshooting model; monetary approach to balance of payments; international financial markets.	10

Teaching Plan  
Semester-IV  
**ECO-HC-4016**  
( **INTERMEDIATE MICROECONOMICS – II** )

Name of the teacher	Unit	Contents	No of Class
Kandarpa Nath	01	<b>General Equilibrium, Efficiency and Welfare</b> a) Exchange Economy, Consumption Allocation and Pareto Optimality; Edgeworth Box and Contract Curve; Equilibrium and Efficiency under Pure Exchange. b) Pareto Efficiency with production: Concepts of PPF, Social Indifference Curves and Resource Allocation. c) Perfect Competition, Pareto Efficiency and Market Failure (Externalities and Public Goods), Property Right and Coase Theorem.	12

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	02	<b>Market Structure and Game Theory</b> a) Monopoly, Pricing with Market Power; Degree of Monopoly, Price Discrimination- Different Degrees; Multi-plant Monopoly, Peak-Load Pricing. b) Monopolistic competition; Product Differentiation; Perceived and Proportionate Demand Curves; Price-Output Determination. c) Oligopoly and Game Theory (Two Person Zero Sum Game, Basic ideas and examples of non zero sum games, Prisoner's Dilemma), Applications of Game Theory in Oligopolistic Markets (Cournot Equilibrium, Bertrand Equilibrium, Stackleberg Equilibrium).	10
	03	<b>Markets with Asymmetric Information</b> Information Asymmetry, Adverse Selection, Moral Hazard, Signaling and Screening.	6


Teaching Plan

Semester-IV

ECO-HC-4026

(INTERMEDIATE MACROECONOMICS – II)

Name of the teacher	Unit	Contents	No of Class
Kandarpa Nath	01	<b>Economic Growth</b> Harrod-Domar model; Solow model; golden rule; technological progress and elements of endogenous growth.	10
	02	<b>Microeconomic Foundations</b> a. Consumption: Keynesian consumption function; Fisher's theory of optimal intertemporal choice; life-cycle and permanent income hypotheses; rational expectations and random-walk of consumption expenditure. b. Investment: determinants of business fixed investment; residential investment and inventory investment. c. Demand for money.	10

  
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	03	<b>Fiscal and Monetary Policy</b> Active or passive; monetary policy objectives and targets; rules versus discretion: time consistency; the government budget constraint; government debt and Ricardian equivalence.	10
	04	<b>Schools of Macroeconomic Thoughts</b> Classicals; Keynesians; New-Classicals and New-Keynesians.	

Teaching Plan  
Semester-IV  
Paper: **ECO-HC-4036**  
**(INTRODUCTORY ECONOMETRICS)**

Name of the teacher	Unit	Contents	No of Class
Kandarpa Nath	01	<b>Statistical Background</b> Normal distribution; chi-sq, t- and F-distributions; estimation of parameters; properties of estimators; testing of hypotheses: defining statistical hypotheses; distributions of test statistics; testing hypotheses related to population parameters; Type I and Type II errors; power of a test; tests for comparing parameters from two samples.	7 8
	02	<b>Simple Linear Regression Model: Two Variable Case</b> Estimation of model by method of ordinary least squares; properties of estimators; Gauss-Markov theorem; goodness of fit; tests of hypotheses; scaling and units of measurement; confidence intervals; forecasting.	6
	03	<b>Multiple Linear Regression Model</b> Estimation of parameters; properties of OLS estimators; goodness of fit - $R^2$ and adjusted $R^2$ ; partial regression coefficients; testing hypotheses – individual and joint; functional forms of regression models; qualitative (dummy) independent variables.	5 5 5
	04	<b>Violations of Classical Assumptions: Consequences, Detection and Remedies</b> Multicollinearity; heteroscedasticity; serial correlation.	7

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		Specification Analysis Omission of a relevant variable; inclusion of irrelevant variable; tests of specification errors.	8
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Teaching Plan  
Semester-V  
**Paper: ECO-HC-5016**  
**( INDIAN ECONOMY-I)**

