

BINANDI CHANDRA MEDHI COLLEGE, RAMDIA

P.O-RAMDIA, DIST-KAMRUP (ASSAM), PIN-781102

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FIRST CYCLE NAAC ACCREDITATION, 2022

CRITERION-1

CURRICULAR ASPECTS

1.3.1 *Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum*

SUBMITTED TO

THE NATIONAL ASSESSMENT AND ACCREDITATION
COUNCIL



1.3.1 Institution integrates cross cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and sustainability in to the curriculum.

Response :

The College has been always sensible towards these issues. The following chart depicts the segregation according to the Class and subject.

Subject	Semester	Course Code	Paper
Economics	V	ECO-HE-5016	Economics of Health and Education
	VI	ECO-HC-	6026
English	I	AECC-1014	English communication/English Language proficiency.
		ENG-CC-1016	English-I(The Woman Who Rode Away)
	II	ENG-CC-2016	English-II(Purdah-I)
History	I	HIS-RC-1016	History of India(From the earliest times up to c.1206)
	II	HIS-RC-2016	History of India (From c.1206 to 1757)
	III	HIS-RC-3016	History of India (c.1757 to 1947)
	IV	HIS-RC-4016	Social and Economic History of Assam
	V	HIS-RE-5016	History of Assam from Earliest time to 1826
	VI	HIS-RE-6016	History of Assam (c.1826 to 1947)
Political Science	I	POL-RC-1016	Introduction to Political Theory.
	II	POL-RC-2016	Indian Government and Politics
	IV	POL-RC-4016	Introduction to International Relations.
	V	POL-SE-5014	Panchayati Raj in Practice.
	VI	POL-SE-6014	Citizen and Rights
Education	V	EDU-DSE-5036	Human Rights Education
		EDU-SE-5014	Extension Activities
		EDU-RG-5016	Distance Education
	VI	EDU-DSE-6046	Woman and Society



Birandi Chandra Medhi College, Ramdia, Kamrup
Principal i/c
Ramdia, Kamrup

FIFTH SEMESTER DSE

ECO-RE-5016: Economic Development and Policy in India-I

Course Description

This course reviews major trends in aggregate economic indicators in India and places these against the backdrop of major policy debates in India in the post- Independence period.

Course Outline

1. Issues in Growth, Development and Sustainability
2. Factors in Development: Capital formation (Physical and Human); technology; institutions.
3. Population and Economic Development Demographic trends; urbanisation.
4. Employment: Occupational structure in the organised and the unorganised sectors; open-, under- and disguised unemployment (rural and urban); employment schemes and their impact.
5. Indian Development Experience: Critical evaluation of growth, inequality, poverty and competitiveness, pre and post reforms era; savings and investment; mobilisation of internal and external finance; monetary and fiscal policies; centre-state financial relations.

Readings:

1. Michael P Todaro and Stephen Smith. Economic Development, Pearson, 11th edition (2011).
2. Uma Kapila, Indian Economy since Independence, Academic Foundation, 19th edition (2009).
3. United Nations Development Programme, Human Development Report 2010, Palgrave Macmillan (2010).
4. Government of India, Economic Survey (latest)
5. Government of India, Finance Commission Report (latest)

ECO-RE-5036: Environmental Economics

Course Description

This course introduces students to concepts, methods and policy options in managing the environment, using tools of economic analysis. This course should be accessible to anyone with an analytical mind and familiarity with basic concepts of economics. Environmental problems and issues from the Indian and international context (especially global warming) are used to illustrate the concepts and methods presented in the course. The course will be useful for students aiming towards careers in the government sector, policy analysis, business, journalism and international organisations.

Course Outline

1. Introduction

Key environmental issues and problems, economic way of thinking about these problems, basic concepts from economics; Pareto optimality and market failure in the presence of externalities; property rights and other approaches.

2. The Design and Implementation of Environmental Policy

Overview, Pigouvian taxes and effluent fees, tradable permits, implementation of environmental policies in India and international experience; transboundary environmental problems; economics of climate change.

3. Environmental Valuation Methods and Applications

Valuation of non-market goods and services--theory and practice; measurement methods; cost-benefit analysis of environmental policies and regulations.

4. Sustainable Development

Concepts; measurement; perspectives from Indian experience

Readings

1. Roger Perman, Yue Ma, Michael Common, David Maddison and James McGilvray, "*Natural Resource and Environmental Economics*", Pearson Education/Addison Wesley, 4th edition, 2011.
2. Charles Kolstad, "*Intermediate Environmental Economics*", Oxford University Press, 2nd edition, 2010.
3. Robert N. Stavins (ed.), "*Economics of the Environment: Selected Readings*", W.W. Norton, 6th edition, 2012.
4. Robert Solow, "An Almost Practical Step toward Sustainability," Resources for the Future 40th anniversary lecture, 1992.
5. Kenneth Arrow et al., "Are We Consuming Too Much?" *Journal of Economic Perspectives*, 18(3): 147-172, 2004.
6. IPCC (Intergovernmental Panel on Climate Change), Fifth Assessment Report (forthcoming 2014).

