

P.N. Mukherjee (ed)

Davidson Scott : Human Rights, Historical Development Buckingham : Open University Press, 1990

N. Sanajaoba : Human Rights in the New Millennium, Manas Publications, New Delhi Indian Institute of Human Rights Publications, Green Gate, Maidangarbi Marg, New Delhi - 110030

TDC (Major) (6th Semester)
 PAPER - 11200 PSCM : INTRODUCTION TO WOMEN'S STUDIES
 Total Marks - 100
 (75 Marks for Final Examination and 25 Marks for Internal Assessment)

Objectives : The course is designed to generate sensitization for women's issues and problems. It will try to introduce the basic concepts and theories to facilitate the understanding of women's studies. The course will also try to introduce the students to Women's activism in India and the West.

- Unit - I : Women's studies - its meaning, nature, scope and objectives; Development of Women's Studies as a discipline. (Lectures-10 & Marks - 15)
- Unit - II : Approaches to the study of Women's Studies - Liberal, Marxist, Radical and Third World. (L-15 & M-15)
- Unit - III : Basic concepts in Women's Studies - Patriarchy, Gender, Socialisation, Public-Private divide, Sexual Division of labour. (L-15 & M-15)
- Unit - IV : Women's Movements - Western and Indian - Origin, Growth, Issues and Present status. (L-15 & M-15)
- Unit - V : Feminist analysis of socio-cultural and Institutional basis of Women's Oppression - Family, education, Religion, Economy, State and Media. (L-10 & M-15)

Suggested Readings :

- P.B. Rathod : An Introduction to Women's studies, ABD Publication, 2010
- Kamla, Bhasin : What is Patriarch? Kali for Women, New Delhi, 1993
- Kamla Bhasin : Understanding Gender, Kali for Women, New Delhi, 2000
- Jane Freedman : Feminism, Viva Books Private Limited, New Delhi, 2002
- Kamla Vhasin & Khan : Some Questions on Feminism and its Relevance in South Asia, Night Said Kali for Women, 1986
- Carol H. Poston : A Vindication of the Rights of Woman, second edition, New York, W.W. Norton and Company, 1988
- (ed)

- J. S. Mill, : *The Subjection of Women*, London, Everyman, 1962.
- V. Bryson : *Feminist Political Theory*, London, Macmillan, 1992.
- J. Gray : *Mill on Feminism*, London, Routledge, 1983.
- S. Tomaselli, (ed) : *Political Writings*, London, Dent, 1993
- Mary Wollstonecraft
- M. Warnock, Mary : *A Vindication of the Rights of Woman and J.S. Mill's the Wollstonecrafts Subjection of Women*, London, Dent, 1985
- F. Engels, : *The Origin of the Family, Private Property and the state*, New York, Pathfinder, Press, 1972.
- S. Firestone : *The Dialectics of Sex*, New York, Bantam Books, 1971
- J. Evans : *Feminism and Political Theory*, London, Alfred A. Knopf, 1986
- D. Coole : *Women in Political Theory: From Misogyny to contemporary Feminism*, New York Harvester Wheatsheaf, 1993.
- K. Millet : *Sexual Politics*, London, Virgo, 1977
- J.B. Elshtain : *The Family in Political thought*, Brighton Harvester, 1982
- J.B. Elshtain : *Public Man, private women: Women in Social and political thought*, Oxford, Martin Robertson and Princeton N.J. Princeton University press, 1981.
- M.L. Shanley & C. Pateman : *Feminist Interpretation and Political Theory*, Cambridge, Polity press, 1991
- R. Strachey. : *The Cause ; A short History of the Women's Movement in Great Britain*, London Virago, 1978
- Chandro Talpade : *Under Western Eyes ; Feminist scholarship and Colonial Discourses in Contemporary Postcolonial Theory- a Reader* ed. Padmini Mohanty, Oxford University press New Delhi, 2000.
- R. Kumar : *The History of Doing : An Illustrated Account of Movements for Women's Rights and Feminism in India 1800-1900*, London, Verso, 1993
- J. Mitchell : *Women : The Longest Revolution*, London, Virago, 1984
- M. Pugh : *Women and Women's Movement in Britain 1914-1959*, London, Macmillan, 1992
- J. Rendall : *The Origins of Modern Feminism : Women in Britain, France and the United States 1760-1860*, London, Macmillan, 1985

Semester-II
GE-2A: Feminism: Theory and Practice

Course Objective: The aim of the course is to explain contemporary debates on feminism and the history of feminist struggles. The course begins with a discussion on construction of gender and an understanding of complexity of patriarchy and goes on to analyze theoretical debates within feminism. The paper also covers the history of feminism in the west, socialist societies and in anti-colonial struggles. Further a gendered analysis of Indian society, economy and polity with a view to understanding the structures of gender inequalities.

Total Lectures and Tutorials – 84

Unit-I: Concepts in Feminism- Sex/Gender distinction, Patriarchy, Gender Socialisation, Sexual Division of Labour, Private-Public Dichotomy, Biologism versus social constructivism, Feminism

13 Lectures and 4 Tutorials

Unit-II: Approaches to the study of Feminism

Liberal, Socialist, Marxist, Radical feminism and Third World Approach

13 Lectures and 4 Tutorials

Unit-III Genesis of Feminist Movements in the West:

Seneca Falls Convention; Black Feminist Movement, Suffragist Movement in USA, Britain and France; the French Revolution and the Declaration of the Rights of Women and Female Citizen

13 Lectures and 4 Tutorials

Unit-IV: Genesis of Feminist Movement in the East:

Feminism and the Communist Revolution in China-Issues and Debates
Movement for Women's Emancipation-Rosa Luxemburg, Alexandria Kollontai
Feminist issues and women's participation in anti-colonial and national liberation movements in India

13 Lectures and 4 Tutorials

Unit-V: The Indian Experience:

Contemporary issues in Feminism: Environment, Domestic Violence, Rape, Dowry, Sexual Harassment at Workplace, Right to Property and Customary versus Constitutional Law; Gender Relations in India: Family- Matrilineal and Patrilineal; Women and Work

12 Lectures and 4 Tutorials

Reading List:

- Geetha, V. (2002) *Gender*. Calcutta: Stree.
- Geetha, V. (2007) *Patriarchy*. Calcutta: Stree.
- Jagger, Alison. (1983) *Feminist Politics and Human Nature*. U.K.: Harvester Press, pp. 25-350.
- Lerner, Gerda. (1986) *The Creation of Patriarchy*. New York: Oxford University Press.

HISM: 602
Women in Indian History

End- Semester Marks : 80
 In- Semester Marks : 20
 Total Marks : 100
 10 to 12 classes per unit

Objective:

The objective of this course is to describe the Feminist Movement, the key concepts in Women's studies as well as sources for reconstructions of Women's History. It will also describe the status of Women in Indian Society during the Vedic and Medieval period. Further the Reform Movement as well as the role of women in India's Freedom Struggle will be dealt with.

Unit: I**Marks: 16**

- 1.01 : Key Concepts in Women's Studies – Gender, Patriarchy and Sexual Division of Labour
 1.02 : Feminist movements and Development of Women's History
 1.03 : Sources for Reconstruction of Women's History – Oral Narratives, Memoirs, Diaries, Autobiographies

Unit: II**Marks: 16**

- 2.01 : Women In Ancient Indian Society : Vedic Period
 2.02 : Status of Women in Buddhism
 2.03 : Changing Status of Women in the Subsequent Periods
 2.04 : Women in Medieval India

Unit: III**Marks: 16**

- 3.01 : Social customs and Reform Movement in 19th century India : Sati, widow Remarriage, Female Infanticide : Role of Brahma Samaj, Arya Samaj , Parthana Samaj and Aligarh Movement
 3.02 : Jyotiba Phule, Pandita Ramabai and Begum Rukia Sakhawat Hussain
 3.03 : Development of Women's' Education in 19th and 20th Century : Role of Social Reformers and Missionaries
 3.04 : Sarda Act, 1929 and Hindu Women's Right to Property Act, 1937

Unit: IV**Marks: 16**

- 4.01 : Development of Women's Organization : Women's Conference, 1910 and National Council of Women in India
 4.02 : Demand for Women's Franchise
 4.03 : Women in Freedom Struggle : Pre-Gandhian Phase
 4.04 : Women in Freedom Struggle : Gandhian Phase
 4.05 : Women in Revolutionary Movements