Name of the teacher	Unit	Contents	No of Class
Kandarpa Nath	01	<b>Economic Development since Independence</b> Major features of the economy at independence; growth and development under different policy regimes—goals, constraints, institutions and policy framework; an assessment of performance—sustainability and regional contrasts; structural change, savings and investment.	8
	02	<b>Population and Human Development</b> Demographic trends and issues; education; health and malnutrition.	4
	03	<b>Growth and Distribution</b> Trends and policies in poverty; inequality and unemployment.	4
	04	<b>International Comparisons</b> With China, Pakistan, Bangladesh, Sri Lanka, Nepal and Vietnam	6

Teaching Plan  
Semester-V  
**Paper: ECO-HC-5026**  
**( DEVELOPMENT ECONOMICS-I)**

Name of the teacher	Unit	Contents	No of Class
Kandarpa Nath	01	<b>Conceptions of Development</b> Alternative measures of development, documenting the international variation in these measures, comparing	06

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Jugal Kr Deha		development trajectories across nations and within them.	
	02	<b>Growth Models and Empirics</b> The Harrod-Domar model, the Solow model and its variants, endogenous growth models and evidence on the determinants of growth.	06
	03	<b>Poverty and Inequality: Definitions, Measures and Mechanisms</b> Inequality axioms; a comparison of commonly used inequality measures; connections between inequality and development; poverty measurement; characteristics of the poor; mechanisms that generate poverty traps and path dependence of growth processes.	08
	04	<b>Political Institutions and the Functioning of the State</b> The determinants of democracy; alternative institutional trajectories and their relationship with economic performance; within-country differences in the functioning of state institutions; state ownership and regulation; government failures and corruption.	08

Teaching Plan

Semester-VI

Paper: ECO-HC-6016

( INDIAN ECONOMY-II)

Name of the teacher	Unit	Contents	No of Class
Kandarpa Nath	01	<b>Macroeconomic Policies and Their Impact</b> Fiscal Policy; trade and investment policy; financial and monetary policies; labour regulation.	06
	02	<b>Policies and Performance in Agriculture</b> Growth; productivity; agrarian structure and technology; capital formation; trade; pricing and procurement.	06
	03	<b>Policies and Performance in Industry</b> Growth; productivity; diversification; small scale industries; public sector; competition policy; foreign investment.	06
	04	Trends and Performance in Services	04

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**Semester-VI**  
**( DEVELOPMENT ECONOMICS-II)**  
**Paper – ECO-HC-6026**

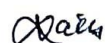
Name of the teacher	Unit	Contents	No of Class
Kandarpa Nath	1	<b>Demography and Development</b> Demographic concepts; birth and death rates, age structure, fertility and mortality; demographic transitions during the process of development; gender bias in preferences and outcomes and evidence on unequal treatment within households; connections between income, mortality, fertility choices and human capital accumulation; migration.	10
Jugal Kr Deha	2	<b>Land, Labor and Credit Markets</b> The distribution of land ownership; land reform and its effects on productivity; contractual relationships between tenants and landlords; land acquisition; nutrition and labor productivity; informational problems and credit contracts; microfinance; inter-linkages between rural factormarkets.	8
	3	<b>Individuals, Communities and Collective Outcomes</b> Individual behavior in social environments, multiple social equilibria; governance in organizations and in communities; individual responses to organizational inefficiency.	6
Rasidul Islam	4	<b>Environment and Sustainable Development</b> Defining sustainability for renewable resources; a brief history of environmental change; common-pool resources; environmental externalities and state regulation of the environment; economic activity and climate change.	8
	5	<b>Globalization</b> Globalization in historical perspective; the economics and politics of multilateral agreements; trade, production patterns and world inequality; financial instability in a globalized world.	6

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**Semister- VI**  
**Paper: ECO-HE-5036**  
**( PUBLIC FINANCE)**

