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শ্রবন্ধ বীথিকা

সম্পাদক
ড° স্মৃতিৰেখা গগৈ গায়ন

অসমীয়া বিভাগ
নাহৰকটীয়া মহাবিদ্যালয়



প্ৰবন্ধ বীথিকা

Prabandha Bithika

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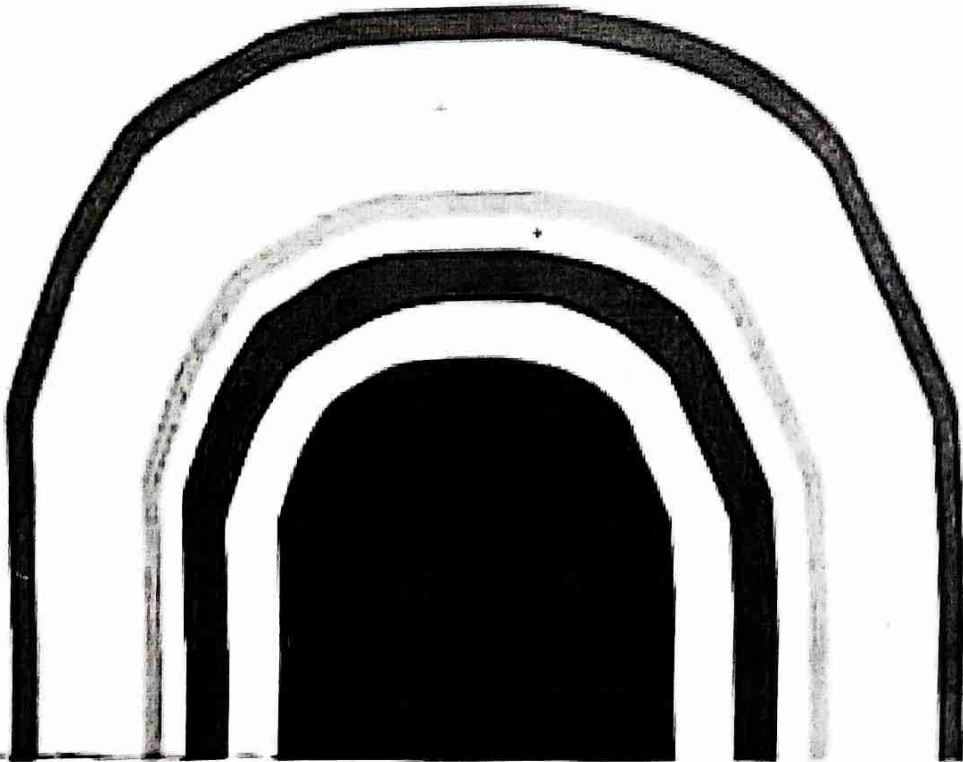
লুম্মেৰ দাইৰ পৰিচয়

অৰুণাচল প্ৰদেশৰ অন্তৰ্গত পূব চিয়াং জিলাৰ চিলুক নামে গাঁৱত ১৯৮০ চনৰ ১ জুন তাৰিখে লুম্মেৰ দাইৰ জন্ম হয়। সহজ-সৰল সাধাৰণ আদি পৰিয়ালত জন্মগ্ৰহণ কৰা লুম্মেৰ দাই ঘৰখনৰ কনিষ্ঠতম সন্তান। তেওঁ নিজৰ গাঁৱতে প্ৰাথমিক শিক্ষা লাভ কৰাৰ পিছত পাছিঘাটত প্ৰথম শ্ৰেণীৰ পৰা নামভৰ্ত্তি কৰে। অৱশ্যে প্ৰাথমিক শিক্ষা সাং কৰি দায়ে উচ্চ শিক্ষাৰ বাবে কটন মহাবিদ্যাললৈ যায়।

দশম শ্ৰেণীত অধ্যয়নৰ সময়ত প্ৰথম উপন্যাস 'পাহাৰৰ শিলে শিলে'ৰ জৰিয়তে লুম্মেৰ দায়ে সাহিত্যিক হিচাপে আত্মপ্ৰকাশ কৰে। ইয়াৰ পিছত তেওঁ বামধেনু, জনমভূমি, নতুন অসমীয়া, সাপ্তাহিক নীলাচল আদি কাকতত নিয়মীয়াকৈ লিখি যায়। শ্বিলঙত অধ্যয়নৰ সময়খিনি আছিল দাইৰ বাবে আটাইতকৈ মনোৰম। কিয়নো তেওঁ শ্বিলঙতে জীৱনৰ দ্বিতীয়খন উপন্যাস 'পৃথিৱীৰ হাঁহি' লিখি উলিয়ায়। য'ত সাধাৰণ আদি জনজাতিৰ সামাজিক ৰীতি-নীতিৰ লগতে প্ৰেম-প্ৰণয়ৰ কথাও বিশেষভাৱে উল্লেখ আছে।

বিষয়ঃ
আসন্নীয়া
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উপন্যাস

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শিল্পী শৰ্মা

দুৰ্দ্ধ চম্প গোশ্বামীৰ 'হেল্লো'! বি এড কলেজৰ পৰা কৈছে'

পূজা বৰা

'কেম্পাছ নভেল' অৰ্থাৎ 'চৌহদ উপন্যাস'ৰ ধাৰণা অসমীয়া সাহিত্যত অৰাচীন যদিও বিশ্বসাহিত্যৰ পৰিমাণলত এনে চৌহদকেন্দ্ৰিক উপন্যাসৰ এক সুদীৰ্ঘ
হুতিহাস পৰিদৃষ্ট হয়। আমেৰিকা আৰু ব্ৰিটেইনত পোনপ্ৰথমে এই ধাৰাৰ সাহিত্যৰ
উন্মেষ ঘটে। তৃতীয় বিশ্বযুদ্ধৰ পৰৱৰ্তী দশকত বিশ্ববিদ্যালয় শিক্ষা যথেষ্ট প্ৰসাৰিত
কৰাৰ বাবে নতুন নতুন বিশ্ববিদ্যালয় প্ৰতিষ্ঠা কৰা হৈছিল। সমসাময়িক সময়ছোৱাত
আমেৰিকাত Creative writing বিষয়াটো শৈক্ষিক পাঠ্যক্রমত অন্তৰ্ভুক্ত কৰাৰ
পৰিপ্ৰেক্ষিতত বিশ্ববিদ্যালয়সমূহত প্ৰচলিত লেখকক এই বিষয়ত শিক্ষাদান কৰিবলৈ
নিয়োজিত কৰা হৈছিল। যিহেতু লেখকসকলে সাধাৰণতে পাৰিপাৰ্শ্বিক অৱস্থান পৰাই
সমল সংগ্ৰহ কৰে। সেয়েহে স্বাভাৱিকতেই আমেৰিকা আৰু ব্ৰিটেইন দুয়োখন দেশতেই
কেম্পাছ নভেলৰ এক ধাৰা প্ৰবাহিত হ'বলৈ ধৰে। Malcolm Bradbury আৰু
David Lodge আছিল এই ধাৰাৰ অন্যতম পথিকৃৎ। মূলতঃ চৌহদ উপন্যাসক
বিষয়বস্তু প্ৰতি হৈছিল শিক্ষানুষ্ঠানসমূহৰ বিভিন্ন অনুৰংগক কেন্দ্ৰ কৰি। ক্ৰমশঃ
বিশ্ববিদ্যালয়ত অধ্যয়নৰত ছাত্ৰ-ছাত্ৰীক মুখ্য উপজীব্য হিচাপে লৈ সৃষ্ট 'Versity
Novel'ৰ পৰা আৰম্ভ কৰি বিভিন্ন বিশ্ববিদ্যালয়ৰ বিভিন্ন প্ৰসংগৰ আধাৰত কেম্পাছ
নভেলৰ বহুতো উপ-শ্ৰেণী (Sub genre) ৰ উদ্ভৱ হৈছিল। এই ভিত্তিমূৰ্তী অনুৰংগবোৰে
বিশ্ববিদ্যালয়ৰ প্ৰাত্যহিক জীৱনচৰ্যাৰ আধাৰত ৰচিত বিদ্যায়তনিক কেম্পাছনভেল;
বিশ্ববিদ্যালয় চৌহদত সংঘটিত হত্যাকাণ্ডৰ বহস্যময় ঘটনাৰ আলমত ৰচিত বহস্যজন
কেম্পাছনভেল; সমাজত নতুনৰ বাট খাটি পৰিৱৰ্তনৰ ন-সিগত সূচনা কৰা কেম্পাছ
নভেল যেনে- বিশ্ববিদ্যালয়সমূহত শিপাই থকা পুৰণ্যতাত্ত্বিকতাৰ বিৰুদ্ধাচৰণ কৰা
নাৰীবাদী কেম্পাছ নভেললৈকে ডিয় স্বাদৰ চৌহদ উপন্যাসক সামৰি লৈছিল।

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স্বৰ্ণগাথা

স্মাৰক গ্ৰন্থ

সৰুপথাৰ মহাবিদ্যালয় সোণালী জয়ন্তী সমাৰোহ
৩,৪,৫ নবেম্বৰ, ২০২৩

সম্পাদক

ড° প্ৰণৱ ফুকন
ড° বৰিতা দত্ত
ড° প্ৰেমকান্ত বৰা



SWARNAGATHA

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স্বৰ্ণগাথা

স্মাৰক গ্ৰন্থ

২০২৩

প্ৰকাশকাল : নবেম্বৰ, ২০২৩

সম্পাদনা সমিতিঃ

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‘স্বৰ্ণগাথা’ত প্ৰকাশ পোৱা
কোনো লেখা যদি আন
কোনো গ্ৰন্থ, আলোচনী বা
কোনো ব্যক্তিৰ লেখাৰ পৰা
ছবছ ৰূপত লোৱা হৈছে আৰু
সেয়া যদি আমাৰ অজ্ঞাতে
এই আলোচনীত প্ৰকাশ হৈছে
তাৰ বাবে সম্পাদনা সমিতি
জগৰীয়া নহয়।

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ড° দীপশিখা কলিতা

ভূমিকা:

পুৰণি সময়ৰ মানৱৰ ব্যক্তিগত আৰু সামূহিক ভাৱ-অনুভূতিৰ প্ৰকাশক হিচাপে তথা সাহিত্যৰ অনাবিল সৌন্দৰ্যৰ ফালৰ পৰাও লোকগীত সমূহ সকলো ভাষাৰে অমূল্য সম্পদ। প্ৰথম অৱস্থাত কথিত ৰূপেৰেই মুখ বাগৰি প্ৰচলিত হৈ অহা লোকগীত সমূহ মানুহৰ স্মৰণ গুণৰ বাবেই পুৰুষাণুক্ৰমে পৰিবৰ্ত্তিত সময়ৰ সৈতে সাঙোৰ খাই একোটা জাতিৰ মাজত যুগমীয়া হৈ আছে। এই ধাৰাৰে অন্তৰ্গত বংগৰ বাউলগীত। প্ৰাচীন মূল্যবোধ, লোকজীৱনৰ পৰম্পৰা আৰু চাৰিওফালৰ সমাজখনৰ ভিন্ন অভিজ্ঞতা সামৰি বৰ্তমানলৈকে প্ৰবাহিত হৈ আছে বাউলগীতৰ চিৰন্তন গতি।

বংগৰ লোক-সাহিত্যৰ ভঁৰাল চহকী কৰি ৰখা, সাংস্কৃতিক বৈচিত্ৰ্যৰ মাজত উল্লেখযোগ্য ভূমিকা গ্ৰহণ কৰি অহা এক প্ৰকাৰৰ গীত হৈছে বাউলগীত। বংগত অসমীয়া সমাজৰ ব'ৰাগীৰ দৰে এক শ্ৰেণীৰ গায়ক আছে, তেওঁলোক হৈছে বাউল আৰু তেওঁলোকৰ মুখ নিসৃত গীত সমূহ হৈছে বাউলগীত।

বাউল গীতৰ পৰিচয়:

প্ৰধানতঃ দেহতত্ত্বৰ গভীৰতা লক্ষণীয় বাউলগীত সমূহ সম্পৰ্কীয় অধ্যয়ণৰ পৰা জনা যায় যে - 'বাউল' শব্দটো তিনি প্ৰকাৰে ব্যাখ্যা কৰা যায়। বায়ু অৰ্থাৎ (স্নায়বিক শক্তিৰ লগত)ল প্ৰত্যয় যোগ কৰি (বায়ু + ল = বায়ুল) বায়ুল আৰু বায়ুলৰ পৰা বাউল শব্দৰ উৎপত্তি বুলি জনা গৈছে। অৰ্থাৎ সৰল ভাৱে ক'বলৈ হ'লে - যি সাধনাত মানুহৰ দেহত থকা স্নায়বিক শক্তিৰ সঞ্চাৰ হয় সেয়েই বাউল। আনহাতে বায়ুৰ সৈতে সম্পৰ্কিত বিষয় হৈছে উশাহ-নিশাহ- শ্বাস-প্ৰশ্বাস। এই শ্বাস-প্ৰশ্বাস নিয়ন্ত্ৰণৰ যোগেদি দীৰ্ঘ আয়ুস আৰু সুন্দৰ জীৱন লাভ কৰিবৰ বাবে কৰা সাধনাকেই বাউল সাধনা বুলিব পাৰি। অন্য এক মতৰ প্ৰকাশ এনেধৰণৰ - সংস্কৃত ভাষাৰ বাতুল শব্দৰ অপভ্ৰংশই হৈছে বাউল শব্দৰ উৎপত্তিৰ মূল। যিসকল বাতুল অৰ্থাৎ যিসকলৰ জীৱন আৰু মনন গতিশীলতাৰ মাজত অনেক বাতুলতা আছে, যি কোনো

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সম্পাদক

ড° দীপ্তি বৰুৱা

ড° ৰণ্টু দত্ত

ASAMIYA HASYA BYANGA SAHITYAR RUPREKHA:

