



কে. চি. দাস কমাৰ্চ কলেজ

•••• আলোচনী ••••

একাদশ সংখ্যা : ২০০৬ - ২০০৭



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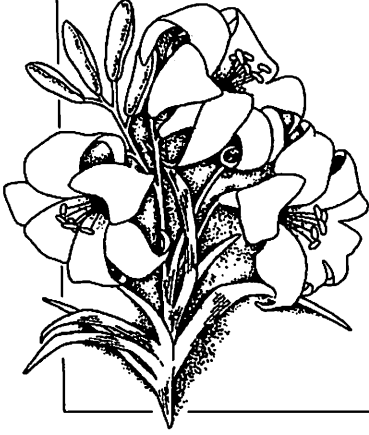
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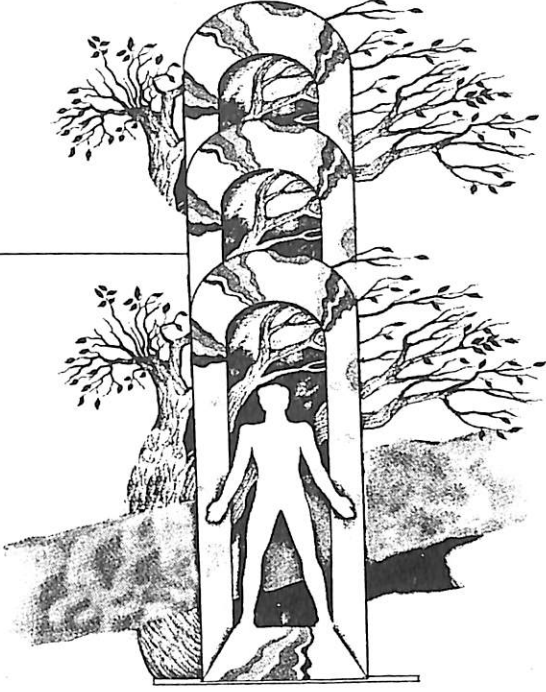


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অ.ভি.ন.ন্দ.ন



সাহিত্য একাডেমী বঁটাপ্রাপ্ত
পূৰ্ববী বৰমুদৈলৈ
অভিনন্দন



অৰ্পণ

পল-অনুপল তোমালোকৰ তেজ ঘামেৰে

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মানৱতাবাদী ব্যক্তিৰ হাতত . . .



সূ. চি. প. ত্ৰ

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অসমীয়া শিতান

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সপোন

বধিৰ তুমিতো হ'ব নোৱাৰা

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সম্পাদকীয় :

‘ডালৰ পৰা নামি অহা ডাঁট পকোৱা
পাক লগা শিপাৰে,
হে প্ৰাচীন আঁহত জোপা
দিবা ৰাত্ৰি তুমি থিয় হৈ যেন গভীৰ ধ্যানত থকা
এক তাপস
তোমাৰ ছায়াৰ স’তে ধেমালী কৰা সেই সৰু ল’ৰাটোক
তুমি মনত পেলোৱানে ?’

— ববীন্দ্রনাথ ।

লাহে লাহে গছজোপা পুৰণি হ’ল আৰু ২০০৭ চনৰ ৭ নৱেম্বৰত গছজোপাই ২৫ বছৰ বয়সত ভৰি দিলে। আমি সৰু লৰা-ছোৱালী বোৰে এইজোপা গছৰ ছায়াতেই আজি আশ্ৰয় লৈছো। সময়ৰ লগত আজি গছজোপাই কৰা প্ৰতিটো সংঘাতটেই যেন আমি একাকাৰ আৰু গছজোপাক সুস্থ, সবল, সমৃদ্ধ কৰি ৰখাৰ সকলো দায়িত্ব আজি আমাৰেই। হয়, আপুনি ঠিকেই বুজিছে মই ২৫ টা সুদীৰ্ঘ বছৰ গৰকীবলৈ ওলোৱা মোৰ মৰমৰ শিক্ষানুষ্ঠান কে. চি. দাস কমাৰ্চ কলেজৰ কথাকেই কৈছো।

প্ৰাপ্তবয়স্ক মহাবিদ্যালয় এখনৰ হৈ এখন ভাল আলোচনীৰ সম্পাদক হোৱাৰ মন হয়তো বহুটো ছাত্ৰ-ছাত্ৰীৰ মনতে লুকাই আছে। মোৰ ক্ষেত্ৰটো তাৰ ব্যতিক্ৰম নহয়। ময়ো কঢ়িয়াই লৈ ফুৰিছিলো তেনে এক ইচ্ছা মোৰ জীৱনত। এখন ভাল আলোচনী বুলি ক’লে দেখিবলৈ সুন্দৰ, তত্ত্বগধুৰ লেখনি, বিভিন্ন ৰস-ৰচনা আৰু বিভিন্ন বিষয়ৰ সমাহাৰ বুলিয়ে বুজা যায়। অৱশ্যে সংবাদ আলোচনী এখনৰ সৈতে মহাবিদ্যালয় আলোচনী এখনৰ পাৰ্থক্য আছে। মহাবিদ্যালয়ৰ ক্ষেত্ৰত থাকে পুৰ্ণৰ সীমাবদ্ধতা, ছাত্ৰ-ছাত্ৰী আৰু শিক্ষক-শিক্ষয়িত্ৰী সকল হৈছে প্ৰধান লেখক লেখিকা। এই বিভিন্ন সীমাবদ্ধতাৰ মাজতে এখন আলোচনী প্ৰকাশ কৰি উলিয়াবলৈ যাওঁতে গুণগত মানদণ্ডৰ দিশত গুৰুত্ব দিয়া কঠিন হৈ পৰে।

সাহিত্য হৈছে এখনসমাজৰ বাটকটীয়া। সৃষ্টিকামী সাহিত্যই সমাজ এখনক প্ৰতিষ্ঠা কৰাত গুৰুত্বপূৰ্ণ ভূমিকা লব পাৰে। আজি চাৰিওফালে যি মুহূৰ্তত ক্ৰমাগত বিচ্ছিন্নতাবোধে গা কৰি উঠিছে সেই মুহূৰ্তত এটামে প্ৰশ্ন হৈছে অসমীয়াৰ কৰণীয় কি ? এইখিনিতে আমি সকলোৱে অনুধাৱন কৰিব লাগিব যে বাণৰাজ ভগদত্তৰ দিনৰ পৰা বৰ্তমানলৈ প্ৰায় দুহেজাৰ বছৰীয়া পুৰণি ইতিহাসত অসমে সদায়ে সমন্বয়ৰ সাক্ষৰ বহন কৰি আহিছে।

গতিকে লুইতৰ এই চিৰপ্ৰবাহিনী গতিৰ মাজেৰে অসমীয়াই আগবাঢ়ি যাব লাগিব। এই সমাজ জীৱনত থাকিব লাগিব পাশ্চাত্যৰ উচ্চ চিন্তাধাৰা, যন্ত্ৰমানবৰ সভ্যতা আৰু থাকিব লাগিব অসমৰ মৌলিক উপাদান সমূহ। অসমৰ ঐক্যৰ প্ৰতীক ৰক্ষাৰ্থে অসমীয়াই উগ্ৰ-জাতীয়তাবাদ পৰিহাৰ কৰি সাংস্কৃতিক, মানসিকভাৱে, যুক্তি

বিবেচনাৰে প্ৰস্তুত হব লাগিব। তেতিয়াহে অসমীয়াই নিজকে এটা জাতি হিচাপে পৰিচয় দিব পাৰিব।

আনহাতে সমাজ এখন উন্নীত কৰাৰ ক্ষেত্ৰত ছাত্ৰ-ছাত্ৰীৰো দায়িত্ব অসীম। কথাতেই কয় আজিৰ ছাত্ৰ কালিৰ নাগৰিক। এতিয়া সকলোৱে লক্ষ্য কৰিছে সামাজিক অৱক্ষয়। চাৰিওফালে অন্যায, অবিচাৰ, দুৰ্নীতি, হত্যা, লুণ্ঠন আদিৰ বাতৰিয়ে আগুৰি ধৰিছে আজিৰ সমাজ। আনফালে কৰ্মসংস্থাপনৰ অভাৱ, শিক্ষানুষ্ঠানত শৈক্ষিক সংকট। তাৰোপৰি আছে সাংস্কৃতিক আৰু বৌদ্ধিক দৈন্যতা আৰু লগতে আদৰ্শত অভাৱ। এনে এক পৰিবেশত ভবিষ্যত গঢ়াৰ স্বপ্নত বিভোৰ ছাত্ৰ-ছাত্ৰী সকলে গুৰুত্বপূৰ্ণ দায়িত্ব বহন কৰিব লাগিব। এই সংকট আৰু সমস্যাৰ চাকনৈয়াতো ধৈৰ্য্য আৰু ত্যাগেৰে গঢ়িব লাগিব নিজৰ জীৱন আৰু ৰাখিব লাগিব দেশৰ মান।

মোৰ কাৰ্যকালত বহুতো শিক্ষাগুৰুৰ উপদেশ উদগণি লাভ কৰিছো। মোক পদে পদে সহায় পৰামৰ্শ আগবঢ়ায় আলোচনীখনৰ প্ৰকাশৰ পথ সুগম কৰাৰ বাবে মহাবিদ্যালয়ৰ অধ্যক্ষ ডঃ হিতেশ ডেকা, উপাধ্যক্ষ ডঃ স্ববেৰা ইছলাম আৰু তত্ত্বাবধায়ক অজিতা বৰা বাইদেউৰ ওচৰত মই চিৰ ঋণী হৈ ৰ’লো। সেইদৰে মহাবিদ্যালয়ৰ সকলো শিক্ষাগুৰুৰ মৰম আশীৰ্বাদে মোক চিৰ কৃতজ্ঞ কৰি ৰাখিব।

চেষ্টাৰ ক্ৰুটি নকৰিলেও অনভিজ্ঞতা হেতু ভুলপ্ৰাপ্তি হোৱাটো স্বাভাৱিক। অনাকাঙ্ক্ষিত ভুলৰ বাবে মহাবিদ্যালয়ৰ সুধী সমাজৰ ওচৰত সানুগয়ে ক্ষমা প্ৰাৰ্থনা জনালোঁ আৰু শেষত —

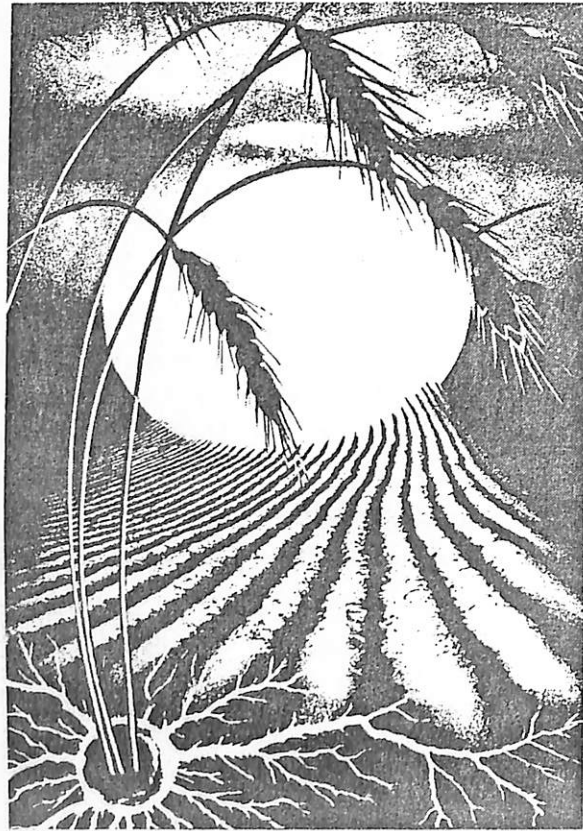
কে. চি. দাস কমাৰ্চ কলেজ সচাঁ অৰ্থত উত্তৰ-পূৰ্বাঞ্চলৰ উৎকৰ্ষতাৰ কেন্দ্ৰ হওঁক তাৰেই কামনাৰে —

‘তুমি সূৰ্য্যৰ দৰে প্ৰতিভাত হোৱা
কুঁৱলীৰ ওৰণি গুচাই সূৰ্য্যৰ দৰে তোমাক প্ৰকাশ কৰা,
অসীমৰ সীমাহীন আশ্চৰ্য্য
প্ৰকাশিত হওঁক
জীৱনৰ বিজয় ঘোষণা কৰক।’

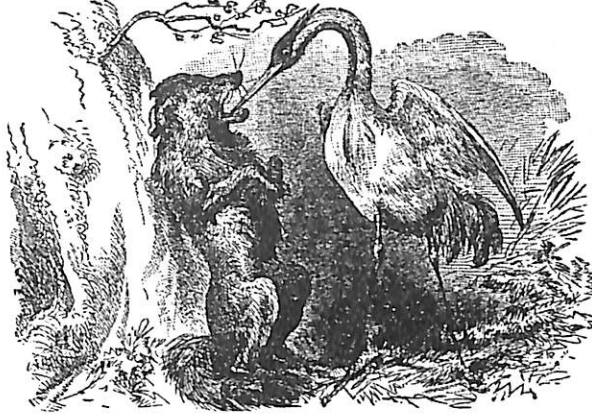
জয়তু কে. চি. দাস কমাৰ্চ কলেজ।
জয় আই অসম ॥

— বিতুশ্ৰী দে

অসমীয়া শিতান



অসমীয়া লোক-সমাজত সাধুকথাৰ স্থান



■ দীপক বৰ্মন

প্ৰবন্ধ, মুৰব্বী, অসমীয়া বিভাগ

সাধুকথা লোক-সাহিত্যৰ এটি অবিচ্ছেদ্য অংগ। লোক-সাহিত্যৰ সৃষ্টিত নিৰক্ষৰ গাঁৱলীয়া মানুহৰ প্ৰতিভাৰ স্বাক্ষৰ পোৱা যায়। খৃঃ ১৮১২ চনত জাৰ্মান ভাতৃদ্বয় জেকব গ্ৰীম আৰু উইলিয়াম জেকব-এ জাৰ্মান দেশৰ পৰম্পৰাগত লোক-কথা আৰু পুৰাতত্ত্বৰাজি সংগ্ৰহ আৰু সম্পাদন কৰি Household Tales নামেৰে প্ৰকাশ কৰে। জাৰ্মান দেশীয় লোক-কথা আৰু পুৰাতত্ত্বৰাজিক বুজাবৰ বাবে গ্ৰীম ভাতৃদ্বয়ে VOLKSKUNDE পদটো ব্যৱহাৰ কৰিছিল। Volk-ৰ অৰ্থ লোক, অৰ্থাৎ Folk আৰু Skunde-ৰ অৰ্থ অভিজ্ঞতা বা Lore।^১ বিশিষ্ট লোক-সংস্কৃতিবিদ এলান ডাণ্ডেজে Folk-ৰ সূত্ৰ এনেদৰে দিছে, The term Folk can refer to any group of people whatsoever who share at least one common factor.^২ অৰ্থাৎ এটা সমূহীয়া উপাদানৰ অংশীদাৰ হোৱা কোনো জন গোটেই Folk বা লোক।

অসমীয়া ভাষাত 'লোক' শব্দৰ বিভিন্ন অৰ্থ থাকিলেও সাহিত্যত নগৰ-চহৰৰ পৰা আঁতৰত বসবাস কৰা শ্ৰমজীৱি নিৰক্ষৰ বা অতি সামান্য শিক্ষা থকা জনগণক 'লোক' বুলি ক'ব পাৰি।

লোক-সাহিত্যৰ পৰিসৰ অতি বিশাল। এইবিধ সাহিত্যৰ ইতিহাসো অতি পুৰণি। মানুহৰ কথাকোৱা আচৰণ আৰম্ভ হোৱাৰ পৰাই হয়তো এইবিধ সাহিত্যৰ ইতিহাসো আৰম্ভ হয়। মানুহৰ অভিজ্ঞতালব্ধ জ্ঞানৰ সমাৱেশেই সাধুকথা। সেয়েহে বিভিন্ন শ্ৰেণীৰ সাধুকথাৰ জন্ম বিভিন্ন সময়ত হোৱা যেন লাগে। কৃষিকাৰ্য আৰম্ভ হোৱাৰ লগে লগে কৃষি সম্পৰ্কীয় সাধুকথাবোৰৰ জন্ম হোৱা যেন লাগে। তেনেকৈ মানুহৰ চিকাৰ কাৰ্যৰ অভিজ্ঞতাৰ পৰা জীৱ-জন্তু সম্পৰ্কীয় সাধুকথাৰ সৃষ্টি। অসমীয়া সাধুকথাৰ ইতিহাস অতি দীঘলীয়া; সেই বিষয়ে ইয়াত আলোচনা কৰা নহ'ল।

অসমৰ বিভিন্ন জাতি, জনজাতিৰ মাজত সাধুকথাৰ আদৰ

আছে। অসমীয়া সমাজৰ শিশু, ডেকা, বুঢ়া-বুঢ়ী সকলোৱে সাধুকথা ভাল পায়। দিনটো কঠোৰ পৰিশ্ৰম কৰি গধূলি সময়ত ৰামায়ণ, মহাভাৰত, কীৰ্ত্তন আদি পঢ়ি আনন্দ লাভ কৰাৰ দৰে জিৰণিৰ সময়ত সাধুকথা কৈ আৰু শুনি নিজৰ দুখ লাঘৱ কৰিবৰ চেষ্টা কৰে। কোনো চাম মানুহৰ কাৰণে সাধুকথা আমোদৰ বস্তু, কাৰোবাৰ বাবে ই জ্ঞানৰ ভঁৰাল, আনকি কাৰোবাৰ কাৰণে ই মানসিক ঔষধ হিচাপেও কাম কৰি আহিছে।

কোনোবা এটি যুগৰ বতৰা নতুন এচামে সাধুকথাৰ মাজেৰে গ্ৰহণ কৰিবলৈ সক্ষম হৈ আহিছে। কিয়নো সাধুকথাই সামৰি নোলোৱা বিষয় একোৱেই নাই। পুৰণি কালত মানুহৰ সকলো প্ৰকাৰৰ জ্ঞান-বিজ্ঞান চিন্তা-অনুভূতিৰ বিকাশৰ মাধ্যম আছিল সাধুকথা। সাধুকথাই মানুহক জীৱন আৰু জগতৰ কাৰণে উপযোগী কৰি তুলিবলৈ অনুপ্ৰাণিত কৰিছিল। ইয়াৰ উপৰিও সাধুকথাই মানৱ জাতিৰ ভাষা, সাহিত্য, সংস্কৃতি, জ্ঞান-অভিজ্ঞতা আদিৰ অলিখিত অথচ অতি নিৰ্ভৰযোগ্য ইতিহাস। ই মহামুৰ্খকো জ্ঞানী কৰি তুলিব পাৰে। পঞ্চতন্ত্ৰৰ সাধুবোৰে তাৰ উৎকৃষ্ট উদাহৰণ।^৩

অসমৰ বিভিন্ন অঞ্চলত বিভিন্ন শ্ৰেণীৰ সাধুকথা পোৱা যায়। ধৰ্মমূলক সাধুকথাবোৰ বিশেষকৈ মহিলাসকলে ব্ৰতানুষ্ঠানত কোৱাৰ প্ৰথা আছে। এই সাধুকথাবোৰ ব্যক্ত কৰিলে কথকীৰ লগতে গৃহস্থ আৰু শ্ৰোতাৰ মঙ্গল সাধন হয় বুলি বিশ্বাস। সাধা-বৰত আৰু সুবচনী-বৰতত কোৱা সাধুকথাবোৰেই তাৰ উদাহৰণ।

সাধুকথাবোৰ মূলত এটা কাহিনী। শিশু মানসত অলৌকিকতাৰ বোল থকা কাহিনীয়ে দকৈ সাঁচ বহুৱাই বাবে সাধুকথাবোৰে শিশুসকলৰ মাজত জনপ্ৰিয়তা অৰ্জন কৰিছে।

অসমীয়া সমাজত সাধুকথাবোৰৰ গুৰুত্ব ইমানেই অধিক যে কোনটো সাধুকথা দিনত ক'ব, কোনটো সাধুকথা ৰাতি ক'ব নাইবা

কোনটো সাধুকথা ঘৰত ক'ব, কোনটো ঘৰৰ বাহিৰত ক'ব তাৰো নিয়ম আছিল। কিছুমান সাধুকথা আকৌ ধৰ্মমূলক অনুষ্ঠানৰ বাহিৰে আন ঠাইত ক'ব নোৱাৰি, কিয়নো অসমৰ গঞা ৰাইজে সাধুকথাৰ গোঁসাই-কথা বুলিও বিশ্বাস কৰিছিল। আজিকালি সাধুকথাৰ বহুজন কথকে সাধুকথাৰ এনেকুৱা অনুষ্ণ বা প্ৰসঙ্গৰ বিষয়ে নাজানে।

সাধুকথাবিলাকে পোণপতীয়া অৰ্থতকৈ ইয়াত অন্তৰ্নিহিত আন এটি অৰ্থৰহে ইঙ্গিত বহন কৰে। আন কথাত সাধুকথাবোৰত ৰূপকৰ ব্যৱহাৰ দেখা যায়। ওপৰে-ওপৰে চালে সাধুকথা এটি কাল্পনিক, সমস্যামূলক আদি যেন লাগিলেও ইয়াত অন্তৰ্নিহিত হৈ থাকে সমাজৰ ব্যাঙ্গাত্মক ইংগিত বা দোষ, নাইবা কেতিয়াবা সাধুকথাৰ কোনোটো চৰিত্ৰ প্ৰতীক হৈ সমাজৰ দুষ্ট বা শাস্ত লোকৰ ইংগিত বহন কৰে।

পুৰণি কালত সাউদ বা বণিজ্যৰসকলে ইখন ঠাইৰ পৰা আন এখন ঠাইলৈ বেপাৰ কৰিবলৈ গৈ ইখন ঠাইৰ সাধুকথা সিখন ঠাইৰ জনসাধাৰণৰ আগত ব্যক্ত কৰিছিল। তেতিয়াই এটা অঞ্চলৰ লোকে আন এটা অঞ্চলৰ বিভিন্ন দিশৰ আভাস পাইছিল। ইয়াতেই সাধুকথাই ব্যক্ত কৰিছিল এটি যুগৰ বতৰা বা এটা অঞ্চলৰ লোকৰ ৰীতি-নীতি, আচাৰ-অনুষ্ঠান, প্ৰেম-ভালপোৱা, হা-স্থমুনিয়াহ, শঠতা-কপটতা, খাদ্যা-খাদ্য, কৃষিকাৰ্য্য, চিকাৰ কাৰ্য্য আদি আৰু ইয়াৰ লগে লগে ৰাজনীতি, অৰ্থনীতি আদিৰো সম্যক আভাস সাধুকথাই নিদিয়াকৈ নাথাকে। পৃথিৱীৰ বিভিন্ন ঠাইৰ সাধুকথাৰ মাজত মিল থকা দেখা যায়। এখন ঠাইৰ সাধুকথা এটা আন এখন ঠাইলৈ প্ৰব্ৰজন হোৱাৰ লগে লগে নতুন ঠাইখনৰ পৰিৱেশৰ লগত সাধুকথাটোৱে নিজকে খাপ খুৱাই লয়। তেতিয়া সাধুকথাটোৰ চৰিত্ৰ আদিৰ সলনি হ'ব পাৰে। উদাহৰণ স্বৰূপে নলবাৰী অঞ্চল আৰু বকো অঞ্চলত প্ৰচলিত এটি সাধুকথাৰ চৰিত্ৰবিলাকলৈ দৃষ্টি নিক্ষেপ কৰিলে এই কথা জল্-জল্ পট্-পট্ হৈ ওলাই পৰে। নলবাৰী অঞ্চলত প্ৰচলিত এই সমস্যামূলক সাধুকথাটোৰ নাম হ'ল 'উপকাৰীক অজগৰে খোৱা'। সাধুকথাটোত বাঘ এটি বোকাৰ পৰি উঠিব নোৱাৰাত খেতিয়ক এজনৰ সহায় লৈ বোকাৰ পৰা উঠে। বোকাৰ পৰা উঠি বাঘটোৱে খেতিয়কজনক খাব বিচাৰে। কিন্তু খেতিয়কে কয় যে তেওঁ বাঘৰ উপকাৰ কৰিছে, গতিকে উপকাৰীক অজগৰে নাখায়। যদিহে বাঘটোৱে খাব খোজে তেন্তে তেওঁ তিনিজন সাক্ষীৰ পৰা সমৰ্থন পালেহে খাব পাৰিব। তেওঁলোকে এখন মৈ, এটা জাপি আৰু এটা শিয়ালক সাক্ষী হিচাপে ল'লে। আনহাতে বকো অঞ্চলত এই চৰিত্ৰবোৰ

সলনি হৈ খেতিয়কৰ ঠাইত এজনী ছোৱালী মৈ আৰু জাপিৰ ঠাইত ভাটো চৰাই আৰু এডাল গছ হৈছেগৈ।

মাহীমাকে সতীয়া ল'ৰা-ছোৱালীক দিয়া যাতনাক লৈ যিবিলাক সাধু আছে তাৰ আটাইতকৈ জনাজাত চানেকি হৈছে ইংৰাজী ভাষাত চিণ্ডাৰেলা (জাৰ্মান ভাষাত অশ্বপুটেল) আৰু অসমীয়াত তেজীমলা। মাহীমাকে চিণ্ডাৰেলাক নানান দুৰ্গতি দিয়ে আৰু নিজৰ জীয়েক দুৰ্জনীক আতৌ-পুতৌ কৰি তত নাপায়। দুৰ্ভগীয়া ছোৱালীজনীক হাবিৰ গছ আৰু আকাশৰ চৰায়েও মমতা দেখুৱায়। শেষত যেনিবা এক ৰাজকোঁৱৰে তাইক লৈ যায়। আকৌ টেটোনৰ সাধু ব্ৰহ্মদেশ আৰু ৰুচিয়া দেশ পৰ্য্যন্ত বিয়পি আছে। এই ধৰণৰ সাধু মঙ্গোলীয়বিলাকে অসমলৈ লৈ আহে।^১

অসমীয়া লোক-সমাজত সাধুকথকে সাধুকথা এটি কোৱাৰ আৰম্ভণিতে মূল কাহিনীৰ লগত মিল নথকা অথচ সাধুকথাৰ ইঙ্গিতসূচক বা সাংকেতিক চিহ্ন থকা পদ গায়। সেই পদ শুনাৰ লগে লগে কথকক বা কথকীক শ্ৰোতাসকলে সাধু শুনাৰ প্ৰয়াসেৰে আঙুৰি ধৰে। তেনেকুৱা সাংকেতিক চিহ্ন এনেধৰণৰ

আক্‌ডাল আছিল বাটা।

মোৰ সাধুকথাটু খাতা।।

আক্‌ডাল আছিল গুণা।

মোৰ সাধুকথাটু শুনা।।

সাধুকথাটো শেষ হ'লেও এনে সাংকেতিক চিহ্নৰ ব্যৱহাৰ কৰে। তেনে সাংকেতিক চিহ্নৰ উদাহৰণ এটি তলত দাঙি ধৰা হ'ল-
চালত পৰিল ফেঁচা।

মোৰ সাধুকথা মিছা।।

তামোলে মেলিলে ডাবি।

কোন ক'লে যাবি।।

বৰ্তমান শিক্ষা-দীক্ষাৰ বহুল প্ৰচলনে ল'ৰা-ছোৱালীক ব্যক্ত কৰি ৰাখিছে। আকৌ ইলেকট্ৰনিক মাধ্যম যেনে অনাতাঁৰ, দূৰদৰ্শন আদিত মানুহবোৰ ব্যক্ত হৈ থাকে। গতিকে সাধুকথা বা লোক-কথাৰ প্ৰতি মানুহৰ গুৰুত্ব কমি অহা দেখা গৈছে। আকৌ আগৰ সাধুকথাৰ কথক, ধাৰক আদিও মৃত্যুৰ গৰাহত পৰিল। যি দুই-এজন কথক, ধাৰক, পাঠক, পাঠেনী আছে তেওঁলোকে কোনটো অনুষ্ণগত কোনটো সাধুকথা ক'ব লাগে নাজানে। সেয়েহে বৰ্তমান অৱস্থাত যিবোৰ সাধুকথা আছে সি কৃত্ৰিম অনুষ্ণগ বজাই ৰাখিহে জীয়াই আছে। □□

১. নবীন চন্দ্ৰ শৰ্মা : লোক সংস্কৃতি, ১৯৯৭, পৃ. ১

২. Alan Dundes : Essays in Folkloristics, Meerut, 1987, P. 7

৩. শশী শৰ্মা : অসমৰ সাধুকথা, ১৯৯৩, পৃ. ১২

৪. প্ৰফুল্ল দত্ত গোস্বামী : অসমীয়া জন সাহিত্য, ১৯৯৪, পৃ. ৫৪, ৫৫



সৃষ্টিকামী সাহিত্যৰ জনক 'প্ৰেমচান্দ'

(১৮৮০-১৯৩৬)

■ সত্যজিত শৰ্মা
প্ৰবক্তা, বিত্ত বিভাগ

“মহা মহা পুৰুষৰ চানেকীৰে জীৱনৰ
আমিও কৰিব পাৰো জীৱন গঠিত,
অভিনয় শেষ হ'লে আয়ু-বেলি মাৰ গ'লে
থ'ই যাব পাৰোঁ খোজ সময়-বালিত।”

(আনন্দচন্দ্ৰ আগৰৱালা)

সৃষ্টিৰ পাতনিৰে পৰা পৃথিৱীলৈ মানুহ অহা-যোৱাৰ অন্তহীন গতিটো চলিয়েই আছে। মানৱ সভ্যতাৰ বুৰঞ্জীয়ে অৱশ্যে সকলো মানুহৰ জন্ম-মৃত্যুৰ খবৰ নাৰাখে। কিন্তু পৃথিৱীৰ বুকুলৈ মাজে-সময়ে এনে একোজন প্ৰতিভাশালী লোক আহে যিয়ে জীৱনৰ অক্লান্ত সাধনা আৰু ত্যাগেৰে মানুহৰ সভ্যতাৰ বুৰঞ্জী চহকী কৰিব পৰা অনেক অৱদান দিয়ে। এইসকল ব্যক্তিৰ নাম আমি সদায় শ্ৰদ্ধা সহকাৰে মনত ৰাখো। এই চিৰপূজ্য ব্যক্তিসকলৰ গুণানুকীৰ্তন সমাজৰ প্ৰত্যেকজন সদস্যৰ বাবে অপৰিহাৰ্য। যদিহে সমাজে এইসকলক পাহৰে, তেন্তে সেই বিশ্বতিয়ে সমাজলৈ অভিশাপহে কঢ়িয়াই আনিব।

এইসকলৰ দৰেই জনগণৰ সামাজিক আৰু নৈতিক কল্যাণৰ বাবে নিয়োজিত সাহিত্যৰ প্ৰতি আত্মোৎসৰ্গ কৰা এজন মহান ব্যক্তিয়ে ১৮৮০ চনৰ ৩১ জুলাইত ভাৰতভূমিত জন্মগ্ৰহণ কৰিছিল। তেখেতৰ নাম আছিল প্ৰেমচান্দ। নিজৰ জীৱনক সমভূমি বুলি অভিহিত কৰা এই সহজ-সৰল ব্যক্তিজনৰ জন্ম হৈছিল বাৰাণসীৰ পৰা চাৰি মাইল দূৰেৰে লামাহি নামৰ গাঁও এখনত। মাত্ৰ আঠ বছৰ বয়সতেই মাকক হেৰুওৱা প্ৰেমচান্দে শিশুকালতে যি আঘাট পাইছিল, সি গোটেই জীৱনজুৰি তেওঁৰ অন্তৰত থাকি গৈছিল। প্ৰেমচান্দৰ আচল নাম আছিল নবাব বা ধনপত। 'প্ৰেমচান্দ' ছদ্ম নামতো তেওঁ বহু পাছতহে লৈছিল।

আন বেছিভাগ সাধাৰণ জীৱনৰ দৰে প্ৰেমচান্দৰ জীৱনটোও আছিল দুখ-কষ্টৰে ভৰা। প্ৰেমচান্দৰ ডাঙৰ শক্তি আছিল প্ৰকৃত চিন্তাকৰ্মী গল্পৰ ৰচনা। এইটোৱেই আছিল তেওঁৰ গোপন কলা। নিজৰ জীৱনত পোৱা অভিজ্ঞতাসমূহ প্ৰেমচান্দে ক'ব নোৱাৰাকৈয়ে সাঁচি ৰাখিছিল আৰু পাছত সেইবোৰ তেওঁৰ লিখনিৰ মাজত প্ৰকাশ পাইছিল। ১৫ বছৰ বয়সতেই তেওঁৰ বিয়া হৈছিল। এই সময়তে নবাবে তেওঁৰ প্ৰথম ৰচনাখন লিখি উলিয়াইছিল। সেয়া আছিল এখন সৰু নাটিকা। এজন ল'ৰাই আগতে তেওঁক যথেষ্ট ঠাট্টা-

বিদ্ৰূপ কৰা দূৰ-সম্পৰ্কীয় মানুহ এজনৰ ওপৰত প্ৰতিশোধ ল'বৰ বাবে আসুৰিক তামাছা কৰা ঘটনা এটা এই নাটকত বৰ্ণোৱা হৈছিল।

প্ৰেমচান্দে হাইস্কুল শিক্ষা গ্ৰহণ কৰিছিল বাৰাণসীৰ কুইনছ কলেজৰ হাইস্কুলত। হাইস্কুলত পঢ়ি থাকোতে, তেওঁৰ বিয়াৰ এবছৰ পিছত তেওঁৰ দেউতাকৰ মৃত্যু হৈছিল। দেউতাকৰ মৃত্যুৰ পাছত তেওঁৰ কষ্ট আৰু বহুখিনি বাঢ়িহে গৈছিল আৰু ফলত তেওঁৰ পঢ়া এবছৰ পিছুৱাই গৈছিল। ১৮৯৮ চনত তেওঁ প্ৰৱেশিকা পৰীক্ষা দিছিল, কিন্তু দ্বিতীয় বিভাগ পাবলৈহে সক্ষম হৈছিল। সেই সময়ত কুইনছ কলেজত কেৱল প্ৰথম বিভাগ পোৱা সকলৰহে মাছুল মাফ দিছিল বাবে তেওঁৰ কুইনছ কলেজত পঢ়া আশা সিমানতে মৰিমূৰ হৈছিল। নানা ঘাট-প্ৰতিঘাটৰ মাজত, প্ৰৱেশিকা পৰীক্ষা পাছ কৰাৰ সুদীৰ্ঘ বছৰৰ পাছত ১৯১৬ চনত তেওঁ ইন্টাৰমিডিয়েট পাছ কৰিছিল।