Name of the teacher	Unit	Contents	No of Class
Kandarpa Nath	1	<b>Part 1: Theory</b> 1. Normative Theory of Public Finance –Nature and Scope: Allocation Function, Distribution Function and Stabilization Function. Coordinating the functions. 2. Public Goods and their characteristics. Free Rider Problem and Market Failure, Externalities vis-à-vis Public Good. 3. Direct and Indirect Tax. Concepts of taxation: tax rate, buoyancy & elasticity of a tax. Proportional, Progressive and Regressive Taxation. Benefit Principle and Ability to Pay Theory.	12
Jugal Kr Deka	3	<b>Part 2: Issues from Indian Public Finance</b> 4. Fiscal Policies: Definition and Objectives. Instruments of Fiscal Policy. Adopting Monetary 24  Policy to complement Fiscal Policy: The Indian Experience. 5. Indian Tax System. Direct Taxes: Income Tax, Corporate Tax, Customs Duty etc. Reforms in the Indirect Tax Structure: Goods and Service Tax. 6. Structure of the Public Budget. Types of Deficits and their significance: Revenue Deficit, Fiscal Deficit and Primary Deficit 7. Fiscal Federalism in India: Principles of Fiscal Devolution, Horizontal and Vertical Fiscal Balance. Federal Finance and the Finance Commission. 8. State and Local Finances. The State Subjects and its Budget. Fiscal decentralization: Role of Municipalities and Gaon Panchayats.	10

  
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## ENVIRONMENTAL ECONOMICS

### Semister- VI

#### Paper ECO-HE-6016 (ENVIRONMENTAL ECONOMICS)

Name of the teacher	Unit	Contents	No of Class
Kandarpa Nath	1	<b>Introduction</b> 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).	10
Jugal Kr Deka	2	<b>The Theory of Externalities</b> 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.	8
	3	<b>The Design and Implementation of Environmental Policy</b> 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.	8
	4	<b>International Environmental Problems</b> Nature of environmental problems: transboundary pollution –Climate change, global warming, ozone depletion and bio-diversity loss; Trade and environment: pollution haven hypothesis.	6

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	5	<b>Measuring the Benefits of Environmental Improvements</b> 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.	4
	6	<b>Sustainable Development</b> 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.	8

**Semister- VI**  
**Paper: ECO-HE-6026**  
**(INTERNATIONAL ECONOMICS)**

Name of the teacher	Unit	Contents	No of Class
Kandarpa Nath	1	<b>Introduction</b> What is international economics about?, subject matter of International Economics, An overview of world trade- its changing pattern.	8

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Jugal K. Deka	2	<b>Theories of International Trade</b> The Ricardian theory- comparative advantage, Heckscher-Ohlin model, specific factors model, new trade theories- Leontief Paradox, factor-intensity reversal, international trade in the context of 27  economies of scale and imperfect competition, technological gap and product cycle theories; the Locational theory international trade; multinational enterprises and international trade.	10
	3	<b>Trade Policy</b> Instruments of trade policy- tariff and quota- partial equilibrium analysis; political economy of trade policy- free trade vs. protection; controversies in trade policy.	6
	4	<b>International Macroeconomic Policy</b> Fixed versus flexible exchange rates; international monetary systems- Gold Standard, interwar period, Bretton-Woods system, European Monetary system; financial globalization and financial crises.	8

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**UNIT PLAN**  
**SESSION : 2022-23**  
**DEPARTMENT OF ARABIC**  
**Habraghat Mahavidyalaya, Krishnai**  
**COURSE/PROGRAMME: B A 1<sup>st</sup> Sem. (Honours & Regular)**