Unit: V**Marks: 16**

- 5.01 : Women, Society and Patriarchy in Medieval Assam

- J. S. Mill, : *The Subjection of Women*, London, Everyman, 1962.
- V. Bryson : *Feminist Political Theory*, London, Macmillan, 1992.
- J. Gray : *Mill on Feminism*, London, Routledge, 1983.
- S. Tomaselli, (ed) : *Political Writings*, London, Dent, 1993
- Mary Wollstonecraft
- M. Warnock, Mary : *A Vindication of the Rights of Woman and J.S. Mill's the Wollstonecrafts Subjection of Women*, London, Dent, 1985
- F. Engels, : *The Origin of the Family, Private Property and the state*, New York, Pathfinder, Press, 1972.
- S. Firestone : *The Dialectics of Sex*, New York, Bantam Books, 1971
- J. Evans : *Feminism and Political Theory*, London, Alfred A. Knopf, 1986
- D. Coole : *Women in Political Theory: From Misogyny to contemporary Feminism*, New York Harvester Wheatsheaf, 1993.
- K. Millet : *Sexual Politics*, London, Virgo, 1977
- J.B. Elshtain : *The Family in Political thought*, Brighton Harvester, 1982
- J.B. Elshtain : *Public Man, private women: Women in Social and political thought*, Oxford, Martin Robertson and Princeton N.J. Princeton University press, 1981.
- M.L. Shanley & C. Pateman : *Feminist Interpretation and Political Theory*, Cambridge, Polity press, 1991
- R. Strachey. : *The Cause ; A short History of the Women's Movement in Great Britain*, London Virago, 1978
- Chandro Talpade : *Under Western Eyes ; Feminist scholarship and Colonial Discourses in Contemporary Postcolonial Theory- a Reader* ed. Padmini Mongia, Oxford University press New Delhi, 2000.
- Mohanty
- R. Kumar : *The History of Doing : An Illustrated Account of Movements for Women's Rights and Feminism in India 1800-1900*, London, Verso, 1993
- J. Mitchell : *Women : The Longest Revolution*, London, Virago, 1984
- M. Pugh : *Women and Women's Movement in Britain 1914-1959*, London, Macmillan, 1992
- J. Rendall : *The Origins of Modern Feminism : Women in Britain, France and the United States 1760-1860*, London, Macmillan, 1985

1.1 Course -I: Understanding Political Theory

Course Objective: This course is divided into five units. The units introduce the students to the area of political theory, its history and approaches, and an assessment of its critical and contemporary trends. Further the last two units tend to reconcile political theory and practice through reflections on the ideas and practices related to State, Citizenship and Democracy.

Total Lectures and Tutorials - 84

Unit-I: What is Politics: Theorizing the 'Political'

What is Theory? What is Political? Why do we need Political Theory? Evolution of Political Theory; Approaches to Political Theory-Normative, Historical and Empirical

13 Lectures and 4 Tutorials

Unit-II: Traditions of Political Theory

Liberal Tradition: Meaning, history of liberalism, Phases of liberalism and their features-**Classical**-contractarianism, **Modern**-individual autonomy, welfare state and Utilitarianism and distributive justice

Marxist tradition: Introducing Marxism- dialectical materialism, historical materialism and the concept of class war, dictatorship of proletariat and classless society.

Multiculturalism: meaning and evolution, models of multiculturalism- hybridity, constitutional diversity, right to cultural membership

13 Lectures and 4 Tutorials

Unit-III: Critical and Contemporary Perspectives in Political Theory: Feminist - Feminism:

Meaning, Types- Liberal, Marxist, Radical and Third World Feminisms: Features, Strength and Weakness; Postmodern- Meaning, Development, Difference between postmodernism and modernism

13 Lectures and 4 Tutorials

Unit-IV: Political Theory and Practice-I: Citizenship- meaning, types-active and passive

liberal and universal citizenship, feminism and citizenship, Marxist critique of citizenship; Types of State- Patriarchal State- Liberal and Marxist, State and Civil Society

13 Lectures and 4 Tutorials

Unit-V: Political Theory and Practice-II: Democracy- Direct, Liberal, Procedural,

Deliberative; Debates- Democracy and Difference, Representation and Participation, Democracy and Development

12 Lectures and 4 Tutorials

Reading List:

- Bhargava, R. (2008) 'What is Political Theory', in Bhargava, R and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 2-16.
- Bellamy, R. (1993) 'Introduction: The Demise and Rise of Political Theory', in Bellamy, R.(ed.) *Theories and Concepts of Politics*. New York: Manchester University Press, pp. 1-14.
- Glaser, D. (1995) 'Normative Theory', in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 21-40.
- Sanders, D. (1995) 'Behavioral Analysis', in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 58-75.
- Chapman, J. (1995) 'The Feminist Perspective', in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 94-114.
- Bhargava, R. 'Why Do We Need Political Theory', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 17-36.
- Bannett, J. (2004) 'Postmodern Approach to Political Theory', in Kukathas, Ch. and Gaus, G. F. (eds.) *Handbook of Political Theory*. New Delhi: Sage, pp. 46-54.
- Vincent, A. (2004) *The Nature of Political Theory*. New York: Oxford University Press, 2004, pp.19-80.
- Srinivasan, J. (2008) 'Democracy', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 106-128.
- Owen, D. (2003) 'Democracy', in Bellamy, R. and Mason, A. (eds.) *Political Concepts*. Manchester and New York: Manchester University Press, pp. 105-117.
- Christiano, Th. (2008) 'Democracy', in Mckinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 80-96.
- Arblaster, A. (1994) *Democracy*. (2nd Edition). Buckingham: Open University Press.
- Roy, A. 'Citizenship', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 130-146.
- Brighouse, H. (2008) 'Citizenship', in Mckinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 241-258.
- Andrew Heywood, *Political Ideologies: An Introduction*, Palgrave Macmillan, 2012
- Gauba, O.P., *An Introduction to Political Theory*, MacMillan India Ltd, Delhi, 2007
- Dutta, Akhil Ranjan, *Political Theory: Issues and Debates*, Arun Prakashan, Guwahati, 2011

3.3 Course VII: Perspectives on International Relations and World History

Course Objective: This paper seeks to equip students with the basic intellectual tools for understanding International Relations. It introduces students to some of the most important theoretical approaches for studying international relations. The course begins by historically contextualizing the evolution of the international state system before discussing the agency-state problem through the levels-of-analysis approach. After having set the parameters of the course, students are introduced to different theories in International Relations. It provides a comprehensive overview of the major political developments and events starting from the twentieth century. Students are expected to learn about the key milestones in world history and equip them with the tools to understand and analyze the same from different perspectives. A key objective of the course is to make students aware of the implicit Euro-centricity of International Relations by highlighting certain specific perspectives from the Global South.

Total Lectures and Tutorials - 84

Unit I: Studying International Relations	13 Lectures and 4 Tutorials
Understanding International Relations: Levels of Analysis (Domestic, Regional and Systemic)	
History and IR: Emergence of the International State System	
Pre-Westphalia and Westphalia	
Post-Westphalia	
Unit II: Theoretical Perspectives	13 Lectures and 4 Tutorials
Classical Realism & Neo-Realism	
Liberalism & Neo-liberalism	
Unit III: Critical Perspectives	13 Lectures and 4 Tutorials
Marxist Approaches	
Feminist Perspectives	
Euro-centricism and Perspectives from the Global South	
Unit IV: An Overview of Twentieth Century IR History	13 Lectures and 4 Tutorials
World War I: Causes and Consequences	
Significance of the Bolshevik Revolution	
Rise of Fascism / Nazism	
World War II: Causes and Consequences	
Unit V: Cold War and Post-Cold War	12 Lectures and 4 Tutorials
Cold War: Different Phases	
Emergence of the Third World	
Collapse of the USSR and the End of the Cold War	
Post-Cold War Developments and Emergence of Other Centers of Power	

**SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
COURSE NO, DSE 7: GENDER AND EDUCATION
CREDIT: 6
[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]**

Expected Learning Outcome: On completion of the course, the students will be able to:

- i. Explain the meaning and nature of gender and its related terms.
- ii. Describe the gender biases and gender inequality in family, school and society.
- iii. Describe the gender issues related to school education.
- iv. Analyse the laws and policies related to gender equality.

