



অনুভৱৰ এটি পৃষ্ঠা

বিনয়া দেৱী

সহযোগী অধ্যাপিকা নৃত্য বিভাগ

মদাৰে ফুল হেনো পূজাতো নেলাগে- লাগে পিছে
ব'হাগতে ৰং সানিবলে - ভূপেনদাৰ মদাৰ ফুলে
মতলীয়া কৰিলে স্নেহবালাৰ সহযাত্ৰী মিনিক - ক্লিক্ ক্লিক্,
ক্লিক্ ক্লিক্ সেইজোপা কেনেকুৱায়ে ৰঙা হৈছে - কাষতে বহা
এঞ্জেলিনাও ব্যাকুল। দুয়ো ম'বাইলৰ কেমেৰালৈ ব্যস্ত - এই,
চোৱা, চোৱা, কিমান যে ধুনীয়া আহিছে ফটোবোৰ! অ' অ'
সেইজোপা পাৰেই হৈ গ'ল। ৰ'বা ৰ'বা। এইবাৰ
কেমেৰাত মিনিয়ৈ বান্ধি ৰাখিলে মসৃন ক'লা ফিটাডাল- হঠাতে
লুকাব খোজা, পুনৰ দেখা দিয়া; শুকান বতৰতো হাব নামানি
ধৰি ৰখা পাতেৰে সৈতে পথটোক মৰমেৰে উমাল কৰি ৰখা
ওখ চাপৰ বৃক্ষৰাজিৰ হৰিৎ বৰ্ণৰ ফ্ৰেমটোৰে। আহু তোমাৰ
কেমেৰাটোৰ ফটোবোৰ যে ইমান ভাল উঠে - এঞ্জেলিনাই
নিজৰ কেমেৰাত ধৰি ৰখা ফটোবোৰ চাই ক'লে। সেই যে
এজোপা ফুল, বেঙুনীয়া ফুলবোৰ থোপা থোপে ভৰি আছিল,
ক'ত বাক? পলাশ নে? অ' নহয়, এজাৰ! আমি বৈ ফটো লম
হা। নহব নহব এইবোৰ, আমাৰ সময় নাই - এইবাৰ নিহাৰিকাই
মাত দিলে। কাষত মগ্ন স্নেহবালা- বুকুৰ কোঁহে কোঁহে ভৰাই
ৰখা কবিতা, গান আৰু প্ৰকৃতিক লৈ।

মদাৰেই নে? এয়া শিমলু, শিমলু ফুল - কবি নবকান্তৰ -
“কিমান সুৰা, ইমান সুৰা - সৌ শিমলু ফুলৰ পিয়লা ভৰা
.....”। মাঘৰ শুকান পৃথিৱীক ৰঙীন কৰি মন মতলীয়া কৰা
সেয়া শিমলুৰ ৰঙা পাহি- ব'হাগৰ বতৰা আনে? “আজি ব'হাগ
আহিলে বুলি - মন কিয় উঠে ফুলি - শিমলুৰ ৰঙা ফুল হৈ -
” শিমলুৰ পত্ৰবিন্যাসে স্নেহবালাৰ চকুত অপকপ সৌন্দৰ্য্যই
ধৰা দিয়ে। তাইৰ আকাশমুখী দৃষ্টিত প্ৰতিজোপা গছে পাতে
কতয়ে অপকপ চিত্ৰ আঁকি যায়! কোনেও নুশুনা সুৰ বাজি
থাকে হৃদয়ৰ গভীৰত। পাহাৰ আৰু সেউজীয়াৰে আবৃত এই
পথ যেন কেতিয়াও শেষ নহওক!

যাত্ৰা চলি থাকে - Photo Session চলি থাকে,
inside the car, outside the car - সুন্দৰৰ উপাসনা
চলি থাকে - মধুৰ ক্ষণবোৰ ৰখাৰ প্ৰয়াস চলি থাকে - ফলভৰা
টিফিন বক্স, সোণ বৰণীয়া হাতৰ “খাওকনা” ধৰণৰ ছবি,
নিদ্ৰামগ্ন সংগীৰ ছবি। সংগীতৰ মূৰ্চনা উঠে পাৰ্বতী প্ৰসাদ,
জ্যোতি প্ৰসাদ, ভূপেন হাজৰিকা আৰু বহুতৰ। স্নেহবালাৰ
প্ৰাণত বাজি থকা গীতবোৰ কোনেও নুশুনে।

ফাগুণ আহিল, আহিল চজিনা ফুল। বগা বগা সুকোমল
চজিনা ফুলবোৰে যেন দীঘলীয়া মালাহে গাঁঠি ধৈছে! ক'ৰবাত
থোপাথোপিকৈও শুৱনী কৰিছে পৃথিৱী। মিনি ব্যস্ত হ'ল
ফটোত। স্নেহবালাই মনে মনে আওৰাই থাকিল কবি নবকান্তৰ
কবিতা - “ফাগুণ আহে, ফাগুণ আহে - চজিনা ফুলৰ পাহে
পাহে”। চকুৰ আগত ভাহি উঠিল কাষৰ পাহাৰীয়া গাৱত
দেখা চজিনা গছৰ পয়োভৰ। ডাল ভৰি ফুলা ফুলবোৰে যেন