১৮৮৯ চনত প্ৰেমচান্দে তেওঁৰ বাইছ বছৰীয়া শিক্ষক জীৱনৰ আৰম্ভণি কৰিছিল। স্কুলৰ মানুহৰ মাজত সোনকালেই তেওঁ 'কিতাপৰ পোক' হিচাপে জনাজাত হৈ পৰিছিল। ইয়াৰ পাছত ১৯২১ চনলৈকে প্ৰেমচান্দে প্ৰতাপগড়, এলাহাবাদ, হামিৰপুৰ, বস্তী, গোৰখপুৰ আদি বিভিন্ন ঠাইৰ চৰকাৰী স্কুলত কাম কৰিছিল। এই সময়ছোৱাত জীৱনলৈ অহা প্ৰচুৰ অভিজ্ঞতাই তেওঁৰ বাবে পিছলৈ লিখক জীৱনৰ ডাঙৰ মূলধন হৈ পৰিছিল।

১৯০০ চনৰ ওচৰে-পাজৰে তেওঁ মনোযোগেৰে লিখাত লাগি পৰিছিল। কিন্তু দুৰ্ভাগ্যবশতঃ এই প্ৰথম অৱস্থাত লিখা কোনো বস্ত্ৰেই পাছলৈ নাথাকিল। প্ৰকাশ পোৱাবোৰৰ ভিতৰত সবাতোকৈ পুৰণি গ্ৰন্থখন হ'ল উৰ্দু ভাষাত লিখা উপন্যাস 'আসৰাৰ-এ মাবিদ' (মন্দিৰৰ বহস্য)। এইখন উপন্যাস ১৯০৩ চনৰ শেষৰ পৰা ১৯০৫ চনৰ আৰম্ভণিলৈকে বাৰাণসীৰ পৰা প্ৰকাশিত এখনি আলোচনীত খণ্ড খণ্ডকৈ প্ৰকাশ পাইছিল। সেই সময়ত তেওঁ লিখা আন এখন উপন্যাস 'হাম খুৰ্মা ও হাম্ ছ্ৰাহ'ৰ হিন্দী অনুবাদ 'প্ৰেম' নামেৰে

১৯০৭ চনত প্ৰকাশ হৈছিল। ‘প্ৰেম’ নামৰ উপন্যাসখনিত এগৰাকী বাল্য-বিধৱাক এজন আদৰ্শবাদী যুৱকে বিয়া কৰোৱাৰ কাহিনী দাঙি ধৰা হৈছিল। উল্লেখ্য যে এই উপন্যাস প্ৰকাশৰ ঠিক আগে আগে ১৯০৬ চনত প্ৰেমচান্দে শিৱৰাণী দেৱী নামৰ এগৰাকী বাল-বিধৱাক দ্বিতীয় পত্নীৰূপে গ্ৰহণ কৰিছিল। গতিকে তেওঁ অকল বিধৱা বিবাহৰ প্ৰচাৰ কাৰ্যতেই ব্যস্ত নাথাকি তাক গভীৰভাৱে সমৰ্থনো কৰিছিল আৰু নিজৰ জীৱনতে তাক আৰ্হিৰূপে দাঙি ধৰিছিল।

পিছৰ সময়ছোৱাত আমাৰ দেশৰ স্বাধীনতা সংগ্ৰামে চৰম ৰূপ পাইছিল আৰু তাৰ প্ৰভাৱ প্ৰেমচান্দৰ ওপৰতো বাৰুকৈয়ে পৰিছিল। এই কালছোৱাতে তেওঁ ‘অমূল্যবত্ত’কে আৰম্ভ কৰি আৰু বহুতো দেশপ্ৰেমমূলক গল্প লিখে। ‘অমূল্যবত্ত’ত এটা দেশপ্ৰেমৰ সুৰ আছিল। গল্পটোৰ সামৰণি মৰা হৈছিল এইবুলি যে দেশৰ স্বাধীনতা যুদ্ধৰ নামত পেলোৱা এটোপাল তেজেই হৈছে পৃথিৱীত সকলোতকৈ মূল্যবান বস্তু। ‘অমূল্যবত্ত’ আৰু একে ধৰণৰ চুটি গল্পবোৰ সংগ্ৰহ কৰি ১৯০৯ চনত গ্ৰন্থৰ আকাৰত ‘ছজ-এ ৰতন’ (মাতৃভূমিৰ দুখ) প্ৰকাশ হৈছিল।

প্ৰেমচান্দে নিজকে বন্দুকৰ সলনি কলম হাতত লৈ স্বাধীনতা যুঁজত নামি পৰা সৈনিক বুলি ভাবিছিল। হয়তো তাৰ প্ৰভাৱতেই স্বাধীনতা আৰু সমাজব্যৱস্থাক মূল ভেটি হিচাপে লৈ লিখা বহুকেইখন উপন্যাস এই সময়ছোৱাতেই প্ৰেমচান্দে লিখিছিল। সেইবোৰ হ’লঃ বংকিমচন্দ্ৰৰ ‘আনন্দমঠ’ৰ দৰে এজন দেশপ্ৰেমিক স্বামীক নায়ক হিচাপে লৈ লিখা ‘জলৱা-এ-ইচাৰ’ বা ‘বৰদান’, বেশ্যাবৃত্তিক এটা সামাজিক ব্যাধি হিচাপে অংকন কৰা ‘বাজাৰ-এ-ছচন’ বা ‘সেবাসদন’ আৰু খেতিয়কক শোষণ কৰা মাটিৰ মালিকৰ প্ৰতিপত্তি দেখুওৱা উপন্যাস ‘গোছা-এ-আফিয়াত’ বা ‘প্ৰেমাশ্ৰম’। এইদৰে প্ৰেমচান্দে হিন্দী আৰু উৰ্দু এই দুই ভাষাত গহীন উপন্যাস আৰু চুটিগল্পৰ ৰচনা কৰি এক নতুন ধাৰাৰ সৃষ্টি কৰিছিল।

১৯২১ চনত তেওঁ নিজৰ চাকৰি জীৱন সমাপ্ত কৰিছিল আৰু তাৰ কিছু বছৰ পিছত বাৰাণসীত এটা প্ৰকাশন প্ৰতিষ্ঠান আৰম্ভ কৰিছিল। এই প্ৰতিষ্ঠানৰ পৰাই এটা সময়ত প্ৰেমচান্দে ‘হংস’ নামৰ এখন আলোচনী আৰু ‘জাগৰণ’ নামৰ এখন সাপ্তাহিক কাকত একে সময়তে প্ৰকাশ কৰিছিল। এই ক্লাস্তিৰ দিনকেইটাতো তেওঁ বহুতো চুটিগল্পৰ বাহিৰেও ‘প্ৰতিজ্ঞা’ আৰু ‘নিৰ্মলা’ নামেৰে দুখন সৰু উপন্যাস আৰু ‘গবন’ (আত্মসাৎকৰণ) নামেৰে এখন উপন্যাস লিখি উলিয়াইছিল। ইয়াৰ বাহিৰেও ‘ৰঙ্গভূমি’ আৰু ‘কায়াকল্প’ নামৰ দুখন বহু আকাৰৰ উপন্যাস আৰু ‘সংগ্ৰাম’ আৰু ‘কাৰবালা’ নামৰ দুখন নাটক লিখি উলিয়াইছিল। আন এখন উপন্যাস ‘কৰ্মভূমি’ৰ কামো তেওঁ এই সময়ছোৱাতেই আৰম্ভ কৰিছিল।

১৯৩৪ চনত বোম্বাইৰ অজন্তা ছিনেটাৰ পৰা অহা এটা

অনুমোদনক্ৰমে তেওঁ অনিচ্ছাস্বত্বেও কিছু সময়ৰ বাবে চিনেমাৰ্জগতৰ লগত জড়িত হৈছিল। কিন্তু লিখনিৰ বাবে সময় উলিয়াব নোৱাৰাৰ পৰিপ্ৰেক্ষিতত তেওঁ ১৯৩৫ চনৰ ৪ এপ্ৰিলত বাৰাণসীলৈ উভতি আহিছিল। উল্লেখযোগ্য যে ১৯৩৬ চনত লিখি শেষ কৰা তেওঁৰ ‘গোদান’ উপন্যাসখন ৰাষ্ট্ৰসংঘৰ সামাজিক আৰু সাংস্কৃতিক সংস্থাই ‘গিফট অৱ দি কাও’ নামেৰে ইংৰাজীত প্ৰকাশ কৰিছিল। পাছলৈ ‘গোদানেই তেওঁৰ জীৱনৰ শ্ৰেষ্ঠ গ্ৰন্থ হিচাপে পৰিচিত হয়।

১৯৩৬ চনৰ গ্ৰীষ্মকালত ক্লাস্ত আৰু অৱসন্ন হৈ প্ৰেমচান্দ ‘হিন্দুস্তানী আন্দোলন’ৰ পৰা উভতি আহিছিল, কিন্তু লিখাৰ অভ্যাস তেওঁ এৰি দিয়া নাছিল। এই সময়খিনিতে তেওঁ ‘কফন’ (ধূত) নামৰ এটা গল্প আৰু ‘মহাজনী সভ্যতা’ নামৰ এখন ৰচনা লিখে। তেওঁ লিখা বহুবোৰ প্ৰখ্যাত গল্পৰ ভিতৰতে সৰ্বশ্ৰেষ্ঠ এই গল্পটোত দীৰ্ঘদিনজুৰি চলা স্কুথা আৰু অভাৱৰ তাড়নাত মানুহ কিদৰে অমানুহ হৈ পৰিছে তাক দেখুৱাই সমাজবাদৰ প্ৰশংসা কৰা হৈছিল।

এই সময়ছোৱাতে তেওঁ ‘মংগল সূত্ৰ’ নামৰ আন এখন উপন্যাস লিখা কাম আৰম্ভ কৰিছিল। কিন্তু দুখৰ বিষয় যে দুখীয়া হৈ পৰা বিখ্যাত লিখক এজনক নায়ক হিচাপে লৈ লিখা এই উপন্যাসখন শেষ কৰালৈ এই মহান ব্যক্তিজন বাচি নাথাকিল। বহুদিনৰে পৰা গেষ্ট্ৰিক আলচাৰত ভুগি থকা চিৰপূজ্য এই ব্যক্তিজনে ১৯৩৬ চনৰ ৮ ডিচেম্বৰত ইহলীলা সম্বৰণ কৰে। মাত্ৰ কেইজনমান বন্ধু আৰু সম্পৰ্কীয় লোকেৰে কৰা তেওঁৰ শৱযাত্ৰাই ভাৰতীয় সাহিত্যৰ এটি অধ্যায়ৰ সামৰণি মাৰিলে।

মৃত্যু এটা চিৰন্তন সত্য। সেয়েহে হয়তো দাৰ্শনিক কবি দুৰ্গেশ্বৰ শৰ্মাদেৱে কৈছে —

“এই ঘৰখনি ইয়াতেই ৰব
নাহা আৰু কোনো দিন,
কালৰ হাতত ছিগিভাগি যাব
নেথাকিব একো চিন।”

প্ৰেমচান্দ অবিহনে খালী হোৱা ঠাইখিনি পূৰাব হয়তো কোনোৱেই নোৱাৰিব; কিন্তু নিজৰ লিখনিৰাজিৰে প্ৰেমচান্দ সমূহ ভাৰতীয়ৰ মনত আন সকলো চিৰপূজ্য ব্যক্তিৰ দৰে অনাদি অনন্তকাললৈ অমৰ হৈ ৰ’ব আৰু ‘তপোবন’ৰ কবি হাজৰিকাদেৱৰ দৰে কবিয়ে তেওঁলোকক সুঁৱৰি কৈ যাব —

“আৰুতো নেবাজে পুৰণি বীণত
ললিত পঞ্চম তান,
মাথোঁ ভৰলুৱে কৰুণ সুৰত
গাব বেজাৰৰ গান।” □□

(প্ৰসঙ্গ পুথি : অমৃত ৰায়, ‘প্ৰেমচান্দ’, দিল্লী, ১৯৮০) □

শিক্ষক – তেতিয়াৰ আৰু এতিয়াৰ

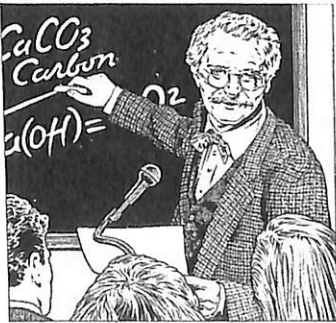
■ তুনা দাস
স্নাতক প্ৰথম বৰ্ষ

সকলো সাহিত্য-কৰ্মৰে আদিৰূপ কাব্য, সকলো শিক্ষাৰে আদিৰূপ প্ৰাথমিক শিক্ষা। মানুহে জুই আৱিষ্কাৰ কৰাৰ আদিৰূপ প্ৰকৃতিৰ শিলাকৰ্ষণত সৃষ্টি হোৱা ফিৰিঙতিৰ দৰে শিক্ষাৰ আদিৰূপ বিৰূপ জ্ঞান চকু মেল খোৱা। শিক্ষা যেতিয়া মানৱ সমাজত প্ৰচলিত হৈছিল তেতিয়াই শিক্ষকৰো জন্ম। শিক্ষা প্ৰচলনৰ সৈতে শিক্ষকতাৰ প্ৰচলনো জড়িত। মানুহৰ সমাজ-সংস্কৃতিৰ বিৰতনৰ লগে লগে সভ্যতাৰ ত্ৰম্বিকাশ; সভ্যতাৰ জখলাৰে মানুহ উঠি আহি আছে জনাৰ পৰা নজনালৈ, নজনৰ পৰা জনালৈ নতুন নতুন কৌশল পত্তা, আৱিষ্কাৰ কৰিছে মানুহেই মানুহৰ বাবে। মানুহেই বিজ্ঞানৰ সৃষ্টি কৰিছে, প্ৰযুক্তিবিদ্যাৰ দ্বাৰা মানুহে এফালে মানুহক দেৱত্বৰ শাৰীলৈ তুলিছে, আনফালে মানুহ দৈত্য-দানৱ-অসুৰলৈ পৰ্যবসিত হৈছে। এই সকলোবোৰৰ গুৰিতে কিন্তু শিক্ষক। সেয়ে শিক্ষকতা এক স্বতন্ত্ৰ শক্তি, শিক্ষকে দেৱ সমাজ গঢ়িব পাৰে, আকৌ শিক্ষকেই ধ্বংসৰ বিমূৰ্ত ৰূপ গঢ় দিব পাৰে।

প্ৰাচীনকালৰে পৰাই শিক্ষা, শিক্ষক আৰু শিক্ষকতা সম্বন্ধে বিভিন্ন যুক্তিৰ অৱতাৰণা চলি আহিছে। শিক্ষক একোজন জাতি, দেশ তথা ৰাষ্ট্ৰ গঠনত ইন্ধন যোগাওঁতা। সেয়ে, শিক্ষক জাতিৰ গুৰু, দেশৰ নমস্য ব্যক্তিৰ পূজনীয়। শাসকৰ পৰামৰ্শদাতাৰূপে গুৰু তথা শিক্ষক, নৈতিক শিক্ষাৰ হোতা, আধ্যাত্মিক জগতৰ প্ৰতিষ্ঠাতা শিক্ষক-আচাৰ্য জ্ঞান বিলাওতা তথা উপদেষ্টা; গতিকে শিক্ষক মানেই হ'ল বিদ্যাভাস কৰোঁতা, যি নিজে শিকি আচৰণৰ দ্বাৰা আনক উদ্বুদ্ধ কৰি তোলে, যিয়ে পৰ্যবেক্ষণ কৰে, যিজনে ব্যাখ্যা কৰে উদাহৰণসহ আৰু যিজনে প্ৰতিটো প্ৰাণীৰ প্ৰতি হয় দয়াশীল, প্ৰতিজন ছাত্ৰ-ছাত্ৰীক 'পূত্ৰবৎ' স্নেহপাশেৰে বান্ধে, প্ৰতিজন ছাত্ৰ-ছাত্ৰীৰ সুযোগ্য অভিভাৱক, পথপ্ৰদৰ্শক আৰু পৰিচালক ৰূপ গ্ৰহণ কৰে।

এটা সময়ত শিক্ষকেই আছিল সমাজৰ গুৰিয়াল, জাতি-বৰ্ণ-সম্প্ৰদায় অথবা উচ্চ-নীচ ভেদাভেদ শিক্ষক সমাজৰ কাণ্ডাৰী। পৰিৱৰ্তনশীল সমাজৰ গাঁঠনিত পৰিৱৰ্তন হৈ আজি এক অভিনৱ সমাজ-ব্যৱস্থাত আমি উপনীত হৈছো, য'ত প্ৰাচীনকালৰ ঋষি-মুনি তথা বিজ্ঞানীসকলৰ সংজ্ঞাসমূহ অচল। প্ৰকৃত মানুহ গঢ়াৰ সংকল্প লৈ ওলাই অহা শিক্ষক পোৱা যায় ক'ত? কাৰণ মানুহ গঢ়াৰ যন্ত্ৰবোৰ আজি বিকল, অৰ্থাৎ ভাৰতীয় আৰ্য সভ্যতাৰ মানুহ গঢ়া যন্ত্ৰ হ'ল গুৰুবাদ। সম্প্ৰতি 'গুৰুবাদ' কাগজৰ ওপৰত থকা চিহ্ন মাথোঁ।

আজিৰ পৰা এশ বছৰ আগৰ শিক্ষক দেখা নাই, কিন্তু বহু কথা শুনিছো উইশ শতিকাৰ চল্লিশৰ দশকৰ শিক্ষকৰ পৰা। সেয়ে কেইটিমান মন কৰিবলগীয়া কথা স্মৰণ কৰাৰ চেষ্টা কৰিছো।



১৯২৪ চনৰ সময়ত প্ৰাথমিক বিদ্যালয়ৰ শিক্ষক নিযুক্ত হৈছিল পৰিদৰ্শকসকলৰ দ্বাৰা। পঞ্চম-ষষ্ঠ শ্ৰেণীলৈ পঢ়া ডেকা ল'ৰাক লগ ধৰি স্কুল পৰিদৰ্শকে শিক্ষক হ'বলৈ অনুৰোধ কৰিছিল। বহু ক্ষেত্ৰত খেতি-বাতিত লাগি থকা বা অন্যান্য কামত লাগি থকা ব্যক্তিকো মাতি নি শিক্ষকতাত লগাইছিল। দৰমহা মাহে ১২ টকা। তথাপি যিসকল ব্যক্তি শিক্ষক হ'বলৈ আগবাঢ়ি আহিছিল সেইসকলৰ অধিকাংশই সাঁচা শিক্ষক হ'বলৈ অহোপুৰস্বার্থ কৰিছিল। ষাঠিৰ দশকত সেইসকল শিক্ষকৰ দৰমহা হৈছিল ৬৯.৫০ টকা। তেতিয়া প্ৰাথমিক শিক্ষা বোর্ড আছিল চৰকাৰৰ দ্বাৰা গঠিত এক শিক্ষা বিভাগৰ অনুষ্ঠান।

তেতিয়া শিক্ষকসকলৰ পোছাক আছিল মার্জিত ধুতি-কামিজ অথবা ধুতি-পাঞ্জাবী। মহিলাসকলৰ মেখেলা-চাদৰ। স্কুলৰ সময় আছিল ৰাতিপুৱা। স্কুলৰ সংখ্যা নিচেই কম। চাৰি-পাঁচখন গাঁৱৰ মাজত একোখন বিদ্যালয়। ছাত্ৰতকৈ ছাত্ৰীৰ সংখ্যা নিচেই কম আছিল, আমাৰ গাওঁসমূহৰ গাওঁবুঢ়াসকলেই আছিল নেতা, শিক্ষিতৰ সংখ্যাও আছিল একেবাৰে সীমিত। ত্ৰিশৰ দশকত আমাৰ বিদ্যালয়সমূহৰ অধিকাংশতেই বঙলা ঠাঁচৰ শিক্ষা হৈছিল। পাঠ্যপুথিও অতি সীমিত আছিল।

বিদ্যালয়বোৰত এজন শিক্ষকে পাঁচোটাকৈ শ্ৰেণীৰ পাঠদান কৰিছিল। খুব কম সংখ্যক বিদ্যালয়তহে দুই বা ততোধিক শিক্ষক আছিল। তেতিয়াৰ সময়ত ক, খ, ১ম, ২য় আৰু ৩য় শ্ৰেণী আছিল। মুঠ পাঁচ বছৰৰ আছিল প্ৰাইমাৰী স্কুলৰ শিক্ষাবৰ্ষ।

শিক্ষকসকলে আনুমানিক সময়তে পাঠদান কাৰ্য্যসূচীৰ ব্যৱস্থা কৰিছিল।

প্ৰাক্-স্বাধীন কালত যেতিয়া স্কুল পৰিদৰ্শকে পৰিদৰ্শন কৰিবলৈ আহিছিল, শিক্ষকসকলে ছাত্ৰ-ছাত্ৰীবোৰক আগতীয়াকৈ পৰিষ্কাৰ-পৰিচ্ছন্নকৈ আহিবলৈ অভিভাৱকবোৰক কৈ দিছিল। সাধাৰণতে পৰিদৰ্শক ঘোঁৰাত আহিছিল।

সেই সময়ত স্কুল ঘৰবোৰ কেঁচা ভেটিৰ আৰু বাঁহৰ চালিয়াৰে দিয়া বেৰৰ আছিল। বহিবলৈ বাঁহৰ চাৰি, কল সৰুৱাৰ কঠ ব্যৱহাৰ হৈছিল। পৰৱৰ্তীকালত থৈলাৰ ব্যৱহাৰ হৈছিল। ছাত্ৰ-ছাত্ৰীয়ে ঘৰবোৰ মচিছিল আৰু চাফ-চিকুণ কৰিছিল। সকলো তদাৰক কৰিছিল শিক্ষকজনে। এনেকি ছাত্ৰ-ছাত্ৰীৰ চুলি, দাঁত, নখ আদিৰো শিক্ষকে নজৰ ৰাখিছিল। কাৰণ ভিতৰুৱা গাওঁ অঞ্চলৰ মানুহবোৰ স্বাস্থ্য সম্বন্ধে সচেতন নাছিল।

শিক্ষকসকলে বৃত্তি পৰীক্ষাৰ বাবে বাচনি কৰি লোৱা ছাত্ৰ-ছাত্ৰীক বিশেষভাৱে নজৰ দিছিল। গৃহ শিক্ষক গাওঁ অঞ্চলত একেবাৰে নাছিল। সহায়িকাৰ প্ৰচলনো নাছিল। যাৱতীয় টোকা, দিহা-পৰামৰ্শ শিক্ষকেই কৰি দিছিল। প্ৰয়োজন সাপেক্ষে শিক্ষকসকলে অভিভাৱকক

দিহা-পৰামৰ্শ দিছিল। ফলত শিক্ষক-অভিভাৱকৰ মাজত গাঢ় সম্বন্ধ হৈছিল। অভিভাৱকসকলেও শিক্ষকক সকলো প্ৰকাৰে সহায় কৰিছিল। এনেকি শিক্ষকৰ কৃষি-কৰ্মত গাঁৱৰ ছাত্ৰসকলে সহায় কৰি দিছিল, গুৰু-গৃহত কাম কৰাৰ দৰে।

'চেকনিৰ আগত বিদ্যা' সাৰোগত কৰি মৰম-চেনেহৰ লগতে ছাত্ৰ-ছাত্ৰীক গঢ় দিবলৈ কঠোৰ শাস্তি দিছিল, তাৰবাবে অভিভাৱকে শিক্ষকক মুঠেই সমালোচনা নকৰিছিল।

পঞ্চাশৰ দশকৰ ভিতৰত অসমতো সৰ্বভাৰতীয় পৰ্যায়ৰ লগতে 'বুনিয়াদী' শিক্ষাৰ প্ৰচলন আৰু বুনিয়াদী প্ৰশিক্ষণত শিক্ষক প্ৰশিক্ষণৰ ব্যৱস্থা কৰাত শিক্ষকসকলে নতুন উৎসাহ পাইছিল। 'হাতে-কামে শিক্ষা' শিক্ষকসকলে প্ৰশিক্ষণ কালছোৱাত লৈছিল সূতাকটা, টাকুৰীৰ ব্যৱহাৰ, কপাহৰ পাজি বটা, ৰাজহুৱাভাৱে শিক্ষকসকলক কৰাবলৈ শিকোৱা হয়। সেয়ে প্ৰশিক্ষণৰ পৰা আহি শিক্ষকসকলে যৎপৰোনাশ্তি তেখেতসকলৰ অভিজ্ঞতা ছাত্ৰ-ছাত্ৰীক দিয়াৰ ব্যৱস্থা কৰিছিল, কিন্তু সাজ-সৰঞ্জামৰ অভাৱ অনুভৱ কৰিছিল।

প্ৰাথমিক বিদ্যালয়ৰ শিক্ষকসকল গাওঁ অঞ্চলৰ অতি সন্মানীয় ব্যক্তিকে পৰিগণিত হৈছিল তেখেতসকলৰ আচাৰ-ব্যৱহাৰৰ দ্বাৰা। ষাঠিৰ দশকৰ পৰা প্ৰাথমিক বিদ্যালয়ৰ শিক্ষক 'প্ৰৱেশিকা পাছ নিয়োগ পদ্ধতি' আৰম্ভ হয়। ক্ৰমে ক্ৰমে উচ্চ শিক্ষিত ব্যক্তিৰ আগমন ঘটিল। শিক্ষাবিধিৰ পৰিৱৰ্তন ঘটিল, পাঠ্যক্ৰম সলনি হ'ল, পাঠ্যপুথিৰ নতুন পৰীক্ষামূলক ব্যৱহাৰ হ'ল আৰু অতি সাম্প্ৰতিক কালত শিক্ষা-শিক্ষকতা একাকাৰ হ'ল ৰাজনীতিৰ লগত। পৰিৱৰ্তিত পৰিস্থিতিত বিদ্যালয় গৃহবোৰ পকীঘৰ হ'ল, খোৱাপানী, শৌচালয়, বিভিন্ন আধুনিক আচবাবপাতিৰে বিদ্যালয় ভৰি পৰিল। সেইদৰে 'শিক্ষক' শব্দটো দৰমহাৰ দায়বদ্ধতাত লাগি ধৰিল, ৰাজনৈতিক অ'হতাক ভিত্তি কৰি শিক্ষক নিৰ্বাচন হ'ল। সময়ৰ সোঁতে শিক্ষকক ৰাইজৰ পৰা আঁতৰাই নিলে, অনুশাসন নোহোৱা হ'ল; পোছাক-পৰিচ্ছদ, চলন-ফুৰণ আচৰণত শিক্ষক, ছাত্ৰ-ছাত্ৰী অভিভাৱকৰ পাৰ্থক্য নোহোৱা হ'ল। নীতি-শিক্ষাই মেলানি মাগিলে শিক্ষাগৃহৰ পৰা। ফলত আজি আমি এনে এক শিক্ষা-ব্যৱস্থা পাইছো, য'ত শ্ৰদ্ধা-ভক্তি, সন্মান, আদৰ-সন্তোষণ আদি শব্দবোৰ লুপ্ত হোৱাৰ পথত। আটাইতকৈ গুৰুত্বপূৰ্ণ দিশ হ'ল শৈক্ষিক বাতাবৰণৰ প্ৰদূষণ, শিক্ষকতাৰ অৰ্থ নজনাকৈ হোৱা শিক্ষক আৰু পৰীক্ষাৰ পৰীক্ষামূলক কাৰ্য। 'পৰীক্ষাত সকলো উত্তীৰ্ণ' হোৱাটো বাধ্যতামূলক, পাঠ্যপুথি নিৰ্বাচনত ভেৰেকোভাওনা, বিদ্যালয় পৰিচালনা সমিতিসমূহ ৰাজনৈতিক পৃষ্ঠপোষকৰ দ্বাৰা গঠিত, পৰিদৰ্শকসকলৰ নীতিহীন কাৰ্য, ছাত্ৰ-শিক্ষক-অভিভাৱকৰ মাজত অপ্ৰীতি-অসূয়া আৰু সৰ্বোপৰি অভিভাৱকৰ অসচেতন মনোভাৱ, এইবোৰেই আজিৰ শিক্ষকক শিক্ষক হোৱাৰ পৰা অৱলীলাক্ৰমে আঁতৰাই নিছে। □

নাৰীৰ চৰিত্ৰৰ প্ৰকাশ্য আৰু বৰ্তমান সমাজত নাৰী চৰিত্ৰৰ ভূমিকা

■ মুম্পী সূত্ৰধৰ

বি. কম, ১ম বৰ্ষ

নাৰী শব্দটিৰ ভাঙনিৰ আঁৰত আছে এক বিশাল হৃদয়স্পৰ্শী আন্তৰিক ভাৱবেগ, যাৰ মাহাত্ম্য আমি নিজেও প্ৰকাশ কৰি শেষ কৰিব নোৱাৰো। আমি বৰ্তমানে বাস কৰি থকা জগতখনৰ সৃষ্টিৰ প্ৰাৰম্ভিক আগতলিতে আছে নাৰীৰ মায়াময়ী সৃষ্টিৰ কৌশলতা, যাৰ দ্বাৰা আজি আমি নিজক এজন শ্ৰেষ্ঠ ব্যক্তি বুলি বিশ্বজগতখনত নিজৰ পদভূমি লাভ কৰিবলৈ সক্ষম হৈছোহি।

আমি নাৰী জাতিৰ নিস্তৰ্কাটো একোজন দেৱীৰূপে ৰিজাই বিশ্বজগতত এখনি সুন্দৰ আৱৰণি চাই দিয়া হৈছে। দেৱীৰূপে যি ভগৱানৰ প্ৰতিমূৰ্তি বুলি আমি পূজা-অৰ্চনা কৰো, সেই দেৱী স্বৰূপ প্ৰতিমূৰ্তিটো যেন আমি একোজনী মা, বোৱাৰী ৰূপত অহা নাৰী চৰিত্ৰৰ মাজত অৱলোকন কৰিব পাৰো। আমি এই উক্ত কথাফাঁকি আমাৰ মহামূল্যৱান গ্ৰন্থ মহাভাৰত আৰু ৰামায়ণৰ পৰা অনুধাৱন কৰিব পাৰো; কাৰণ ৰামায়ণত যি আমি সীতাৰ বৰ্ণনা উপলব্ধি কৰিছো তাত যেন আমি নাৰী চৰিত্ৰৰ এক নীতিগত মূল্য বৰ্ণনা কৰিব পাৰো। জনকৰ জীয়ৰী সীতাই, দশৰথৰ পুতেক ৰামৰ পত্নী হিচাপে যি নিৰ্যাতন সহিব লগা হৈছিল, সেয়া যেন আমাৰ নাৰী সমাজৰ বাবে এক ডাঙৰ অৱকাশ। সীতাৰ চৰিত্ৰই নাৰী সমাজে সহিব পৰা কষ্ট-সহিষ্ণুতাক বুজায়। সেই একেদৰেই মহাভাৰতৰ দ্ৰৌপদী আৰু কুন্তীৰ চৰিত্ৰইও নাৰী চৰিত্ৰৰ এক মহত্তম ৰূপ প্ৰণয়ন কৰে, পঞ্চপাণ্ডৱৰ পত্নী দ্ৰৌপদীয়ে কৌৰৱৰ ৰাজনীতিত, পঞ্চপাণ্ডৱসকলে নিজৰ সকলো হেৰুৱাই অৱশেষত একমাত্ৰ পত্নী দ্ৰৌপদীকো সেই পাশাখেলত খটুৱাব লগা হৈছিল, তেওঁলোকৰ পৰা নিৰ্যাতন সহিবলগা হৈছিল, যাৰ পৰিণতি স্বৰূপে মহাভাৰত নামৰ বিশাল যুদ্ধখন হ'বলৈ পাইছিল। গতিকে ইয়াৰ মাজেৰে নাৰী চৰিত্ৰৰ প্ৰতিকাৰ কৰাৰ সক্ষমতাক প্ৰতিপন্ন কৰায়।

আমি যিজন মাতৃৰ গৰ্ভত ন মাহ থাকি এই জগতখনত জন্মলাভ কৰো, তাৰবাবে আমি সদায় মাতৃসকলৰ প্ৰতি অতি সন্মানমূলক প্ৰাণায়ম জনাবলৈ চেষ্টা কৰা উচিত। আমাৰ বাবে আমাৰ মাতৃসকল এক জননী প্ৰতিৰূপ। যিজনী ছোৱালী এখন

ঘৰত লালিত-পালিত হৈ বিয়া হোৱাৰ পিছত অন্য এখন ঘৰত কাৰোবাৰ পত্নী, বোৱাৰী ইত্যাদি যি নামেৰে আগমন হয় সেয়া যেন অতি কষ্টকৰ ক্ষণ আমাৰ সমাজৰ প্ৰত্যেকজনী ছোৱালীৰ বাবে। কেতিয়াবা আকৌ এজনী ছোৱালীয়ে ভণ্টী, বাইদেউ হিচাপে নিজৰ ভ্ৰাতা-ভাতৃসকলক দুৰাৰ প্ৰেমৰ বাণীৰে মাত লগায়। গতিকে এইকেইটা ৰূপত নাৰী সমাজৰ সুন্দৰ চৰিত্ৰ আমাৰ চকুৰ আগত ভাহি আহে।