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'দক্চিৰি'ৰ উদ্যোগত প্ৰকাশিত।

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॥ প্ৰকাশক : পূৰ্বাঞ্চল প্ৰকাশ, ঘৰ নং-২, সেউজী পথ, ৰায়াবেলেছ, গুৱাহাটী-৭৮১০০৬ ॥

॥ মুদ্ৰণ : অপৰিতাজ গ্ৰাফিক্স, গুৱাহাটী-৭৮১০০৩ ॥

॥ প্ৰথম প্ৰকাশ : জানুৱাৰী, ২০২৪ ॥

॥ বেটুপাতৰ শিল্পী : মনজিৎ ৰাজখোৱা ॥

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॥ মূল্য : ৩৫০ টকা ॥

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হাস্য-ব্যংগৰ সমাহাৰ —ড° মন্দিৰা বৰঠাকুৰ শইকীয়া ২৫৭
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ড° লীলা গগৈৰ হাস্য-ব্যংগ ৰচনা : এটি চমু আলোকপাত

ড° দীপশিখা কলিতা

সৃষ্টি কৰ্মৰ মৌখিক তথা ছন্দোবদ্ধ কাব্য চয়নৰ আদি অৱস্থাবে পৰাই অসমীয়া হাস্য-ব্যংগ সাহিত্যই বিকাশমুখী যাত্ৰা পথত অগ্ৰগতি লাভ কৰি আহিছে বুলি ক'ব পাৰি। অসমীয়া লোক-সাহিত্য, পুৰণি অসমীয়া সাহিত্য, ডাকৰ-বচন, ফকৰা-যোজনা, পটন্তৰ, বিবিধ প্ৰবাদ-প্ৰবচনকে আদি কৰি সাহিত্যৰ আধুনিক ৰূপৰ পৰা অতি সাম্প্ৰতিক অৱস্থালৈকে হাস্য-ব্যংগৰ যুগোপযোগী নিৰবধি ধাৰা এটা বৈ থকা দেখা গৈছে। সময়ে সময়ে এই ধাৰাই কোবাল আৰু সময়ে সময়ে মস্থৰ ৰূপ পৰিগ্ৰহ কৰিলেও আজিকোপতি স্বকীয় অস্তিত্ব বৰ্তাই ৰাখিছে। হাস্য আৰু ব্যংগ এটা আনটোৰ পৰিপূৰক আৰু নিবিড় সম্পৰ্ক যুক্ত বুলিব পাৰি। সাহিত্যত ব্যংগ থাকিলেও হাস্যৰসৰ মধুৰতাও অপৰিহাৰ্য। মানৱৰ সৃষ্টিশীল মনৰ অযুত কল্পনা, বুদ্ধিমত্তা, শ্লেষ, আক্ৰমণ এই সকলোৰে সংমিশ্ৰণতহে উৎকৃষ্ট হাস্য-ব্যংগ সম্ভৱ হৈ উঠিব পাৰে। সমাজত প্ৰচলিত আসোঁৱাহ পূৰ্ণ ব্যৱস্থাৰ উন্নতি সাধন, সমাজ সংস্কাৰ, সমাজলৈ যোগাত্মক বাৰ্তা প্ৰেৰণ আদিয়েই একোজন সঁচা অৰ্থৰ হাস্য-ব্যংগ লেখকৰ মুখ্য উদ্দেশ্য বুলিব পাৰি। চাৰিওফালৰ সমাজখনত দৃষ্টিগোচৰ হোৱা ভণ্ডামি, গোড়ামি, কু-সংস্কাৰ, শোষণ-নিষ্পেষণ, ভূৱা আভিজাত্য, মুখাৰ আঁৰৰ মুখ, সমাজৰ নৈতিক অৱক্ষয়, মূল্যবোধৰ স্বলন আদি দিশকলৈ বিপৰীত অৰ্থযুক্ত উক্তি, বক্ৰোক্তি, কটুক্তি, অতিশয়োক্তি, ঠাট্টা-মস্কৰা, আক্ৰমণাত্মক শ্লেষোক্তি আদিৰে, হাস্য-ব্যংগৰ মাধুৰ্যৰে একোজন হাস্য-ব্যংগ লেখকে সমাজখনক শুধৰোৱাৰ যত্ন কৰা দেখা যায়।

পূৰ্বৰে পৰা কম বোছি পৰিমাণে প্ৰচলিত হৈ আহিলেও অসমীয়া হাস্য-

FYUGP (NEP) Syllabus

অসমীয়া সাহিত্যৰ বুৰঞ্জী

ডিব্ৰুগড় বিশ্ববিদ্যালয়ৰ ২০২০-২৪ শিক্ষাবৰ্ষৰ পৰা প্ৰৱৰ্ত্তন
হোৱা ৰাষ্ট্ৰীয় শিক্ষা নীতি(NEP)ৰ অধীনত চাৰিবছৰীয়া স্নাতক
মহলাৰ দ্বিতীয় ষাণ্মাসিকৰ অসমীয়া বিষয়ৰ গৌণ(Minor)
পাঠ্যক্ৰমৰ আধাৰত প্ৰস্তুত কৰা প্ৰসংগ পুথি

সম্পাদনা : প্ৰতিম শইকীয়া



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সূচীপত্ৰ :

প্ৰথম গোট -----	
অসমীয়া সাহিত্যৰ যুগবিভাজনৰ আভাস প্ৰতিম শইকীয়া	৭-১৮
অসমীয়া লোক সাহিত্য প্ৰতিম শইকীয়া	১৯-৪৮
দ্বিতীয় গোট -----	
প্ৰাক্-শংকৰী যুগৰ সাহিত্য বিজুমণি দাস	৪৯-৫৬
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শংকৰোত্তৰ যুগৰ সাহিত্য প্ৰতিম শইকীয়া	৭১-৮২
তৃতীয় গোট -----	
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আবাহন যুগৰ গল্পৰ বৈশিষ্ট্য

ভূমিকা :

সাহিত্যৰ এক মুখ্য ভাগ-গদ্য সাহিত্য। পুৰণি সময়ৰে পৰাই প্ৰয়োগ আবহু হৈ ক্ৰমাৎ বিৰতনৰ মাজেৰে গদ্য সাহিত্যই সাম্প্ৰতিক সময়লৈকে বিভিন্ন অংশৰ মাধ্যমেৰে আত্মপ্ৰকাশ কৰি সৃষ্টিধৰ্মী সাহিত্যৰ মনোহাৰিত্ব দাঙি ধৰা দেখা গৈছে। পূৰ্বাবস্থাৰ ক্ৰমবিৰ্তিত ৰূপৰ মাজেৰে যুগ উপযোগী ভাৱে বিকাশ লাভ কৰা গদ্য সাহিত্যৰ এক আকৰ্ষণীয় অংশ হৈছে গল্প (চুটি গল্প)। সন্দেহ, যুক্তি, বিজ্ঞান, তৰ্ক, নীতি, ধৰ্মীয়, আদৰ্শ, অভিজ্ঞতা, বাস্তৱ এই সকলোবোৰ সামৰি পৰিচিত হৈ পৰা গল্প সাহিত্যৰ প্ৰাচীনতাৰ কথা ক'বলৈ হ'লে আমি নিশ্চিত ভাৱে সাধুকথা অথবা বিবিধ কাহিনী সাহিত্যৰ নাম ল'ব লাগিব। মানৱৰ ইতিহাস যিমান প্ৰাচীন সাধুকথাও সিমানেই প্ৰাচীন বুলিব পাৰি। প্ৰকৃতিৰ অফুৰন্ত বিষয় সম্ভাৰৰ মাজত বিস্মিত হৈ উঠা আদিম মানৱৰ শক্তিশালী সৃষ্টি ক্ষমতাৰ ফলতেই কল্পনাক আশ্ৰয় কৰি গঢ় লৈ উঠা নানান কাহিনীক আমি গল্প সাহিত্যৰ প্ৰাথমিক অৱস্থা বুলি ক'ব পাৰোঁ। মানৱৰ চিৰন্তন সৃষ্টি ক্ষমতাৰ মনোৰম প্ৰকাশ, কাহিনী অথবা সাধুকথাই মৌখিক ভাৱে প্ৰচলিত অৱস্থাৰ পৰাই লিখিত ৰূপ লাভ কৰাৰো কেইবা শতিকাৰ পিছলৈকে ভিন্নমুখী পৰিবৰ্তনৰ মাজেৰে আহি আহি উনবিংশ শতিকাৰ পূৰ্বৰ আকৰ্ষণীয়তা অটুট ৰাখি এক শক্তিশালী ৰূপ লাভ কৰে, যাক আমি গল্প বুলি ক'ব পাৰোঁ। ক্ৰমাগত ভাৱে চুটি কাহিনী সম্বলিত হোৱাৰ বাবে এই ধাৰাটো চুটিগল্প ৰূপে পৰিচিত হৈ পৰে। অসমীয়া চুটিগল্পৰ সম্পূৰ্ণ অথবা নিটোল ৰূপটোৰ অন্তৰালত ভাৰতবৰ্ষৰ প্ৰাচীন আৰু চহকী কাল্পনিক কাহিনীৰ প্ৰভাৱৰ উপৰিও পশ্চিমীয়া সাহিত্যৰ সুদূৰপ্ৰসাৰী প্ৰভাৱৰ কথাও স্বীকাৰ কৰিব লাগিব। অষ্টাদশ শতিকাৰ শেষৰ ফাললৈ তথা উনবিংশ শতিকাৰ আৰম্ভণিৰ সময়ছোৱাত ইউৰোপত ঘটা শিল্প বিপ্লৱ আৰু ফৰাচী বিপ্লৱৰ দৰে ঐতিহাসিক ঘটনাই আমূল পৰিবৰ্তনৰ সূত্ৰপাত ঘটাই যাৰ ফলস্বৰূপে ইউৰোপত উনবিংশ শতিকাত নৱজাগৰণৰ আৰম্ভণি হয় আৰু মানুহৰ জীৱন আৰু জগত সম্পৰ্কীয় দৃষ্টি ভংগীৰ পৰিবৰ্তনৰ হ'বলৈ ধৰে। মানৱৰ

নতুন ৰাষ্ট্ৰীয় শিক্ষানীতি, ২০২০ (NEP-2020) অনুসৰি
ডিব্ৰুগড় বিশ্ববিদ্যালয়ে ২০২৩-২০২৪ শিক্ষাবৰ্ষৰ পৰা প্ৰবৰ্ত্তন কৰা
চাৰি বছৰীয়া স্নাতক মহলাৰ পাঠ্যক্ৰম (FYUGP) ৰ অন্তৰ্গত দক্ষতা বৃদ্ধি
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অসমীয়া ভাষাৰ কৌশল আৰু দক্ষতা বিকাশ

স্নাতক প্ৰথম ষাণ্মাসিক AECASMI-4 ক্ৰেডিট (কলা, বাণিজ্য আৰু বিজ্ঞান)



সম্পাদনা :

ড° প্ৰণৱ ফুকন

প্ৰতিম শইকীয়া

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ক্ষীৰধৰ বৰুৱাৰ 'অসমীয়া বৈজ্ঞানিক পৰিভাষাঃ ইতিহাস আৰু বিকাশ' : চমু আলোচনা

ড° দীপশিখা কলিতা

বিজ্ঞান সাহিত্যৰ কিছু কথা :

বিজ্ঞান আৰু সাহিত্য দুয়োটা বিষয়েই যদিও সুকীয়া তথাপি 'বিজ্ঞান সাহিত্য' বুলি কলে সাধাৰণ অৰ্থত বিজ্ঞানৰ ধ্যান - ধাৰণা, তথ্যপাতি অথবা তত্ত্বপূৰ্ণ সাহিত্য সমৃদ্ধ ৰচনাকে বুজা যায়। সাহিত্যৰ ৰস আৰু সৌন্দৰ্য সমৃদ্ধ ৰচনাৰ দ্বাৰা জনসমাজক বৈজ্ঞানিক জ্ঞানেৰে পৰিপুষ্ট কৰি জনসাধাৰণৰ মাজত বিজ্ঞান মনস্কতাৰ প্ৰসাৰ, ঘটোৱা কাৰ্যক বিজ্ঞান সাহিত্যৰ গুৰুত্বপূৰ্ণ উদ্দেশ্য বুলিব পাৰি।

প্ৰাচীন সময়ৰে পৰা অসমত বিজ্ঞান সাহিত্যৰ চৰ্চাই সুকীয়া স্থান দখল কৰি আহিছে। এই ক্ষেত্ৰত অসমীয়া লোক সাহিত্যৰ অমূল্য সম্পদ, সাহিত্যিক মূল্যৰে ভৰপূৰ 'ডাকৰ বচন' সমূহতেই অসমীয়া বিজ্ঞান সাহিত্যৰ অঙ্কুৰণ ঘটে বুলি নিশ্চয়কৈ ক'ব পাৰি। খ্ৰীঃ চতুৰ্থ আৰু ষষ্ঠ শতিকাৰ বুলি অনুমান কৰা ডাকৰ বচন সমূহত জীৱনৰ বিচিত্ৰ অভিজ্ঞতা, যেনে- কৃষি-প্ৰকৰণ, স্বাস্থ্য, ৰন্ধন, গৃহ নিৰ্মাণ, প্ৰসূতি যতন, সন্তান পালন আদি বিবিধ দিশৰ উল্লিখনেৰে 'ডাকৰ বচন' সমূহ অসমীয়া লোকজীৱনত বৈজ্ঞানিক দৃষ্টিভংগী প্ৰতিফলনৰ নিদৰ্শন বুলি ক'ব পাৰি। অতুলনীয় সাহিত্যিক মূল্যৰ সমানেই বৈজ্ঞানিক মানসিকতাৰ স্পষ্টতা থকা ডাকৰ বচন সমূহৰ জনপ্ৰিয়তা আজিও অদ্বিতীয়।

১৪৩৪ খ্ৰীষ্টাব্দত কোঁচৰজা নবনাৰায়ণৰ পৃষ্ঠপোষকতাত বকুল কায়স্থই পদ্যত ৰচনা কৰা 'কিতাবত মঞ্জৰী' নামৰ গণিতৰ পুথিখনেই অসমীয়া বিজ্ঞান সাহিত্যৰ লিখিত নিদৰ্শনৰ শুভাৰম্ভণি বুলি জনা যায়। ১৬৯৫

Recent Trends in Education Opportunities and Obstacles



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Preface

“Recent trends in education”, is the most emerging topic in the education system of the present scenario. It is seen that with the introduction of the New Education Policy 2020, the whole system of education is being changed with new ideas like integrated education, blended learning, multidisciplinary approaches etc. Again, with the impact of modernisation and globalisation, the education system has also been influenced by artificial intelligence, gamification in learning, web-based education, technology in education, life-skill education, concept-based learning etc. Education also has a number of recent concepts like privatisation, sustainable development, lifelong learning, inclusive education etc. The system of education implemented in recent times helps learners deal with the issues facing in the modern world. In contrast to the lifelong study of philosophy and religion that constituted ancient conventional education, modern education is more practical and engaging.

