JAWAHAR JYOTI

English Section

Love is dream

Sri Ashok Thakuria
H.S. 2nd year (Arts)

She walks in the night,
She was Earl Halden's daughter ;
    She looked across the river,
She looked across the water ;
    When she came to me,
She looked at me as she did love ;
    And her eyes were wild, her feet
                        were light,
Her gesture, her motion her smiles ;
    Her sights and sound made me mad,
And she took me to her own Island ;
    Suddenly a wind came that Island,
And silently she flew away like an angel;
    When I woke, and I searched her in
                        lovely Island,
And then my heart burns into thousand
                        eyes. ❑

What is life
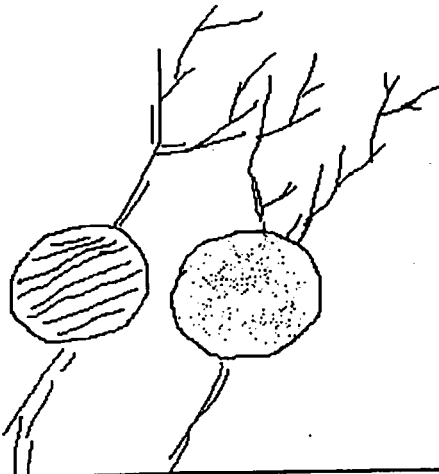
First of all, life is a gift of God.
Secondly,

Life is love	—	Discover it.
Life is game	—	Play it.
Life is journey	—	complete it.
Life is struggle	—	Overcome it.
Life is war	—	Win it.
Life is traffic	—	Cross it.
Life is duty	—	Fulfill it.
Life is time	—	Use it. ❑

ENVIRONMENTAL POLLUTION :
Its global dimension and solution

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Pollution is one of the major environmental problems these days. E.P. Odum defines Pollution as an undesirable change in the Physical Chemical or biological characteristics of our air, land and water that harmfully affects the human life and the desirable species or that may waste or deteriorate our raw materials resources.

Some authors associate the human population explosion with the Pollution problem. They point out that with more people there is more sewage, more solid wastes more fuel being burned, more fertilizers and insecticides being used to produce more food for hungry mouths. But there are certain writers who have pointed out that in under-developed countries Pollution is not a severe problem as it is in technologically developed countries despite the density of population. They feel that it is the wasteful aspects of our technology which strive always to produce more convenient products which pollute our environment.

Some authors blame the profit motives and capitalism of the modern economic system of the capitalist countries like the U.S.A., Britain, Japan etc. for Pollution. But Russia according to Izvertia has problems very similar to that of the western countries in showing several oil Pollution in the Caspian Sea from offshore oil drilling and flushing the hold of their ships. Industrial Pollution occurs from milk, fish and linen factories regional food companies and industrial complexes. Thus it seems that the economic system is also a major contributing factor for Pollution. In environmental Protection Act 1986 of India "environmental pollutant" means any solid, liquid or gaseous substances present in such concentration as may be or tend to be injurious to the environment and "environmental Pollution" means the presence in the environment of any environmental pollutant.

These are two basic types of pollutants :

(a) Nondegradable Pollutants.

(b) Biodegradable Pollutants.

Types of Pollution : Generally Pollution is classified either according to the environment (air, water, soil) in which it occurs, or according to the pollutant by which Pollution is caused. Sometimes, Pollution is also classified into two broad categories (a) Natural Pollution which originates from natural process and (b) Artificial Pollution which originates due

to the activities of man.

Classification according to Pollutant - There are a large number of pollutant which pollute the environment and the Pollution caused by such substances may be described under the following and many more, similar headings :

(a) Sewage Pollution
(b) Pesticide Pollution
(c) Smoke Pollution
(d) Smog Pollution
(e) Carbon Monoxide
(f) Effluent Pollution
(g) Chemical Pollution
(h) Radioactive Pollution
(i) Acid rain etc.

Classification according to environment which different parts of environment are affected by Pollution, the problem is generally discussed under the following headings :

(a) Air Pollution
(b) Water Pollution
(c) Soil Pollution

Air Pollution : Air Pollution in an important environmental problem. With the gradual rise in the number of motor vehicles and factories, air pollution in big cities and other industrial centres has now reached to an alarming stage. Air Pollution is largely confined to the lower atmosphere. But its implications are many. The sources of Air Pollutants are as follows :

(i) Transportation
(ii) Fuel Combustion in stationary sources.
(iii) Industrial processes.
(iv) Solid wastes disposal
(v) Forest fires
(vi) Miscellaneous, including radio active fallout.