NAME OF TEACHER	NAME OF PAPER	UNIT/COURSE CONTENT
Dr. Ibrahim Ali Bhuyan	Paper Code: ARA-HC-1016 C-1: ARABIC PROSE AND POETRY-I	Unit-I: Prose ➤ Taheatu Wa Tawarif ➤ Al-Ummu ➤ Vsraty Unit-III: Poetry ➤ Shairul Wa Khairun ➤ Tarbiatul Ummuhut
	PAPER CODE: ARA-HC-1026 POLITICAL HISTORY OF THE ARABS-I	UNIT-II: The prophet at Makkah ➤ The conquest of Makkah ➤ Battle of Hunayn ➤ Campaign of Tabuk ➤ Farwell pilgrimage –Battle of Muthah  UNIT-III: The prophet at Madina ➤ State of Parties–Political, religious and social institutions at Madinah ➤ Battle of Badr, Uhud and Ditch: Causes, Events and result ➤ Treaty of Hdaybiah–conquest of Khaybar, ➤ Character of the Prophet
	PAPER CODE: ARA-HG-1036 CONTEMPORARY ARAB WORLD-I	UNIT-III ➤ The Arab League UNIT-IV ➤ Indo-Arab relations: Commercial, Socio-Cultural, Political and Educational
Shofiqur Rahman	Paper Code: ARA-HC-1016 C-1: ARABIC PROSE AND POETRY-I	Unit-II : Prose ➤ Fill-Fasle Darasi ➤ Al-Wakt Unit-III ➤ Dua'a Unit-IV ➤ Nashidush Shabbanil Muslimina
	PAPER CODE: ARA-HC-1026 POLITICAL HISTORY OF THE ARABS-I	UNIT-I: Early life of the prophet Mohammad (PBUH) ➤ Birth, parentage and early life of the Prophet ➤ Marriage with Khadijah– preaching of Islam and hostility of the Quraysh ➤ Emigration to Abyssinia: first pledge of Aqabah ➤ Second pledge of Aqabah; the Hizrat
	PAPER CODE: ARA-HG-1036	UNIT-I ➤ Introduction to the Arab world

For  
Deptt. of Arabic

	CONTEMPORARY ARAB WORLD-I	
Abdul Aziz	Paper Code: ARA-HC-1016 C-1: ARABIC PROSE AND POETRY-I	UNIT-I: Prose ➤ Fil Matami UNIT-II: Prose ➤ Fis-Suky ➤ Fil-Mazra'aty UNIT-IV: Poetry ➤ Akbaru Min Kully Kalimat ➤ Allamul Fatati
	PAPER CODE: ARA-HC-1026 POLITICAL HISTORY OF THE ARABS-I	UNIT-IV: Administration under the Prophet ➤ The sovereign– the province ➤ The revenue system ➤ The army and education system ➤ The Prophet as a reformer and as a nation builder
	PAPER CODE: ARA-HG-1036 CONTEMPORARY ARAB WORLD-I	UNIT-I ➤ Gulf Co-operation Council (GCC) and Oil and Petroleum Exporting Countries (OPEC)

For,  
  
 Deptt. of Arabic

**UNIT PLAN**  
**SESSION: 2022-23**  
**DEPARTMENT OF ASSAMESE**  
**HABRAGHAT MAHAVIDYALAYA, KRISHNAI**  
**COURSE/PROGRAMME;BA ( HONOURS &REGULAR)**