The goal of modern education is to prepare learners for success in the global digital environment by developing their personalities both intellectually and professionally. In response to the growing demand for digital education from parents, teachers, students and administrators, some educational institutions have introduced distinct digital curricula also. As a necessary part of education, online and virtual learning are popular in today’s educational environment. Therefore, it is very much vital to conduct research in this field, to enquire about the various opportunities and challenges faced by the teachers, learners and administrators. With the view to develop a deeper idea in this regard, the editorial team initiated these subjects for thinking among the researchers to analyse, evaluate and develop every aspects of these topics.

The editorial team extend their heartfelt gratitude to the national publisher ‘*Adhyayan Publishers & Distributors*’, New Delhi for taking the effort to publish the book. Here, the team, also like to offer their deep sense of gratitude towards all

the researchers and authors for their contribution of valuable research papers in this edited book. At the same time, the editorial team also obliged to *Mr. Sundar Saikia*, Artist, for designing the cover page by representing the essence of the topic.

Editors,
Mridula Hazarika
Rinky Sahu

Recent Trends in Education Opportunities and Obstacles



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Availability of Resources for Effective Implementation of Inclusive Education in Primary Schools: A Study in Golaghat District, Assam

Rinky Sahu¹
Mridula Hazarika²

ABSTRACT

'Education for all' and 'zero rejection policy' led to the development of the concept of "inclusive education". But this is a challenging concept too, because the teacher needs to meet the diversified needs of the students at the same time. Therefore, it requires the availability of a variety of material resources as well as human resources to ensure the success of inclusive education. With the aim to analyse the availability of various necessary resources for the holistic development of all students, the researchers make a survey and try to suggest some ways for the successful and smooth functioning of inclusive schools. The researchers developed a questionnaire in Google form having 10 items of questions for primary school teachers to reveal the real scenario of inclusive setup in primary schools. The descriptive survey method is used in the study and the purposive sampling technique is used to collect data.

Keywords: *resource, inclusive education, primary school, implementation*

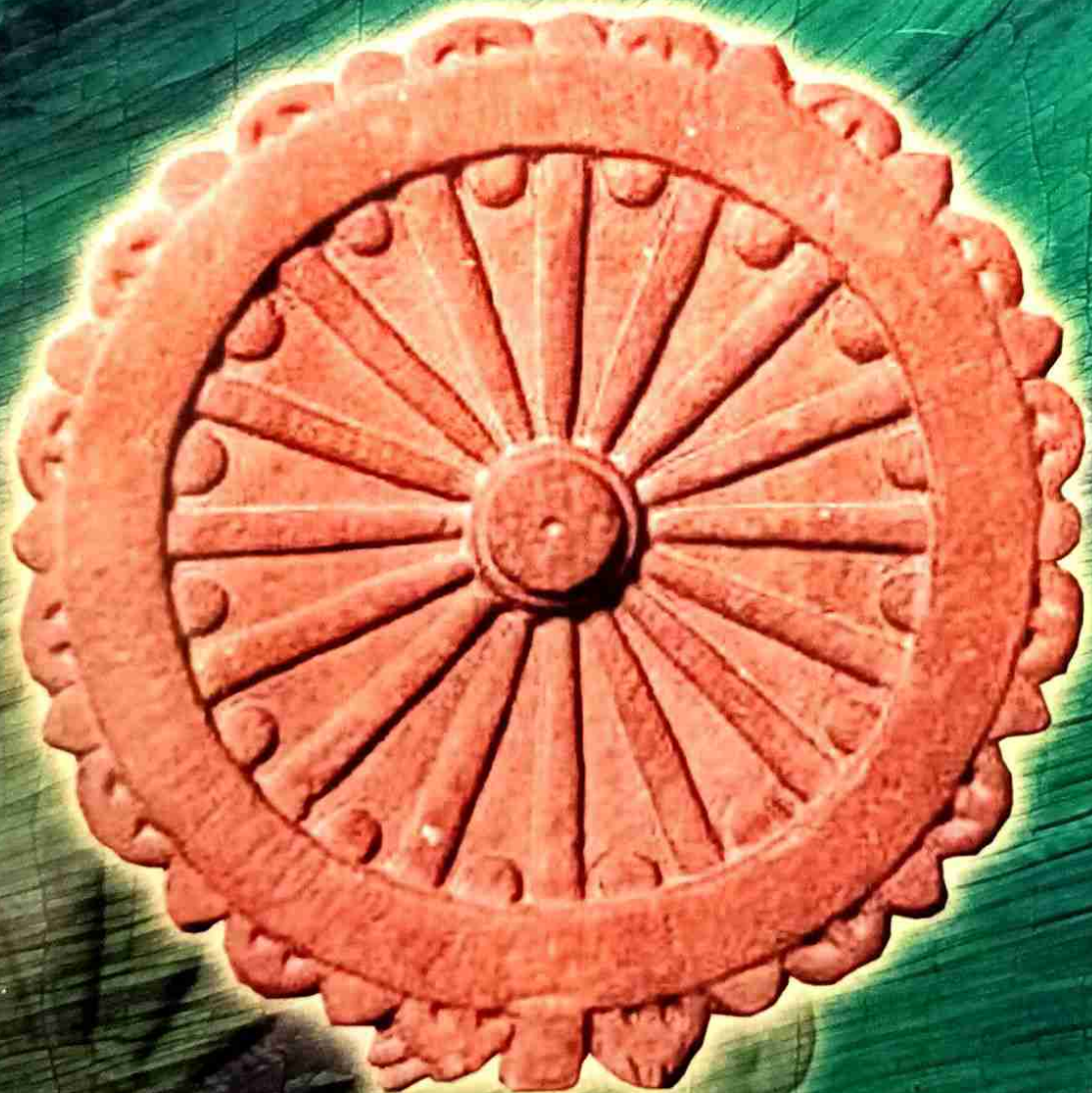
1.0 INTRODUCTION:

The education system of a country shapes its destiny. For the successful and smooth running of the education system, there must

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NEP 2020 And Teacher Education: Issues and Challenges

Chimparani Dowarah¹
Punendra Das²

Abstract

Education is the backbone of any country's development. According to the demands of society as well as time change, every country should develop its education policy. India come with a New Education Policy at the National level called New Education Policy 2020. The New Education Policy 2020 comes after 34 years in India and was approved by the Union Cabinet of India on 29 July 2020. The policy focused on equality, quality, affordability as well and accountability in education across the country. The New Education Policy is comprehensive; it covers elementary to higher education levels with vocational training in both the local and urban areas in India. Mainly the policy aims to transform the whole Indian education system at a national level by 2030. The NEP 2020 highlights that teachers must have values, content knowledge, methodology, skills, pedagogies and advanced practice on technology in the field of education. Teacher education is one of the fields that shape the next generation of every country. The policy makes sure that all the Teacher Education Institutes (TEIs) will be converted into multidisciplinary institutions by 2030 where they will offer a 4-year integrated teacher education program. Therefore, the policy brings so many changes in the education system as well as in teacher education. The process of changing it will create many issues and challenges in the field of teacher education. Some of the major issues and challenges of teacher education are discussed in the present paper. Also, review the NEP 2020 concerning Teacher Education.

Keywords: *Issues, Challenge, Teacher Education, NEP 2020*

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পর্যালোচনা সমিতি

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মূল্য

- ঃ ৬০০ টকা

বিঃদ্র : 'অভীপ্সা'ত প্ৰকাশ পোৱা কোনো লিখনি যদি আন কোনো গ্ৰন্থ, আলোচনী বা কোনো
ব্যক্তিব লেখাৰ পৰা লুপ্ত কপত লোৱা হৈছে আৰু সেয়া যদি আমাৰ অজ্ঞাতে ৰৈ গৈছে তাৰ বাবে
সম্পাদনা সমিতি জগৰীয়া নহয়। — সম্পাদক

সূচীপত্ৰ

❖ অভিধানত অন্তৰ্ভুক্ত নামবাচক শব্দ আৰু ইয়াৰ অৰ্থ ড° উপেন বাভা হাকাচাম	১১
❖ অসমীয়া শিশু সাহিত্য : চমু আলোকপাত ডয়ন্ত মাধব বৰা	৩০
❖ আত্মজীবনীৰ জলজাৰে হোমেন বৰগোহাঞিৰ মানুহজন ড° জ্যোতিৰেখা হাজৰিকা	৪২
❖ কালপুৰুষ উপন্যাসত ইতিহাসসন্মত কথনবীতিৰ প্ৰয়োগ ড° প্ৰফুল্ল কুমাৰ নাথ	৬০
❖ সাহিত্য সমালোচনা তত্ত্বঃ এক সম্যক অধ্যয়ন (প্লেটো আৰু এৰিষ্টটলৰ সাহিত্যত অনুকৰণৰ ধাৰণাৰ বিশেষ উল্লিখনেৰে) ড° কবী বৰা	৬৮
❖ লোক নাট্য পৰম্পৰাৰে অসমীয়া আধুনিক নাট : গোলাপ চন্দ্ৰ বৰাৰ 'বিদ্রোহী জনা' ড° গায়ত্ৰী বৰা কাকতি	৮০
❖ হোমেন বৰগোহাঞিৰ উপন্যাস 'সাঁউদৰ পুতেকে নাও মেলি যায়' : চমু আলোচনা ড° প্ৰণৱ ঢেকিয়াল ফুকন	৮৮
❖ সামাজিক মাধ্যমত অণুগল্পৰ চৰ্চা নীলাম্বি চেতিয়া	১০৬

লোক নাট্য পৰম্পৰাৰে অসমীয়া আধুনিক নাট্যঃ গোলাপ চন্দ্ৰ বৰাৰ 'বিদ্রোহী জনা'