GE I (Generic Elective):

ENG-RG-5016

Contemporary India: Women and Empowerment.

Credits: 5 (Theory) + 1 (Tutorial) =6

Marks: 100 (80+20)

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

The course aims to:

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

Course Outcome:

The learner will be equipped with:

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

UNIT 1: Social Construction of Gender

- **Masculinity and Femininity**
- **Patriarchy**
- **Women in Community**

**DETAILED SYLLABUS OF B.A. (REGULAR) THREE YEAR DEGREE UGCBCS
PROGRAMME IN HISTORY, GAUHATI UNIVERSITY**

Generic Elective Courses

(4 Courses)

- HIS –RC-1016: History of India (from Earliest Times up to c. 1206)
HIS –RC-2016: History of India (c.1206 - 1757)
HIS –RC-3016: History of India from (c.1757 - 1947)
HIS –RC-4016: Social and Economic History of Assam

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HIS –RC-1016: HISTORY OF INDIA (FROM THE EARLIEST TIMES UP TO c. 1206)

Lecture : 5; Tutorial : 1 (per week)

Course Outcome: Upon completion of this course, students will be able to explain the emergence of state system in North India, development of imperial state structure and state formation in South India in the early period. They will be able to understand the changes and transformations in polity, economy and society in early India and the linkages developed through contacts with the outside world.

Unit: I

- [a] Sources : literary and archaeological
- [b] Indus Civilization :origin, extent, urban planning and urban decline.
- [c] Society, polity, economy and religion in the Rig Vedic Period
- [d] Society, polity, economy and religion in the Later Vedic Period

Unit: II

- [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

Unit: III

- [a] Post–Mauryan period : The Sungas, Chedis
- [b]Kharavelas and Satavahanas
- [c]Sangam Age: literature, society and culture in South India.

Unit: IV

- [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

Unit: V

[a] Political development in the South – the Pallavas, the imperial Cholas, the Rashtrakutas and the Chalukyas.

[b] The Arabs and the Turks in Indian politics –Ghaznivides and the Ghorid invasions.

[c] Indian Society during 650 –1200 A.D.-literature & language, temple architecture and Sculpture.

Readings:

Jha, D.N. :*Early India*, New Delhi, 2006

----- :*Ancient India*, Monohar, New Delhi, 2001

Majumdar, R.C. :*Ancient India*, Banaras, 1952

RomilaThapar :*Early India*, Vol. I, Penguin, Delhi, 1996

Shastri, K.A. Nilakanta :*History of South India*

Singh, Upinder :*A History of Ancient and Early Medieval India*,Pearson, 2009

Habib&Thakur : *The Vedic Age (Peoples History of India)*, Vol. III, Tulika Books, New Delhi, 2003

Majumdar, Raychoudhary&Dutta :*An Advanced History of India* (RelevantChapters)

Sharma ,R. S : *Perspectives in Social & Economic History of Early India*,

MunshiramManoharlal,Delhi,1983.

———, :*India's Ancient Past*, OUP, Delhi 2006

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HIS –RC-2016 : HISTORY OF INDIA (c.1206 to 1757)

Lecture : 5; Tutorial : 1 (per week)

Course Outcome: Upon completion of this course, students will be able to analyse the political and social developments in India between 1206-1757. Students will be able to explain the formation of different States during this period along with their administrative apparatuses, and the society, economy and culture of India in the 13th to mid-18th century period.

Unit: 1

[a] Foundation and consolidation of the Sultanate : Iltutmish, Sultana Raziya, Balban and the Mongol invasions

[b] Expansion of Sultanate :AlauddinKhalji - conquests and administration

[c]Tughlaqs- Muhammad bin Tughlaq and Firoz Shah Tughlaq.

Unit: II

[a] Decline of the Sultanate

[b] Rise of Provincial Kingdoms and contest for supremacy :Vijaynagar and Bahmani Kingdoms.