Course Content:

Unit	Topics	Marks	L	P	T
I	INTRODUCTION TO GENDER AND ITS RELATED TERMS:	20	20		4
	1.23 Sex and Gender: meaning and concept				
	1.24 Difference between sex and gender.		2		
	1.25 Gender role: Concept and nature.				
	1.25.1 Types of gender role.		2		
	1.26 Patriarchal and Matriarchal: Concept and nature.		1		
	• Gender role in patriarchal and matriarchal society		2		
			1		
	1.27 Social construct of Gender.				
	1.28 Gender Segregation: concept and nature		2		
	• Types of gender Segregation: Horizontal & vertical		2		
	1.28.1 Gender segregation and education.				
	1.29 Gender marginalisation in education				
	• Meaning, concept and nature		3		
	• Causes of gender marginalisation in education				
	• Measures for inclusion in education				
	1.8 Gender stereotyping: Meaning and concept				
	• Issues and concern related to gender stereotyping in Indian society		4		
	• Gender stereotyping and education.		1		
	1.9 Self silencing: concept and nature				

II	<p>GENDER AND SOCIETY</p> <p>2.1 Gender biases: Meaning and concept</p> <p>2.1.1 Gender biases in</p> <ul style="list-style-type: none"> • The family • The school environment • The society. <p>2.2. Gender socialization: Meaning and concept.</p> <p>2.2.1. Gender socialization</p> <ul style="list-style-type: none"> • Role of the family • Role of the school • Role of the society • Role media and popular culture (film and advertisement) <p>2.3 Gender inequality in education in terms of</p> <ul style="list-style-type: none"> • Caste • Religion • Region <p>2.4 Issues related to women/girl child:</p> <p>B. Female foeticide and infanticide</p> <p>C. Sex ratio</p> <p>D. Honour killing</p> <p>E. Dowry</p> <p>F. Child marriage</p>	20	15	4
III	<p>GENDER INEQUALITY IN THE SCHOOL:</p> <p>3.1 Gender discrimination in the</p> <ul style="list-style-type: none"> • Construction and dissemination of knowledge. • Text books • Hidden curriculum. <p>3.2 Gender inequality and school</p> <ul style="list-style-type: none"> • Infrastructure • Curricular and co-curricular activities. <p>3.3 Gender issues in school education: Problem of Access, Retention, Stagnation and Drop-out.</p> <p>3.4 Gender and equality:</p> <ul style="list-style-type: none"> • Role of the school, peer, teacher, curriculum and textbooks in reinforcing equality. <p>3.5 Gender inclusive approach</p> <ul style="list-style-type: none"> • Single sex school • Child friendly school • Girl friendly school <p>Their significance in inclusive education.</p>	20	20	3
IV	<p>LAWS, ARTICLES AND POLICIES TO BRING GENDER EQUALITY:</p> <p>4.1 Introduction to laws related to women and social justice</p> <ul style="list-style-type: none"> • Dowry 	20	15	3

	<ul style="list-style-type: none"> • Remarriage • Divorce • Property rights • Trafficking. 				
	4.2 Women reservation bills: History and current status.		2		
	4.3 Articles of Indian constitution related to education from gender equality perspective.		3		
	4.4 Educational policies and programmes from gender equality perspective.		6		
		80	70		14

In-semester Assessment:

Marks 20

A. Sessional Activity (Any one of the following)

Marks 10

- a. Reports on gender discrimination. (on the basis of events occurred in their surrounding)
- b. Analysis and interpretation of census. (sex ratio, literacy rate, gender gap etc..)
- c. Project (Analysis of the advertisements of electronic media from gender perspective)
- d. Seminar on gender issues related to education.
- e. Text Book (Secondary Level) analysis from Gender Perspective

B. Sessional Examination:

Marks 10

Suggested Readings:

1. Annual Report: (2008). Ministry of Human Resource Development, Department of Education, India.
2. Belle, D. (1982). Ed. Lives in Stress: Women and Depression. New Delhi: Sage. Distributors.
3. Chappell, C. (2003). "Researching Vocational Education and Training: Where to From Here?" Journal of Vocational Education and Training, 55 (1), 21-32.
4. Dube, L. (2001). Anthropological explorations in gender: Intersecting fields. New Delhi: Sage Publications Pvt. Limited.
5. FAO. 1997. Gender: the key to sustainability and food security, SD Dimensions, May 1997 (available at www.fao.org/sd).
6. Howard, P. 2003. Women and plants, gender relations in biodiversity management and conservation. London, ZED Books.
7. Jones, K., Evans, C., Byrd, R., Campbell, K. (2000) Gender equity training and teaching behavior. Journal of Instructional Psychology, 27 (3), 173-178.
8. K., & Gallagher, J. J. (1987). The role of target students in the science classroom. Journal of Research in Science Teaching, 24(1), 61-75.
9. Kahle, J. B. (2004). Will girls be left behind? Gender differences and accountability. Journal of Research in Science Teaching, 41(10), 961-969.
10. Kanter, Rosabeth Moss. 1977. Men and Women of the Corporation. New York: Basic Books.
11. Kapur, P. (1974). Changing: tutus of the Working Women in India. Delhi: Vikas Publishing House.
12. Khan, M. S. (1996). Status of women in Islam. New Delhi: APH Publishing.

SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
COURSE (C 13): EMERGING TRENDS IN INDIAN EDUCATION
COURSE: CREDIT: 6
MARKS: 100 (IN-SEMESTER 20 AND END-SEMESTER 80)

Expected Learning Outcome: On completion of the course, the students will be able to

- i. Explain the need of constitutional provisions for education, and the role of constitution in equalizing educational opportunities in the diverse Indian Society.
- ii. Identify and explain the challenges of Indian education at different levels.
- iii. Suggest measures to overcome the challenges of Indian education system.
- iv. Define the new perspectives of education such as Environmental education, Inclusive education, Gender education, Inclusive education, Adult education, Human right education, Value education, population education etc.
- v. Critically examine the initiative taken by government of India in encounter the challenges of the new perspectives of education
- vi. Evaluate various plans and policies regarding the educational set up in India.
- vii. Explain the political influences on the national education system.
- viii. Analyze the role of international agencies in development of education

Course Contents

Units	Topics	Marks	L	T
I	EDUCATION AND INDIAN CONSTITUTION	12	(10)	3
	<ul style="list-style-type: none"> • The Indian Constitution (especially the Preamble, Fundamental Rights and Duties of Citizens and the Directive Principles of State Policies) • Education in Indian Constitution: <ul style="list-style-type: none"> √ Need for including education in constitution √ Central, State and Concurrent lists • Articles in the Constitution related to Education: Article 21 A, Article 45, Article 29 & 30, Article 350 (A) 350 (B), Article 15, 17, 46, Article 28 (1, 2 & 3) • Constitution as a source of aims of education. • Role of Constitution in equalizing the Educational opportunities. 		3	
			1	
			3	
			1	
			2	

DIBRUGARH UNIVERSITY

SYLLABUS OF NSS (SKILL BASED COURSE) AT UG LEVEL

COURSE NAME : NSS IN SOCIAL ECONOMIC DEVELOPMENT

Course Code : NSS 02

Course Code : NSS02

Course Name : NSS in Social-economic Development

Objectives : The main objectives of this course are:

1. To help learners know about environmental issues and disaster management.
2. To understand the role of entrepreneurship in social development.
3. To learn documentation and reporting.

Credit : 4 (3 - 0 - 1)

Outcome : Learners will learn to appreciate the concerns regarding the environment. They will have the background information to start a venture. They will also be able to prepare a socio-economic development plan.

Unit - 1: Environment Issues : (Lectures : 4)

Environment conversation; Enrichment and Sustainability; Climate Change; Waste Management; Natural Resource Management.

Unit - II: Disaster Management : (Lectures : 10)

Introduction; Classification of disasters; Role of NSS in disaster management with more emphasis on disaster specific in North-East India; Civil defence..

Unit - III: Entrepreneurship : (Lectures : 7)

Defination and meaning; Quality of a good entrepreneur; Risks; Various policies aiding an entrepreneur.

Unit - IV: Funding a Venture : (Lectures : 5)

Sources of funding and Formalities.

Unit - V: Documentation and Reporting :

(Lectures : 7 & Practical 22.)

Collection and analysis of data; Documenting; Reporting and their dissemination.

Project : Developing a socio-economic development plan for a selected locality requiring at least 22 hours of work. The internal assessment will be based on the document that is prepared.

**SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
COURSE (C 13): EMERGING TRENDS IN INDIAN EDUCATION
COURSE: CREDIT: 6
MARKS: 100 (IN-SEMESTER 20 AND END-SEMESTER 80)**

Expected Learning Outcome: On completion of the course, the students will be able to

- i. Explain the need of constitutional provisions for education, and the role of constitution in equalizing educational opportunities in the diverse Indian Society.
- ii. Identify and explain the challenges of Indian education at different levels.
- iii. Suggest measures to overcome the challenges of Indian education system.
- iv. Define the new perspectives of education such as Environmental education, Inclusive education, Gender education, Inclusive education, Adult education, Human right education, Value education, population education etc.
- v. Critically examine the initiative taken by government of India in encounter the challenges of the new perspectives of education
- vi. Evaluate various plans and policies regarding the educational set up in India.
- vii. Explain the political influences on the national education system.
- viii. Analyze the role of international agencies in development of education

Course Contents

Units	Topics	Marks	L	T
I	EDUCATION AND INDIAN CONSTITUTION	12	(10)	3
	<ul style="list-style-type: none"> • The Indian Constitution (especially the Preamble, Fundamental Rights and Duties of Citizens and the Directive Principles of State Policies) • Education in Indian Constitution: <ul style="list-style-type: none"> √ Need for including education in constitution √ Central, State and Concurrent lists • Articles in the Constitution related to Education: Article 21 A, Article 45, Article 29 & 30, Article 350 (A) 350 (B), Article 15, 17, 46, Article 28 (1, 2 & 3) • Constitution as a source of aims of education. • Role of Constitution in equalizing the Educational opportunities. 		3	
			1	
			3	
			1	
			2	

HISM: 601

End- Semester Marks : 80

In- Semester Marks : 20

Total Marks : 100

10 to 12 classes per unit

HISTORY OF ECOLOGY AND ENVIRONMENT IN INDIA

Objective:

This course intends to acquaint the students with the new discipline of ecological and environmental history. It intends to familiarize them with the relation between ecology and human civilization with particular reference to post independence India. It also attempts to bring the pupils to the understanding of the social and economic conflicts emerging due to environmental factors.

Unit I:

Marks: 16

- 1.01 : Emergence of Environmental History as a branch of History
- 1.02 : Geographical Background of the Indian Subcontinent : Physical division, flora and fauna.
- 1.03 : Mode of Resource Utilization : Gathering, Nomadic, Pastoralism, Agricultural Mode and Industrial Mode

Unit II:

Marks: 16

- 2.01 : Ecological mapping of Indus Valley Civilization and its decline: the Environmental factors
- 2.02 : Use of iron implements; Agricultural Expansion and Deforestation in the Gangetic Valley.
- 2.03 : Forest and the pastoral communities in the Medieval period.

Unit III:

Marks: 16

- 3.01 : Making of British Forest Policy in India : Forest Acts of 1878 and 1927
- 3.02 : Impact of British Forest Policy ; Deforestation and Ecological change in India.
- 3.03 : Commercial Exploitation of Forest Products; Impact of Railway Construction on Forestry during the colonial period.

Unit IV:

Marks: 16

- 4.01 : Conservation Policies in Post independence Period; Social Forestry
- 4.02 : Environmental movements : Chipko Movement, Narmada Bachao Andolan.
- 4.03 : Dams and Mines: Problems of displacement, Loss of Livelihood and Problems of Rehabilitation

Course Code: ECNHDSE602

Nature of the Course: Discipline Specific Elective

Full marks: 100 (Internal Assessment-20 + End Term-80)

Course Title: Environmental Economics

Total Credit Assigned: 6

Distribution of Credit: 5 Lecture + 1 Tutorial

Course Description:

This course aims to focus on economic causes of environmental problems; in particular, how economic principles are applied to environmental questions and their management through various economic institutions, economic incentives and other instruments and policies. It also aims to address Economic implications of environmental policy as well as valuation of environmental quality, quantification of environmental damages, tools for evaluation of environmental projects such as cost-benefit analysis and environmental impact assessments.

Units		No of Lecture Hours	No of Tutorial Hours	Marks
1.	Introduction: Basic Concepts: Ecology, Environment and Economy; what is environmental economics: Definition and evolution of the subject; Environmental economics and Resource economics; The economy and the environment: Inter-linkages; Environment and Development trade off: Environmental Kuznet curve; Review of microeconomics and welfare economics: Pareto optimality, Public good and Private good, Common property resources, Private and Social cost, Public Good and Bad	15	3	16
2.	The Theory of Externalities: Externality: Meaning and types; Pareto optimality and market failure in the presence of externalities; solution to market failure: property rights and the Coase theorem.	15	3	16
3.	The Design and Implementation of Environmental Policy and Sustainable Development: Environmental Policies: Overview; Economic instruments of environmental policies: Pigouvian taxes and effluent fees, tradable permits, liability rules. Sustainable Development: Concept; Notions of Sustainability: Strong and Weak sustainability, Measurement and indicators of sustainability: The Pearce-Atkinson indicator.	15	3	16
4.	International Environmental Problems: Trans-boundary environmental problems as problems of international externalities: Global warming, Ozone layer depletion; economics of climate change; trade and environment; Pollution Haven Hypothesis; Global intervention for sustainable development	15	3	16
5.	Measuring the Benefits of Environmental Improvements: Non-Market values: Types and definitions of non-market values; measurement or valuation methods: Contingent valuation and Travel cost methods; their comparative advantages and disadvantages	15	3	16
Total		75	15	80

Recommended Readings:

- Bhattacharyya R, *Environmental Economics*, Oxford University Press
- Cropper, M.L., and Oates, W.E, 1992, — *Environmental Economics: A Survey Journal of Economic Literature*, Volume 30:675-740.
- Hanley, N., Shogren, J.F. and White, B., *Environmental Economics in Theory and Practice*, Macmillan India Ltd.
- Kolstad, C., *Intermediate Environmental Economics*, Oxford University Press, 2nd edition, 2010.
- Perman R, Ma, Y., McGilvray, J. and Common, M., *Natural Resource and Environmental Economics*, Pearson Education/Addison Wesley, 3rd edition, 2003.
- Stavins, R.N., (ed.), *Economics of the Environment: Selected Readings*, W.W. Norton, 5th edition, 2005.

4.3 Course – X: Global Politics

Course objective: This course introduces students to the key debates on the meaning and nature of globalization by addressing its political, economic, social, cultural and technological dimensions. In keeping with the most important debates within the globalization discourse, it imparts an understanding of the working of the world economy, its anchors and resistances offered by global social movements while analyzing the changing nature of relationship between the state and trans-national actors and networks. The course also offers insights into key contemporary global issues such as the proliferation of nuclear weapons, ecological issues, international terrorism, and human security before concluding with a debate on the phenomenon of global governance.

Total Lectures and Tutorials - 84

- Unit- I Globalization: Conceptions and Perspectives** 13 Lectures and 4 Tutorials
a. Understanding Globalization and its Alternative Perspectives
b. Political: Debates on Sovereignty and Territoriality
- Unit- II. Issues and Institutions in Global Politics** 13 Lectures and 4 Tutorials
Global Economy: Its Significance and Anchors of Global Political Economy: IMF, World Bank, WTO
Global Resistances (Global Social Movements- World Social Forum, Amnesty International and Green Peace)
- Unit- III. Contemporary Global Issues-I** 13 Lectures and 4 Tutorials
Proliferation of Nuclear Weapons, NPT and CTBT
International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments (The UN initiatives)
- Unit-IV. Contemporary Global Issues -II** 13 Lectures and 4 Tutorials
Ecological Issues: Historical Overview of International Environmental Agreements, Climate Change, Global Commons Debate; Migration; Human Security
- Unit-V. Global Shifts: Power and Governance** 12 Lectures and 4 Tutorials
Concept of Global Governance; Role of Global Governance in Contemporary International Relations; Global North-South Debate

READING LIST

- G. Ritzer, (2010) *Globalization: A Basic Text*, Sussex: Wiley-Blackwell, pp. 33-62.
- M. Strager, (2009) *Globalization: A Very Short Introduction*, London: Oxford University Press, pp. 1-16.
- R. Keohane and J. Nye Jr, (2000) 'Globalization: What's New? What's Not? (And So What?)', in *Foreign Policy*, No 118, pp. 104-119.
- A. McGrew, (2011) 'Globalization and Global Politics', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 14-31.
- A. Heywood, (2011) *Global Politics*, New York: Palgrave-McMillan, pp. 1-24.

**DIBRUGARH UNIVERSITY SYLLABUS FOR
ENVIRONMENTAL STUDIES FOR ALL UNDER
GRADUATE DEGREE PROGRAMMES IN CBCS
SECOND SEMESTER**

**Type of the Course : Ability Enhancement Compulsory
Course (AECC)**

Course Code : EVS CBCS

Total Marks : 100

Total Classes : 64

**Unit 1 : The Multidisciplinary nature of
environmental studies**

*Definition, scope and importance
Need for public awareness.*

Classes : 4 Marks : 5

Unit 2 : Natural Resources :

Renewable and non-renewable resources :

- ❖ Natural resources and associated problems.
- a) Forest Resources : Use and over-exploitation, deforestation, Timber extraction, mining, dams and their effects on forests and tribal people.
- b) Water resources : Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems.
- c) Mineral resources : Use and exploitation, environmental effects of extracting and using mineral resources, case studies.
- d) Food resources : World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, and salinity.
- e) Energy resources : Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources.
- f) Land resources : Land as a resources, land degradation,

man-induced landslides, soil erosion and desertification.