ড° গায়ত্ৰী বৰা কাকতি

সহযোগী অধ্যাপক, ইংৰাজী বিভাগ

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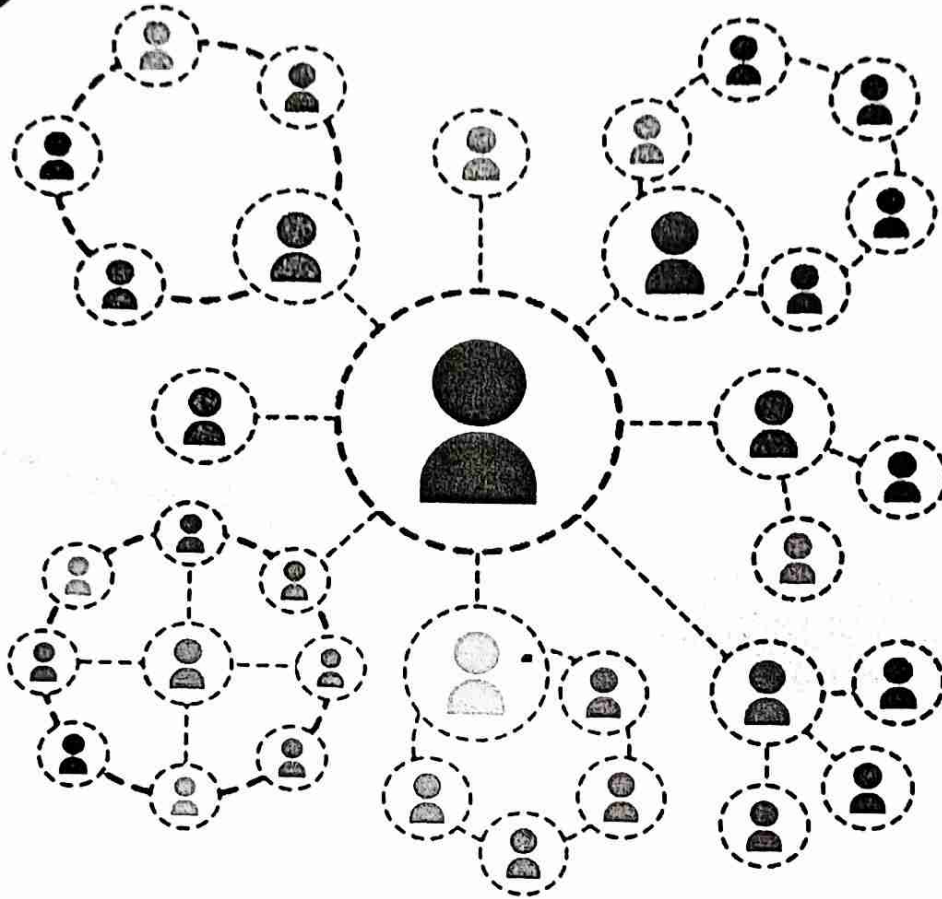
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শ্ৰী শ্ৰী শংকৰদেৱৰ অংকীয়া নাটৰ পৰা আৰম্ভ কৰি তাৰো আগতে অসমত প্ৰচলিত ওজাপালি, ঢুলীয়া ভাওনা, কুশান গান, পুতলা নাচ, আদি বিভিন্ন উপাদানেৰে সন্মুক্ত অসমীয়া নাটৰ এক সুদৃঢ় ভেটি আৰু সমল আছে। অৱশ্যে বৃটিছৰ আগমনে পশ্চিমীয়া নাটৰ প্ৰভাৱ বিস্তাৰ কৰি নাটকক মঞ্চৰ চাৰিবেৰৰ মাজলৈ লৈ যায়। দীৰ্ঘদিন ইংৰাজৰ প্ৰভাৱত থকা নাট্য পৰম্পৰাত হঠাতে এক পৰিবৰ্তনৰ সূচনা হয় আৰু কুৰি শতিকাৰ শেষৰ ফালে লোকনাট্য সমূহক বিশ্লেষণ কৰি সেই লোকনাট্যক সমল কৰি আধুনিক নাট লিখাৰ প্ৰচেষ্টা আৰম্ভ হয়। কপিনা বাৎসায়নৰ 'পৰম্পৰাগত ভাৰতীয় নাটক' নামৰ কিতাপখনত ভাৰতবৰ্ষৰ বিভিন্ন ৰাজ্যত প্ৰচলিত লোকনাট্য সমূহৰ পুংখানুপুংখ অধ্যয়ন কৰা হয়। বিভিন্ন নাট্যকাৰে বৃটিছৰ মঞ্চ নাটৰ আৰ্হি গ্ৰহণ নকৰি লোকনাট্য পৰম্পৰাৰে আধুনিক নাট লিখি উপস্থাপন কৰাৰ পোষকতা কৰে। হবীৰ তনবীৰ, কানহাইলাল, বতন থিয়াম, আলি হাইদৰ, অখিল চক্ৰৱৰ্তী, গোলাপচন্দ্ৰ বৰা, প্ৰথমৰঞ্জন দাস আদি ব্যক্তিসকলে লোকনাট্য পৰম্পৰাৰে নাট মঞ্চস্থ কৰি আধুনিক চিত্ৰৰ সমল দৰ্শকক দিবলৈ চেষ্টা কৰিছিল। এইসকলৰ ভিতৰত অন্যতম গোলাপচন্দ্ৰ বৰাদেৱে 'বিদ্রোহী জনা' নাটকৰ দ্বাৰা জনা গাভৰুৰ গীতক সমল হিচাপে গ্ৰহণ কৰি নাৰীমুক্তি তথা নাৰীবাদৰ বাণী প্ৰচাৰৰ চেষ্টা চলাইছিল।

A book Chapter by Dr. Bijit Das

As per
NEP
Syllabus

For Four Year Undergraduate Programme (FYUGP)



Introduction to Sociology -II

For B. A. 2nd Semester Major Course of Dibrugarh University
& B.A. 3rd Semester Core Course of Gauhati University



Dr. Purabi Bhagawati
Dr. Bijit Das

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Course of Dibrugarh University under FYUGP Syllabus written by Dr. Purabi Bhagya
Assistant Professor, Department of Sociology, Government Model College, Kaziranga,
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PREFACE

The study on Sociology is not the new subject. Since thousands of years, people have observed and reflected upon societies and groups in which they live but after emergence of Sociology as discipline systematic study of the society has been started. The subject is considered as the youngest branches of social sciences and eventually it tends to get popularised. In contemporary time the importance of sociology has been apprehended by the intellectual community and such interest helps the subject to evolve over the period of time. August Comte has evolved the subject Sociology in the year 1839. Comte in his classification of the sciences, made Sociology both logically and chronologically subsequent to the other sciences. For him, sociology is considered as the most complex of all. Sociology has evolved through various stages in the last three decades. It has been established as significant sub-discipline of social sciences in the 21st century. The origin of sociology resides in political philosophy, the philosophy of history, biographical theories of evolution and the movements for social and political reform. In the early part of nineteenth century the philosophy of history became an important intellectual influence through the writings of Hegel and Saint-Simon. On the basis of these two thinkers, Marx and Comte contributed important strands in modern sociology. Since the commencement of the subject as 'Sociology', the subject has evolved in terms of methods and subject matter as well. Sociology has been studying human society by analysing various issues from sociological point of view. The subject logically and rationally analysing every aspect of the society. The development of the subject depends on the transformation of society. As society transforms different new challenges and problems have been come and to address such societal problems the subject needs evolve with the changing period of time.

The initial series of changes that were brought to Sociology by mostly 'Two great Revolution' that were took place in Europe. The enlightenment period and industrial revolution made remarkable changes to the European Society. Different new challenges have been the part of society as society transformed through revolutions. In India there are section of prominent sociologist who have engaged in the process of sociological process. Sociologists like G.S.Ghurye, Radha Kamal Mukherjee, D.P. Mukherjee, M.N.Srinivas, André Beteille, Prof. M. N.Karna who have been remembered for their significant work in the field of sociology. Prof M. N. Karna was considered one of the important thinkers who mostly dealt with the classical tradition of sociology. This preface is as tribute to Prof. M.N.Karna. Prof. Karna was one of the important intellectual figures in the field of sociology who was related with Patna School of Sociology. In the initial stage of sociology there are two most popular school of sociology in India – one is Bengal School of Sociology and Bombay of School of Sociology. Panta School of Sociology is considered as marginalised sibling of Bengal School of Sociology. Prof Karna played major role in

popularising sociology specially in outside of Hindi heart land. His major work is to study about Sociology of Movement. He did extensive study on different movements of North-East India. His understanding on North-East India is different and which differs from the understanding of little tradition and great tradition. Karna did significant contribution in both academics and teaching. He served as Professor in Department of Sociology, North-East Hills University, Shillong, Tezpur University in the later period of his teaching career. Again, he worked as director in the A.N. Sinha Institute of Social Studies, Patna. Prior to that he worked as visiting faculty at IIT Kanpur in the Department of Humanities and Social Sciences. Prof Karna will be remembered for his extensive contribution in understanding society of North-East India. On 8th April 2023 Prof Karna took his last breath that creates an irreparable loss to the field of sociology. We pay our deepest homage to Prof. M. N. Karna. This book is dedicated to Prof. M.N. Karna Sir, inspired us to write every day.

Different perspectives and concepts have been developed to understand various emerging issues of society. This book aims to provide basic sociological perspectives. The focus is on studying from the original text to give an overview how different sociological perspectives are emerged. The book tries to stretch the foundation of sociological perspectives for the learners. There are four chapters in this course. The first chapter 'Sociological Perspective : Functionalism- Radcliffe Brown and Emile Durkheim' In this section understanding on sociological perspective was discussed. Within this section learners will get idea on Functionalism as perspectives where thinkers like Radcliffe Brown and Emile Durkheim's contributions are discussed. The second chapter is all about interpretative sociology where Max Weber's contributions have been mentioned. The third chapter indicates the conflict perspective where conflict theorist Karl Marx and Ralf Dahrendorf's understanding of conflict perspectives are discussed. The fourth chapter is about Interactionism perspective where Herbert Blumer and George Herbert Mead understanding on interactionism are discussed with the help of detail analysis.

We extend our sincere gratitude to all the thinkers who enriched sociological thinking by their contributions. We wholeheartedly express gratitude to our teachers who have taught and help us in understanding Sociology. Meanwhile we would like to extend our regards to respected Principal Sir, Dr. H.P. Deka Borua, Principal of Government Model College Kaziranga and respected Principal Ma'am Dr. Bijul Borchetia, Principal of Kamargaon College for inspiring and motivating us to write for students. Last but not the least we express our heartiest thanks to Team of Ashok Publication, who helped us in every step of writing and without their support the project would not have been possible.

With Regards
Purabi Bhagawati
Bijit Das

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নতুন শিক্ষানীতিৰ পাঠ্যক্রমৰ আধাৰত

As per
NEP
Syllabus

অসমীয়া সংস্কৃতিৰ স্বৰূপ

ডিব্ৰুগড় বিশ্ববিদ্যালয়ৰ ২০২৩-২৪ শিক্ষাবৰ্ষৰ পৰা প্ৰবৰ্তন হোৱা ৰাষ্ট্ৰীয়
শিক্ষানীতি ২০২০ৰ আধাৰত স্নাতক মহলাৰ তৃতীয় বাৰ্ষিকৰ অসমীয়া সন্মানীয়
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অসমৰ স্থাপত্য আৰু ভাস্কৰ্য

ড° দীপশিখা কলিতা

ভূমিকা :

সাধাৰণতেই মানৱৰ দৃষ্টিগোচৰ হোৱা কোনো ৰূপ বা ৰূপৰ সৈতে সম্পৰ্কিত ভাৱৰ বহিঃপ্ৰকাশে যেতিয়া ব্যক্তিৰ সাধনা, সৃষ্টিগুণ মিশ্ৰিত হৈ ন-স্থিতিশীল ৰূপ লাভ কৰে আৰু সেই সৃষ্টিশীলতাই নন্দনতাত্ত্বিক (কলাৰ সৌন্দৰ্য) অনুভূতি স্পৰ্শ কৰে তাকেই আমি সাধাৰণভাৱে কলা (Art) বুলিব পাৰোঁ। সৌন্দৰ্যপ্ৰয়াসী মানৱৰ বিবিধ ক্ৰিয়া কলাপৰ প্ৰকাশ ঘটে কলাৰ যোগেদি, য'ত প্ৰতিফলিত হয় সৃষ্টি, সৌন্দৰ্য তথা আকৰ্ষণৰ সমগুণগত স্থিতিশীল স্বৰূপ। শিল্প অথবা কলাৰ বাহ্যিক প্ৰকাশ বহুমুখী। কলা বিভিন্ন শাখাত বিভক্ত। কলাৰ মূল শাখা সমূহৰ ভিতৰত স্থাপত্য আৰু ভাস্কৰ্যকো প্ৰধান বুলি ক'ব পাৰি।

স্থাপত্য যাক ইংৰাজীত Architecture বুলি কোৱা হয়। স্থাপত্যৰ মূল হৈছে বস্তু সত্তা। আৰ্হি প্ৰস্তুত, নিৰ্মাণ তথা সৌন্দৰ্যবোধৰ সৈতে জড়িত স্থাপত্য, পৰিকল্পনা আৰু নিৰ্মাণ প্ৰক্ৰিয়াৰ সু-সংমিশ্ৰণ। বস্তুৰ দ্বাৰা পৰিপূৰ্ণতা লাভ কৰা নিৰ্মাণ কাৰ্যত দৃষ্টিৰ যোগেদি সৌন্দৰ্যৰ উপলব্ধি কৰিব পাৰি। প্ৰাক্ ঐতিহাসিক সময়ৰে পৰা বিশ্বৰ সভ্যতাৰ সমূহৰ ক্ষেত্ৰত স্থাপত্যক সংস্কৃতিৰ প্ৰতীক হিচাপে গণ্য কৰি অহা দেখা গৈছে। প্ৰাচীন সময়ৰে পৰা বৰ্তমানলৈকে ৰচিত হোৱা বিভিন্ন গ্ৰন্থত স্থাপত্য কলাৰ অনেক উদাহৰণ দেখা যায়। এইক্ষেত্ৰত Understanding Architecture, The Architecture, Architecture of Assam, 'ভাৰতৰ ইতিহাস', 'অসমৰ শেষ মধ্যযুগীয় মন্দিৰ-স্থাপত্য'

13/

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A book Chapter by Mridula Hazarika

EFFECTIVENESS OF CHOICE BASED CREDIT SYSTEM (CBCS) FOR UNDERGRADUATE LEVEL STUDENTS: A STUDY IN GOLAGHAT DISTRICT, ASSAM

 **Mridula Hazarika**

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ABSTRACT:

The education system of a country has a tremendous impact on its development. Higher education in India is undergoing a significant transformation from a traditional teacher-centred system to a student-centred approach. It is necessary to overhaul and alter India's higher education system in which it currently operates. This can be achieved by incorporating different points of view, making an effort to develop procedures that focus on the needs of the learner, and setting up systems for assessment that are well-known on a global basis. The UGC has mandated the introduction of a Choice Based Credit System in all undergraduate and postgraduate programmes under the 11th Plan of Higher Education as a result of considerable discussion among educators and experts in the relevant field. The CBCS is a system for creating, putting into practice, and reviewing curricula. In addition to giving students flexibility in their course choices, it also allows them to transfer between educational institutions of their choice anywhere in the

Book Authored by Dr. Gautrom Kumar Saikia

VOICES from BELOW

EXPLORING POSTCOLONIAL SUBALTERNITY
IN INDO-ANGLICAN LITERATURE



Dr. Gautrom Kumar Saikia

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INDO-ANGLICAN LITERATURE

Dr. Gautom Kumar Saikia

 **purbanchal prakash**
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Dr. Gautom Kumar Saikia

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PREFACE

With the emergence of postcolonial consciousness, subalternity emerges as one of the most significant social issues. Postcolonialism, as an emerging critical discourse of the twentieth century, attempts to examine the core issues such as colonial plunder, socio-political domination and exploitation of the colonized and continuation of the same in the decolonized countries even after being liberated from the web of colonization. Although, the decolonized countries witnessed some kind of economic progress after liberation, development in the real sense of the term remained elusive for most them. It is worth mentioning here that in the decolonized countries, colonialism was gradually replaced by a new type of hegemony called 'neo-colonialism'. Hence, under such dismal circumstances, postcolonialism turned out to be a strong voice of resistance of non-Western people against Western hegemony and 'Subaltern Studies', as a branch of study, obviously gained much more significance. The trend of critical study called "Subaltern Studies" was set by leading postcolonial thinkers like Ranajit Guha, Gayatri Chakravorty Spivak, and followed by other South Asian scholars such as Gautam Bhadra, Dipesh Chakrabarty, Partha Chatterjee, Gyanendra Pandey etc. These postcolonial thinkers highlighted the colonial experiences of the South Asian colonized subalterns through various critical works on postcolonial issues. Shahid Amin, David Arnold, David Hardiman are some other renowned historians who dealt with the issue of subalternity in South Asian context.