কিন্তু বৰ্তমান আমাৰ আধুনিক জগতখনত নাৰীক এখন ঘৰতেই সীমাবদ্ধ কৰি থোৱা হোৱা নাই। আজিকালি যেন প্ৰত্যেকজনী নাৰীয়ে নিজৰ কামত ব্ৰতী হৈ পুৰুষতকৈও আগুৱাই যাবলৈ চাপলি মেলিছে। ৰাজনীতিয়েই হওঁক বা বিজ্ঞানৰ ক্ষেত্ৰখনেই হওঁক বা কলা-সংস্কৃতিৰ ক্ষেত্ৰতেই হওঁক নাৰী সমাজে আগভাগ লৈছে। আমাৰ ভাৰতৰ প্ৰথম মহিলা প্ৰধানমন্ত্ৰী ইন্দিৰা গান্ধী আৰু তেওঁৰ পিছত তেওঁৰ বোৱাৰী ছোনিয়া গান্ধী ৰাজনীতিৰ ক্ষেত্ৰখনত এক উচ্চ আসন লাভ কৰিছে। আমাৰ এই নৈতিক নাৰী জগতে জল স্তৰতে হওঁক, মধ্যস্তৰতে হওঁক বা উচ্চস্তৰতে হওঁক এই তিনিটা স্তৰতে নিজৰ পাৰদৰ্শিতা দাঙি লাভ কৰিছে। আমাৰ এই নৈতিক নাৰী জগতে. জলস্তৰতে হওঁক, মধ্যস্তৰতে হওঁক বা উচ্চ স্তৰতে হওঁক নিজৰ সক্ষমতা দাঙি ধৰিছে। মহাকাশৰ অন্তৰীক্ষত পদাৰ্পণ কৰা কল্পনা চাওলা, বৰ্তমান মহাকাশৰ অন্তৰীক্ষৰ পৰা ঘূৰি অহা সুনীতা উইলিয়ামছে আমাৰ বিশ্বজগতত নিজৰ নাম বিস্তাৰৰ লগতে নাৰী সমাজৰ বাবে এক আত্ম-গৌৰৱৰ ভাৱ আনি দিছে। সেইদৰে অলিম্পিক গেম, এচিয়ান গেম আদিতো মহিলাসকলে পদক জিকি নিজৰ দেশৰ বা নিজৰ ৰাজ্যখনলৈ সুনাম কঢ়িয়াই আনিছে। কিছুমান মহিলাই চিকিৎসাবিজ্ঞানৰ শিক্ষা লৈ জনসাধাৰণৰ সেৱা কৰিছে। কিছুমানে আকৌ চিনেমা, থিয়েটাৰ আদিত নিজ কলাৰ প্ৰদৰ্শক কৰিছে। ইয়াৰ পৰা আমাৰ এটাই ধাৰণা হয় যে নাৰী সমাজৰ বাবে অসাধ্য একো কাম নাই, সকলো কামেই নাৰী সমাজে অস্তৰঙ্গতাৰে কৰিব পাৰে।

বৰ্তমান নাৰী সমাজ বহু দূৰলৈকে আগুৱাই গৈছে যদিও তেওঁলোকৰ ওপৰত অত্যাচাৰৰ প্ৰতিক্ৰিয়া কমি অহা নাই। পুৰণি কালৰে পৰা প্ৰচলিত সতীদাহ প্ৰথা, ছোৱালীৰ বিয়াৰ সময়ত দিয়া ধন-সম্পত্তিৰ প্ৰথা বৰ্তমান কাললৈকে অন্ত পৰা নাই। আজিৰ সমাজখনত নাৰীক শোষিত কৰা হৈছে, বিয়া হোৱা ছোৱালীজনীয়ে স্বামীৰ ঘৰলৈ গৈ এমুঠি সুখৰ ভাত খাবলৈ নাপায়, নিজৰ স্বামীয়ে শাহুআইৰ পৰা লাভ কৰা নানা নিৰ্যাতনৰ মাজেৰে দুখৰ নদী পাৰ কৰিব লগা হয়। আমি নাৰী সমাজক দুখ সহিব পৰা সাগৰ এখনৰ লগত তুলনা কৰিব পাৰো।

নাৰী সমাজৰ যিবোৰ প্ৰতিমূৰ্তি আমাৰ আগত ভাহি উঠিছে, তাৰ লগত তেওঁলোকৰ অবৈচিত্ৰপূৰ্ণ কথাও আমাৰ আগত ভাহি উঠে। যিদৰে বিশ্বজগতখনে আধুনিক যুগৰ ফালে ঢাপলি মেলিছে, সেইদৰে আজিকালি নতুনকৈ যৌৱন কালত ভৰি দিয়া ছোৱালী কিছুমানে নিজৰ দেশৰ সুন্দৰ দেশীয় পোছাক এৰি পাশ্চাত্যৰ পোছাক

পৰিধান কৰিবলৈ লৈছে যাৰবাবে এওঁলোকৰ অনৈতিমূলক চৰিত্ৰৰ অৱলোকন কৰা হৈছে।

আমাৰ এই নাৰীৰ প্ৰতিমূৰ্তি কষ্টসহিষ্ণুতাৰ দেৱীয়েই হওঁক বা তেওঁলোকক আমি যি ৰূপেৰেই প্ৰদৰ্শন কৰিব বিচাৰো, সেই প্ৰদৰ্শন ৰক্ষা কৰিবলৈ আমাৰ পুৰুষ সমাজেও নাৰী সমাজক আগবাঢ়ি যোৱাত সহায় কৰি যাব লাগে আৰু নাৰীৰ ওপৰত কৰা অত্যাচাৰৰ পৰা বিৰত থাকিব লাগে। আমাৰ দেশৰ আইন ব্যৱস্থাই এই বিষয়ত সতৰ্ক হৈ নাৰী সমাজৰ বাবে বিশেষ আইন প্ৰণয়ন কৰা দৰকাৰ। বৰ্তমান আমি দেখিবলৈ পাইছো আমাৰ দেশৰ আইন ব্যৱস্থা নীতিমূলক হৈ উঠা নাই নাৰী সমাজৰ বাবে। আনকি ৰাজনৈতিক দলসমূহে নাৰীৰ ওপৰত ভাষণ দিয়াৰ বিপৰীতে তেওঁলোকৰ বাবে বিশেষ সুবিধা আগবঢ়োৱা দৰকাৰ। তেতিয়াহে নাৰী সমাজে নিজৰ আত্মৰক্ষাৰ প্ৰতি নিজৰ সচেতনতা আনিব পাৰিব আৰু শিক্ষা-দীক্ষা লাভ কৰি নৈতিক দিশত আগুৱাই দেশৰ নামো উজলাই তুলিব। □□



মানৱ জীৱনত ভাষাৰ গুৰুত্ব

■ তুমা দাস
স্নাতক প্ৰথম বৰ্ষ

মানুহৰ জীৱনত ভাষাৰ কথা ক'বলৈ যাওঁতে আমি প্ৰথমতে মাতৃ-কথাকে ক'ব লাগিব। কিয়নো, মানুহে যদি মাতৃ-কথা আনৰ ওচৰত পৰিপাটী আৰু শূৱলাকৈ প্ৰকাশ কৰিব নোৱাৰে, তেনেহ'লে সেই মাতৃ-কথাক আমি ভাষা বুলি ক'ব নোৱাৰোঁ। আনপিনে, পুথিগত বা ব্যাকৰণগত দিশত ক'বলৈ গ'লে ইয়াকে ক'ব লাগিব যে যি পুথি পঢ়িলে মাতৃ-কথা শুদ্ধ তথা শূৱলাকৈ শিকিব আৰু লিখিব পাৰি তাকেই লিখিত ভাষা বোলা হয়। দ্বিতীয়তে, সন্তান জন্ম লাভ কৰাৰ পিছত নিজৰ মাতৃৰ পৰাও কেঁচুৱাটোৱে মাতৃ-কথা অৰ্থাৎ ভাষা শিকিবলৈ লয়। এই ভাষাক কথিত বা মাতৃভাষা বুলি কোৱা হয়। কথিত ভাষাটো আকৌ গাঁৱলীয়া সমাজত বিভিন্ন অঞ্চলত বেলেগ বেলেগ ধৰণে ব্যৱহাৰ হয়। যেনে, অসমীয়া জাতি-উপজাতিৰ বিভিন্ন আঞ্চলিক কথিত ভাষা হ'ল মিৰি, মিছিমি, কোঁচ, চাওঁতাল, কলিতা, কেওট, বড়ো, কাৰ্বি, মিকিৰ আদি।

আনহাতে, লিখিত ভাষা সচৰাচৰ নগৰ-চহৰ তথা উজনি অসমতহে ব্যৱহাৰ হয়। লিখিত ভাষা হ'ল পুথিগত ভাষা। এই পুথিগত ভাষাৰ লগত ব্যাকৰণৰ অঙ্গাঙ্গী সম্বন্ধ। অৰ্থাৎ যি পুথি পঢ়িলে কোনো এটা ভাষা শুদ্ধকৈ ক'ব আৰু লিখিব পাৰি তাকেই ব্যাকৰণ বোলা হয়। উদাহৰণস্বৰূপে, অসমীয়া ব্যাকৰণ, সংস্কৃত ভাষাৰ ব্যাকৰণ, হিন্দী ভাষাৰ ব্যাকৰণ, ইংৰাজী ভাষাৰ ব্যাকৰণ ইত্যাদিকে উনুকিয়াব পাৰি।

এইখিনিতে আমি পৃথিৱীৰ বিভিন্ন জাতিৰ বিভিন্ন ভাষাৰ কথা চমুকৈ ব্যক্ত কৰিব পাৰোঁ। যেনে, হিন্দী ভাষাটোৱে ভাৰতত এটা ৰাষ্ট্ৰভাষা হিচাপে সাংবিধানিক মৰ্যাদা তথা প্ৰসাৰ লাভ কৰিছে। এই হিন্দী ভাষাটো যদি কোনো লোকে ভালদৰে ক'ব, লিখিব আৰু বুজিব পাৰে; তেনেহ'লে তেনে লোকে ভাৰতৰ যিকোনো ঠাইলৈ যাওঁতে কোনো অসুবিধাৰ সন্মুখীন হ'ব নালাগে। দ্বিতীয়তে, ইংৰাজী ভাষাটো এটা আন্তৰ্জাতিক ভাষা। এই ভাষাটো প্ৰধানকৈ ইংলেণ্ডৰ, অৰ্থাৎ বৃটিছসকলৰ মাতৃভাষা। সোতৰ শ খৃষ্টাব্দত বৃটিছসকলৰ কিছুমান বণিকে ভাৰতত বেহা-বেপাৰ কৰিবলৈ আহি অৱশেষত ভাৰতৰ শাসনভাৰ নিজৰ হাতলৈ নিয়ে। কিন্তু মহাত্মা গান্ধী, জৱাহৰলাল নেহেৰু, জিন্মা চাহাব, সুভাষ চন্দ্ৰ বসু, মণিৰাম দেৱান, কুশল কোঁৱৰ, কনকলতা, পিয়লি ফুকন, মুকুন্দ কাকতি, ভোগেশ্বৰী ফুকননী, তিলক ডেকা আৰু আন আন বহুতো ভাৰতীয় জনগণৰ যত্নত ইংৰাজী ১৯৪৭ চনৰ ১৫ আগষ্টত পুনৰ নিজৰ শাসনভাৰ তথা ভাৰতে স্বাধীনতা লাভ কৰে। গতিকে বৃটিছসকলৰ দিনৰ পৰাই ইংৰাজী ভাষাটো ভাৰতৰ প্ৰত্যেক ৰাজ্যতে চৰকাৰী-বেচৰকাৰী কাৰ্যালয়ত ইংৰাজী ব্যৱহাৰিক ভাষা হিচাপে পৰিগণিত আহিছে।

ইয়াৰ উপৰিও ভাৰতত কিছুমান ৰাজ্যিক ভাষাও ব্যৱহাৰ হয়। যেনে, অসমত অসমীয়া, পশ্চিমবঙ্গত বাংলা, উৰিষ্যাতে উৰিয়া, ৰাজস্থানত ৰাজস্থানী, বিহাৰত হিন্দী অৰ্থাৎ বিহাৰী ভাষা ইত্যাদি।

এতিয়া কথা হ'ল, ওপৰত উল্লেখিত বিভিন্ন আন্তৰ্জাতিক, ৰাষ্ট্ৰীয়, ৰাজ্যিক আৰু আঞ্চলিক ভাষাবিলাক যদি কোনোলোকে ভালদৰে শিকি বিনিময়ত আনৰ ওচৰত ব্যৱহাৰ কৰিব পাৰে, তেনেহ'লে তেনেলোকে পৃথিৱীৰ বিভিন্ন ঠাই পৰিভ্ৰমণ কৰোতে কোনো অসুবিধাৰ সন্মুখীন হ'ব নালাগে। আনহাতে, ছাত্ৰ-ছাত্ৰীৰো নিজৰ মাতৃভাষাৰ জ্ঞান থকাৰ লগতে আন আন সকলোবোৰ ভাষাৰ সম্যক জ্ঞান থকাটো বাঞ্ছনীয়। গতিকে এই সকলোবিলাক ভাষাৰ জ্ঞান প্ৰতিজন মানুহৰে থকা অতি প্ৰয়োজন। □□

সভ্যতা : এক অন্তৰঙ্গ আলাপ

বাপন কলিতা

প্ৰবন্ধ, গণিত-পৰিসংখ্যা বিজ্ঞান বিভাগ

সভ্যতা

বগাই আছ

লুইতত

লুইততে বগোৰা

লুইতকে ৰেপা

ৰেপি থাক

কিমান ৰেপিবি

বান্ধ

আটি আটি বান্ধ

কিমান বান্ধিবি

খোচ

হোলোঙাৰে খোচ

কিমান খুচিবি

বোৰাই দে লুইতত

কি জানে লুইতে

কি তেজ কি পানী

কেৱল কঢ়িয়ায় আৰু কঢ়িয়ায়

কাৰ বাবে বা কঢ়িয়ায়

সভ্যতা

তই ওলমি আছ নেকি

থাক

ওলমি থাক

ৰাজপথৰ লঠা গছত

ওলমি থাক বৈদ্যুতিক তাঁৰত

বাদুলি ওলোমাদি

সভ্যতা

তোক প্ৰশ্ন কৰিবৰ মন যায়

অজ্ঞাতবাসত

গান্ধীয়ে উচুপে কিয়

প্ৰশ্ন কৰিবৰ মন যায়

তেজৰ বৰণ একে কিয়

পুনঃ

তেজৰ বৰণ যদি সকলোৰে এক জাতিভেদ কিয়?

উচ্চ-নীচ কিয়?

অঞ্চলভেদ কিয়?

ৰাজপথবোৰ কঁপে কিয়?

তোক প্ৰশ্ন কৰিম নেকি

তই ধৃতৰাষ্ট্ৰ অথবা গান্ধাৰী

অথবা দুয়োজন

তই বাক আপোচ কৰিছ নেকি

ম'হ-জোকবোৰৰ লগত

আপোচ নকৰিবি

পোন বাটে যা

বৰষুণত তিতি যা

ধূলি হ'ব নিদিবি তোৰ স্বকীয়তাক

সেউজীয়া কৰি দে পৃথিৱী

ৰৈ বৈ যাওঁক তেজৰ ঐক্যতা

আহি যাওঁক সমমৰ্মিতা

বাজি থাকক সভ্যতাৰ মৃদু গান। □□

একবিংশ শতিকাৰ এটি কবিতা

মহম্মদ দিলোৱাৰ হক
প্ৰবক্তা, অতীতি বিভাগ



মই কবিতা লিখিম

একবিংশ শতিকাৰ পুঁজিপতিৰ
য'ত দেখা পাওঁ আধুনিক পুঁজিপতিৰ
ক'লা টকাৰ আড়ম্বৰপূৰ্ণ জীৱন-যাত্ৰা

লিখিম কবিতা

একবিংশ শতিকাৰ শ্ৰমজীৱিৰ
য'ত দেখা পাওঁ গতিশীল
শ্ৰমিকৰ কষ্টকৰ জীৱিকা

লিখিম কবিতা

একবিংশ শতিকাৰ শিক্ষা ব্যৱস্থাৰ
য'ত শিকিছে ধবংসৰ কাৰিকৰী কৌশল, ঠগিছে
অসংখ্য দুখীয়া মেধাৱী শিক্ষাৰ্থী।

মই কবিতা লিখিম

একবিংশ শতিকাৰ সমাজৰ উন্নতিৰ
য'ত চাৰিওদিশে সিঁচিছে বীজ
উৎপাদন হৈছে মাৰগাস্ত্ৰ
মৃত্যুশয্যা হাজাৰ নিৰীহ জনতা

লিখিম কবিতা

একবিংশ শতিকাৰ স্বাধীনতাৰ
য'ত দেখা পাওঁ গৰ্জি উঠা
পুঁজিবাদৰ পাৰদৰ্শী ৰাজত্ব

লিখিম কবিতা

একবিংশ শতিকাৰ আইন ব্যৱস্থাৰ
য'ত দেখা পাওঁ জিলিকি থকা
চূড়ান্ত ব্যৰ্থতাৰ আধাৰশিলা

লিখিম কবিতা

একবিংশ শতিকাৰ সঁচা প্ৰেমৰ
য'ত দেখা পাওঁ প্ৰেমৰ নামত
সাফল্যমণ্ডিত দৈহিক সম্পৰ্কৰ নীচ প্ৰবৃত্তি

লিখিম কবিতা

একবিংশ শতিকাৰ তাইৰ বাবে
য'ত দেখা পাওঁ তাই
অপেক্ষাৰত আন কাৰোবাৰ বাবে

মই কবিতা লিখিম

একবিংশ শতিকাৰ আধুনিকতাৰ
য'ত দেখা পাওঁ নতুনকৈ
পুৰণি আদিম নগ্নতা। □□

মোৰ স্মৃতিয়ে আমনি কৰিলে

মহম্মদ দিলোৱাৰ হুক

প্ৰবন্ধা, অৰ্থনীতি বিভাগ

মোৰ স্মৃতিয়ে তোমাক আমনি কৰিলে
খবৰ এটা ল'বলৈ অৱহেলা নকৰিবা

তোমাৰ হৃদয়খনক সুধিবা

..... তুমি সযতনে আছানে

স্মৃতিৰ পৃষ্ঠাবোৰে চিঞৰি চিঞৰি ক'ব ইয়াত নহয়, ইয়াত নহয়, সৌ তাত
বিস্মৃতিৰ গৰ্ভত পৰি আছে যিজন
যিজনে পাঠ কৰি আছে প্ৰেমৰ কবিতা
যিজনে শ্লোগান চিঞৰিছে কিহৰ বিস্মৃতি কোন আছে বিস্মৃতিত
মনত পৰিলে তাই মাতিবই, তেওঁ তেৱেঁই...

মোৰ স্মৃতিয়ে তোমাক আমনি দিলে
খবৰ এটা ল'বলৈ কৃপণালি নকৰিবা

হয়তো মোক চিনি পাবা অথবা নিচিনিবা

তথাপি তোমালৈ চাই মাতিম

আৰু তোমাৰ কুশল সংবাদ সুধিম

তুমি ভালে থকা শুনিলে ভালেই লাগিব দিয়াচোন

বেয়া বুলি শুনিলে দুখৰো সমভাগী হ'ম

তাৰ পিছত কথা পাতিম অধ্যয়ন, জীৱিকা, পৰিয়ালৰ

মাজতে বিষাক্ত হৈ উঠিলে বিষয় বহিঃজগতখনলৈ উভতি আহিম

বেয়া নোপোৱা যদি আমি দুয়ো প্ৰথম লগপোৱা ঠাইখনলৈকে যাম দিয়া

আমাৰ অতীতৰ কথাকে আওৰাম

সুধিম তোমাক সঁচাকৈয়ে মোক পাহৰি যাব পাৰিছা নেকি

আৰু স্বীকাৰ কৰিম তুমি অবিহনে এই বিশাল পৃথিৱীত মই অকলশৰীয়া পথিক

মোৰ স্মৃতিয়ে তোমাক আমনি কৰিলে

খবৰ এটা ল'বলৈ অৱহেলা নকৰিবা

স্মৃতিৰ পৃষ্ঠাবোৰ মোক বিচাৰি লুটিয়াই নুফুৰিবা

যিজনৰ নাম জড়িত হৈছে তোমাৰ জীৱনৰ বাটত

যিজন হেৰাই গৈ আছে কাৰোবাৰ অৱহেলাত নতুবা অইন কাৰণত

যিজন ৰৈ আছে উৰুঙা উদং ষ্টপ এটাত তাই উভতি আহিব বুলি বহুতো আশাৰে

তেওঁকেই সুধিবা তুমি মোৰ এসময়ৰ মৰমৰ আপোনজন নেকি? □□

পোহৰৰ অভিযানত

মানস দাস

স্নাতক দ্বিতীয় বৰ্ষ

গাহিৰত ক'লা মেঘৰ অন্ধকাৰ,
চিক্‌মিক হাঁহিবোৰ ছিটিকি পৰেহি
মোৰ নিস্তন্ধ কোঠাটিৰ নিঃশাহত;
অচিনাকী বতাহজাকে আহি
অকস্মাতে কঁপাই তোলে
জ্বলি থকা মোৰ কোঠাৰ
নিয়ৰসিদ্ধ পোহৰৰ চাকিগছ।
ভয়াবহ নিস্তন্ধতাৰে ভৰা মনৰ কাৰেং,
কুঁহিপাতত লিখা কল্পনাৰ
ৰঙীন শব্দেৰে
এদিন ভৰাই তোলাৰ হাবিয়াস লৈ
এমুঠি পোহৰৰ সন্ধানত
দূৰ দূৰ কঁপনিৰে
খোলা খিৰিকীৰ মুখত
মই আজি অপেক্ষাৰত। □□

শিল্পী

অমৃত কাকতি

স্নাতক তৃতীয় বৰ্ষ

শিল্পী তোমাক চিনো
নুবুজো তোমাৰ কণ্ঠ
তোমাৰ অতীত হয়তো
বেজাৰেৰে ভৰা
সেয়েহে তোমাৰ কণ্ঠ
দৰদেৰে ভৰা
তথাপি ভাল লাগে
মোৰ তোমাৰ কণ্ঠ
(যেতিয়া) প্রকৃতি নীৰৱ হয়
তোমাৰ গুঁঠত সুৰ বয়,

যেতিয়া সুৰ বয়
বাগ-বাগিনীৰ
নীৰৱে শুনো মই
জানোবা বুজি পাওঁ,
দৰদ আৰু মৰমৰ
কিষে টনাটনি
বিচিত্ৰ এই পৃথিৱীত
মৰমৰ এনাজৰী।
জীৱন আৰু যৌৱন
কিষে বিচিত্ৰময়
তেতিয়া তোমাৰ সুৰ
উন্মাদ হয়;
সুৰ আৰু সাধনাৰ
যেতিয়া সংযোগ হয়
তেতিয়া তোমাৰ সুৰ
কিয় বিষাদৰ হয়। □□

মোৰ কবিতা

ৰাজীৱ দে

স্নাতক দ্বিতীয় বৰ্ষ

নীলিম আকাশৰ তলত সীমাহীন সাগৰ,
সৰৱতাৰ মাজত নীৰৱ কামনাৰ মুকুতা মালা,
অথচ শংখ-ধ্বনি বাজে,
তাতেই মোৰ জীৱনৰ গীত ভাহে
উতলা প্ৰাণৰ, সুৰ হেঁপাহৰ
শ্ৰান্ত তৃপ্তিৰ কালজয়ী অৱবাদ।
মানুহে নুবুজা এক অসীম আশাৰে ভৰা
প্ৰেম আৰু প্ৰেৰণাৰ সুৰবোৰ
হিয়াৰ তলিত জমা হৈ বয়,
ক'ত স্মৃতি, ক'ত জ্ঞানৰ অভিজ্ঞতাৰে
বিৰাটৰ স্বৰূপ বিচাৰো।
তুমি আৰু সাগৰ
তুমি আৰু আকাশ
'তুমি' আৰু 'মই' এক হৈ পৰা
স্বপ্নময় দিঠকত তুমি সুৰ,
প্ৰেম-সৌন্দৰ্যৰ
অনুপম পদুম এপাহ।
অনন্তৰ দেখা সীমাৰ মাজত
অতৃপ্ত বাসনাৰ আহ্বানময় সুৰ তুমি,
ক্লান্ত নাবিকৰ
অশান্ত সাগৰৰ উপকূল।
শিল আৰু সবুজতাৰ পৃথিৱীখনত
চকোৱা বাসনাৰ আবেলিৰ ৰঙীন আকাশ
তুমি মোৰ প্ৰাণ ধানৰ ধ্বনি
মধুসৰা কঁপনি,
জীৱন-জ্যোৎস্না তুমি মোৰ কবিতা। □□

সপোন

জোন কুমাৰ কলিতা

উচ্চতৰ মাধ্যমিক প্ৰথম বৰ্ষ

সেইদিনা
অমানিশাৰ ৰজনীত
মই যেতিয়া
নিদ্ৰিত আছিলো,
পৃথিৱী মাতৃৰ শীতল কোলাত
সপোন তুমি আহিছিল।
মোৰ হৃদয়ৰ সুপ্ত আশাক
তুমিয়েই জাগৃত কৰিছিল।
মোৰ ভাৱ হৈছিল,
সপোন বাস্তৱ হয়।
অপেক্ষাৰ দুৰাৰদলিত
মই ঠিয় হৈছিলো
সফল হোৱাৰ উদ্দেশ্য লৈ।
কিন্তু,
সপোন যে আৰু ঘূৰি নাহিল।
তেন্তে,
সপোনৰ পৰিচয় এয়াই
সপোন বাস্তৱত পৰিণত নহয়। □□

ভীষ্ম

ৰাতুল ডেকা

স্নাতক তৃতীয় বৰ্ষ

(“এজন চিৰকুমাৰ বন্ধুৰ স্মৃতিত.....”)
আধুনিক নিৰ্বোধ তজবজীয়া ঘোঁৰাটোৰ স্বচন্দতাৰ বাবেই
তাৰ নেজৰ চোৱৰত বান্ধি দিলো বন্ধকী স্বত্বত মোৰ জীৱন আৰু যৌৱন।
সেয়েহে মই হেৰুৱাইছো তথাকথিত গাৰ্হস্থতা।
পৰিহাস নকৰিবা মোক নিসংগ বুলি,
মানৱতাৰ জন্মৰ আদিম পুৰাতো সংগী কিন্তু নিসংগতা;
ইয়েই পৰম সত্য নিৰ্ভেজাল, নিৰ্ভুল কিন্তু জ্যোতিবিহীন।
কিন্তু জ্যোতিবিহীন দ্যৰ্থক নহয়!
যদি তুমি তৰ্কত অৱতীৰ্ণ হোৱা
মই ক’ম—পুতৌ, কৃত্ৰিমতা, মানৱীয়তাৰ ইয়েই চৰম পৰাজয়। □□

বধিৰ তুমিতো হ’ব নোৱাৰা

কুলদীপ শৰ্মা

জীৱন মানেতো নিশ্চল, অনুভূতিবিহীন, নিৰ্বাক
এক যন্ত্ৰ মানৱ নহয়!
যৌৱন মানে উচ্ছল উৰ্মিমালাৰ তৰংগ হ’লেও
সংযমী, সংবেদী পৰিমেয়ৰ আধাৰ হোৱাই উচিত।
কিন্তু যি সকলৰ নিৰ্বাকতাই সম্বল
সিহঁতৰ বাক কি হ’ব?
মোৰ পৰিধিত ধৰা পৰা
নিৰ্বাক-নিষ্পন্দ, আতুৰ, বিহুলতাক
মই হৃদয়ঙ্গম কৰিছো।
মোৰ মাথো এটাই কথা—
নিৰ্বাক হোৱাতকৈ সবাক হোৱা;
শান্ত ভেৰাপোৱালিটো হোৱাতকৈ
যুক্তিৰ চক্ৰেটিছ হোৱা
সতেজ পৃথিৱীখন প্ৰাণভৰি চোৱা।
মই জানো—
বধিৰ তুমিতো হ’ব নোৱাৰা। □□

আশা, নিৰাশা ইত্যাদি

অনামিকা বৰ্মন

স্নাতক, দ্বিতীয় বৰ্ষ

এই পৃথিৱীত মানুহ বহু আশালৈ আহে,
পূৰ্ণতালৈ উভতে কেইজন;
আশা যেন হ’বই পূৰ্ণ এনেতো নহয়,
আশাৰ মাজেদিয়েই হয় জীৱন।
আশা যেন হ’বই নিৰাশা এনেতো নহয়,
নিৰাশাৰ মাজেদিয়েই হয় আশাৰ জয়
সকলোৰে আশা যদি হয় পূৰ্ণ,
কেনেকৈনো থকিব নিৰাশাৰ আনন্দ?
নিৰাশা নিৰাশাকৈ নকৰিবা ক্ৰন্দন,
নিৰাশা আছে বুলিয়েইতো হয়
আশাৰ আগমন। □□

শতদল

মনোজ দাস

স্নাতক দ্বিতীয় বর্ষ

সাগৰ সন্ধানী মোৰ সুৰময় নিজৰা,
চঞ্চল বসন্তই আদৰণি জনোৱা
যৌৱনৰ মধুৰ ঘুলিত

কামনাৰ পলস পৰে,
তাতেই গজি উঠে হিয়াই বিচৰা
প্ৰাণৰ পুলকসনা জীৱন-জ্যোতিৰ
এপাহ পদুম;

প্ৰাণৰ সুৰ,
তোমাৰ আৰু মোৰ
অৱচেতন বাসনাৰ জ্যোতিৰে জেউতি চৰাই
দিঠক পঙ্কিলতাৰ দেহজ তৃপ্তিৰ
জলবাশিৰ মাজেৰে ওলাই আহে
জয়ৰ তিলক প্ৰেম-শতদল;

ত্যাগ-তিতিক্ষা, ধৈৰ্য-সংযম
আৰু বৈৰাগ্যৰ মধুমিলনেৰে
মহীয়ান আমাৰ শতদল,
অনন্ত সূৰ্যৰ সন্ধান
পৰমৰ মধু আকৰ্ষণ।

হে মধুদাত্ৰী
মোৰ হৃদয়ৰ অনন্ত সুৰুয-বাসনা
পুৰ হওঁক তোমাৰ পৰশত
মৰণ-আকাশৰ দিগন্ত ভেদি
আমাৰ পদুমে সৌৰভ বিলাওক
ক্ষণিকৰ মৌটুপি লৈ
বিশালৰ আশ্বাদন কৰি
আশুৱাওক অনন্ত সূৰ্যৰ মিলন কক্ষলৈ।

মোৰ হিয়া-বীণৰ সুৰ,
তুমি মোৰ,
তুমি মোৰ ফুলি থকা পদুম এপাহৰ
মিচিকিয়া হাঁহিটিনা বিজয় গৌৰৱ,
তুমি মোৰ
প্ৰেম-নিজৰাৰ অবাৰিত সুৰ। □□

বিজয় বাঁহীৰ সুৰ

মনোজ দাস

স্নাতক দ্বিতীয় বর্ষ

বিস্মৃতিৰ অটল তলিত হেৰাই যোৱা
হাজাৰ জীৱনৰ ইতিহাস
মই বিচাৰো বিজনৰ বাবে,
মোৰ মায়া-জীৱন কুৰুলিৰ
ডাঠ আভৰণে
সুৰ সংযোগৰ তাঁৰডালত
গাঁথি থোৱা আত্মাৰ কাহিনীবোৰ
অচিন কৰি তোলে,
দুনাই নকঁপে
নাবাজে বীণৰ সুৰ,
বুজিও নুবুজা ভাৱৰ
অচিন হিঞ্জোল,
তুমি মোৰ সুৰ,
মধুময় আত্মাৰ সুৰ
নৱজাত শিশুৰ

আত্মাৰ ৰেখাবোৰ
ধূলিৰ ধৰাৰ সজোৰ আঘাতে
স্নান কৰি তোলে,
বাস্তৱৰ কঠোৰতাই
তোমাৰ সন্ধানো অস্পষ্ট কৰি তোলে।
তথাপি তুমি
মোৰ প্ৰাণ-নিজৰাৰ সুৰ
মধুৰ জীৱনৰ সততা সুন্দৰ,
দেহৰ আঁৰত লুকাই থকা
জীৱন জয়ৰ মাদকতা
তুমিয়েই দিয়া
আকৌ তুমিয়েই নিয়া,
দিয়া আৰু নিয়াৰ লীলা-খেলা
এক এনাজৰী আকৰ্ষণ ক্ষুদ্ৰ ক্ষুদ্ৰ কণাৰে গঢ়া।
বিৰাটৰ তুমিয়েই ফিৰিঙতি
বিশাল বিশ্বময় মধুৰৰ সৃষ্টি।
তুমি সুৰ,
কেন্দ্ৰ মোৰ চেতনাৰ,
ভোকাতুৰ পথিকৰ দুৰ্বাৰ আক্ৰোশ,
শ্ৰমক্লান্ত মজদুৰৰ

পিয়ো পিয়ো প্ৰাণ।
ময়োতো পথিক,
সৃষ্টিৰ বহস্যময় কাৰখানাত
ময়োতো মজদুৰ;
মোৰ তৃপ্তিৰ নিয়ৰসনা আঙুলিৰে
প্ৰাণৰ তাঁৰত
আৱেগৰ সুৰ তোলো;
কামনাৰ জগাওঁ জোঁৱাৰ.
নিৰাশাৰ কুঁৱলি ফালি
বাসনাৰ দীপ্তিকণ চাওঁ
লাভ কৰো সুৰ, অসীমৰ আশ্বাদ।
পুৱালি আকাশ ভেদি মন চকুৰে
তোমাৰেই ৰেহৰূপ চাওঁ
আপোন পাহৰা উজাগৰি ৰাতি
প্ৰাণৰ সপোন বিচাৰি বিচাৰি
নিজেই হেৰাই যাওঁ,
তথাপি সুৰ,
তুমি মোৰ মন আকাশৰ
বিজয় বাঁহীৰ সুৰ। □□

অনুভৱ

■ বিংকু কুমাৰ দাস
কৰ্মচাৰী

হলধৰৰ একমাত্ৰ ছোৱালী, নাম তাইৰ 'মমী'। মমী মাক-দেউতাকৰ খুব মৰমৰ ছোৱালী। মাক-দেউতাকে তাইক খুব মৰম কৰে। যেতিয়া মমী স্কুললৈ যাব পৰা হ'ল তেতিয়া মাক-দেউতাকে তাইক স্কুলত পঢ়োৱাৰ বাবে চিন্তা কৰিলে। কিন্তু নিৰুপায়, হলধৰৰ জীৱিকাৰ উপায় একোৱেই নাছিল। কোনোমতে ঘৰখন পোহপাল দি আছিল। মমী কিন্তু পঢ়াত বেছ চোকা আছিল। তাই যেতিয়া ক, খ, গ, ঘ এইবোৰ নিজেই মাতিব পৰা হ'ল, ৰাতি শুবৰ সময়ত মাকৰ আগত ক, খ, গ, ঘ মাতি শুনাই, তেতিয়া মাকে চিন্তা কৰিলে যে যিকোনো উপায়ে মমীক স্কুলত দিবই। তাই স্কুলত নোযোৱাকৈ ৰাতি টোপনিত পাঠবোৰ পঢ়ি থাকে। আনপিনে দেউতাকৰ পঢ়াশালিত নাম লগাবলৈ পইচা এটাও নাই। কোনো উপায় উলিয়াব নোৱাৰি মাকে ডিঙিত পিন্ধি থকা সোণৰ চেইনডালকে বিক্ৰী কৰি তাইক স্কুলত নাম লগাই দিলে। মমী স্কুললৈ গ'ল, স্কুলত তাইক শিক্ষকে খুব মৰম কৰে। এদিন স্কুলৰ শিক্ষক মমীহঁতৰ ঘৰলৈ আহি দেউতাকক ক'লে— হলধৰ, তই ছোৱালীজনীৰ পঢ়াত অলপ মনোযোগ দিবি, তাই শ্ৰেণীৰ ভিতৰতে ভাল পাৰদৰ্শিতা দেখুৱাব পাৰিব। তেতিয়া দেউতাকে ক'লে, আমি হ'লো খুব দুখীয়া মানুহ, তাইক পঢ়াই কোনোমতে মেট্ৰিক পাছ কৰাব পাৰিলেই হ'ল। তেতিয়া শিক্ষকে ক'লে, তই এইবোৰ ভুল নকৰিবি, তাই যিমান পঢ়ে পঢ়ি থাকিবলৈ দে, পঢ়াত তাইক অৱহেলা নকৰিবি। এনেকৈ কৈ শিক্ষকজন গুছি গ'ল। শিক্ষকজন যোৱাৰ পাছত হলধৰে চিন্তা কৰিলে, কোনোমতে ঘৰখন চলাই আছো, তাইকনো কেনেকৈ মই পঢ়াম।