The figure indicates the dimension of Air Pollution as per the study in the U.S.A. department.
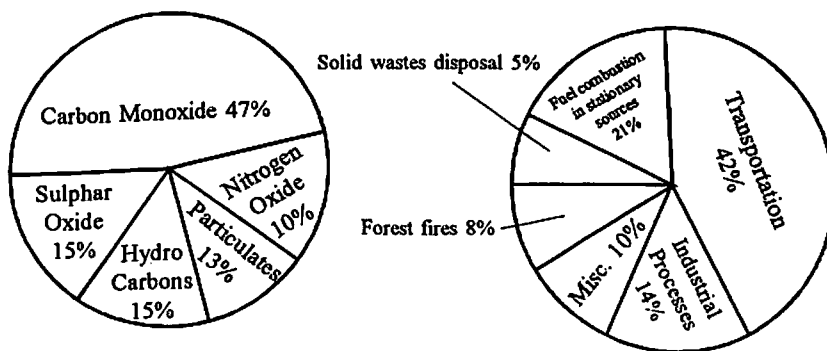
Effects of Air Pollution : The main

Fig : Air Pollution emissions in the United States 1968. Percentage by weight.
(Sources : National Air Pollution Control Administration U.S.A. Department of Health, Education and Welfare)

effects of Air Pollution are as follows :

(1) Acute health effects from high level Pollution : The examples are killing smog in Donora, Pennsylvania along the Monongahela river in 1948 that resulted in 6000 illnesses and 20 deaths in a Population of 14000 and other episodes in London in 1952 and 1956. The 1952 Smog resulted in about 4000 deaths. In 1953, 2000 excess deaths were reported to be due to Smoggy air in New York city. Photochemical smog has caused eye and throat irritation, reduced solar radiation and caused plant faliage damage in Tokyo and Los Angeles. In India, so far the worst effect of Air Pollution has been recently noticed. A leakage of the killer gas, Methylisocyanate (MIC) Struck Bhopal (MP) in the early morning hours of December, 1984 and caused over 2500 deaths beside affecting 100,000 people. MIC is an intermediate chemical used in the production of drugs, plastics and pesticides. In the union carbide factory, Bhopal it was mainly used for making carbonate pesticides such as "Sevin" and "Temik".

(2) The chronic diseases and others diseases are effects of Air Pollution.

Water Pollution : Water is one of the most important natural resources and a regular supply of clean water is very essential for the survival of all living organisms.

These are wild variety of beneficial uses of water. Beneficial use of water :

(i) Bathing and Swimming (ii) Public Water Supplies. (iii) Agriculture (iv) Industry (v) Fish Culture, Wild life, boating are other non-contact recreation.

Sources and effects of Water Pollution : By definition, a Water Pollutant is any thing put into water which was not there in its natural state. Water bodies are polluted by the municipal sewage and domestic wastes, Industrial wastes and effluents synthetic chemicals like Pesticides, Detergents and Fertiliser and Toxic metals. Water Pollution by radioactivity and thermal pollution are also note worthy.

The main sources and effects of Water Pollution are as mentioned below :

(1) Sewage and domestic wastes : About 75% of Water pollution is caused by sewage and domestic wastes.

(2) Industrial wastes and effluents : All industrial plants produce some organic and inorganic chemical wastes which cause water pollution. The toxicity of the industrial pollutants to fishes is variable but all of them contaminate the aquatic environment to a greater or lesser extent and some accumulate on the bottom of water courses and poison the bottom organisms. In this way they reduce the foods for some kinds of fishes. Resistant objects like the can, tyres metals and other metallic, polythene and plastic wares also act as water pollution.

Soil Pollution : Soil is a very important resource as it is the substance where plants grow. In recent times the pollution of soil in rural, urban and

industrial areas has become a serious problem.

In crop lands, some unwanted plants called weeds grow and compete with the crop plants for getting nutrients from the soil. To kill these weeds copper sulphate is usually sprayed with Bordeaux mixture, sodium chlorate and arsenic compounds are also used. These poisonous substances not only pollute the soil, but are harmful to the beneficial organisms of the soil and dangerous to wild life, Areas treated with arsenic compounds cannot be planted for a long time. Now a days, many herbicides are used to get rid of weeds.

Control of Pollution : Many kinds of Air Pollutions can be controlled by modern technology, but the costs ultimately be borne by the public in the form of higher prices for manufactured goods. Higher taxes reduced profit margins, in industry and more restrictions on individual activities such as burning leaves and trash and use of automobiles. The benefits involve not only improved environmental quality, but improved health, improved agriculture and plant growth and reduced deterioration of material goods.

The intensity of water Pollution can be minimised by following methods : (1) Adequate sewage treatment : Raw Sewage should not be dumped in rivers or oceans. Before its disposal in to them, sewage should be properly treated in sewage treatment plants.

(2) Treatment of Industrial effluents : The industrial effluents should be cleaned before they are discharged to rivers.

(3) Recycling : The best method of prevention and control of water Pollution is the recycling of various kinds of wastes. Dung of cow and buffaloes can be used for the production of 'govar gas' a cheap source of fuel and also of manure.

Conclusion : Environmental pollution draws world wide attention in the present-day context. The Govt.. machinery along with the voluntary organisations are actively engaged to address the problems. Considering the dimension of global pollution urgent steps are to be taken at the earliest to save the humanity and other living species of this universe.