Apart from the impact of the colonization on the colonized masses, the internal colonization is another source of exploitation which further consolidates the problem of subalternity in the society. Internal colonization is a system of domination that does not come from outside the nation-state but comes from within. In India, internal colonialism was visible in three different levels. They are – the Domination of ethnic races, the untouchables and religious minorities such as Tibeto-Burma people, Dalits, Muslims ; the

subordination and exploitation of rural people by the urban elites ; and the subordination of regions not dominated by the descendants of Ancestral North Indians. The ethnic groups in India's northeast and the oppression of the Indian administration on them is an appropriate example of the internal colonization existing in India. The tribal people of this geographically isolated region have been the victims of various types of violence and injustice in the Indian mainland. Moreover, this region has also been neglected and deprived on many occasions by the Indian government. as a result, the people of this region have tried to challenge the state constructed definition of a nation and sought to construct a new identity and define their their own nationhood. Ethnic groups from Nagaland, Mizoram, Assam and Meghalaya have been fighting for their socio-political independence through various organized movements from time to time.

Within the colonized class, there is another strata of domination and that is of the woman. Now it was left to the woman writers to strive to explore the space and establish the identity of the women subalterns in the society. Postcolonial theorist Gayatri Chakravarty Spivak raised the issue of difference between men and women which was ignored by both Said and Bhabha. In his views regarding the colonizer and the colonized, Bhabha does not make any difference between men and women. Similarly, both Bhabha and Said ignore the cultural difference between the colonizer and the colonized. As Hans Bertens says, "Spivak, however, tries to be attentive to difference or *heterogeneity*, even within feminism itself..." – (*Literary Theory-The Basics* 212). Therefore, according to Bertens, "Spivak can be said to be the first postcolonial theorist with a fully feminist agenda." (211).

Literature reflects the concerns of different classes and categories of people in the society including the oppressed classes. However, there is always a marked biasness in the society towards the deprived section of people and hence the life and problems of the subalterns never get a true reflection in literature. Therefore, the postcolonial writers tried to address the unheard voices of the oppressed section by advocating for them through their writings.

They realized that history and literature should be rewritten to acknowledge the sacrifice and struggles of the deprived classes which is always undermined by the dominant powers. Some prominent Indian writers writing in English have dealt with the issues related to the colonized Indian masses in a significant manner. The writers such as Raja Rao, R.K. Narayan, Mulk Raj Anand, and Rabindra Nath Tagore highlighted the colonial oppression experienced by colonized Indians and advocated their liberation from colonial bondage. Similarly, the issues of class, caste and racial subalternity were given utmost importance in the works of Mulk Raj Anand, Amitav Ghosh, Arundhati Roy and Arvind Adiga etc.

The writers from northeast India express their concern for various socio-political and economic issues which are responsible for the backwardness of this region. Writers like Temsula Ao, Mamang Dai, Mitra Phukan, Dhruba Hazarika, Shrutimala Duara, Manalisa Chankija, Nini Lungalung, and Easterine Kire have dealt with some of the vital social issues concerning the people of their respective states.

In order to carry out a comprehensive study on the topic of subalternity in the context of postcolonialism, a research work titled “Appropriating Subalternity: A Study of Fictional Narratives of Easterine Kire” has already been completed for which I have been awarded Ph.D. by Mahapurusha Srimanta Sankardeva Viswavidyalaya in the year 2022. The present work is based on my Ph.D. research work.

Date:

Dr. Gautom Kumar Saikia

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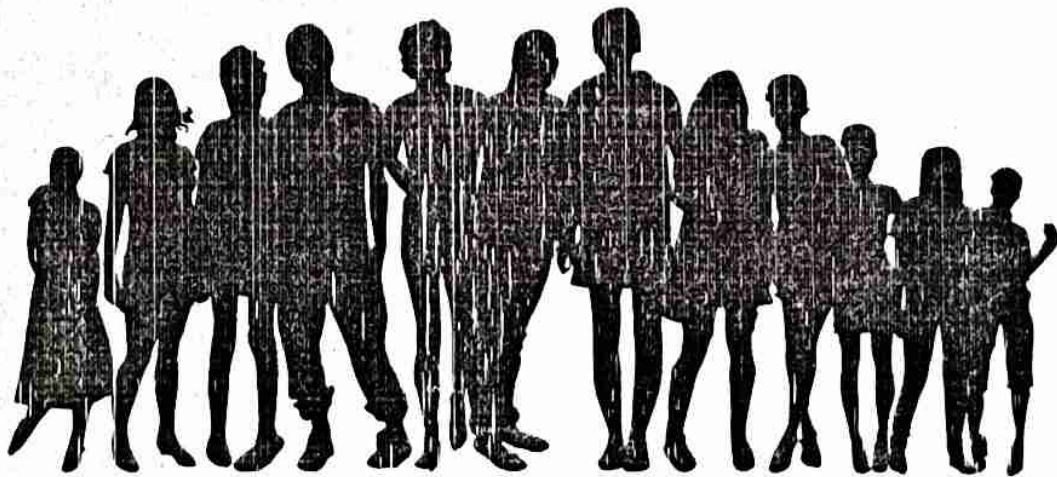
POSTCOLONIALISM PARADIGMS AND SUBALTERN PERSPECTIVES

Postcolonialism as a literary theory has played a significant role in influencing subaltern studies and shaping critical mind of its practitioners. It is a state or condition which represents the after-effects of the encounter between Western colonizers and non-Western colonized masses. It is a movement which demonstrates sharp distaste and disgust towards the repression and oppression of Western colonial powers. It also emphasizes the need of delineating the colonial experiences of colonized subalterns in various literary works with a purpose “to reclaim and rethink the history and agency of people subordinated under various forms of imperialism” (Iverson *Britannica*). The theoretical base of postcolonialism lies in the monumental works such as *Orientalism* (1978) and *Culture and Imperialism* (1993) by Edward Said, *In Other Worlds* (1987) by Spivak, *The Empire Writes Back* (1989) by Ashcroft, and *Nation and Narration* (1990) by Homi K. Bhabha. Commenting on postcolonialism, Eve Darian Smith writes “[a]s an intellectual movement, postcolonialism is emerging alongside and within conditions of globalization and a current preoccupation among West and non-West intellectuals with a global/local rhetoric that claims to give voice to a localized, discrete, oppressed yet restraint periphery.” (*Postcolonialism : A Brief Introduction* 295).

As a literary theory, postcolonialism is a discourse which evaluates the life of the colonized natives who were dominated,

SHIFTING PARADIGMS

GENDER IN CONTEMPORARY SOCIETY



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A book chapter by Punendra Das

Role of Education for Women Empowerment

Punendra Das

Assistant Professor

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Thunumoni Chutia

D.EL. ED 3rd Semester

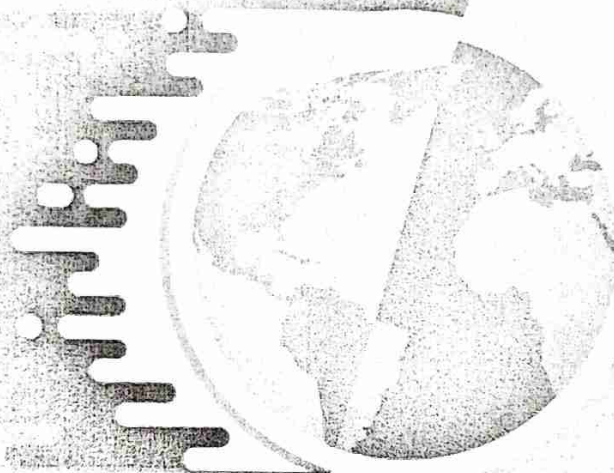
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Abstract

Education is the most essential prerequisite for any person and a constitutional right. It helps the person to minimize inequality and plays a central role in human development that influences the overall growth of the society. Women are the backbone of society which helps to build the foundation of the society. Although, the role of women is immense in society, historically women have been believed to be weaker than men in various fields. Discrimination of women from womb to tomb is well known. There is continued inequality and vulnerability of women in all sectors and women oppressed in all spheres of life. They need to be empowered in all walks of life. In order to fight against the socially constructed gender biases, women have to swim against the system that requires more strength.

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River Bank Erosion and Indigenous Knowledge of Deori's in Dhakuakhana Sub-Division: A Case Study of Kanchan Plantation and its Efficacy

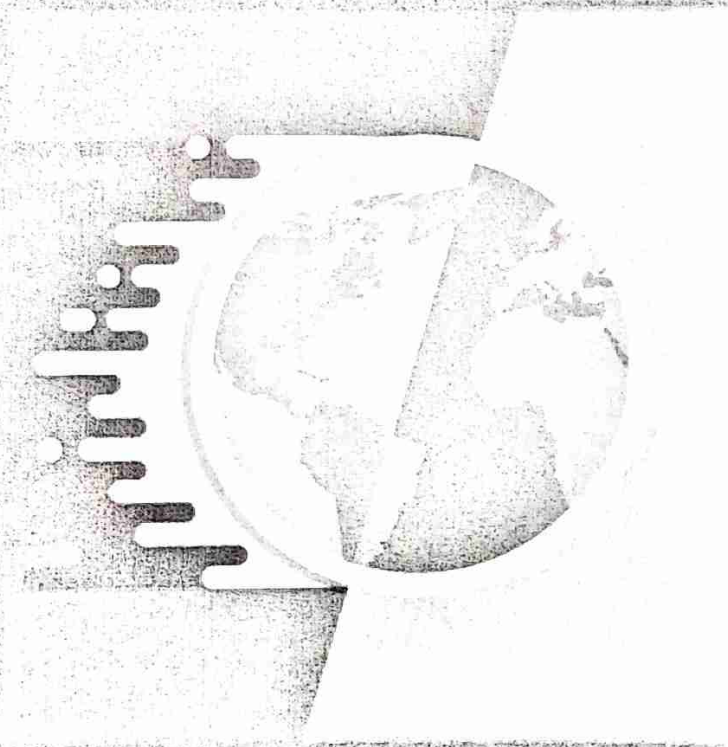
Mr. Bidyut Deori

Assistant Professor, Dept. of Political Science,
Kamargaon College, Golaghat, Assam

Introduction

Floods are the most perennial havoc that affects most of the peoples, infrastructures and along with the natural environment with its vast intensity for almost half of the year. The north-eastern region of the country receives a large share of the summer south-west monsoon's rainfall that usually lasts between June to September, in comparison to rest of the country. When the monsoon winds, make its way over Assam, the Brahmaputra swells manifold, as do its tributaries. And the impact, the resultant floods cause, is devastating. Assam has always been prone to floods, but the Great Earth-quake of 1950, led to massive changes in the topography and the Brahmaputra valley has, thereafter, been seeing increased devastation, due to floods (Centre for Disaster Management, Assam, date not specified). Expert

Climate Change In North East India



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Dr. Bijit Das

Climate Change in North East India

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Interpreting Climate Change through Magic Realism: A Study on *Gun Island*

Dr. Gayatree Bora

Associate Professor, Department of English
Kamargaon College, Kamargaon, Golaghat, Assam

Introduction

Amitabh Ghosh, the Gyanpith award winner in 2018 has published his novel *Gun Island* in 2019 and it deals with climate change, migration, etc. It is an ecological novel and it encompasses nature and environment. Amitabh Ghosh published his book *The Great Derangement* in 2016 and in this book the writer explains why people are not taking the issue of climate change seriously and people are not willing to act on the climate change. This book examines the problem from three major cultural modes - literature, history, and politics. *The Hungry Tide* is another novel set in Sundarban and the main character Piya Roy is in search of the rare Irrawaddy dolphin. *Gun Island* is the sequel of this interesting and famous novel *The Hungry Tide*. In this novel Amitabh Ghosh starts the story at Sundarban with the myth of Manasa Devi and the legend of Chand Sadagar and the later part of the novel deals with migration of two teenagers, Tipu and Rafi where Italy is the background. Wrapping with the myth and supernatural elements the novel uses magic realism and criticizes the men-made climate change and its effect and

State and Politics in Assam Since Independence



Editors -

Dr. Pranjit Saikia
Mr. Paresh Borah
Dr. Devajit Dutta

Assam College Teachers' Association

STATE AND POLITICS IN ASSAM SINCE INDEPENDENCE

Editors

Dr. Pranjit Saikia
Mr. Paresh Borah
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Analysing the Rise of BJP in the Thengal Kachari Autonomous Council Election of Assam, 2022 : Understanding the Experiences of the Natives

A book chapter by Robin Hazarika

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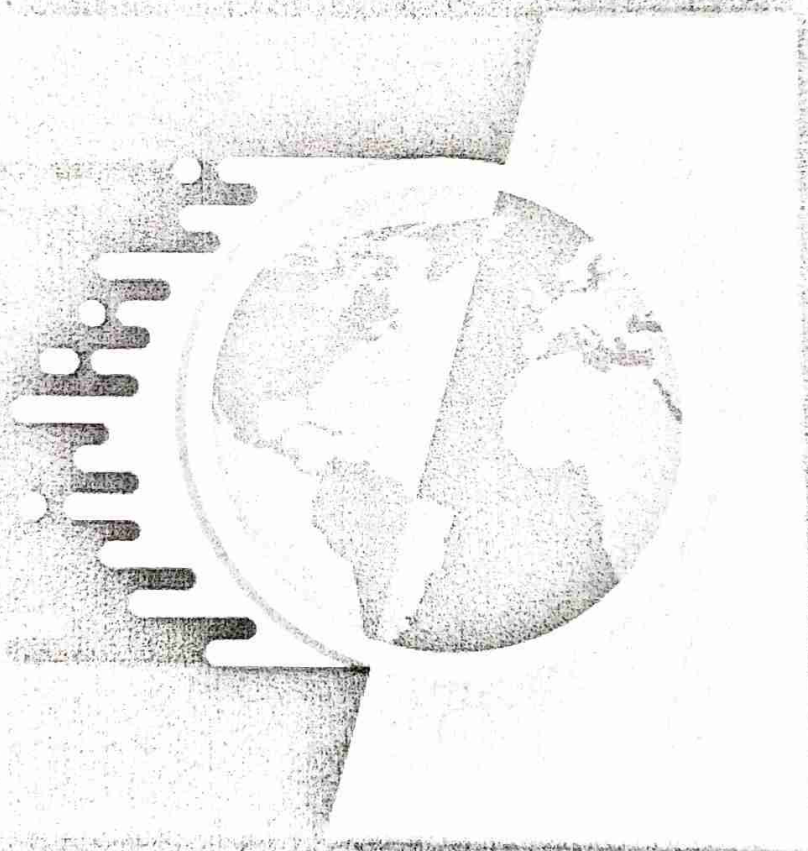
Abstract :

Winning of Thengal Kachari Autonomous Council Election by the BJP party has again given the party strong foothold in the region. In this context the present paper attempted to study the factors which favoured BJP in winning the election. Moreover, the paper also highlights the opinion of the Thengal Kachari tribal people in favouring BJP in the state.