দিনবোৰ বাগৰি গ'ল। অৱশেষত মমীয়ে বি, এ পাছ কৰিলে। তেতিয়া মমীৰ লগতে মাক-দেউতাকেও খুব আনন্দ পালে। বি, এ পাছ কৰাৰ পাছত মমীয়ে আৰু পঢ়িবলৈ ইচ্ছা নকৰি চাকৰি বিচাৰি চহৰলৈ যোৱাৰ বাবে মাক-দেউতাকক প্ৰস্তাৱ দিলে। মাক-দেউতাক মমীৰ প্ৰস্তাৱত সন্মত হ'ল। মমী চহৰলৈ আহিল। চহৰলৈ আহি মমীয়ে মাহিলি ৫০০০.০০ টকা দৰমহাৰ এটা চাকৰি পালে। মমীৰ খুব আনন্দ লাগিল। প্ৰথম মাহৰ দৰমহাৰে মাক-দেউতাকৰ বাবে কাপোৰকানি কিনিলে আৰু ২০০০.০০ টকা দেউতাকৰ হাতত দিলে। টকাখিনি পাই দেউতাকে বৰ আনন্দ পালে। এতিয়া ঘৰখন চলাই

নিয়াৰ সম্পূৰ্ণ দায়িত্ব একমাত্ৰ মমীৰ।

এনেকৈয়ে দিনবোৰ বাগৰি গ'ল। মমীয়ে চহৰত চাকৰি কৰি থাকোতেই চহৰৰে ল'ৰা এজনৰ প্ৰেমত পৰিল আৰু ক্ৰমাৎয়ে মাক-দেউতাকৰ কথা পাহৰি যাবলৈ ধৰিলে। ঘৰখনলৈ আগতকৈ বহু কমকৈ টকা পঠিয়াব ধৰিলে। সেইখিনি টকাৰে মাক-দেউতাকৰ চলাত অসুবিধা হ'ল। কেইমাহমানৰ পিছত মমী ঘৰলৈ গ'ল। লগত নিয়া টকাখিনি দেউতাকৰ হাতত দিলে। টকাখিনি লৈ দেউতাকে মমীক ক'লে— মমী, তই আগতে যিমান টকা ঘৰলৈ পঠিয়াইছিলি, এতিয়া দেখোন তাতকৈ বহুত কমকৈ টকা ঘৰলৈ পঠিয়াবলৈ ধৰিলি। তই টকাবোৰ কি কৰিছ? দেউতাকৰ প্ৰশ্নত মমীয়ে ক'লে, দেউতা, মই চহৰত থাকো যেতিয়া খৰচৰ পৰিমাণটো বেছি হয়। ঘৰভাৰা দিব লাগে। ইয়াৰ উপৰিও বন্ধু-বান্ধৱ প্ৰায়েই মোৰ কমলৈ আহি থাকে। তেনে স্থলত মইনো আৰু কিমান টকা পঠিয়াম, তই নিজেই চিন্তা কৰি চা। মণিৰ কথা শুনি দেউতাকে ক'লে, তোকনো আৰু মই কি ক'ম, তই এতিয়া সৰু হৈ থকা নাই, কি কৰিলে ভাল হয় তই নিজেই চিন্তা কৰি চাৰি। এনেকৈ কৈ দেউতাক ওলাই গ'ল। মাকে ক'লে, মমী, তই এতিয়া হাত-মুখ ধুই অলপ জলপান খাই ল, মই অলপ নামঘৰৰ পৰা আহো।

যিমানে দিনবোৰ যাবলৈ ধৰিলে সিমানেই চহৰমুখী হ'বলৈ মমী উদগ্ৰীব হৈ পৰিল। মাত্ৰ আৰু দুটা দিন বাকী, মমী চহৰলৈ, অৰ্থাৎ চাকৰিলৈ যাব। দেউতাকে মমীক ক'লে, মমী তইতো কাইলৈ চহৰলৈ যাবিয়েই। আমি এটা কথা ভাবিছো, অহাবাৰলৈ যদি তোৰ বিয়াখন পাতি দিও তাত তোৰ কিবা আপত্তি আছে জানো? তেতিয়া মমীয়ে ক'লে, দেউতা, তোমালোকে মোৰ বিয়াৰ কথা ভাবিছা। মোৰ বিয়া হ'লে তোমালোকৰ অসুবিধা নহ'ব জানো? মোৰ বিয়া হ'লে ঘৰখন কেনেকৈ চলিব? দেউতাকে ক'লে, তই এইবোৰ চিন্তা কৰিব নালাগে, মাথো কেৱল তোৰ এখন সুখৰ সংসাৰ হ'লেই আমাৰ আনন্দ লাগিব। মমীয়ে ক'লে, দেউতা, তোমালোকে মোৰ বিয়াৰ কথা চিন্তা কৰিব নালাগে, মই নিজেই চিন্তা কৰিম।

মমী চহৰলৈ গৈ চাকৰিত জইন কৰিলে। ইপিনে মাক-

দেউতাকৰ মমীৰ প্ৰতি চিন্তা বেছি হ'বলৈ ধৰিলে। এনেকৈয়ে দিন, মাহ পাৰ হ'বলৈ ধৰিলে। দিন বাগৰাৰ লগে লগে মমীয়ে মাক-দেউতাকক পাহৰি যাবলৈ ধৰিলে। তাইৰ মাথো চহৰৰ প্ৰেমিকজনৰ প্ৰতি আকৃষ্টতা বাঢ়িবলৈ ধৰিলে। ইপিনে মমীৰ চিন্তাত মাকৰ দেহত বেমাৰে থিতাপি ল'লে। হলধৰৰো জীৱিকাৰ পথ ক্ৰমান্বয়ে নোহোৱা হৈ আহিল। আনপিনে ঘৈণীয়েকৰ বেমাৰৰ চিকিৎসা কৰিবলৈ টকা নাই। একো উপায় নেদেখি ভগৱানক ভৰষা কৰি ঘৰতে ৰখাৰ সিদ্ধান্ত ল'লে। এনেকৈ কিছুদিন শয্যাগত হৈ এদিনাখন ৰাতি মমীৰ মাকে চিৰদিনৰ বাবে চকু মুদিলে। মমীয়ে মাকৰ মৃত্যু হোৱা গমেই নাপালে। তাই চহৰীয়া ডেকাজনৰ লগত ঘূৰি ঘূৰি ৰাতি বাৰমান বজাতহে ঘৰ সোমায়হি।

এবছৰমান পিছত হঠাৎ এদিনাখন মমী আহি ঘৰত উপস্থিত হ'ল। সেই সময়ত দেউতাক দীঘল দি বিছনাত পৰি আছিল।

দেউতাকক দেখি মমীয়ে ক'লে, দেউতা, মই আহিলো, মোৰ অহাত বহুত দেৰি হৈ গ'ল। আচলতে মই আহিম আহিম বুলি ভাবিও অফিছৰ কামৰ বাবে আহিব পৰা নাছিলো। এইবাৰ এমাহমান ঘৰতেই থাকি যাম বুলি ভাবিছো। মমীৰ কথা শুনি দেউতাকে হুক-হুকাই কান্দি ক'লে, চোৱা মমী, তোৰ মা আৰু এই পৃথিৱীত নাই। চিৰদিনৰ বাবেই আমাৰ মাজৰ পৰা গুছি গ'ল। তোক চাম চাম বুলি কিমান হেঁপাহেৰে বাট চাই আছিল। অথচ তোৰ একো খা-খবৰ নাই। মাক মৰা বুলি জানিব পাৰি তাই হুক-হুকাই কান্দি কান্দি ক'বলৈ ধৰিলে— মা, ক'ত মোৰ মা, মোৰ মা ক'লৈ গ'ল। কান্দি কান্দি তাই বলীয়াৰ দৰে হৈ পৰিল। মাকৰ মৃত্যুৰ বাবে তাই নিজকে জগৰীয়া কৰিলে। তাই শেষ সিদ্ধান্ত ল'লে যে তাই আৰু চাকৰি নকৰে, ঘৰতেই থাকিব। □□



জীৱনৰ পথ

□ জোন কুমাৰ কলিত

উচ্চতৰ মাধ্যমিক প্ৰথম ক

(১)

ঘৰখনত হুৱাদুৱা লাগি আছে। আজি পাঁচদিন হ'ল। হৰিদেৱী বুঢ়ীৰ একমাত্ৰ ল'ৰাজন ঘৰত নাই। বুঢ়ীৰ ঘৰ এইকেইদিন মানুহেৰে ভৰপূৰ। বিভিন্ন জনৰ বিভিন্ন মতামত। কোনোবাই কৈছে, সি আত্মহত্যা কৰিছে, কোনোবাই কৈছে উগ্ৰপন্থীয়ে অপহৰণ কৰিছে। মুঠৰ ওপৰত নানা জনৰ নানা মত। কিন্তু সঁচাটো কি? আজি কমলৰ মোমায়েক আহিছে।

মোমায়েকক দেখি বুঢ়ীৰ কান্দোন আৰু দুগুণ বাঢ়িল। বুঢ়ীক শাস্তুনা দি মোমায়েক হৰেনে ক'লে,

: তই অধৈৰ্য নহ'বিচোন বাইদেউ। আমি সকলো ধৰণৰ চেষ্টা কৰি আছো নহয়। সি য'তেই নাথাকক কিয়, সি ভালে-কুশলেই থাকিব। তাতে সিটো পঢ়া-শুনা কৰা ল'ৰা। বি, এ পাছ কৰা ল'ৰাটোৱে য'তেই নাথাকক নিজেই ঘূৰি আহিব নহয়।

(২)

শুমী গাঁৱৰ হাজী ছাবৰউদ্দিন এজন নামজ্বলা লোক। তাৰ একমাত্ৰ জীয়েক হাছিনা। হাছিনা উচ্চতৰ মাধ্যমিক প্ৰথম বৰ্ষত পঢ়ি আছে। তাই ৰাতিপুৱাই নদীত গা ধুবলৈ গৈছে। গা ধুই তাই দৌৰি দৌৰি উধাতু খাই ঘৰলৈ আহি চোতালৰ পৰাই চিঞৰিব ধৰিলে,

: আব্বাজান, আব্বাজান।

জীয়েকৰ চিঞৰ শুনি ছাবৰউদ্দিনে ঘৰৰ পৰা ওলাই আহি সুধিলে,

: কি হ'ল অ' তোৰ। কিয় এনেদৰে উধাতু খাই চিঞৰিছ।

: আব্বাজান, নৈৰ পাৰত এটা মৃতদেহ পৰি আছে।

: কি? ব'লচোন ব'ল।

ছাবৰউদ্দিনে বাটত আফজলক লগ পাই তাকো লৈ গ'ল। নৈৰ পাৰত গৈ সিহঁতে দেখিলে যে সঁচাকৈয়ে এটা মৃতদেহ নৈৰ পাৰত পৰি আছে। সিহঁতে মৃতদেহটো পাৰত উঠাই আৰু বেছি আচৰিত হ'ল।

: আফজল, মানুহটোৱে উশাহ লৈছে। তই চহৰৰ পৰা গাড়ী এখন লৈ আহ, মই মানুহটোক ঘৰত লৈ যাওঁ।

আফজল চহৰলৈ গ'ল আৰু ছাবৰউদ্দিনে মানুহটোক ঘৰত লৈ গ'ল।

(৩)

: ডাক্তৰ, ল'ৰাটোক আপুনি যেনেতেনে ভাল কৰক। আপোনাক যিমান টকা লাগে মই সিমান দিম।

: নাই, এতিয়া আৰু কোনো চিন্তা নাই। মই এই ঔষধকেইটা দিছো খুৱাব। মই আহো। এনেতে হাছিনাই মাত লগালে,

: আব্বাজান, ল'ৰাটোৱে কথা কৈছে।

: কি.....?

ছাবৰউদ্দিন আৰু ডাক্তৰজন ভিতৰলৈ গ'ল।

: মই ক'ত? ল'ৰাটোৱে ক'লে।

: তুমি এতিয়া মোৰ ঘৰত, এয়া মোৰ জী হাছিনা। -
ছাবৰউদ্দিনে ক'লে।

: কিন্তু তুমি? -ছাবৰউদ্দিনে পুনৰ ক'লে।

: মই কমল। ছয়গাওঁৰ ধোৱাৰ গাওঁৰ।

: তোমাৰ এনেকুৱা কেনেকৈ হ'ল।

: খুৰা, মই ঘৰৰ একমাত্ৰ ল'ৰা। মা বিধৱা। চাকৰি বিচাৰিও ক'তো এটা চাকৰি যোগাৰ কৰিব নোৱাৰি নৈৰ পাৰত এইবিলাক ভাৰিয়েই বহি আছিলো। তেনেতে নৈৰ গৰাখহনীয়া আহিল আৰু ..

: হ'ব, মই বুজি পাইছো। তুমি কেইদিনমান আমাৰ ঘৰতেই থাকিবা।

: কিন্তু?

: কোনো কিন্তু নাই। ডাক্তৰ বাবুৱে কৈছে তুমি কেইদিনমান জিৰণি ল'ব লাগিব। অৱশ্যে তুমি যদি মুছলমানৰ ঘৰত থাকিবলৈ বেয়া পোৱা

: নাই, তেনে কথা নাই। মই মোৰ মাৰ কথাহে চিন্তা কৰিছো। মই এইকেইদিন নহওঁতে মাৰ কি বা অৱস্থা হৈছে।

: তুমি মাৰাৰ চিন্তা কৰিব নালাগে। মাৰাক সকলো খবৰ আমি জনাম। হ'ব?

: মইনো কি ক'ম। আপোনালোকেই মোক নিশ্চিত মৃত্যুৰ পৰা ৰক্ষা কৰিলে। আপোনালোকৰ এই ধাৰ মই কেতিয়াও পূৰণ কৰিব নোৱাৰিম।

: নাই, তেনেকৈ নক'বা বোপা। এয়া আমাৰ কৰ্তব্য।

(৪)

এনেকৈ দিন বাগৰিল। হাছিনা আৰু কমল দুয়োৰে প্ৰথম অৱস্থাৰ বন্ধুত্ব ক্ৰমাৎ প্ৰেমলৈ ঢাল খালে। যাবৰ সময়ত কমলে ছাবৰউদ্দিনক এটি অনুৰোধ জনালে,

: মই আপোনাক এটি অনুৰোধ জনাব খোজো। মই হাছিনাক বিয়া কৰাব খোজো।

: মইনো কি ক'ম। তুমি যদি খুজিছা, তেন্তে মইনো আৰু কি ক'ম।

কিন্তু কমলে পাৰিব জানো সমাজে দি থোৱা বৃহৎ দেৱাল পাৰ হ'ব? পাৰিব জানো মাকক বুজাব। পাৰিব জানো ধৰ্ম, অন্ধবিশ্বাস আদিৰ সন্মুখীন হ'ব? □□

অক্লান্ত - অবিশ্রান্ত

■ খবিত্ৰী লাহন

স্নাতক তৃতীয় বৰ্ষ

যি কাহিনী মই আজি লিখিব খুজিছো, সেয়া মাত্ৰ সুজাতাবে কাহিনী নহয়। সকলো কিশোৰ-কিশোৰীয়েই কম-বেছি পৰিমাণে এনে পৰিস্থিতিৰ মাজেৰে পাৰ হ'বলগীয়া হয়। বিশেষকৈ সেইসকল কিশোৰ-কিশোৰী বেছিকৈ প্ৰভাৱিত হয়, যাৰ মাক-দেউতাকে নিজৰ ল'ৰা-ছোৱালীৰ পৰা খুব বেছি আশা কৰে।

সুজাতা ঘৰৰ ডাঙৰ ছোৱালী, পঢ়া-শুনাত বেছ ভালেই। হাইস্কুল শিক্ষান্ত পৰীক্ষাত চাৰিটা বিষয়ত নেটাৰ মাৰ্কসহ ষ্টাৰ পাই উত্তীৰ্ণ হ'ল। সকলোৰে খুব স্তুতি, মাক-দেউতাক, শিক্ষক সকলোৰে। এতিয়া আহিল কি স্ত্ৰীমত পঢ়িব সেই কথা। সুজাতা সৰুৰে পৰা বাহিৰা কিতাপ পঢ়ি ভাল পোৱা ধৰণৰ। আটচত পঢ়াৰে তাইৰ মন আছিল। কিন্তু সকলোৱে মিলি তাইৰ হৈ সিদ্ধান্ত কৰিলে যে বিজ্ঞান শাখাত পঢ়িলেহে তাইৰ বাবে ভাল হ'ব। তাইৰ হাজাৰ আপত্তিকো নেওচি বিজ্ঞান বিভাগতে তাইৰ নামভৰ্তি হৈ গ'ল। ভালদৰে পঢ়া-শুনা কৰি গ'লেও সুজাতাই পৰীক্ষাবোৰত ভাল ফল দেখুৱাবলৈ সক্ষম নহ'ল। দুবছৰৰ শেষত যেতিয়া ৰিজাল্ট আহিল আৰু সুজাতা কোনোৰকমে প্ৰথম বিভাগত উত্তীৰ্ণ হ'ল, মাক-দেউতাকৰ মুখৰ মাত নোহোৱা হৈ গ'ল। কোনোৱে সুজাতাক সাঙ্ঘনা দিবলৈ নাছিল। মানুহবোৰ অকল সুখৰ সময়তহে আহিছিল। আনকি মাক-দেউতাকেও যেতিয়া সুজাতাক মাতবোল কৰিবলৈ এৰি দিলে তেতিয়া সুজাতা একেবাৰে ভাগি পৰিল। অতি আপোন মাক-দেউতাকৰ পৰা এনে ব্যৱহাৰ তাই আশা কৰা নাছিল। মাক-দেউতাকবোৰো কিছু পৰিমাণে স্বাৰ্থপৰ। তেওঁলোকে সন্তানৰ পৰা মাত্ৰ সফলতা আশা কৰে যাতে তেওঁলোকে মূৰ তুলি সমাজত ফুৰিব পাৰে। বিজ্ঞান বিভাগত প্ৰথম বিভাগ পোৱাও কম কথা নহয়, কিন্তু প্ৰথমতেই বহুত ডাঙৰ সপোন দেখা বাবে সকলোৰে খুব কষ্ট হৈছে। মাক-দেউতাকে এতিয়া বুজি পাইছে যে কলা শাখাত পঢ়া হ'লে হয়তো সুজাতাই খুব ভাল ৰিজাল্ট কৰিলেহেঁতেন। তেওঁলোকৰ দুখ বেছি হৈছে, কাৰণ সুজাতাৰ লগৰ প্ৰায়ভাগ ল'ৰা-ছোৱালীৰে ৰিজাল্ট ভাল হৈছে আৰু বিভিন্ন প্ৰতিযোগিতামূলক পৰীক্ষাবোৰতো উত্তীৰ্ণ হৈ ভাল প্ৰফেছনেল ক'ৰ্ছত ভৰ্তি হৈছে। সুজাতাই একোতেই ভাল কৰা নাই। মাকেতো অনবৰতে কান্দি থকাই হৈছে। অসমৰ বাহিৰলৈ ধনী ঘৰৰ ল'ৰা-ছোৱালীবোৰ গৈছে, ৰিজাল্ট বৰ এটা ভাল নোহোৱা সত্ত্বেও টকাৰ বলতে ভাল কলেজত ছীট লাভ কৰিছে। সুজাতাই ভাবি ভাবি পাগল হৈ গৈছে, তাইনো এতিয়া কি পঢ়িব, কোনেও তাইৰ খবৰেই নকৰে। জীৱনৰ যিখিনি সময়ত তাইক সকলোৰে সহায় আৰু ভৰষাৰ দৰকাৰ হৈছে, সেইখিনি সময়তে তাইক সকলোৱে অকলশৰীয়া কৰিছে। মাক-দেউতাকে তাইক আকৌ এবাৰ মেডিকেল আৰু ইঞ্জিনিয়াৰিঙৰ প্ৰৱেশ পৰীক্ষা দিবলৈ কৈছে, কিন্তু তাইৰ একেবাৰে মন নাই। তাইৰ ৰাপ নথকা বিষয় এটা পঢ়ি জীৱনৰ দুটা বছৰ নষ্ট কৰিলেই, আৰু নষ্ট কৰাৰ তাইৰ মন নাই। তাই সিদ্ধান্ত ল'লে, ইংৰাজী মুখ্য বিষয় কৰি তাই ৬গ্ৰী পঢ়িব। সৰুৰে পৰা তাই ইংৰাজীত খুব ভাল। তাই যি বিষয়ত ভাল সেয়া পঢ়িলেই তাইৰ বাবে ভাল হ'ব। নিজৰ জীৱনৰ সিদ্ধান্ত নিজেই ল'ব লাগে। পুৱা শুই উঠিয়েই কথাটো ভালদৰে ভাবি চালে তাই। তাই আজিয়েই গৈ সন্দিকৈ মহাবিদ্যালয়ৰ ফৰ্ম আনিব, ছীট এটা তাই পাব লাগে। সিদ্ধান্তটো লৈ তাইৰ মনতো খুব ফৰকাল লাগিল। তাই নিজৰ কামৰ খিৰিকীখন খুলি দিলে। তাইৰ চকুত পৰিল জকমকাই ফুলি থকা ফুলনিখন। তাই পাৰিব, পাৰিবই লাগিব, সুজাতাই মনতে প্ৰতিজ্ঞা কৰিলে আৰু ফৰকাল মন এটাৰে মুখ-হাত ধুবলৈ ওলাই গ'ল। □□

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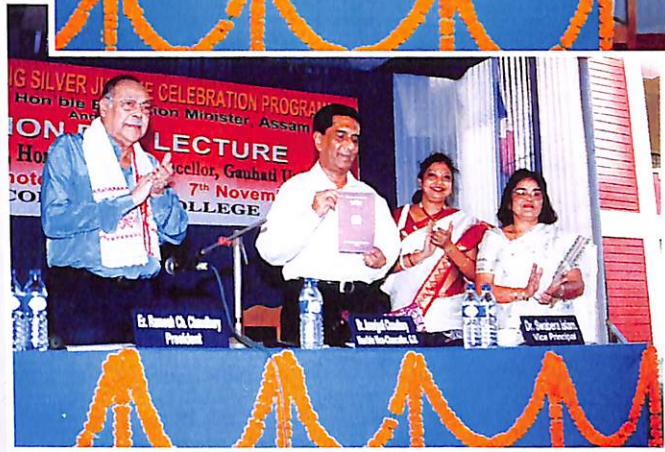
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Best Athlete (Female)



Md. Nazre Alam
Best Athlete (Male)



24th foundation day celebration at a glance



24th foundation day celebration at a glance



PRINCIPAL'S MUSINGS

We are 25. We have grown, but have we grown the way we should have? Let me draw an analogy. At 25, a youth is supposed to be at his youthful and energetic best, where he is supposed to have an ideal blend of experience and exuberance. But somehow, I feel, we have stymied ourselves. There is no denying that there have been external factors also which have slowed our progress, but even then we could easily have done more.

When we started, there were 107 students only and today, we boast of 2200. The infrastructure has improved leaps and bounds, IT has come heavily into our lives, the library has become a well-stocked one and the numbers of teachers have also gone up. In spite of all this, what rankles me is that we have not shown the kind of progress expected of us. Nevertheless, let the bygones be bygones. Let us take a positive view of our achievements, however small they may have been, as we seek to make a fresh departure in this year of our Silver Jubilee.

Anniversaries normally act as a point of reflection and contemplation. Since we have already reflected upon our past, let us mull over our future. The best way to start is to ask ourselves - where we would like to be in the year 2033 - i.e. the year of our Golden Jubilee? Yes, most of us shall not be in this college then, but our legacy will certainly be there. So, we need to ensure that we leave behind a legacy for our succeeding generations to cherish. Let me be frank with you. Fifty years is nothing in the life of an institution. The best of colleges and universities across the world are centuries old, some as old as six hundred years. So, in one sense the first five to seven decades are the years of a true and solid foundation. Let us not delude ourselves with minor achievements. Instead, the idea should be to solidify our roots for more permanent and everlasting achievements.

Each one of us has our own destiny. But, when we think collectively and strive towards it, the net result is synergy. This is what Principal's Musings is all about. □□

Dr. Hitesh Deka

IMPACT OF INFORMATION TECHNOLOGY ON TEACHING AND LEARNING PROCESS

Ms. Runjun Phookun

Senior Lecturer & Head
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Information Technology refers to the technological side of an information system. It involves the processing of information by a computer. Usually this means the use of hardware, software, services, and the supporting infrastructure to manage and deliver information.

IT has changed our daily personal lives radically over recent years - the use of mobile phones to make calls and send text messages, the use of websites to book cheap flights and the use of ATM machines for banking are all an integral part our society today. Business environment has profited through these developments and practically every company has had to adapt IT in some form in order to compete effectively.

Educational environment has also been hugely impacted by these developments. Computer and its network technology has given the teaching and learning process a new dimension.

Through the use of IT, learning can also be qualitatively enriched. The process of learning in the classroom can become significantly richer as students have access to new and different types of information, can manipulate it on the computer through graphic displays in a way never possible before. The students can also communicate their results and conclusions in a variety of media to their teachers or to students around the world.

The enormous impact of the proliferation of computers in all walks of life has made it necessary to include instruction about computers and computing in the teaching and learning process. With the rapid introduction of computers in schools, routine access to multimedia and internet resources by teachers and students have become possible. Students lacking sound computer fundamentals may find it difficult to subsequently acquire more sophisticated skills. Various studies have been conducted to examine the impact of computers in learning and teaching. Various meta analysis and narrative synthesis studies based on the results of previous studies concluded that the computers have a very high positive effect on student learning.

Apple Classrooms of Tomorrow (ACOT)

In 1985 Apple Computer Inc., launched a project called Apple Classrooms for Tomorrow (ACOT) in America. The study was conducted in seven classrooms that represented a cross-section of America's elementary and secondary schools. Here each participating student and teacher received two computers - one for home and one for school. The goal of the project was to assess



the affect of computers on how the students learn and how the teachers teach.

One issue the project hoped to confront was the possibility of any negative effects from prolonged exposure to computers. But at the end of two years, the investigators learned that some of their worst fears had been groundless.

It was observed that

- The teachers were not averse to the use computer technology. They could use computers and accomplish their work efficiently.
- Children did not become social isolates. ACOT classes showed more evidence of spontaneous co-operative learning than did traditional classes.
- Children did not become bored by the technology over time. Instead their desire to use it for their own purpose increased with use.
- Even very young children had no problem becoming adept users of the keyboard. With very little training students of second and third grades were more than twice as fast in typing as compared to the speed at which children of their age can usually write.
- Software was not a major problem. Teachers found programs including productivity tools to use in their classes.

More interesting is that classroom observers noticed changes in the behaviour of teachers and students. Students were taking responsibility for their own learning and teachers were working more as mentors and less as presenters of information.

Hence, in a nutshell it can be said that, ACOT acted as a catalyst for transition from blackboards and textbooks to a method of instruction where students can explore, discover, and construct their own knowledge with the help of information technology.

Training of Teachers

Every teacher must have some IT training in order to effectively monitor students' learning. Future teachers need to be involved with computer based education. In order that the teachers can encourage the students to progress, they must muster the available technology to support the learning environment determined by the student's

needs. To meet these needs, the pre-service and in-service training must:

- Educate teachers to be managers of information.
- Prepare teachers to be leaders of group processes.
- Train teachers to diagnose and place students within a learning system in which the student can make progress.
- Instruct teachers to operate the equipment that will be used to help deliver the content.

Advantage of Technology in Teaching and Learning

Technology based teaching and learning can be expected to offer the following general advantages:

1. The ability to deliver a complete course which the student sees from beginning to end.
2. The ability to simulate real life process such as dangerous experiments and complex procedures, view them and experiment with them.
3. The opportunity to elaborate graphical representations which can be developed and explored interactively by the students.

Within the coming years, students will no longer be dependant upon the teacher to begin a lesson. Students will be able to engage in a dialogue with the computer which will help them advance in fundamental skill development at a rate that is not possible within today's classroom. The teacher should understand the technology of such systems in order to maximize his / her effectiveness.

Online learning or E-learning

Online learning has a great impact on the teaching and learning process. Online learning allows for flexibility of access from anywhere and usually at anytime. Essentially it allows participants to collapse time and space. Online learning materials must be designed properly with the learners and learning in focus, and that adequate support must be provided. Ring and Mathieux suggested that online learning should have high authenticity (i.e., students should learn in the context of the workplace), high interactivity and high collaboration.

Different terminologies have been used for online learning, so it makes it difficult to develop a specific definition. Terms that are commonly used include E-learning, Internet learning, Computer assisted learning, Networked learning, Tele learning, Web-based learning, Distributed learning, Virtual learning and Distance learning. All of these terms imply that the learner is at a distance from the tutor or instructor, that the learner uses some form of technology, usually a computer, to access the learning materials, the learner uses technology to interact with the tutor or instructor and other learners and that some form of support is provided to learners. Thus online learning can be defined as the use of the Internet to access learning materials, to interact with the content, instructor and other learners and to obtain support during the learning process, in order to acquire knowledge and to grow from learning experience.

The following table explains the difference between conventional and online education in a nutshell.

		PLACE	
		Same Place	Different Place
TIME	Same Time	Present class room learning	TV education channels
	Different Time	–	Net Class

Benefits of online learning

Some of the benefits of learners and instructors are given below:

❖ For learners, online learning knows no time zones, and location and distance are not an issue. In asynchronous online learning, students can access the online materials at any time while synchronous online learning allows for real time interaction between student and the instructor. Learners can use the internet to access up-to-date and relevant learning materials, and can communicate with experts in the fields in which they are studying.

❖ For the instructor, tutoring can be done at any time and from anywhere. Online materials can be updated, and learners are able to see the changes at once. When learners are able to access materials on the internet, it is easier for instructors to direct

them to appropriate information based on their needs.

❖ Courses for which computer based networks were used showed an increase in student-student and student-teacher interaction. It also increased the interaction between teachers and lower performing students and in no way decreased the traditional form of communication. Many students who seldom participated in face to face class discussion became more active participants online.

❖ Greater student cooperation and sharing and helping behaviour occurred when students used computer based learning that had students compete against the computer rather than against each other.

Conclusion

The impact of information technology on teaching and learning process can be summarized as follows:

▲ Information Technology has a significant positive impact on achievement in all subject areas, across all levels of education, and in regular classrooms as well as those for special-needs students.

▲ Information Technology has positive effects on student attitudes.

▲ The degree of effectiveness is influenced by the student population, the instructional design, the teacher's role, the method of grouping the students and the levels of the students' access to technology.

▲ Information Technology makes instruction more student-centered, encourages cooperative learning, and enhances teacher / student interaction.

▲ Positive changes in the learning environment evolve with time and do not occur quickly. □□

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Understanding Maths Phobia

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The purpose of this article is to provide a reflective space in which we as professionals from a great many different backgrounds aim at developing and helping maths phobic students. Maths Phobia can greatly affect a child's success through out his education and his adult life. Since maths is connected to so many professional and personal practices, it is important that we as teachers and parents help children to overcome their Maths Phobia. Maths Phobia is real and can happen to anyone at any age regardless of their mathematical ability.

What exactly is Maths Phobia?

Maths Phobia or fear of maths is actually quite common. Maths Phobia is similar to stage-fright. Why does someone suffer stage-fright? Fear of something going wrong in front of a crowd? Fear of forgetting the lines? Fear of being judged poorly? Fear of going completely blank? These are the fears that a man may have when asked to perform or deliver a lecture in front of a crowd. Maths anxiety is a very strong emotional sensation of anxiety, panic, or fear that people feel when they think about or must apply their ability to understand mathematics. Sufferers of maths anxiety frequently believe that they are incapable of doing activities or taking classes that involve maths skills. In fact, some people with maths anxiety have developed such a fear that it has become a phobia; aptly named maths phobia.

Do you truly believe that you simply don't have the brain for maths? Certainly you're good at other things, but maths just simply isn't one of them? Have you ever avoided activities or other school courses because they appear to involve mathematics, with which you're simply not comfortable?

If any one or more of these 'symptoms' can be applied to you, you could very well be suffering from a very real condition called "Maths Phobia."

The **Symptoms of Maths Phobia** are—

breathlessness, dizziness, excessive sweating, nausea, dry mouth, feeling sick, shaking, heart palpitations, inability to speak or think clearly and fear of losing control.

Causes of Maths Phobia :

The seeds of Maths Phobia seem to have been shown in most of us at an early age :

The subject always had a bad reputation : Since kindergarten we have seen families and friends who constantly complain how challenging Mathematics is. Teachers and parents often increase a child's level of anxiety by imposing their personal views about Maths.

Mathematics is difficult is a widely accepted sentiment : Maths is difficult for various people because they didn't like the subject or hated the subject early from childhood. So this left them with least knowledge about Maths which led to their failure in almost every competitive examination. Frequently students having Maths Phobia will even choose their college subjects based specifically on how little Maths will be compulsory for the completion of the degree or the students will see that there is minimum utilization of Maths. Still some students completely avoid Maths while selecting their college subjects.

Negative attitude : It is well known that good teachers love the subject they are teaching. On the other hand if the teacher feels negative towards Maths, it may show up when teaching and can greatly affect the students. Small children usually like numbers and Maths, yet many develop Maths anxiety or 'Phobia' or end up disliking Maths. A major factor is the way Maths is taught and the way teachers feel about Maths. Negative statements passed by teachers to students also leads to Maths anxiety.

Lack of confidence : There is a feeling that 'Maths is for boys'. When girls succeed at a Maths lesson, they say they had luck, but when boys succeed,

they say it is due to their inner quality. Again when girls fail, they attribute their failure to a lack of ability, but boys attribute to a lack of effort. That's why girls who do well in Maths in school don't develop the kind of confidence the boys do. Boys who have difficulty with Maths still stick with it because they believe it holds the key to careers they want. Girls are permitted to quit.

