

ছাত্র একতা সভা

২০০৯-২০১০ বর্ষ

সভাপতি :



কৃষ্ণ নাৰায়ণ বৰুৱা



সন্দীপন গগৈ

উপসভাপতি :

নয়নমাণি সোনোৱাল

সাধাৰণ সম্পাদক :

কৃষ্ণ নাৰায়ণ বৰুৱা

সহঃ সাধাৰণ সম্পাদক :

সন্দীপন গগৈ



নয়নমাণি সোনোৱাল



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তৰ্ক আৰু সাংস্কৃতিক সম্পাদক :

দীপাংকৰ নেওগ

সংগীত সম্পাদিকা :

জাহ্নৱী সোনোৱাল

সমাজ সেৱা সম্পাদক :

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শৰীৰচৰ্চা সম্পাদক :

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ছাত্ৰ জিৱনী কোঠা সম্পাদক :

পল্লবজ্যোতি শইকীয়া

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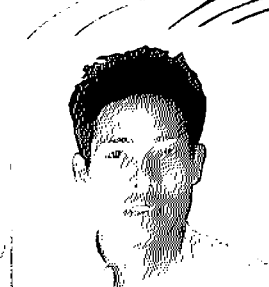
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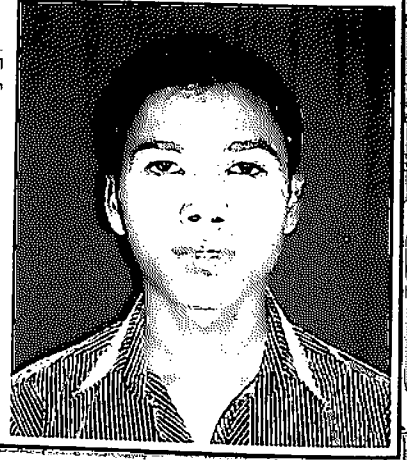


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ভূগোল বিভাগ



মনীষা দাস
ভূগোল বিভাগ



নিৰাময় সোনোৱাল
ভূগোল বিভাগ



কোকিল কুমাৰ কোঁচ
ভূগোল বিভাগ

স্বপ্নকণে জ্বলন্ত বত্নাকৰুৰ
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বিদ্যা মন্দিৰৰ নাম
উজগোৱাৰ গৌৰৱেৰে
নিজকে মহীয়ান কৰি
ভুলিছে সেই সকলৰ
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অঞ্জলি
নৃত্য বিভাগ



দীপশিখা
নৃত্য বিভাগ

LOOKING BACK: FEMINISM AND WOMEN'S PROGRESS

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Strange as it may seem as also ironical, we have arrived at a moment in history or more aptly, 'her' story, when in order to take stock of the situation of women in the contemporary context, we need to reinforce the contribution and role of women in women's development. The backlash against feminism has not only put the blame of disintegrating family units (microcosmic patriarchal strongholds replicating social structures of oppression) and debunking hard core chauvinistic theories of women's social roles and conduct and resultant "social, moral and ethical chaos" squarely on feminists, it has derecognized the momentous role these women have played in crystallizing women's consciousness of discrimination and injustice into organized political effort and further into concrete action to bring about discernible change in the status of women in society. Can we help but "look back in wonder" at the salutary endeavours of these women of substance? What better than to laud them and reclaim their lost cause? What best than to revisit their struggles and restate their concerns?



Having said this, it is also necessary to place in perspective the term “progress of women”. “Progress or development” as we understand in a general sense is indicative of wellbeing, equality of opportunity and betterment in every aspect/respect of existence/life. As a term from social science, development is gauged by indicators like education, health, employment, earning and expenditure choices and patterns, social status, participation in public life, representation in decision-making positions to name a few. Broadly speaking, a holistic development is measured or interpreted in terms of empowerment, which in turn is influenced by participation in decision making processes and is reflected in budget allotment and execution and policy implementation. In other words, empowerment leading to development is a long term process, which does not happen overnight. This reinforces the importance of acknowledging the historical role of feminists in the development of women for undeniably our present has been shaped by our past and the foundation stone for the change in women’s situation was laid by feminists.

Looking back, the fight for women’s equality, dignity and rights was born out of women’s increasing awareness of the prevalent gender discrimination and gender disparity in society. Women’s movements all over the world had stemmed from the sense of injustice and oppression suffered by women through centuries. In the Western nations of the world enlightened and sensitized women had organized themselves in a political movement for vindication of women’s rights and dignity. In India, the earliest pro-women movements began in the pre-independence era. The struggle for independence saw the emergence of strong women all over the country including the north east and Assam although the agenda of women’s development took a back seat in the face of the national fight for freedom. However, since then, women have come a long

way to participate in and achieve success in all walks of life. The significance of the special efforts women have made for women, to improve their situation, to combat gender bias and to strive for changes in the social, economic, political and cultural order.

“What is feminism?” and “who are feminists?” are the two most widely debated questions that must be addressed at this point. The word ‘feminism’ has multiple strands of meaning and has accommodated multidimensional perspectives. Consequently, in the contemporary context, one refers to “feminisms” rather than presume to impose a monolithic core theory or definition. One could however attempt a baseline definition by identifying a commonality of concern/common ground and asserting that feminisms worldwide “concern themselves with women’s inferior position in society and with discrimination encountered by women because of their sex. Furthermore, one could argue that all feminists call for changes in the social, economic, political or cultural order, to reduce and eventually overcome this discrimination against women.” (*Feminism*, Jane Freedman, p.1) Unique to feminist hypothesis is its insistence on the inextricable link between theory and practice and between the communal and private. Theory and experience have a very singular relationship within feminism encapsulated in its slogan ‘the personal in political’. Certain terms in contemporary theory are used to sum up what appear to be the key experiences of women. Among these are ‘work’, ‘family’, ‘patriarchy’, ‘sexuality’. (“Cultural Designation of Feminism: Theory and Praxis”, Nandini Shahu) Contrary to popular notions, feminism is not anti-men, rather it relates to and is concerned with vulnerable, marginalized and oppressed groups, having identified patriarchy as the root cause of social injustice and discrimination. A feminist then, adopting the broadest of definitions, is a woman who recognizes herself, and is recognized by others, as one who is aware and concerned about women’s oppression, is conscious about women’s differences and commonalities and most importantly, feminists not only envision social change, they have always been facilitators of change. It is therefore needless to reiterate that feminists’ role in women’s development has been pivotal and crucial.

Histories of feminism have marked the emergence



of strong feminist movements at different moments as a series of 'waves'. First wave feminism is identified with women's suffragette movement and struggles to achieve voting rights and political representation in the late eighteenth and nineteenth centuries. Second wave feminism marks the resurgence of feminist activity in the late 1960s and 1970s, when protest again centred round women's inequality, not only in terms of lack of equal political rights but in the areas of family, sexuality and work. This included women's cultural and literary initiatives to relocate women in history, to foreground women's contribution to knowledge processes, production processes and social, cultural and economic development of nations. In recognizing women's contribution to the development of humanity and in interrogating the root causes of gender disparity, these women have played a crucial role in advancing the cause of women.

Western feminism was subsequently criticized for mainstream imperviousness and consequent failure to accommodate marginalized women's voices. With the emergence of postcolonial and subaltern studies, the concept of universal feminism was questioned. The dilemma of women from "third world countries" or developing nations had not been adequately addressed by Western or first world feminism. The "third wave" of feminism has since then emerged, recognizing multiple strands of feminist ideologies and concerns, which however is more individualistic and complex. To be precise, Third Wave feminism is a philosophy that emerged in the 1990s. Like all feminism, the Third Wave focuses on the economic, political, social, and personal empowerment of women. This newer form of feminism focuses more on the *individual* empowerment of women and less on activism. It celebrates women's journeys to build meaningful identities in the complex contemporary world. Third Wave feminists think of themselves as survivors, not victims. They celebrate diversity, question double standards and are unapologetic in their pro-women stand.

As mentioned earlier, in India women's

movement was initiated with women's participation in non-cooperation movement during era of nationalist struggles. In Assam talented women with great qualities of head and heart took up leadership roles, standing shoulder to shoulder with their men folk. However, independence from British rule did not automatically translate into reality the dream of an egalitarian and gender just society. Women now had to regroup and pool their strengths and resources to fight a new battle—the battle for equality, development and empowerment. Subsequently, women's collectives have emerged as literary, social, economic, cultural and political groups forming *Mahila Sansthas*, Self Help Groups, Mahila Samata societies, Mahila Samakhya, Counselling Cells and numerous government and non-government organizations initiated and run by women. The positive impact of literacy drives, entrepreneurial projects, self-employment endeavours, advocacy and awareness raising campaigns on legal and other rights of women have become visible. A pan national network of women's support systems are at work to improve the status of women in society. Women today have learnt to lobby and network and to create pressure groups to promote women's causes.

Statistics indicate that workforce participation of women in all sectors has increased. Political representation of women has increased, mortality rates have decreased, participation in decision making roles and change facilitating positions have increased. Their participation in public life has increased with increasing awareness about the politics of personal life and the private-public dichotomy. They have begun to prioritize their public roles and celebrate their biological differences while asserting their capabilities and defying



stereotypical and gendered role assignments. Women have learnt the advantages of organized approach to combat discrimination. Women today are not only conscious of the importance of the feminist struggles that had facilitated change in the situation of women, they are doubly aware of the crucial necessity of understanding the conceptual/theoretical framework of feminist action and discourse.

However, despite the positive impression of women's development that is conveyed by the statistics, the flip side of the picture is not so encouraging. With increasing participation of women in public life, crimes against women are on the rise. Although women's workforce participation has increased significantly, they cluster mostly in the lower and middle levels. Only about a meager three percent women in India have been able to reach the top positions at the professional level. Working women's multiple burdens at workplace and home have resulted in increased stress, exhaustion and conflicts. The shift in the balance of power and interventions in the patriarchal power bastions have not been welcomed. Women's achievements, contributions and efforts have been devalued and undermined. Although a lot has been achieved in terms of women's development and progress, so much more needs to be done to ensure the sustainability of the same while taking new initiatives to build an egalitarian society.

In conclusion, it would be pertinent to stress that women in leadership roles and decision making positions can bring about meaningful change and transformation in the lives of other women only if they are sensitized to their special responsibility as role models and mentors to promote and encourage other women. At this juncture, an unapologetic, positive bias towards eligible and potentially talented and capable women could help in reducing the existing gender

gap in the power structures of society. Women have initiated and undertaken action on behalf of their counterparts since the beginning of 'her' story. It is through sisterhood, sorority and solidarity that women have rediscovered their dignity and self-worth. The onus lies with women to empower themselves and an understanding of and empathy with problems of other women, which is the *tour-de-force* of feminism, could motivate and encourage women to progress. This undoubtedly would lead to the consolidation of an egalitarian society and lead to the holistic development of a nation. I dedicate African-American feminist writer Alice Walker's poem to all our feminist foremothers:

They were women then
 My mama's generation
 Husky of voice—Stout of
 Step
 With fists as well as
 Hands
 How they battered down
 Doors
 And ironed
 Starched white
 Shirts
 How they led
 Armies
 Headragged Generals
 Across mined
 Fields
 Booby-trapped
 Kitchens
 To discover books
 Desks
 A place for us
 How they knew what we
Must know
 Without knowing a page
 Of it
 Themselves.

A defense of poesie

One of the major issues in 16th century England had been a concern over the moral status of poetry. The Puritan hostility against poetry was essentially on grounds of being immoral, debiliitating and often promoting debauchery. Such

Platonic charges of immorality were brought against poetry, by English moralists like Roger Ascham (Schoolmaster) who associated poetry with contemporary Italian sartorial tastes and manners, which, obviously to his puritan sensibilities were quite demeaning. There were others, who directed their attack on theatre, especially after the establishment of the London Professional Theatre (1571) and indulged in long pamphlet war. The most prominent of such pamphleteers was Stephen Gosson, who was himself a writer for the theatre, apart from being a student at a Catholic seminary at Rome, and an Anglican Clergyman.

There had been occasional attempts at defending poetry by Englishmen, for instance, in Sir Thomas Elyot's *Boke of Governour*, (1530) we find a defense, when he maintains that Homer and Virgil can educate a young man by teaching him not only moral lessons but also useful skills like state-craft, arms and horse breeding. We should also remember that among the many concerns of European Renaissance and humanism, the belief in the civilizing value of literature was a basic premise. This was also evident in much of contemporary Italian criticism, where the focus had been on the didactic aspect of literature—that it delights and instructs.

Philip Sidney can be considered the first English Critic who represented everything that is superlative in Renaissance Criticism. Historically speaking, Sidney's work appeared at a time when such a treatise was desperately needed. Elizabethan literature was still in its infancy and England had yet to produce some work of quality. Chaucer was the only poet of whom the English could feel proud and apart from *Gorbudc*, there was no work of any merit in existence.

It was at this time that Sidney's critical work was composed. It was probably written in 1553 but published in 1595 after his death. The book was published in two separate editions, *The Defense of Poesy*, by William Ponsonby and *An Apology for Poetry* by Henry Olney. The term *Apology* is more close to 'explanation' rather than 'excuse' in meaning. The book is scarcely original in anything it says as most of the ideas are borrowed from Plato, Aristotle and Horace which were available in the Italian Renaissance thought. However the Significance of Defense owes to its timing, its spirited style and to the fact that it was written by Sidney.

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The essay was occasioned as a spirited rebuttal to a vitriolic attack on poetry by Stephen Gosson in his long titled Pamphlet *School of Abuse: Containing a Pleasant Invective against Poets, Pipers, Players, Jesters and such like Caterpillars of the Common Wealth* (1579). In this work Gosson launched a ruthless attack on poetry and ironically dedicated it to Philip Sidney himself. Gosson classed poets with “piper and jesters” calling them “caterpillars of the Common Wealth” and “enemies of virtue”. He denounced music because it undermines virtue; condemned drama because of its pagan origins and because it involved male actors playing female characters, which he thought was contrary to the law of nature. He believed that such practices reduced males to effeminate. Gosson was actually misled by Sydney’s staunchly Protestant and Anti Catholic political associations into believing that he would be sympathetic to Puritan-style attacks on poetry as a frivolous and dangerous distraction. In his *Defense* Sydney puts forward one of the most enthusiastic arguments for poetry ever written. He censured only its abuses and offered important suggestions on ways to improve poetry and drama in England.