NAME OF TEACHER	NAME OF PAPER	UNIT/COURSE CONTENT	CLASS REQUIRED
SAIDUR RAHMAN	অসমীয়া সাহিত্যৰ বুৰঞ্জী ASM-HG-1016	১ম গোট অসমীয়া সাহিত্যৰ যুগবিভাগ দেৱেন্দ্ৰনাথ বেজবৰুৱা,হেমচন্দ্ৰ গোস্বামী, বানীকান্ত কাকতি, মহেশ্বৰ নেওগ, সত্যেন্দ্ৰনাথ শৰ্মা, ৪র্থ গোট শংকৰী যুগ(শংকৰী যুগৰ সাহিত্যৰ বৈশিষ্ট্য, কবি সকলৰ পৰিচয়ৰ লগতে সাহিত্যৰাজি)	6 5
MAINUL HOUCHE CHOUHDURY		২য় গোট আৰম্ভণী কালৰ অসমীয়া সাহিত্য চৰ্যাপদ, ডাকৰ বচন, শ্ৰীকৃষ্ণকীৰ্তন, শূণ্য পুৰাণ।	5
BANASHRI RABHA		৩য় গোট প্ৰাকশংকৰী যুগ পটভূমি, সাধাৰণ বৈশিষ্ট্য,কবিসকল তেওঁলোকৰ সাহিত্যৰাজি।	6
SAIDUR RAHMAN	অসমীয়া সাহিত্যৰ বুৰঞ্জী ASM-HG-1026	৩য় গোট প্ৰাক-অৰুনোদই আৰু অৰুনোদই যুগ পটভূমি আৰু বৈশিষ্ট্য ।	5
BANASHRI RABHA		৪র্থ গোট প্ৰাক-অৰুনোদই যুগৰ সাহিত্য: মণিৰাম দেৱান, কানীনাথ তামূলী ফুকন নাথান ব্ৰাউন, আনন্দৰাম ঢেকীয়া	
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HOUQUE CHOUDHURY		ফুকন, হেমচন্দ্র বৰুৱাৰ সাহিত্যকৃতি।	
SAAIDUR RAHMAN		২য় গোট উত্তৰ শংকৰী যুগৰ সাহিত্য: চৰিত পুথি, ব্যৱহাৰিক সাহিত্য, বুৰঞ্জী সাহিত্য ১ম গোট উত্তৰ শংকৰী যুগ (ঐতিহাসিক আৰু সাহিত্যিক পটভূমি আৰু বৈশিষ্ট্য)	4 5
BANASHRI RABHA	ভাষাবিজ্ঞান পৰিচয় ASM-HG- 2016	১ম গোট ভাষাবিজ্ঞানৰ সাধাৰণ পৰিচয় ভাষাবিজ্ঞানৰ সংজ্ঞা, ভাষাবিজ্ঞানৰ লগত ভাষাতত্ত্ব আৰু ব্যাকৰণৰ সম্পৰ্ক। ২য় গোট ভাষাবিজ্ঞানৰ শাখা-প্ৰশাখা বৰ্ণনামূলক ভাষাবিজ্ঞান, ঐতিহাসিক ভাষাবিজ্ঞান, তুলনামূলক ভাষাবিজ্ঞান, সমাজ ভাষাবিজ্ঞান মনো ভাষাবিজ্ঞান	6 5
MAINUL HOUQUE CHAUDHURY		৩য় গোট ভাষাবিজ্ঞানৰ অধ্যয়নৰ স্তৰ (ধ্বনিতত্ত্ব, ৰূপতত্ত্ব, শব্দাৰ্থতত্ত্ব, বাক্যতত্ত্ব) ৪র্থ গোট ভাষাসম্পৰ্কীয় চিন্তা-চৰ্চা, ভাষা অধ্যয়নৰ ইতিহাস-পাণিনীয় ধাৰা, গ্ৰীক ধাৰা।	3
SAIDUR RAHMAN	সাহিত্য- সমালোচনা  ASM-HC- 2026	২য় গোট কবিতাত কল্পনাৰ স্থান, চিত্ৰকল্পবাদ, প্ৰতীকবাদ। ৪র্থ গোট চুটিগল্প আৰু উপন্যাসত ৰূপ বৈচিত্ৰ।	4
KISHOR KR DEVNATH			5



SAIDUR RAHMAN	অসমীয়া সাহিত্য প্ৰৱেশ ASM-HC- 3016	১ম গোট বস, ধ্বনি, ৰীতি: সংজ্ঞা আৰু স্বৰূপ। ৩য় গোট ট্ৰেজেডী, এৰছাৰ্ড আৰু ব্ৰেথটীয়া নাট্য ধাৰা।	7
BANASHRI RABHA		৩য় গোট জীৱনী, আত্মজীৱনী আৰু উপন্যাস ভবেন্দ্ৰ নআথ শইকীয়া, জীৱন বৃত্ত কৃষ্ণকান্ত সন্দিকৈ, ব্যক্তিগত পুথিভঁৰাল হোমেন বৰগোহাঞি, সাউদৰ পুতেকে নাওঁ মেলি যায়।	6
MAINUL HOUQUE CHAUDHURY		৪ৰ্থ গোট ভ্ৰমণ সাহিত্য আৰু ব্যক্তিগত ৰচনা কথা চহকী মাৰ্কীন ডেকাৰ সংগসুখ, বিৰিঞ্চি কুমাৰ বৰুৱা মেকং নৈ দেখিলো, হেম বৰুৱা আশা আৰু সান্তনাৰ কথা, দেৱব্ৰত দাস	7
KISHOR KR DEVNATH		২য় গোট প্ৰবন্ধ আৰু সমালোচনা জীৱনৰ অমিয়া, সত্যনাথ বৰা মকৰা পেঞ্চাৰ, বেনুধৰ শৰ্মা মানুহ শংকৰদেৱ, হীৰেন গোহাঁই	10
BANASHRI RABHA	অসমীয়া কবিতাৰ চালেকি ASM-HC- 3026	১ম গোট সাধুকথা, কবিতা আৰু গল্প চম্পাৱতীৰ সাধু লাচিত ফুকন মমতাৰ চিঠি এটা প্ৰেমৰ পদ্য শৰ সন্ধান দুখন ভৰি টোপ	7
SAIDUR RAHMAN		৩য় গোট প্ৰকৃতি, চন্দ্ৰ কুমাৰ আগৰৱালা অস্তিম জ্যোতি, ৰঘুনাথ চৌধাৰী মনোৰমা, দেৱকান্ত বৰুৱা	8
			7