Key Words :

Thengal Kachari, Tribe, Assam, Election, Identity, Politics, BJP.

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EDITORIAL

Northeast India, an enchanting land of rich biodiversity, lush forests, pristine rivers, and vibrant cultures, but today it stands at a critical crossroad. With its unique ecology and distinct geographical position, the region is acutely sensitive to the growing impacts of climate change. As this once seemingly isolated part of the world grapples with rising temperatures, unpredictable weather patterns, and the threat of environmental degradation, the urgency to address climate change in Northeast India has never been greater.

Northeast India is home to the Eastern Himalayas, the Indo-Burma Biodiversity Hotspot, and the Brahmaputra and Barak river basins, making it one of the most ecologically diverse regions in the world. Yet, this same diversity is also its vulnerability. The region is witnessing increasing instances of extreme weather events: flash floods, landslides, prolonged droughts, and unseasonal rainfall have become more frequent and severe, challenging traditional agriculture and destabilizing fragile ecosystems. The Brahmaputra River, the lifeline for millions, has seen increased flooding, partly driven by erratic rainfall patterns. With floods often comes devastation, displacement of communities, destruction of crops, and loss of infrastructure. Coastal ecosystems, such as the Sundarbans to the southwest, are threatened by rising sea levels, endangering both wildlife and human settlements. On the other hand, rainfall patterns in the region are becoming alarmingly inconsistent. This has led to water stress in certain parts, severely affecting agriculture, which is the mainstay of the region's economy. Traditional farming systems, which once thrived in harmony with nature, are increasingly at risk as unpredictable

monsoons bring either too much or too little rain, jeopardizing food security and livelihoods.

Northeast India is celebrated for its incredible flora and fauna, but climate change poses an existential threat to this natural wealth. Species that rely on specific temperature ranges and ecosystems, like the endangered red panda and the snow leopard, are finding their habitats shrinking. Forests, which cover about 70% of the region, are already experiencing shifting vegetation zones, leaving native species unable to adapt quickly enough. This not only threatens wildlife but also the indigenous communities that rely on forests for sustenance and cultural practices. Moreover, increased human encroachment into forests, driven by economic pressures and population growth, exacerbates the degradation of these critical habitats. Deforestation, already a concern, accelerates climate change by reducing carbon sinks and increasing the risk of soil erosion. The region, thus, faces a dual challenge of protecting its biodiversity while fostering economic growth.

While the impacts of climate change are global, the solutions must be local. Thus, this book with a plethora of research papers from Humanities, Science and Social science presented at the national seminar titled “Climate Change in North East India: Understanding Recent Trends and Patterns” gives a multi-faceted approach, encompassing diverse areas of economic development, environmental protection, indigenous knowledge and traditions, embracing modern innovations in sustainable practices etc will provide the readers with nuanced ideas to unearth the depth of climate change .



Dr. Bijit Das

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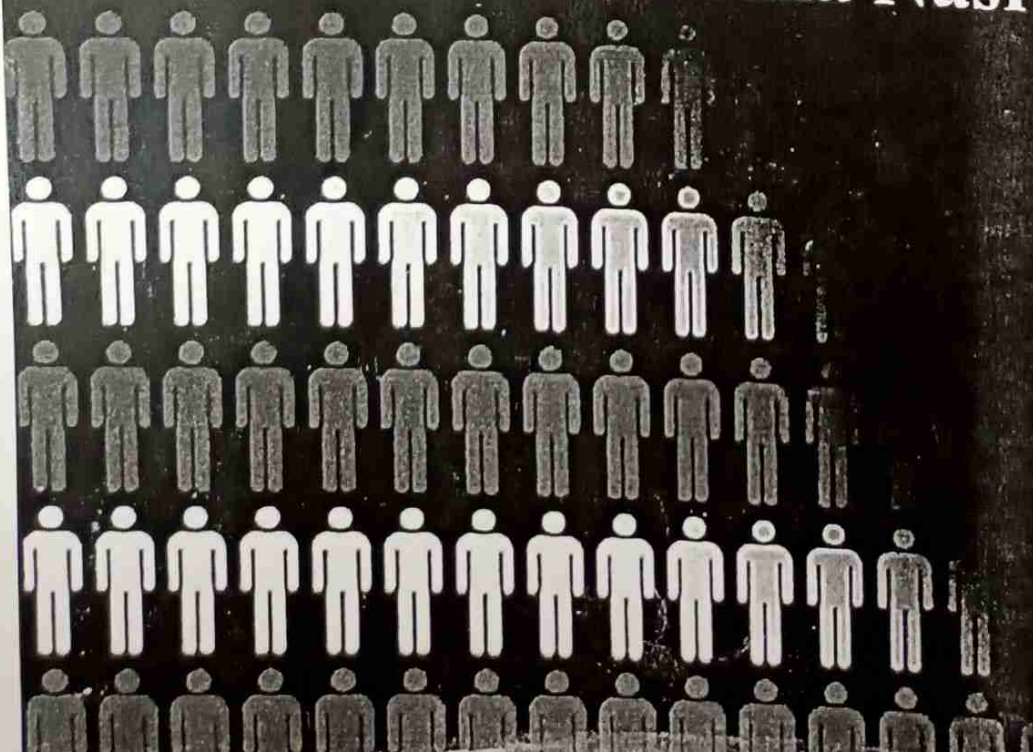
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DISCOURSES IN CITIZENSHIP AND IDENTITY: PERCEPTION AND REALITY

EDITORS

Dr. Noni Gopal Goswami

Dr. Afruza Nasrin Islam



**DISCOURSES IN
CITIZENSHIP AND
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AND REALITY**

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Research Papers submitted at
National Seminar*

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A chapter by Anjan Saikia in the National Seminar proceeding published by Jorhat Law College

Situating Illegal Immigration and the Complexity of the Discourses of Citizenship and Identity in Assam: A Reading of Jahnavi Barua's Undertow

✉ Anjan Saikia

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Abstract:

Citizenship and identity are perhaps the most critical issues engulfing Assam and the Assamese society in the post-independent era. These vexed issues have affected everyone including layman and the reaching of these is so enormous that everyone has got involved in these discourses directly or indirectly. This paper is an attempt to address the perennial problem of illegal immigration in Assam in the post-independent period and locate the complexities that it has brought in the discourses of citizenship and identity based on a reading of Jahnavi Baruah's novel Undertow. The paper would bring into the context of AASU and its long-term effort to identify and deport the illegal immigrants from Assam apart from delving deep into the plight of the common man entangled in such a broad and complex spectrum of conflict

and distrust through critical insights of the interweaving stories of Rukmini, Loya, Torun, Arun, Robin khura, etc. While looking into these complex discourses in Assam and their widespread ramifications in every stratum of society, the discussion would situate some of the critical phases of Assam's history, especially from the 1980s onwards including Assam agitation.

Keywords : Citizenship, Illegal immigration, identity, AASU, Assam agitation, Deportation.

Introduction :

The issues of illegal immigration and identity have remained central to the society and politics of Assam in the post-independent era. These perennial issues have pushed all other areas in Assam connected to human development to the margins. The impacts of these are enormous in the lives of people, and therefore the more the people talk about these issues the more they find them enmeshed in the state's recent past and events. It is important to note here that the greater part of today's North East was known as Assam at the time of independence. In other words, the process of territorial break-up started only after the independence from the British. Today, Assam is constituted mainly of the Brahmaputra and Barak valley and the Karbi hills.

Many of the issues like immigration, identity, citizenship, and demographic change have received unprecedented urgency in contemporary politics and society of Assam. These socio-political issues have increasingly occupied the center stage in different debates due to their perceived threat to the Assamese society and language. Unabated immigration from Bangladesh especially from the 1970s onwards has transformed the political geography of Assam and turned the fear of Assamese people becoming a minority in their land more realistic. All these areas which have left an enduring effect on the politics and society of Assam have been accorded great attention in works of literature and it is in this context the novel titled *Undertow* by the Assamese novelist Jahnabi Barua poses significance.

Undertow is the second novel written by this Assamese novelist and was published in 2020. Based in Bengaluru, Baruah



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CONTEXTS, CONCERNS AND PROSPECTS**

(held on 21st & 22nd December, 2023)



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Proceeding Book of the
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ON
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South Asia refers to a group of nation states bounded by a geographical commonality or contiguity and connected through historical, cultural, linguistic, ethnic, and civilizational linkages. Constituted of the nations including India, Bangladesh, Nepal, Pakistan, Sri Lanka, Bhutan, Maldives, and Afghanistan, the region is presently home to over 1.9 billion people and is one of the most-heavily populated regions in the globe. Interestingly, the region boasts of a large number of young population and, as estimates have suggested, more than 35% population in South Asia comes under the age of 18. The region can cash in this demographic dividend for all-round development and acceleration of sustainable economic activities. However, it needs to be kept in mind that the region has remained one of the poorest in the world, with more than 30% of the population, as the World Bank suggests, still living under the international poverty line. To cash in the democratic dividend at its fullest and bridge the gaps, higher education in these nations can play a big role and create multifarious opportunities.

In the region, countries are largely agricultural economies, and approximately 70% of the total population live in rural areas. However, the nations are forging a path towards the direction of the growth of their industry and services sectors. The region is also vulnerable to natural disasters and has witnessed in the recent times various sorts of political instabilities, internal conflicts, and security concerns. All the nations of the region fall under developing and least-developed countries and have confronted several challenges in areas such as education, infrastructure, and health. Compared to global averages, the region is lagging behind education output and has not been able to meet the demands of time owing to the particular challenges associated with the production of skilled workforce. Against this backdrop, the role of the higher education has proved critical in facilitating a skilled, competitive, and knowledgeable workforce for growth, investment, and development of all sorts.

In fact, demand for higher education in the nations of the region is on the rise, and it has increasingly brought forth the necessity for relevant policy interventions from concerned authorities as well as quality assurance mechanism. South Asian universities have constantly ranked poor on global rankings and are marred in numerous shortcomings. Poor employability of the graduates and the worrying disconnect between market requirement and curriculum along with bureaucratic hurdles, low female representation, and political interventions have plagued the higher education sector in these nations. Therefore, higher education has emerged as an area of priority in South Asia in the current century and has invited a great urgency of institutional reform and re-evaluation. The three-day conference seeks to address the changing dynamics of higher education in the South Asian nations against the stated backdrop and endeavours to unearth the various dimensions by providing a necessary platform to the academicians, researchers, students and media persons as well for fruitful deliberation.

Sub-themes:

1. Changing Dynamics and Dimensions in Higher Education in South Asia
2. Higher Education and the Role of Digital Technology
3. Internationalisation, Privatization and Higher Education
4. Women Empowerment and Higher Education
5. Higher Education in South Asia, Inclusive Growth, and Development Concerns
6. Higher Education, Curriculum, and Pedagogy
7. Higher Education and Climate Change Concerns
8. Academic and Research Complementarity in Higher Education in South Asia: Contexts, Concerns, and Prospects
9. Higher Education in South Asia, Challenges, and Policy Concerns
10. Higher Education in South Asia and Life Skills
11. Language, Literature and Higher Education
12. Indigenous Knowledge, Culture and Higher Education
13. Innovation, Startup and Higher Education in South Asia
14. Any other relevant sub-theme connected to the topic.

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A Chapter by Probha Rani Das in the Proceeding book of ICSSR Sponsored International conference

Role of Higher Education in Women Empowerment of Scheduled Caste in Assam

Probha Rani Das

Assistant Professor

Department of History

Kamargaon College, Golaghat

Abstract

Higher Education is not simply imparting knowledge in a particular subject or making one fit for securing jobs or fare well in exams, but at the same time it is also a training in logical thinking which helps the coming generation adapt to the ever changing environment. So, it may be said here that all-round development of a nation, a state, and a particular society is not possible without higher education. Higher education is the most essential tool for everyone irrespective gender, caste and creed. But it is notable that literacy rate of the women has lower than their male counterparts. According to the 2011 census, the female literacy rate of Assam is lower (66.27%) than the male (77.85%). Significantly, the literacy rate of Scheduled caste women is much lower (44.48%) than the overall female literacy rate. From the census report, it is clear that position of women in respect of acquiring higher education is pitiable. So, it has emerged as a quite challenging issue of the twenty-first century. Without higher education, women empowerment is not possible in the present situation. Women are the backbone of the society and lead future development of the nation. Since women are only the creator of future generation, her empowerment will play a key role to mould a strong generation. Therefore, women empowerment is utmost necessary for full-fledged development of society. Higher education is one of the most important means of empowering women with knowledge, skills, and self-confidence. The present paper mainly focuses the women of Scheduled caste who have been lagging in every aspect of life for many centuries without their own fault. The main objective of the present study is the role of higher education in empowerment of Scheduled caste women in Assam.