- ❖ Role of an individual in conservation of natural resources.
- ❖ Equitable use of resources for sustainable lifestyles.

Classes : 10 Marks : 20

Unit 3. Ecosystems

- ❖ Concept of an ecosystem
- ❖ Structure and function of an ecosystem.
- ❖ Producers, consumers and decomposers.
- ❖ Energy flow in the ecosystem.
- ❖ Ecological succession.
- ❖ Food chains, food webs and ecological pyramids.
- ❖ Introduction, types, characteristics, structure and function of the following ecosystem :
 - a) Forest ecosystem
 - b) Grassland
 - c) Desert ecosystem
 - d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

Classes : 10 Marks : 17

Unit 4 : Biodiversity and its conservation

- ❖ Introduction – Definition : genetic, species and ecosystem diversity.
- ❖ Biogeographically classification of India.
- ❖ Value of biodiversity : consumptive use, productive use, social, ethical, aesthetic and option values.
- ❖ Hot-spots of biodiversity – India.
- ❖ Threats to biodiversity : habitat loss, poaching of wildlife, man-wildlife conflicts.
- ❖ Endangered and endemic species.
- ❖ Conservation of biodiversity : in-situ Ex-situ conservation of biodiversity.

Classes : 10 Marks : 16

Unit 5 : Environmental Pollution

- ❖ Definition, Causes, Effects and control measures of :
 - a) Air pollution

- b) Water pollution
- c) Soil pollution
- d) Noise pollution
- e) Thermal pollution
- f) Nuclear hazards

- ❖ Solid waste management : Causes, effects and control measures of urban and industrial wastes – biodegradable and non biodegradable wastes.
- ❖ Role of an individual in prevention of pollution.
- ❖ Disaster Management : Floods, earthquake, cyclone and landslides.

Classes : 10 Marks : 17

Unit 6 : Social Issues and Environment

- ❖ From Unsustainable to Sustainable development.
- ❖ Water conservation, rain water harvesting, watershed management.
- ❖ Resettlement and rehabilitation of people, its problems and concerns.
- ❖ Environmental ethics.
- ❖ Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust.
- ❖ Wasteland reclamation.
- ❖ Consumerism and waste products.
- ❖ Environmental Legislation.
- ❖ Public awareness.

Classes : 10 Marks : 15

Unit 7 : Human Population and the Environment

- ❖ Population growth, variation among nations.
- ❖ Population explosion - Family Welfare Programme.
- ❖ Environment and human health and hygiene (including Sanitation and HIV/AIDS) etc.
- ❖ Role of Information Technology in Environment and Human Health.

Classes : 10 Marks : 10

Discipline Specific Elective 03
Environmental Sociology

Total Credit=6
Total Marks 80+20=100
Total Classes: 38
Total Tutorials: 7
Class duration: 1 class=1 hour
1 tutorial = 1 hour
6 classes per week

Course Objective:

This course is designed to introduce students to the core debates of environmental sociology, different approaches within the sub-discipline and how these approaches may be used to understand environmental issues and movements in India.

	Classes	Tutorials	Marks
Envisioning Environmental Sociology	10	1	25
1.1 Meaning, Definition, Nature and Scope			
1.2 Realist-Constructionist Debate			
Environmental Approaches	16	3	25
2.1 Treadmill of Production			
2.2 Ecological Modernization			
2.3 Environmental Risk			
2.4 Ecofeminism and Feminist Environmentalism			
2.5 Political Ecology			
Environmental Movements in India	12	3	30
3.1 Forest based movement – Chipko			
3.2 Water based movement – Narmada			
3.3 Land based movements – Anti-mining and Seed			
3.4 Anti Big Dam Movements in North East India			

C O U R S E CONTENTS AND ITINERARY

1. Envisioning Environmental Sociology [Weeks 1-3]

1.1.1. Bell, MM. (2008). *An Invitation to Environmental Sociology*. Thousand Oaks, CA: Sage 3rd ed. Ch 1.(pp. 1-5).

1.1.2. Hannigan, J. A. (1995). *Environmental Sociology*. Routledge, London and

New York, 2nd ed. Ch1 and 2. (pp. 10-15,16 - 35).

1.2.1. Leahy, T. (2007). Sociology and the Environment. Public Sociology: An Introduction to Australian Society. Eds. Germov, John and Marilyn, Poole. NSW: Allen & Unwin, Ch 21 (pp. 431-442).

1.2.2. Evanoff, R. J. (2005). Reconciling realism and constructivism in environmental ethics. *Environmental Values*, 61-81.

2. Approaches [Weeks 4-10]

2.1.1. Gould, K. A., Pellow, D. N., & Schnaiberg, A. (2004). Interrogating the Treadmill of Production: Everything You Wanted to Know about the Treadmill but Were Afraid to Ask. *Organization & Environment*, 17(3), 296-316.

2.1.2. Wright, E. O. (2004). Interrogating the Treadmill of Production: Some Questions I Still Want to Know about and Am Not Afraid to Ask. *Organization & Environment*, 17(3), 317-322.

2.2.1. Mol, A. P. (2002). Ecological modernization and the global economy. *Global Environmental Politics*, 2(2), 92-115.

2.2.2. Buttel, F. H. (2000). Ecological modernization as social theory. *Geoforum*, 31(1), 57-65.

2.2.3. O'Connor, J. (1994). Is sustainable capitalism possible. Is capitalism sustainable? *Political Economy and the Politics of Ecology*. The Guilford Press. Ch . (pp.152-175).

2.3.1. Beck, U. (2006). Living in the world risk society: A Hobhouse Memorial Public Lecture given on Wednesday 15 February 2006 at the London School of Economics. *Economy and Society*, 35(3), 329- 345.

2.4.1. Shiva, V. (1988). Women in Nature. In *Staying Alive: Women, Ecology and Development*. Zed Books. Ch 3.(pp.38-54).

2.4.2. Agarwal, Bina, 2007. The Gender and Environment Debate: Lessons from India. In Mahesh Rangarajan. (ed.) 2007. *Environmental Issues in India : A Reader*. New Delhi: Pearson, Longman, Ch 19.(pp. 316-324, 342-352).

2.5.1. Robbins, P. (2011). *Political Ecology: A Critical Introduction* (Vol. 16). Wiley and Sons Ltd. East Sussex, U.K. Ch 1 (pp.10-25).

3. Environmental Movements in India [Weeks 11-14]

3.1.1. Guha, R. Chipko : Social history of an environmental movement. In Ghanshyam Shah ed.(2002). *Social Movements and the State* (Vol. 4). Sage Publications Pvt. Ltd., Ch. 16 (pp.423-454).

3.2.1. Khagram, S., Riker, J. V., & Sikkink, K. (2002).Restructuring the global politics of development: The Case of India's Narmada Valley Dams. *Restructuring World Politics: Transnational Social Movements, Networks, and Norms* (Vol. 14). U of Minnesota Press. (pp.206-30).

3.3.1. Padel, F., & Das, S. (2008). Orissa's highland clearances: The reality gap in R & R. *Social Change*, 38(4), 576-608.

3.3.2. Scoones, I. (2008). Mobilizing against GM crops in India, South Africa and

SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
COURSE: C 1: PHILOSOPHICAL FOUNDATIONS OF EDUCATION
CREDIT: 6
[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]

Expected Learning Outcome: On completion of the course, the students will be able to-

- I. Describe the modern concept, aims, functions and role of education
- II. Describe the role of Philosophy in Education
- III. Explain the basic tenants of the given Indian and Western Philosophies and their influence in Education
- IV. Appraise the contribution of the given philosophers in the domain of education

Course Content:

Unit	Topics	Marks	L	P	T
I	Concept of Education 1.1 Meaning, Nature and Scope of education 1.2 Types (Formal, Informal and Non-formal) 1.3 Aims of education-- Individual and Social aims of education in specific reference to different levels: Elementary, Secondary and Higher education. 1.4 The functions of Education <ul style="list-style-type: none"> • Individual development (Development of skill, basic knowledge, interest and appreciation). • Acquaintance with heritage, (preservation and transmission). • Development of human values, (Social, moral and Aesthetic) • Acquisition of skills leading to self-actualization and successful living. • Social cohesion and social progress 	16	(13) 2 2 4 5		3
II	Role of Philosophy in Education 2.1 Science of Education & Philosophy of Education. 2.2 Meaning, nature and scope of Philosophy of Education 2.3 Role of Philosophy in Education: <ul style="list-style-type: none"> • Philosophy and aims of education. • Philosophy and curriculum. • Philosophy and methods of teaching. • Philosophy and role of teachers. • Philosophy and discipline 	16	(13) 2 3 2X4=8		3
III	Indian Schools of Philosophy and their Influences in Education: 3.1 Basic features and classification of Indian Philosophy 3.2 Yoga: a) the Hathayoga and Rajayoga. b) The Astangika Yoga. c) Influence of Yoga in education. 3.3 Vedanta: a) Basic tenets (Brahma, Atman, Jagat, Maya) b) Advaita Vedanta c) Influence in education.	16	(15) 2 3 4		3

