

खन्थाय

फेलें

Mr. Sanjib kr. Khakhlyar
H.S. 2nd Year

सोरजिदोंमोन नोंनि रुकखौ
गछाइआ बुहुमनि समायना
लेडि डाइना बायदि -
नाथाय ।
बे डाइना बायदि रुकखौ
लानानै मा मैया मैया
हायना सारफावनानै खालामबाय
नो जावलिया ।
जेब्ला, नोंनि फारसे
अब्ला रेदे रेदे मोखांखौ
नुब्ला मानोबा उछाव-बादाव
नाथाय ।
जेब्ला नोंनि सेराव
गोसोनि बाश्राखौ फोरमायनो
थाडो अब्ला खालामो नों
छाछु - माछु ।
गोसोआव सान्दोंमोन
नोंखौ अराय दिननि
नाथाय बे सिमांनि मिजिंकआ
अराय फेलें - ।●●



उदांश्री

Mr. Prashanna Boro
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नोंखौ माब्ला मबे हन्थायाव
लोगो मोनगोन
आं मिबधिया,
नाथाय,
मुगायै मुगा गादवनाय, सोबखनाय सहायनो
आं हायाखै ।
साखा-फारा फोथायखेबसनि बेरेखायै जुजिनो
आं गियाखै ।
नोंखौ माब्ला मबे हन्थायाव
लोगो मोनगोन
आं मिबधिया,
नाथाय
खाश्रि-बिश्रि, इनाय-अनागारनि बेरेखायै
खौसेनि मेथाय रोजाबनो
आं बावआखै,
दान खोमसि हरनि जालामखौ बफलंनो
आं फावसायाखै ।
नोंखौ माब्ला मबे हन्थायाव
लोगो मोनगोनआं मिबधिया
नाथाय,
मिजिंनि गासा
आं खोमोराखै,
नोंखौ बरायनो दान्दिसेबो
आं जिराइयाखै ।●●

मायानि गुवार संसार

Mr. Abi Ram Boro
T. D. C. First Year (Arts)

मानसि महरै जोनोम होदों
आनान गसाया
मोजोमसे सोलेरखौ
मायानि बे गुवार संसाराव ।
हरदों सुखु आरो दुखु
मानसि माहारिनो
आनान गसाया
मिलाइना बयनोबो समानै ।
बयनिखुइबो जौसिन गोहो हरदों
आनान गसाया
मानसि हारिनो
मोजा-गाज्रि साननानै
मोजाडै जीउ दैदेनलानो ।
रावबो थांना थापा युग युगामी
उजिगोन जोबसांगोन
दानो दं दानो गैया
गेलेहोनाय मायानि
बे गुवार संसाराव ।●●



जोहोलावनिसिम

Mr. Giridhar Boro
T. D. C. First Year

हे आंगो जोहोलाव
नों दाजेन
उदांस्त्रिनि दावहायाव
गोदाव-सोराव जाव्वालाया सुबुंखौ
नों दैदेनलां
नोंनि गोथार थांखिजों
नोंनि गोर्बोयाव गाइसन
सोरजिनि मुसुखा ।
सेवग्लिनाय सुवुंनि बेदरनि मोनामनायाव
नों हां दागोथे,
हे आंगो जोहोलाव
नोंनि बिग्रायारी गोखों गारां गोमसारथों,
जोबसांथों-
थैलोंगिरि थगायसुला हानजा,
गोजोनथों-
सोबखजानाय गोथार सुबुं
दावगाबोथों-
गोदान सानजारां ।●●

समायना बिबारी नों

Mr. Sanatan Boro
T. D. C. 2nd Year

समायना बिबारी नों । ।
खोनादोंमोन नोंनि खोथा आं
आसाम ट्रिबुन रादाब बिलाइआव,
नुजाथिगोन सुबुं माहारीनि गेजेराव
दानथामनि इनुनाव दान्दिसे दान्दिसे ॥
हाबाव । माथो थारैनो फैमारबाय
बे सुबुं माहारिनि गेजेराव
बोरै रायज्जलायगोन, बोरै अनछायगोन-
बे खुदिया समाव ।
जानांगोन 'समायना बिबारी नों' लोगोसे जों,
हाजासे नोंबो हालाय हाफाय ॥
आय' ! 'समायना बिबारी नों' आबुं नोंनि देहा ।
समायना रमायना दाउ मैना,
मोखां महर नोंनि अखाफोर गावदां
रावआ नोंनि मिलिदों दाउ खौवनि
थारैनो नों जागोन सुबुं माहारीनि गहेना ॥●●