Imposed authority and public exposure : Frequently Maths Phobia can result of a student's either negative experience or embarrassment while learning Maths in the classroom or at home. Some of the students have had a minimum of one humiliating experience of standing in front of his Maths classmates while trying to solve few mathematical problems on the blackboard. These are the images that haunt students all the way through adulthood.

A study by Dr. Mark H. Ashcraft of Cleveland State University in Ohio, stated that students who usually perform well but who suffer from Maths Phobia will suffer from fleeting lapses in their working memory when they are asked to perform even the most basic mental Arithmetic. These same basic regarding memory are not present in the same students when they are required to answer questions that did not involve numbers. This very clearly demonstrated that the memory phenomenon is quite specific to only Maths.

To explain the problem with memory Ashcraft states that when phobic begins to take place, the sufferer experiences a rush of thoughts leaving little room to perform even the simplest Maths problems. He stated that "you're drawing away the energy you need for solving the problem by worrying about it".

Too much pressure to finish the curriculum on time : Traditionally, students have been taught to memorize Mathematical concepts without working through problems and comprehending the reason behind the Maths skill. Moreover there is too much to be finished for the teachers and in the end the students end up simply mugging formulae without understanding and going to the depth of the problem which results in Maths Phobia.

The researchers in a study that was published in the *Journal of Experimental Psychology* by Dr. Jamie Campbell and Dr. Qilin Xue of the University of Saskatchewan in Saskatoon, Canada looked at university students who were educated in Canada and China, discovered that the Chinese students could

generally outperform the Canadian-educated students when it came to solving complex Maths problems involving procedural knowledge, the ability to know how to solve a Maths problem, instead of simply having ideas memorized.

A portion of this result seemed to be due to the use of calculators within both elementary and secondary schools; while Canadians frequently used them, the Chinese students did not. However, calculators were not the only issue. Since Chinese-educated students also outperformed Canadian-educated students in complex Maths, it is suggested that cultural factors may also have an impact. However, the short-cut of using the calculator may hinder the development of the problem solving skills that are key to performing well in Maths.

Common Misunderstanding :

That Maths requires a good memory : Good memory is necessary for studying various subjects. But for a subject like Maths if a student understands the technique and skills of Mathematical problems then he need not be too much dependent on memory.

That Maths is not creative : Maths can be made creative by organizing group discussions, seminars, workshops etc. where each and every student gets an opportunity to participate in the interaction.

That Maths is only right or wrong : Maths is not dull or unimpressive. The concept of beauty in the human body is based on symmetry i.e. the distance between two eyes and the mouth. Flowers too have symmetry. Symmetry comes from Mathematics. Studies have shown that facial symmetry to be linked to human intelligence. So here we find that Mathematics is very closer to us than we would like to believe.

That there is a best way to do a Maths problem : A particular Mathematical problem can be solved by using different methods and technique. So we cannot say that there is one best way to solve a problem.

That men are better than women : But now in the present day world we find that women are also marching forward in the field of Mathematics.

Reflection :

Not understanding → anxiety, Getting behind → more anxiety, 'May seem simple to others' → humiliation, Trying to control → anxiety as well as learn Maths.

Anxiety → panic attacks → generalized fear.

Educators may need to take a more proactive role in encouraging students to become excited about Maths and see themselves as successful, confident, mathematical problem solvers (Furner & Berman, 2003). These measures include teachers who :

- (1) Show that they like Mathematics
- (2) Make Mathematics enjoyable
- (3) Show the use of Mathematics in careers and everyday life
- (4) Adapt instruction to students' interests
- (5) Use meaningful methods of teaching so that Maths makes sense.

Similarly, Woolfolk (1995) believed that in order for teachers to help their students to deal with Maths Phobia they must :

- (1) Use competition carefully
- (2) Avoid situations in which highly anxious students will have to perform in front of a large group
- (3) Make sure that all instructions are clear
- (4) Avoid unnecessary time pressures
- (5) Remove some of the pressures from major tests and examinations.

In addition, Reys, Suydam, and Lindquist (1995) suggested that teachers should avoid competition among students in order to further reduce the likelihood of creating Maths anxiety. They also added that communicating about Mathematics and reflecting on the Mathematics events that occur in the classroom would enhance Mathematical power. In order to reduce Maths Phobia in the classroom, teachers should also focus on the importance of classroom design. Maths lessons should be prepared to address a variety of learning styles. **Studies have shown that students learn best when they are active rather than passive learners (Spikell, 1993). Marilyn Curtain-Phillips (1999) identified that students today have a need for practical Maths.** Therefore, Maths needs to be relevant to their everyday lives. Students enjoy experimenting. To learn Mathematics, she stated that, **students must be engaged in exploring and thinking rather than engaged in only learning of rules and procedures.** Teachers are encouraged to use cooperative learning by placing students in pairs or larger groups where all of the students maintain an equal role. The students will learn to share in the group's successes and accomplishments. These successes will contribute to the students overall (positive) feeling about the work. During group activities, it is the teacher's

responsibility to promote the groups successes, by praising even the smallest accomplishments.

Special Counselling Programs are to be designed in the educational institutions to assist Maths anxious students to deal with their discomfort and their Maths problems.

A child's self-esteem and mathematical confidence is more directly related to his or her parent's perceptions and expectations rather than the student's own achievement record or the attitudes of any single teacher. Researchers often argue that learning at home is crucial in helping all children become and remain motivated learners. They find that students' initial competence in Mathematics grows out of family practices (Secada, 2001). Parents should engage their children in Maths activities that are meaningful and fun. The focus should be placed on an activity or a group of activities that will help their children explore relationships, solve problems, and see Maths in a very positive light.

So it's better to help the child to cope Maths Phobia so that this subject will just be a subject and not a subject of fear. Here are some important tips which are to be taken by parents to help their child to learn Mathematics faster :

Don't force Maths : Many parents think that if they will force their child to do Maths daily then he will be adopt at the subject. But this is a myth and works negatively. If we force our child for something then he might feel detested for that thing and when we do it with a subject like Maths then it becomes worse.

Make it interesting : Right from the beginning we can our child puzzles to solve which are not there in school text book. In our free time we can play with Maths games with our child which should include interesting things. Maths develops thinking power and if our child practices Maths without knowing that he is practicing then this is the best way to increase the IQ of our child. Also visiting library, museum, cultural and mathematical enrichment programs and encouraging their children to participate.

Know the fault : First of all we need to determine those faults which our child is doing in Maths. If we know our child's weak point in Maths then we can understand what should be given more stress. Some children do mistakes inadvertently and this causes less marks but this doesn't mean that they don't know the concept. But these mistakes can be overcome if the child practices problems at home.

Judgmental : We should not be judgmental in anything. Maths requires thinking and application; it can't be just read and done. So if our child doesn't feel like solving too many problems then we are not to stress him at all. We should not judge our child or compare with other children. Maths is practice and mind and sometimes children do mistakes but if we always compare our child with others then he will never learn anything rather this competition can take his thoughts to negative direction.

Since Maths Phobia does produce real symptoms and emotions within children (panic, paranoia, passive behaviour, and lack of confidence), it is important for parents to distinguish these characteristics within their children when they happen and to recognize that their child is experiencing Maths Phobia. Parents should talk and discuss the feelings that the child associates with Maths and try to pin point when the child started to experience these feelings. Talking about Maths Phobia and realizing why the fears first started help children realize that this is an emotional response which can be kept under control.

A report on St. Stephen's help to combat Maths Phobia

The Mathematical Science Foundation of St. Stephen's College, Delhi University is busy ensuring that students get their basics right in school to avoid problems at higher levels. From holding special seminars and workshops for college students on the subjects, the focus now is on school where the foundation feels Mathematics is not taught in the right scientific spirit.

"Our college has always received the top scoring students from cross the country. But despite their great marks, the foundation of many was not as strong as it should have been. Although such students continue to score high by mugging formulae, they are not really understanding the concept, which is why the improvement has to be at schools," said Manika Aggarwal, the Deputy Director of the Foundation.

This has led to the idea of setting up resource centre in schools. Apart from teaching Mathematics in a more enjoyable way, the resource centre hopes to act as a learning ground for students wanting it to experiment with the subject and willing to move beyond formulae.

"What we want to do is to change the way students look at Mathematics. We let students make formulae instead of telling them how to go about it.

Students need concept clearance and that is exactly what we are hoping to do through the resource centre," Dr. Aggarwal said.

While the Foundation already had a resource centre at Tagore International School and Vasant Valley School, they have now added The Indian School to their list. The resource centre is an attempt to help combat the fear of Mathematics. They are also hoping to set up a few hubs of Mathematics at various places and are looking at e-tutorial to help students with Mathematics problem.

Conclusion :

It is imperative that parents and teachers work together to increase a child's level of confidence, offer individualized academic support, utilize a real life approach to Maths, and dispel any preconceived Maths myths. Marilyn Curtain-Phillips (1999) believed that much of the anxiety happens in the classroom due to the lack of consideration of different learning styles of students. Today, the needs of society require a greater need for Mathematics. Maths must be looked upon in a positive light in order to reduce Maths Phobia. Therefore, teachers must re-examine traditional teaching methods which often do not match the students' learning styles and skills needed to be productive in society. Lessons must be presented in a variety of ways. Parents should also maintain an active role when encouraging their children to incorporate Maths into their daily routine. It is essential that educators and parents work together to assure that every child is learning that Maths is important, relevant and fun so that they can learn the Maths skills that they need to succeed.

So, Mathematics should be treated as any other subjects. It should not be treated as some higher-level unattainable skill nor it should be treated as a subject of fear. A normal with his normal intelligence can grasp the Maths presented in the basic curriculum. □□

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FINANCIAL STATEMENTS : ITS IMPORTANCE

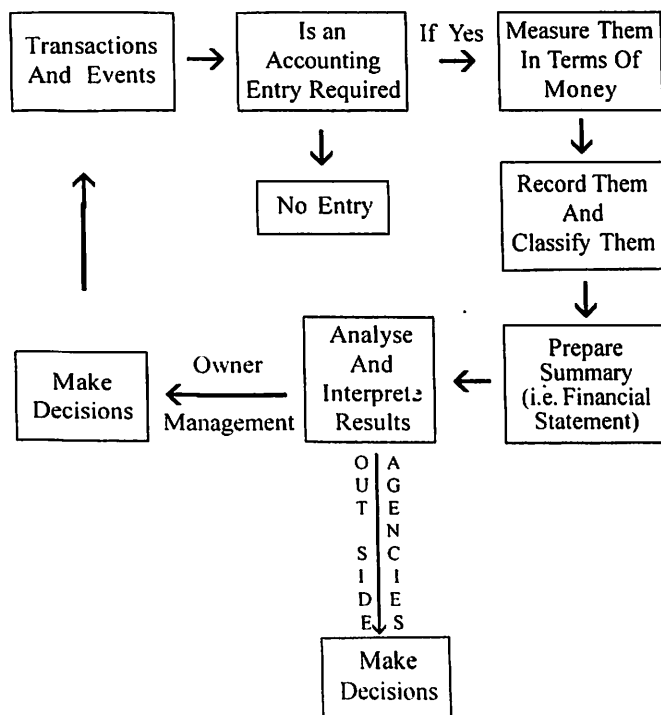
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Business and industry are known as the barometer of the economic progress of any nation. There has been an advancement every day in this direction along with the advancement in science and technology. With the constant development in commerce and industry, the need and importance of keeping of proper Books of Accounts is also enhanced. The object of keeping books and accounts is not limited to recording of daily transaction, but the evaluation of the success of business is also measured through them. Today trade is not limited to sole trader or a partnership firm, but it has grown upto corporate sector. Every investor will invest his funds only after evaluating the Firm's Financial Health from its Financial Statements.

Meaning :

Accounting process involves recording, classifying and summarising various business transactions. The end products of the whole accounting process are the Financial Statements'. The following chart shows the flow of Accounting Cycle.

Chart Showing the Flow of Accounting Cycle



Financial Statements usually mean the two Conventional Statements viz., Profit and Loss Account and Balance Sheet. They are prepared on the basis of accounting techniques, principles and conventions having regard to legal perception. These statements are nothing but the presentation of financial information about the firm in concise and capsule form. In the words of R. N. Anthony, *“These are the statements that reveal the financial position and results of business activities at the end of accounting period.”* Thus, financial statements contain systematically collected summarised information about a firm's operating results and financial strength and are means to communicate the various information to various users. These statements are required to be published every year. As such these are known as Published Accounts.

Objectives :

As stated by the Accounting Standard Board of India that, *“the objective of financial statements is to provide information about the financial position, performance and cash flows of an enterprise that is useful to a wide range of users in making economic decisions.”*

The various objectives of financial statements are summarised below :

- * To provide financial data on economic resources and obligations of a concern.
- * To reveal implications of operating profits on the financial position of a concern.
- * To provide sufficient and relevant information to various parties interested in financial statements.
- * To present true and fair view of the business.
- * To serve as the basis of future operations.

Constituents of Financial Statements :

Primarily Balance Sheet and Profit and Loss Account are the constituents of financial statements. But from decision making point of view financial statements comprise a wide range of other statements too. These are listed below :

1. Profit and Loss account or Income Statement.
2. Balance Sheet or Position Statement.
3. Statement of Retained Earnings.
4. Cash Flow Statement.
5. Fund Flow Statement.
6. Director's Report
7. Chairman's Speech.
8. Schedules

A brief description of the above mentioned financial statements is given below :

1. Profit & Loss Account :

The profit and Loss account is prepared to determine operational result of the concern. It is a statement of revenues earned and the expenses incurred for earning that revenue. If there is excess of revenues over expenditures it will show a profit and if the expenditures are more than the income then there will be a loss. Profit and Loss account is prepared for a particular period, generally a year.

2. Balance Sheet :

The balance sheet is one of the important financial statements depicting the financial strength of the concern. It shows all the assets owned by the concern and all the liabilities and claims it owes to owners and outsiders. It is prepared on a particular date.

3. Statement of Retained Earnings :

A statement of retained earnings is also known as profit and loss appropriation account. It shows appropriation of earnings. The previous year balance is first brought forward. The net profit of the current year is added to this balance. On the debit side, appropriations like interim dividend, proposed dividend, amount transferred to general reserve etc. are shown. The balance in this account will show the amount of profit retained in hand and carried forward. The appropriation cannot be more than the profits, so this account will not have a debit balance.

4. Cash Flow Statement :

A statement of changes in the financial position of a firm on cash basis is called cash flow statement. It summarises the causes of changes in cash position of a business enterprise between dates of two balance sheet. It shows the sources of cash and its uses.

5. Fund Flow Statement :

It is designed to analyse the changes in the financial condition of a business enterprise between two periods. The word 'Fund' is used to denote working capital. This statement shows the sources from which the funds are received and the uses to which these have been put. It enables

the management to have an idea about the sources of funds and their uses for various purposes.

6. Director's Report :

In pursuance to section 217 (1) of the companies Act, 1956 the company shall compulsorily enclose director's report with financial statements. It contains vital points related to Business such as - the state of affairs of the company, amount to be appropriated to different reserves, dividend proposed to be payable, future progress, information regarding directors and auditors etc.

7. Chairman's Speech :

It is not legally required that the chairman should give speech in the shareholder's Annual General Meeting but during present days it has become a tradition to deliver speech at the time of presenting audited annual accounts. It should contain company's mission, objectives, products, future plans, company's progress etc.

8. Schedules :

It contains schedule of investment, fixed assets, debtors etc. Schedules are to be enclosed with financial statements.

Elements of Financial Statements :

The financial statements provide information on five elements. These five element are (a) assets (b) liabilities (c) equities (capital) (d) incomes and gains and (e) expenses and losses. **Assets, liabilities and capital are elements of Balance sheet and income & gains and expenses & losses are elements of Income Statement.**

The Accounting Standard Board (ASB) of the council of the Institute of Chartered Accountants of India (ICAI) in its Exposure Draft on "Framework for the Preparation and Presentation of Financial Statements" issued in September 1996, has identified five basic elements of financial statement.

The exposure draft stated : "*Financial Statement portray the financial effects of transactions and other events by grouping them into broad classes according to their economic characteristics. These broad classes are termed the elements of financial statements. Elements directly related to the measurement of financial position in the balance sheet are assets, liabilities and equity. The elements directly related to the measurement of performance in the profit and loss account are income and expenses The presentation of these elements in the balance sheet and the profit and loss account involves a process of sub-classification..... in the*

manner most useful to users for purposes of making economic decisions."

Qualitative Characteristics of Financial Statements :

The qualitative aspect of accounting information and for that matter of financial statement has received a considerable amount of importance from many quarters. This is because the quality of a decision and return from it is dependent upon the qualitative features of information. Hence as endeavour has been continuously made by the accounting bodies to improve the quality of accounting information.

The Accounting Principle Board (APB) of AICPA (American Institute of Certified Public Accountant) USA has underlined seven qualitative objectives of financial statements. These are as follows :

1. **Relevance :** Selecting the information that will aid users in their economic decisions.
2. **Understandability :** The information so selected must be easily understandable by the users.
3. **Verifiability :** The accounting results may be corroborated by independent measures using the same measurement methods.
4. **Neutrality :** Accounting information contained in the financial statements is of the charter of general purpose information directed towards the common needs of users and are not aimed to serve particular needs of specific users.
5. **Timeliness :** To avoid delay in economic decision making, accounting information is supposed to be available in time to the users.
6. **Comparability :** It implies that differences should not be the result of different financial accounting treatments.
7. **Completeness :** The information contained in the financial statements should be complete in all respects.

The exposure draft of the Accounting Statement Board (ASB) of the ICAI has identified four principal qualitative characteristics of information provided in the financial statements. (a) understandability (b) relevance (c) reliability and (d) comparability.

Financial Statements and Statutory Requirements :

The companies Act, 1956 has provided certain important requirements regarding recording, documentation and format of disclosure of accounting information for companies registered under the Act.

In case of a company, it is a statutory obligation on its part to maintain proper books of account under

section 209 and to prepare final account at the end of the accounting year under section 210 of the Act. Regarding presentation of accounting information the Act has specified the form and contents of the Balance Sheet and the profit and Loss Account. Such form and contents are prescribed under section 211. It is to be mentioned that these form and contents do not apply to insurance, banking and electricity companies which are governed by special Acts relating to such companies.

It is laid down in **Section 211 (I) that every Balance Sheet of a company shall be prepared in the form given in Part - I of the Schedule VI of the Companies Act 1956 or as near thereto as circumstances admit, or in the such other form as may be approved by the Central Government either generally or in a particular case.** The objective of prescribing the form for the balance sheet in schedule VI is to make sure that Balance Sheet exhibits a true and fair view of the state of affairs of the company. **Sub-section (2) of Section 211 of the Company Act 1956 requires** — "Every profit and loss account of a company shall give true and fair view of the profit or loss of the company for the financial year and comply with the requirement of Part - II of Schedule VI so far as they are applicable thereto.

Importance of Financial Statements to Different Parties :

The financial statements are mirror which reflects the financial position and operating results of the concern. These statements are useful to owners, management, investors, creditors, bankers, workers, government and public at large. As we know, there are various interested parties in the financial statements, so naturally these are used for various purposes. The utility of financial statement to different parties is briefly described below :

(a) **Owners :** Owners provide capital fund to the business and bear all the risk of the business. **They want to know whether their funds are being properly utilised or not.** They want information on fund position, profit, position of assets and liabilities etc. which they get from financial statements.

(b) **Managers :** Accounting information is useful to managers for the purpose of planning, decision making, controlling, motivating, directing and monitoring the functioning of a business entity.

(c) **Creditors :** Creditors and suppliers of materials use accounting information to ascertain the short term liquidity, long term liquidity or solvency

position, the ability of the entity to repay the amount in scheduled time and earning capacity.

(d) Bankers and lenders : Bankers and lenders who advance money to a business entity are interested financial statements to ascertain short term and long term debt repaying and debt servicing capacity of the business entity. **Short term lenders are interested in liquidity position and long term lenders are interested in solvency position of the borrowing entity.**

(e) Government and regulatory agency : Government and other regulatory authorities are interested in financial statements in order to assess, levy and collect sales tax, excise duty, custom duty, income tax, etc. **Information conveyed by financial statement are useful for government in formulating industrial policy, fiscal policy for business houses, other connected legislation controlling and monitoring the working of business houses.** Other regulatory agencies interested in financial accounting information are Department of Company Affairs (DCA), Stock exchange authorities, Securities and Exchange Board of India (SEBI), Reserve Bank of India, Auditors, the Institute of Chartered Accountants of India, the Institute of Company Secretaries of India, the Institute of Cost and Works Accountants of India etc.

(f) Employees : Employees are interested in financial statement in order to assess the stability of their employment, to lodge their claim for hike in wage, share in profit, bonus etc.

(g) Prospective and existing investors : Prospective and existing investors are interested in accounting information to determine : **(i) regularity of receiving income on investment and (ii) safety of their investment in the business entity.** For this propose, they seek several information form financial statements such as the amount of equity investment, long term debt, net profit, preference dividend, debenture interest etc.

(h) Consumers : Consumers use financial accounting information to safeguard their interest in regard to **quality of products, price charged and to uphold the consumer movement.**

(i) Researchers : Research scholars make use of financial statements for making analysis and interpretation of data to derive new findings. Besides, economic newspapers and financial journals also conduct analysis over the financial statements to report the operational result of the business entities. Financial

data are used for creating information database about industry performance.

(j) Trade association and chambers of commerce : Trade association and chambers of commerce make use of financial statements to frame various types of demands to be placed before the concerned authority and also to formulate business policy, trade pattern, strategy of the enterprise etc.

Limitations of Financial Statements :

Though financial statements are relevant and useful for the concern yet they are not free from its limitations. Some limitations are given below :

1. **Non-economic factors** or other factors which cannot be expressed in monetary units find no place in financial statements.

2. The values given to the elements of financial statements are historical values. As accounting records are historical records, the impact of changing value of money and for that matter changing value of assets and liabilities find no place in financial statements. **Thus impact of price level changes is not reflected in financial statements.**

3. Financial statement shows the financial and operational result of a definite period of time, usually one year. But the real result can be known only after the end of the business. **The reports given in financial statements are only periodic reports and not final reports.**

4. **Application of personal judgement** and subjective element in the valuation process is another limitation. Estimation of bad debts provision, depreciation provision etc. are example of subjective valuation in accounting system.

5. **Multiplicity of methods** in the treatment of same item is another limitation of financial statements. There are number of methods for accounting treatment of inventory, depreciation etc. □□

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THE RELEVANCE OF WOMEN EDUCATION IN RURAL DEVELOPMENT AND ITS CHANGING PERSPECTIVE

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*'To awaken the people,
it is the women who must be awakened.
Once she is on the move,
the family moves, the village moves
and the nation moves'.*

- Pandit Jawharlal Nehru

RURAL DEVELOPMENT

The World Bank defines rural development as, "a strategy to improve the economic and social life of a specific group of people, the rural poor, including small and marginal farmers, tenants and the land-less."

The term 'development' is used to mean 'human development' which is defined as a process of enlarging choice for all people and not just one part of the society. Productivity, sustainability, equality and empowerment are the four elements, which contribute to human development.

Rural development is a multi-dimensional process, which includes the development of socio-economic conditions of the people living in the rural areas. It means desired change in economic, social, technological and natural atmosphere of a rural community. Rural development is, thus, development of rural areas in such a way that each component of rural life changes in a desired direction and in sympathy with other components within the framework of national goals and objectives. It includes all activities intended to improve directly the living condition of rural people.

In this development process, human resource in general and entrepreneurs, in particular, play a pivotal role. During the last three decades, many countries of the world have resorted to entrepreneurship development as a means to rapid economic development, resulting in gainful employment for masses.

The only way to bring about sustainable development for all is to embrace the Gandhian concept of rural development, and those people who are concerned with well being of humanity at large, should think over and act in right earnest towards achieving this goal. Let us leave a better place for posterity to live in.

WOMEN AND DEVELOPMENT- SOME RANDOM THOUGHTS

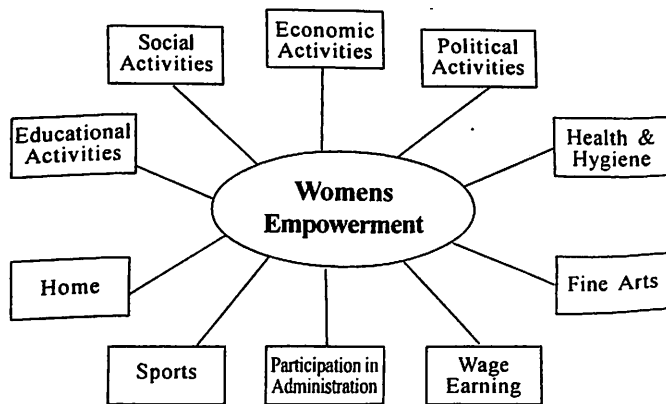
Development of an economy, either rural or urban, is the outcome of the coordinated effort of both male and female community. It implies overall changes in the physical quality of life of the people. Rural development is a strategy to enable a specific group of people, poor rural women to give for themselves and their children more of what they want and need. It is a process leading to sustainable improvement in the quality of life of rural people especially the poor women.

Nowadays, women are playing a very important role in every walks in life. Agriculture and allied activities is the predominant sector, which provides means of livelihood to the rural people in India. Women are a dependable workforce in agricultural activity. Except ploughing, they used to share in all other activities with the male members. They have an active role in live stock production. Thus, while contributing considerably towards the household income, it always remains underestimated or even not counted at all.

Women play a very important role in the progress

of a nation. As our society is patriarchal, women's position is not equal to men. Yet, their partnership with men is inevitable for the development of rural area. Women constitute the most powerful resource as well as dynamic source of a progressive society. Therefore, development is not possible without the development of this vast segment. Progress and development of a country is dependent also on the literacy of its women, which gives them divine light to walk along the path of success and prosperity amidst all disappointments and darkness of life. Both literate men and women are responsible for the development of the society as a whole.

Women are at the helm of the progress and prosperity of a nation. Women's progress is closely associates with the all round development of a nation. Perfect mobilization and development of human resources depend upon the effective management and development of women resources- their abilities, interests, skills etc. The economic condition of women exerts great influence on their status and role in the family as well as the society.



Women Empowerment, a combined effort

If women are to play effective role in the rural development programme, they must be fully equipped with education. It is generally found that where women are educated, the villages are also developed. The women in the developed villages use gas for whereas the less educated women in the under developed villages use firewood. Burning of firewood causes air pollution and it causes harm to the environment as well as the women who is engaged in cooking. Due to lack of education, the women could not realize the bad effects of the pollution.

Women have great importance for the development of the economy, which all the time. cannot be measured in terms of money. The economic contribution of women has become a source of wealth. One cannot think of an economy devoid of women as human capital and their contribution in aggregate production. When we refer to the female participation rate, both in rural and urban areas, we find considerable difference. Human resources undoubtedly include women, but their contribution has not been given due recognition until recently. When men are providers and women specialize in child bearing and home making, women are viewed as dependent. The contribution of women to economic development can be measured from two angles.

- Women's contribution to family well-being and
- Women's contribution to national development.

Women contribute economically to the well-being of the family or the household members. The earning of the working mother has positive influence on the nutritional and health status of their children. In recent times, women contribute economically to the household by producing goods for exchange either through self-employment or household production.

In a country like India where major portion of income comes from the agricultural sector agricultural development can give a boost to the economic development. Women in the rural areas contribute a lot to the agricultural sector, be it farming or other related fields. New techniques of farming can be developed, modern methods of storage to avoid wastage; better yielding varieties and disease resistant varieties of crops can be developed. Modern tools and equipment, better transportation facilities can give a big thrust to the national economy.

Further, the cultural development of an individual begins at home. It is, predominantly the mother, who brings about cultural development of her children, her family, her locality; which ultimately reflects upon the cultural development of a state and a nation.

With the beginning of industrial revolution and setting up of many industries, both small scale and large scale, the economic status has improved to a large extent. More women entrepreneurs, and even the unskilled women, have set up small scale industries

like pickle making, catering, weaving, fruit juice making, jam and jelly making etc. This type of large-scale participation by women at the top level in the industries and factories helps to improve not only the women's self-employment but also helps to develop the economic aspect.

A nation's economy cannot progress unless there is equitable development uniformly across the country. Rural areas in India are far lagging behind even today, compared to the urban areas. Unless development in rural areas is given priority, the gap between the development of urban and rural areas will continue to widen further. It is through education, media coverage and counseling by Government and non-government agencies that awareness regarding family planning, education need for cultural and social changes can be brought about among rural population including women. The women in villages must know and feel that they are no less important than their urban counterparts. Only then they will come forward and try to acquire education, knowledge and skill for contributing to their self-development and in the process towards rural and national economic development. Women could play a very effective role in rural development through their own economic development also.

The Panchayati Raji institution these days mobilizes the idea of opening up of Self Help Groups (SHG) for women in rural areas. The poor women below poverty line could save a fixed amount of money per month. The increasing growth of SHGs is a very inspiring progress because the illiterate poor women who does not know any things about savings or got no chance to save their own money in bank get chances to know about savings and began to save money for their future use. The regular meetings of these groups give a chance to working poor women to get a societal touch. They, from these meetings, learn about the programmes and if these programmes are not truly implemented, they could not take steps against the neglect of the authority i.e. political awareness of women also easily and automatically happens with the help of these SHGs. In this way, the poor women could take part in rural development programmes. Thus, women have a notable role to play in poverty alleviation.

WOMEN EDUCATION- AN OVERVIEW

Education is a basic tool of self-define in a society for employment and social security. An illiterate woman is less equipped to participate successfully in modern economy and social. In our Indian society, formal education was primarily denied to women due to subservient role of women dominated by customs and traditions. But with rapid urbanization, general awareness among the individuals has increased and women in urban areas have been able to attain formal education and even technical education. Thus the educational level among the Indian women in urban areas irrespective of castes, tribes, and religion, is comparatively high. Today, the human civilization has changed from agricultural society to cybernetic age where knowledge is considered as capital and knowledge industry is considered as the most demanding industry in the world.

Women constitute nearly half of the total population and one-third of the official labour force. They are the creator and protector of a family. They comprise the very backbone of a family with multi-facet role players of a mother, a wife, a pretty sister and host of others. They play a vital role in improving the quality of life of individuals and also of the society. In fact, society can be said to be a product of women. As such equality of women is one of the pre-requisites to cover all-round development of the nation. It is necessary that for all sorts of socio-economic development, women's consideration should occupy priority. Therefore, for having the human development proper education for women is indispensable.

The primary issue concerning rural women is related to poverty and survival. Women's lack of visibility from economic decision-making process impedes their capacity to change their material condition on individual basis. Like other parts of the country rural women presence are more felt in the informal and subsistence sector of the economy.

WOMEN EDUCATION- A RATIONALE.

- Education is the key instrument to abolish the evil from the society and it can liberate the women from ignorance and enhance their thinking. To develop the awareness among women for their empowerment education is the most important way, which will bring the change of attitude of the rural people and help in their development.

- The responsibilities of educated women are tremendous. They have a significant role in moulding the behaviour and mental make-up of the younger generation.
- Ignorance of women education leads to gender inequality, which in turn severely affects socio-economic development of the rural society.
- Women face serious constraints in rearing healthy and productive children. They often tend to have more children than they wish, thereby exerting mounting pressures on themselves, their families and on the society.
- Education help the women to communicate better with their husband about family size decision, family planning programmes more effectively and have higher potentialities to save and protect their children.
- Education provides for self-reliant and potentiality to compete in the professional field. It inculcate modern outlook, which could also develop an insight to sensitive treatment of women and their related social problems.
- It gives confidence, liberty, identity, securing and filling of sharing the economic needs of the household.
- Practically women education is the antecedent to women empowerment and which is highly conducive to achieve economic development.

SUGGESTIONS

The following suggestions can be put up for better empowerment of the rural women—

- Encourage parents to have fewer children and send all the children to school.
- The mindset of the parents should be to make sure that their daughter go to school, stay in school and acquire skills they need for life.
- The Govt. should provide financial benefits to parents having girl child.
- Inform and empower girls to delay pregnancy until they are physically and emotionally mature.
- Banks and other financial institutions should simplify the lending norms so that these rural women can reap the benefits.
- The economic activities adopted by the women should be converted to a well-organized sector by the state machinery so that it can produce a greater

impact in national productivity.

- Opportunities for education of women should be provided on a priority basis.
- Dowry system must be fought through education and harnessing of mass media.
- The programme for training women in soil conservation, social forestry, dairy development and other occupations allied to agriculture like horticulture, livestock including animal husbandry, poultry and fisheries should be expanded.
- Besides the skill, upgradation, technical and vocational education should be made available for girls.
- Provision should be made for giving the professional knowledge of health and hygiene so that they can certainly go a long way in building up a healthy community.
- Entrepreneurship development programmes with assured loan facilities should be recognized among women.

CONCLUSION

Women play a crucial role both in the home and the farm. The need of the hour is to create an environment, which ensures dignity to the women, which could help her to overcome feeling of powerless so that she emerges the comforts of dependency and faces challenges autonomy by enjoying her human rights. It necessitates that the situation of women be viewed in totally, because an educated woman can change a society through her way of thinking, democratic ideas and most importantly through mental and emotional attachments.

In the path of progress and development, the first step should be in the area of education. So, the removal of educational backwardness of women is challenge to meet with the existing socio-economic set-up of the state. □□

"If we are to set women to the same tasks as men, we must teach them the same thing. They must have the same two branches of training for mind and body and also be taught the art of war, and they must receive the same treatment".

- Plato

*** (The article is a part of a seminar paper presented by the authors in B H College in 2006)*

Role of NGOs In Self Employment

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Part I : Theoretical Aspect about NGOs

NGOs' are an important link between people at the grassroots, civil society and the state. They have been instrumental in creating awareness and implementing development programmes in agriculture, watershed development, women's empowerment, education de-addiction, removal of superstitions, health and family welfare. They are thus representative of alternative modes of development thinking in India.

NGOs' are dependent on and influenced by, the state as well as the national, international funding, ideology and programmes. This interface between NGOs', Civil Society and the state needs to be addressed.

Meaning:

An NGO is a non-profit making, voluntary, service-oriented or development oriented organization, either for the benefit of members or of other members of the population. In Simple an NGO is a Social development organization assisting in empowerment of people.

The World Bank defines NGOs as "Private organization that pursue activities to relieve suffering, promote the interests of the poor, protect the environment, provide basic social services or undertake community development."

Hence NGO means:

- 1) An organization.
- 2) It pursue activities to relieve suffering.
- 3) Promote the interests of the poor.
- 4) Protect the environment.
- 5) Provide basic social services.
- 6) Finally- undertake community development.