Aug-12

Pol. RC 3016 Comparative Govt. & Politics

1. The nature, scope and methods of comparative political analysis (10 lectures)
2. Comparing Regimes: Authoritarian and Democratic (06 lectures)
3. Classifications of political systems:
 - a) Parliamentary and Presidential: UK and USA
 - b) Federal and Unitary: Canada and China (15 lectures)
4. Electoral Systems: First past the post, proportional representation, mixed systems (07lectures)
5. Party Systems: one-party, two-party and multi-party systems (09 lectures)
6. Contemporary debates on the nature of State: From state centric security to human centric security and the changing nature of nation-state in the context of globalization.(13 lectures)

READING LIST

Essential Texts

- Bara, J & Pennington, M. (eds.). (2009) *Comparative Politics*. New Delhi: Sage.
- Caramani, D. (ed.). (2008) *Comparative Politics*. Oxford: Oxford University Press.
- Hague, R. and Harrop, M. (2010) *Comparative Government and Politics: An Introduction*. (Eight Edition). London: Palgrave McMillan.
- Ishiyama, J.T. and Breuning, M. (eds.). (2011) *21st Century Political Science: A Reference Book*. Los Angeles: Sage.
- Newton, K. and Deth, Jan W. V. (2010) *Foundations of Comparative Politics: Democracies of the Modern World*. Cambridge: Cambridge University Press.
- O'Neil, P. (2009) *Essentials of Comparative Politics*. (Third Edition). New York: WW. Norton & Company, Inc.
- Palekar, S.A. (2009) *Comparative Government and Politics*. New Delhi: PHI Learning Pvt. Ltd.
- Bara, Judith. & Pennington, Mark. (2009), *Comparative Politics*, New Delhi: Sage Publications.

Readings

Topic 1.

- Caramani, D. (2008) 'Introduction to Comparative Politics', in Caramani, D. (ed.) *Comparative Politics*. Oxford: Oxford University Press, pp. 1-23.
- Mohanty, M. (1975) 'Comparative Political Theory and Third World Sensitivity', in *Teaching Politics*. Nos. 1 & 2, pp. 22-38.

Topic: 2.

- Webb, E. (2011) 'Totalitarianism and Authoritarianism', in Ishiyama, J. T. and Breuning, M. (eds.) *21st Century Political Science: A Reference Book*. Los Angeles: Sage, pp. 249-257.
- Hague, R. and Harrop, M. (2004) *Comparative Government and Politics: An Introduction*. London: Palgrave McMillan, pp. 36-50, 51-68.

Topic: 3.

- Hague, R and Harrop, M. (2004) 'The Political Executive', in *Comparative Government and Politics: An Introduction*. London: Palgrave McMillan, pp. 268-290.

Topic: 4.

- Cameron, D. R. (2002) 'Canada', in Ann L. G. (ed.) *Handbook of Federal Countries*. Montreal

Pol. RC 4016 Introduction to International Relations

Course Objective: This Course is designed to give students a sense of some important theoretical approaches to understand international relations; a history from 1945 onwards to the present; and an outline of the evolution of Indian foreign policy since independence and its possible future trajectory.

1. Approaches to International Relations

- (a) Classical Realism (Hans Morgenthau) and Neo-Realism (Kenneth Waltz)
- (b) Neo-Liberalism: Complex Interdependence (Robert O. Keohane and Joseph Nye)
- (c) Structural Approaches: World Systems Approach (Immanuel Wallerstein) and Dependency School (Andre Gunder Frank)
- (d) Feminist Perspective (J. Ann Tickner) (27 lectures)

2. Cold War & Post-Cold War Era

- (a) Second World War & Origins of Cold War
- (b) Phases of Cold War:
 - First Cold War
 - Rise and Fall of Detente
 - Second Cold War
 - End of Cold War and Collapse of the Soviet Union
- (c) Post Cold- War Era and Emerging Centers of Power (European Union, China, Russia and Japan) (20 lectures)

3. India's Foreign Policy

- (a) Basic Determinants (Historical, Geo-Political, Economic, Domestic and Strategic)
- (b) India's Policy of Non-alignment
- (c) India: An Emerging Power (13 lectures)

READING LIST

Essential Readings

- William, P., Goldstein, D. M. and Shafritz, J. M. (eds.) (1999) *Classic Readings of International Relations*. Belmont: Wadsworth Publishing Co, pp. 30-58; 92-126.
- Art, R. J. and Jervis, R. (eds.) (1999) *International Political Enduring: Concepts and Contemporary Issues*. 5th Edition. New York: Longman, pp. 7-14; 29-49; 119-126.
- Jackson, R. and Sorenson, G. (2008) *Introduction to International Relations: Theories and Approaches*. New York: Oxford University Press, pp. 59-96.
- Goldstein, J. and Pevehouse, J.C. (2009) *International Relations*. New Delhi: Pearson, pp. 81-111.
- 17
- Tickner, J. A. (2001) *Gendering World Politics: Issues and Approaches in the Post-Cold War Era*. Columbia University Press.
- Baylis, J. and Smith, S. (eds.) (2011) *The Globalization of World Politics: An Introduction to International Relations*. Fifth Edition. Oxford: Oxford University Press, pp. 90-123; 142-159; 262-277.
- Wenger, A. and Zimmermann, D. (eds.) (2003) *International Relations: From the Cold World War to the Globalized World*. London: Lynne Rienner, pp. 54-89.
- Appadorai and Rajan, M. S. (eds.) (1985) *India's Foreign Policy and Relations*. New Delhi: South Asian