The form or plan for *Defense* conforms to the rhetorical principles of construction. Sidney follows the general oratorical method made up of narration, proposition and proof. *Defense* falls into seven broad divisions- Exordium; Narration, describing the antiquity of poetry; Proposition, that poetry is imitation; Division-religious, philosophic and imitative; Proof; Refutation; and Peroration. Sydney is supposed to have applied the Ciceronian principle of oratory to his method of developing the arguments. The argument is interspersed with recapitulatory conclusions. This form enabled him to maintain the sequence of his argument and exercise control over his subjects. The treatise opens with a prologue about the need for defending poetry. He begins by stating that poetry “is an art of imitation”, it represents truth with an end “to teach and delight”. Poetry however does not offer a literal description of reality but rather, it offers a heightened version of reality. According to him nature is beautiful

because it’s the poet who makes her more lovely. The world of nature is “brazen the poets deliver only a golden”. This depiction is not only true of nature but also of man. Sidney mentions the examples of Virgil’s Aeneas and Xenopho Cyrus as apt examples of “Golden men” produced by the poets. On these grounds he compares poetry favorably with history and philosophy, stating that “the end of all earthly learning” being virtuous action only that knowledge can be considered better which can achieve this end. In this respect he finds that history is too much tied to facts, while philosophy is much abstract and obscure. Only the poet is the ideal. A poet does not merely show the way but also adds pleasure.

After defining and defending poetry Sidney proceeds to discuss different divisions of poetry- Pastoral, Elegiac, Iambic, Satiric, Comic, Tragic, Lyric and Heroic. He defines poetry on grounds of the charges leveled against these divisions. Sidney avers that poetry is not immoral as it is charged; only its abuse is immoral. Poetry cannot be effeminate, since all men of action in warfare have felt inspired by poetry.

According to him Plato had objected only to the improper use of poetry, as far as contemporary English poetry was concerned, it had fallen into disrepute only because the poets had not been sufficiently inspired by nature. Further, Sidney also believed that the right kind of people had not taken up the task to serve poetry. Thus the fault does not rest with poetry but with the practitioners of the art.

Sidney’s *Defense* can make no claim to originality. Its value lies in the fact that it is a landmark in the history of criticism. It has incorporated a wide range of critical principles prevalent during renaissance. Critical doctrines created from a number of sources have been given a recognizable shape and order. His denunciation of contemporary literature exercised a corrective influence because by focusing attention on the shortcomings of contemporary literature, he stimulated interest in the art of writing as a discipline to be consciously and carefully activated.

“ We have long recognised that productive employment is not merely a means to the ultimate end of economic well-being and poverty reduction, but is an important end in itself. It is a basic source of human dignity and self-respect. It is also an important means for nurturing national identity and social cohesion.”

Human Resource, Employment and Education : Challenges and Opportunities

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Traditional premises of education in our higher education institutions have long been questioned and criticized vis-à-vis the rising number of educated unemployed in our country in general and in our state in particular. Ongoing debates regarding the deficiencies of existing higher education system that has failed to produce employable human capital have not only undermined the credibility but also threatened the very existence of institutions of higher education in India and more so in this part of the country.

In recent years, however, two trends have become apparent, which dictate a re-appraisal of our approach to development and employment generation. First, demographic trends indicate that the rate of growth of population in the working age group is accelerating due to the high birth rates experienced in the late 1970s and early 1980s, and is likely to attain its peak during the current decade. Second, the pace of creation of work opportunities has not kept pace with the growing requirement during the 1990s, despite an acceleration in the growth rate of the economy. Taken together, these trends imply that if nothing is done, the country will face the spectre of rising unemployment with all its attendant economic, social and political consequences.



Over the past few years the erstwhile complacent institutions of higher education have been literally taken by storm with the twin threats/challenges of globalization and privatization looming large and practically poised at the threshold to sweep the inadequate edifices of traditional knowledge off their tottering foundations. In this context we have been forced to review our strengths, identify and overcome our weaknesses, search for and utilize opportunities and pool our resources to withstand and eliminate threats. In short we have launched into SWOT (Strength, Weakness, Opportunities and Threats) analysis with a vengeance. This exercise has led to the identification of a glaring deficiency in our present education system—the lack of focus or direction in the training that we impart and our inability to give our students concrete guidance with respect to career options and possibilities. Undeniably, without the “placement” dimension, the education that we impart is incomplete and inadequate at the present juncture.

Having admitted our inadequacies, let us now have a quick birds’ eye view of the present employment scenario of our nation. The primary objective of our Five Year Plans was to generate adequate employment but unemployment has taken a disproportionate and alarming turn.

Economic reforms may have given a boost to industrial productivity and brought in foreign investment in capital intensive areas. But the boom has not created jobs. This was not unexpected. According to a report by the Washington-based Institute of Policy Studies (IPS), the combined sales of the world’s top 200 MNCs is now greater than the combined GDP of all but the world’s nine largest national economies. Yet, the total direct employment generated by these multinationals is a mere 18.8

millions -one-hundredth of one per cent of the global workforce.

We have long recognised that productive employment is not merely a means to the ultimate end of economic well-being and poverty reduction, but is an important end in itself. It is a basic source of human dignity and self-respect. It is also an important means for nurturing national identity and social cohesion.

Taking note of the gravity of the situation the Prime Minister of India announced to the Nation that the government is committed to the nation for creating ten crore employment opportunities over a period of ten years. A special group was therefore constituted by the Planning Commission for targeting ten million employment opportunities per year. The Planning Commission was entrusted with the responsibility of giving shape to this vision. To this end, the Planning Commission constituted a Task Force on Employment Opportunities in January 1999 under the chairmanship of Shri Montek S. Ahluwalia, then Member, Planning Commission. The Task Force submitted its report in July 2001, which has been placed in the public domain for wider debate and discussion.

The Eleventh Five Year Plan (2007-12) envisions inclusive growth as a key objective. The Plan document notes that the economic growth has failed to be sufficiently inclusive particularly after the mid-1990s. The Indian economy, though achieved a high growth momentum during 2003-04 to 2007-08, could not bring down unemployment and poverty to tolerable levels. Further, a vast majority of the population remained outside the ambit of basic health and education facilities during this high growth phase. In recent

Entrepreneurs are the key factors for change and development of a country in the positive direction as they are potential job-creators who could contribute significantly to the growth and development of economy and consequently minimize social unrest, which is crucial in the context of the Northeast. A revolution must be brought about in the psyche of the emerging generations to facilitate the growth of an entrepreneurial class in this region, which in turn could be possible through foresight and change in educational strategies.



Table 1: Employment and Unemployment (UPSS)

| | 1993-94 | 1999-00 |
|---|---------|------------|
| | | In million |
| Labour Force | 381.94 | 406.05 |
| Workforce | 374.45 | 397.00 |
| Number of Unemployed | 7.49 | 9.05 |
| As a Proportion of labour force in per cent | | |
| Unemployment Rate | 1.96 | 2.23 |

decades, economic and social inequalities have increased alongside high growth rates which have exacerbated regional inequalities. The latest seventh quinquennial survey by the National Sample Survey Organisation (NSSO) (61st Round) reveals that growth rate of employment increased from an annual 0.98 per cent in the period 1993-94 to 1999-00 to 2.89 per cent in the period 1999-2000 to 2004-05, while the acceleration in the rate of growth of labour force from 1.03 per cent to 2.93 per cent during same period had negative impact on employment rate (Table 1). Similarly, poverty ratio

has been declining during the recent period, but it continues to remain at a very high level of 27.5 per cent (Uniform Recall Period) in 2004-05 from 36.0 per cent in 1993-94. The most disturbing fact is that the income inequality as commonly measured by consumption expenditure (Gini coefficient) has increased in India from 32.9 in 1993 to 36.2 in 2004 (Ali, I. and J. Zhuang: 2007). This made inclusive growth the focal point of growth strategy and major concern for the policymakers in India. (K.C.Chakroborty).

Table 1: Employment and Unemployment (UPSS)

| | 1993-94 | 1999-00 | 2004-05 | 1993-94 to 1999-00 | 1999-00 to 2004-05 |
|---|---------|------------|---------|----------------------------|--------------------|
| | | In million | | Point to Point Growth rate | Annualised (CAGR) |
| Labour Force | 381.94 | 406.05 | 469.06 | 1.03 | 2.93 |
| Workforce | 374.45 | 397.00 | 457.82 | 0.98 | 2.89 |
| Number of Unemployed | 7.49 | 9.05 | 11.24 | | |
| As a Proportion of labour force in per cent | | | | | |
| Unemployment Rate | 1.96 | 2.23 | 2.39 | | |

Note:

1. Figures for 2004-05 are derived from 61st Round survey on the basis of data provided by NSSO.

2. Employment in 1993-94 and 1999-00 is as per Report of the Task Force on Employment Opportunities

(Planning Commission)

Source: RBI, DEAP work paper, 2009

The Northeastern states are no exception. The problem of unemployment has led to the proliferating of social problems. One of the major factors of growing social tension and insurgency in the region is unemployment as the unutilized energy of frustrated unemployed youth is increasingly being invested in terrorism which has undermined the stability—economic and political—of the entire region. As teachers we are apprehensive about the dangerous

and destructive consequences of the new breed of calculated terrorism. The mounting frustration has resulted in demoralization, disillusionment and apathy amongst the rest. There are 1631216 job seekers as per data available from the Employment Exchanges of Assam (live Register) at the end of March 2004 (2). The problem is more acute than most states of the country. Moreover, the steady decline of employment



opportunities in both public and private sector enterprises in the state has left the educated youth with very few job options. Hence, barring a few select technical institutions of the state, job placement remains a practical impossibility with most educational institutions in Assam. The only alternative is to equip our youth for gainful self-employment after completion of their study. The importance of Entrepreneurship Education as a parallel programme for creating the vital link between education and generating employment cannot therefore be overstated.

Entrepreneurs are the key factors for change and development of a country in the positive direction as they are potential job-creators who could contribute significantly to the growth and development of economy and consequently minimize social unrest, which is crucial in the context of the Northeast. A revolution must be brought about in the psyche of the emerging generations to facilitate the growth of an entrepreneurial class in this region, which in turn could be possible through foresight and change in educational strategies. It is worth mentioning here that having understood the need for encouraging the creation and growth of an increasing number of entrepreneurs, many countries of the world have underscored the utility entrepreneurship education, and have been successful in creating an impetus for entrepreneurship. Many universities of the world are offering courses in entrepreneurship and it has now been in our state as well. In India too some universities and management institutions have already started such courses. In our country entrepreneurship training programmes had started in the 60's but at present it is taking the form of a movement. It has therefore become imperative for us to put forward a concentrated effort of teachers, students and parents/guardians with support of the other agencies and state governments to create entrepreneurs.

The North-Eastern region of the country is endowed with immense natural resources and an area identified to be of great potential. Regrettably these resources are not properly harnessed or put to the best use. This has resulted in low employment

generation and backwardness of the region as compared to other states of the country. The onus therefore lies on the youth to make the optimal use of the existing resources and opportunities available in this part of the country. The need of the hour is to create an entrepreneur class through proper training, guidance and motivation. This class of youth will be the 'job creators', not 'job seekers'.

Having identified and emphasized the importance of adopting Entrepreneurial Education and training as a sustained Best Practice for utilizing the resources for best economic use, we must now consider the institutionalization of this practice as (i) Parallel training programmes and motivational camps for students and guardians for providing information and guidance on entrepreneurial activities and creating awareness about career options in self-employment (ii) Developing their entrepreneurial qualities and competencies and (iii) Phase wise introduction of Entrepreneurship Education as a compulsory subject in the curriculum by every university.

The establishment of ICGCs in the higher education institutions with the objective of disseminating information regarding opportunities for self-employment and entrepreneurship, creating awareness among students to consider entrepreneurship as an alternative career option and encouraging them to become job creators instead of job seekers by enhancing their abilities to innovate ideas and take up challenges. ICGCs can therefore play a pivotal role in career guidance by providing the right orientation and direction to our students in the light of the present socio-economic context, thus making their education both relevant and useful.

In the recent years, an encouraging trend has been noticed in terms of gradually increasing job opportunities in the central government service sectors. This has opened up avenues for those students who are job seekers. As such, interested students could be introduced to the entrance exams of service sectors like Banks, Insurance, Railways etc, where the job opportunities are on the rise. However, the intensive coaching/training

required for motivating and equipping them is a challenge which needs to be addressed urgently. Private career launching institutes have mushroomed of late while traditional education imparting institutes have failed to provide training and placement facilities for their students. In this context, the University Grants Commission's initiative to sponsor such training programmes for Scheduled Caste, Scheduled Tribes and Minorities is laudable. With the increasing need to reinforce the relevance of teaching in the context of changing job scenario and to bridge the gap between traditional classroom teaching and applied knowledge, educational institutions have

taken up the initiative to motivate and train students so as to enable and equip them to avail of better job opportunities. This attempt to negotiate the loopholes in the existing education system and to strive to overcome limitations to engender change from within the system would go a long way in moulding the future of our youth. This would in turn validate the contribution of the traditional education institutions towards the nation's economy by producing employable human capital. In the final count, our endeavour would be directed towards the fullest utilization of potential human resource.

Notes:

1. Government of India: *Special Group on Targeting Ten Million Employment Opportunities Per Year*, Planning Commission, New Delhi, 2002.p.167
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3. Khanka S.S.: *Entrepreneurship Development in the North Eastern Region of India (Experiences and Prospects) New Horizons in Management Science*, Department of Business Administration, Tezpur University, 2004. P.101

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1. Abdul Kalam A.P.J and Y.S.Rajan; *India 2020 A Vision for the New Millennium*, Penguin Books, New Delhi, 1998.
2. Stella Antony; *Best Practices in Higher Education: Report of the National Conference*, NAAC, Bangalore, 2004.
3. Sharma P, (compiled) *Faculty Development Programme in Entrepreneurship*. Indian Institute of Entrepreneurship, Guwahati.
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The future of poor and UNDERPRIVILEGED CHILDREN

Himangshu Bailung
T. D. C. 1st Year



The children are the future of a nation. For an emerging country the development of under privileged children holds the key to the progress of the nation itself. The poor underprivileged childrens are so called the under dogs by the aristocete people remains restricted in films and novels. The future of these poor underprivileged children is a serious matter of concern for the countries like Somalia, India, Bangladesh, Pakistan, Brazil etc. The global population is increasing in a very alarming rate and along with it the population of these poor underprivileged children are also increasing in the same population. The hidden potentials in these underdog childrens remain unutilized and they fail to participate as an useful resource for the socio-economic development of the nation or country. These childrens are deprived of almost all the basic necessities required to be a good citizen of the country tomorrow. But the black clouds hiding their bright future have started to shatter and they could also hope and work for a better future.



The economically poor nations cannot provide better opportunities for the children's bright future. With the birth of the children comes a new source of income for the poor families. These leads these poor children to work in mines, tea shops, as beggars and in many illegal and unhygenic activities.