“खन्याय आंनि”

Mr. Giridhar Boro
T. D. C. First Year

खन्याय आंनि-

तुप तुप गोग्लैनाय
गोथां विश्लोनि थै ।
जाय थैजों जायो गोजा
बेलारोम सान जारौ ।

खन्याय आंनि-

गाबै गाबै मेंहाबनाय
अनजालीनि मेथाय ।

जायनि गोदै देंखोआव जिरन मोनो
आंनि बायफलेनाय गोसो गोबों

खन्याय आंनि-

गुवार गंसे निलिम लैथो
रुगं नुयै जासे आबुं दै ।
जायनि सायाव गोजावना थायो
रिउ रिउ दिडा नुहरलायनाय ।

खन्याय आंनि-

बोहैथि निज्रानि दाहार
खिलं खिलं खलं खलं ।
जाय दाहारजों बोहैलाडो
अनछुमैनि सानस'हायै गिजिंक ।

खन्याय आंनि -

हुर हुर बारनाय बार ।
मोनसे थिउरिया बारहुंखा
जायनि सिबनायजों बिरखारलांडो
मुलुगनि गासै दाहा-हांमा हांस । ●●

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BROKEN HEART

Bijoy Chetry
1st year B. A. Class

That happy day
A nuptial tie
Brought us together-
Alice, my love and me
To live a happy, conjugal life
In this world.

We lived so
A she did adore me
With all her sincerity and devotion
And I too laid
My heart bare to her.

Alice, my dearest love,-
A lotus in full bloom
In the moon-lit pond,
A star shining alone
In the distant sky.

But alas !
That unlucky night
Death's icy hand
Cut short her life
Only to break my heart
Like a mirror
Falling into pieces.

Forlorn and deserted
I-walking alone
In a banquet hall
With all the guests departed,
Lights off and.
Darkness prevailing all around.

THE WORLD OF MY DREAM

Rajib Talukdar
1st year H. S. Class

A world of peace and happiness,
Not rocked by
Violence and bloodshed
of my sort.

No loss of precious lives
By explosion there,
Progress and prosperity
Are the sole aims of all.

No wants or evils
Hover over there
Paths of truth and religion
Lead all souls of purity and innocence.

O, how I long for
This happy new world !
May it come to reality
In the days to come.



FAILURE OF STUDENTS IN ENGLISH IN SCHOOL AND COLLEGE EXAMINATIONS : ITS CAUSES AND REMEDIES

M. K. Sarma,
Lecturer in English

There is no denying the fact that most of the students fail to obtain pass marks in English in both the school and college examinations of today. This is mainly due to their poor knowledge of English. This fact comes to light when one looks over the answer scripts of the said examinations. Gone are the days when English was taught in right earnest and so, the performance of the students in the examination of the subject was invariably good and satisfactory. The Inspectors visiting schools were very sincere in their duties. They used to examine students' knowledge of English in the presence of the teacher in a class by using question-and-answer method. Any lapses on the part of the students or the teacher concerned, were seriously taken and remedial measures were suggested by him to the teacher or the Head of the institution in his note he sent later on. This indirectly helped the students to learn the language sincerely or the teacher concerned, to teach the subject in the class in right earnest.

It would not be out of place to mention here that decades, back, anyone who could speak English correctly and fluently was loved and respected by others who were very interested in learning English. Students also discussed among themselves the correct and proper use of English. Even they did not lag behind in approaching an English

teacher for solving any problems they faced in this regard. The result was that the majority of students showed good performance in the examinations. But these days it appears that this approach to learning a foreign language sincerely and earnestly on the part of the students is wanting at the school and college levels. The result is that they obtain marks far below the pass marks in English barring a few students who really show good performance in the examination.

While examining the answer scripts. One can have the experience that most of the students commit to memory the answer they find in the note-books and write them in their answer papers. But because of their poor knowledge of English, they certainly can not understand what they memorize from the note-books. The result is that the answers they write in their answer scripts are replete with errors of all sorts. There are spelling mistakes, wrong construction of sentences, dropping of letters or words in the sentences and what not, in their answers. No credit can be given to such answers as betray their lamentable lack of knowledge of English. Of course, in such cases the students who have, at least, some knowledge of English and whose memory is good though not sharp, can write full and correct answers free from major mistakes and thus fare well in the examination. But they belong

to microscopic minority. Again others who are really good at English, especially the majority of science students including some good arts students, show good and satisfactory performance in English in the examination.