	3.4 Buddhism: a) Four noble truths of Buddha b) Middle Path c) Influence in education.		4		
	3.5 Impact of Indian schools of philosophy in present system of education in India.		2		
IV	Western Schools of Philosophy and their Influences in Education:	16	(18)		3
	4.1 Basic features of Western Philosophy		1		
	4.2 Idealism: a) Basic tenets b) Influence in determining aims, curriculum, methods of teaching, role of teacher and discipline in education.		5		
	4.3 Naturalism: a) Basic tenets b) Influence in determining aims, curriculum, methods of teaching, role of teacher and discipline in education		5		
	4.4 Pragmatism a) Basic tenets b) Influence in determining aims, curriculum, methods of teaching, role of teacher and discipline in education		5		
	4.5 Impact of Western schools of philosophy in present system of Indian education.		2		
V	Curriculum	16	(13)		2
	5.1 Concept and nature of curriculum		2		
	5.2 Curriculum and Syllabus		1		
	5.3 Different kinds of curriculum based on various philosophies given in this course.		5		
	5.4 Concept and types of co-curricular activity		2		
	5.5 Various philosophical thoughts given in the course on co-curricular activities		3		
	Total	80	70		14

In-semester Assessment:

Marks 20

A. Sessional Activity (Any one of the following)

Marks 10

- a. Students shall organise and take part in group discussions on the functions of education.
- b. Students shall organize and participate in debates on the present relevance of the Indian philosophies (any one from the prescribed philosophies)
- c. Students shall prepare and present seminar papers on the various contents of the course with the help of course teacher.
- d. Students shall prepare assignments on the relevance of the thoughts of the educationists prescribed in the course.

B. Sessional Tests:

Marks 10

Suggested Readings:

1. Dewey John (2014). *Democracy and Education*. New Delhi: Aakar Books
2. Chandra, S. S. & R. K. Sharma (2006). *Philosophy of Education*. Delhi: Atlantic Publisher.

1.1 Course -I: Understanding Political Theory

Course Objective: This course is divided into five units. The units introduce the students to the area of political theory, its history and approaches, and an assessment of its critical and contemporary trends. Further the last two units tend to reconcile political theory and practice through reflections on the ideas and practices related to State, Citizenship and Democracy.

Total Lectures and Tutorials - 84

Unit-I: What is Politics: Theorizing the 'Political'

What is Theory? What is Political? Why do we need Political Theory? Evolution of Political Theory; Approaches to Political Theory-Normative, Historical and Empirical

13 Lectures and 4 Tutorials

Unit-II: Traditions of Political Theory

Liberal Tradition: Meaning, history of liberalism, Phases of liberalism and their features-**Classical**-contractarianism, **Modern**-individual autonomy, welfare state and Utilitarianism and distributive justice

Marxist tradition: Introducing Marxism- dialectical materialism, historical materialism and the concept of class war, dictatorship of proletariat and classless society.

Multiculturalism: meaning and evolution, models of multiculturalism- hybridity, constitutional diversity, right to cultural membership

13 Lectures and 4 Tutorials

Unit-III: Critical and Contemporary Perspectives in Political Theory: Feminist - Feminism:

Meaning, Types- Liberal, Marxist, Radical and Third World Feminisms: Features, Strength and Weakness; Postmodern- Meaning, Development, Difference between postmodernism and modernism

13 Lectures and 4 Tutorials

Unit-IV: Political Theory and Practice-I: Citizenship- meaning, types-active and passive

liberal and universal citizenship, feminism and citizenship, Marxist critique of citizenship; Types of State- Patriarchal State- Liberal and Marxist, State and Civil Society

13 Lectures and 4 Tutorials

Unit-V: Political Theory and Practice-II: Democracy- Direct, Liberal, Procedural,

Deliberative; Debates- Democracy and Difference, Representation and Participation, Democracy and Development

12 Lectures and 4 Tutorials

Reading List:

- Bhargava, R. (2008) 'What is Political Theory', in Bhargava, R and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 2-16.
- Bellamy, R. (1993) 'Introduction: The Demise and Rise of Political Theory', in Bellamy, R.(ed.) *Theories and Concepts of Politics*. New York: Manchester University Press, pp. 1-14.
- Glaser, D. (1995) 'Normative Theory', in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 21-40.
- Sanders, D. (1995) 'Behavioral Analysis', in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 58-75.
- Chapman, J. (1995) 'The Feminist Perspective', in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 94-114.
- Bhargava, R. 'Why Do We Need Political Theory', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 17-36.
- Bannett, J. (2004) 'Postmodern Approach to Political Theory', in Kukathas, Ch. and Gaus, G. F. (eds.) *Handbook of Political Theory*. New Delhi: Sage, pp. 46-54.
- Vincent, A. (2004) *The Nature of Political Theory*. New York: Oxford University Press, 2004, pp.19-80.
- Srinivasan, J. (2008) 'Democracy', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 106-128.
- Owen, D. (2003) 'Democracy', in Bellamy, R. and Mason, A. (eds.) *Political Concepts*. Manchester and New York: Manchester University Press, pp. 105-117.
- Christiano, Th. (2008) 'Democracy', in Mckinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 80-96.
- Arblaster, A. (1994) *Democracy*. (2nd Edition). Buckingham: Open University Press.
- Roy, A. 'Citizenship', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 130-146.
- Brighouse, H. (2008) 'Citizenship', in Mckinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 241-258.
- Andrew Heywood, *Political Ideologies: An Introduction*, Palgrave Macmillan, 2012
- Gauba, O.P., *An Introduction to Political Theory*, MacMillan India Ltd, Delhi, 2007
- Dutta, Akhil Ranjan, *Political Theory: Issues and Debates*, Arun Prakashan, Guwahati, 2011

1.2 Course II: Constitutional Government and Democracy in India

Course Objective: This course acquaints the students with the constitutional design of States' structure and institutions, and their actual working over time. The Constitution of India accommodates conflicting impulses (of liberty and justice, territorial decentralization and a strong union, for instance) within itself. The course traces the embodiment of some of these conflicts in constitutional provisions, and shows how these have played out in political practice. It further encourages a study of state institutions in their mutual interaction, and in interaction with the larger extra-constitutional environment.

Total Lectures and Tutorials - 84

UNIT: I. The Constituent Assembly and the Constitution 13 Lectures and 4 Tutorials

- a. Framing of the Constitution- Acts of 1909, 1919, 1935 and 1947; the Preamble and the major features of the Constitution
- b. Fundamental Rights and Directive Principles

UNIT: II. Organs of Government- I 13 Lectures and 4 Tutorials

- a. The Legislature: Parliament- Composition, Powers and Functions
- b. The Executive: President, Vice President, Prime Minister, Council of Ministers

UNIT: III. Organs of Government- 13 Lectures and 4 Tutorials

- a. The Judiciary: High Court and Supreme Court, Juridical Review
- b. Relation between Executive and Judiciary, Juridical Activism, Public Interest Litigation (PIL)

UNIT: IV. Federalism 13 Lectures and 4 Tutorials

- a. Federalism: Nature, Division of Powers, Emergency Provisions
- b. Centre-State Relations – Conflicts and Accommodation, Fifth and Sixth Schedules of the Constitution

UNIT: V. Decentralization and Local Government 12 Lectures and 4 Tutorials

- a. Panchayati Raj, Municipalities
- b. 73rd, 74th Amendments and 11th, 12th Schedule of the Constitution

READING LIST

- G. Austin, (2010) 'The Constituent Assembly: Microcosm in Action', in *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, 15th print, pp.1-25.
- R. Bhargava, (2008) 'Introduction: Outline of a Political Theory of the Indian Constitution', in R. Bhargava (ed.) *Politics and Ethics of the Indian Constitution*, New Delhi: Oxford University Press, pp. 1-40.
- D. Basu, (2012) *Introduction to the Constitution of India*, New Delhi: Lexis Nexis.
- S. Chaube, (2009) *The Making and Working of the Indian Constitution*, Delhi: National Book Trust.
- G. Austin, (2000) 'The Social Revolution and the First Amendment', in *Working a Democratic Constitution*, New Delhi: Oxford University Press, pp. 69-98.A. Sibal, (2010) 'From Niti to Nyaya,' *Seminar*, Issue 615, pp 28-34.