Role of NGOs:

The NGOs can play a crucial role in overall development of community:

- 1) Assessment of resource endowments in the area and mapping of resources.
- 2) Identification of right beneficiaries belonging to weaker segments.
- 3) Organization and establishment of social action groups in villages.
- 4) Solicit people's participation in the delivery of development.
- 5) A link between people and government organizations.
- 6) Act as a catalyst to bring about all round development.
- 7) Creation of models through experiments and act as an innovative agency in development.
- 8) Represent people in the service area by identifying themselves with the local needs aspirations.
- 9) Promotion of peace, harmony, unity, nationalism and secularism in the mind of rural people.
- 10) Raise income levels and expand employment opportunity to the weaker section of the society.

Types of NGOs:

On the basis of aim, objective and scope we can categories various NGOs' as-

1. Welfare
2. Service
3. Relief
4. Literary

5. Cultural
6. Environment
7. Credit Union
8. Advisory
9. Educational
10. Research
11. Sports
12. Theological
13. Health etc.

attested by DC/ADC/SDO/Circle officer of the concern district.

Skills Required of an NGO:

- a) Community organizing.
- b) Objectivity monitoring.
- c) Participatory action research.
- d) Business skill. .
- e) Documentation, Dissemination of information.
- f) Training method.
- g) Technology training, appropriate technologies.

PART II (Applied Segment)

How to form an NGO:

Every group of individual that pursue activities to relieve suffering, promote interest of the poor, protect the environment, provide basic social service or undertake community development can form an NGO by having Registered under any one of the following Act-

Mode of Registration:

- 1) *As society*- under Societies Registration Act, 1860. (Act No. XXI of 1860).
- 2) *As Non-profit Company*- under Companies Act, 1956. [Pursuant to Section 33(2)]
- 3) *As Trust*- Under Indian Trust Act, 1882.

Procedure/ Instruction for the registration of a society:

- 1) Two sets of Memorandum of Association together with Rules and Regulations.
- 2) Registration Fees of Rs. 50.00/- payable through treasury challan.
- 3) Copies of resolution regarding the registration and election of the members of the Executive Body.
- 4) Signature of three Executive Members in the Memorandum of Association must be attested by DC/ADC/SDO/Circle officer of the concern district.
- 5) Details of office house rented or own.
- 6) Two copies of attested passport size photo of president and secretary.
- 7) Signature of seven Executive members must be

PART III

Indian and International Funding Agencies

A list of ten Government departments extend financial assistance (Grant-in-Aid) to the NGO are-

- 1) Department of culture – Ministry of Human Resource Development .
- 2) Ministry of Science and Technology.
- 3) Department of Education
Ministry of Human Resource Development
- 4) Department of youth Affairs and Sports , Ministry of HRD.
- 5) Ministry of Road Transport and Highways .
- 6) Ministry of Agriculture
- 7) Ministry of Textile
- 8) Ministry of Social Justice and Empowerment .
- 9) Department of Women and Child Development ,
Ministry of HRD.
- 10) Scheme under CAPART, NABARD, RGVN,
NIPCCD.

International Funding Agencies:

- 1) World Bank—Washington
- 2) Asian Development Bank –Manila.
- 3) UN Funding Agencies.
- 4) Food and Agriculture Organization. Canada.
- 5) International Labour organization.
- 6) World Health Organization .

PART IV : Success story

A. Shanti Sadhana Ashram sets 'mission possible through collective work & 'spiritual uplift'

Shanti Sadhana Ashram is a social organization registered under the Societies Registration under the Societies Registration Act. 1860 Art. XXI. Located on the outskirts of the city about 12 km from Guwahati Railway Station, there lies a much popular Public Service Organization (PSO) surrounded by the hills of Assam and Meghalaya.

Activities:

- (a) South Asia Partnership, India (SAP) Project: South Asia Partnership India offered a financial assistance through the project. The project was completed in the year 1994.
- (b) District Resource Unit (DRU): This project was launched in the year 1992 with the objective of development of Non – formal Education (NFE) and Adult Education (AE) Programme run by the Govt. of India. The project has been assisted by the Ministry of Human Resource Development ,Deptt of Education, New Delhi. The unit is concerned with Organizing, & Conducting Educational Programme, Awareness Generation Programme and imparting training to other organization on the mentioned programmes.
- (c) KHOJ Project: Under this project the Ashram has covered 20 villages of Dimoria Development Block for the promotion of Health, Nutrition, safe drinking water, Immunization etc. since 1994. This project has been running with integrated effort of Voluntary Health Association of India, Voluntary Health Association of Assam. Health services and Income Generating Activities are the main activities of the project.

(d) Non Formal Education (NFE) Programme: This project was launched in the year 1992 with 25 nos. NFE centres.

Part -V: Emergence of NGOs in India as well as in Assam

India is a vast country and development of its rural area is a major challenge. However, there is growing realization that economic development and commendable advances made by the nation in diverse fields would in reality be meaningless. If they fail to translate into better and dignified life for the majority living in rural India with jobless. Thus the focus now has been shifted towards development in rural areas so that the country is able to realize its potentials and secure and rightful place of pride in the comity of nations.

The government of India stands committed to efface poverty and hunger from the face of our villages and usher in total development of rural India. In conformity with this commitment foremost priority has been accorded to development in rural areas during the last few years. Number of initiative in the form of launch of new programmes restructuring to earlier schemes to make them more effective and promotion of participation of people in development process have been affected.

To match with economic liberalization and structural adjustment and to provide safety net, especially for rural poor and unemployed top priority has also been accorded to rural development by the way of progressively increasing the allocation of resources for the implementation of poverty alleviation programmes through NGOs.□□



Motivation and its Impact on Organisational Behaviour

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Sophocles said, "the wonders of wonders is man". He has infinite capacity to do good things like to think, master, imagine, foresee and invent things, discover mysteries. He has equal capacity to do bad things like to destroy, hate and kill. He is unpredictable. He is humane. He can also become inhumane. This human character guides his relation with his organization, colleagues, supervisor, and subordinates. As a worker he is business like, rational, matter of fact, productive, efficient and alert, always willing to cooperate, and work hard and at times work beyond allotted times sometime without food or rest, recreation and in poor environment. These two character, viz "the business-like character and the "human like character" are mixed together to make him the "wholeman". Thus when he works in the factory, he is expected to exhibit the "business like character in him". But the fact is that even while he is working as an employee, he still remains human – the husband to his wife, or father to his son. His emotions cannot be delinked. Hence the behaviour pattern of every individual vary. This is one of the reason why it is important for the managers to know more about the behavioural science and psychology of man to find out his feelings, attitudes and sentiments.

The word motivation comes from the latin word movere "to move". Motivation is the key to organizational effectiveness. The managers has to get the work done through others. These "others" are human assets or resources that are to be motivated to work. No manager has ever seen motivation just as no manager has ever seen thinking, perceiving or learning. All that managers sees are changes in behaviour. To

explain or justify these observed changes, managers make inferences about underlying psychological processes – inferences that are formalized in the concept of motivation.

Motivation at Work in Organizations

Human Relations Model carried the assumptions that :-

- 1) People as their natural instinct want to feel useful and important.
- 2) People crave for belongingness and want to be recognized as individuals.
- 3) These needs carry more weight and importance, than money in motivating people at work.

An unsatisfied need, drive, desire or motive causes tension within the individual, leading him to engage him in some kind of behaviour (to seek means) to satisfy the need and thereby to reduce the tension.. Thus motivation begins with an unsatisfied inner state condition and ends with movement to release that unsatisfied condition. with goal directed behaviour as a part of the process.

Motivation and Performance

Managers are concerned about employees accomplishing significant work goals, that are output, quality, cost commitment. the successful accomplishment of the goal is the result of the number of factors such as the time, effort and commitment of the employee as well as the employee ability factor, type of support and guidance provided by the manager. The manager should note that some of the factors are external and some internal. For example a manager

may notice a drop in performance and react by increasing the incentive pay for producing each unit. The manager's reaction is an attempt to increase the employee's motivation level and to show how interested the manager is in the performance of the employee. However, the drop in performance may be due to not feeling well, problems at home etc. The employee's abilities, outside world activities, available resources, working conditions and the style of management are important factors to consider when diagnosing what is thought to be a motivational problem.

Motivation and Morale

Many authors of management believe that morale is esprit de corps or the attitudes of a group. Therefore morale is a synthesis of how employees think and feel about their jobs, working conditions, organization and its goals etc. but it could also be an individual factor, because it also represents feeling of the employee towards his work in terms of job satisfaction, fulfillment of his needs and his interaction with fellow workers, superiors and subordinates. Generally high morale exists when the employee's attitude is favourable towards their jobs, organization, fellow workers, working conditions. Low morale results in jealousy, absenteeism, resignation. Thus high morale and motivation generally lead to a higher level of performance.

Motivation and Job Satisfaction

Job satisfaction may be defined as the psychological satisfaction which the employee derives by performing a job. Performance of the job by the employee also requires that his expectations and aspirations in terms of reward, consideration and fulfillment of his needs etc. have been met. If these are fulfilled, he will be satisfied with the outcome of job performance and greater job satisfaction would generally motivate the employee for performing their jobs more efficiently. Job satisfaction and motivation reinforce each other, strengthen each other and promote each other. Both are psychological factors creating some tension or pressure for behaving or doing things in a particular manner.

Motivation and Ability

Candidates are selected for the various jobs on the basis of the job requirements, which implies the presence of some degree of various physical as well

as mental abilities for performing a job. To develop the level of potentials and abilities, training programmes are conducted. Thus ability is a combination of many physical as well as mental factors such as physical strength, stamina, skill and competence and motivation is an inner – psychological factor which activates the individual to use his abilities for achieving a given goal.

When people join an organization they bring with them certain needs, goals, and interests along with certain levels of ability and competence. They use their ability for performing assigned jobs and if the organization provides for the satisfaction of their needs they get motivated and perform their assigned jobs more efficiently. Ability assumes more importance because first it is to be developed, then it is to be followed by motivation as to realize it fully for achieving the organizational goals. But on the other hand if the employees are capable of doing the things having enough abilities and competence, if not motivated the level of performance is bound to be low.

Motivating Techniques:-

Money

Economists and most managers have tended to place money high on the scale of motivators, while behavioral scientists tend to place it low. Probably neither view is right. But, if money is to be a kind of a motivator, then several things are to be remembered.

First, money as money is likely to be more important to people who are raising a family, for example, than to people who have "arrived" in the sense that their money needs are not so urgent.

Secondly, in most business organizations money is used as a means of keeping an organization adequately staffed and not primarily as a motivator.

Third, if money is to be an effective motivator, people in various positions, even though at a similar level, must be given salaries and bonuses that reflect their individual performance. The way to ensure that money has a meaning as a reward for accomplishment and as a means of giving people pleasure for accomplishment is to base compensation as much as possible on performance.

Worker Participation in Management:-

One of the major problems facing the industrial relations in general and particularly in particular is our attempt to put this under "legalized capsules" which are thrust down the throats of managers and workers". Anything which is applied externally has the transplantation problems. That is precisely the reason these have not proved very successful. In fact to be effective it must encompass areas like laying down objectives, taking part in planning exercise, direct involvement in decision making and full representations in policy making bodies and a say in the distribution of profits.

Quality Circles:-

This concept originated in USA but got developed in Japan. In a typical operation 8 or 10 persons including concerned supervisors of a production floor form a committee and met regularly once in every week to discuss the quality problems and recommended remedial steps following elements are present to promote motivation –

- Involvement in decision making
- Management gives freedom of action
- Increases mutual trust between management and workers
- Management delegates authority to decide their own actions.

Management by Objectives:-

Peter Drucker introduced this concept. It was a proposal of setting goals to individual employee / managers with a purpose of motivating them where the following steps are involved :-

- Setting objectives on mutual consultation
- Preparation of action plans
- Self control And self direction
- Periodic reviews.

Job Enrichment:

Job enrichment is an attempt to build into jobs a high sense of challenge and achievements job may be enriched by variety -

Giving workers more freedom in deciding things like work methods, sequence or the acceptance or

rejection of materials.

Taking steps to make sure that workers can see how their task contribute to a finished product and the welfare of the enterprises .

Job Security

The first preference for all the employees is the job security. It ensures stability of future income . However one negative point is that when people feel that they are not likely to be thrown out , they become complacent.

Modern workers are more educated and becoming more aware of their right . To them the old saying " money makes the mare go" no longer applies. We need their commitment. competence and above all a sense of belongingness in order to fight against severe competition.. Most recent views of motivation suggest that intrinsic motivation is good and extrinsic motivation is "bad". But in reality it is not so. Seeking to satisfy every member of staff's need is a challenge when some degree of similarity in jobs and processes is required in order to organize the work. It is unrealistic to hope that all aspect of a job will satisfy the intrinsic needs of those that undertake it. Extrinsic motivation is therefore part and parcel of modern working life. It is not a bad thing but to encourage it to the exclusion of intrinsic motivation requires proper management control and enforced management systems.

Practical Application:-

Claire had become the most proficient person on the team- there was no more she could learn the job. Her manager realized that this could result Claire becoming demotivated because there was further no more challenge within the job itself. To rectify this the manager made her the team trainer /coach. This gave Claire the challenges she needed to keep her motivated.

Lee was studying for qualification at work He took it up because he wanted to progress to the next level in management and felt that it would help him to achieve this. Lee enjoyed studying and was intrinsically motivated.

The organization introduced a new promotion scheme that made the qualification lee was studying a prerequisite for promotion to the job. The extrinsic reward attached to something Lee was happy to do

anyway took away some of the motivation he originally felt to undertake the job. The choice about whether to do the course or not had shifted away from being a free choice to one which was almost an obligation.

What makes people work? We have seen some people work hard. Some avoid work. To certain others work is worship. To many work is necessary evil. Some take work as a challenge. A few works if paid well. To some others nice work is better than few rupees to improve their work output. "We can take the horse to water, but we cannot make it to drink".

Peter Druker stated " the human being is the central, the rarest, the most precious capital resource of an industrial society. Better machines and materials

will continue to help us making improvements, but raising lot of people's morale and thereby promoting employee satisfaction and adjustment to work , curtailing industrial strife and fostering industrial harmony , with expectancy of higher productivity will be possible only through better supervision and better understanding of the "human side" of management. □□

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Time Is Precious

Ananta Deori

B.Com. 2nd year

To realise the value of '**one year**',

Ask a student who has failed in the exam.

To realise the value of '**one month**',

Ask a mother who has given birth to a premature child.

To realise the value of '**one week**',

Ask the editor of a weekly.

To realise the value of '**one day**',

Ask a daily wage labourer.

To realise the value of '**one hour**',

Ask the lovers waiting to meet.

To realise the value of '**one minute**',

Ask the person who missed the train.

To realise the value of '**one second**',

Ask the person who survived an accident.

To realise the value of '**one milli-second**',

Ask the person who has won the silver medal in Olympics. □□

INDIA'S INFORMATION TECHNOLOGY AND ITS IMPACT

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"Information technology" means all computerized and auxiliary automated information handling, including systems design and analysis, conversion of data, computer programming, information storage and retrieval, voice, video, data communications, requisite systems controls, and simulation.

INTRODUCTION:

Information Technology is one of the most dominant and growing Industry in the global economy today. The dynamic technological advancements in the Information Technology has influenced the use of IT products and tools in every sector. These dynamics have reinforced the changes in the economy and social sector that are transforming the business and society. In view of this new kind of economy-information economy, the software development activity is expected to grow many folds in the coming years. This technology has resulted in the growing importance of the software services. The software services have become growing segment in Europe, Japan and US. It is estimated that the size of the global software and services market will be around US \$360 billion.

From the 1950s, IBM had a virtual monopoly of computers in India. The 360 series release in 1960s was the major workhouse of the large organizations. They even maintained a chain of programmers who could write down software's for their machines. However in 1978, when George Fernandes, ministry of industries at that time, commanded IBM to take local shareholders into its subsidiary, the company refused strictly and went back after winding up its all operations in India. Its ex-employees then set up Computer Maintenance Corporation, with the primary object of maintaining IBM computers.

Time has changed the way businesses are carried out. What was supposed to be known to few and limited to the home towns, appears to be an ancient methodology of carrying out the work. The present day brands work on world wide scale, that is they are successful in not just one particular region but have deepened their roots to all the corners in the globe that you can think of.

Information Technology is what constitutes the most important sector in the present day trend of carrying out business. It is because you can not be present everywhere to monitor the work, but with networking and communications, you can always stay in contact with the other business sites of yours.

NASSCOM (National Association of Software and Service Companies). NASSCOM is the premier trade body and the chamber of commerce of the IT software and services industry in India. NASSCOM is a global trade body with over 980 members of which over 150 are global companies from the US, UK, EU, Japan and China. NASSCOM's member companies are in the business of software development, software services, software products and IT-enabled/BPO services. India's Minister for Communications and Information Technology calls for a joint industry-government effort to "ensure that the Indian IT sector remains a dominant player in the global market, and that we emerge as one of the leading countries of the new millennium". The first of these goals remains a challenge, but it is one for which India's information technology (IT) industry seems to be well prepared. The second stated goal is much broader, much deeper, and much harder to achieve. I assume a basic familiarity with the general structure and performance of the Indian economy, and the economic reform process that

has been taking place through the last decade or more.

IT in India

Information technology essentially refers to the digital processing, storage and communication of information of all kinds. Therefore, IT can potentially be used in every sector of the economy. The true impact of IT on growth and productivity continues to be a matter of debate, even in the United States, which has been the leader and largest adopter of IT. However, there is no doubt that the IT sector has been a dynamic one in many developed countries, and India has stood out as a developing country where IT, in the guise of software exports, has grown dramatically, despite the country's relatively low level of income and development. An example of IT's broader impact comes from the case of so-called IT-enabled services, a broad category covering many different kinds of data processing and voice interactions that use some IT infrastructure as inputs, but do not necessarily involve the production of IT outputs. India's figures for the size of the IT sector typically include such services.

Indicators of the strength of India's software export capabilities include the depth of its base, and the breadth of its global reach. There are over 2,500 Indian software exporters, and while only the top five (TCS, Infosys, Wipro, Satyam and HCL) are approaching the status of global brands. In 2006-07, software and services exports grew by 33 per cent to register a revenue of US\$ 31.4 billion, whereas the domestic segment grew by 23 per cent to US\$ 8.2 billion. Within exports, IT services touched US\$ 18 billion, a growth of 35.5 per cent.

India's development and contribution in world's information technology sector is of the highest reputation. Cities like Bangalore have become the favorite (most preferred) destinations of all the big banners like HSBC, Dell, Microsoft, GE, Hewlett Packard, and several Indian multi national firms like Infosys Technologies, Wipro, and Microland who have set up their offices in the city. It is because the city offers good infrastructure, with large floor space and great telecom facilities. This can be judged on the basis of the high growth statistics of India and the changing outlook of the companies towards India. It is because of this growth many popular brands that have not yet

build up there rigid offices in the country are making it fast to have a destination in India too. For example, **Sun Microsystems**, a global IT major, announced in Bangalore to double the present workforce of the company's Sun India Engineering Center (IEC) from the present 1000 to 2000 in the next two years time. IEC, which is the largest R&D center for Sun outside the US, would also focus on developing products in India to suit the needs of the Indian market, which would be benchmarked globally. This speedy growth of IT Sector is undoubtedly due to the efforts of Indian government and the other developments that took in the other parts of the globe.

The vision of Information Technology (IT) policy is to use IT as a tool for raising the living standards of the common man and enriching their lives. Though, urban India has a high internet density, the government also wants PC and Internet penetration in the rural India. In Information Technology (IT), India has built up valuable brand equity in the global markets. In IT-enabled services (ITES), India has emerged as the most preferred destination for business process outsourcing (BPO), a key driver of growth for the software industry and the services sector. India's most prized resource in today's knowledge economy is its readily available technical work force. India has the second largest English-speaking scientific professionals in the world, second only to the U.S. According the data from ministry of communication and information technology, the ITES-BPO industry has grown by about 54 per cent with export earnings of US\$ 3.6 billion during 2003-04. India's sunshine sector. ITeS, continues to chart double-digit growth. It has recorded revenues of US\$ 39.6 billion in 2006-07, up 30.7 per cent against a projected growth of 27 per cent, according to the NASSCOM. With growth in the sector being stupendous, the average increase in salary levels in the ITeS sector has been between 16 and 18 per cent.

The industry body has projected a revenue of US\$ 49-50 billion in 2007-08 at a growth rate of 24-27 per cent. Of the US\$ 50-billion revenue projected for FY08. Nasscom estimates that ITeS/BPO exports will contribute between US\$ 10.5-11 billion. The domestic market is expected to reach US\$ 10 billion at a growth rate of 20-22 per cent. Marking the growing importance of India as an outsourcing hub, two US-listed Indian

outsourcing firms — Cognizant Technology and EXLService — have made to the list of the world's 100 'hot growth' companies. The two Indian firms are among 10 software and services firms that have appeared in the list of companies from around the world.

India holds a dominant share of the global offshore IT-ITeS sector (65 per cent of the global market in offshore IT and 46 per cent of the ITeS market). However, at US\$ 31.3 billion in FY07, Indian IT-ITeS exports account for less than 3 per cent of the global spend on IT and ITeS. If India maintains its current share of the global offshore IT-ITeS market, IT-ITeS exports from India will exceed US\$ 60 billion by FY10 and US\$ 86 billion by FY12. Further, growing at current trends, Indian IT-ITeS exports are projected to reach nearly US\$ 330 billion by FY20 (nearly 14 per cent of the projected worldwide spend).

Indian IT companies are also expected to move up the value chain and concentrate more on high value added services. Nasscom forecasts that India's offshore IT-ITeS industries will grow at an annual rate of 24 per cent to 25 per cent and sustain nearly 10 million jobs by FY12.

With the formation of a ministry for IT, Government of India has taken a major step towards promoting the domestic industry and achieving the full potential of the Indian IT entrepreneurs. Constraints have been comprehensively identified and steps taken to overcome them and also to provide incentives. In order to broaden the internet base, the Department Of Information technology has also announced a programme to establish State Wide Area Network (SWAN) up to the block level to provide connectivity for e-governance. The Department has also set up Community Information Centres (CICs) in hilly, far-flung areas of the North-East and Jammu and Kashmir to facilitate the spread of benefit of information and communication technology. It is also proposed to set up CICs in other hilly, far-flung areas of the country like Uttaranchal, Andaman & Nicobar and Lakshadweep. A number of steps have been taken to meet the challenge of zero duty regime in 2005 under the Information Technology Agreement (ITA-1). Tariffs on raw materials, parts, other inputs and capital goods have been rationalized to make domestic manufacturing

viable and competitive. According to a NASSCOM-McKinsey report, annual revenue projections for India's IT industry in 2008 are US \$ 87 billion and market openings are emerging across four broad sectors, IT services, software products, IT enabled services, and e-businesses thus creating a number of opportunities for Indian companies. In addition to the export market, all of these segments have a domestic market component as well. The IT-enabled service industry in India began to evolve in the early nineties when companies such as American Express, British Airways, GE and Swissair set up their offshore operations in India. Today a large number of foreign affiliates operate IT-enabled services in India. The different service lines of IT-enabled services offshored to India include customer care, finance, human resources, billing and payment services.

IT in Banking

Indian banking industry, today is in the midst of an IT revolution. A combination of regulatory and competitive reasons have led to increasing importance of total banking automation in the Indian Banking Industry.

Information Technology has basically been used under two different avenues in Banking. One is Communication and Connectivity and other is Business Process Reengineering. Information technology enables sophisticated product development, better market infrastructure, implementation of reliable techniques for control of risks and helps the financial intermediaries to reach geographically distant and diversified markets.

RBI's Monetary and Credit Policy 2003-04, provides an insight into the current developments & future of technology up gradation in the Indian Financial sector, including banks. The Reserve Bank has assigned priority to the upgradation of technological infrastructure in the financial system. Substantial progress has been made for developing a modern, efficient, integrated and secure payment and settlement system for the financial services sectors. Modernisation of clearing and settlement through MICR based cheque clearing, popularising electronic clearing services (ECS) and integration of RBI-EFT scheme with funds transfer schemes of banks, introduction of centralised funds

management system (CFMS) are significant milestones in this regard. Banknet India invited CTO's (Chief Technology Officers) of various Major Indian Banks to share their perceptions on IT in Banking, with special reference to the Reserve Bank of India's initiatives in promoting computerisation in the Financial Sector.

Conclusion

To conclude, India has emerged as the fastest growing IT hub in the world, its growth dominated by IT software and services such as Custom Application Development. I will briefly consider general economic reforms issues, and implications for the IT sector. The central areas of India's policy reforms have been replacing quantitative trade restrictions with tariffs, lowering effective levels of protection, removing an area of discretionary controls on private sector investment, and creation of modern financial markets. Standard examples of where these reforms can be built upon, to further stimulate growth, include removal or relaxation of obsolete "small-scale sector" reservations

and size restrictions, privatization of inefficient state-owned enterprises, rationalization of tax subsidy policies and tax administration, and relaxation of severe labor market restrictions. This list can be characterized by its emphasis on improving the efficiency of the mechanisms with which the government directly affects the private sector. The entire Indian economy, not just the IT sector, can presumably benefit from such reforms, which will reduce distortions of private sector behavior.

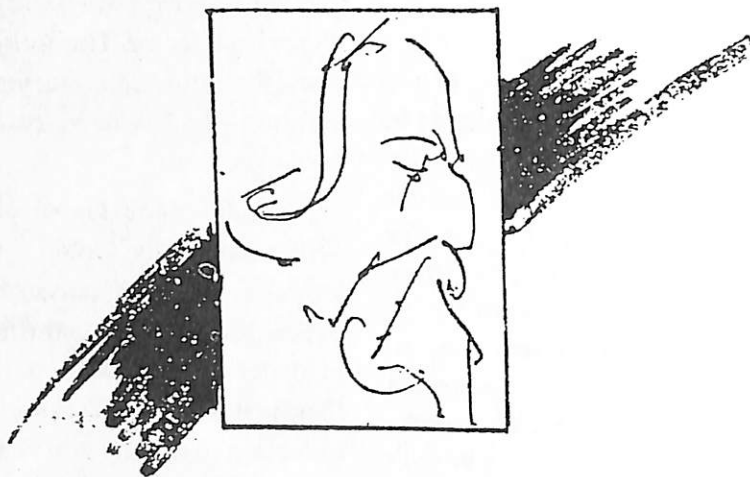
India is now known globally for its new mantra –Information Technology; which has its roots in the strategic infection started by the success of India's export led software industry. I have provided some evidence for the potential of the IT sector to be more than just a software export enclave. If there is any exception to this general conclusion, it is in providing the conditions for rapid increases in access to modern communications for India's population. □□

Nine Requisites For A Contended Living

- Health : enough to make work a pleasure.
- Wealth : enough to support your needs.
- Strength : enough to battle with difficulties and overcome them.
- Grace : enough to confess your sins and forsake them.
- Patience : enough to toil under until some good is accomplished.
- Charity : enough to see some good in your neighbours.
- Love : enough to make your to be useful and helpful to other.
- Faith : enough to make real the things of God.
- Hope : enough to remove all anxious fears of the future. □□



Tagore as a Novelist



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Rabindranath Tagore, one of the greatest poets of all times wrote several novels which primarily may not have attained the stature of his poetical works. But, seldom in world literature has any novelist written great poetry nor has any poet ever created such excellent works of fiction.

As a novelist, Tagore began in the line of Bankim Chandra. From Bankim to Rabindranath, Bengali fiction, a gift of the West has taken several strides. Two hallmarks are easily identifiable. It marks the disappearance of historical romance and the emergence of the psychological novel. However, the romantic touch is not altogether absent from the works of Rabindranath; his novels are marked by a subtle psychological reality deeply rooted in social as well as individual life. We find the changing social history, roughly from the nineteenth to the twentieth century in the novels of Rabindranath.

His first novel, **Bou-Thakuranir (The Young Queen's Mart, 1883)**, although written in the prevailing mode of historical romance, comes closer to that of a psychological romance wherein the element of pathos predominates. The pathos associated with the life of Bibha and her idealist brother, Prince Udayaditya overshadows the implied criticism of the historical details

engulfing the life of the fabled hero, Pratapaditya. The same is true of **Rajarshi (The Royal Sage, 1887)**. However, in this novel, we find an element of drama in the conflict between 'dharma' and 'rajdharma' – religion and kinship.

Chokher Bali (Eyesore, 1903) marks the beginning of a new era. It runs quickly through a period of seven years – a period in which Tagore ceaselessly experimented with his poetic verse in a quest for self-expression. **Chokher Bali** is followed by **Naukadubi** written in the year 1906. The novel begins with the coming together of Ramesh and Kamala, who are not husband and wife and ends with Kamala's reconciliation with Nalinaksha.

In **Gora (1909)**, by far the greatest of all his novels, we find a wonderful galaxy of characters – life-size, individualized and unforgettable. This novel was written at a time when the Partition of Bengal, 1905 stirred the national consciousness of every Indian. Tagore played a leading role in the Swadeshi Movement and also helped in establishing national schools and colleges in India. Hence, the polemical preoccupations in the novel amidst these vital stirrings are quite understandable. The placid surface of the novel is racked by psychological storms within the four main

characters – Mahendra, Bihari, Asha and Binodini. At the center of the storm stands Mahendra and Binodini. Compared to them, the Asha-Bihari tangle is more easily resolved.

After *Gora*, the novels of Rabindranath take a new turn. *Chaturanga* (*Broken Ties*, 1916) initiates a peculiar suggestive fragmentariness in which emotional depths seems to be controlled by a sophisticated manner of light writing. His subsequent novel, *Ghare Baire* (*The Home and the World*, 1916) takes us into the world of Indian politics. The political motif of *Gora* repeats itself in a different way in this novel. Some of the political aspects of the National Movement – the angry intolerance, the racial hatred leading to terrorism, the uncritical acceptance of a rigid line of action – draws Tagore's condemnation. However, it is the human interest in *Ghare Baire* that really matters.

Yogayog written in 1929 has a clear cut story line in which structure carries as much value as mood or thought, but all such means, all inventiveness is tied to the focal point of characterization. The great power of *Yogayog* is in its clear portrayal of psychological subtleties. It is, from one point of view, the most satisfying of all the novels Tagore has written.

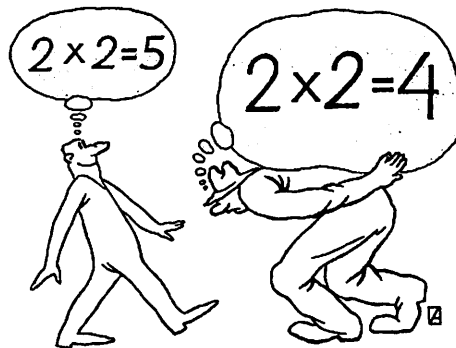
Shesher Kabita (*Farewell My Friend*, 1930) is another novel, which took the Bengali readers by storm. This novel further consolidated Tagore's position

in the arena of Bengali literature. Here the theme of love predominates from the beginning till the end. Love's ascetism and utmost dedication attains its last word in *Shesher Kabita*. Its beauty of feeling is as describable as its beauty of language – every passage is a unique and startling prose poetry.

The next two works include *Dui Bon* (*Two Sisters*, 1933) and *Malancha* (*The Garden*, 1934). Both the novels concentrate on various aspects of feminine psychology. In *Dui Bon*, Tagore repeats the idea that women play a dual role in society – as 'Mother' and as 'Beloved'. Indeed, these two novels are more in the shape of short stories than novels.

Char Adhyaya (*Four Chapters*, 1934), the last novel written by Tagore raised a cloud of protest. Not apparently, but undoubtedly it dealt with extremist activities, a subject which never appealed Tagore. The terrorist movement forms the framework of the novel. Ela has pledged herself to that movement and into it she draws Atindra, with whom she is in love. The four chapters in which the story is set are virtually four acts in a play. Perhaps nowhere has the expressive power of Bengali prose been so well worked out as in *Char Adhyaya*.

Thus, it may be said that had Rabindranath Tagore written nothing but novels, he would have been the most predominant figure in the realms of Bengali Literature. □□



E - BANKING

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Electronic Banking as “Delivery of bank’s services to a customer at his office or home by using Electronic Technology can be termed as Electronic Banking”. The quality, range and price of these electronic services decide a bank’s competitive position in the industry.

Technology in banking has been used in four major ways:

- * to handle a greatly expanded customer base,
- * to reduce substantially the real cost of handling payments,
- * to liberate the banks from the traditional constraints on time and place,
- * to introduce new products and services.

The following developments, in the Indian context, have made it possible to apply Electronic Technology to banking transactions like cash receipts, cash payments, transfer of funds, payment of utility bills (water bill, telephone bill etc.), payment of dividends and interests thereby moving society towards electronic banking.

The Salient Features of Electronic Banking are

- ❖ Introduction of Magnetic Ink Character Recognition (MICR).
- ❖ Electronic Funds Transfer System.
- ❖ Cheque Transaction Technology.
- ❖ Personal Computer Power.
- ❖ 24 Hour Banking service, “7 days a week”.
- ❖ The Interactive Voice Response Systems.
- ❖ Insurance Products, Share dealing
- ❖ Shopping products like credit sales direct debits, computerised retail sales.

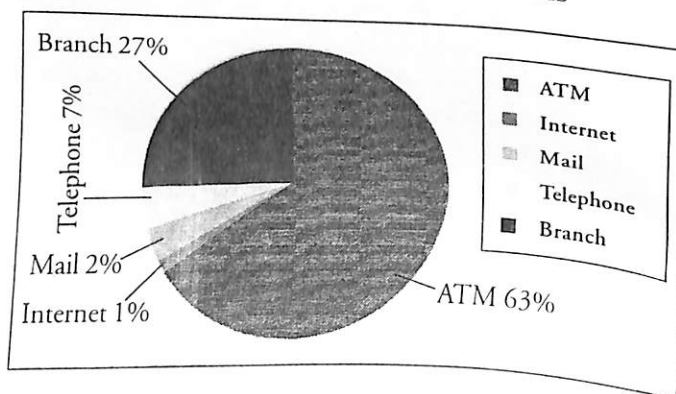
- ❖ Development of Plastic Card.
- ❖ Funds Transfer using EFTPOS.

The Emergence of Electronic Banking Products :-

Intense competition has forced banks to rethink the way they operated their business. They had to reinvent and improve their products and services to make them more beneficial and cost effective. Technology in the form of electronic banking has made it possible to find alternate banking practices at lower costs.

More and more people are using electronic banking products and services and because a larger section of the bank’s future customer base will be made up of computer literate customers, the banks must be able to offer these customer products and services that allow them to do their banking by electronic means.

Consumer preferred Banking Channels



Consumer preferred Banking Channels have become very popular in the present day context. They are of the following-

❑ Automated Teller Machines (ATM)

The ATM was one of the earliest electronic banking products, the first ATM being introduced in

the mid 1970s. It provided customers with the ability to withdraw or deposit funds, check account balances, transfer funds and check statement information.