The most common mistake the students make in their answers is the spelling mistake. The difficult words are invariably mis-spelt by them. Even some simple English words are wrongly spelt in their answers. Such spelling mistakes are frequently made in their sentences and the examiner has to underline the mis-spelt words all through. As a result, they obtain very poor marks on the answers they write. It is to be noted that in English wrong spelling of a word gives a different meaning or no meaning at all. So correct spelling of English words is very important and as such, much stress is to be laid on it. But it is neglected outright by the students of the educational institutions now-a-days and the teachers concerned, perhaps do not draw the attention of the students to it in the class.

Needless to say, formerly much stress was laid not only on the correct pronunciation of English words and proper reading of sentences in the class, but also on the correct spelling of the words. A student failing to do so, was severely punished. So the students read English hard so as to avoid punishment in the class. This, no doubt, helped them gain knowledge of English to a certain extent.

Failure of the students in English in the examination may be ascribed to their poor textual knowledge. They hardly read the text books, and are wholly dependent on the

note-books available in the market or the notes they get from the private tutors who coach them for the examination. At the college level, the majority of the students are found to have no basic knowledge of English. They neglected learning English sincerely in schools and it is too late now for them to learn English well. Consequently they resort to cramming what they find in the note-books for appearing at the examination, but lamentably fail to write correctly the answers to the questions set. Hence their failure in the examination.

Another factor that contributes to the failure of students in English in the examination is the improper selection of some pieces in the course. Formerly the pieces were selected judiciously and as such, they were quite interesting to the students. The teachers also found much interest in explaining the contents of the pieces to the students in the class. Interesting pieces with moral lessons, no doubt, make the students attentive in the class. So judicious selection of pieces with an eye to the comprehension capacity of the students is very essential for making them interested in going through the pieces. This certainly enables them to have textual approach and finally gain some knowledge of the contents of the pieces prescribed.

Some other factors that contribute to the inability of the students to learn English properly are also to be noted. It is known to all that to learn a language is a four-fold function reading, writing, speaking and hearing. But in the present environment in our country or society students do not have this facility. They may read and write

English, but they hardly speak English or do not often hear others speak it. Again the teachers perhaps do not allow the students to speak in English in the class, though incorrectly. This is not the case with the English medium schools where the students get more or less the scope of learning English and even speaking it better than those in vernacular medium schools. In fact there are various factors that contribute mainly to the failure of the students in English in the examination.

Some remedial measures can be taken for raising the pass-percentage in English in the examinations and thus for making improvement of results both at the school and college levels. Such measures may help the students gain knowledge of English. It is at the school level the measures should be taken without delay. The most important step to be taken, is that the teacher who teaches English should be well trained. The authorities concerned, may extend facilities to the teachers to receive training for teaching English and it should be made compulsory. Again the Head of the institution should see that the teacher who is competent enough to teach English, is entrusted with the difficult task of teaching the subject in the class. Inspectors' visit to schools should be frequent and compulsory. They may suggest remedial measures for the lapses of the students to the teachers concerned. In a class students should be encouraged to speak in English. Much stress should be laid on the correct spelling of English words and the attention of the students should be drawn not only to it, but also to the difference in meanings of the words, the pronunciation of which is almost

the same, but the spelling is a bit different such as 'pray', 'prey', 'roll,' 'role', 'sell,' 'sale' etc. For it writing exercises should be done in the class.

Translation method should also be followed in the class in right earnest. Students should be given written tasks of translating sentences or passages in Assamese or the language other than English into English. Every effort should also be made to make the students well-acquainted with the rules of grammar so that they may learn how to write simple sentences in English correctly, Steps should also be taken to enable them to have a good stock of English words with their proper use in sentences. Reading and writing exercises should also be done by the students in the class. Even home tasks on translation and retranslation should be assigned to the students.