**Department of English**  
**Habraghat Mahavidyalaya**  
**Unit and Lesson Plan-2022-23**  
**HS Classes**

Sl No	Class	Name of Faculty	Units Distributed	Contents	No Of Classes	Dates
1	Hs 1 <sup>st</sup> year (English And Grammar)	Bhumi ka Devi	Unit-1, 4, 9	Unit-1: The Portrait Of A Lady	6	1 <sup>st</sup> -14 <sup>th</sup> Aug, 23
				A Photograph	3	16 <sup>th</sup> -25 <sup>th</sup> Aug, 23
				Unit-4: Landscape Of The Soul	6	26 <sup>th</sup> Aug-2 <sup>nd</sup> Sept
				The Voice Of The Rain	3	4 <sup>th</sup> Sept-16 <sup>th</sup> Sept
				Unit-9: My Impressions Of Assam	6	18 <sup>th</sup> Sept-6 <sup>th</sup> Oct
				Father To Son	3	15 <sup>th</sup> Oct-19 <sup>th</sup> Oct
				Note-Making	5	17 <sup>th</sup> Nov-30 <sup>th</sup> Nov
		Bitupana Pathak	Unit-2, 5, 6	Unit-2: We're Not Afraid To Die If We Can All Be Together	6	1 <sup>st</sup> -14 <sup>th</sup>
				Unit-5: The Ailing Planet	6	16 <sup>th</sup> -25 <sup>th</sup> Aug, 23
				Unit-6: Childhood	3	26 <sup>th</sup> Aug-2 <sup>nd</sup> Sept
				Summarising	4	4 <sup>th</sup> Sept-16 <sup>th</sup> Sept
				Essay Writing	5	18 <sup>th</sup> Sept-6 <sup>th</sup> Oct
				Letter Writing	4	1 <sup>st</sup> Nov-11 <sup>th</sup> Nov
		Anedev Boro	Snapshot	Ranga's Marriage	4	4 <sup>th</sup> Sept-16 <sup>th</sup> Sept
				Albert Einstein At School	4	18 <sup>th</sup> Sept-6 <sup>th</sup> Oct
				Creative Writing	4	7 <sup>th</sup> Oct-14 <sup>th</sup> Oct
				Sub-Titling	4	1 <sup>st</sup> Nov-11 <sup>th</sup> Nov

				Tag Question	3	17 <sup>th</sup> Nov-30 <sup>th</sup> Nov
				Sentence Correction	2	17 <sup>th</sup> Nov-30 <sup>th</sup> Nov
					Test Exa m Revi sion	December  January-Mid Feb