□ **Electronic Funds Transfer (EFT)**

Electronic Funds Transfer (EFT) is another electronic banking product that facilitates transfer of funds amongst the various branches of any bank in the shortest time.

□ **Telephone Banking**

Telephone Banking is a relatively new electronic banking product. However, it is fast becoming one of the most popular products. Customers can perform a number of transactions conveniently from their own home or office, infact from anywhere if they have access to a telephone. Customers can check balances and statement information, transfer funds from one account to another, pay certain bills and order statements or cheque books.

□ **Personal Computer Banking**

Personal Computer Banking or PC Banking is also a fast growing area in electronic banking. PC Banking allows customers to access information about their accounts through a dial-up connection with their bank. Customers can perform basically all the transactions that are available with telephone banking.

□ **Internet Banking**

Internet Banking is an improvement over PC Banking. This is because Internet Banking is done over a highly accessible public network. The bank can set up their system, much the same as PC Banking. It is accessible to anyone using the Internet, not just the bank's customers.

□ **Electronic Banking in Relation to the Internet :**

The Internet was developed in the late 1960's in California. It is basically a massive network that is publicly accessible from a computer via a modern over telephone lines.

The Internet also provides banks with the ability to deliver products and services to consumers at a cost that is lower than any existing method of delivery. Internet banking is easy to use and is cost effective. A survey conducted in US shows that of all the modes of

transactions, Internet transaction is the cheapest for the banks.

Table : Banking Transaction Costs

Normal Branch Transaction	\$ 1.07
Telephone Banking	\$ 0.54
ATM	\$ 0.27
PC Banking	\$ 0.02
Internet	\$ 0.01

[Source : Booz Allen and Hamilton, Banking Survey, July, 1996]

Internet Banking Systems :

Internet Banking system allows customers to open accounts, pay bills view account balances, complete loan applications, calculate interest, view and print copies of cheques and deposits, exception reporting on overdrawn accounts, funds transfer, stop payments, re-order cheque books and statements and receive banking industry news, send and receive messages to/from the bank through e-mail. It also has an online demonstration; and training system to assist new or potential customers.

New Electronic Banking Products :

With the introduction of the Internet and the opportunities it has provided, new products and services are emerging that are set to change the way we look at money and the monetary system.

Some new electronic banking products are mentioned below :

□ **Tele Banking Services :**

Many banks provide facility to their customers to know their accounting information such as :

- * Information about Account Balance - C l e a r balance and total balance.
- * Rate of issue cheque - encashed, not presented, slip payment etc.
- * V.R.S. (Voice Response System).
- * Password for Security and Protection.
- * Information about latest rate of interest.
- * Information about various schemes in bank for deposits and advance.

□ **Clearing House Automated Payment System (CHAPS) :**

Under the CHAPS Scheme large payments (over 10000 Pounds) can be treated in the same way. It is an electronic messaging system within which all transactions are transmitted in code to help reduce the risk of fraud.

□ **Society for World Wide Interbanking Fast Transfers (SWIFT) :**

This has been running for almost ten years and it is computerised message system which links banks around the world. In 1996 it was updated from the centralised system to a decentralised computer network because of the increasing amount of work passing through the system.

□ **Electronic Clearing Service :**

- Electronic Credit Clearing
- Electronic Debit Clearing

□ **Electronic Clearing Service - Credit Clearing :**

It is a simple, reliable and cost effective solution for bulk and repetitive payment transactions like salary, pension, interest, commission, dividend, etc.; by public or private companies and Government Departments through banks.

Under the said system, companies who have to make bulk payments to a large number of beneficiaries prepare the credit instructions on the magnetic media and submit the same to Reserve Bank of India through their bankers.

□ **Electronic Clearing Service - Debit Clearing :**

Electronic Debit Clearing covers the payment to Utility Companies like telephone and electricity bills etc. It was introduced in March '96 by Reserve Bank of India. Under the said scheme the customer on receipt of the bill from the utility company and having satisfied himself of its correctness can approach his banker and authorize the bank branch to debit his account for the amount of the bill and transfer the amount to the bank account of the Utility Company. The said scheme exists in four Metropolitan cities i.e. Mumbai, Delhi, Kolkata and Chennai.

□ **RTGS System :**

Reserve Bank of India has taken the initiative for facilitating real time funds transfer through the Real-Time Gross Settlement (RTGs) System. Under the RTGs system transmission, processing and settlements of the instructions will be done on a continuous basis. Gross settlement in a real time mode eliminates credit and liquidity risks.

□ **Stages of E-banking :**

Different banks are in different stages of implementation of electronic banking.

Citibank, HDFC and ICICI bank have already started their e-commerce portals. These banks are already offering on-line real time banking services on internet.

All the banks can be divided into three stages of implementation of electronic banking.

Table : Stages of E-banking

Stage	Services provided	Banks
Information websites	Websites provides information on the financial services offered in the bank's branches.	Most of the Banks in India.
Electronic and Internet Banking	Customer can do basic banking transactions like opening an account, payment of Utility Bills, checking their balance and transactions.	Some of the new private sector banks and foreign banks.
E-Commerce and e-banking	Banks become electronic market place where customers can buy and sell through bank's payment gateway.	A few new private sector banks and foreign banks.

□ **Benefits of E-banking :**

To the customer :

* **Anytime Banking -**

Managing funds in real time and most importantly, 24 hours a day, 7 days a week.

* Cash withdrawal from any branch /ATM.

* On-line purchase of goods and services including on-line payment for the same.

* **Anywhere Banking -**

Balance enquiry, request for services, issuing instructions etc. from anywhere in the world are possible.

To the Bank :

- * E-banking provides competitive advantage to the bank.
- * By connecting all the branches through WAN (Wide Area Network), anywhere banking facility can be provided.
- * Reduces customer visits to the branch and thereby human intervention.
- * By connecting ATMs, risk of overdrawal can be eliminated in case of ATM, credit and debit cards.
- * Helps in establishing better customer relationship and retaining and attracting customers.

To Merchants, Traders etc. :

- * Less need for merchant / traders to provide credit facility to their customers.
- * Making e-commerce a reality and globalising the trade.
- * Avoid all the cost and risk problems involved in handling cash.
- * Providing services of international standard at low transaction cost.

To Government and Nation :

- * Globalisation of trade through e-commerce.
- * Establishment of e-commerce in India will promote exports and increase inflow of foreign exchange.
- * Promotion of e-commerce and e-banking will eliminate the risk of carrying heavy cash.
- * E-banking and e-commerce will improve transparency in transactions.

SUMMARY AND CONCLUSION :

- * Indian Banks offering online services have a long way to go. For online banking to reach a critical mass.
- * There has to be sufficient number of users and the sufficient infrastructure in place.
- * The internet is in the public domain whereby geographical boundaries are eliminated.
- * Keeping in view all the above developments, Internet banking is likely to grow at a rapid pace and most banks will enter into this area soon. Rapid strides are already being made in banking technology in India and internet banking is a manifestation of this. □□



CLASSROOM MANAGEMENT

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The traditional role of the teacher as a dispenser of knowledge only does not seem to be relevant any more. It is more important for him to initiate his students into the art of learning by helping them acquire the right mental attitudes and learning habits. His authoritative delivery of knowledge has to be supplemented by his spending more time diagnosing the learner's needs, motivating and encouraging them and checking the knowledge acquired.

Imagine the scenario from a traditional classroom: Students are sitting in an orderly arrangement, raptly attentive to what the teacher is saying. The classroom is quiet and orderly. When the directions for a learning activity are given, every student gets quickly down to business, working on the same assignment. Or take this scenario from a constructivist classroom: students are working on a problem that is relevant to their lives and experiences. They work individually in pairs and in small groups. They share their ideas, ask probing questions, challenge concepts and collaborate with one another in constructing their own knowledge. Because of all the activity, the classroom is a buzz of student voices.

Whichever environment the teacher has created in the classroom, classroom organisation and management are pressing concerns. Whether the classroom is quiet and orderly, or appears to an outsider to be in a state of chaos, unless the teacher has taken measures to establish a learning environment and monitor student behaviour throughout the period, student learning is greatly hampered.

To understand the concept of classroom management better, let us take into account the role of a teacher in the classroom. Basically there are two aspects to a teacher's role in the classroom. Firstly, the teacher imparts knowledge or skills to the learners

—this is the instructional function. Secondly, the teacher creates the conditions in the classroom, whereby the learners can learn and this is the management function. The instructional function is the task-related aspect of the teacher's role, what the teacher does in the classroom. It takes into account the ways in which the teacher can transmit information. The management function, on the other hand, focuses on the interpersonal aspect of the role, that is, the way in which the teacher organises the process of learning and human resources in the classroom. Though I have talked of two different aspects of the teacher's role, in actual classroom practice we find that both the aspects of the role complement each other. For the teacher to perform the role of the instructor is almost impossible without simultaneously performing the role of manager as well.

Managing a classroom requires many tasks; however it is important to remember that classroom management is not about achieving order for order's sake. It's about achieving order so that productive learning can occur. We must realise that the ultimate goal of classroom management is to promote learning.

A good classroom manager

- ❖ motivates the learners and keeps them motivating to learn;
- ❖ controls and maintain discipline in the learning group to allow for learning to take place;
- ❖ organises the learning group and monitors the effectiveness of the activities planned;
- ❖ possesses knowledge and control of what they want to happen in the class;
- ❖ has the readiness to assume responsibility to use available resources to promote effective learning;
- ❖ has the ability to establish rapport with the learners and allocate time through rules and

procedures. Time is an essential element of classroom organization and management. The teacher must develop routines for physical movement that minimize distractions and increase time – on – task. Students who are on – task have greater opportunity to learn. When student movement from activity to activity consumes a great deal of time, the opportunity to learn decreases.

Effective classroom managers provide opportunities for students to make decisions and follow through on those decisions. Good classrooms are not teacher-dependent environment but rather independent student learning arenas. Students who come to our desk and ask, “Is this what you wanted?” or “What do I do next?” are saying they aren’t allowed to make their own decisions. A good classroom manager is one who empowers students in making decisions thus facilitating independent and responsible learners. They teach the students what to do when they finish an assignment early, how to get extra help and how to take care of their personal needs.

This provides the students with a sense of responsibility and allows them to make decisions that should be theirs rather than the teacher’s. Effective teachers know that a quiet classroom is not necessarily a productive classroom. Learning is sometimes noisy and messy. They recognize that learning can take place in different types of environments. The activity level or noise level of a lesson may ebb and flow along with the level of participation of the students. Students need opportunities to share, communicate and vocalize their educational experiences all within previously established rules or expectations. Successful classrooms tend to involve significant amount of class discussions and group exploration. A quiet classroom may very often be a dead one.

The ambience of a class is affected considerably by the kind of leadership style a teacher adopts. This affects the classroom climate and the nature of group and individual behavior. In a democratic social climate, the group members are more friendly to each other: the learners take greater initiative for their learning and there is a higher level of tolerance amongst other members of the group, leading to more collaborative learning. This is the goal all teachers strive for.

Leadership skills are founded on personal qualities. The personal characteristics that are required to be a good classroom manager are-

- ❖ personal awareness, that is, awareness of one’s strengths and weaknesses and the ability to evaluate the demands of a task and one’s own ability to perform the task;
- ❖ organized planning of the steps to be followed to achieve one’s teaching goal and
- ❖ an open attitude and the willingness to treat learners as complete individuals (not simply learning machines) with their own personal likes and dislikes.

Student misbehavior is problem that most teachers often confront while managing a classroom. Even a most carefully planned management system cannot prevent student misbehavior from occurring. Most misbehavior can be handled unobtrusively. Minor inattention or inappropriate behavior should be dealt immediately without disrupting or stopping the flow of instruction. Stopping a lesson in response to student misbehavior is unusually self-defeating and decreases time-on-task. Minor misbehaviors can easily be handled through eye contact, a touch or gesture, moving closer to the student or calling on him. Prolonged misbehavior, of course, will require more direct intervention. The teacher must confront the situation and simply demand the appropriate behavior because punishment doesn’t, in itself, teach desirable behavior. While some sanctioning may be necessary to alert students, researches have found that the amount of behavioral sanctioning during instruction time is negatively related to student achievement. When teachers must deal with students who misbehave, it is always at the expense of instructional time. It is important for teachers as classroom managers to understand that despite their efforts, problems with particular students may still recur. They must recognize when handling a student is beyond their capabilities; they must turn to other resources such as counselors, the administration of the institution and parents or guardians who may be of assistance in a teaming arrangement.

Thus, creating a lively, respectful and well-managed classroom environment is a “ continual process, one that requires tremendous activity and patience from the teacher.” □□

Gandhi and Indian Writing in English

Samar Bhattacharyya

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Mahatma Gandhi, the name itself is enough to inspire the whole world. Gandhi and his philosophy of "Ahimsa" totally changed the lives of many people in different corners of the world. The influence of Gandhi is confined not only to the Indian soil; the whole world acknowledged the magnanimity of the Gandhian whirlwind.

Now coming to the realm of literature, Gandhi came to influence Indian literature to a great extent. Indian writing in English is also not an exception to that. Nehru once remarked, "Gandhi was like a powerful current of fresh air that made us stretch ourselves and take deep breaths." Gandhi was essentially a humanist. Although he struggled hard to free India from the foreign rule, there was no hatred in his heart for the British. He hoped to make Hindustan the lingua franca of the country. But he was fully aware of the advantage of the knowledge of English language as the great world language. So, he maintained total regularity in writing in English.

Indian English Literature of the Gandhian age was inevitably influenced by the Gandhian movement. The great mass-awakening of national consciousness, unprecedented awakening among women, the rise of a strong youth movement, the upliftment of the untouchables-- all these developments in Indian society ultimately changed the texture of Indian literature, including Indian writing in English. The influence of Gandhi was tremendous on Indian English novel and poetry. During the Gandhian age, Indian English novel discovered some of its most compelling themes : the painful experience of the freedom struggle, east-west

relationship, the communal problem and the plight of the untouchables, the landless poor, the down-trodden, the economically exploited and the oppressed. The works of K. S Venkataramani (Kandan the patriot), Mulk Raj Anand (Untouchable), Raja Rao (Kanthapura) and R. K Narayan (Waiting for the Mahatma) would not have been possible without Gandhian influence. Again this Gandhian influence made the Indian writing in English more simple and clear rather than ornate or profound. There had been a more or less conscious shift of emphasis from the city to the village and there was a contrast between urban luxury and rural modes and manners. It also gave a global and cosmopolitan touch to the Indian writing in English.

In the field of poetry also, Gandhi and his philosophy influenced to a great extent. There are numerous poems in Indian literature inspired by Gandhi. Sarojini Naidu in her sonnet entitled 'The Lotus' apostrophized Gandhi as 'O Mystic Lotus'. Tagore also mentioned about Gandhi in his poem 'The Child.' Humayun Kabir more directly articulated about the personality of Gandhi in these lines

"A love figure stands upon the sands of time ..
Launches India's resistless caravan."

Another ambitious effort is R. R Sreshta's long poem on Gandhi's martyrdom, 'A light into our path'.

Finally we cannot neglect Gandhi's own literary works which aptly enriched the Indian Writings in English. His writings can be categorized into three periods. In the brief early London period (1888-1891)

he wrote a chronicle of his sojourn in London titled 'London Diary'. Another essay of 55 pages is his 'Guide to London', written after his return from London. The South African period revealed Gandhi as a disputationist, journalist and author. He emerged as a pamphleteer with pamphlets like, An Appeal to Every Briton in South Africa (1855), The Indian Franchise (1895), Grievances of the British Indians in South Africa (1896), etc. 'The Indian Opinion' was the first journal launched by him in which one of his major works 'Hind Swaraj' appeared in 1909. This work is a dialogue in 20 chapters between the reader and the writer on the problem of Indian Independence. During the thirty three years of the Indian period, Gandhi gave historic speeches in English, like Benaras Hindu University in 1916, the speech at the trial of 1922 etc, several articles including a scathing review of Miss Mayor's notorious book 'Mother India' etc. He also left behind a large number of letters in English. Lastly mention must be

made of his epoch-making autobiography 'The Story of My Experiments with Truth'. Though the work was originally written in Gujrati, yet it influenced the later Indian literature with full force. 'Satyagraha in South Africa', 'Discourses on the Gita', 'From Yeravada Mandir' etc. are some other works by Gandhi but were originally written in Gujrati and later translated into English.

This is in very brief a sketch of Gandhian Literature in English and its manifold influences on the sphere of later Indian Writing in English. After Gandhi, many writers tried to catch many of the accents of the Gandhian Age and this process is still continuing. Even today, Gandhi is a popular theme in world literature as well as in cinema and will remain so forever. □□

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A History of Indian English Literature, M.K. Naik.

Knowledge is not something
to be packed away in
some corner of our brain,
but what enters into our being,
colours our emotion,
haunts our soul,
and is close to us as life itself.

— *Dr. Sarvepalli Radhakrishnan*



Origin of English Novel

Chandrima Goswami

Dept. of English

Novel, as the name itself suggests, is a new kind of literature because it was the last major literature to evolve. It came after poetry and drama. The novel is an extended narrative in prose with an interplay of both fact and fiction. The English name 'novel' was derived from the Italian 'novellea' (literally 'a little new thing') which was a short tale in prose. However, the root of the English novel can be traced back to the 'medieval romances'. The modern novel had its germs in these romances like "Sir Gawain and the Green Knight" and those dealing with the legends of king Arthur. Another important source of the novel was the collection of some ballads telling the adventures of the popular hero like Robin Hood.

However, not only from England, but from many other foreign countries came some other influences for these medieval romances. From Italy came the pastoral romances in its most dreamy and attenuated form, the gorgeous poetic romances of Tasso and Aristo and many other collection of Novelle. From Germany came just books and tales of mecomancy. From France and Greece came the story of adventure. From Spain came Amadis da Gala and the picaresque tales. So, by taking elements from all these sources, the Elizabethan masters developed the prose romances of the Elizabethan age. Mention must be made of some prose romances like John Lyly's 'Euphues', Philip Sidney's 'Arcadia', Thomas Lodge's 'Rosalynd and Robert Green's 'Pandosto'. Though the Elizabethan masters did not succeed in evolving the novel; but their multifarious adaptations and experiments, their ephemeral successes and efforts did incomparably

more than the preceding ages had accomplished in making the novel possible.

During the 17th century, another influence came from France and that was the French romance. Under the influence of these romances in England, a new form of literature emerged which was known as Heroic Romance. Some of them were like John Bareley's 'Argenis', John Crowne's 'Pandineon', William Congrene's 'Incognito' etc. Though the rogue of heroic romances continued for a few years during the 17th century, yet very soon the English romance took a new direction towards realism. This new mode of realism was mainly brought about by John Buryan, Aphra Behn etc to their writings.

Now coming to the 18th century, many historical and social factors contributed immensely in the rise of the English novel. Many critics tried to put forward different theories regarding the rise of the novel. Among those, Ian Watt's 'Triple Rise' theory is very popular as well as quite convincing. According to Watt, the rise of the middle class during the 18th century led to the rise of a great number of reading public which ultimately facilitated the emergence of the novel. Industrialization brought great affluence to the middle class—an intermediate class between the poor and the well-to-do. This class then became the only book-buying section who read extensively which ultimately increased the popularity of the novel. The printing press was already invented. Again, the increasing leisure time of the people, especially of the women also amplified the composition of the reading public. The women of the upper and the middle classes had ample leisure

time. Due to industrialization or the development of economic specialization, the age-old household duties of spinning and weaving, making bread, beer, candles and soap etc. were no longer necessary, since most necessities were manufactured or could be bought at shops and markets.

Apart from these social factors, another important historical factor for the rise of the English novel was the steep decline of the drama in the early part of the 18th century. The passing of the 'Licensing Act' greatly discouraged the production of dramatic activity. The drama no longer made any attempt or pretence of holding the mirror upto nature.

So, by the 18th century, almost all the materials necessary for the growth and development of the novel were ready like, an appropriate prose-medium, availability of mass-printing etc. The book-reading became the firmly-rooted habit among the middle class.

At that juncture of time, came Samuel Richardson, Laurence Sterne, Henry Fielding and Smollett, who were termed as the "four wheels of

the novel wain" and they took the responsibility of writing the first full-fledged English novels. The credit for having written the first English novel of character is almost unanimously given to Samuel Richardson for his novel 'Pamela or Virtue Rewarded', an epistolary novel. This is regarded as the first true novel in English. However, mention must be made of some other works like Defoe's 'Robinson Crusoe', Swift's 'Gulliver's Travels' etc which came before 'Pamela'. But these were not regarded as true novels by the critics. Though there was the strong contention to characterize these works as the first true novels in English, yet they failed to get unanimous support. After Richardson, followed Fielding and between them the tradition of the novel-writing was strongly laid. Fielding came to the literary world with a fresh mind and wrote some beautiful and innovatory novels like 'Joseph Andrews', 'Amelia' etc. After that, the journey of the novel never stopped and is continuing in full force till today □□

Sources : (1) A glossary of Literary Terms by M. H. Abrams,
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THE SECRET OF SUCCESS

Rekha Lohiya

H.S 1st year

The answer was present in my room !!

'Push', said the Button.

'Take pains', said the window

'Be cool', said the fan.

'Be upto date', said the calendar

'Work up the tick', said the clock.

'Reflect before you speak', said the mirror

'Make light of your difficulties', said the lamp.

'Stick to good', said the glue

Now, is that success-achiever you?

My Role as a Senior

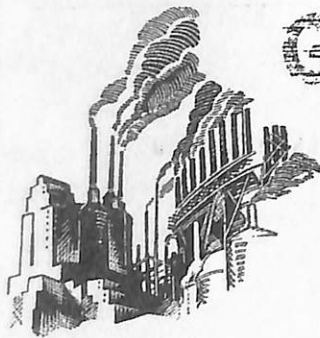
Jyoti Singhvi

B.Com. 3rd year

Life has a definite definition. Different people have different perspectives and numerous policies for their lives. People rightly say life has got different 'twists' and 'turns' and one turn which every K-Cian experiences is after becoming a 'senior'.

According to me, seniority is not an authority, it is a responsibility which tends to increase your thinking skills and which helps you to change your attitude towards life. My role as a senior is to tell my juniors about the mistakes which I had made and to learn from them. My responsibility is to help them when they are in trouble. I know the warmth junior feels when a senior puts his hand on his forehead. The ecstasy of love is unique.

I have gained this responsibility to share my experience both good and bad, with my fellow juniors. Man taught me to perform in the best possible manner. The seniors of this college are the leaders of tomorrow. This place has taught me to control anger. Anger is one thing which kills one slowly. A senior should always maintain harmonious relation with the juniors. It is a very good saying that 'charity begins at home'. Seniors should always help their juniors by being good to them and we are the ones who can create a blend of student-teacher relationship in this college. □□



Global Air Pollution

Smita Singha

B.Com. 2nd year

Pollution is the contamination of the atmosphere, the soil, the rivers and sea by chemicals, rubbish or other substances. It is an undesirable change in the physical, chemical or biological characteristic of air, water and soil which may harmfully affect the life called health hazards of any living or non-living things or beings. Air pollution is considered a widespread and harmful form of pollution. It causes more damage to human life than either water or earth pollution.

Air pollution contributes to Acid rain. When fossil fuels are burned in our kitchen fire, in transportation, in electric generation units and in industries, different gases are produced which include sulphur di-oxide (SO₂) and oxides of Nitrogen (NO₂). Some of these gases fall back to the ground and they are dry deposited. Others mixed with sunlight and moisture in the air form acids (i.e HNO₃, H₂SO₄ etc). These acids are washed out of the sky when it rain or snows as met deposition and is commonly known as Acid rain.

Acid rain has now become a global ecological problem, because oxides can travel a long distance and it may fall on a place different to its origin and even it can cross international boundaries. The result is that places free of industries or any other sources of the pollutants also experience it and it deposits on sea, lakes, mountains and vegetation. □□

Changing Facets of Institutions of Higher Education

Ritushree Dey

B.Com. 2nd year

Higher Education is no more a privilege for a chosen few. There is a paradigm shift from education for all. The demands of the complex life style and fast pace of change has necessitated need for a mass based Higher Education. The occupations are changing very fast. New disciplines of knowledge are emerging everyday. What is learnt in class room today may not be entirely relevant tomorrow. An individual who has specialized in a discipline may end up practicing an entirely different occupation. Need for continuing knowledge assimilation is becoming a necessity in all walks of human life. Information revolution has made it not only possible but also imperative that our society becomes a learning society. Developments in information and communication technologies have turned the entire world into a global village.

Learning is a life-long process. Those who learn will only survive and prosper. Those who do not continue to learn will be left behind. The learning organizations are the one who will lead the world. As the world is gradually entering into the Information Age, India also has to re-engineer its education system at all levels to

may have to completely restructure themselves for playing a proactive role in building a society i.e by making each individual a life long learner.

In a learning society, learning is an essential part of life. Learning takes place at all points of time and space. The facility of learning should be accessible to everyone, everywhere and at all the time. The balance of convenience should be in favour of the learner. Therefore, education should be made available as per the specification of the learner. The time, location and pace of learning should also be decided by the learner. The contents will be guided by the needs of the society, and the competence building will be to fulfill these needs. These will largely vary from person to person, and will also need frequent changes. Therefore, there will be a gradual shift from standard education to customized service. Flexibility of information superhighways would own learning needs.

There will be a need for closer interaction between institutions of higher learning and thus a consortia of networked institutions which would emerge in numbers to overcome the problems of high costs, scarce expertise, reduced financial support, changing course contents. New style of partnership between industry and institutions, institutions and institutions, and state and institutions will have to evolve. □□



Remembering Rabindranath Tagore

Ananta Deori
B.Com. 2nd year

*Y*ears ago, while planting a sapling in a garden, Tagore wrote, “When I am no longer on this earth, my tree! let the ever-renewed, leaves of the spring, murmur to the wayfarer”.

No one knows whether the tree continues to exist, but Tagore is still remembered with respect and affection in almost every part of the world not to mention his own country India and particularly his native land, Bengal. As one remembers Tagore, 120 years after his birth, one is amazed by his indomitable creative energy. His writings include more than 1,000 poems and 2,000 songs in addition to several articles, notes, short stories, plays and essays. Tagore’s pen created 1,50,000 lines of poetry.

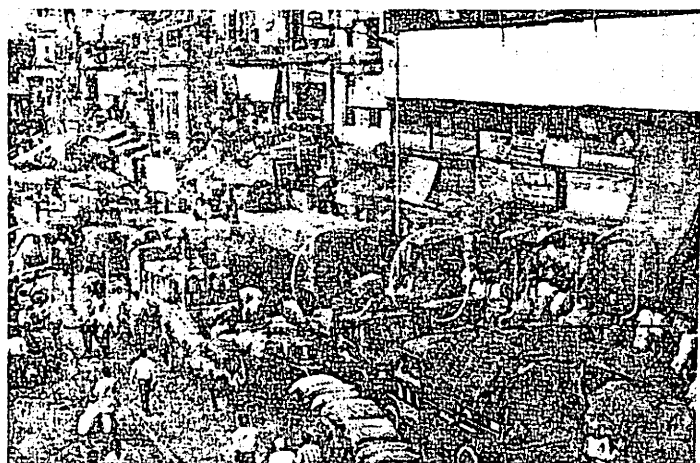
More than a poet, musician or a painter, Tagore was a philosopher of the highest order. Through the melodies of his poems, he sang the glories of internationalism and universal brotherhood. Only those who appreciate his works, know the gems of literary and spiritual wealth he has left behind. They are imperishable.

Tagore believed that true education would be as such so as to liberate our souls from the bondage of pride, superstition and unreasonable dogmas. The man has passed away but his art, steeped in music and colour, lingers on in our thoughts. ‘Gitanjali’ which he wrote gives us the philosophical insight into the problems of human nature.

Towards the end of his life, the poet could feel the waning away of his creativity. With modesty he created one of his last poems :

By my sick-bed
Sluggishly flows the streams of life with weeds!
Create little shapes of beauty
They have no great value.

Besides his literary pursuits, Tagore has been credited with over 3,000 unique paintings. It was his ambition to bring the whole world to ‘Santiniketan’, where he had founded ‘The Viswabharati University’ with an intention of assimilating all acquired knowledge of mankind with all cream and colours. Though Tagore is no more, even today the poet’s art imbued in music, colour and deep thought, lingers in our memories and continue to charm innumerable hearts. We will always remain indebted to this great soul of our country for being an inexhaustible source of inspiration in search of nobler values of life. □□



Guwahati, the most Polluted Amongst Cities

Anamika Modak
T.D.C. 1st year

Guwahati has been listed among the 51 most polluted cities of the country, which have failed to meet the prescribed Respirable Particular Matter (RSPM) levels, specified under the National Ambient Air Quality Standards (NAAQS).

The finding was based on the monitoring of ambient air quality. Guwahati city with RSPM annual average concentration (residential area) of 112 has been placed at 24 in the list of 51 cities. Gobingaon, Gobingarh and Ludhiana leads the pack.

Official sources said that according to the Environmental Sustainability Index (ESI) 2005, the ranking of India is at 101 position, out of 146 countries. The Central Pollution Control Board (CPCB) is executing a nation wide programme of ambient air quality monitoring known as National Air Quality Monitoring Programme (NAMP).

Sources said measures taken to control pollution included a road map upto 2010 which has been laid down by the Expert Committee on Auto Fuel Policy for controlling vehicular pollution.

Measures included introduction of EURO-II and EURO-III compliant fuel for the whole country, introduction of cleaner fuels like COMPRESSER NATURAL GAS (CNG) and LIQUIDO PETROLEUM GAS (LPG) and improved Pollution Under Control (PUC) certification system. The people

of the cities must be alert to keep their homes and neighbouring areas clean.

In Guwahati water is also polluted. Many idols of God and Goddess, the waste materials of houses, restaurants and factories are thrown in the rivers for which the water of the rivers have become impure. The Water Supply Department is facing problem in providing pure drinking water to the inhabitants of the city.

33 per cent of forests is needed for the sufficient oxygen supply. But in Guwahati we have only 23 per cent of forests. It is only due to deforestation that soil erosion takes place and availability of pure drinking water becomes a big problem.

More the city of Guwahati is becoming advanced in technologies, the more it is getting polluted. Pollution has become a matter of serious concern— be it pollution from factories or from vehicular emissions. Curbing the level of pollution has become the need of the day. Immediate adoption of measures is necessary. Growth of population must be checked and natural resources must be preserved. Factories should be compelled to adopt pollution control measures and cutting down of trees must be stopped. Only then mankind will be able to fight against pollution.

Nature is God's gift to mankind. Therefore, it is the duty of mankind to preserve nature. And it is also the duty of every citizen of Guwahati to protect their city from pollution. □□



Dhirubhai :

The Man from Aden to Eden

Rashmi Tiwari

B.Com. 1st year

*A*s a boy, his dream was to own a jeep. As a struggling yarn trader, he went from family outings to Chowpatty in a bus. As a man, he turned his empire in his favourite white Cadillac, MH01 M-966 in latter years followed by a jeep stuffed with private gun totting commandos.

If we explore the above mentioned lines it will reveal that he was a person who saw various ups and downs, booms and slumps. He witnessed a room of a chawl in KabutarKhana and the Colaba's luxurious sea wind. He proved that one could flourish if he has determination and perfection and a big dream. He really made it an Eden from Aden. So, now it's not a secret how did he prosper, but the thing we should mark is that, how did he make it possible? He always used to say, "There are many more miles to go." He said, "I'll never retire. I'll work till my last breath. There's only one place to retire I'll retire at the Cremation Ground." This spirit made him work till his last breath.

Yes, this is the secret, which is open to all of us. "*Main chahta hun ki is desh main dus hazar Dhirubhai roz paida hon*", he once said and symbolized the "India can do" attitude. He was the beacon for the Indian industry. He pioneered the equity cut and created the capital market in India. Dhirubhai didn't just think big but world-scale and world class. He believed thinking big, fast and ahead, as he knew that ideas are no one's monopoly.

Despite all these, he did not have false ego, perhaps because he didn't forget his past. Every person on this earth can turn Dhirubhai if he pursues his goals even in the face of difficulties, and convert adversities into opportunities. This is what that man did and became Dhirubhai. His demise is a great loss to India. "Dhirubhai amar rahenge" in Indians and in India. □□

Effects of Internet

Venisha Jain
H.S.1st Year

The beginning of the Internet was the computer network called *ARPA* (Advanced Research Projects Agency), which started in 1969 and was supported by the Department of Defense in America since they wanted the webbed network, which cannot be severed easily. At the beginning, *ARPA* had been used for the military need; and when it became more commercialized, it came to be called 'Internet'. Accordingly, you can say that the need of defense caused Internet to begin. Currently, Internet is now changing the concept of nation, the means to communicate with people and even your view of life. Then what should we do to deal with it? Can we be only a fanatic of Internet or be an anti-Internet?

The Internet has come a very long way in the past 50 years. New innovations such as integrated software and hardware has changed the way that people view and obtain information today. Millions of people worldwide are using the Internet to share information, make new associations and communicate. Individuals and businesses, from students and journalists, to consultants, programmers and corporate giants are all harnessing the power of the Internet. For many businesses, the Internet is becoming an integral part of their operations.

Perhaps, the most important facts about the Internet are that it contains a wealth of information, that can be sent across the world almost instantly, and that it can unite people in wildly different locations as if they were next to each other. The Information available is vast and varied.

The Internet makes the world smaller. It is a good means to express yourself. You can make your homepage and introduce yourself there.

Even from an economic standpoint, the costs of establishing a brand new educational program for a few thousand students are far less than the cost of a building to house the same number of students.

The Internet gives consumers the ability to shop smarter, to find the best products at the right prices.

The Internet brings people together. All this at the

click of a mouse, without having to even leave the house. People of like minds and interests can share information with one another through electronic mail and chat rooms. Mailing-list discussion groups and online conferencing allow us to gather together to work on a multitude of projects that are interesting or helpful to us. Businesses making the transition will, and are prospering; however those that do not will most certainly suffer the consequences. There are many school based networks that link learners to discuss, share and examine specific subjects such as environmental concerns, science, local and global issues, or to enhance written communication skills in first or second language proficiency activities. Online education introduces unprecedented options for teaching, learning, and knowledge building. Today access to a microcomputer, modem, telephone line, and communication program offers learners and teachers the possibility of interactions that transcended the boundaries of time and space. E-mail is enabling radically new forms of worldwide human collaboration. Therefore there could be no prejudices against a person who is using the Internet.

One of the many great aspects of the Internet is that each user has the option of remaining anonymous. Harnessing this powerful resource gives companies strategic advantages by leveraging information into essential business assets.

Although computer has the potential to enhance the equality of human life; it is, at the same time, the cause of many society's problems. An infringement of copyright (or piracy) on the web is one of the most controversial problems that Internet has caused. It is very hard to protect the copyright since you can get any information on the web any time. You can draw some pictures offered in someone's homepage into yours and you can copy everything that is shown on the web-which you're supposed not to do so. Subversive materials posted on the web are also a big problem.