If we go through the world history we can find many great people who were poor and underprivileged, but now they are part of history and examples for others. People like Abraham Linken, A.P.J. Abdul Kalam, Dhiru Bhai Ambani, these list could be endless, they never came from a rich or well known families. Hardwork, dedication and luck helped then to reach these height. But all are not these lucky. For instance, in India alone more than half of the childrens between 6-14 age group don't go to school and same is the case with the other nations of the world. The causes hindering the bright future of these poor childrens can be many. Some of it are such as :

The economically poor nations cannot provide better opportunities for the children's bright future. With the birth of the children comes a new source of income for the poor families. These leads these poor children to work in mines, tea shops, as beggars and in many illegal and unhygenic activities.

Following the economic problem comes the superstitious and religious beliefs hindering the poor children to acquire or work for a bright future. These problem is serious in countries like India, Bangladesh, Pakistan because here the poor girl childs have to look after their younger brothers and sisters and the house hold work. Soon they get married to elderly persons at a very young age and their hope for a better future remains restricted within the walls of the house.

Illiteracy is also a major problem stopping the underdog children from grabbing a bright future.

The list of these causes can be endless leading to the dark future of these poor and underprivileged childrens.

Nations can overcome these problem and utilize these poor children's potentialities by providing them

proper and free education, rising the public awarness or consciousness, governments in initiative because the government makes many plans and programmes but lack of proper planning and corruption in the operating system hinders or obstructs the under dog childrens from reaching their goals; NGO activities and active media support can prove to be a sure help.

But things changes with time and new door with paths leading to a better, bright and colourful future has emerged for these under privileged childrens because people have started to understand and encourage others to utilize the hidden potentialities in these under privileged childrens as a valuable resource to boost up the nations economy. So, as soon as the social, political, economic, religious hinderences will be removed the sooner these under dog children will acquire a well built future and eliminate the underdog word from our society.





BRITISH EYE IN INDIAN

ADMINISTRATION

Titus Bhengra

Head, Dept. of Pol. Science



India

independent in 1947 and the rule came to an end for all. A constitution was

adopted on January 26, 1950 and India became a republic. The pertinent question is how was the new republic and what was handed over by Britishers along with the power? The answer of these questions can be found easily during the period Britishers governed the country by establishing various institutions. Though Indians were extremely happy to get rid of the colonial rule of the Britishers. But soon it was realised that the governmental system and administrative apparatus developed by the Britishers was capable of meeting out the needs of the country, therefore, the same administrative system was maintained for the administrative purposes of the country even after independence of course with some changes as per requirements of the time. The main features of the British governmental and administrative system, like parliamentary form of Government, Federal Structure, Governors in the States, Secretariat system, Central and State Administration, Civil Services, District and Regional Administration, the procedures of work. Rule of law, and local government etc. continued to be the main aspects of the present set up of Indian administrative system.

became August great British end once new formed and





The unique structure of Indian constitution has its roots in the Government of India Act. of 1935. The constitutional history of India shows that the Act. of 1919 mentioned "transferred" subjects which were entrusted to ministers of provinces accountable to elected provincial legislatures and "reserved" subjects meant for officials under the Governors. Thus, a "dyarchy" system was main characteristic of the Act of 1919 showing the seeds of division of subjects between Provinces and Centre. The government of India Act 1935, added three constitution to political development in the country, these were first, it contained a list of division of powers between Provinces and the Centre, third, it established a federal court a promise of the federation to come. The Act of 1935 provided in its 451 clauses a model for the Indian Constitution of 1950. Thus, the type of federation we have adopted in our constitution is a British legacy.

Parliamentary system of governance adopted by Indian Constitution for the country is based on British Parliamentary system. The main characteristics of the system such as nominal head of the state, plural real executive in the form of Council of ministers collectively responsible to the Parliament, independent judiciary etc. influence and shape the structure and machinery of administrative system to a large extent. Thus, the Parliamentary form of government is another legacy of Britishers.

The third and most important legacy of the Britishers was the creation of districts and primacy given to the district administration. The reasons were historical. The British East India company came for trade and not to govern the country, but at that time due to the diminishing powers of the Mughal Emperors the political situation was fluid. In 1755 the company secured the Diwani rights of Bengal, Bihar and Orissa, therefore, to establish direct rapport with the masses through their own people it created the office of collection to managed the district administration. As a result later on all provinces were divided into districts and districts were grouped to form divisions, each district was divided into sub-divisions and these were divided into Tehsils or Talukas to look after a number of

villages. In this way the present districts were formed in the Free-India and the legacies of the Britishers still continues till date.

Conclusion and suggestion :

While I conclude my write up I would like to put forward the certain suggestions for well being of the society and the country as a whole. The following points are mentioned below.

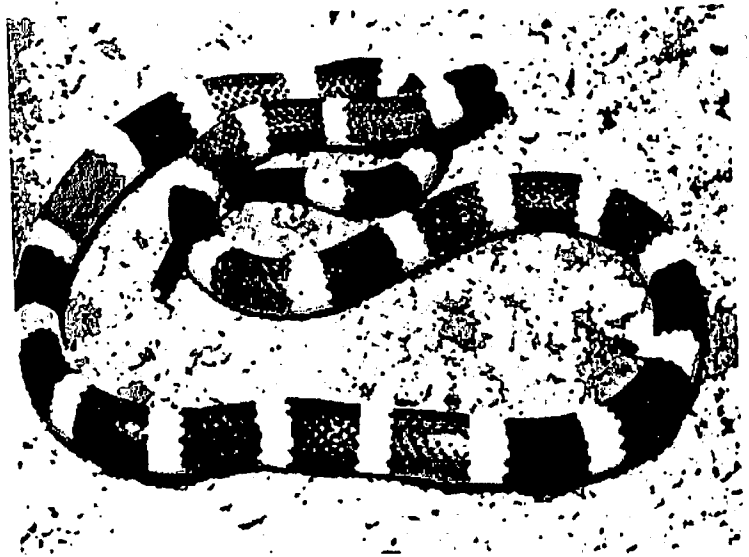
- (a) India should change the governing pattern of Indian Administration of the present.
- (b) India should utilize the intellectuals of the nation to find out an alternate means for rulling itself and discard the British system which is not suitable for India.
- (c) It is high time for India to find out the governings system which is admissible and suited for the people of India and not for Britishers.
- (d) Indian Administration should be based on more scientific and indigeneous affluent to the people of India.
- (e) British legacies should be replaced by the Indian legacies which are much more richer than the Britishers.

I would like to appeal all the academicians, political scientists intellectuals, writers, journalists, social scientists, natural scientists and the scientists of all disciplined to look India in Indian perspective and not on the perspective of foreign countries. For example China has developed its own systems in every aspects, why not India which is the seat of all wisdom because the learning of the past reveals that India was one of the highly intellectual country in the world. Many scientists of the other countries of the world have received encouraged inspirations to advance their respective countries. Therefore India should awake from its liberations.



SNAKES – A BOON TO HUMAN LIFE

(Special reference from India)



Rajat Subro Bose
T.D.C. 1st Year

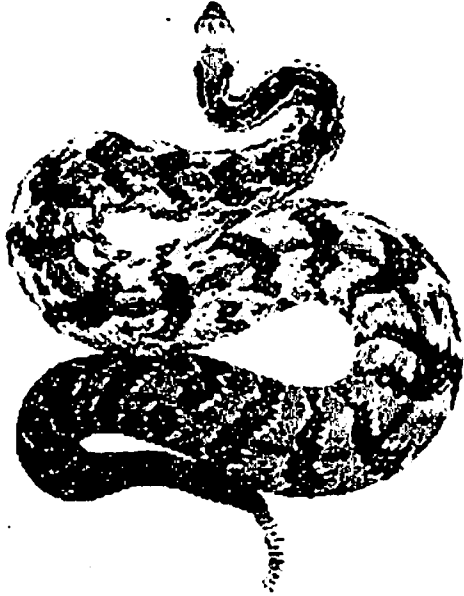
Snakes are intrinsically fascinating and form an important component of the biota. It is natural that their curious mode of propulsion, their venom and their constricting mechanisms have made them a most important group of predators, the interaction of which maintains the natural balance in the forest and deserts, the plains and hills of India.

There are over 2400 species of snakes in the world out of which 240 species are from India. These snakes range in size from loomm worm snakes to 6-10m long Indian pythons. These snakes occur almost in all habitats ranging from the warm seas to deserts, swamps, lakes, farmlands, up into the mountains where some live even at the foot of glaciers 5000m high in the Himalayas.

This article deals with the very usual and life saving roles that have been played by these gorgeous creatures as well as the rumours and speculation that are connected with them which acts as a slow poison towards their extinction.

It is an interesting fact to note that from the last few decades the growth curve of Indian population had reached to its peak point (≈ 200 crores). More population means more food demand. In this unstable situation, snakes appear to be desirable as the increased number of snakes helps to control pests and rodents and protect the food supply. (A single cobra can devour at least 50 mice per year) 20-50% of Indian's grain crop is destroyed by rodents! The damage caused by them is incredible, a survey was conducted in the Nilgiris reports that Rs. 5 lakhs is damaged due to rats per year.





Due to rapid rise in population and use of more and more chemical fertilizers snakes are decreasing through out the nation. The main reason for this degradation is due to 'Lack of information'. We know very little about these snakes and the role that is played by them in maintaining a balance between pests and crops.

It is also to notify that some snakes produces venom and certain chemical compounds which are of great interest and valuable for treating some of the dreadful diseases including snake bites. Snake venom is use for making various useful and live saving drugs like Lexini Tiriyag including some of the most efficient painclears having very less or no side effects at all and still the work for extraction and preparation of various drugs is going on.

Beside providing us with such boons we show a very little gratitude towards them. It is very sad to highlight that in India there is more invented information and less factual knowledge about snakes. Several misleading stories are told regarding the evil attribute of mythical snakes. Snakes having two heads i.e. one at each end, cobras feeding on milk, certain harmless snakes like Bronze back tree snakes biting a person and then climbing a tall tree to observe the victim's funeral pyre or the vine snake which is foolishly believed

that they would dart at a person's eyes and peck them out. So, all these rumours and speculations acts as a retarding factor for their survival in our country.

We boldly say that we are the people of 21st century, the age of science and technology. We are free from all superstitious beliefs. Is it? Then why do we pay so much attention for the above beliefs? If a snake enters our house we just behave like inhumans and kill it without concerning about the fact that the snake might be non-venomous. Moreover it is due to our lack in maintaining cleanliness and personal hygiene that attracts snakes towards our home, because our home act as a micro habitat for them. Although Government has taken several steps in

protecting various animals including snakes, but very less attention is paid for its conservation. For example government has launched project tiger in 1975 but no such project has been taken for preserving snakes. No one is concern about a snake just because they are deaf and dumb, they have no limb or imotion or because they are not cute and unsuitable for their add and symbols which will increase their donations and raise their funds. If a tiger cub is born in a 200 media will run after it to take its snap but if a snake baby is hatch we will hardly find any mention in any of the news channels or papers. And the most lacking fact is that till now there has been no wild life reserve park set up for protection of snakes.

For all these reason, I have written this article that it will create some awareness among the readers and will change their view about these snakes.

"So, next time when u see a snake what u will consider? A very useful and life saving boon or a mythical evil monster?"

Twinkle Twinkle

TWINKLE TWINKLE LITTLE STAR



Bharati Das
B.A. IIIrd Year

Twinkle, Twinkle Little Star
How I wonder ! what you are!
Up above! the world so high,
Like a diamond in the sky,
When the glazing sun is set,
When the grass with dew is wet,
Then you show your little light,
Twinkle, Twinkle all the night.

Really the stars are so beautiful. Stars seem to twinkle because we see them through the layers of the Earth's atmosphere. As light pass through these layers, it is distorted so that the amount we actually see changes constantly. The stars nearest the horizon appear to twinkle the most through a greater depth of atmosphere. Stars do not twinkle when viewed from space, which is why telescopes in space, such as the Hubble, give the best possible view of distant stars and Galaxies.

Star facts :

A Star is a luminous body of gas, mostly Hydrogen and Helium. Stars generate light, which make it possible for us to see them with a telescope or the naked eye.



They also release energy from nuclear fission reactions in their core.

Brightest :

Not counting the Sun, the brightest star as seen from Earth is Sirius, known as the Dog star, in the constellation of Canis Major. It has a diameter of 149,598,020 K.M. and is more than 24 times brighter than the Sun. The star Cygnus OB2 No. 12 discovered in 1992, is so far away that it can not be seen from Earth. It may be the brightest star in the Galaxy – up to six million times as bright as our Sun.

Heaviest :

HDE 269810 is a star in the large Magellanic cloud – 170,000 light years from Earth (a light year is the distance that light travels in a year). It has been discovered by the Hopkins Ultraviolet Telescope to be 190 times as heavy as our Sun.

Largest :

The largest star is the M-class supergiant Betelgeuse or Alpha Omionis. It is the top life star in the constellation of Orion, which is 310 light years away. It has a diameter of 700 million K.M. which is about 500 times greater than that of the Sun.

Nearest :

Proxima Centauri, discovered in 1915, is 4.22 light years (39, 953, 525, 879, 212 K.M.) from Earth. A spaceship moving at 40,000 K.M./H – which is faster than any human has yet travelled in space – would take more than 114,000 years to reach it.

Supernovae :

These are vast explosions in which a whole star is blown up. They are extremely bright, rivalling for a

few days are combined light output of all the stars in the Galaxy. Supernovae are rare, – the last one in our Galaxy was seen in 1604 by the German astronomer Johannes Kepler.

Quasars :

Quasars are extremely distant radio galaxies – galaxies gearing out large amount of radio energy – and the brightest objects in the Universe. Even those mere the most distant edge of the observable Universe are easily detected by small radio telescopes. Their radio emission is typically 1,000,000 to 1,000,000,000 times greater than that of a normal galaxy, and they are as bright as or brighter than the brightest radio galaxies.

Black holes :

A black hole is a star that has collapsed into itself. It has a surface gravity so powerful that nothing can escape from within it.

All the stars together known as Galaxy. Galaxies are groups of billion stars that are held together by the force of gravity. Most of Galaxies are either *spiral* or *elliptical*, but some are the *irregular in shape*. The best known galaxy is the Milky way. The word galaxy itself come from Greek word for milk. *Magellanic cloud* is the large brightest galaxy, which is visible only in the southern hemisphere, is 170,000 light years from Earth. Sagittarius Dwarf was discovered in 1994, which is the nearest galaxy, more than 70,000 light years (660 quadrillion K. M.) from Earth and is being torn apart. The Central galaxy of the Abell 2029 galaxy cluster was discovered in 1990. It is the largest galaxy. Like these we found various, shape and size of galaxies in space.