In colleges coaching classes should be held a few months before the examination. Such classes in small groups consisting of not more than 25 (twenty five) students, each should be regularly taken by the well-experienced teachers. Efforts should also be made by the teachers concerned, to enable the students to make up their deficiencies and get themselves well-prepared for the examination. Such measures will, no doubt, enable the students to gain knowledge of English which is not their mother tongue but a foreign language that requires an honest and sincere effort to learn or master it precisely and thus it will indirectly help them make good results in the examinations.●●

ON HIGHER EDUCATION IN INDIA

Mrs. Rumita Phukan

Head of the Deptt. of Education

Today India has the unique distinction of possessing the largest system of higher education in the world, next to the U. S. A. The system of higher education received a great fillip on account of the enthusiastic policies pursued by the central and state govts. The world's first universities were founded in India thousands of years ago. Ancient universities were still available in India. These are : Kanchi, Kannauj, Kashi (7 century B. C), Mithila (Videha), Nadia, Nalanda, Taxila, Valabhi and Vikramshila. The students coming to these universities were also from foreign Countries like Burma, Ceylon, China, Korea and Tibet.

In India, the setting up of affiliating universities was started during the colonial period, so as to monitor a large number of colleges which sprang up in various parts of the country. By the preamble of the Act of 1857, the first three modern university of Calcutta, Bombay and Madras were established subsequently several Acts relating to the university education were passed. In 1882 the Punjab University was established at Lahore and in 1887, the Alahabad University come into being. The Indian University Education Commission 1902 recommended "We think it desirable that there should be uniformity in the nomenclature of the examinations and degrees in Arts and Sciences at the different Universities. We therefore suggest that the three examinations should be called the

Matriculation Examination, the Intermediate Examination and the Examination for the Degree of B. A or B. Sc. respectively." Indian University Act, 1904 gave the universities the right of teaching along with the right of conducting examination

The first major step taken in the field of education immediately after independence was the appointment of the University Education Commission under the chairmanship of Dr. S. Radhakrishnan, a distinguished scholar and former Vice-Chancellor of Benaras Hindu University. The University Education Commission, 1948-49 observed, "The standard of admission to the university courses should correspond to that of the Intermmmediate examination etc. after the completion of 12 years of study at a school and an Intermediate college." Secondary Education Commission or Mudaliar Commission, 1952-53 further said, "a University was a temple of learning which the iconoclast could not be allowed to desecrate by introducing methods of control which may find a place in the market square or the hustings. And yet the tendency to play this role among those who believe that they have the democratic authority is great indeed." The University Grants Commission was set up by the Govt. of India under an Act of Parliament in 1956. The function of the commission was to take, in consultation with the Universities or other bodies concerned,

all such steps as it may think fit for the promotion and co-ordination of university education and for the determination and maintenance of standards of teaching, examination and research in University. National Policy on Education and Higher Education 1986 and 1992 stated that higher education provides with an opportunity to reflect on the social, Economic, Cultural, Moral and spiritual issues facing humanity. It contributes to national development through dissemination of specialised knowledge and skills. It is, therefore, a critical factor for survival, Being the apex of the educational pyramid, it also has a key-role in producing teachers for the educational system.

The NPE, 1986 visualises that higher education should become dynamic as never before. The main features of the programmes and strategies are to impart the necessary dynamism to the higher education system consisting of the following :

- i) Consolidation and Expansion of institution.
- ii) Development of Autonomous Colleges and Departments.
- iii) Redesigning of courses,
- iv) Training of teachers,
- v) Strengthening Research,
- vi) Improvements in Efficiency.
- vii) Creation of structures for co-ordination at the state and National levels.
- viii) Mobility
- ix) Finances
- x) Review and Monitoring.

The Major development in the field of higher education in pursuance of the National Policy for Education (NPE), 1986

and its programme of Action (POA), 1986 includes.

(i) Revision of pay-scales of University and college teachers with financial assistance from the Central Govt., Provision for career advancement linked to performance, appraisal and training and formulation of a code of professional ethics for teachers.

ii) Introduction of National Eligibility Test (NET) for recruitment of University and college lecturers and selection of Junior Research Fellows.

iii) Establishment of 48 Academic staff Colleges by U. G. C. in different Universities in the Seventh Five year plan for organising orientation programmes for newly appointed teachers ; identification of 200 University Departments for conducting refresher programmes for in service teachers; so far 4600 teachers have participated in orientation programmes and 8400 have attended in service training ;

iv) Conferment of autonomous status on 86 colleges in 7 states ;

v) Preparation and examination of a comprehensive report by the Gnanan Committee appointed by U. G. C. to review the management structure of Universities ;

vi) Setting up of Inter University Centres for providing common facilities for research in Nuclear Science, Astronomy and Astrophysics, Atomic Energy and crystal Growth ;

vii) Circulation of model curricular developed by U. G. C.' s Curriculum Development centres in 27 subjects in Science, Social Science and Humanities ;

viii) Formulation of U. G. C. guidelines on setting up of state councils of Higher

Education (SCHE), and establishment of a SCHE in Andhra Pradesh ; and

ix) Expansion of the distance learning and open university systems.