2	Hs 1 <sup>st</sup> Year (Alternative English And Grammars)	Name Of Faculty	Unit-Distributed	Content	No Of Classes	Dates
		Bhumika Devi	Unit- 1,4,5,6	Unit-1: The Suitor And Papa	4	1 <sup>st</sup> -14 <sup>th</sup> Aug
				Unit-4: The Queen Of The Village	4	16 <sup>th</sup> -30 <sup>th</sup> Aug
				Unit-5: On Saying Please	4	1 <sup>st</sup> -14 <sup>th</sup> Sept
				Unit-6: How It Happened	5	15 <sup>th</sup> Sept-5 <sup>th</sup> Oct
				Pair Of Words	2	6 <sup>th</sup> -19 <sup>th</sup> Oct
				Identifying Nouns And Adjectives	2	1 <sup>st</sup> -4 <sup>th</sup> Nov
		Bitupana Pathak	Unit- 2,8,9,10	Unit-2: When Autumn Came	2	1 <sup>st</sup> -14 <sup>th</sup> Aug
				Unit-8: Caged Bird	3	16 <sup>th</sup> -30 <sup>th</sup> Aug
				Unit-9: Lines Written In Early Spring	3	1 <sup>st</sup> -14 <sup>th</sup> Sept
				Unit-10: The Divine Image	4	15 <sup>th</sup> Sept-5 <sup>th</sup> Oct
				Tenses Using Conditionals	4	6 <sup>th</sup> -19 <sup>th</sup> Oct
		Anudev Boro	Unit- 3, 7,11,	Unit-3: Life And Learning	4	1 <sup>st</sup> -14 <sup>th</sup> Aug
				Unit-7: The Captive	4	16 <sup>th</sup> -30 <sup>th</sup> Aug
				Unit-11: The Light Of Other Days And	4	1 <sup>st</sup> -14 <sup>th</sup> Sept
				An Inspector Calls	7	15 <sup>th</sup> Sept-5 <sup>th</sup> Oct
				Precis Writing	3	6 <sup>th</sup> -19 <sup>th</sup> Oct

					Revision Test Exam Revision	November December January
3	Hs 2 <sup>nd</sup> Year (English And Grammar)	Bhumika Devi	Flamingo And Vistas (Supplementary Reader)	Prose: Unit-1: The Last Lesson  Unit-5: Indigo Poetry:  Unit-3: Keeping Quiet  On The Face Of It  Narration, Letter-Writing, Report Writing	4  5  3  4  12	1 <sup>st</sup> -17 <sup>th</sup> Aug  18 <sup>th</sup> -31 <sup>st</sup> Aug  1 <sup>st</sup> -14 <sup>th</sup> Sept  15 <sup>th</sup> -30 <sup>th</sup> Sept  1 <sup>st</sup> Oct-5 <sup>th</sup> Dec
		Bitupana Pathak	Flamingo And Vistas (Supplementary Reader)	Prose: Unit-2: Lost Spring Poetry:  Unit-1: My Mother At Sixty-Six  Unit-4: A Thing Of Beauty • The Enemy  Voice, Correct Tense, Precis Writing	4  3  3  4  12	1 <sup>st</sup> -17 <sup>th</sup> Aug  18 <sup>th</sup> -31 <sup>st</sup> Aug  1 <sup>st</sup> -14 <sup>th</sup> Sept  15 <sup>th</sup> -30 <sup>th</sup> Sept  1 <sup>st</sup> Oct-5 <sup>th</sup> Dec
		Anudev Boro	Flamingo And Vistas (Supplementary Reader)	Prose: Unit-8: Going Places  Unit-9: Memoirs Of A Chota Sahib Poetry:  Unit-5: A Roadside Stand  The Tiger King  Prepositions, Conditionals, Comprehension	5  4  4  4  13	1 <sup>st</sup> -17 <sup>th</sup> Aug  18 <sup>th</sup> -31 <sup>st</sup> Aug  1 <sup>st</sup> -14 <sup>th</sup> Sept  15 <sup>th</sup> -30 <sup>th</sup> Sept  1 <sup>st</sup> Oct-5 <sup>th</sup> Dec
					Test Exam Revision	December January
4	Hs 2 <sup>nd</sup> Year (Alternati	Bhumika Devi	Harmony And Grammar	Prose- Unit-1: A Cup Of Tea	4	1 <sup>st</sup> -17 <sup>th</sup> Aug



**UNIT PLAN**  
**SESSION :2020-21**  
**DEPARTMENT OF POLITICAL SCIENCE**  
**Habraghat Mahavidyalaya, Krishnai**  
**COURSE/PROGRAMME: B A (Honours & Regular)**