“All men dream: but not equally. Those who dream by night in the dusty recess of their mind wake in the day to find that it was vanity : but the dreamer of the day are dangerous men, for they may act their dream with open eyes.

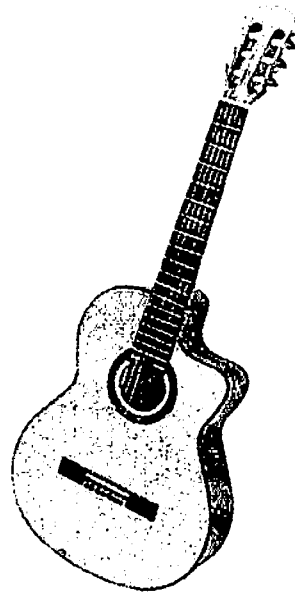
--- T. E. Lawrence”



ROCK MUSIC - FOR ALL THE ROCK FREAKS

Music is a golden voice of expression. It is 'decorative' & 'entertaining' in nature and divorced from more hardcore definitions of efficacy. It builds a better tomorrow, garrishes a lively today. Music touches every melancholic soul.

Rock music is considered as one of the most popular forms of music which has entertained all the music lovers for ages. Hybrid in origin, rock music emerged in 1954-55 as 'rock-n-roll' - amalgam of rhythm and blues and country and western music. The early 1960's saw the birth of the legendary 'Beatles'. After 1964, the term 'rock-n-roll' was replaced by 'rock music'. The change in terminology indicated a change in the style and form. Rock music was no longer light and no longer meant for dancing. It now had a life of its own. Transformation of rock music happened in 1965 when Bob Dylan created rock music using the electric guitar backed by an electrified rock band. By the late 1960's rock had come to age. Rock groups like 'Traffic' and 'Blood, Sweat & Tears' fused rock and jazz music. A turning point in the rock scenario was 'punk rock' which started off in the early 1980's in Grate Britain and then spread to the United States. The late 1980's saw a new form of punk rock 'grunge rock' which was a mix of punk and alternative rock. This form was taken ahead by bands like 'Nirvana' and 'Pearl Jam'. The original form of punk was once again revived in the 1990's with bands like 'Green Day' and 'Offspring'. The present day witnesses more genres at rock than any other form of music and rock music continue to rule. The age of rock music was defined by a few bands that event on to become legends. The Beatles came together in 1960. Their origin lay in Liverpool. Their music was heavily influenced by rock-n-roll legends Chuck Berry and Elvis Prestley. The Beatles created phenomena 'Battlemania' (a term referring to the screaming female fans) in 1963. In 1964 they invaded North



Debaranjan Bharali
T. D.C. IInd Year

America and soon spread worldwide. To this day long after the disintegration of Beatles, music lovers severe them a landmark in rock history.

Then came Led Zeppelin, British rock bond, who made their debut in 1968 with hand rock and blues as their genre. Their first album was released in 1969. But Led Zeppelin is perhaps best remembered for its massive hit *Stairway to Heaven* from the fourth album *Led Zeppelin IV*. In 1980, drummer John Behnan died in as phyxiation, leading to the band's break up. However, the band did reunite in 1988 for the Live Aid Concert. In 2005, Led Zeppelin received the Grammy Lifetime Achievement Award.

Nirvana, was formed in 1987, at Aberdeen, Washington. Their first single *Smells like Teen Spirit* from the debut album *Never Mind* threw Michael Jackson's *Dangerous* from the top of the charts, a defining symbol of rock own pop. Nirvana's brief run ended with Cobain's death in 1994. But the band continued to remain popular as even.

The history of rock music is very vast. From its just appearance in 1950's to the present, rock music has come a long way. One thing, lets take it for granted the age of rock music is invulnerable and its spirit is irperishable.



A POEM

**Romen Urang
H.S. 1st Year**

In life we will meet not only friends
But also foes,
It is fear, that is the great
Cause of our woes.

Life is a challenge
Don't take it as a game
The sum total of good and evil in the world
Remains ever the same.

Every event of life is exam
While fixing it don't say, 'I can't'.

Go on, don't wait for the blessings
Of your parents or your aunt
Though it is the culture of your heart
That it want.

NOTHING IS IMPOSSIBLE

**Tulbul Gogoi
H.S. 1st Year**

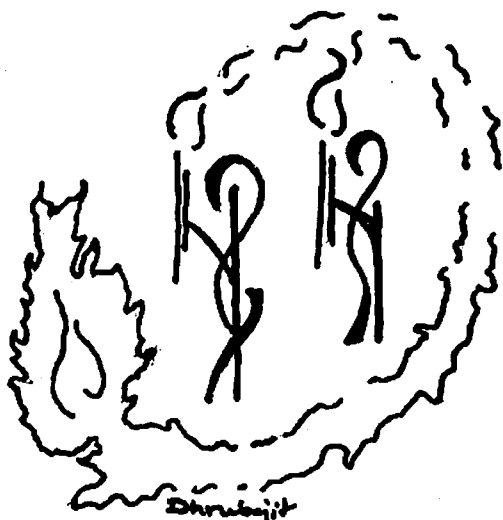
A little bit of determination,
Leads you to your destination.

Build up a strong will power,
Thank God for the love that he shower.

Thank him for his creation,
And row your boat,
On life's mighty ocean.

Always dream high and high
For high thinking leads you
To the zeneith in the sky.
Friends, you can do everything
So always try, try,
And try.





STUDENTS
The Future Generation

Romen Urang
H.S. 1st Year

For students, school is their temple
And teacher is their God,
But without students for a day
The whole school looks odd.
As sun students are shining
And making the whole nation bright
As full moon, students are dazzling
Making the whole nation a beautiful sight.

Students are the hope
Students are the desire
And students are the all centre
Of our future admirer ...

Someone had really said the truth
'Students' are only the future generation
Yes, they are the cause of downfall
Or development of a nation.

I want a student, student, student
The mother nation says,
Let me get everything from your side
Again and always.

ALPHABET FOR SUCCESS

Papu Thakur
T.D.C. 1st Year

- A – Aspire to reach your potential
- B – Believe in yourself
- C – Creat a good life.
- D – Dream about what you might become
- E – Exercise regularly
- F – Forgive and forget
- G – Glorify the creative spirit
- H – Humour yourself and others.
- I – Imagine great things
- J – Joyfully like each day
- K – kindly help others
- L – Love each others
- M – Meditate daily
- N – Nature your environment
- O – Organize harmony
- P – Perform well
- Q – Question most things
- R – Regulate your own behaviour
- S – Stand yourself
- T – Think rationally
- U – Understand yourself
- V – Value life
- W – Watch your words
- X – Examine problems carefully
- Y – Yearn to improve
- Z – Zeal.



BLAME

Himangshu Bailung
T.D.C. 1st Year



When thre blame is from my own,
It hurts my heart more.
I haven't burnt my friend's home,
For which I am blamed for.

I have none with whome can share,
My Feelings for which I am sad.
Because I am blamed for
No fault of mine.

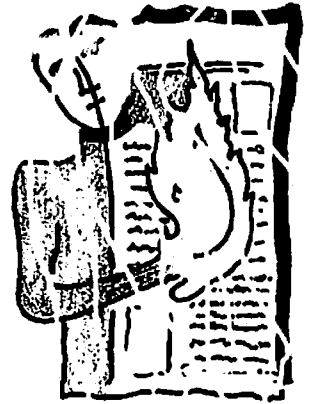
It is very hard to hear it quietly
It hurts my heart and fills my eyes with tear.
The more I think; the more I cry,
My hunger and sleep goes aside.
Because I am blamed for –
No fault of mine.

AND LOVE IS OURS

Kukil Kr. Konch
T.D.C. 3rd Year

But I belive in God and myself,
And know that I am right.
Till end; for myself I will fight,
No blame could weaken my faith.
because I know I an blamed for –
No fault of mine.

You know
My hidden Rose!
Trembling
pet.... swaying and swaying
In my heart's core.
I was always craving
To make my dreams blue
Blue dreams !!!
And tears
I don't know
What should I feel
In such a situation
In such a confused situation
Only.....
I learnt
Only to see the blue blue sky
Only to love you
And love is ours.



प्यार

मोनालिचा बरठाकुर
स्नातक तृतीय वर्ष

प्यार तो प्यार है, जो देने का नाम है,
एक बार कर लिया तो जिदंगीभर निभाना है।
प्यार दस्तक देकर नहीं आता,
वह हो जाता है।
प्यार एक मिठास है जो जिगंगी में घुल जाती है
प्यार क्या है वह कहा नहीं।
महसूस किया जाता है।
प्यार में लोग आशिक और मजनु बन जाते है
पर, जो सच्चे दिल से प्यार करे
वह प्रेमग्रंथ में अमर कहलाता है....।।



कभी कभी

अभिनव राँय
स्नातक प्रथम वर्ष

प्यार में लाखों जंजीरे होते है।
पर जो सच्चे दिलसे प्यार करते है।
वह सारे जंजीरे को तोड़ को आगे बढ़ जाते है।
प्यार करने वाले जमाने से नहीं
जमाना प्यार करने वाले से डड़ते है।
प्यार तो प्यार है, जो एक बार होती है,
और जिदंगी सबार जाते है,
एक बार करके तो देखो - "प्यार"!

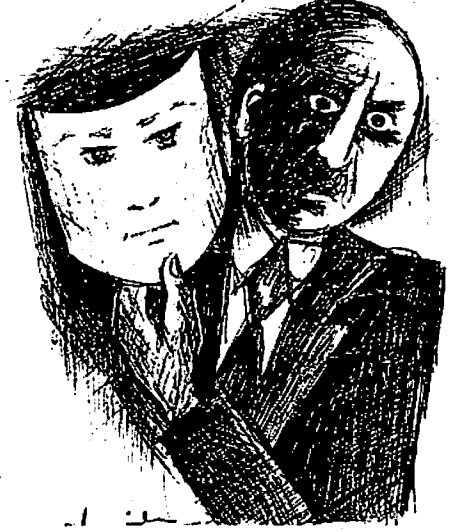
गाँव की गलियाँ, अधखिली कलियाँ और बचपन की लड़ाईयाँ
क्यूँ याज आती है कभी कभी।
अपनों का प्यार और किसी का सौतेला व्यवहार
क्यूँ रुला जाता है कभी कभी।
असफलता की कतार फिर एक सफलता की फुहार
क्यूँ डरा जाता है कभी कभी।
किसी का इन्कार और किसी का मौन स्वीकार
क्यूँ भावुक बना जाता है कभी कभी
बेवजह की खुशी और अकारण गम का आभा,
क्यूँ एसा होता है कभी कभी?
इन्सानियत का चोना ओढ़े कुछ दरिंदे और शौतान
क्यूँ दहला जाते है कभी कभी।
उसका रुठना, फिर मनाना, और अक्सर यू ही सताना
क्यूँ मजबूर कर जाता है कभी कभी।
ऐसे ही कुछ सवाल करता है दिन अपने आप से
कभी कभी, कभी कभी, कभी कभी।



अपने जीवन के बारे में जरा सोचिये

अशोक कुमार शाह
स्नातक द्वितीय वर्ष

हमने इमारते तो उँची बना ली हौ,
परन्तु दिल छोटा कर लिया है।
रास्ते तो चौड़े कर लिए है,
परन्तु देखने का नजरिया तंग हो गया है।
हम ज्यादा खर्च करते है, परन्तु आनन्द नहीं है।
हमारे पास बड़ा मकान तो है, परन्तु उसमे रहने वाला
परिवार छोटा है।
हमारे पास समय की कमी है,
इसलिए समझोते ज्यादा है।
हमारे पास ज्ञान तो बहुत है
पर निर्णय लेने की क्षमता कम है।
हमारे पास दवायें बहुत है,
पर शरीर थर नहीं है।
हमने अपना साधन कई गुणा बढ़ा लिया है,
पर अपने मूल्य कर कर लिए।
हमलोग बातें ज्यादा करते है, प्यार थोड़ा और नफरत अधिक।
हमलोग चाँद पर तो आए,
परन्तु सड़क के पार पड़ोसी के घर जाना कठिन लगता है
हमने अंचरिक्ष पर तो विजय प्राप्त कर ली,
परन्तु अपने अर्न्तशत्मा तक नहीं पहुँच सके।
हमारी आमदनी तो अधिक,
परन्तु नैतिकता कम।
आज घर में दो तनख्वाह तो आती है,
परन्तुस सामन्जस्य कम हुआ है।
जिन्दगी सिर्फ जीवन ही नहीं, खुशी की क्षणों की शृंखला है।
आइये हम अपने परिवार और दोस्तों को यह
एहसास कराए कि हम उनसे कितना
प्यार करते है।
खुशी के किसी भी पल को शवाएँ नही,
उनको अपने जीवन में शामिल करें।
आपका प्रत्येक दिन, घंडा और मिनट अत्यन्त महत्वपूर्ण है,
शायद यह दुबारा न आए।



मुझे ऐसा अनुपम ज्ञान दो

ममता भगत
उच्चतर माध्यमिक प्रथम वर्ष

मन की समाधि मिल जाए गुरु, ऐसा कुछ बरदान दो,
भव सागर से तिर जाऊँ मैं मुझे अनुपम ज्ञान दो।
मन की समाधि मिल जाए गुरु
अज्ञानी हूँ ज्ञान नहीं है, पग-पग ठोकर खाता हूँ,
भौतिकता की चकाचौंध में, चैन पलक नहीं पाता हूँ।
ज्ञान की आखे खुल जाए गुरु, जिनवाणी रस पान दो।
जीव-अजीव का ज्ञान नहीं है, खुले पाप के द्वार है,
पुण्य, पाप के बिना ज्ञान के, होते पापाचार हैं।
पाप कर्म से दूर रहूँ मैं, मुझको भेद विज्ञान दो।
कुल जैन का मुझे मिला है, पर जैनत्व का नाम नहीं,
वीर प्रभु का मैं हूँ उपासक, दिखता ऐसा काम नहीं
वीर प्रभु का बनू सिपाही, ऐसी नव पहतान दो।
धन दौलत की चाह रात-दिन, मन हव्या भण्डार है,
राग, द्वेष में फंसी जिन्दगी, नहीं कष्टों का पार है।
मन समता को अपनाऊँ मैं, धैर्य, शक्ति, विश्वास दो।