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MANAGEMENT AND PERSONALITY DEVELOPMENT

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Management is a process in which individuals utilize human and material resources seeking to accomplish pre-determined objectives. This process includes the management functions of planning, organizing, leading and controlling. So management is a social process. Management is mainly associated with organizations which are concerned with the human resources and their efficiency. Since education is greatly concerned with the humans as well as material resources, it is being used in the field of education as well. In this field also it is a process because it comprises a series of action that lead to the accomplishment of objectives. The actions are principally concerned with relations between people.

In an educational institution the main objectives of the management are :

☆ to ensure the physical, social, moral development of the students.

☆ to plan for education of the students in keeping with their needs, interest and aspirations.

☆ to make the possible use of available human and material resources.

☆ to ensure adequate financial resources and to make best utilization.

☆ to allot the teachers' works in accordance with their ability and interest.

☆ to make provisions for evaluation of students' achievement and the assessment of teachers' works.

☆ to make selections, appointments and payments of salaries to the school personals etc.

All of them depend on the location, students population and qualities, community aspirations and the social and national requirements.

From the above we can say the scope of the management in an educational institution are as :

☆ management of human resources
☆ management of material resources
☆ management of financial resources
☆ class room management
☆ supervision etc.

So it is obvious that the management has a principal role in personality development. Let us know what personality is.

Personality is derived from the Latin words 'persona' which means 'musk' or 'dress' worn by a player or an actor. But actually personality is not an external appearance. It comprises natural impulses, acquired traits, sentiments complexes, beliefs, opinions etc., which the person

expresses in his social relations. Therefore, personality is the entire organization of human beings at any stage of his development. It is the sum total of all the biological innate dispositions, impulses, tendency, attitude and instinct of the individual and the acquired disposition and tendencies by experiences.

Personality is one's typical or consistent adjustment to his environment so we can say that personality is a dynamic organized set. Different person has different types of personality. This is physical as well as behavioural. It depends more on the environment.

So we may conclude that in an institution in developing Personality of the individual the management has the principal role. Management can change one's Personality. So Personality will depend on the response of the management to the needs, interest and aspirations of the individual. Education is a continuous process of all round development of individual. So Personality has the top most place in education, because all knowledge of education is ultimately related to the understanding and development of personality and management should take an important role in personality development. Management can change one's personality from one to another type. For example suppose in an institution (School, College etc.) there is no facilities of drinking water, no well arranged sitting room for teachers, there is no library. Then the management can not hope proper duties from the teachers, as well as students are in that effect and ultimately

there is no development of personality. Since management has to play a key role in maintaining quality and standards in education system, they should be broad minded, free from certain weaknesses to build strong structures and systems in the institutions. They should have the basic skills of time management, delegation, assertiveness, understanding stress management, communication skills and negotiation skills. The leaders should be role models in addition to having rule binding attitude. So we can say that the management can develop the personality of the related persons with

* giving facilities in straight educational needs
* giving facilities for physical development
* giving facilities for moral, spiritual development.

Management of different organisations including universities with human values and also the best satisfaction of the students and society is one of the prime objectives of any national government. In India National Institute of Educational Planning and Administration (NIEPA), National Council for Educational Research and Training (NCERT), University Grants Commission (UGC), Planning Commission of India (PCI), All India Council for Technical Education (AICTE) etc. have been striving hard to prepare policy guidelines, educational standards, human values, role of various individuals and institutions to manage the educational institutions with dignity and decorum for establishing high standards and values. ❏

VOTING BEHAVIOUR OF THE MINORITY COMMUNITY IN SOUTH KAMRUP

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Assam is a land of composite multi-ethnic, multi-lingual state. South Kamrup is an integral part of Assam which is founded by the mighty Brahmaputra in the North and the Garo and Khasi Hills in the South. To the West and East it is open to the Brahmaputra valley of Goalpara and Nagaon respectively. The biggest urban centre of North-East India, the city of Guwahati is located in this region.

South Kamrup is inhabited by different communities. Certain areas are predominated by tribal people - the Rabha, Garo, Kachari, Karbi etc. Other areas are occupied by non-tribal people, viz : Several Hindu castes and Muslims. The Muslims of the Brahmaputra valley are socially divided into two groups indigenous Muslims and immigrant Muslims, the former having a privileged positions in this area because of their relatively early settlement in the pre-British era. In contrast, the immigrant Muslims are predominantly an agricultural & labour group and this partly caused their low social ranking in the esteem of their brethren. The immigrant Muslims are a linguistic & religious 'Minority community' living in the South Kamrup of Assam. The immigrant Muslims merely form a sizeable population as a minority community in the South Kamrup. They are scattered in the Assembly constituencies of Bako, Chhaygaon, Palasbari and West Guwahati of South Kamrup. The minority community in South Kamrup is typically poorer and politically less powerful than the majority community, although certain exceptions exist.

The growth of minority community nearly 40% of the total population of South Kamrup and their political mobilisation evidently created a feeling of identity crisis during 1978-96. Voters of the Minority community claim the protection of Article 30(1) provided in the Indian constitution. Population size is the most important determinant of political power in the South Kamrup. Thus, from this point of view, rapid population growth allows the minority community to defend themselves against the attempted domination of the dominant group.