In pursuance of the NPE 1986, and POA 1986, the UGC revised the scheme of Autonomous Colleges to provide for criteria for selection of colleges, procedure of autonomy pattern of governance of

Autonomous Colleges and mechanism for monitoring and evaluation of the scheme. In 1991 the UGC had appointed an expert Committee to review the implementation of the scheme of autonomous colleges. The committee suggested some major recommendation. The Commission accepted the report of the committee in the meeting held on the 6th June, 1991-

HIGHER EDUCATION SCENARIO IN INDIA

	<u>1947-48</u>	<u>1998</u>
University	18	237
Colleges	591	over 9000
Under Graduate students	about 1.45 lakh	over 60 lakhs now
Post Graduate students	about 20 thousand	over 6 lakhs
Teachers	11,600	over 3.16 lakhs
Women in H. E.	11%	Over 39.2%
Distance Education	Nil	7 open & 54 others
Autonomous College	Nil	about 125
Women Universities	Nil	5
Women Colleges	Nil	1120

Here we can mention that there are same universities which are more innovative and are doing excellent work in addition to the usual courses. Some of the universities and institutions are worth-mentioning. They are Indore University, IIM Ahmadabad, Roorki Engineering college, Institute of Technology, Bhilai etc. In Indore University they have adopted villages and offer market oriented course in the field of health, banking, agriculture etc. Similarly in Maharashtra one university is almost run by business community, Further Birla Institute of Technology having international standards has got surplus funds after having

abolished the traditional system of Examination, Nimhan's at Bangalore is also one of the reputed medical colleges, having international standards.

Problems of Higher Education in India :

There are same main problems of higher education in India. They are :

- i) Wastage in university education which is as high as 50 percent ;
- ii) Falling standards of education;
- iii) Imbalance in the ratio of students studying humanities, social sciences and other sciences;

- iv) Foreign medium of instruction ;
- v) Irrelevance of higher education;
- vi) Lack of basic facilities;
- vii) Lack of proper guidance;
- viii) Undue stress on examination;
- ix) Absenteeism of both students and teachers from classes ;
- x) Political rivalries;
- xi) Student and staff activism;
- xii) Unemployment of the educated youth.

The problem of higher education in India is a problem of quality, equality, relevance and of matching the preparation with the needs of the economy.

The system of higher education is now in a state of crisis owing to uncontrolled and unplanned expansion, inadequate inputs in terms of money, materials and talent, falling standards in a large proportion of institutions, weakening of student motivation, increase of educated unemployment, weakening of discipline and lack of national consensus in dealing with such a situation. It is true that the universities can not function smoothly without adequate support from the govt. If this crisis is to be resolved quickly and successfully, three basic conditions will have to be fulfilled.

1. The Govt. should take hard decisions on delinking most of the jobs from degrees, provide large additional investment needed to discover and develop talent and provide satisfactory conditions of work etc.

2. The teachers and students should carry out their part of the responsibility through intensive efforts to improve standards and the whole academic community should strive to serve society through sustained and national development.

3. A nation wide effort should be organised to achieve a simultaneous breakthrough on the social as well as educational fronts.

Higher Education has a crucial role in training manpower for national development. It is therefore necessary to provide it with adequate support and finances to -

- (i) Maintain its infrastructure and establishment at an acceptable level.
- (ii) To keep abreast with talent developments.
- (iii) meet future challenges.

In this context it has become necessary for the institutions of higher learning to consider measures for raising internal resources and improving their cost efficiency. In India, out of total budget allocation on education only 3% is spent on higher education inspite of the Kothari Education Commission and National Policy that recommended to spend 6% on higher education where as Canada spent 98%, Netherlands spent 90% and less developed countries spent 80% on higher education. But development in education particularly higher education in India is a dream to come true.●●

Reference :

- i) *National Policy of Education, 1986.*
- ii) *Teacher and Education in a Developing Society.*
- iii) *Education in India Today and Tomorrow : by S. N. Mukherjee.*

TEACHING ENGLISH IN CLASS ROOM CONTEXT

Prof. Umesh Ch. Kar.
Dept. of English

In a multilingual country like India it is extremely difficult to decide the roles of the languages to be used in communication. Undoubtedly an individual can function best through the language which he/she acquires naturally as a part of the process of growing up. This is usually called one's mother-tongue. The social aspiration of the people can be fulfilled best when they are allowed to function through the mother-tongue. Quite naturally mother tongue plays a vital role for such public purpose as education.