NAME OF THE TEACHER	CHAPTER	UNIT/COURSE CONTENT	CLASS REQUIRED
HARUNAR RASHID	5 <sup>TH</sup> SEM – Paper 1 WESTERN POLITICAL THINKERS	Unit I: Greek Political Thinkers <ul style="list-style-type: none"> <li>Plato: Justice, Philosopher King, Ideal State</li> <li>Aristotle: Classification of Constitution, Revolution, Best Practical State</li> </ul> Unit II: Medieval and Early Modern Thinkers <ul style="list-style-type: none"> <li>St. Augustine: Religion and Politics</li> <li>Machiavelli: Liberty and Statecraft</li> </ul> Unit III: The Contractualists <ul style="list-style-type: none"> <li>Hobbes: Nature of State, Sovereignty</li> <li>Locke: Liberty, Property, State</li> <li>Rousseau: General Will</li> </ul> Unit IV: Marxian Political Thought <ul style="list-style-type: none"> <li>Materialistic Interpretation of History</li> <li>Surplus Value</li> <li>Class Struggle</li> </ul>	48 LECTURES
	5 <sup>TH</sup> SEM- Paper 5A RURAL LOCAL GOVERNANCE	Unit I :Evolution of Local governance in India <ul style="list-style-type: none"> <li>local governance in ancient India</li> <li>local governance in colonial India</li> <li>local governance in independent India</li> </ul> Unit II: 73rd amendment and Rural development <ul style="list-style-type: none"> <li>Genesis of the 73rd amendment: the various committees</li> </ul>	45 LECTURES

		<ul style="list-style-type: none"> <li>• Significance of the 73rd amendment( Women's participation and reservation, district planning commission, election commission, Finance commission)</li> <li>• Problems of rural local governance</li> </ul> <p>Unit III : Structural growth of local governance under the 73rd amendment</p> <ul style="list-style-type: none"> <li>• Zilla Parishad</li> <li>• Anchalik Panchayat</li> <li>• Gaon panchayat and gaon sabha</li> </ul> <p>Unit IV: Control and supervision of local governance under the 73rd amendment</p> <ul style="list-style-type: none"> <li>• Legislative</li> <li>• Executive</li> <li>• Sources of revenue and grants-in-aid</li> </ul>	40 LECTURES
6 <sup>TH</sup> SEM (M)- Paper 2 SELECT CONSTITUTIONS-II	<p>Unit I: Peoples Republic of China- I</p> <ul style="list-style-type: none"> <li>• Revolutionary Legacy: Communist Revolution and the Cultural Revolution.</li> <li>• Structure of Government</li> </ul> <ol style="list-style-type: none"> <li>1. National Peoples Congress</li> <li>2. The President and the State Council</li> <li>3. Peoples courts and Peoples Procuratorates</li> </ol> <p>Unit II: Peoples Republic of China- II:</p> <ul style="list-style-type: none"> <li>• Rights and Duties of Citizens</li> <li>• Party System, and Role of the Communist Party</li> </ul> <p>Unit III: Switzerland- I</p> <ul style="list-style-type: none"> <li>• Swiss Political Tradition</li> <li>• Swiss Federalism</li> <li>• Structure of Federal Government</li> </ul> <p>λ Legislature λ Executive λ Judiciary</p> <p>Unit IV: Switzerland- II</p> <ul style="list-style-type: none"> <li>• Direct Democracy</li> <li>• Political Parties and Interest Groups</li> </ul>		

	<p><b>6<sup>TH</sup> SEM – Paper 6D HUMAN RIGHTS IN INDIA</b></p>	<p>Unit I: Origin and Development of Human Rights in India  λ Ancient, medieval and colonial period  λ Human rights and the Constitution of India  λ Protection of Human Rights Act, 1993  Unit II: Institutional Mechanisms for Protection of Human Rights  λ National Human Rights Commission and Assam Human Rights Commission  λ National Commission for Women  λ National Commission for S.C and National Commission for S.T  Unit III : Emerging issues of human rights  λ Terrorism in NE India  λ Rights of Indigenous People  λ Environmental Issues – Narmada Bachao movement, Chipko movement  Unit IV: Human Rights of vulnerable groups  λ Women  λ Children  λ Minority</p>	<p><b>35 LECTUR ES</b></p>
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