The important element of the Minority Community is a set of attitudes and set of behaviour. The voters of the Minority Community in the South Kamrup are effected by several factors and as such voting behaviour has become unpredictable.

Several factors in their own way

effect electoral behaviour. They are as follows :

(1) In the South Kamrup, the voters of the Minority Community have deep faith in religion. At the time of elections appeal is made to the voters in the name of religion. The candidate of their own is picked up accordingly. Voting behaviour is influenced by the appeals of the religious leaders of the Minority Community in the South Kamrup of Assam.

(2) Voting behaviour of the Minority Community is influenced by the approach of the political parties to different issues involved at the time of elections. In fact role of the political parties very much counts in moulding the behaviour of the voters.

(3) Attitude of group leadership and the party to which these extend support or from which these get support also very much effects the behaviour of the voters of that group. Voting behaviour is subjected to the influence of this group in the Minority Community in South Kamrup.

(4) Then another factor which influences voting behaviour is historical loyalties. In several cases the votes of the Minority Community have since past, because of religion, language, communal considerations have associated themselves with a particular party or group e.g. Congress (I), Jamiat-ul-ulema-e-Hind etc. Attitude of the two is another influencing factor in voting behaviour.

(5) Voting behaviour is influenced by the forces of tradition and modernity approach at the time of election. Traditional values are held high in the Minority Community.

(6) Then another influencing factor is the policies of the Govt. In every case Govt. policies have deep effect on voting behaviour. By and large however, the voters turn over at the time of elections is higher after any crisis than otherwise.

(7) The voters of the Minority Community are sure that their party under no circumstances is likely to return to power, then also their attitude may be negative and they may not take voting seriously.

(8) Voting behaviour of the Minority Community is also effected by the extent to which information about Social, economic, political and other issues are available. The poor workers, peasants, agriculturists and businessmen are greatly effected by Govt. economic policies. Voting rate depends on the interests of the Govt. from time to time. Thus during crisis the electorate as a whole takes greater interest in politics. For example, the voters of the Minority Community supported Congress in large numbers after India's victory in Bangladesh war.

(9) During 1978-96, Political parties, pressure groups played a big role in moulding voting behaviour of the Minority Community. Their activities very much influenced it. Social and Political groups persuaded even unwilling voters to go to the polling booths.

Mobility affects voting. Social mobility increases conflicting choice pressures as seen in the case of youth voters of the Minority Community. Of course,

religious leaders also approach political leaders for protecting their rights and interests.

Vote Bank : The voters of the Minority Community in the South Kamrup of Assam have been traditionally vote bank for Congress (I) in particular. Other parties do not get their votes generally. Few enlightened voters amongst them might vote for other parties on some occasions but this is an exception. This happened in 1985. However, the Minority community supports Congress (I) as the essential source of their survival. A sizeable section of the Minority politicians, however, started a real vote-bank politics when they found that their number of voters was increasing gradually.

IM (DT) Act, 1983 : The IM (DT) Act, 1983 which for its pro-alien provisions, has given ample opportunities as has been the case especially in the 1991 and 1996 Assembly Elections. It is for several loopholes in the IM (DT) Act, 1983 that the illegal migrants from Bangladesh entering South Kamrup of Assam have been able to stay here permanently and finally get their names surreptiouslly enrolled in the voters lists. However, the Minority Community continues to be the mainstay of the Congress (I) in the Kamrup and 1979 rolls would constitute an indispensible safeguard for their interests.

The IM (DT) Act. 1983 has given rise to much controversy among a large section of people. The application of such an act despite the existence of a uniform act over the country to determine and deport the foreigners has made the situation more critical. The matter is taken to the honourable Supreme Court to justify its validity or to repeal the same in the national interest to check the communal politics. The much awaited judgement of the apex court of the country is welcomed soon.

Lakhs of Bangladeshis are getting settlement and enjoying all other basic facilities in the adjoining char areas.

Now it has become a threat to South Kamrup and the course of politics is being determined by the quantum of population of the Minority Community.

Suggestions : Communal politics at present may not be completely eliminated but efforts can be made to reduce these. Communal political parties or groups should be banned. IM (DT) Act. should immediately be repealed from the region. Propaganda machinery against communal forces and adverse effects of Communalism should be strengthened. According to N.G.S. Kinni, "Voting behaviour of individuals acting through groups is not only a consequence of the impact of the rate of social change but in its own turn is directed to modify this rate of change." From this point of view that there is inter-relationship between the behaviour of the voters and also achievements of the developments and cultural change.

It is being realised that unless this behaviour is properly studied political system may not yield correct results and have proper desired impacts. ❏

TEACHING ENGLISH IN INDIA

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The English language has today become the most important and popular language in the world. English is needed in every step of modern life. The necessity of fluency in the use of English can no longer be ignored. Therefore English should be taught to students in a thorough and systematic manner.

Usually English is introduced in the academic curriculum in the middle-school level (age 8-10 years). By the time the leaner attains this age he or she become quite mature and loses the readiness of imitation that a child of 3-4 years has. Moreover by the time English is introduced, the learner has already mastered the mother tongue. He or she has to learn English through a conscious and analytical effort. The speaking patterns, accents and pronunciations of the mother tongue comes in the way of the learning process. The sounds of English are much different from most sounds of Indian languages.