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- Jackson, R. and Sorenson, G. (2008) *Introduction to International Relations: Theories and Approaches*. New York: Oxford University Press, pp. 59-96.
- Goldstein, J. and Pevehouse, J.C. (2009) *International Relations*. New Delhi: Pearson, pp. 81-111.
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- Tickner, J. A. (2001) *Gendering World Politics: Issues and Approaches in the Post-Cold War Era*. Columbia University Press.
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- Wenger, A. and Zimmermann, D. (eds.) (2003) *International Relations: From the Cold World War to the Globalized World*. London: Lynne Rienner, pp. 54-89.
- Appadorai and Rajan, M. S. (eds.) (1985) *India's Foreign Policy and Relations*. New Delhi: South Asian

Pol. SE 3012 Parliamentary Procedures & Practices

Course Objective: The course attempts to make the students familiar with legislative practices in India with an orientation to equip them with the adequate skills of participation in deliberative processes and democratic decision making. The introductory unit of the course aims to provide basic understanding on the constitutional provisions related to the process of legislations as well as the kinds of bills. The second unit of this course seeks to enhance proper understanding related to the procedures, practices related to the passage of a bill from drafting to that of the passing of the Bill. Third unit is about different Committees in the House, and the Fourth unit is on hours and motions in the House.

I. Constitutional Provisions and Kinds of Bills (10 Working Days)

Constitutional provisions of legislative procedures: Articles 107-22

Kinds of Bills: Ordinary Bills, Money Bills, Finance Bills, Private Member Bills

II. Drafting, Introductions and Readings of the Bills: Procedures and Processes (10 Working Days)

Drafting of the Bill

First Reading and Departmental Standing Committee

Second Reading

Third Reading

Passage of the Bill

Consent by the President

Gazette Notifications

III. Parliamentary Committees: Composition and Functioning (10 Working Days)

Departmental Standing Committees

Select Committees

Joint Parliamentary Committees

Public Accounts Committee

Committee on Privilege

Business Advisory Committee

Ethics Committee

IV. Motions and Hours in the House (10 Working Days)

Question Hour

Zero Hour

Calling Attention Motion

EDU-RG-5016
DISTANCE EDUCATION
Total Marks: 100 (External: 80 and Internal: 20)
Credit-6

Course Objectives:

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

- Enable the students to understand the concept of distance education and its growth in India and Assam
- Acquaint the students with the growing need and importance of distance education
- Acquaint the students with the different forms and methodologies applied in distance education
- Enable the students to understand different programmes of distance education
- Acquaint the students with different instructional strategies of distance education

Course content:

Units	Contents
B.D Unit-1	<p>Distance Education</p> <ul style="list-style-type: none"> • Its meaning, nature and scope • Need and importance of distance education • Merits and demerits of distance education • General structure of distance learning programme
H.M Unit-2	<p>Development of Distance Education in India</p> <ul style="list-style-type: none"> • Development of distance education in India • Development of distance education in Assam
K.D Unit-3	<p>Distinction among Conventional, Correspondence and Distance education</p> <ul style="list-style-type: none"> • Distinction between Conventional and Distance education • Distinction between Correspondence and Distance education • Distinction between Conventional and Correspondence education • Different agencies of distance education
B.D Unit-4	<p>Methodologies in Distance education</p> <ul style="list-style-type: none"> • Different forms of instructional strategies n distance education • Print- Media • Non-Print Media • Information and communication technology (ICT) • Different modes of student support services in distance education

EDU-SE-5014
EXTENSION ACTIVITIES
Credit- 4

Course Outcome:

After completing this course, students will be able to do extension activities.