2.1 Course III: Political Theory: Concepts and Debates

This course is divided into five units. The Course helps the student familiarize with the basic normative concepts of political theory. Each concept is related to a crucial political issue that requires analysis with the aid of our conceptual understanding. This exercise is designed to encourage critical and reflective analysis and interpretation of social practices through the relevant conceptual toolkit. Further this course introduces the students to the important debates in the subject. These debates prompt us to consider that there is no settled way of understanding concepts and that in the light of new insights and challenges, besides newer ways of perceiving and interpreting the world around us, we inaugurate new modes of political debates.

Total Lectures and Tutorials - 84

- Unit-I: Freedom:** Negative Freedom: Liberty; Positive Freedom: Freedom as Emancipation and Development, freedom and other concepts- equality, rights, Freedom of belief, expression and dissent. 13 Lectures and 4 Tutorials
- Unit-II: Equality – Types-** Formal, Procedural, Substantive, Equality of Opportunity; Political equality-in terms of political relations as citizens; equal distribution of political power and influence; Egalitarianism: Background inequalities and differential treatment and Affirmative action 13 Lectures and 4 Tutorials
- Unit- III. Indispensability of Justice -Procedural Justice-** justice as Entitlement; Distributive Justice-Justice as distribution and its communitarian critique; Justice as capabilities and freedom; feminist accounts of Justice; Difference between procedural and substantial justice 13 Lectures and 4 Tutorials
- Unit- IV. The Universality of Rights-** Natural Rights-features, contractual and teleological views of natural rights; Moral rights and legal rights-their difference from natural rights, Bill of Rights versus common law, UDHR as moral rights; Three Generation of Rights; Rights and Obligations 13 Lectures and 4 Tutorials
- Unit-V: Major Debates –** Relationship between state, political obligation and civil disobedience; challenges to the sovereignty of the State; Universality of human rights and cultural relativism; multiculturalism and tolerance; multiculturalism and the new wars of Religion (clashes of civilization) 12 Lectures and 4 Tutorials

Reading List:

- Mckinnon, Catriona (ed.) *Issues in Political Theory*, New York: Oxford University Press
- Knowles, Dudley. (2001) *Political Philosophy*. London: Routledge
- Swift, Adam. (2001) *Political Philosophy: A Beginners Guide for Student's and Politicians*. Cambridge: Polity Press

- Carter, Ian. (2003) 'Liberty', in Bellamy, Richard and Mason, Andrew (eds.), *Political Concepts*. Manchester: Manchester University Press, pp. 4-15.
- Bhargava, Rajeev and Acharya, Ashok. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman
- Bedau, Hugo Adam. (2003) 'Capital Punishment', in LaFollette, Hugh (ed.), *The Oxford Handbook of Practical Ethics*. New York: Oxford University Press, pp. 705-733
- Bellamy, Richard and Mason, Andrew (eds.), *Political Concepts*. Manchester: Manchester University Press
- Andrew Heywood, *Political Ideologies: An Introduction*, Palgrave Macmillan, 2012
- Gauba, O.P., *An Introduction to Political Theory*, MacMillan India Ltd, Delhi, 2007
- Dutta, Akhil Ranjan, *Political Theory: Issues and Debates*, Arun Prakashan, Guwahati, 2011
- Bellamy Richard.(ed.) *Theories and Concepts of Politics*. New York: Manchester University Press
- Amoah, Jewel. (2007) 'The World on Her Shoulders: The Rights of the Girl-Child in the Context of Culture & Identity', in *Essex Human Rights Review*, 4(2), pp. 1-23.
- Working Group on the Girl Child (2007), *A Girl's Right to Live: Female Foeticide and Girl Infanticide*, available on [http://www.crin.org/docs/Girl's infanticide CSW 2007](http://www.crin.org/docs/Girl's%20infanticide%20CSW%202007)

5th

স্নাতক পৰ্যায়ৰ অসমীয়া উচ্চমানৰ পাঠ্যক্রম
(মূল বিষয় : অসমীয়া ভাষা-সাহিত্য-সংস্কৃতিৰ বাধ্যতামূলক পাঠ্যক্রম)

অসমীয়া নাটক (Assamese Drama)
পাঠ্যক্রমৰ সংখ্যা : C-11 [৬ ক্রেডিট]

R.C.

[পাঠদান : ১৪ x ৫ = ৭০ (৫ ক্রেডিট)]

অনুশিক্ষণ : ১৪ x ১ = ১৪ (১ ক্রেডিট)]

মুঠ নম্বৰ : ১০০

চূড়ান্ত পৰীক্ষাৰ মূল্যায়ন : ৮০

আভ্যন্তরীণ মূল্যায়ন : ২০

অসমীয়া নাট্য সাহিত্যৰ ইতিহাস অনু্যানা ভাৰতীয় ভাষাসমূহতকৈ তুলনামূলকভাৱে অধিক সমৃদ্ধ। এই কাৰণতৰপৰা ছত্ৰে-ছত্ৰীসকলে খাটীন কালৰেপৰা পাশ্চাত্য লক্ষণসম্বলিত আধুনিক নাটকলৈকে অসমীয়া নাটকৰ চমু ইতিহাস জনাৰ লগতে নিৰ্বাচিত অসমীয়া নাটকৰ অধ্যয়নেৰে অসমীয়া নাট্য সাহিত্যৰ গতি-বিধি সম্পৰ্কে জানিব পাৰিব।

মুঠ শ্ৰেণী সংখ্যা : ৮৪ (পাঠদান + অনুশিক্ষণ)

পাঠদান অনুশিক্ষণ মূল্যায়ন

গেট নং	বিষয়	পাঠদান	অনুশিক্ষণ	মূল্যায়ন
গেট : ১	অসমীয়া নাট্য সাহিত্য : সংক্ষিপ্ত ইতিহাস	১৪	২	১৬
গেট : ২	পুৰণি অসমীয়া নাটক <u>কল্পিনী হৰণ (শংকৰদেৱ)</u>	১০	২	১৬
গেট : ৩	আধুনিক অসমীয়া নাটক (ক) গাঁওবুঢ়া (পদ্মনাথ গোস্বামী বৰুৱা) লভিতা (জ্যোতিপ্ৰসাদ আগৰৱালা)	২০	৫	২৪
গেট : ৪	আধুনিক অসমীয়া নাটক (খ) কুকুৰনেছিয়া মানুহ (অক্ষয় শৰ্মা) ফলটো পতনটো (ৰোগেন চেতিয়া)	২০	৫	২৪

প্ৰসংগ পুথি :

অক্ষয়শৰ্মা (পাতনি) : কালিৰাম মেধি (সম্পাদ), লয়াৰ্ছ, গুৱাহাটী

অসমীয়া নাট্য সাহিত্যৰ জিগিৰ্হনি : হৰিশ্চন্দ্ৰ গুপ্তাচাৰ্য, লয়াৰ্ছ, গুৱাহাটী

Paper XIII: Literature in the Postcolonial World

The aim of this paper is to acquaint the students with seminal postcolonial novels in order to help them understand the complex negotiations between the colonizer and the colonized and the transformations in societies and cultures in India, African region.

Unit I: [20 marks] [12 lectures]

Introduction to Postcolonial Literature

Unit II: [20 marks] [8 lectures]

Chinua Achebe: "Colonialist Criticism"

Unit III: [20 marks] [13 lectures]

Amitav Ghosh: *The Shadow Lines*

Unit IV: [20 marks] [12 lectures]

J.M Coetzee: *Disgrace*

Internal Assessment [20 marks]

SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
COURSE (C 4): EDUCATIONAL ADMINISTRATION AND MANAGEMENT
CREDIT: 6
[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]

Expected Learning Outcomes:

On completion of the course, learners will be able to-

1. Explain the concept of Educational Management.
2. Describe the types of management and modern trends of Educational management.
3. Define the concept of educational leadership
4. Explain the principles of educational leadership
5. Describe the styles of leadership and its implication in educational leadership.
6. Define the concept of educational planning and its importance
7. Analyze the role and importance of educational supervision
8. Suggest measures to ensure quality in educational management.