The method of teaching English is also not the correct one. The learners are taught to read and write first rather than to listen carefully and use the language in speaking. This, in fact, is like teaching English from the wrong end. The children are given practice in writing the letters of the English alphabet. Writing is followed by reading and there is very little or almost no speaking in the classroom. This method has proved to be most ineffective. Among all the skills - writing should come last. We learn a language by speaking it and not by reading or writing it in the beginning. Language is meant primarily to be spoken.

In our country the curriculum is so constructed as to give more emphasis on learning the grammatical rules rather than using the language in speech. The learner fails to give due importance to the spoken from of English. As a result though the learners may become flawless in the rules and grammatical structures of the language, he or she may not be able to say a line of correct English. Thus the language is only partly learnt.

It is not easy to master a foreign language at an adult age. This may be made possible by adequate practice in its use. But in most schools only one period of about 35-40 minutes is set aside for the teaching and learning of English. The rest of the school work involves learning of other subjects in the mother tongue or some other vernacular language. Therefore the learner acquires only that little amount of English which will see him safely through his end-term examinations. In this hasty and half-hearted process, the students make many

mistakes which become difficult to remove after wards.

In the context of teaching English the psychological factor also has to be considered. A child has certain distinct advantages favouring learning of a new language over the adolescent or the adult.

1. A child has greater flexibility of the vocal organs.

2. A child has a natural tendency towards spontaneous oral imitation

3. A child has more sensitivity to the forms of speech heard.

A child would be less self-conscious that an adult whose growing self-consciousness is likely to stand in the way of learning a new language. Therefore the best age to start learning English in 6-8 years.

The first thing to be done in a language classroom is to establish a comfortable situation. A proper rapport between teacher and learner is essential. The childs eyes always follows the teacher as he or she speaks. Each gesture, each movement and the entire behaviour of the teacher is keenly observed by the pupils in the class. Therefore a suitable visual impression should be created by the teacher. The teacher should be a fluent speaker himself. The pupils should not be given any printed texts in the initial stage. As much time as possible should be devoted to training the ear and the vocal organs. They should be made to listen and repeat after the teacher without really under standing much of what is spoken. Reading may be started after 2-3 months of oral work. This method is advisable because reading from printed texts involves need for translation and a conception of grammar which a child obviously does not have. In this method the child only has to listen to sounds and imitate them. They learn to use English from the beginning even before they know it. They learn to speak English by speaking it. They should be taught the other skills afterwards. In fact writing should follow at a much later stage. This method is a more effective one in teaching a foreign language.

"When one looks at the immensity of the universe, in comparison to which our earth is less than a minute particle of dust, surely an intelligent power that could create such an immensity would have little interest in the earth-let alone the man on it. Why should an omniscient God create a vast universe for man when he cannot see even a billionth part of it ? It just does not make sense."

— Dr. Abraham Kovoor

CONCERN FOR THE TRIBALS IN INDIA

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The present article is a humble attempt to know the tribals in India and understand their problems and how the Govt. has addressed them. It is not easy to precisely define the tribals in Indian context. However, the term 'tribal' has been described as territorial communities living in the relative isolation of hills and forests. These comparative isolation in some ways has kept them apart from the mainstream of the society in the country. A special culture-focus gives these tribals a separate identity and they often possess latent or motivational system which are remarkably different from those of other people. But the changing course of time have brought some tribes for habitation on the banks of the rivers and they become plain tribes. These plain tribes are comparatively more culturally developed than their counter parts in hills.

Tribals problems in India bear some peculiarities. These peculiarities sometimes prevent the Govt. from drawing-up general welfare programmes for non-tribal areas. The problems of the tribal areas are a part of the larger rural problems.

Tribals in India are confronted by the problems, concerning economic, communication, health and sanitation, education and alcoholic drink. Each of these problems needs study in proper to device their solution. .

In the economic front the tribals in India encounter problems concerning agriculture, land tenure, village industries and finally indebtedness.

In India a major portion of the tribal population is engaged in agricultural activities. The scheduled tribes agriculturists constitute 7 percent of the total agricultural classes of India. Land available for agriculture is limited. Soil erosion connects with shifting cultivation, use of primitive agricultural implements, difficulties in the use of fertilisers, lack of improved seeds and lack of irrigation facilities are some of the major agricultural problems faced by the tribals. To counter these problems attempts have been taken for the rehabilitation of tribals on better lands, improving methods of shifting cultivation have been introduced with the domination of terrace cultivation.

The tribal population in India suffer from a major set-back of land insecurity.

This results in a large scale eviction of the tribal population. To tide-over this problem most state governments have adopted legislative and executive measures to provide security of land tenure to the scheduled tribes.