Theory (2 Credits)

Course contents

Units	Contents
B.D Unit-1	Extension Activities <ul style="list-style-type: none">• Meaning, characteristics and objectives of Extension• Principles and importance of Extension• Areas of Extension Education activities• Role of higher education on Extension Activities
K.D Unit-2	Extension Methods and Swachha Bharat Mission <ul style="list-style-type: none">• Extension Methods with particular reference to –Home visit, Group Discussion, Exhibition, Campaigning• Swachha Bharat Mission- Its objectives and components

Practical Work (2 credits)

Students will have to involve in any of the following extension activities –

- Visit the nearby village/area and conduct survey on educational and economic status of the community people
- Visit nearby schools and look after the teaching learning environment in the schools
- Involve in Swachha Bharat Mission
- Creating awareness of women health, politics, environment etc. in the locality

Guidelines:

- The teachers will have to guide the students in extension activities.
- Teachers will explain the concept and different types of extension activities.
- Evaluation will be done by an External Examiner.

EDU-DSC-6046
WOMEN AND SOCIETY

Total Marks: 100 (External: 80 and Internal: 20)
Credit-6

Course Objectives:

After completion of this course the learner will be able to

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

Units	Contents
Unit-1	Status and role of women <ul style="list-style-type: none"> • Women in ancient and medieval India • Changing role of Women in India • Women's health and related issues • Role of women in family , school and society • Women's role in social and environmental movement
Unit-2	Constitutional provisions and Rights of women <ul style="list-style-type: none"> • Constitutional Provision for equality of Women (Educational and Legal Provisions) • National Policy on Education (1986) on women education • National Council for Women Education • Property Right • National Policy for Empowerment of Women, 2001
Unit-3	Gender inequalities in School and society <ul style="list-style-type: none"> • Family attitude • Gender bias in Textbook • Curricular Choices • Teachers' attitude • Classroom Interaction • Peer Culture • Gender inequality in workplace
Unit-4	Women Empowerment <ul style="list-style-type: none"> • Concept of women empowerment, importance • Types of women empowerment- Economic, political, Educational , legal • Women entrepreneurship • Barriers of women empowerment • Role of education in women empowerment
Unit-5	The new roles of men and women and its Implications <ul style="list-style-type: none"> • Changes in family patterns • Gender roles in transition

6th SEMESTER (REGULAR)

EDU-DSC-6016

MENTAL HEALTH AND HYGIENE

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

Credit-6

Course Objectives:

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

- Acquaint with the fundamentals and development of mental health and the characteristics of a mentally healthy person.
- Understand the concept and importance of mental hygiene and its relationship with mental health.
- Acquire knowledge about the principles, factors promoting mental health and the role of home, school, and society in maintaining proper mental health.
- Learn the meaning and problem of adjustment and also the different adjustment mechanisms.
- Familiarise with the concept and issues of positive psychology, mental health of women, role of WHO and stress management.

Course Contents

Units	Content
M.M. Unit-1	Fundamentals of Mental Health <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
B.D. Unit-2	Mental Hygiene – Meaning and Definitions <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
K.D. Unit-3	Education and Mental Health <ul style="list-style-type: none">• Principles of sound Mental Health• Factors affecting Mental Health• Mental Health Hazards• Mental Health of Students

6th SEMESTER (HONOURS)

EDU-HC-6016

EDUCATION AND DEVELOPMENT

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

Credit-6

Course Objectives:

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

- Relation between education and development
- Educational development in the post globalization era
- Role of education in community development
- Education for human resource development
- Economic and political awareness through education

Course Contents:

Units	Contents
Unit-1	Basic Concepts of Education and Development <ul style="list-style-type: none">• Indicators of educational development• Role of education in national development• Growth and development of education in India in the post globalization era• Concept of modernization- Role of education in modernization
Unit-2	Education and Community Development <ul style="list-style-type: none">• Community: Meaning, Definition, Nature.• Relationship between School and Community.• Role of Teachers in Community Development.• Participation of Community people in Educational Institutions.• Role of Education in Community Development.• Problems of Educational Institutions in Community Development.
Unit-3	Education and Human Resource Development <ul style="list-style-type: none">• Human Resource Development: Meaning, Definition and Characteristics.• Objectives and Need of Human Resource Development.• Factors of Human Resource Development.• Role of education in Human Resource Development.• Organisations of Human Resource Development: MHRD, UGC, NCERT, CBSE.
Unit-4	Education and Economic Development <ul style="list-style-type: none">• Meaning of Economic Development and National Development.• Relationship between education and Economics.• Impact of Economics on Education.

Swachh Bharat Abhiyan



Plantation



Free Health Checkup camp



Bamundi Ganak Para, Assam, India
6FHX+85V, Bamundi Ganak Para, Assam 781102, India
Lat 26.228561°
Long 91.49884°
17/07/22 11:04 AM

Bamundi Ganak Para
Chika Steel
Google
GPS Map Camera



WOMENS' DAY CELEBRATION



AWARENESS PROGRAMME ON HEALTH AND HYGIENE



Kurihamari, Assam, India
7F53+6C6, Kurihamari, Assam 781102, India
Lat 26.258025°
Long 91.453495°
31/12/22 02:37 PM GMT +05:30

HUMAN RIGHT DAY CELEBRATION

International Yoga Day

5th June-2015

International Yoga day is celebrated at the College campus by Yoga Guru Dilip Bhuyan.