Computer addiction is a disorder in which people overuse computers to the extent that such use causes them distress or has a detrimental effect on their physical, psychological, interpersonal, marital, economic, or social functioning. Computer addiction has resulted in changing our lifestyles and social value. Recent research shows that some users of the Internet spend so much time logged on, that their personal and/or professional life suffers. It is becoming common to know of someone, or have heard of someone, that has become enamored with on-line activity to the point that they ignore important personal responsibilities.

Numbers of computer crimes are countless; which is threatening many of our privacy protections. Many jobs permanently eliminated, millions of people become unemployed. Health risks increased as the overuse of computers. Computer has influenced every aspect of people's lives. It can directly affect our life, our behavior and productivity.

Internet use should be within reasonable limits focusing more on activities enhancing one's productivity. □□

A K-CIAN

Rishab Singhvi

H.S. 1st year

A K-Cian is a person with great ambition; a man of principles blended with determination, dedication and zeal; leader among leaders; a role model for every Indian and every aspiring human who sets benchmarks and walks majestically with dignity leaving behind the footprint for others to follow; a person who can do extraordinary things at ordinary places and at ordinary times. He believes in the thought given by the Irish dramatist Sir George Bernard Shaw—“The person who gets on in the world and the people who look for the circumstances they want and if they can't find them, they make them”.

A K-Cian is a man who would never blow his own trumpet and is also aware of the fact that it is not he who is making the world turn around; a perfect blend of modernity and culture; a humble human who can't turn tables around for many without losing his own senses. He is a man whose life is a constant source of inspiration for others to reach new height. He believes that he is here in this world to live and succeed, not to exist.

It is tough to be an extraordinary human,
 It is tougher to be an extraordinary Indian,
 But, It is the toughest to be a K-Cian. □□



PRESERVE NATURE, PRESERVE LIFE

Pankaj Chauhan
B.Com 2nd Year

The word 'Nature' itself ushers in a green fresh feeling. Mother Nature has bestowed on us an unimaginable quantity of gifts, each one different from the other. She is indeed the source of life. But today, this superpower is under dire threat. Mother Nature has been overexploited by each one of us.

Nature has many man-made enemies. One of them being pollution. Today, all of us are greatly concerned about pollution. But are we really concerned? Giving great speeches and lectures on it are not at all worthwhile. We speak of 'bad' people polluting the environment (Nature). But have we ever felt how much we ourselves have polluted the environment.

Pollution of any kind, be it air, water or noise pollution has gripped Mother earth today. Many species of flora and fauna are becoming extinct day by day. Aren't these species Mother Nature's own children? How would she feel seeing her children die?

However, the burning question of the day is – Who is responsible for all these? Certainly its us! The time has come for us to stand unitedly and collectively and fight for the preservation of our Mother Nature. Infact, it is the duty of every earthling to preserve Nature.

And indeed by doing so, we will preserve life too because NATURE IS LIFE.....LIFE IS NATURAL.

VALUE OF TIME

Dipankar Sarkar
H.S. 1st Year

Time is very valuable. Nothing can be compared with time in value. Lost money may be regained by hard labour, lost health may be regained by practicing rules of health but if time is lost once it is lost forever. Opportunity offers itself in life but once. If we do not avail ourselves of it timely, it may not come back to us for the second time. So we should do the right thing at the right moment. We have many things to do in life. Our life, on the other hand, is very short and time is passing away swiftly. So we should not spend a single moment in idle habits. Misuse of time makes our life miserable. Idle persons waste away time in doing nothing. So, they are always in want of time to do their works. These persons can never prosper in life. They spend their life in sorrow and suffering. Idleness is the thief of time.

Time is the measure of life. It is invaluable. It is at the root of all ups and downs of life. History tells us of the fall of the great heroes for the misuse of time. Those who rose to greatness also made proper use of time. We have also instances of ever-miserable life for idleness and misuse of time. So, we should never waste our time. We should utilize every moment by doing something useful. □□

Why is one of our feet bigger than the other?

Tanisha Jain

H.S. 1st year

If we carefully measure our feet we will observe that the right foot is slightly bigger than the left one. Do you know why it is so?

The constitution of our body is not completely symmetrical. There is little asymmetrical between the left and right sides of the body. If we notice carefully we find the right side of our face is slightly more developed than the left side. The length of the right leg is slightly more than the left one. The right hand is slightly bigger than the left one. Our heart is located on the left while the liver on the right. The inner constitution of the body is not in complete equilibrium. That is why even the development of bones is slightly asymmetrical. Because of this asymmetrical development our right foot is bigger than the left foot.

The asymmetrical structure of the body affects us in many ways. That is why we are blind folded, we are not able to walk in a straight line. We start moving in circles, because of the asymmetrical structure of the body. This is true in case of animals also.

Now the question arises : Why is the right side slightly more developed than the left one. Though nothing can be said with certainty about this, scientists hold the view that since most of the people use their right limbs more often for any work. Their right side is more developed than the left. 96% people of the total world population use their right hands more than their left ones. Only 4% are the left handers. The use of the right or the left hand is controlled by the brain. It is the left part of the brain, which regulates the functioning of the right limbs. In the world, greater number of people has the left side of the brain more developed than the right one. Hence the number of right handers is also large.

So now you too can try examining very carefully the measure of your feet and discover a slight variation.

KNOWLEDGE IS POWER

Mr.Ranjit Rai

(Library Bearer, Grade IV)

In ancient times, Men were almost like an animal. Their power then rested only on physical strength. But, in this respect they were not at par with the beasts. So they had to live in constant fear of them. In course of time, with the spread of knowledge they gained mastery over the animal kingdom. They invented weapons with which they not only scared them away but also killed them. They learnt how to hunt beasts like deer and hare, which can run very much faster than them. They

also learnt to use the swift- footed horse for their own purpose. As knowledge increased, their power also increased until they became the Lord of Creation.

Knowledge has enabled men not only to withstand the forces and elements of nature like rain and wind, but also even to use them for their own purpose. They have been able to add to their physical comforts, to annihilate distance and rise above the force of gravitation, create artificial satellites and even to

land on the moon. And, there is no knowing to what greater heights he will soon reach by the power of the knowledge.

The common proverb, "The Pen is mightier than the Sword" is highly meaningful. The mighty empires built up by the political conquerors of the past hardly hold meaning today. But enlightened and learned personalities like Gautam Buddha, Jesus Christ, Shakespeare, Kali Das, Rabindra Nath Tagore, Mahatma Gandhi, and Swami Vivekananda have built up empires of the mind, which have a solid foundation on earth. In the political field too, we see that countries that are more advanced in the field of knowledge are more powerful than those that are less advanced in this respect.

Swami Vivekananda was a great storyteller. His talks and writings are interspersed with numerous anecdotes and illustrations, mirroring his vast knowledge of human nature—its potential and its relative limitations. Some of these stories are well known, many others are little known. Let us reflect on some of the words of Swami Vivekananda -

'Success in spiritual life lies in concentrating every thought, every feeling, every ounce of energy on God. How will you do it? When you speak, speak of God. When you walk, go to his temple. When you work with your hands, do some thing in his service. Every function of body and mind must somehow be directed towards him. If you have to go to an office instead of a temple, make your office the temple of God! If work is honest it can be done. If it is dishonest, change that work. If changing means even facing starvation, then face it!

Courage! That is always necessary. Do not forget this: he who created the world is still behind

it and will never let us starve. If we really want the truth and hence are willing to discard what ever is wrong and untrue, we shall never lose by following the truth. It is not that things will happen just as we wish, but they will happen with a minimum of suffering and a maximum of benefit. If your work is honest, you can certainly conceive it as a work of God. Whether you are at desk or doing housework, whatever the nature of your work, meditate on God. Offer to him what you have done through the day, though it was apparently done for your employer. Have you typed twenty letters and taken them to him? Let him sign them, but afterwards close your eyes and offer all to the Lord. You will thus give a new turn to your thoughts. Yes, it is a different way of doing things. It may appear a little unusual at first, but undertake it anyhow. Little by little a deeper meaning will be revealed, and you will find that this practice is not what you originally thought it to be; it will become tremendously effective.'

Unfortunately, man is using the power of knowledge more and more for destructive purpose. Its makes one nation stronger than another and helps the former to oppress the latter. Indeed, it is this disparity that lies at the root of rivalries amongst the different pupils of the world. It has cost us the soul in our mad pursuit of material prosperity. But as the soul is more important than the body, there are men who would do without the power of knowledge and go to nature where people enjoyed grater peace and happiness in their simple souls.

Knowledge is thus the most powerful weapon in the hands of mankind and no other power holds any comparison to the power of knowledge. □□



Memories

Raja Nand Giri

B.Com 3rd year

Remembering my class mates, after few years,
My eyes were filled with tears,
Everyone now is busy a lot,
No one escaped destiny's plot.

Saw the girl, whom once I thought as my best friend
Oops! Today she is somebody else girlfriend,
After months remembered about her for a little while,
Heard she is happy, that made me smile.

Project reviews to campus interviews,
Nicknames to last bench games,
Cultural rehearsals to love proposals,
Short term crushes to class-room blushes.

Everything is fresh in our mind,
Wish life could just rewind,
Let's laugh, play & rejoice,
Once again become college goers.

Chatting & laughing. We all were in elation,
Till the painful moments of separation,
When it was time to part,
We returned with a heavy heart.

Today life is full of commitments,
And too many worries,
But those cherished moments,
Will live forever in our memories!! □□



I Found You

Anamika Barman

B.Com 2nd year

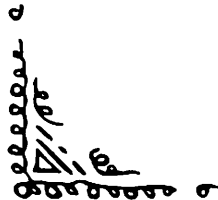
You entered into my life like a gush of
fresh air,
You touched my heart
and showered on me my share
Of love I had been missing all my life
through.
The sun shines brighter
the sky has turned deep blue.
The rain means so much
with thoughts full of you,
The world has become so beautiful
and so charming are you.
Gone are those days
when I used to be so blue,
Fearing I would never find
a love so true,
And then around the corner
One day.....
I found you. □□

Beauty

Smita Singha
B. Com. 2nd year

Beauty lies in everything
In everything on this earth.
In every little creation of Lord,
In nature's gaiety and mirth.
We only have to notice it
For it lies hidden in the core
A tree's beauty lies in
The fruits it has bore.

There is beauty in a flower
In a child's merry laughter
There is beauty in the water falls
And the gurgling sounds of the water
There is beauty in silence
And in pleasant thoughts of the mind.
There is beauty in being interested
In every new thing we find. □□



LOVE

Rahul Ghosh
B.Com 1st year

Love your God,
Who allowed you to breathe
In this beautiful World.

Love your parents,
Who gave birth to you,
Who bore much hazards
In protecting you from evils,
Who remained hungry,
To give you full meal,
Who taught you to think
The ability of being a good citizen .

Love your habits,
Who will build your character.

Love your work,
Who will award you a good name.

Love your responsibility towards your parents,
In their life's last days. □□

POSITIVE INDIAN CRICKET

Suraj Ghimire

TDC 1st Year.

Every player plays for name and fame,
 For fans cricket is an entertaining game.
 Every body in the world respect Indian team,
 For they perform in the field with positive mime.
 When Sehwag and Gambhir are on fire,
 Overall opposition team gets tired.
 When Saurav eagerly runs down the track,
 The line and length of the bowler is wrecked.
 Chasing the target when an early wicket falls,
 Dravid remains at the wicket like a wall.
 When the bowler bowls like a ship in taut,
 Experienced Tendulkar hits the ball for technical shot.
 When Dhoni washes every ball to six or four,
 Spectator rejoice saying, " Dhoni once more ".
 When Utthapa hits cracking four for a winning run,
 It crosses the fence like a bullet from the gun.
 It Zaheer picks early wicket in his name,
 He can suddenly change the face of the game.
 When Pathan swung the new ball with zeal,
 The destruction it provides cannot be healed.
 When R.P. tempts the batsman for a cheeky role,
 They simply gift their wicket to an out swinging ball.
 To take the catch when Mohamad Kaif dives,
 Opposition batsman can hardly survive.
 When Harbajan spins the ball up to top,
 Any of the survived batsmen he can kiss off.
 When Yuvi shies at the stumps very hard,
 The batsmen cannot run even twenty-two yards.
 When Ajit Agarkar gets an old ball,
 To take the wicket he is in role.
 Indian cricket fans are always eager to bet,
 In the name of cricket they practice grey - market.
 " Cricket is a religion Sachin is a God ",
 For cricket crazy Indian it is nothing odd.
 Whether Sydney, Lords or at Durban plays the boys,
 ' Chakde India ' is the only single voice.
 Long live Indian cricket with name and dignity,
 Remember that cricket is a game of uncertainty.□□



TEACHER

Mir Afzal

B.Com 1st year

Students of present are
 Citizens of tomorrow

It is the teacher who
 helps them to grow.

Good citizens can make
 a good nation

It is the teacher
 Who teach them this lesson.

The teacher is a good doctor
 Education is a good medicine

To cure our mental melody
 School is the best clinic.

I offer my gratitude
 And respect to all teachers.□□

Stages of Women



Nitesh Kumari

T.D.C. 1st year

When a woman
Is a very small girl.
She is cute and she
Shines like a pearl

When it's time for her school
She is made to wash
Clothes near a pool

When it is her
Time for college
She is not allowed
To get knowledge

Then she is married
To some other
And, after some time
She is a mother

When her face
Wrinkles and she is old
Then others realize that
Her value was greater than gold. □□

'Don't Quit

Priyanka Roy

B.Com 1st year

When things go wrong
as they sometimes will,
When the road you're trudging
seems all uphill;
When the funds are low
and the debts are high;
And you want to smile,
but you have to sigh;
When care is pressing you
down a bit
Rest if you must,
but don't you quit.
Success is failure turned inside out,
the silver tint
of the clouds of doubt,
And you never can tell
how close you are,
It may be near when it seems afar,
So stick to the fight
When you're hardest hit
It's when things go wrong,
that you must not quit. □□



The Magic of Life

Jayshree Sharma

H. S. Second Year

Learn to struggle with life,
Don't lose hope till you strive.
Learn to fight with danger
And see how it turns into adventure.

If you fail, don't lose hope
Work hard for a brighter scope.
If obstacles comes your way,
Be as bright as the sun's ray.

Do lead your life with a smiling face
So that success may win the lifelong race,
Stretch your arms and fly high up in the sky,
Always move further and never be shy.

Then you will realise, life is a magic
Which cuts through every sort of tragic. □□



Dreams

Ruchika Ajmera

H.S. 1st year

The dreams, the dreams
The dreams black and white
The dreams, the dreams
Which never keeps quiet.

The dreams of love
The dreams of colours,
The dream to be happy
To bloom like flowers.

The dream to be free
To fly and fly,
Like little birds
To touch the sky.

The dreams to get rid
From pain and sorrow,
The dreams to have
A beautiful tomorrow. □□

AMAZING FACTS

Arijit Samanta

B.com 1st year

- 1) Owners of monkeys in Indonesia must have an identity card for the animal, complete with a photo of the monkey.
- 2) In France, no one can name a pig 'Napoleon'.
- 3) It is illegal to eat a rattlesnake in public on a Sunday in Kansas, USA.
- 4) The Islamic year is about 11 days shorter than a year in the Gregorian calendar (the calendar which we generally use). Although the Islamic calendar started 622 years later, it is gaining on the Gregorian. The two will eventually coincide – but not until the year 20874.
- 5) The rotation of the Earth is slowing down. This means that a solar day (the time it takes Earth to make one complete revolution) and the time shown by atomic clocks would gradually diverge. This problem has been solved by adding “leap seconds”. There have been 22 leap seconds since 1972. The last one was added on 31 December 2005, which delayed New Year 2006 by one second.
- 6) There is enough carbon in your body to fill 900 pencils, enough fat to make 75 candles, enough phosphorous to make 220 match heads and enough iron to make a 7.5 cm nail.
- 7) Your sneezes can travel at 160 km/hr. As fast as a racing car.
- 8) Daniel Lambert (1770-1809) was one of the heaviest British people of all time. At his largest, he weighed 330 kg and measured 2.8 m round his body and 94 cm round his leg. Lambert used to charge visitors to his house a shilling (.ive pence) just to look at him. When he died in 1809, it took 34 m of elm planking to make his coffin, which looked like a gigantic packing case. A window and part of the wall of his house has to be removed to get the coffin out, and it had to be mounted on wheels to trundle it to the cemetery. □□

VICE-PRESIDENT'S REPORT



At the very outset, I would like to thank God and my parents who sent me to a wonderful institution like K.C. Das Commerce College. I am immensely honoured and gratified to be made the Vice-President the Student's Union for the session 2005-2006. I am thankful to our respected Principal, Dr. Hitesh Deka for giving me the unique opportunity to serve my college.

I feel privileged to be a part of a spirited and arduous team, comprising of my batch mates and juniors, who, have no doubt, been my support system all throughout. I would like to specially mention about the goodwill and cooperation that I received from the senior student, of my college.

I would like to take the opportunity to thank our Principal, Dr. Hitesh Deka, Teacher-in-charge, Dr. Swabera Islam (Vice-Principal), the teaching faculty and the non-teaching staff for their moral support and guidance and for showing us the right direction.

Before concluding, I humbly confess that it was indeed a memorable and exciting phase of my college life.

At last, I congratulate the new union members and wish them the very best in taking the college forward on the strides of success and development and thereby glory to the college in the years to come.

Thanking you.

Vivek Sharma

Vice-President

REPORT OF ASSISTANT GENERAL SECRETARY



At the very outset, I would like to thank God and my parents for providing me the opportunity to be a part of the K.C. Das Commerce College family. I am equally thankful to the college authority for also vesting on me the additional charge of General Secretary of the Student's Union for the session 2006-2007.

Here, I would like to specially thank our respected Principal, Dr. Hitesh Deka, our teaching faculty as well as the non-teaching staff for their moral support and guidance and for steering us in the right direction.

During my tenure, I tried my utmost to keep up to the expectations of each and every member of the college. I am indeed privileged to have led such a spirited and arduous team comprising of seniors, batchmates and even juniors, who have no doubt, remained my support system all throughout. My heartfelt thanks to all of them.

After becoming a part of the new union body, the foremost duty entrusted on us was to organize the College Week festival. Although I did not have any specified responsibility, I extended all possible help to the members of the Students' Union in organizing and successfully conducting the various events.

Sri Sri Saraswati Puja is another event, which every student looks forward to. For the 2006-2007 session, as the AGS, I was entrusted the responsibility of organizing Saraswati Puja. I am especially thankful to Ms. Swapna Smriti Mahanta, Lecturer, Dept. of Assamese for her whole hearted support and cooperation in making the event a success.

The Freshers' Social Function of our college was celebrated with fun and gaiety on 25th September 2007. While Dr. Hitesh Deka, Principal of our college presided over the function, Dr. H.K.Sahoo, Director, Higher Education, Assam and Dr. R.N.Das, Registrar, Gauhati University graced the occasion as the Chief Guest and Guest of Honour respectively.

On 5th September 2007, Teachers' Day was celebrated in the college. As a token of love and respect to our respectable teachers, we had organized a high tea on that day.

The 24th Foundation Day of the college was celebrated on 7th November 2007. A day ahead of it, i.e. on the 6th of November 2007, an Inter-college Music Competition was organized and the College Union Body extended all possible help to make both the events a grand success.

SPECIAL NOTE:

I was entrusted the additional responsibility of General Secretary of the Student' Union Body from the month of May 2007 as per an order passed by the head of the institution. I would like to avail the opportunity to apologize of any wrong being committed by me or by the other members of the Union Body during the session 2006-2007.

Last but not the least, I would like to congratulate the members of the newly constituted Union Body and at the same time wish the student community of K.C.Das Commerce College a bright and happy future.

Thanking you.

Anamika Barman

Assistant General Secretary.

REPORT OF GYMNASIUM-IN- CHARGE

First of all, I would wish to offer my heartfelt thanks to the Principal of our college, Dr. Hitesh Deka and Teacher-in-charge, Md. Safiqul Haque (Dept. of Accountancy) for giving me the opportunity to serve the college as the Gymnasium-in-charge.

The Gymnasium of the college well equipped with sophisticated gadgets was inaugurated on 23rd January 2007. The college has appointed an instructor for giving proper guidance to the users. The gym is also open for outsiders.

During my tenure, Viswakarma Puja was organized in the college as well as the gymnasium hall.

Before concluding, I would also like to express my sense of gratitude to the student members of the gymnasium for the co-operation and support they have rendered. My special thanks to Arundhuti Buragohain of B. Com 2nd year for aiding me all throughout.

Thanking you.

Aditya Beria

Gymnasium-in-charge.

REPORT OF GIRLS' COMMON ROOM SECRETARY

First of all, I would like to thank God who showed me the path to K.C. Das Commerce College. I heartily thank our respected Principal, Dr. Hitesh Deka, Vice- Principal, Dr. Swabera Islam, Teacher-in-charge, Pallavi Kakati, (Dept. of Finance) and all the Faculty Members for guiding me in carrying out my duties and responsibilities.

During the college week festival, I have organized Mehendi Competition, Candle Lighting Competition and Bindi Competition. I heartily thank all the participants for their active support and cooperation. I took personal initiative to ensure that the various activities of the college were carried out smoothly.

Before I conclude, I pay my humble gratitude to our Principal Sir, our teachers, the non-teaching staff and my Teacher-in-charge for their kind support and valuable suggestions.

I, on behalf of the union members congratulate the new members and wish all the students of my institution a very bright future.

Thanking you.

Daisy Baruah

Secretary, Girls' Common Room.



REPORT OF BOYS' COMMON ROOM SECRETARY



At first, I would like to convey my warm wishes to all the members of the K.C.Das Commerce College family.

During my tenure, I enjoyed the love, support and guidance of my fellow union members, my Teacher-in-charge, Sri Satyajit Sarma, Lecturer, Dept. of Finance, our respected faculty members and above all our most revered Principal, Dr. Hitesh Deka.

During the College Week festival, 2006-2007, I successfully organized various outdoor games like kabbaddi, cricket, badminton etc. and indoor games like carom, chess etc. I also took the initiative to encourage and promote the upcoming talents of our college in all possible fields.

Before I conclude, I pay my humble gratitude to our respected Principal and my teacher-in-charge for their kind support and valuable suggestions.

I would also like to congratulate the new union members and offer them my sincere wishes for their further journey as K'CIANS.

Be like diamonds, precious and rare,Not like stones to be found everywhere.
Thanking you.

Pankaj Chauhan
Secretary, Boys' Common Room.

REPORT OF DEBATE AND SYMPOSIUM SECRETARY



It is indeed a matter of honour and pride for me to serve the college as Debate and Symposium Secretary for the session 2006-2007. I am grateful to the Selection Committee for giving me the opportunity to serve my college.

I am extremely grateful for the unconditional love, support and guidance extended by our honourable Principal, Dr. Hitesh Deka, Teacher-in-charge (Debate and Symposium), Ms. Upasana Chakraborty, our respected faculty members, the non-teaching staff of the college and my fellow union members and student friends' of my college.

During my tenure and as part of the College Week Festival, various competitions like Quiz competition, Extempore and Recitation competition and a Debate competition on the topic, "**GLOBALISATION HAS ADVERSELY AFFECTED THE ECONOMY OF RURAL LIFE**" was organized.

Besides these, our college, represented by Dhiraj Deka and myself participated in a Debate competition organized by SYNCHISIS in the month of December 2006 at Guwahati Medical College.

I would like to conclude with a humble request to our revered Principal Sir to encourage such intellectual activities like quizzes and debates which, I feel, will enhance the know-how of the student community of our college.

Lastly, I would like to convey my best wishes to the newly constituted Students' Union Body of K.C. das Commerce College.

Thanking you.

Suman Ray
Secretary, Debate and Symposium.

REPORT OF MUSIC AND CULTURAL SECRETARY



At first, I would like to devote my sincere wishes to our Principal, Dr. Hitesh Deka and our respected faculty members for selecting me as the Music and Cultural Secretary for the session 2006-2007.

During my tenure, I tried my best to uphold the cultural spirit of K.C. Das Commerce College. Besides participating in in-campus activities like College Week and Freshers' Social, our college students have actively taken part in several competitions like SYNCHISIS, COLLEGE ICON etc. and have also won prizes. These programmes were carried out under the supervision and guidance of Teacher-in-charge, Ms. Swapna Smriti Mahanta whose devotion and friendly attitude have ensured the success of such programmes.

I would be failing in my duty if I don't acknowledge with gratitude, the whole-hearted support and co-operation I received from our Principal Sir and from my teacher's, especially Mr. Kukil Bora and Ms. Shrabani Bhadra respectively. I also take the opportunity to apologize for doing anything wrong during my tenure.

As I have been selected again as the Music and Cultural Secretary for the session 2007-2008, I would pledge to serve my institution with better plans and ideas.

Thanking you.

Massom Roy
Secretary, Music and Culture.

REPORT OF SECRETARY, MAJOR GAMES

I would begin by thanking the Principal of our institution, Dr. Hitesh Deka, the respected faculty members and the Selection Committee for considering me worthy of serving as the Major Games Secretary.

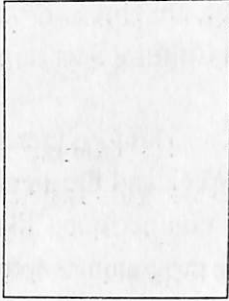
During my tenure, I worked hard to cater to the needs of the students as well as the other members of the college family. I am grateful to all the participants for taking part in the various sports events organized during the College Week and for displaying the right sporting attitude.

I convey my best wishes to the new members of the Students' Union Body and also wish the students of our college a bright and happy future.

Thanking you.

Dinesh Sharma
Secretary, Major Games

REPORT OF SECRETARY, MINOR GAMES



It is indeed a matter of pride for me to be selected as the Secretary, Minor Games for the session, 2006-2007. I am thankful to our Principal, Dr. Hitesh Deka and the Selection Committee for giving me the opportunity to serve the institution.

During the College Week Festival, various events under the minor games category were being organized. I am thankful to the student community for the enthusiasm they had displayed to take part in such sporting activities. Without their help and cooperation, organizing such events would have not been possible.

Lastly, I would like to thank our respected Principal, Teacher-in-charge, Runumoni Lahkar Das, Lecturer, Dept. of Finance for guiding me all throughout.

I conclude by extending my best wishes to the new members of the Students' Union. Thanking you.

Harpreet Kaur
Secretary, Minor Games.

REPORT OF SOCIAL SERVICE SECRETARY



I, Arundhuti Buragohain, devote my warm wishes to our honourable Principal, Dr. Hitesh Deka, respected teachers and the Selection Committee for giving me the chance to serve my institution.

I recall with delight the love and support I received from each and every one and more specially from my Teacher-in-charge, Mr. Manoj Kedia, Lecturer, Dept. of Accountancy.

During my tenure, I extended all possible help in organizing events like Freshers' Social, Sri Sri Saraswati Puja, Foundation Day of the college, College Week Festival etc.

To conclude, I congratulate the new members of the Students' Union Body and also offer my best wishes to all the students of K.C.Das Commerce College.

Thanking you.

Arundhuti Buragohain
Secretary, Social Service



MAJOR ACTIVITIES OF THE NCC SUB UNIT FOR THE SESSION 2006-2007



Here is a brief overview of the major activities carried out by the NCC sub-unit of K.C. Das Commerce College for the session 2006-2007 under the supervision and guidance of ANO Lt. Dr. Dipak Barman (HOD, Assamese).

The NCC cadets of K.C.Das Commerce College attended the National Integration Camp held at Itanagar (Arunachal Pradesh) from 12.4.07 to 05.06.07 and the cadets who participated in the camp included

- ❁ UO. Pintu Singh
- ❁ Cpl. Suraj Thapa
- ❁ L/Cpl. David Majumder
- ❁ Cpl. Rituraj Borgohain
- ❁ Cpl. Suraj Pareek
- ❁ Cpl. Suraj Ram

Six NCC cadets extended selfless service in controlling the traffic situation in Kamakhya during the Ambubachi Mela held from 05.05.07 to 10.05.07 at the precincts of the Kamakhya temple.

Those who participated were

- ❁ SUO. Naren Barman
- ❁ UO. Pintu Singh
- ❁ UO. Yogesh Choudhary
- ❁ Cdt. Suraj Thapa
- ❁ Cdt. Sanjeeb Kr. Ray
- ❁ Sgt. Sariful Hussain

On 6.8.07, the NCC cadets also attended the Independence Day parade at Judge's field.

Twelve NCC cadets participated in the Thal Sainik Camp held at 1 Assam Battalion NCC (Paltanbazar) on 25.8.07.

The cadets included

- ☘ SUO. Naren Barman
- ☘ Cdt. Suraj Thapa
- ☘ Cdt. Sanjeeb Kr. Rai
- ☘ Sgt. Sariful Hussain
- ☘ Lcpl. David Majumder
- ☘ Cpl. Rituraj Borgohain
- ☘ Sgt. Suraj Pareek
- ☘ Cpl. Suraj Ram
- ☘ Cpl. Nazir Ali
- ☘ Sgt. Sudeep Sahoo
- ☘ Cdt. Gajanand Ram
- ☘ Cdt. Sanjay Sikdar

On 16.10.07 and 17.10.07, a group of cadets from our college were assigned the duty to control traffic at Machkhowa on the occasion of Chath Puja.

The cadets were

- ☘ Sgt. Sudeep Sahoo
- ☘ Sgt. Sariful Hussain
- ☘ Cdt. Pankaj Kr Giri
- ☘ Cdt. Nazir Ali
- ☘ Cdt. Abishekh Palit
- ☘ Sgt. Suraj Pareek
- ☘ Cdt. Sanjeeb Boro
- ☘ Cdt. Prithbiraj Rabha Santak
- ☘ Cpl. Suraj Thapa
- ☘ Cdt. Anand Kr. Newar

From 12.11.07 to 23.11.07, two of our NCC cadets, viz, Cpl. Suraj Ram and Cpl. Prakash Keshri attended the Basic Leadership Camp at Barauni in Bihar.

Two cadets, namely Sgt. Sariful Hussain and Sgt. Sudeep Sahoo participated in PRD 1 Camp, which was held at Narengi.

Our NCC cadets also participated in various social service activities like cleaning of the Zoo area of Guwahati.

The cadets were

- ☘ Cdt. Pankaj Kr. Giri
- ☘ Cdt. Abishekh Palit
- ☘ Cdt. Dhanesh Jha
- ☘ Cdt. Bidyut Thakuria

- ❁ Cdt. Kafi Alam Ansari
- ❁ Cdt. Anand Kr. Newar
- ❁ Cpl. Suraj Pareek
- ❁ Cpl. Suraj Thapa
- ❁ Cpl. Rituraj Borgohain

From 29.11.07 to 8.12.07, nine cadets attended the CATC 1/Para Ceiling Camp at Jalukbari (Sadilapur) in Guwahati.

The cadets who participated in this camp were

- ❁ Cdt. Abishekh Palit
- ❁ Cdt. Bidyut Thakuria
- ❁ Cdt. Dhanesh Jha
- ❁ Cdt. Rakesh Kr. Ray
- ❁ Cdt. Arnab Sen
- ❁ Cdt. Rinku Sharma
- ❁ Cdt. Nayon Joyti Medhi
- ❁ Cdt. Sanjib Boro
- ❁ Cdt. Prithbiraj Rabha Santak

The NCC cadets also attended the CATC 2 Camp held at Jalukbari (Sadilapur) in Guwahati from 19th December 2007 to 18th December 2007. The cadets were as follows-

- ❁ Cdt. Nazir Ali
- ❁ Cdt. S. Vicky Singh
- ❁ Cdt. Kafil Alam Ansari
- ❁ Cdt. Ankaj Kr Giri
- ❁ Cdt. Abishekh Palit
- ❁ Cdt. Anand Kr. Newar
- ❁ Cdt. Pankaj Kr.Giri

- It is worthwhile to mention that the NCC cadets of our college participated in a special Olympic Camp held from 10.12.07 to 16.12.07 at Nehru stadium.

The cadets included

- ❁ SUO. Naren Barman
- ❁ UO. Pintu Singh
- ❁ Cpl. Rituraj Borgohain
- ❁ Cpl. Suraj Thapa
- ❁ Cdt. Sajal Singh

- From 18.12.07 to 11.1.08, the NCC cadets attended the ATC Camp at Goreswar. The cadets who participated in this camp were-

- ❁ Cdt. Pankaj Kr Giri
- ❁ Cdt. Abishekh Palit

- ❁ Cdt. Bidyut Thakuria
- ❁ Cpl. Suraj Pareek
- ❁ Cdt. Prithbiraj Rabha Santak
- ❁ Cdt. Nayan Joyti Medhi
- ❁ Cdt. Sanjib Boro
- ❁ Cdt. Sanjay Sikdar
- ❁ Cdt. Nayanjyoti Medhi
- ❁ Cdt. Himanshu Thakuria

- The NCC cadets comprising of UO. Pintu Singh, Cpl. Rituraj Borgohain, Cdt. Sanjeeb Kr. Ray and Cpl. Suraj Thapa were a part of the Republic Day Camp held on 26/1/08 at Judge Field, Guwahati.
- Three NCC cadets of our college – SUO. Naren Barman, Cpl. Rituraj Borgohain and Cpl Suraj Thapa participated in an international level camp, viz. the Olympic Camp, which was held from 16.01.08 to 20.10.08 at the Nehru Stadium.

Besides these, the NCC cadets had enthusiastically participated in the various events organized by the college – functions like the Freshers’ Social, the 24th Foundation Day of the college etc.

MY EXPERIENCE

Aditya Beria
B.Com 3rd Year
Gymnasium-in-Charge

On the 23rd of October 2007, a group of five students including myself left for Sualkuchi to participate in the All Assam Tae-Kwando and Kick-Boxing Competition. It was a three daylong competition, which attracted players from all over the state of Assam.

Our college participants who took part in various categories of the competition comprised of

- Md. Afroz Ali (B.Com 3rd Year)
- Samarjyoti Tamuly (B.Com 1st Year)
- Amit Talukdar (B.Com 1st Year)
- Rupamjyoti Dutta (HS 1st Year)
- Souravjyoti Das (HS 1st Year)

Md. Afroz Ali brought pride to the college by winning the Gold Medal in the Kick-Boxing (60-64 kgs) weight category.

Before concluding, I would like to share my feeling that I have learned and gathered a lot of experience from this competition. I am thankful to our Principal, Dr.Hitesh Deka and Teacher-in-charge for Major Games, Mr. Bipul Kalita, lecturer, Dept. of Accountancy for giving me the opportunity to lead the team at Sualkuchi. □□

IT'S IN YOUR HANDS