There is yet another vital area where the tribal population could be well-engaged. The village industries provide such an opportunity for sound engagement But the village industries are not free from some fundamental problems. Poor techniques in production, low income of the artisans and inadequate credit and marketing facilities are some of the most basic problems of the village industries. Thus there is a decline in general to traditional industries and crafts. Programmes have been chalked-out to revive and strengthen traditional industries and crafts. Production and training centres are also initiated. Loans and marketing facilities are being made available.

Tribal population in India suffer from high rate of indebtedness. Poverty is the main cause of such an indebtedness. Even for subsistence requirements tribals bank-upon loans. The credit worthiness owing to their lack of security is very low. Such a situation compels them to be the prey of the village money lenders. The village money lenders are ready to advance loans at exorbitant interest rates. Expenditure on special customs and inherited debts ate the causes of the indebtedness among the tribals.

Communications bottle - neck is a major handicap in tribal area for economic and social advancement. The government to-day is much more concerned with this problem and pays serious attention to this problem. Sufficient amount have been sanctioned for the construction of fair weather roads in the five year plans. The Govt.. has felt that lack of communication has led to the problems of isolation.

Health and sanitation problem are yet another challenge for the tribal population in India. This is a special problem to the tribal. Population on account of their primitive mode of living, lack of drinking and bathing water facilities, belief in witch craft and sorcery rather than in medicines have all combined to bring about accute health problems. They suffer from malnutrition, leprosy, T.B., Veneral diseases etc. To combat these problems several NGOs and missionaries the Bharatiya Adim Jati Seva Sangh, the Ramkrishna Mission, the Red Cross Society, the sarvants of India Society and other agencies extend yeomen's service to the tribals.

The percentage of rate of literacy is a matter of serious concern among the tribals in India. The only silver line against this murky back ground of the low literacy rate is the voluntary service extended by the missionaries to educate these tribals. But there are areas where the rate of literacy is absolutely nil. There are however some genuine reasons that account for this low rate of literacy among the tribals in India.

Behavioural discrimination shown towards the S.T. children by the teachers. in schools lead to the school drop-out and early withdrawal of children.

Illiteracy among the parents is yet another factor responsible for the low rate of literacy.

Children do not get an easy access to the schools as schools are not available in the neighbourhood.

Poor command on the use of the medium of instruction or the absence of the mother tongue being used as the medium of instruction also contribute to the low rate of literacy.

Psychological factors are active in creating sense of disregard for education. Lack of motivation is one among them. The parents are also not conscious of the need of their children. At home the children don't get the right kind of atmosphere for their studies. Above all, the passive and negligent attitude of the teachers at schools result in creating a sense of inferiority complex among the children.

Social problems such as untouchability, low social status and traditionally and socially prescribed dehumanising manual labour for livelihood, child labour for supplementing the income of the family are very much prevelant in the tribal society.

Problems of alcoholic drink such as rice beer forms an integral part of the social life of tribals. The tribals are addicted to distilled liquors. This has led to a drain of their economy too. More indulgence to such addiction has led the tribals to a state a total bankruptcy.

The government is well-aware of these problems of the tribals and has a genuine concern to address them as far as practicable. The union Govt.. of India has its constitutional responsibility as per the provision of article 46 of the Indian constitution to protect the scheduled tribes in particulars from special injustices and all forms of exploitation.

The educational and economic interests of the scheduled tribes have been primarily emphasised. The National Policy of Education (NEP) 1986 as updated in 1992 lays special emphasis on the removal of disparities and equal educational opportunities by attending to the specific needs of the tribes who have been denied equality so far. The Policy and Programmes of Action (POA) 1992 contains specific directions and measures for the educational upliftment of scheduled tribes.

To enhance the accessto primary education of ST children more primary schools have been opened within one kilometre walking distance from habitation of 200 population.

All the state governments have abolished tuition fees in government schools at least upto upper primary level.

Most states come forward to assist the ST communities for meeting the additional cost of education in form of textbooks, uniforms, school bags, transportation etc.

A national programmes of Nutritional support to primary education is launched among the ST children with the objective to boost the universalisation of primary education.

Secondary education is made free from children belonging to STs in all states and union territories.

In Novodaya Vidyalayas reservation of seats in favour of children belonging to STs is provided in proportion to their population in the districts concerned.

The University Grants Commission has set up special cells in University/Institution for effective monitoring of various measures taken up for improvement in the educational level of STs.

Reservation is provided to ST students in the technical institutions and they are admitted under relaxed norms.

The Central Institute of Indian Languages (CIIL) Mysore prepares textbook primers, grammars, dictionaries facilitating the work of translation from regional languages etc. to tribal languages.

The problems of the tribals in India could be addressed from social service, political, religious and anthropological angles as well.

Voluntary social service agencies have been actively associated and they have extended a lot of humanitarian works in the tribal areas. But sometimes it appears that the idealism of these agencies does not match properly with a better understanding of tribal values and culture.

The agencies enter the tribal areas with a motive of an over all solution to all the tribal problems and the schemes of their reforms sometimes lead to a harmful effect as their frame reference was different.

In the political line the British government followed scheme of creating excluded and partially excluded areas and gave separate political representation to the tribals. The government of India after independence continued the same policy and initiated some significant changes in the areas.