But as the matter stands today in a multilingual country like India it is difficult problems to reconcile the use of the regional languages with that of a common language. For several hundred years English has functioned as a common language for this country.

Macauley in his famous minutes of 1835 recommended the use of English in education. But he realised later the impossibility of educating millions of Indians through English. He simply wanted to create a small elite class of Indians who could refine the Indian languages and make them fit vehicles for the transmission of western knowledge and develop a scientific attitude among the people of India. But in the subsequent development it was felt imparting education through the mother tongue at the primary and secondary level would serve best the purpose of education. The idea perhaps was there to restrict the

unplanned growth of many English schools in the city and urban area, and the neglect of the primary and secondary education in the rural areas. But for all practical purposes English as a language has been accepted as the medium of instruction for the higher education and pursuit of learning.

Problems arising from the changed situation of English language Teaching : The adoption of regional medium languages as the media of instruction at both the primary, secondary and college level as well; naturally had its repercussions on higher education. Many college teachers were forced to use the mother tongue even though they were supposed to teach through English. If some teachers refused to use any language other than English, they are not in a position to communicate with their students. The students had to resort to the use of guide books when they are unable to follow lectures in English. The result was a steady corrosion of the teaching and learning of English.

The replacement of English as medium of instruction was only one of the factors responsible for the decline of standards in English. The demand for universal education resulted in the admission of vast numbers of students from all walks of life to educational institutions. Naturally they present a very wide spectrum of abilities in English. Students in the city and urban colleges are in a better position in this regard.

Some students from English medium schools in the city area are very good at English. They are rather privileged to get wider exposure both inside and outside the class room in English language. Whereas students from rural regional medium schools are badly handicapped in the regard. They are too weak in English. To-day it is possible for students having almost no knowledge of English at all to get themselves admitted to any college in rural area. Thus unmanageable large classes and a wide range of abilities in English have all contributed to the fall of standard in English.

Subjects taught other than English in our class room today are in the regional medium. Even in the major subjects like History, Political Science, Philosophy, Education students are allowed to be taught in the regional medium. It is sometimes argued that if better syllabuses were produced and teaching methods streamlined the students of English would improve. But we generally forget that today the students particularly in the rural colleges are exposed to English language only for a few minutes each day. But the position was different when all the subjects were being taught in English. Greater number of classroom hours devoted to the teaching of English might be one step forward to improve the competence of the students in English.

The large classes the poor standards of students and inadequate time impose severe restriction on the teacher. He fails to give his students enough practice in the use of the English language. His main concern seems to be to cover the syllabus within the time available; and students are concerned only with the passages to be memorised and reproduced in the examination. In such a

situation, there is hardly any chance for the students to learn the language.

It poses a pertinent question as to the relevance of learning and teaching English in the class room context. How does this language today draw the millions into our educational system? The answer is that the language is opening up for them some of the opportunities. Therefore, English still remains in our social setup "a language of opportunity," Which can open the doors to much of the knowledge available to modern man as well as most of the prized occupations and vocations in a modern society. We come across books like "Rapid English speaking course," "Learn English in 30 days." These are nothing but an attempt to attract the learners to have a rapid learning of the language to improve their communicative competence.

Today students in the classroom do not have communicative competence in English. This is mostly found among the students in the rural colleges. In that situation the teacher in the class room context seems to be unimportant. But the teacher in the class room context is certainly important. But there is someone who is even more important the learners or the students. The learner is at the centre of the entire process of instruction.

The point needs to be emphasised because today there are teachers of English who admit regretfully that they have stopped bothering about their students. The experience is that the students can not understand the teachers and inspite of the best effort of the teacher to communicate with them he can not because they are hopelessly below the minimum standards

expected of them and also because there are too many of them for him to help. And so the English class becomes a monologue with the teacher as the role performer and students as the bored observers.

There is yet another aspect of language learning. Language can not be divorced from situation. It is possible for a learner to use words and structure correctly but use them in wrong context. Appropriateness is as important as correctness. It becomes the teacher's responsibility as he introduces the new words and structures to indicate situations and contexts in which they can or should be used.