Keywords: higher education, women empowerment, scheduled caste, Assam

Introduction

Women from Scheduled Castes in India, particularly in states like Assam, encounter a unique intersection of gender and caste discrimination. Assam, with its diverse ethnic groups and socio-economic challenges, presents a complex landscape for the empowerment of SC women through education. Higher education serves as a crucial tool for dismantling socio-economic barriers, fostering self-reliance, and promoting social mobility. This paper aims to



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Empowering Academic Success: Enhancing Communicative and Functional English Skills in Higher Education

Dr. Gautom Kumar Saikia
Associate Professor, Department of English
Kamargaon College, Golaghat

Within the realm of higher education, the development of proficient English language skills extends beyond mere linguistic competence; it represents a fundamental pillar for academic excellence and professional advancement. This paper explores the necessity of integrating communicative and functional English components into higher education curricula. The paper delves into the diverse advantages of fostering effective communication and practical language application, underscoring their critical roles in academic success and future career opportunities. Through an amalgamation of pedagogical approaches, the paper outlines strategies for educators to create an immersive and stimulating learning environment that promotes both linguistic fluency and functional proficiency. By elucidating the interdependence of communicative and functional English, the paper emphasizes the indispensable nature of language proficiency in equipping students with the skills required to excel in the ever-evolving landscape of higher education and beyond.

Keywords: higher education, communicative English, functional English, language proficiency, pedagogical approaches

Introduction

The ability to communicate effectively in English is increasingly recognized as a vital skill for students in higher education. With the predominance of English in academic discourse and international business, enhancing communicative and functional English skills is essential for empowering students to succeed academically and professionally. This seminar paper discusses the importance of these skills, identifies challenges faced by students, and proposes actionable strategies for improvement.

Importance of Communicative and Functional English Skills

Academic Success

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ড° দীপশিখা কলিতা

সহকাৰী অধ্যাপক, অসমীয়া বিভাগ, কমাৰগাঁও মহাবিদ্যালয়

পূজা বৰা

সহকাৰী অধ্যাপক, অসমীয়া বিভাগ, কমাৰগাঁও মহাবিদ্যালয়

সঞ্জয় আচাৰ্য

সহকাৰী অধ্যাপক, অসমীয়া বিভাগ, কমাৰগাঁও মহাবিদ্যালয়

শিক্ষাই মানৱ চিন্তনৰ উত্তৰণ ঘটোৱাত অন্যতম গুৰুত্বপূৰ্ণ ভূমিকা গ্ৰহণ কৰে। শিক্ষাৰ বাবেই মানুহৰ সভ্যতাৰ বিকাশ ক্ৰমশঃ বৃদ্ধি পাবলৈ ধৰিছে আৰু আজি একবিংশ শতিকাৰ দ্বিতীয় দশকত মানুহৰ চিন্তাৰ উৰ্দ্ধগমন ঘটিছে। সেয়ে অনাগত সময়ত শিক্ষাক প্ৰধান অস্ত্ৰ হিচাপে লৈ সমগ্ৰ বিশ্বই আগবাঢ়িবলৈ নীতি-নিৰ্ধাৰণ কৰিছে। ভাৰতবৰ্ষতে ২০৩০ চনৰ ভিতৰত শিক্ষাৰ উন্নয়নৰ কথা আগত ৰাখি ২০২০ চনত এক নতুন শিক্ষা নীতি প্ৰস্তুত কৰি উলিওৱা হৈছে। য'ত মাতৃভাষাক সৰ্বাধিক প্ৰাধান্য দিয়া হৈছে। প্ৰাথমিক অথবা উচ্চ শিক্ষা দুয়োটাতে ছাত্ৰ-ছাত্ৰীসকলে মাতৃভাষাতে নিৰ্দিষ্ট বিষয়ত জ্ঞান লাভ কৰাৰ সুবিধা পোবা উচিত। সেয়ে এই নীতিক আশ্ৰয় হিচাপে হৈ ইউ.জি.চি.য়ে স্নাতকোত্তৰ পাঠ্যক্ৰমো ছাত্ৰ-ছাত্ৰীসকলে মাতৃভাষাতে অধ্যয়ন কৰাৰ সুবিধা লাভ কৰিব লাগে বুলি উল্লেখ কৰিছে। কিন্তু সাম্প্ৰতিক সময়ত মানুহৰ মাজত মাতৃভাষা বিদ্বেষী মনোভাৱ বৃদ্ধি পোৱাৰ বাবে নিজ ঠাইতে নিজৰ ভাষা এলাগী হৈ পৰা দেখা গৈছে। ইয়াৰ বিভিন্ন কাৰণ হ'ব পাৰে বিশেষকৈ ইংৰাজী, হিন্দী ভাষাৰ প্ৰতি থকা মানুহৰ দুৰ্বলতা; এনে ভাষাৰ জ্ঞান লাভেৰে দেশ-বিদেশত নিজৰ আভিজাত্য জাহিৰ কৰা; এনে ভাষাত যিকোনো বিষয় অধ্যয়নৰ সুবিধা থকাৰ বাবে ইংৰাজী, হিন্দী ভাষাৰ প্ৰতি মানুহৰ দুৰ্বলতা সৰ্বাধিক আদি। সাম্প্ৰতিক সময়ত অসমত ইংৰাজী অথবা হিন্দী ভাষাৰ প্ৰচুৰ ব্যৱহাৰৰ বাবে মাতৃভাষাৰ প্ৰয়োগৰ ক্ষেত্ৰত বাধা আহি পৰিছে। সেয়ে নিজ ঠাইৰ শিক্ষা ব্যৱস্থাত মাতৃভাষা প্ৰয়োগ ক্ৰমশঃ হ্রাস পোৱাটো স্বাভাৱিক। প্ৰস্তাৱিত আলোচনা পত্ৰত অসমৰ শিক্ষা ব্যৱস্থাত মাতৃভাষাৰ প্ৰয়োগ আৰু প্ৰাসংগিকতা সম্পৰ্কে আলোচনা কৰা হ'ব। প্ৰয়োজন সাপেক্ষে মাতৃ ভাষাৰ গুৰুত্ব আৰু প্ৰয়োজনীয়তা সম্পৰ্কে আলোকপাত কৰা হ'ব।

বীজ শব্দ : অসম, মাতৃভাষা, শিক্ষাব্যৱস্থা ইত্যাদি।

০.০০ অৱতৰণিকা

অসমৰ শিক্ষা ব্যৱস্থাত মাতৃভাষাৰ প্ৰয়োগ প্ৰচলিত প্ৰথাৰ পৰা পৃথক হৈ এক বিশেষ স্থান দখল কৰিছে। অসমীয়া, যিটো অসমৰ মুখ্য মাতৃভাষা, সেৰ পৰা শাৰীৰিক আৰু মানসিক বিকাশলৈকে সবিশেষ প্ৰভাৱিত হৈছে।



PROCEEDING BOOK OF THE
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INTERNATIONAL CONFERENCE

ON
CHANGING DYNAMICS OF HIGHER EDUCATION IN
SOUTH ASIA AND THE 21ST CENTURY TRANSFORMATIVE GOALS:
CONTEXTS, CONCERNS AND PROSPECTS

(held on 21st & 22nd December, 2023)



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Challenges and Strategies of Educational Attainment among the Scheduled Castes: A Research Review

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Education is the process of acquiring knowledge that prepares a thriving present and leads to a stable future (Keshvi & Tammana, 2021). Education brings equality, stability and modernity in human society. It enhances the skills and knowledge of the people. The role of education has been realised in human society since ancient period. In a vast country like India, creation and transformation of education to all the communities of the society is really a challenge for the government. Education is the most important instrument for empowering weaker sections of the society. Several educational schemes have been implemented by the Ministry of Social Justice and Empowerment for children belonging to the disadvantaged sections (Rau & Usha, 2010). Some sections of the Indian society are still struggling to attain education. Schedule Castes (SC) are viewed as one of the most deprived, disadvantaged and suffering sections of the Indian society. They are the educationally excluded section of Indian society. Since independence, the Government of India has been trying for inclusivity in education irrespective of caste, creed and religion. But unfortunately, inclusiveness in education is not attained. Along with some common problems, children belonging to Scheduled Caste face a very high degree of social discrimination. They are frequently bullied by the upper caste children and parents, teachers and staff too (Keshvi and Tammana, 2021). Though the government has allotted seats in educational institutions including professional courses under reservation quota, the literacy level of SCs is lower compared to others. This paper attempts to find out and analyse the challenges faced by SC community in attaining education at various levels. Various previous researches are reviewed to establish the authenticity and validity of those challenges faced by the SC community.

Keywords: Scheduled Castes, challenges, strategies, educational attainment



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The Assam Kaziranga University (KU), Jorhat, Assam, India



Proceeding Book of the
ICSSR, NEW DELHI SPONSORED INTERNATIONAL CONFERENCE
ON
CHANGING DYNAMICS OF HIGHER EDUCATION IN SOUTH ASIA AND
THE 21ST CENTURY TRANSFORMATIVE GOALS: CONTEXTS, CONCERNS
AND PROSPECTS

(held on 21st & 22nd December, 2023)



ORGANISED BY

Kamargaon College, Golaghat, Assam, India

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Importance of Indigenous Knowledge System in Higher Education: Lesson from Everyday Eco-sensitive Practices of Karbi Tribe of Assam

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Abstract

In India, ongoing efforts are made to promote education in a decolonized manner. In this regard, recently developed National Educational Policy 2020 can be mentioned as an attempt to include an Indianized model of education into the Indian education system, thereby making it more inclusive. This paper aims to investigate the significance of the Indigenous knowledge system in Indian higher education. Due to the effects of globalization and neo liberalization, indigenous people and their knowledge have been struggling to survive and become extinct. Therefore, by introducing Indigenous education into higher education, it will assist them in receiving protection and recognition that would otherwise have been destroyed or rendered obsolete by the introduction of modern hegemonic westernized educational systems. The present paper is primarily based on two objectives: a) To recognize the significance of indigenous knowledge in higher education b) To draw attention to the indigenous knowledge held by the Karbi tribes in Assam and the ways in which it can support the inclusive growth of higher education. The paper also tries to understand the importance of Karbi traditional ecological knowledge in conserving environment in a sustainable way. It is critical to note that indigenous knowledge systems are embedded within the understanding, use and conservation of biodiversity resources. Like most of the indigenous communities of the North East India with the historical resource-use practice, Karbi tribal community has also experienced it over a long period of time and often possesses an extensive knowledge base of the ecological systems in their own localities. Therefore, in order to understand their ecological indigenous knowledge and how far inclusion of it will be helpful in making higher education more sustainable, the paper makes an attempt to understand the importance of knowledge system and eco-sensitive practices of Karbi tribe through focused group discussions with the Karbi tribal community, especially those who are situated in the Karbi Anglong district of Assam. The paper concludes with a variety of arguments and discussions in favor of incorporating the rich indigenous ecological knowledge of the Karbi tribal community into the discussion of broad curriculum requirements for higher education.



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Decolonizing English Literary Studies in Undergraduate English Honours Curriculum: A Reading in the context of Kalidasa's *Abhijnanasakuntalam*

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This paper argues that the inclusion of classical Indian texts in the English honours curriculum in the undergraduate course under Dibrugarh University, Assam marks an important shift in indigenizing literary studies. Focusing on the context of the inclusion of Kalidasa's *Abhijnanasakuntalam* in the honours curriculum of English in Choice Based Credit system (CBCS) under Dibrugarh University, Assam, the paper contends that the prescription of such Sanskrit literary text as Kalidasa's *Abhijnanasakuntalam* in English honours renders the message of the continuous scrutiny of literary curriculum and its diversification and decolonization for preservation of "India's traditions and value systems" (NEP 2020, 3). Such revamping, as the paper argues, can be seen as a part of the indigenization of the English studies and offers scopes for critical studies from decolonial perspectives about the advantage and necessity of "building a global best education system rooted in Indian ethos" and "transforming India into a global knowledge superpower" (NEP 2020, 5).

Keywords: decolonizing, CBCS, undergraduate, English honours curriculum, Dibrugarh university, indigenization, diversification

Introduction

The study of literature has long been dominated by Western canons and perspectives, often marginalizing non-Western texts and frameworks. This paper aims to explore the necessity and methods of decolonizing English literary studies, specifically through the lens of Kalidasa's *Abhijnanasakuntalam*. This ancient Sanskrit play not only exemplifies rich cultural heritage but also challenges Eurocentric narratives by offering unique insights into themes such as love, identity, and nature. By integrating *Abhijnanasakuntalam* into the undergraduate English Honours curriculum, educators can promote a more inclusive literary landscape that honors diverse literary traditions and perspectives.