He taught different types of youga which are very essential for general fitness. He also give a speech regarding the importance of Yoga. The students get knowledge about youga and the roopostance of it for general fitness.



FEBRUARY 2015

WK	M	T	W	T	F	S	S
5							1
6	2	3	4	5	6	7	8
7	9	10	11	12	13	14	15
8	16	17	18	19	20	21	22
9	23	24	25	26	27	28	

INTERNATIONAL LITERACY DAY CELEBRATION

An Awareness Programme on Literacy
for the Community Members Living in the
Remote Area

Jointly Organised by the
Department of Education

And

Department of Political Science
Binandi Chandra Medhi College, Ramdia

Venue: Barluit MEM School, Grendhitarai Date - 8th September
2022

Objectives of the celebration:

- ① To make awareness about literacy among community members, women of socio-economically disadvantaged background and students.
- ② To aware about the values of education in day to day lives.

Agenda of the Programme

1. Chair of the Chairperson
2. Purpose of the meeting
3. Delivering Awareness lectures on significance of literacy.
4. Comment and opinion of chairperson of the meeting.
5. Summed-up of the meeting.

S.No	Signature of the Community Members, Students, Guardians Teachers	Address, Contact Number
------	--	-------------------------

- | | | |
|----|----------------------------|--|
| 1 | Hussain Ali Ahmed | Bangalpara, 6913703313 |
| 2 | Shirif Qus | Kulheta, 8011298685 |
| 3 | Raszak Ali | B e Medhi collage, |
| 4 | গাজী রাসক আলী | |
| 5 | Mokaddes. Ali (9864387027) | AT. SAS High school. |
| 6 | Shahidul Islam. | Asstt. Prof. B. C. Medhi collage, Bal. |
| 7 | শাহিদুল ইসলাম | |
| 8 | Nurul Islam. | Japabori 9101787656 |
| 9 | Mujibur De | Bongalpara 600761287 |
| 10 | Ashraf Ali | 8486341815 |
| 11 | Muzabbur Ali | 8753910546 |
| 12 | Hashan Ali. | 9395302974 |
| 13 | Abdul Salam. | 9101570518 |
| 14 | আব্দুল সালাম | |
| 15 | জাহিদুল ইসলাম | |
| 16 | আব্দুল কাদের | |
| 17 | নিয়াজ আলী | |
| 18 | আব্দুল কাদের | |
| 19 | আব্দুল কাদের | |
| 20 | আব্দুল কাদের | |
| 21 | আব্দুল কাদের | |
| 22 | আব্দুল কাদের | |
| 23 | আব্দুল কাদের | |
| 24 | আব্দুল কাদের | |
| 25 | আব্দুল কাদের | |
| 26 | আব্দুল কাদের | |
| 27 | আব্দুল কাদের | |
| 28 | আব্দুল কাদের | |
| 29 | আব্দুল কাদের | |
| 30 | আব্দুল কাদের | |

1. Ridul Islam
2. Bekibul Islam
3. Jahanara Ali
4. MORTUZA Ali
5. Nura Nessa
6. Mubidul Haque
7. Muddis Ali
8. Semina Khatun
9. MASTURA Khatun
10. Hasina Khatun.
11. Nargis Sultana
12. ASPHINA Khatun
13. Esminda Khatun
14. Hasnara Yesmin
15. Asiya Parbin
16. Asmina Khatun
17. Khalida Tiya
18. Alpona Khatun
19. Karima Khatun.
20. Terisa Akbar
21. Yermina Begum
22. Rehna Siddika
23. Esmemo Khatun
24. Farida Khatun
25. Yasmira Sultana
26. Halima Khatun
27. Nili MA Khatun
28. Humira Khatun
29. Mahima Khatun
30. Jesmina Khatun
31. Taslima Khatun
32. Tokmina Khatun
33. SAJIMA Khatun
34. Rukmana Parbin

মানিকজান

নিলিখান বিবি

খরিয়ায় বেগম

চোড়িয়া বিবি

কথলা বেগম

আলেকজান বেগম

চুড়িয়া বেগম বেগম

আবিনা খাতুন

জৈফিয়া আবাতা

মহিন্দা খাতুন

বাহানা খাতুন

জোহানা খাতুন

বাবিয়া খাতুন

Majna Khatun

বেহানা খাতুন

বাহানা খাতুন

মহিন্দা খাতুন

মুকাম খাতুন

মহিন্দা খাতুন

আবুবাখা খাতুন

মাজিনা খাতুন

ফুলজান খাতুন

উল্লাহালা

জামনা : খাতুন :