Sl. No.	Topics	Marks	L	T
I	Educational Management And Administration	16	(14)	3
	<ul style="list-style-type: none"> • Meaning, Nature & Scope of Educational Management • Functions of Educational Management • Types of Educational Management <ul style="list-style-type: none"> ✓ Centralized and decentralized ✓ External and Internal ✓ Authoritarian/autocratic/ democratic • Difference between Management and Administration • Management of Resources in Educational Institutions- <ul style="list-style-type: none"> ✓ Meaning and Types of resources: Human Resources, Material Resources and Financial Resources • Some modern trend of Educational Management <ul style="list-style-type: none"> ✓ Management by Objectives ✓ Total Quality management ✓ SWOT analysis 		3 1 3 1 3 3	
II	Educational Leadership	16	(14)	3
	<ul style="list-style-type: none"> • Meaning of Educational Leadership • Function of Educational Leadership • Principles of Educational Leadership • Styles of Educational Leadership • Factors influencing leadership styles. • Essential qualities of an Educational leader • Leadership Development Programmes • Measurement of Leadership • Role of Leader in managing Educational conflicts 		1 1 1 3 2 1 2 2 1	
III	Educational Planning	16	(14)	3
	<ul style="list-style-type: none"> • Meaning and Nature of educational planning 		2	

<ul style="list-style-type: none"> • Scope of educational planning • Need of educational planning • Principles of educational planning • Types of Educational planning <ul style="list-style-type: none"> ✓ long term planning ✓ short type planning ✓ grass-root level planning ✓ institutional planning • Process of Preparing educational Plan • Concept and importance of School Development Plan 		1 1 2 4 2 2	
10. Educational Supervision <ul style="list-style-type: none"> • Concept and Characteristics of Educational Supervision • Objectives of Educational Supervision • Scope of Educational Supervision • Functions of Educational Supervision • Difference between Supervision and Inspection • Factors influencing effectiveness of supervision • Qualities of a Good Educational Supervisor • Problems of Supervision • Suggest measures to overcome the problems of supervision 	16	(12) 2 1 1 1 1 2 1 1 2	2
11. Management issues in Educational finance <ul style="list-style-type: none"> • Management of Educational Finance <ul style="list-style-type: none"> ✓ Meaning of educational finance ✓ Nature of educational finance ✓ Principles of managing educational finance ✓ Role of finance committee ✓ Maintenance of records in educational finance ✓ Use of computer in management of finance ✓ Budget: concept and components, process of preparing institutional budget • Management of Information System (MIS): <ul style="list-style-type: none"> ✓ Meaning and Importance ✓ Information of students, faculty, events, materials • Quality issue in Educational Management: Ensure Quality of Teaching-learning, Quality of infrastructure, Quality of Library 	16	(16) 1 1 2 1 2 1 3 1 1 3	3
Total	80	70	14

12-semester Assessment:

Marks 20

A. Sessional Activity (Any one of the following)

Marks 10

1. Organize debate or discussion on the issues like Educational supervision, educational leadership, trends of educational management or any suitable topic.
2. Preparation & Presentation of Seminar paper on the issues of Educational management.
3. Prepare a sketch of Institutional plan for any educational institution.
4. Prepare a hypothetical budget for any educational institution.

2.2 Course IV: Political Process in India

Course objective: Actual politics in India diverges quite significantly from constitutional legal rules. An understanding of the political process thus calls for a different mode of analysis - that offered by political sociology. This course maps the working of 'modern' institutions, premised on the existence of an individuated society, in a context marked by communitarian solidarities, and their mutual transformation thereby. It also familiarizes students with the working of the Indian state, paying attention to the contradictory dynamics of modern state power.

Total Lectures and Tutorials - 84

Unit-I: Political Parties and the Party System Trends in the Party System; From the Congress System to Multi-Party Coalitions to Single Party Majority System	13 Lectures and 4 Tutorials
Unit-II: Elections and Political Behaviour Political Mobilization and Leadership Determinants of Voting Behaviour Caste, Class, Gender and Religion	13 Lectures and 4 Tutorials
Unit-III: Regional Aspirations Politics of Regionalism The Politics of Secession and Accommodation	13 Lectures and 4 Tutorials
Unit-IV: Religion, Caste and Politics Debates on Secularism; Minority and Majority Communalism Caste in Politics	13 Lectures and 4 Tutorials
Unit-V: The Changing Nature of the Indian State Developmental, Welfare and Coercive Dimensions Globalization and the State	12 Lectures and 4 Tutorials

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 Organized by
 Department of Political Science and Economics
Pithubar Girls' Degree College, Khowang
 Dist.-Dibrugarh, Assam
**Gender Equality and women Empowerment-
 A North Eastern Perspective**
 Date : 28th and 29th March, 2018

ICSSR
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 on
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 - A North Eastern
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 Date
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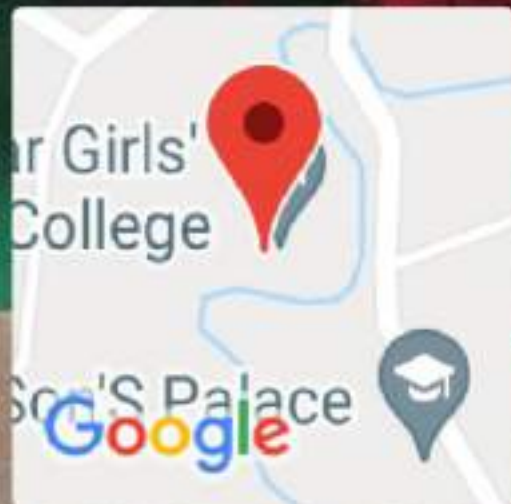
Panel of speakers seated at a table covered with a red cloth. From left to right, there are six individuals: a woman in a blue saree, a woman in a black and white patterned saree, a woman in a grey and white saree, a man in a light blue shirt, a man in a dark suit, and a woman in a yellow and green saree. Nameplates are visible on the table in front of the speakers.

Audience members seated in white chairs, viewed from behind, listening to the seminar.





GPS Map Camera



Khowang Chariali, Assam, India

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Celebration of International Women's Day

and
Falicitation to MRS. HEMO PROBHA CHUTIA
(Bokul Bon Award Winner, Assam Sahitya Sabha)



Organised by :

IQAC, Pithubar Girls' Degree College, Khowang

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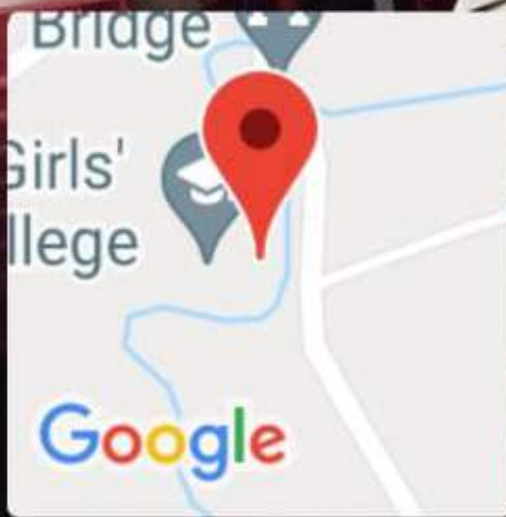
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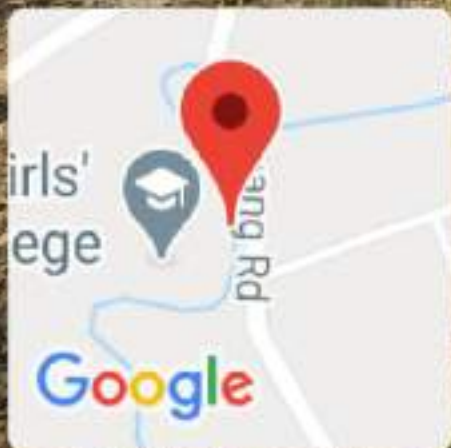
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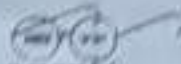
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Celebration of International Women's Day
On 8th March, 2021
**Women in leadership :
 Achieving on Equal Future**
Organised by
**NSS Unit & Student Support and
 Progression Cell (IQAC)**
Girls' Degree College, Khowang



Khowang Sonowal Bengali Gaon, Assam, India
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SWACHH BHARAT ABHIYAN

স্বচ্ছ ভারত অভিযান

কল্লতা থামেই সু-স্বাস্থ্য তক উন্নতি

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পিবুবৰ ছোৱালী প্ৰাতক মহাবিদ্যালয়, খোৱাং, ডিব্ৰুগড়, অসম

তাৰিখ ১৩০ চেপ্তেম্বৰ, ২০১৯



পিথুবৰ ছোৱালী স্নাতক মহাবিদ্যালয়, খোৱাং ।
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KHOWANG
ESTD : 1989



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