प्यारे झड़े पत्ते

पारसमणि डामोरीया
स्नातक तृतीय बष



ओ मेरे प्यारे झड़े पत्ते
तुम दुखी ना हो,
और ना सोचो बेरंग सी है जीन्दगी तुम्हारी
वे हसँते है हसँने दो!!
प्रकृति का रंग सदेव नहीं रहता है।
पीले पक्षा के अभिषाप में
वे भी एक दिन झड़ेगी
और,
अन सभी को तुम्हेही तो समेटना है
अपने प्यार भड़े आंचल मे...
प्रकृति के मायाजाल में
पहले पंक्ति में ही तुम्हारा नाम,
क्या तुम सुखी नही?
देखो,
दुर पहाड़ के तले, बादलो को पिछे
राँत के आंचल की तले हुए बारिशो के
बाद के बाद,
उसके सिने में जब बिजली ठड़क रही थी
क्या उसे गम ना था??
फिर भी वह रोशनी के पखुड़ीओ केसाथ
मुसकुड़ा रहा था।
तुम भी जगो, मुसकुराओ,
अपनी तनहाई के वासते ही सही
पर दुखी ना हो
दुनिया को छोड़ो,
बस आगे बढ़ो,
अपने रंगीन सपनों के साथ।।



মোৰ কলেজীয়া জীৱন

অনুপ চেতিয়া
উচ্চতৰ মাধ্যমিক দ্বিতীয় বৰ্ষ

আজি জুন মাহৰ ২২ তাৰিখ

আজি আৰম্ভ হ'ব মোৰ এটি নতুন জীৱন অৰ্থাৎ কলেজীয়া জীৱন। আজি মোৰ বাবে যেন এই শব্দটো চিনাকি হৈও অচিনাকি হৈ পৰিছে। আজি মই আৰু মোৰ সঙ্গীসকলে নেওচি যাব লাগিব আমাৰ বাবে বৰ হেঁপাহেৰে বাট চাই থকা 'বেগিং' নামৰ ধুমুহাজাক। অৱশ্যে ধুমুহাজাকে ইমান অনিষ্টও নকৰে। এই ধুমুহাজাকে আচলতে আমাক চিনাকি কৰাই দিয়ে বিভিন্নজনৰ আচাৰ-ব্যৱহাৰ, আচৰণ আৰু স্বভাৱৰ সৈতে।

আজি মই আৰু মোৰ বন্ধুসকলে ওলোমাই ফুৰিবলগীয়া হৈছে 'ID' নামৰ পঘাডাল। বাহ! আজি মোক আৰু মোৰ বন্ধুকজনক দেখাত বেছ ভদ্ৰ যেনেই লাগিছে। পিছে কিমান দিন, কিমান দিননো থাকিম আমি এইদৰে? এদিন নহয় এদিন আমি নিজৰ "ফৰ্ম"ত আহিমই আহিম।

চাওঁতে, চাওঁতে চকুৰ পলকত পাঁচোটাকৈ মাহ কেতিয়ানো পাৰ হ'ল গমকে নাপালোঁ। এতিয়া আমি সম্পূৰ্ণ নিজৰ "ফৰ্ম"ত। কলেজৰ গে'টখন আমাৰ বাবে যেন অচিনাকি, যিহেতু আমি কেণ্টিনৰ গে'টেদি অহা-যোৱা কৰোঁ। কেণ্টিনৰ পিছফালেই আমাৰ 'Class Room' মানে Bike Stand-টো। কাৰণ আজিকালি Bike Stand-টোৱেই হৈ পৰিছে আমাৰ বাবে বিদ্যাৰ মন্দিৰ। বাইকবোৰ আমাৰ বাবে হ'ল চকী-মেজ। আমি়ে এজনে এজনক শিক্ষা দিওঁ আৰু আলাপ কৰোঁ বিভিন্ন Subject-অৰ ওপৰত; আমাৰ ভাষাত ক'বলৈ গ'লে, আমি একো একোজন 'Teacher'।

হয়, বহুত শিক্ষা পালোঁ, বহুত শিক্ষা। কিন্তু আমাৰ প্ৰকৃত Subject-বোৰ যেন আমি পাহৰিয়েই পেলাইছোঁ। সেইবাবে আমি বাছি লৈছোঁ নিজৰ Subjects আৰু এই Subjects হৈছে ছোৱালীবোৰ। হয়, আজিকালি ছোৱালীবোৰেই হৈ পৰিছে আমাৰ বাবে একো একোটা Subject।

বগা বৰণৰ ছোৱালীবোৰ যেন আমাৰ বাবে Alternative English; মাগুৰ বৰণৰ যেন Chemistry আৰু Physics; কলা বৰণৰবোৰক অৱশ্যে আমি Fourth Subject হিচাপে ৰাখোঁ। কিছুমানে আকৌ Fourth Subject-টোকে এৰিব নোখোজে।

এইদৰে প্ৰতি ক্ষণে ক্ষণে কলেজখন আমাৰ বাবে সহজ হৈ পৰিল। এইকেইদিন মোৰ Class বোৰ প্ৰেম গলিতে কৰিছোঁ। T.D.C. 1st year-অৰ ছাত্ৰ-ছাত্ৰীবোৰ যেন বেছ নিয়মীয়া আৰু চোকা। তেওঁলোকৰো Class-বোৰ এইকেইদিন প্ৰেম গলিতে হৈছে। কিছুমানে লৈছে প্ৰেমে'ল'জীত মেজৰ আৰু কিছুমানে ভালপোৱাত; চেনী খোৱাটো তেওঁলোকৰ বাবে

এনেকৈয়ে পাৰ হ'ল মোৰ আৰু মোৰ বন্ধুবৰ্গৰ 1st year-অৰ Class-বোৰ। এইকেইদিন মই অলপ ব্যস্ত, যিহেতু এমাহৰ পাছতে মোৰ পৰীক্ষা.....! কিন্তু আকৌ 2nd year-অত লগ পোৱাৰ প্ৰতিশ্ৰুতিৰে মোৰ বন্ধুবৰ্গ..... প্ৰসিদ্ধৰ বড়া, এলেছিয়া শইকীয়া, প্ৰেমধৰ গৌহাই, চুপ্তিকান্ত সোণোৱাল, দুষ্টকান্ত ঠাকুৰ আৰু মই — বাঙৰঞ্জন চেতিয়াই এতিয়ালৈ বিদায় মাগিছোঁ। নমস্কাৰ।



প্ৰতিবেদন

আজিৰ এই প্ৰতিবেদনৰ জৰিয়তে মোক প্ৰতিটো খোজতে সাহস দিয়া মোৰ পৰম পূজনীয় পিতৃ-মাতৃকে প্ৰমুখ্যে কৰি আমাৰ মহাবিদ্যালয়ৰ পৰম শ্ৰদ্ধাৰ অধ্যক্ষ ড° জয়কৃষ্ণ মহন্ত ছাৰ, মোৰ তত্ত্বাৱধায়ক মৃদুল শৰ্মা ছাৰ, মহাবিদ্যালয়ৰ কৰ্মচাৰীবৃন্দ, ছাত্ৰ একতা সভাৰ সদস্যসকল আৰু মোৰ মৰমৰ ভাতৃ জয়ন্ত গগৈ তথা সমূহ কানৈয়ানলৈ আন্তৰিক কৃতজ্ঞতা জ্ঞাপন কৰিছোঁ।

প্ৰত্যেক বছৰে কানৈয়ানসকলে মোক অন্য বিভাগৰ বাবে যেনেদৰে নিৰ্বাচন কৰিছিল ঠিক তেনেদৰে এই বছৰো ২০০৯-১০ বৰ্ষৰ আলোচনী সম্পাদিকা ৰূপে নিৰ্বাচন কৰি কৃতার্থ কৰিলে। আচলতে ঐতিহ্যমণ্ডিত কানৈ মহাবিদ্যালয়ক লৈ মোৰ এটা সপোন আছিল। আজি মই মোৰ সপোনক দিঠকত পৰিণত কৰিবলৈ সক্ষম হৈছোঁ। বিভিন্ন ঘাত-প্ৰতিঘাতৰ মাজেৰে এই আলোচনীখন প্ৰস্তুত হৈ উঠিল। এই আলোচনীখনৰ জৰিয়তে মই বহুতো নিশিকা কথা শিকিলোঁ। জীৱনত কেতিয়াও কৰিবলৈ সুযোগ নোপোৱা কাম কৰিবলৈ সক্ষম হৈছিলোঁ। অসমৰ প্ৰখ্যাত সাহিত্যিক ড° নগেন শইকীয়া ছাৰ আৰু হৰেকৃষ্ণ ডেকা ছাৰৰ সাক্ষাৎকাৰটি নিজেই ল'বলৈ পাই বহুখিনি অভিজ্ঞতা লাভ কৰিলোঁ। আচলতে মই আমাৰ 'কানৈয়ান'খন যিমান সুন্দৰ কৰি তুলিম বুলি ভাবিছিলোঁ তেনে নহ'ল। আগৰ সম্পাদকসকলে কি কৰিছিল মই নাজানো, কিন্তু মই প্ৰতিটো লেখা পত্ৰৰ যোগেদি শিক্ষাগুৰুসকলক বিচাৰিছিলোঁ। কিন্তু তাৰ সত্ত্বেও মই সকলো লেখা নাপালোঁ। আচলতে এখন সফল আলোচনী প্ৰস্তুত কৰিবলৈ হ'লে সম্পাদক বা সম্পাদিকাগৰাকীক মহাবিদ্যালয়ৰ সমূহ পৰিয়ালৰ সহযোগিতাৰ প্ৰয়োজন। তাৰ অবিহনে আলোচনীখন সুন্দৰ হৈ উঠাত অসুবিধাৰ সন্মুখীন হয়।

কানৈ মহাবিদ্যালয়ৰ আলোচনী সম্পাদিকাৰ কাৰ্যভাৰ গ্ৰহণ কৰাৰ পাছৰে পৰা বিভাগীয় সকলো দায়িত্ব পালন কৰিবলৈ সক্ষম হৈছোঁ। ছাত্ৰ একতা সভাৰ প্ৰতিটো কাৰ্যতে সহযোগিতা আগবঢ়াইছিলোঁ। সম্পাদিকা হিচাপে মোৰ প্ৰধান দুটা দায়িত্ব আছিল। প্ৰথমটো মহাবিদ্যালয়ৰ সপ্তাহত সাহিত্য সম্বন্ধীয় প্ৰতিযোগিতা কেইটামান অনুষ্ঠিত কৰিব লাগে। তাৰ ভিতৰত মই হিন্দী, অসমীয়া আৰু ইংৰাজী কবিতা প্ৰতিযোগিতা, প্ৰবন্ধ, গল্প, ৰচনা আৰু চিত্ৰাংকণ প্ৰতিযোগিতা সুচাৰুৰূপে অনুষ্ঠিত কৰিছিলোঁ। মোৰ দ্বিতীয় দায়িত্বটো আছিল মহাবিদ্যালয়ৰ বাৰ্ষিক আলোচনীখনৰ প্ৰকাশ, যিটো ইতিমধ্যে হৈ উঠিল।

প্ৰতিবেদনৰ অন্তিমত মই আমাৰ মহাবিদ্যালয়ৰ কেইজনমান ছাত্ৰ-ছাত্ৰীক বিশেষভাৱে ধন্যবাদ জ্ঞাপন কৰিছোঁ। তেওঁলোক ক্ৰমে ৰিণ্টু চেতিয়া, মাধুৰ্য বুঢ়াগোঁহাই, অঞ্জু শইকীয়া, প্ৰণৱ দাদা (প্ৰাক্তন ছাত্ৰ), জুলী শইকীয়া, জয়ন্ত দাদা (প্ৰাক্তন ছাত্ৰ), হিমাংশু বাইলুং, মাধুৰ্য সুভাষ দাস আৰু মুনমী কোঁৱৰ, মনদীপ থাপা, গণেশ চাংমাই।

ধন্যবাদ

জয়ন্তু কানৈ মহাবিদ্যালয়

জয়ন্তু কানৈ মহাবিদ্যালয়ৰ ছাত্ৰ একতা সভা।

ৰিম্পী গগৈ
আলোচনী সম্পাদিকা
২০০৯-১০ বৰ্ষ



প্ৰতিবেদন

আৰম্ভণিতে দেশমাতৃৰ বক্ষাৰ বাবে প্ৰাণ আৰ্হতি দিয়াসকললৈ প্ৰণাম। ডিব্ৰুগড় হনুমানবল্ল সুবজমল কানৈ মহাবিদ্যালয়ৰ অধ্যক্ষ মহোদয়, অধ্যাপক-অধ্যাপিকা, মহাবিদ্যালয়ৰ কৰ্মচাৰীবৃন্দ আৰু যিসকল দাদা-বাইদেউ, ভাইটি-ভনী, বন্ধু-বান্ধৱীয়ে ২০০৯-১০ বৰ্ষৰ ছাত্ৰ একতা সভাৰ বহিঃখেল বিভাগৰ দৰে এটা গুৰুত্বপূৰ্ণ বিভাগৰ সম্পাদক পদত মোক নিৰ্বাচিত কৰি এবছৰীয়া কাৰ্যভাৰ চলাই নিয়াত সহায়-সহযোগ আগবঢ়ালে সেই সকলোটিলে মোৰ এবুকু আন্তৰিক ধন্যবাদ আৰু কৃতজ্ঞতা জ্ঞাপন কৰিছে।

সম্পাদকৰ দায়িত্বত থাকি নিষ্ঠাৰে কাৰ্যসমূহ চলাই যাবলৈ এই অভাজনে যৎপৰোনাস্তি চেষ্টা কৰিছিলোঁ। দায়িত্ব লৈয়ে আন্তঃ মহাবিদ্যালয় ক্ৰিকেট প্ৰতিযোগিতাৰ খেল খেলাৰ সুযোগ পাইছিলোঁ। খেলুৱৈসকলৰ ভাল প্ৰদৰ্শনৰ বাবে দুখন খেলত জয়ী হৈছিলোঁ।

কিছুদিনৰ অন্তত মহাবিদ্যালয় সপ্তাহ আৰম্ভ হয়। মহাবিদ্যালয় সপ্তাহত সকলো ধৰণৰ বহিঃ খেল যথাৰীতিৰে সম্পন্ন কৰিবলৈ সমৰ্থ হৈছিলোঁ। এই ক্ষেত্ৰত মহাবিদ্যালয়ৰ শ্ৰদ্ধাৰ অধ্যক্ষ মহোদয়ৰ লগতে শ্ৰদ্ধাৰ ভৰালী ছাৰ, ছাত্ৰ একতা সভাৰ সাধাৰণ সম্পাদক কৃষ্ণ নাৰায়ণ বৰুৱাদেৱৰ সহায়-সহযোগ, উৎসাহ-উদ্দীপনা শলাগ ল'বলগীয়া। তেখেতসকললৈ পুনৰ বাৰ ধন্যবাদ জ্ঞাপন কৰিলোঁ।

এই এবছৰীয়া কাৰ্যকালত মোৰ অজ্ঞাতে বৈ যোৱা ভুল-ত্রুটিৰ বাবে ক্ষমা খুজিছোঁ। দেৱাশীষ, জিপন, কিশোৰ, নৱজ্যোতি, হৰেন্দ্ৰ, দীপাক্ষৰ, দীপশিখা, প্ৰণৱ, প্ৰাঞ্জ, ভাস্কৰ, আজিবোৰ, হিমাংশু, মানস, আনন্দ আৰু বহুতো বন্ধু-বান্ধৱীলে আন্তৰিক ধন্যবাদ আৰু কৃতজ্ঞতা জ্ঞাপন কৰিলো। এইসকলৰ সহায়-সহযোগ আৰু কষ্ট স্বীকাৰ অতি উল্লেখনীয়।

সদৌ শেষত মহাবিদ্যালয়খনি সৰ্বতো প্ৰকাৰৰ উত্তৰোত্তৰ কামনাৰে এই অভাজনৰ প্ৰতিবেদনৰ সামৰণি মাৰিলোঁ।

ধন্যবাদ

জয়তু কানৈ মহাবিদ্যালয়

জয়তু কানৈ মহাবিদ্যালয়ৰ ছাত্ৰ একতা সভা।

শান্তনু কৌশিক গগৈ
সম্পাদক, বহিঃখেল বিভাগ
২০০৯-১০ বৰ্ষ

REPORT OF MUSIC SECRETARY

At the very beginning, I pay my gratitude and heartfelt thanks to all the *Kanoians* for giving me the opportunity to serve as the *Music Secretary* for 2009-10. As a part of the Union Body, of this great college, I had taken my oath before the college authority to abide by rules and regulations of the institution and the maintain its progress in every possible way. After taking my first step forward, we promoted diferent singing competitions under my supervision.