Oflate there has been a great emphasis on 'situational teaching' which requires the teachers to create in the class room a situation which will make the use of the word or structure being taught seem natural and inevitable. Of course, the situations which can be created in the class room are limited in comparison to real life situations they are. They seem to be artificial and not really convincing. Never the less, they do enable the learner to see the relationship between situations and language. But the learners of English in India has very little exposure to the language beyond that provided his teacher in the class room. So, the conditions favouring language learning by natural means do not exist.

The teacher's task here is to bring the learner into contact with the language already selected and graded for the purpose, so that the learner can begin to recognise understand and then use the words and structure correctly and appropriately.

Thus while teaching English as a language we must try to impart to the learner

not only grammatical competence but also communicative competence.

This concern for communicative competence by applied linguistics has given a new outlook to the teaching of English as a second language. Now it is strongly felt that there is a need for a fresh approach to language teaching an approach which will transfer the focus of attention purely from the grammatical to the communicative properties of language and show how language system is used to express facts, processes ideas, concepts etc. for educational purposes and for the performance of professional duties in real life.

Now, the development has led to a shift from grammatical syllabus to situational or communicative syllabus. Scholars and linguists have contributed in the area of construction of more relevant appropriate syllabi. Techniques are evolved that will effectively impart communicative competence and not merely enable the learner to acquire proficiency in using grammatically correct language. Now it is being increasingly realised that language learning has not to remain only an artificially contrived class room exercise but become a vibrant and meaningful speech activity so that it gives enough confidence for meeting the actual demands of communication in real life.

In so far as teaching English as a second language in the class room context is concerned, construction of syllabus and development of teaching techniques are of crucial importance in designing more effective programmes in this direction.●●

BEEL FISHERIES OF ASSAM

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INTRODUCTION

Assam is gifted with myriads of swampy areas locally called as 'Beels'. Beels associated with two major river system- Brahmaputra and Barak and their tributaries. The beels are the prime Inland Fishery Resources of Assam. The beel preserve the fish germplasm of commercially important species by providing excellent spawning and nursery ground for all commercial species including the Indian Major Carps.

There are about 1,392 beels in Assam of which 423 are registered and the percentage of registered beels are 30.40% while remaining 969 (69.60%) unregistered. Among the unregistered beels 52.10% are under the control of State Government and 47.90% are fall under the control of Public Sector. The total area covered by beel fisheries in Assam is approximately 1.0 lakh hectares which alone considered 80% of the total Lentic areas of the state. The rich revirine fisheries of Assam derive mainly from the river Brahmaputra with 42 tributaries and the Bank with 13 tributaries which mainly harbour rich fish fauna. In

terms of potential these beels are capable of giving 50,000 tonnes, while the present production is estimated to be about 16,000 tonnes.

TYPES OF BEELS

Beels of Assam can be classified into 4- (four) morphologically distinguishable type
(a) Typical Oxbow (horse shoe shaped)
(b) Tube or Canal Type (c) Oval and
(d) Dendric Tectonic Type.

In the beels of Assam two phases of productivity are seen, that is the Flood phase which is for about 6 to 7 months and the Transitional phase is for about 2 to 3 months.

The flood phase is important in the hydrologic cycle, because during the flood period the rising water carry young fish and brood fish from the main connected river to the beels. The fish breed and grow in the beels utilising the fertilisers of the flooding water through agriculture. The flood water also exchange the nutrients, renewal of fish stock etc. etc.

During the Transitional phase stability and growth of the beel ecosystem starts.

PHYSICO-CHEMICAL FEATURES

The physico-chemical features of water of the beels is very important for productivity of fish. The Dissolved Oxygen (D. O.), temperature, alkalinity, hardness etc. are related to the productivity of fish.

PLANKTONS

The fish food production trend in the form of limnoplankton and zoobanthos. The more common phytoplanktons are the Chlorophyceae, Myxophyceae and Bacillariophyceae. The more dominated zooplanktons are Rotifera, Protozoa, Crustacea, Copipoda etc.

ICHTHYO FAUNA OF BEELS

In the beels of Assam, the Ichthyospecies are formed of principal varieties of commercial fishes including Indian Major Carps and also large growing fish. Altogether 66 fish species are known to be occur in the beels of Assam. Some of them from the major groups are *Catla catla*, *Cirbinus mrigalla*, *Labeo rohita*, *Labeo calbasu*, *Labeo gonius*, *Labeo nandina*, *Notopterus citala*, *Channa marulius*, *Channa straitus* etc. etc. Other important fish species from the intermediate group found in the beels of Assam are *Labeo bata*, *Ompok pabo*, *Ompok bimaculatus*, *Rita rita*, *Channa punctatus*, *Clarius batrachus*, *Heteropnestes fossilis*, *Anabus* etc. And among the minor groups *Puntius* species.