চোড়িয়া খাতুন

করিয়া : খাতুন

জৈফিয়া : খাতুন

ফুলজান : পার্বতী

মাজিনা খাতুন

মুকাম খাতুন

বাহানা খাতুন

জোহানা খাতুন

মহিন্দা খাতুন

করিয়া খাতুন

আব্দুল্লাহ আল-আন
 ছাহিদ আল-আন
 ছাদেক আলী
 মনিজা আলী
 আনজুমা ছাতুন
 বেহনা ছাতুন
 মমীমুন ছাতুন
 মমতা ছাতুন
 শহানা ছাতুন
 মাজনা ছাতুন
 বসকত আলী
 ইলুচ আলী
 ফজল আলী
 নূর মাহমুদ আলী
 বাহুল আমিন
 বিয়াতুল ইক্বাম
 ছাব্বুল ইক্বাম
 ইনজামুল ইক্বাম
 আব্দুল মলিক
 জাবেদ আলী
 আব্দুল মোছাফি

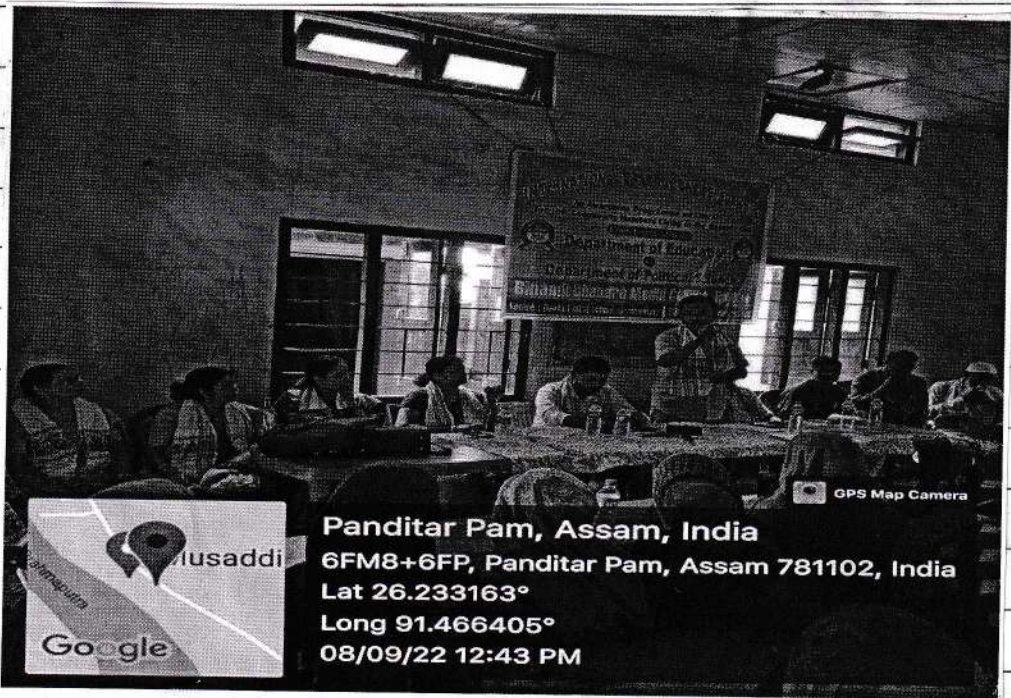
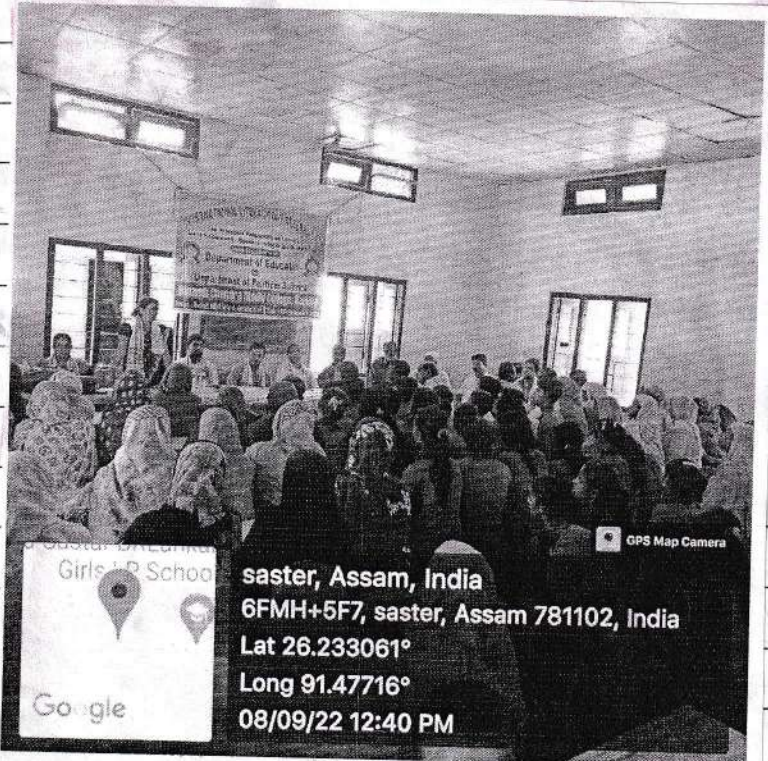
Sayana Alkhara