During our session, we organised the 64th annual College Week, which started from – December to January 2010. The different competition of my department was started on the very first day of the annual college week, we inaugurated the meet by announcing the competion of Jyoti Sangeet, Rabha Sangeet, Bhupendra Sangeet, Adhunik Geet, Lokgeet and so on. The entire day was engaged in organising the musical program in a well co-ordinated manner.

More than the college week, we the students were encouraged to join the inter college competition; held in Duliajan on 8th, 9th, 10th and 11th of January, 2010. We went there to join in different ventures of cultural activities. I went there along with other companions and competitors to join. Though the competition was not very easy, in fact we had a great time expriencing the days spent in the inter college, which will be a cherished memory in the mind of every students who went there.

During my session, I and my fellow companions also had formed a chorus group of the college where there were students who were really skilled and interested in different muical fields. We took this particular group to meetings of AASU, College function etc.

The whole journey as the Music Secretary was the best experience that I have ever faced in my life which has made me aware of many experiences, and helped me to stand as a well-known figure in front of all the kanoians and the society as well. All this would not have been possible without the earnest support and love of my fellow kanoians. The Ex students' Union of the previous year also, supported me. Every moment of this entire journey will be captured in my heary with lots of valued memories to it.

So, at last, I would like to pay my respect and thanks to our Principal, Dr. Joy Krishna Mahant, my proffesor in-charge Prof. Ananta Kr. Dutta, the teachers and all the members of the Union along with my dear friends, family and all the students of our college for helping, trusting and guiding me in making this year successful.

And in conclusion of my report, I wish and pray for a very bright and prospering future for all the 'Kanoians'.

Long live D.H.S.K. College
Long live Students' Union Society.
'Joi Aai Asam'

Thanking you,

With warm regards

Jahnabee Sonowal

Music Secretary, 2009-10

কানৈয়ান'ৰ ইতিহাস

প্ৰাক্তন সম্পাদকসকল

| | | | |
|---------|----------------------|---------|----------------------|
| ১৯৪৬-৪৭ | ইৰা দত্ত | ১৯৭৯-৮০ | ৰূপেশ্বৰ শইকীয়া |
| ১৯৪৭-৪৮ | বিনয় চন্দ্ৰ বৰুৱা | ১৯৮০-৮১ | --- |
| ১৯৪৯-৫০ | ভূপেন বৰপূজাৰী | ১৯৮১-৮২ | মনোজ কুমাৰ বৰুৱা |
| ১৯৫০-৫১ | লক্ষী বৰা | ১৯৮২-৮৩ | মিন্টু গগৈ |
| ১৯৫১-৫২ | নৰেন্দ্ৰনাথ গোস্বামী | ১৯৮৩-৮৪ | কল্যাণী বৰুৱা |
| ১৯৫২-৫৩ | খগেন্দ্ৰ মহন | ১৯৮৪-৮৫ | --- |
| ১৯৫৩-৫৪ | নিত্যা হাজৰিকা | ১৯৮৫-৮৬ | --- |
| ১৯৫৪-৫৫ | দুৰ্গা দত্ত ভৰালী | ১৯৮৬-৮৭ | কামিনী কুমাৰ গোহাঁই |
| ১৯৫৫-৫৬ | উজ্জ্বল শইকীয়া | ১৯৮৭-৮৮ | নৱজ্যোতি শইকীয়া |
| ১৯৫৬-৫৭ | যামিনী ফুকন | ১৯৮৮-৮৯ | পানীৰাম ডেকা মৰাণ |
| ১৯৫৭-৫৮ | সুশীল দুৱৰা | ১৯৮৯-৯০ | সুনীল ৰাজকোঁৱৰ |
| ১৯৫৮-৫৯ | কিৰণ শৰ্মা | ১৯৯০-৯১ | সুবোধ কুমাৰ সোনোৱাল |
| ১৯৫৯-৬০ | বিশ্ব বৰুৱা | ১৯৯১-৯২ | প্ৰভাত কুমাৰ গগৈ |
| ১৯৬০-৬১ | লুইত দাস | ১৯৯২-৯৩ | মৃগাল কুমাৰ গগৈ |
| ১৯৬১-৬২ | অনিল কুমাৰ হাজৰিকা | ১৯৯৩-৯৪ | নৱজিৎ দেউৰী |
| ১৯৬২-৬৩ | লক্ষেশ্বৰ বৰুৱা | ১৯৯৪-৯৫ | ৰাজীৱ গগৈ |
| ১৯৬৩-৬৪ | হেম ওজা | ১৯৯৫-৯৬ | মানসপ্ৰতীম শৰ্মা |
| ১৯৬৪-৬৫ | মুকুট সিংহ ফুকন | ১৯৯৬-৯৭ | সুৰুজ কোঁৱৰ |
| ১৯৬৫-৬৬ | ৰজনীকান্ত চেতিয়া | ১৯৯৭-৯৮ | ভৰালী গগৈ |
| ১৯৬৬-৬৭ | কল্পনা দত্ত | ১৯৯৮-৯৯ | কান্ত কাৰেৰী সোনোৱাল |
| ১৯৬৭-৬৮ | তৰুণ গগৈ | ১৯৯৯-০০ | সাৰংগ শংকৰ কলিতা |
| ১৯৬৮-৬৯ | ভীমকান্ত বৰগোঁহাই | ২০০০-০১ | (অপ্ৰকাশিত) |
| ১৯৬৯-৭০ | --- | ২০০১-০২ | শ্যামলজ্যোতি গগৈ |
| ১৯৭০-৭১ | মোহন সোনোৱাল | ২০০২-০৩ | (অপ্ৰকাশিত) |
| ১৯৭১-৭২ | হিতেশ বিকাশ গগৈ | ২০০৩-০৪ | বব্ এলিচন দাস |
| ১৯৭২-৭৩ | ডম্বৰু বৰা | ২০০৪-০৫ | মানসজ্যোতি হাজৰিকা |
| ১৯৭৩-৭৪ | লক্ষ্মীপ্ৰিয়া দেৱী | ২০০৫-০৬ | বিশ্বজিৎ চেতিয়া |
| ১৯৭৪-৭৫ | গিৰীণ গগৈ | ২০০৬-০৭ | কাশ্যপ মহন্ত |
| ১৯৭৫-৭৬ | --- | ২০০৭-০৮ | (অপ্ৰকাশিত) |
| ১৯৭৬-৭৭ | সঞ্জীৱ বৰা | ২০০৮-০৯ | (অপ্ৰকাশিত) |
| ১৯৭৭-৭৮ | কৃপাল কুমাৰ কোঁৱৰ | ২০০৯-১০ | ৰিম্পী গগৈ |
| ১৯৭৮-৭৯ | প্ৰভাত প্ৰাণ কোঁৱৰ | | |

হে' পাঠক! অনুগ্রহ কৰি মনোযোগ দিয়ক ...

শিক্ষানুষ্ঠানৰ বাৰ্ষিক মুখপত্ৰখনৰ সম্পাদকজনক ছাত্ৰ-ছাত্ৰীয়ে বাছনি কৰে। গতিকে তাত তত্ত্বাৱধায়ক বুলি পদবী এটা আচলতে অলংকৰণৰ নিচিনাহে। কিন্তু কাৰ্যতঃ অতি মুষ্টিমেয় সংখ্যক ছাত্ৰ-ছাত্ৰী-সম্পাদকক বাদ দি প্ৰায়বোৰ সম্পাদকৰে এই কামটোত হাত দিবৰ জোখাৰে জ্ঞান বা অভিজ্ঞতা নথকা বাবে তত্ত্বাৱধায়ক অধ্যাপকজনেই হৈ পৰেগৈ সম্পাদক বা তদাৰকী সম্পাদক। তেওঁৰ লগত কাম কৰি সম্পাদক ছাত্ৰ বা ছাত্ৰীগৰাকীয়ে সম্পাদনাৰ অ-আ-ক-খ শিকাৰ সুবিধা লাভ কৰে।

বহু সময়ত সম্পাদকজন ইমানেই উৎসাহী হয় যে তত্ত্বাৱধায়কৰ চূৰ্তি হেৰায়। আকৌ বহু সময়ত সম্পাদক আৰু তত্ত্বাৱধায়কৰ সম্বন্ধটো চোৰ-পুলিচৰ পৰ্যায় পায়গৈ। এনে চোৰ বহু ক্ষেত্ৰত ধৰা নপৰাকৈয়ে থাকি যায় : আলোচনী নোলায়গৈ। আমি চোৰ-পুলিচ খেলিবলগীয়া নহ'ল। কাৰণ সম্পাদিকা ৰিস্পীক দায়িত্ব লোৱাৰ দিনাই সপোনটো দেখিবলৈ বা ৰচিবলৈ মোৰ জ্ঞান-বিশ্বাসেৰে অনুপ্ৰাণিত কৰিছিলোঁ। তেওঁ নিজেৰ কাৰ্যকালৰ আৰম্ভণিৰেপৰা বাৰম্বাৰ মোৰ লগত যোগাযোগ ৰাখিছিল, পৰামৰ্শ লৈছিল আৰু নিজৰ সপোনৰ কথা কৈছিল।

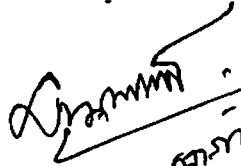
সাধাৰণতে শুনা কিছুমান মন্তব্যৰ তাৎপৰ্য এনে ধৰণৰ : বিজ্ঞান-প্ৰযুক্তিবিদ্যাৰ আগ্ৰাসনে মানুহক ইমানেই যান্ত্ৰিক কৰি তুলিছে যে মানুহৰ মনৰপৰা সুকুমাৰ অনুভূতিবোৰ হেৰাই যাবৰ উপক্ৰম হৈছে। এইবাৰ কথা দাঙি ধৰাৰ কাৰণ হৈছে, কানৈ কলেজৰ ছাত্ৰ-ছাত্ৰীসকলৰ মাজত সাহিত্য-সংস্কৃতিৰ দিশত সৃষ্টিশীলতাৰ অভাৱ অতি দুখলগা ধৰণে চকুত পৰিছে। সম্পাদিকাই বাৰম্বাৰ জাননী দিয়াৰ পাছতো লেখা গোট নোখোৱাত বহু বহু ছাত্ৰ-ছাত্ৰী-বিশেষৰপৰা চিঠিৰ যোগেদিও লেখা বিচৰা হৈছিল। কিন্তু লেখা ইমান সংখ্যকেই গোট খালে যে সেইখিনিৰ মাজৰপৰা বাছনি কৰিবলৈ গ'লে আলোচনীখন হ'বগৈ আগে-পিছে বেটুপাত দুখিলা আৰু মাজত নাম-পৃষ্ঠা, ঘোষণা-পৃষ্ঠা, সম্পাদনা সমিতিৰে ধৰি কলেজখনৰ দুখনমান ফ'টোগ্ৰাফ আৰু সম্পাদকীয়টো মাত্ৰ। গতিকে নিৰ্বাচন-বৰ্জনৰ প্ৰক্ৰিয়াটো পৰিহাৰ কৰা হ'ল। প্ৰসঙ্গক্ৰমে প্ৰশ্ন হৈছে, আধুনিকতাৰ বতাহে মানুহৰ সৃজনীশীল প্ৰতিভাৰ বন্ধাত্ম সূচনা কৰে নেকি? যদি কৰে, ডিব্ৰুগড়তকৈ আধুনিকতাৰ ধুমুহাত বেছিকৈ বিধ্বস্ত ডাঙৰ ডাঙৰ নগৰ-মহানগৰৰ শিক্ষানুষ্ঠানবোৰ ছাত্ৰ-ছাত্ৰীয়ে কেনেকৈ সাহিত্যিক সৃষ্টিশীলতা অক্ষুণ্ণ ৰাখিছে, বৰং বৃদ্ধিহে কৰিছে? নিশ্চয় আমি আধুনিকতা মানে ধুনীয়া সাজ-পাৰ, দামী মটৰ-চাইকেল-গাড়ী, ইণ্টাৰনেট-ম'বাইল ফোনৰ প্ৰদৰ্শন তথা বিকৃত ব্যৱহাৰকহে বুজিছোঁ। আধুনিকতাৰ মাজৰ নিহিত দৰ্শন (philosophy) বুজি উঠিব পৰাকৈ আমি যোগ্যই হোৱা নাই।