The recent political development in the tribal areas is a cry for more and more autonomy to the tribals. The political autonomy has already been granted to most of the Naga areas and certain parts of Bihar and Assam. The idea of granting more autonomy is a step to check the tendency of demanding separate states to the tribals.

In the religious line it is observed that the tribals have been easily victimised by the missionaries. The missionaries no doubt have changed the life style of the tribals by organising, educating and providing medical care to the tribals. But the large scale religious conversion among the tribals have brought a new problem to picture.

From the anthropological view point the tribal problems could be very well understood and solutions to that effect could emerge too. Understanding and respect for tribal organisation, their values and culture, identifying the problems of different tribals at different economical and

cultural levels, identifying integrative forces in tribal life, formulating tribal welfare plans and orienting workers for tribal areas are the major tasks of a true anthropologist to address the problems of the tribes on the whole.

The observation of the tribal problems lands us at the conclusion that the nature and dimension of the tribal problems in India vary from one state to other. The tribal problems in Assam presently poses a serious concern for the government againsts its socio-political-economic and cultural backdrop. There is a growing tendency among the different tribes in Assam to establish their separate identity. This is an out come of their loss of identity, danger to the language and culture. It continually provokes the tribe to isolate themselves from the main stream of the society and the country. Thus concern for the tribals in India is a genuine concern. It is a concern to preserve tribal land, culture, language and their own identity which is very badly at-stake. It should be our common endevour with the government to address these problems of the tribals for a peaceful co-existence. ❑

"Educated men and women should utilise their education, knowledge and experience for the welfare of the society, and for changing the mental outlook of the ignorant and the arrogant... People should be patient enough to observe the pains of the suffering people who struggle for existence. In a welfare state, one's welfare is everybody's responsibility and your motivation should have wings always-viz-. Your welfare and others welfare.

...To make peoples' participation effective and active, deep rooted prejudices, hatred and suspicion should be uprooted through education. We should understand that a genuine and meaningful effort and effective participation in social welfare will not hamper dignity but enhance it.

People, particularly the educated and courageous, will have to move to rural areas and slums, where the majority Indians live, in order to play and active and effective role in the area of social welfare."

— K. Balan

Appendix I

MEMBER OF THE STUDENTS' UNION, 1999-2000

President	:	Dr. Ramakanta Barua, Principal
Vice President	:	Dwijendra Nath Das, Vice Principal
General Secretary, i/c	:	Bhumika Das

		Other Secretaries	**Teacher-incharge**
Cultural	:	Hiranya Kumar Nath	Jatin Chandra Medhi
Major Games	:	Kalyan Baishya	Nabajyoti Das
Minor Games	:	Katiram Boro	Ranjit Baishya
Debating	:	Prasanta Kalita	Jayashri Bhuyan
Social Service	:	Dhananjay Medhi	Prahlad Bharali
Boys'Common Room	:	Pankaj Kalita	Apurba Goswami
Girls' Common Room	:	Tarali Kalita	Ratnamala Sarma
Magazine	:	Rantu Das	Jugal Kishore Nath
Asst. Sec. Magazine	:	Bipul Kr. Kalita	

Appendix II

THE PRESENT TEACHING STAFF OF THE COLLEGE

PRINCIPAL	:	Dr. Ramakanta Barua, M.A., Ph.D.
VICE PRINCIPAL	:	Sri Dwijendra Nath Das, M.A.

DEPARTMENT OF ASSAMESE

1. Sri Jatin Ch. Medhi, M.A.
         (Head of the Department)
2. Sri Kamaleswar Thakuria, M.A., B.Mus.
3. Sri Kshirod Kr. Thakuria, M.A., Ph·D
4. Sri Lalit Ch. Rabha, M.A.
5. Mrs. Manjira Sarma, M.A.

DEPARTMENT OF ECONOMICS

1. Sri Akan Ch. Patowary, M.A.
         (Head of the Department)
2. Sri Prahlad Bharali, M.A.
3. Mrs. Dipanjali Das, M.A.
4. VACANT

DEPARTMENT OF ENGLISH

1. Sri Dilip Kr. Das, M.A.
         (Head of the Department)
2. Sri Umesh Ch. Kar, M.A.
3. Miss Ratnamala Sarma, M.A.
4. Sri Pulak Talukdar, M.A.

DEPARTMENT OF HISTORY

1. Sri Dwijendra Nath Das, M.A.
         (Head of the Department)
2. Sri Lakshi Kanta Sarma, M.A.
3. Sri Diganta Kr. Das, M.A.

DEPARTMENT OF POLITICAL SCIENCE

1. Md. Mozibar Rahman, M.A.
   (Head of the Department)
2. Sri Probodh Ch. Das, M.A.
3. Sri Praneswar Nath, M.A., B.Mus.
4. Sri Atanu Hazarika, M.A.

DEPARTMENT OF EDUCATION

1. Mrs. Rumita Phukan, M.A.
   (Head of the Department)
2. Mrs. Bijaya Deka, M.A., LL.B.
3. Sri Niranjan Mahanta, M.A.
4. Miss Dipanjali Kalita, M.A.