Rasbora elenga, *Rasbora daniconius*, *Salmostoma bacaila*, *Chanda nama*, *Chanda ranga*, *Tetradon cutcutea* etc. etc. are most common fish fauna found in the beels of Assam.

In some beels of Assam some exotic carps such as *Cyprinus carpio*, *Hypophthalmichthys molitrix*, *Ctenopharyngodon idella* are also found. In the Dhir, Sone, and Dora beel Hilsa ilisha are also found. The occurrence of the Indian Shad add to the glory of these prospective fishery. This fish is migrated from the main stream of river Brahmaputra and Barak.

PROBLEMS OF BEEL FISHERIES OF ASSAM

In this way beels constitute the prime inland fishery resources of Assam, but unfortunately, these vast water resources are facing some major problems which ultimately effect on the growth and productivity of fishes. Some of these problems are discussed here in very brief.

In our beel fisheries the fish sources come from the river. It is however observed that due to shallowing of river canal the channels have been completely lost.

Indiscriminate and unscientific construction of sluicgate and embankment meant for irrigation and flood control measures have posed another sets of problems.

Sometimes feeding canals dried up or blocked by the people which also create problems.

In some places aquatic vegetation also create problem in the beel fishery. In almost all beels cultivation create problems by reducing the water area for growth of fish. In the winter with the lowering of water level the cultivators irrigated necessary water to their crops by lifting from the main beel or from the feeding canal and this process has adversely affect the main beel fishery.

Poaching is a great problem in beels. In particular community fishing has caused great harm to the beel fishery in Assam.

In Assam, due to water pollution caused by industrial effluents a large scale fish mortality is noticed and also free fish migration is obstructed. Here one may cite an example of establishment of Goenka Woolen Factory at Dharapur at the base line of Deepar Beel. The construction of Railway line from Guwahati to Jogighopa through the bed of Deepar beel also badly affected the ecosystem of the beel.

Deforestation, use of fertiliser and pesticides also responsible for creating the problem of beel fisheries of Assam.

In this way there are many burning problems which hinder to the growth of beel fisheries of Assam and it is also co-related to the problem of inland fisheries under Pisciculture programme.

CONCLUSION

The beels are the main Inland fisheries resources of Assam. Conservation of this ecosystem is very essential to develop them on a suitable basis, but unfortunately this vast water resources are curiously left uncared and unattended at the mercy of nature for protection and preservation of fishes. So the management of beels should be production oriented and be managed to uplift the commercial aspect of fisheries. It will lead for an appropriate programme of water control, stocking etc. So there must be some Statutory Rules and Regulations for development and proper management of the beel of Assam. Mere the functions of Assam Fisheries Development Corporation to manage and control the huge resources of Assam are not sufficient, so the public particularly Non Government Organisation (N. G. O.), Self-help Group etc. can take an effective role to protect, develop and manage this eco freindly persuit.●●

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Appendix

PRESENT TEACHING AND OFFICE STAFF OF THE COLLEGE

PRINCIPAL

Dr. Ramakanta Baruah

M. A. Ph. D.

VICE PRINCIPAL

Sri Debendra Nath Sarmah

M. A., B. T.

DEPARTMENT OF ASSAMESE

1. Sri Jatindra Ch. Medhi
2. Sri Kamaleswar Thakuria
3. Sri Kshirod Kr. Thakuria
4. Vacant
5. Vacant

M. A.
M. A.
M. A.

(Head of the Department)

DEPARTMENT OF ENGLISH

1. Sri Dilip Kr. Das
2. Sri Mrigendra Kr. Sarmah
3. Sri Umesh Ch. Kar
4. Miss Ratnamala Sarmah

M. A.
M. A.
M. A.
M. A.

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DEPARTMENT OF ECONOMICS

1. Sri Debendra Nath Sarmah
2. Sri Akan Ch. Patowary
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DEPARTMENT OF HISTORY

1. Sri Dwijendra Nath Das
2. Sri Lakshi Kanta Sarmah
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DEPARTMENT OF POLITICAL SCIENCE

1. Md. Mozibar Rahman
2. Sri Prabodh Ch. Das
3. Sri Praneswar Nath
4. Sri Atanu Hazarika

M. A.
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