The Need for Decolonization in Literary Studies

Decolonization in literary studies refers to the process of critically re-examining and restructuring curricula that have historically prioritized Western texts and theories at the expense of global narratives. As Edward Said's *Orientalism* (1978) highlights, Western scholarship often constructs a narrative that marginalizes and stereotypes Eastern cultures. In



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উচ্চ শিক্ষাৰ বৰ্তমানৰ ধাৰাত মহাত্মা গান্ধী দৰ্শনৰ প্ৰয়োগ আৰু প্ৰয়োজনীয়তা : ভাৰতীয় প্ৰেক্ষাপটত এক সমাজতাত্ত্বিক অধ্যয়ন

নিতুল কুমাৰ বৰা

সহকাৰী অধ্যাপক

সমাজতত্ত্ব বিভাগ

কমাৰগাঁও মহাবিদ্যালয়, গোলাঘাট, অসম

অবতৰণিকা :

কিছুমান বিশেষ ব্যক্তিৰ জন্মলৈ এখন দেশ বা এটা জাতিয়ে বাট চাই থাকে। সেই বিশেষ ব্যক্তিজনৰ আদৰ্শ, কৰ্মপন্থা আৰু নেতৃত্বই সেই জাতিটোক সমৃদ্ধিশালী কৰাৰ লগতে জাতীয় মুক্তিৰ দুৱাৰখনো মুকলি কৰে। মহাত্মা গান্ধীও এনে এজন ব্যক্তি যাৰ সৰল নেতৃত্বই ভাৰতীয় জাতীয় আন্দোলনৰ গুৰি ধৰিছিল। লগতে ভাৰতবৰ্ষৰ জাতীয়তা (Nationality) গঠনৰ মূল যোদ্ধা হিচাপে কাম কৰি গৈছিল। মহাত্মা গান্ধীক বাদ দি ভাৰতীয় জাতীয় সত্ৰাৰ কথা ভাবিব পৰা নাযায়। যি সময়ত ভাৰতীয়সকলে পৰাধীনতাৰ গ্লানি মূৰত লৈ বৃটিচ প্ৰশাসনৰ পদদলিত হৈ জীৱন কটাবলগীয়া হৈছিল, ঠিক সেই সময়তে মহাত্মা গান্ধীৰ আৰ্বিভাৱে ভাৰতীয়সকলক সংগঠিত কৰি স্বাধীনতাৰ বাবে যুঁজাৰ লগতে সোণালী গৌৰৱৰ অধিকাৰী কৰিছিল। চে গোৱাভাৰা (Cuba), ব'ছ লাগহেমবাৰ্গ (Jarmany), জৰ্জ ৰাচিংটন (Ametica), জেমচ কন'লি (Ireland), এমিলিয়ানো জাৰ্গেটা (Marico), নেলচন মেণ্ডেলা (South Africa), আদি মহান নেতাসকলৰ শৰীত মহাত্মাগান্ধীকো স্থান দিয়া হয়। যিজনক জাতিৰ পিতা ৰূপে আখ্যা দিয়া হয়। সেইজন মহান নেতাৰ জন্ম হৈছিল ১৮৬৯ চনৰ ২ অক্টোবৰ তাৰিখে গোজৰাটৰ পুৰন্দৰত।

তেখেতৰ পিতৃৰ নাম আছিল কৰমচাঁদ গান্ধী আৰু মাতৃৰ নাম আছিল পুতলিবাঈ। তেখেতৰ বৃত্তিত আছিল এজন উকীল। জনসাধাৰণৰ মাজত তেখেক জনাগৈছিল 'বাপু' বা 'বাপুজী' 'মহাত্মা' আৰু 'জাতিৰ পিতা নামেৰে। তেখেতৰ মূল্যবান গ্ৰন্থসমূহৰ ভিতৰত "মোৰ সত্য অন্বেষণৰ কাহিনী" বিশেষভাৱে লেখত লবলগীয়া। তেখেতে স্থানীয় বিদ্যালয়ত অধ্যয়ন কৰাৰ ওপৰি সমলদাস "আৰ্চ কলেজত" লণ্ডনৰ ইউনিভাৰচিটি কলেজত অধ্যয়ন কৰিছিল। তেখেতৰ দৰ্শনৰ মূল নীতি সমূহ আছিল সত্যগ্ৰহ, আহিংসা, সৰ্বোদয়, স্বদেশী, স্বৰাজ আদি। মূলতঃ তেখেত নিজেই আছিল নৈতিভাৱে সৰল সত্যবাদী সাহসী, কষ্ট সহিষ্ণু, ৰাজনৈতিক সামাজিক অৰ্থনৈতিক জ্ঞানৰ প্ৰতিভূ এজন গভীৰ দাৰ্শনিক ব্যক্তিত্বৰ লোক। সেইবাবেই বৰ্তমান সময়ৰ সামাজিক জীৱন ধাৰাত মহাত্মাগান্ধীৰ নীতি আৰু আদৰ্শক শান্তি প্ৰতিষ্ঠা তথা সামূহিক মঙ্গলৰ বাবে অধ্যয়নৰ এক বিষয় হিচাপে ভাৰতকে ধৰি দক্ষিণ এছিয়া কিছুমান দেশে শৈক্ষিক তথা বিদ্যায়াতনিক পৰিমাণলৰ ভিতৰত স্থান প্ৰদান কৰিছে।

অধ্যয়নৰ উদ্দেশ্য :

এখন শান্তিপূৰ্ণ প্ৰগতিশীল সমাদৰ সকলোৰে কাম। য'ত প্ৰতিহিংসা নাথাকে, সত্য আৰু অহিংসাই সমাজ ধাৰণা এক সুচাৰুৰূপে পৰিচালিত হোৱাত সহায় কৰে। কিন্তু বাস্তবিকতে দেখা গৈছে কি? শোষণ, অৱদমন, প্ৰতিহিংসা, নৈতিক স্বলন, আভ্যন্তৰীণ অশুভকন্দল, উগ্ৰবাদ, যুৱ উশৃংখলতা আদি নানান সমস্যাবে ভাৰাত্ৰাগু একে শতিকাৰ পৃথিবীৰ বহুতো দেশ। অৰ্থনৈতিকভাৱে দেশসমূহ উন্নয়নৰ দিশত ধাৱমান হৈছে হয় কিন্তু নৈতিক ভাৱে সৰল নোহোৱাৰ বাবে সামাজিক শৃংখলাবদ্ধতাত নোহোৱা হৈছে। ধনী দুখীয়াৰ ব্যৱধান বৃদ্ধি পাইছে। ৰাজনৈতিক নেতাসকলে উদ্দেশ্যসিদ্ধিৰ বাবে সততে অসং উপায় অবলম্বন কৰাৰ প্ৰৱণতা বৃদ্ধি পাইছে। আঞ্চলিক বৈষম্যই ৰাষ্ট্ৰীয় ঐক্যতাৰ প্ৰতি ভাবুকি কঢ়িয়াই আনিছে। জাতপাতৰ উচ্চ নীচ ধাৰনাই সমাজখন খণ্ডিত কৰি আহিছে। বিশেষকৈ ভাৰতীয় প্ৰেক্ষাপটত উগ্ৰবাদী আৰু নগ্নালবাদী সমস্যাই এক ভয়াবহ ৰূপ লৈছে। কিছুমান ৰাজত্বৱা সা-সম্পদ অনিষ্ট হোৱাৰ লগতে ধন-জনৰো ক্ষতিসাধন হৈছে। স্বাৱলম্বীতাৰ কথা কোৱা কৈছে যদিও পৰমুখীতাৰ অন্তপৰা নাই। ধনী দুখীয়া সকলোৰে অৰ্থনৈতিক নিৰাপত্তা পোৱা নাই। তাৰোপৰি মানৱীয় প্ৰমূল্যসমূহৰ অৱক্ষয়ে দেশৰ ভৱিষ্যতক এক অনিশ্চয়তাৰ দিশলৈ ঠেলি



**PROCEEDING BOOK OF THE
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**ON
CHANGING DYNAMICS OF HIGHER EDUCATION IN
SOUTH ASIA AND THE 21ST CENTURY TRANSFORMATIVE GOALS:
CONTEXTS, CONCERNS AND PROSPECTS**

(held on 21st & 22nd December, 2023)



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UNIVERSITY**
KNOWLEDGE & BEYOND

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Understanding Education in India through Michel Foucault:

A Postmodern View

Dr. Bijit Das

Assistant Professor, Department of Sociology
Kamargaon College, Golaghat

Abstract:

The realm and the paradigm of human consciousness have an integral connection with education. Various personalities, philosophers, thinkers, and educators from diverse backgrounds have quintessentially contributed towards maneuvering different trajectories pertaining to education. Keeping this in mind, the paper takes into consideration the postmodern thinker Michel Foucault's topics of 'discipline' and 'problematization' in the field of education and looks at the trajectory of educational change in the South-East Asian country of India through the concepts of 'archaeology' and 'genealogy'. Also, the paper looks at the significance of the notions of 'knowledge' and 'power' in the creation of educational consciousness, educational institutes, and curriculum. As the paper examines the current happening in education through understanding the past, the method of historiography has been used in the Indian context to analyze and exemplify various nodes through Foucault's lens.

Keywords: education, postmodern, Michel Foucault, human consciousness

Introduction:

Michel Foucault's theories provide a unique lens for analyzing education in India, especially his ideas on power, knowledge, and social institutions. Foucault viewed education as a key institution through which societies instill knowledge, enforce norms, and shape individual identity, all of which resonate with the complex layers of India's educational landscape. Here are some ways to understand Indian education through his framework:

Power and Discipline in Educational Institutions

Foucault argued that institutions, including schools, function as instruments of social control, using power to shape individuals. In Indian schools, where hierarchical relationships are entrenched, this can be seen in strict discipline systems, centralized authority, and often rigid student-teacher dynamics.

The CBSE, ICSE, and state boards have centralized curricula and assessment standards, which impose a uniform set of knowledge across a diverse population. This



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Dynamics of Higher Education in South Asia and Opportunities and Challenges of South Asian University, Delhi: A Study

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Education plays an important role in the development and progress of any nation. In fact, a sound and flawless education system is essential for national development. Among the three levels of education, higher education is very crucial as it empowers the individuals with necessary skills and competence for achieving personal and social goals. Higher education in the world is going through transition in the wake of liberalisation and globalisation. Changes are taking place in different aspects of higher education. Many new issues and challenges regarding higher education have emerged due to changes in policy perspective by government. The new challenge before the country at the advent of the twenty first century is to become a developed society which requires that not only a vibrant economy driven by knowledge has to be ushered in soon, but also a new society where justice and human values prevail has to be created. Moreover, challenges in higher education are no longer remain only nation centric. They have already attained global dimensions. Higher education is a need of modern-day society. Education is all about acquiring and transforming of knowledge so that it makes a meaningful and positive impact on the society. A well-structured and high quality higher education enhances creative and innovative thinking ability in an individual so that one can analyse, make questions and seek answers to enrich knowledge. Without making higher education access to all, the goal of all-round development cannot be achieved.

The present study tries to analyse the dynamics of higher education in the South Asian region. All the nations of the region fall under developing and least-developed countries and have confronted many challenges in areas such as education, infrastructure, and health. The SAARC member nations have tried to accelerate the process of economic and social development in its member states through increased intra- regional cooperation. The SAARC member nations mooted the idea of establishing an excellent university to provide world class facilities and professional faculty to the students and researchers drawn from all members of the SAARC countries. The South Asian University was finally established in 2010 at South Delhi with the motto of "Knowledge without Borders". The present looks into these



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Keywords: higher education, SAARC University, regional cooperation, knowledge

A Chapter by Rakhi Puzari and Darshana Medhi in the Proceeding book of ICSSR Sponsored International Conference

Unleashing the Gender Wage Gap in the Agricultural Labour Market through Higher Education: A Key towards Inclusive Growth in India

Rakhi Puzari

Assistant Professor
Tingkhong College, Dibrugarh

Darshana Medhi

Assistant Professor
Kamargaon College, Golaghat

The gender wage gap in the agricultural labour market is observed in all the states of India. Higher education is a powerful tool of increasing access to highly skilled and high paid jobs, and by providing this employment, it helps in achieving inclusive growth. The government expenditure on education can be an effective factor to encourage people to acquire knowledge and improve their level of education. Further, it is a fact that the improvement of people's level of education in the society shows the increase of human capital in the country and leaves a positive effect on the economic growth of the country and the reduction of inequality. This paper is an attempt to build an empirical ground for supporting the increased role of public spending in higher education in India. The rationale for the same becomes pertinent in the current scenario when 'public good' nature of higher education is rapidly eroding. The present paper has been prepared by using available

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Collaboration between Museum and Higher Educational Institution: A Study of the Prospect and Challenges in Assam

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Modern education system is expected to fulfil the aspiration of the people living in a globalized society. In India also, with the introduction of New Education Policy (NEP) 2020 in India, the dynamics of higher education have changed substantially. The New Education Policy is expected to help individuals to study one or more specific areas in an in-depth manner and develop moral, character as well as constitutional values, scientific temper, intellectual curiosity and creativity. It opens up the scope of study of new subjects and course for enriching the goal of higher education. It insists on research even in graduate level, internship, value education and so on for the students pursuing higher education. In the light of it, museology can be a subject with much prospect and museum offers multiple opportunities for the students pursuing higher education. Museums can offer internship for the students, employability and cultural exchange across disciplines. Besides, museums are a potential platform which can also offer ample opportunities to research scholars to experience the objects, feel the attachment, and earn knowledge about the history and culture. Museum is an institution whose purpose is not limited to the preservation of its artefacts or informing the public about the splendours of the past, a specific era or the present. In the modern sense, museum is also seen as a special teaching tool and thus it can potentially decipher knowledge for the visitors, public and even for the educational institutions. Hence, there is an academic link between higher educational institution and museums, and collaboration between the two definitely helps each other. In this paper, an attempt is made to understand the prospect of collaboration between higher educational institution and museum in Assam as well as the challenges in doing that.

Keywords: museum, education, prospect, challenges, Assam

Introduction:

Museums are conventionally viewed as institution dedicated to the conservation of valued objects and the education to the public. The prevailing idea in the East concerning museum is that a museum should be a house of wonders which represents the meaning of the popular name '*Ajaibghar*', of which the principal attraction are of rarities and curiosities. In case of Assam, the term '*jadughar*' in Assamese language is used to mean museum where strange