B.C.M College

An awareness programme is organised jointly by the departments of Education and Political Science of B. C. Hedhi College on 8th September 2022 at the Barluit M.E.M School, Grendhelitari. With respect to the programme, a general literacy awareness meeting is convened under the presidentship of the Head Teacher of the Barluit M. E. M school. All the faculty members of both the department including Principal, IGAC co-ordinator and faculty members of the Areabic department, Assamese department are actively participated in the programme. Community members, women, students are present in full swing in the meeting. The purpose of the meeting is explained by the HOD of Political Science department. The faculty members named Saidur Rahman, Arpana Choudhury, Dr. Bijuli Seka, Kasturi Das, Manisha Hajumdar are highlighting the significance of literacy and explaining how education brings transformation in an individual's life. The Principal of the college emphasises on girl education and building a collective society of gender equality. IGAC Co-ordinator is of the opinion that for a sustainable future, each and every individuals need to be literate and to live a dignified life ahead.

At the comment and opinion of the president in the gathering to focus on becoming literate to save from the darkness of life. He specially mentions about the remote area where lots of women are still striving for minimum rights like such as right to education, right to better health, right to social life and so forth. He

awareness programme for saving generation to come.



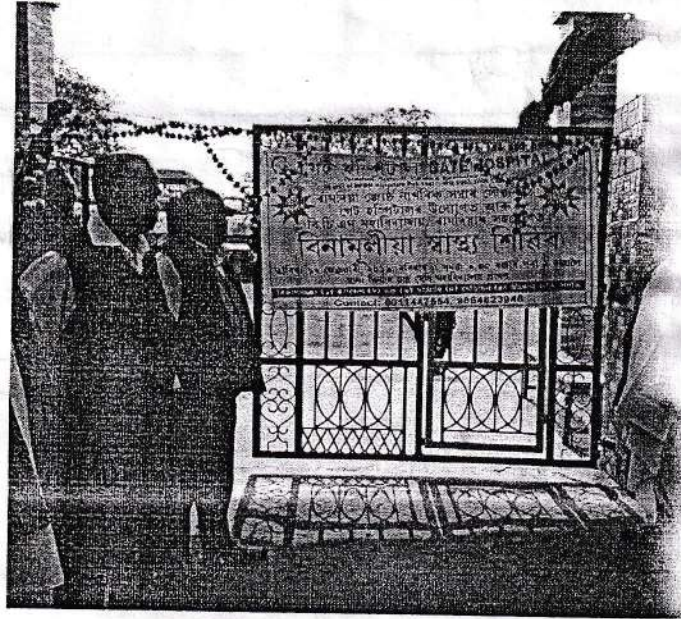
FREE HEALTH CHECK UP CAMP

Binandri Chandan Medhi College, Kamrui

DATE: - 17-02-2019

Organised by
NSS Unit

Free Health Check up Camp is held at College on 17
Gatte Hospital, Kamrup Assam. In this camp more
and make their body check up.



The College ^{NSS Unit} organised Free Health check
up camp on 17th February, 2019 in collabo-
-ration with Gatte Hospital, Kamrup, Assam.
Accordingly seven doctors and three nurse
attended in the programme. A large
number of patients & staff presented in
the camp. The doctors examined the
health and distributed some free medicines
and consultation. The 12 teachers and 20
students participated in the camp and provided
help to the doctors, nurses and patients.
Total 53 patients checked their health
in the programme.

The principal of the college gave his brief lecture on mentioning some suggestives views to the people how to keep away from the attack of covid 19. He also says to keep away from the crowded areas by maintaining physical distance, ~~as~~ washing hands frequently and using face mask and sanitization. After that mask and sanitise are distributed among the attended people.