দৰাচলতে আধুনিকতা হৈছে জীৱনক গ্ৰহণ কৰাৰ এটা দৃষ্টিভংগীহে। ভোগবাদ বা পণ্যৰ পিছে পিছে মৰীচিকা খেদা দৌৰ নহয়। পৃথিৱীৰ শেহতীয়া চিন্তা-চেতনাৰ প্ৰতি সক্ৰিয় প্ৰতিক্ৰিয়া প্ৰকাশ কৰিব পৰাকৈ সাজু হৈ থকাজনহে আধুনিক। তথাই প্ৰযুক্তিৰ স্থান দখল কৰা সময়ত আমাৰ ছাত্ৰ-ছাত্ৰীসকল লিখা-পঢ়া জনা অশিক্ষিত ব্যক্তি হৈ থকাটো আমি কোনেও কামনা নকৰোঁ।

সি যি নহওক, লেখা বিচাৰি নিৰ্বাচিত শিক্ষক-সতীৰ্থকো আমি অনুৰোধ জনাইছিলোঁ, — সম্পাদিকাই চিঠি দিছিল। কিন্তু দুৰ্দশাই আমাৰ লগ এৰা নিদিলে। যিকেইজন শিক্ষক-সতীৰ্থৰ লেখাৰে আলোচনীখন সমৃদ্ধ হৈছে সেইকেইজনৰ ব্যতিক্ৰমী উৎসাহৰ বাহিৰে বাকী বহুতেই লিখাৰ দৰে unproductive কামত নিজকে ব্যস্ত কৰিবলৈ টান পায়। এইটো অভিজ্ঞতায়ো আমাক আহত কৰিছে।

তথাপি আলোচনীখন উলিয়াইছোঁ। পৰিকল্পনা কৰি ফুলনি এখন পাঠোতে কেতিয়াবা মনে বিচৰা ফুলৰ সঁচ নাপাই আন এবিধকে ৰুব লগা হোৱাৰ দৰে কাম আমিও কৰিছোঁ। উপায়ান্তৰ হৈ কৰা তেনে কামৰ দোষে আমাক নোচোৱে। কাৰণ সততাৰ প্ৰশ্নত আমি আপোচ কৰা নাই।

আলোচনীখনৰ প্ৰকাশত অধ্যক্ষ ড° মহন্ত ছাৰৰ উৎসাহ আমাৰ গাৰ লগত ছাঁৰ দৰে আছিল। সম্পাদনা সমিতিৰ যথাযোগ্য সাঁহাৰি পাইছোঁ। আটাইলৈকে কৃতজ্ঞতা জনাইছোঁ।


০০ মে, ২০১০

উপসভাপতিৰ প্ৰতিবেদন

প্ৰতিবেদনৰ আৰম্ভণিতে মই ডিব্ৰুগড় কানৈ মহাবিদ্যালয়ৰ ২০০৯-১০ বৰ্ষৰ ছাত্ৰ একতা সভাৰ উপ সভাপতি ৰূপে নিৰ্বাচিত কৰি মহাবিদ্যালয়ৰ প্ৰতি সেৱা আগবঢ়াবলৈ সুবিধা দিয়াৰ বাবে অধ্যক্ষ মহোদয়, শ্ৰদ্ধাভাজন শিক্ষাগুৰুসকল আৰু মোৰ শ্ৰদ্ধা তথা মৰমৰ ছাত্ৰ-ছাত্ৰী সকলোকে জয়জয়তে প্ৰথমে মোৰ অন্তৰৰ শ্ৰদ্ধা নিবেদন আগবঢ়ালোঁ।

‘অধ্যয়নেই ছাত্ৰৰ তপস্যা’ হোৱাটো ছাত্ৰ জীৱনৰ প্ৰথম উদ্দেশ্য। এই উদ্দেশ্য সফলৰ বাবে আমি নিজেৰে ভদ্ৰতা, নশ্ৰতা, শৃংখলাবোধ আদি গুণাগুণবোৰ এই পৱিত্ৰ মন্দিৰ তথা বিদ্যালয়-মহাবিদ্যালয় সমূহতে শিকিব লাগিব। তেতিয়াহে ভৱিষ্যতে আমি একোজন ভাল ছাত্ৰ আৰু লগতে ভাল মানুহ ৰূপে সমাজত পৰিচিত হ’ব পাৰিম। মহাবিদ্যালয়ত থকা দিনবোৰ বাগৰি যোৱাত মই মোৰ মৰমৰ মহাবিদ্যালয়খনৰ বিভিন্ন সমস্যা দেখা পাইছিলোঁ। সন্মানীয় অধ্যক্ষ মহোদয়, শিক্ষক-শিক্ষয়িত্ৰী আৰু ছাত্ৰ-ছাত্ৰীৰ উপস্থিতিত পূৰ্ব একতা সভাৰ উপ সভাপতিৰ ৰূপত ময়ো মহাবিদ্যালয়ৰ সুনাম, গৌৰৱ ৰক্ষা কৰি সকলো দায়িত্ব পালন কৰিম বুলি শপত গ্ৰহণ কৰিছিলোঁ।

বসন্তই যেনেকৈ বছৰৰ আৰম্ভণিতে নিজৰ ৰূপ সলাই নতুনক আদৰি লয়, তেনেকৈ এই নিয়ম অনুসৰি আমিও মহাবিদ্যালয়লৈ অহা নতুন ছাত্ৰ-ছাত্ৰীসকলৰ বাবে এপ্ৰিল মাহৰ ১০ তাৰিখে এদিনীয়া আদৰণী সভাৰ অনুষ্ঠিত কৰিছিলোঁ।

তাৰ পিছত আমাৰ মহাবিদ্যালয়ত আগষ্ট মাহৰ ২, ৩ তাৰিখে হীৰক জয়ন্তী সমাৰোহ অনুষ্ঠিত কৰিবৰ বাবে সকলো কাম কাজৰ দায়িত্ব অতি আদৰেৰে পালন কৰিছিলোঁ। মহাবিদ্যালয়ৰ ছাত্ৰ-ছাত্ৰী, শিক্ষক-শিক্ষয়িত্ৰী অধ্যক্ষ মহোদয়, ছাত্ৰ একতা সভাৰ প্ৰতিজন সদস্যৰ সহায়-সহযোগত মহাবিদ্যালয়ৰ ডিচেম্বৰ ২৮ তাৰিখৰপৰা ক্ৰীড়া সপ্তাহ, জানুৱাৰী ৫ তাৰিখলৈকে উলহ-মালহেৰে অনুষ্ঠিত কৰিবলৈ সক্ষম হৈছিলোঁ। তাৰ উপৰিও মহাবিদ্যালয়ত সৰস্বতী পূজা, শিক্ষক দিবস উদ্‌যাপন আদি নানা অনুষ্ঠান পাতিবলৈ আগবাঢ়িছিলোঁ।

এইখিনিতে ক’ব বিচাৰিছোঁ যে মই এবছৰীয়া কাৰ্যকালত কি কৰিলোঁ তাৰ সকলো কথা আপোনালোকে গম পাই আহিছে। তাৰ ভিতৰত যি কৰিলোঁ আৰু যি কৰিম বুলি আশা বান্ধি মই ছাত্ৰ একতা সভাৰ উপ সভাপতি হিচাপে আপোনালোকৰ আগত থিয় হৈ আগবাঢ়িছিলোঁ তাৰ মাজত যদি কিবা ভুল হৈছিল সেই ভুলৰ বাবে মহাবিদ্যালয়ৰ অধ্যক্ষ মহোদয়, শিক্ষক-শিক্ষয়িত্ৰীসকল, মৰমৰ ছাত্ৰ-ছাত্ৰীসকল আৰু আমাৰ মহাবিদ্যালয়ৰ কৰ্মচাৰীসকলৰ আগত অন্তৰেৰে ক্ষমা বিচাৰিছোঁ।

অৱশেষত, আমাৰ মহাবিদ্যালয় সদায় যাতে উজ্জ্বল জ্যোতি হৈ জিলিকি থাকে তাৰে কামনা কৰি ভগৱানৰ ওচৰত প্ৰাৰ্থনা জনালোঁ।

সদৌ শেষত আমাৰ মহাবিদ্যালয়ৰ মুখপত্ৰ, আশাৰ বস্ত্ৰস্বৰূপ ‘কানৈয়ান’ৰ উজ্জ্বল ভৱিষ্যত কামনা কৰি মোৰ প্ৰতিবেদন সামৰণি মাৰিছোঁ।

জয় জয়তু কানৈ মহাবিদ্যালয়।
জয় জয়তু কানৈ মহাবিদ্যালয় ছাত্ৰ একতা সভা।
জয় আই অসম।

নয়নমণি সোনোৰাল
উপ সভাপতি, ছাত্ৰ একতা সভা
ডিঃ হঃ সূঃ কানৈ মহাবিদ্যালয়
২০০৯-১০ চন

সাধাৰণ সম্পাদকৰ প্ৰতিবেদন

প্ৰতিবেদনৰ প্ৰাকমুহূৰ্ততে মই ডিব্ৰুগড় হনুমানবন্ধ সুৰজমল কানৈ মহাবিদ্যালয়ৰ অধ্যক্ষ মহোদয়, অধ্যাপক-অধ্যাপিকা, মহাবিদ্যালয়ৰ কৰ্মচাৰীবৃন্দ আৰু সমূহ কানৈয়ান, যিসকলে মোক সাধাৰণ সম্পাদকৰ দায়িত্বভাৰ গ্ৰহণৰ সুযোগ দি মোক চিৰকৃতজ্ঞ কৰি তুলিলে, তেওঁলোক সকলোলৈকে মোৰ আন্তৰিক ধন্যবাদ জ্ঞাপন কৰিছোঁ।

কানৈ মহাবিদ্যালয়ৰ সাধাৰণ সম্পাদক হিচাপে ২০০৯-১০ বৰ্ষত নিৰ্বাচিত হৈ মই মোৰ সকলোখিনি দায়িত্ব আৰু কৰ্তব্য ১০০ শতাংশই পূৰ্ণ সাকাৰ কৰিবলৈ চেষ্টা কৰিছিলোঁ। লগতে প্ৰতি মুহূৰ্ততে মহাবিদ্যালয়ৰ মান-মৰ্যাদা আৰু অতীত গৌৰৱৰ ক্ষেত্ৰতো মই সজাগ আছিলোঁ। বহু ক্ষেত্ৰত কিছু সৰু-সুৰা অসুবিধাৰ সন্মুখীন হ'লেও মই মোৰ কাৰ্যসমূহ যৎপৰোনাস্তি নিষ্ঠাৰে পালন কৰিবলৈ আগবাঢ়িছিলোঁ।

দায়িত্বভাৰ গ্ৰহণ কৰিয়েই মই মনোহাৰী দেৱী কানৈ মহাবিদ্যালয়, কানৈ বাণিজ্য মহাবিদ্যালয় আৰু ডিব্ৰুগড় হনুমান বন্ধ সুৰজমল কানৈ মহাবিদ্যালয়ৰ সকলো মিলিত হৈ 'ত্ৰিজ্ঞান কানৈয়ান' নামৰ এটি গোট গঢ়ি তুলিছিলোঁ। য'ত প্ৰথমে আমি AIDS Day (1st December) উদ্‌যাপন কৰিছিলোঁ। উক্ত দিনা আন্তঃ মহাবিদ্যালয় মাৰাথন দৌৰ, অসম মেডিকেল কলেজৰ সহযোগত ৰক্তদান শিবিৰ অনুষ্ঠিত কৰা হৈছিল। এই ক্ষেত্ৰত সকলোৰে সহযোগিতা লেখত ল'বলগীয়া। সেই দিনটোত এখনি মুকলি সভাও আয়োজন কৰা হৈছিল। এই সকলোবিলাক পালনৰ ক্ষেত্ৰত আমি সফলতা অৰ্জন কৰিছিলোঁ।

মোৰ কাৰ্যকালত মহাবিদ্যালয়ৰ ক্ৰীড়া সপ্তাহো উলহ-মালহেৰে অনুষ্ঠিত কৰা হয়। মহাবিদ্যালয়ৰ অধ্যক্ষ মহোদয়, অধ্যাপক-অধ্যাপিকাসকল, মহাবিদ্যালয়ৰ কৰ্মচাৰীবৃন্দ তথা আমাৰ ছাত্ৰ একতা সভাৰ সদস্যকে ধৰি মোৰ সহপাঠী তথা অগ্ৰজ আৰু অনুজসকলৰ সহায়-সহযোগিতাত সাংস্কৃতিক অনুষ্ঠানকে ধৰি সকলো কাৰ্যই সুচাৰুৰূপে পালন কৰা হৈছিল।

যোৱা বহু বছৰ ধৰি মহাবিদ্যালয়ৰ ছাত্ৰ-ছাত্ৰীয়ে মহাবিদ্যালয় চৌহদত কৃত্ৰিম বানপানীৰ সমস্যাৰ সন্মুখীন হৈছিল। এই সমস্যা ৰোধ কৰিবলৈ মহাবিদ্যালয়ৰ সন্মুখভাগ আৰু প্ৰেক্ষাগৃহলৈ যোৱা বাট এটা ওখকৈ মেৰামতি কৰিছিলোঁ আৰু মহাবিদ্যালয়ৰ গেটখনো ভালদৰে মেৰামতি কৰি দেখাত শুৱনি কৰি তুলিছিলোঁ। নৱাগতসকলে বৰ্তমান মহাবিদ্যালয় চৌহদত এই কৃত্ৰিম বানপানী সমস্যাৰ সন্মুখীন হ'বলগীয়া নোহোৱা বাবে আমি ভাবোঁ যে আমি এই কাৰ্যকালত যথেষ্ট সফলতা অৰ্জন কৰিলোঁ।

মই দেখিবলৈ পাইছিলোঁ যে কানৈয়ানসকল সঙ্গীত, নৃত্য আদি সাংস্কৃতিক দিশত যথেষ্ট দুৰ্বল। যিহেতু এই সাংস্কৃতিক দিশত কম-বেছি পৰিমাণে ময়ো জড়িত, গতিকে এই সাংস্কৃতিক দুৰ্বলতাসমূহ মোৰ চকুত পৰিছিল। মই নিজে এই সাংস্কৃতিক ক্ষেত্ৰত ওতঃপ্ৰোতভাৱে জড়িত থাকি এই দুৰ্বলতাসমূহ আঁতৰ কৰিবলৈ চেষ্টা কৰিছিলোঁ। এই ক্ষেত্ৰত আমাৰ ছাত্ৰ একতা সভা তথা অধ্যক্ষ মহোদয়ৰ সহযোগত মহাবিদ্যালয়ৰ সাংস্কৃতিক ভঁড়ালটো চহকী কৰিবৰ কাৰণে বিভিন্ন সাংস্কৃতিক সামগ্ৰী যেনে - গীটাৰ, হাৰমণিয়াম, তবলা আদি মহাবিদ্যালয়খনৰ কাৰণে ক্ৰয় কৰিছিলোঁ।