DEPARTMENT OF ANTHROPOLOGY

1. Sri Bhabesh Ch. Goswami, M.Sc.

   (Head of the Department)
2. Mrs. Jayashri Bhuyan, M.A.
3. Mrs. Binaya Devi, M.Sc.
4. Sri Birendra Kr. Barman, M.Sc.

DEPARTMENT OF GEOGRAPHY

1. Sri Nabin Ch. Mudiar, M.A., M.Phil.
   (Head of the Department)
2. Sri Abani Kr. Das, M.Sc.
3. Sri Jugal Kishore Nath, M.Sc.
4. Sri Jitu Rajbangshi, M.Sc.

DEPARTMENT OF BODO

1. Miss Bhairabi Boro, M.A.

DEPARTMENT OF CHEMISTRY

1. Md. Meraj Khan, M.Sc., M.Phil.
   (Head of the Department)
2. Sri Apurba Kr. Goswami, M.Sc.
3. Sri Jyotiprasad Sarma Barua, M.Sc.
4. Md. Nuruddin Ahmed, M.Sc.

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   (Head of the Department)
2. Sri Manoj Kr. Das, M.Sc.
3. Sri Ranjit Baishya, M.Sc.
4. Mrs. Minati Barman, M.Sc.

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1. Mrs. Purabi Rabha, M.Sc.
   (Head of the Department)
2. Syed Habibur Rahman, M.Sc.
3. Sri Pinaki Kr. Rabha , M.Sc.
4. Sri Tapan Dutta, M.Sc.

DEPARTMENT OF ZOOLOGY

1. Mrs. Nanda Devi, M.Sc., B.Ed.
   (Head of the Department)
2. Sri Susanta Bhuyan, M.Sc.
3. Sri Tapan Kr. Deka, M.Sc.
4. Dr. Rathin Barman, M.Sc., Ph.D.

DEPARTMENT OF MATHEMATICS

1. Sri Dhiraj Kr. Das, M.Sc., M.Phil.,
   P.G.D.C.A.
   (Head of the Department)
2. Sri Nabajyoti Das, M.Sc.
3. Sri Alok Das, M.Sc.
4. Sri Dipankar Sarma, M.Sc., B.Ed.

Appendix III

THE PRESENT OFFICE STAFF OF THE COLLEGE

1. Sri Radha Charan Medhi (U.D.A.)	13. Sri Sankar Dev Das (Lab. Bearer)
2. Sri Sailendra Nath Sarma (U.D.A.)	14. Sri Bharat Rabha (Lab. Bearer)
3. Sri Pradip Kr. Das (L.D.A.)	15. Sri Purna Rabha (Lab. Bearer)
4. Sri Amal Rabha (L.D.A.)	16. Sri Bileswar Rabha (Lab. Bearer)
5. Sri Nityananda Sannyal (L.D.A.)	17. Sri Ajoy Das (Lab. Bearer)
6. Sri Sarbeswar Das (Grade IV)	18. Sri Padmadhar Kalita (Lab. Bearer)
7. Sri Mahesh Das (Grade IV)	19. Sri Laben Hajong (Lab. Bearer)
8. Sri Narayan Rabha (Grade IV)	20. Sri Sabharam Boro (Lab. Bearer)
9. Sri Mahendra Kalita (Grade IV)	21. Mrs. Urbashi Das (Girls' Common Room Attendent)
10. Sri Narapati Boro (Grade IV)	
11. Sri Bharat Choudhury (Lab. Asst.)	22. Sri A. Boro (Night Chowkidar)
12. Miss Bhanita Das (Lab. Bearer)	23. Sri D. Rabha (Night Chowkidar)

LIBRARY STAFF OF THE COLLEGE

1. Sri Gautam Rabha, B.A. (Librarian)   2. Sri Jibeswar Thakuria (Lib. Bearer)

Appendix IV

EX-EDITORS WITH THE PROF. IN-CHARGE OF THE 'JAWAHARJYOTI'

Issues	Years	Editors	Prof. in-charge
1st	1970-71	Sri Jnansankar Khakhlari	Under Collective Responsibility
2nd	1975-76	Under the responsibility of the Editorial Board	Prof. Mrigendra Kr. Sarma
3rd	1976-77	Sri Hangsadhar Daimari	Do
4th	1977-78	Sri Dhirendra Kr. Choudhury	Do
5th	1980-81	Sri Naramohan Roy Sarkar	Prof. Dilip Kr. Das
6th	1981-82	Miss Sabita Boro	Do
7th	1983-84	Sri Abani Kr. Adhikary	Do
8th	1985-86	Sri Birinchi Kr. Rabha	Prof. Dharma Kanta Barua
9th	1986-87	Sri Gauranga Choudhury	Prof. Dilip Kr. Das
10th	1987-88	Sri Sankar Mahanta	Do
11th	1988-89	Sri Harsha Kalita	Prof. Basanta Kr. Dutta
12th	1989-90	Md. Nashiruddin Ahmed	Prof. Lakshi Kanta Sarma
13th	1990-91	Sri Kailash Kalita	Do