আন্তঃমহাবিদ্যালয় ক্ৰীড়াৰ দিশত দেখা গৈছিল যে উপযুক্ত প্ৰশিক্ষকৰ অভাৱৰ বাবেই আমাৰ কানৈয়ানসকল আন মহাবিদ্যালয়ৰ তুলনাত আগবাঢ়িব পৰা নাছিল। আমাৰ কানৈয়ানসকল যাতে ক্ৰীড়া ক্ষেত্ৰত সফলতা অৰ্জন কৰিব পাৰে, তাৰ বাবে উপযুক্ত প্ৰশিক্ষকৰ যোগাৰ কৰিছিলোঁ। যাৰ ফলত কলেজখনলৈ আমাৰ কানৈয়ান খেলুৱৈসকলে গৌৰৱ



কঢ়িয়াই আনিছিল।

মই জনাবলৈ পাই অতি গৌৰৱাৰিত যে ১৯৪৫ চনতে প্ৰতিষ্ঠিত হোৱা ডিব্ৰুগড় হনুমানবৰুৱা সুৰজমল কানৈ মহাবিদ্যালয়ৰ দৰে এখনি নামজ্বলা শিক্ষানুষ্ঠানৰ হীৰক জয়ন্তী সমাৰোহ মোৰ কাৰ্যকালতে অনুষ্ঠিত কৰা হৈছিল। এই সমাৰোহ আমি সকলো কানৈয়ানে অতি উলহ-মালহেৰে উদ্‌যাপন কৰিছিলোঁ। এই দুদিনীয়া কাৰ্যসূচীৰ সমাৰোহ সাংস্কৃতিক শোভাযাত্ৰাৰে আৰম্ভ কৰা হৈছিল। ইয়াত অনুষ্ঠিত কৰা মুকলি সভাখনিত অসমৰ বিভিন্ন ঠাইৰপৰা অহা জ্যেষ্ঠ নাগৰিক, প্ৰাক্তন অধ্যাপক-অধ্যাপিকা, প্ৰাক্তন কানৈয়ান তথা মহাবিদ্যালয়খনিৰ লগত জড়িত থকা সকলোৱেই যোগদান কৰিবলৈ আগবাঢ়ি আহিছিল। এই সমাৰোহত অনুষ্ঠিত কৰা গ্ৰন্থমেলা, বৃক্ষৰোপণ কাৰ্যসূচীও যথেষ্ট উল্লেখনীয় আছিল। হীৰক জয়ন্তী সমাৰোহ বাবে বহনীয়া সাংস্কৃতিক অনুষ্ঠানেৰে সামৰণি মৰা হৈছিল। এই অনুষ্ঠানত নানা জাতি-জনজাতিৰ নিজস্ব পৰম্পৰাগত সাংস্কৃতিক অনুষ্ঠানসমূহ উপভোগ কৰিছিলোঁ। অসমৰ সুকঠ গায়ক সীমান্ত শেখৰৰ গীতে হীৰক জয়ন্তী সামৰণি সাংস্কৃতিক অনুষ্ঠানৰ সৌন্দৰ্য দুগুণে বঢ়াইছিল।

মোৰ কাৰ্যকালৰ দিনকেইটা সঁচাই মোৰ জীৱনৰ স্মৰণীয় মুহূৰ্ত। ইয়াতকৈ অধিক স্মৰণীয় সেই মুহূৰ্ত, যি মুহূৰ্তত অধ্যক্ষ মহোদয়ে মোৰ হাতত ছাত্ৰ একতা সভা কাৰ্যলয়ৰ চাবিকোছ তুলি দি মোক কৈছিল, 'তোমাক গটালোঁ', তাতোকৈ অধিক মোৰ মানস পটত চিৰদিন জিলিকি থাকিব অধ্যক্ষ মহোদয় শ্ৰদ্ধেয় ড° জয়কৃষ্ণ মহন্ত ছাৰ আৰু নৰেন্দ্ৰ মহেলা ছাৰ। যিসকলৰ অনুপ্ৰেৰণা, সহায়-সহযোগিতা, সদুপদেশ, তেওঁলোকৰ মোৰ ওপৰত থকা আস্থা, প্ৰয়োজনৰ সময়ত শুনিবলৈ পোৱা মৰমৰ অনুশাসনৰ বাবে মই তেওঁলোকৰ ওচৰত চিৰঋণী।

সদৌ শেষত, মোৰ এবছৰীয়া কাৰ্যকালত মই অজানিতে যদি কিবা ভুল-ত্ৰুটি কৰিছোঁ তাৰ বাবে সকলোৰে ওচৰত ক্ষমা প্ৰাৰ্থনা কৰি মোৰ প্ৰতিবেদন ইমানতে সামৰণি মাৰিলোঁ।

জয়তু ডিব্ৰুগড় হনুমানবৰুৱা সুৰজমল কানৈ মহাবিদ্যালয়।

ধন্যবাদেৰে

কৃষ্ণ নাৰায়ণ বৰুৱা
সাধাৰণ সম্পাদক ছাত্ৰ একতা সভা
ডিঃ হঃ সূঃ কানৈ মহাবিদ্যালয়
২০০৯-১০ চন

প্ৰতিবেদন

প্ৰতিবেদনৰ আৰম্ভণিতে মই, মোৰ অতিকৈ মৰমৰ ডিব্ৰুগড় হনুমানবক্স সূজৰমল কানৈ মহাবিদ্যালয়ৰ পৰম শ্ৰদ্ধেয় অধ্যক্ষ মহোদয়ৰ লগতে আদৰ্শীয় ছাৰ-বাইদেউসকললৈ মোৰ আন্তৰিক শ্ৰদ্ধা জ্ঞাপন কৰিছোঁ। লগতে ছাত্ৰ একতা সভাৰ নিৰ্বাচনত সৰ্বাধিক ভোট দি সহ-সাধাৰণ সম্পাদক পদত নিৰ্বাচিত কৰাৰ বাবে মই এই ক্ষণতে সমূহ ভণ্টি-ভাইটি, দাদা-বাইদেউ আৰু সমনীয়াসকললৈ ধন্যবাদ জ্ঞাপন কৰিছোঁ। মোৰ কাৰ্যকালত তেওঁলোকৰপৰা পোৱা সহায়-সহযোগ আৰু অনুপ্ৰেৰণাৰ বাবে মই তেওঁলোকৰ ওচৰত চিৰ ঋণী। তদুপৰি ছাৰ-বাইদেউসকলৰ ওচৰত তেওঁলোকৰ মূল্যবান উপদেশ আৰু উৎসাহ বাণীৰ বাবে মই চিৰকৃতজ্ঞ।

সহকাৰী সম্পাদকৰ পদত জয়যুক্ত হৈ ডিব্ৰুগড় হনুমানবক্স সূজৰমল কানৈ মহাবিদ্যালয়ৰ সমূহ ছাত্ৰ-ছাত্ৰীবৃন্দক একতাৰ বান্ধোনেৰে সজোৱাৰ মানসেৰে শপত গ্ৰহণ কৰিলোঁ। ইয়াৰ পাছতে আমি মহাবিদ্যালয়ৰ বাৰ্ষিক কাৰ্যসমূহ আয়োজন কৰিছিলোঁ। বাৰ্ষিক কাৰ্যসমূহৰ ভিতৰত মহাবিদ্যালয় সপ্তাহ, সৰস্বতী পূজা আদি পতা হৈছিল। দুলীয়াজানত অনুষ্ঠিত হোৱা Youth Festival আদিতো আমাৰ মহাবিদ্যালয়ৰপৰা অংশ গ্ৰহণ কৰা হৈছিল। যোৱা ২০০৯-১০ চনৰ ডিচেম্বৰ মাহৰ ১ তাৰিখে এইড্ৰছ দিৱস উপলক্ষ্যে D.H.S.K. Commerce আৰু M.D.K.G. College-ৰ সহযোগিতাৰে Trigran Kanoian's নামেৰে নামাকৰণ কৰি এই এইড্ৰছ দিৱস উদ্‌যাপন কৰা হৈছিল। আমাৰ মহাবিদ্যালয়ৰ প্ৰেক্ষাগৃহত মোৰ কাৰ্যকালতে আমাৰ মহাবিদ্যালয়ত হীৰক জয়ন্তী উদ্‌যাপন কৰা হৈছিল। তাত আমাৰ চহৰৰ বিশিষ্ট ব্যক্তিসকলকো নিমন্ত্ৰণ দিয়া হৈছিল। এই আয়োজন কৰা কাৰ্যসমূহত আমাৰ মহাবিদ্যালয়ৰ সমূহ শিক্ষক-শিক্ষয়িত্ৰী আৰু ছাত্ৰ-ছাত্ৰীসকলৰ সহযোগ পাইছিলোঁ। আগলৈও পাম বুলি মোৰ বিশ্বাস।

ছাত্ৰ একতা সভাৰ অতি আদৰৰ এই আসনৰ মৰ্যাদা ৰক্ষা কৰিব পাৰিছোঁনে নাই নাজানো, তথাপিও সফলতাৰ গৌৰৱময় আনন্দ আৰু বিফলতাৰ কলংকিত যন্ত্ৰণা মূৰ পাতি ল'ম।

ছাত্ৰ-ছাত্ৰীসকল আৰু শিক্ষক-শিক্ষয়িত্ৰী তথা কৰ্মচাৰীসকলৰ নিষ্ঠা, সততা আৰু কৰ্মতৎপৰতাৰ ওপৰতহে মহাবিদ্যালয়খনৰ উন্নতি নিৰ্ভৰ কৰে। সেয়েহে, মহাবিদ্যালয়ৰ উন্নতিৰ হকে সকলোৰে উদাৰচিন্তীয়া চৰ্তহীন সহায়-সহযোগ কামনা কৰিলোঁ।

সদৌ শেষত আমাৰ মহাবিদ্যালয়ৰ মুখপত্ৰ, আশাৰ বস্তিস্বৰূপ 'কানৈয়ান'ৰ উজ্জ্বল ভৱিষ্যত কামনা কৰি মোৰ প্ৰতিবেদন সামৰণি মাৰিছোঁ।

জয় জয়তু কানৈ মহাবিদ্যালয়।

জয় জয়তু কানৈ মহাবিদ্যালয় ছাত্ৰ একতা সভা।

জয় আই অসম।

সন্দিপন গগৈ

সহঃ সাধাৰণ সম্পাদক ছাত্ৰ একতা সভা

ডিঃ হঃ সূঃ কানৈ মহাবিদ্যালয়

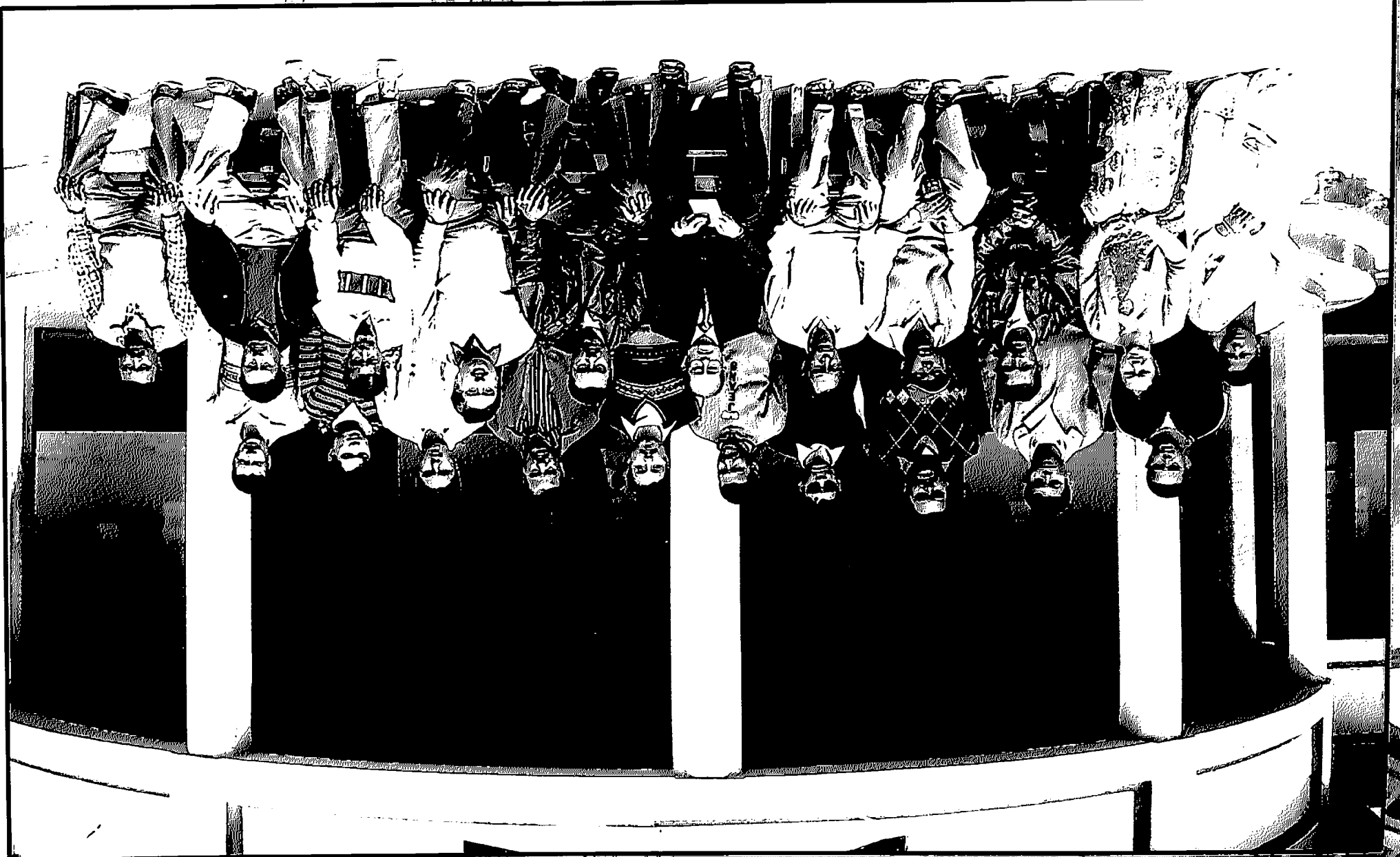
২০০৯-১০ চন

ଅକ୍ଷୟ ଶର୍ମାଙ୍କ ସମ୍ପାଦନାରେ

ଅକ୍ଷୟ ଶର୍ମାଙ୍କ ସମ୍ପାଦନାରେ ଅକ୍ଷୟ ଶର୍ମାଙ୍କ



DIBRUGARH H.S. KANAI COLLEGE
ESTD. 1948





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অন্যত্রিংশত