নিৰ্মল, স্নিগ্ধ মুকুতাৰহে মেলা পাতে। প্ৰকৃতিয়ে কাকযে কি উজাৰি দিয়ে ! বিস্মিত, পুলকিত হয় তাই।

পথৰ দুয়ো দাঁতিত সুকোমল সেউজীয়া মণি, থোপাথোপিকৈ ওলমি সৃষ্টি কৰিছে অপৰূপ সৌন্দৰ্য। লঠঙা ডালৰ আগতো সেয়া লাগি বৈছে যেন ফুলজাৰিৰ চিটিকি পৰা শিখাহে। নাহৰৰ দিনে দিনে বৰণ সলোৱা পাতবোৰ বুকুত যেন সাবটিহে ধৰিব স্নেহবালাই ! চেগুনে পাত সলাব আছেই! পথৰ দাঁতিৰ বগৰী গছবোৰত শেহতীয়া বগৰীকেইটাও সৰি গ'ল। সদায় পাৰহৈ যোৱা লাস্যময়ী নদীখন, মনোৰম পাহাৰ গুচৰৰ - দূৰৈৰ, শিলৰ পাহাৰ, চেগুণৰ পাহাৰ, সোণোৱালী ধাননি, জুপুৰীঘৰ, পকা ঘৰ, কমনীয় দৃশ্য, বমনীয় ভ্ৰমণ। পৰিতৃপ্ত প্ৰাণ।

হঠাৎ স্নেহবালাই অনুভৱ কৰিলে এক যন্ত্ৰনা - অসহনীয় - গধুৰ শিল এটাইহে যেন হেঁচা মাৰি ধৰিলে বুকুখন - সেয়ায়ে তাইৰ চিনাকি পাহাৰখন খণ্ড খণ্ডকৈ খহাব ধৰিছে ! কোনে ? ৰাস্তা বান্ধিবলৈ নে অট্টালিকা সাজিবলৈ ? পাৰিবনে সেই

পাহাৰখন সিহঁতে পুণৰ গঢ়িবলৈ ? তাত থকা গছবোৰ, প্ৰাণীবোৰৰ কি হব ? সিহঁতৰ হেপাহৰ কচু, টেকীয়া, কলফুলবোৰ বাক থাকিবনে ? সিহঁতৰ এই ধ্বংস কাৰ্য্য জানো ইয়াতে শেষ হব ? অনাগত প্ৰজন্মই জানিবনে ইয়াতে এখন পাহাৰ আছিল - তালৈ হাতী আহিছিল, কেতিয়াবা আনকি বাঘো। সিহঁতৰ উপৰি পুৰুষে ইয়াত পছ চিকাৰো কৰিছিল। বনৰীয়া গছেৰে ভৰি আছিল ঠাইখন, পাহাৰৰ পৰা ঢলপানী নামিছিল, প্ৰকৃতিৰ মোহনীয়া পৰিবেশত বাস কৰিছিল মানুহ। তাই বিচাৰে নাম জনা, নাম নজনা এই গাওঁবোৰ চিৰদিন মোহনীয়া হৈয়ে থাকক, সুখীহে থাকক ইয়াৰ মানুহবোৰ। স্নেহবালাই গধুৰ অন্তৰেৰে কামনা কৰিলে ভগবানৰ দান এই সেউজ পাহাৰ, লাস্যময়ী নদী, শিমলু, মদাৰ, চজিনা, বগৰী আৰু বিচিত্ৰ তৰলতাৰে ভৰা এই প্ৰকৃতিক মানুহে অটুত ৰাখক, স্নেহবালায়ো কাম কৰি যাব তাৰ বাবে। স্নেহবালাৰ এয়া অন্য এক যাত্ৰা আৰম্ভ হ'ল, এই যাত্ৰা অনেকৰ সতে। □□□

Learning gives creativity, creativity leads thinking, provides knowledge, knowledge makes you great.

Dr. APJ Abdul Kalam.

প্ৰাচীৰ পত্ৰিকাৰ পাতৰ পৰা —

ম'বাইল ফোন আৰু কলেজৰ ছাত্ৰ-ছাত্ৰী

নয়নমণি নাথ

স্নাতক প্ৰথম বৰ্ষ (বিজ্ঞান)

বৰ্তমান সময়ত বিজ্ঞানৰ অবদানৰ কোনো সীমা নাই। বিজ্ঞানৰ অতুলনীয় অৱদানৰ ভিতৰত শেহতীয়াকৈ উদ্ভাবন হোৱা ম'বাইল ফোনে এক অতি প্ৰয়োজনীয় আহিলা হিচাপে দেখা দিছে যদিও ইয়াৰ কু-প্ৰভাৱে আনফালে সমাজক আতংকিত কৰি তুলিছে। অৱশ্যে বিজ্ঞানৰ কোনো সম্পদ মানব জাতিৰ অ-কল্যাণৰ বাবে সৃষ্টি হোৱা নাই। মানুহেহে তাক বিভিন্ন বেয়া কামত ব্যৱহাৰ কৰি আহিছে। অৰ্থাৎ বিজ্ঞানৰ সম্পদ সমূহ তেতিয়াহে হানিকাৰক হয়, যেতিয়া তাৰ অপপ্ৰয়োগ কৰা হয়। আগৰ দিনত জিৰণি পিৰিয়দত ছাত্ৰ-ছাত্ৰীসকলে পুথিভালত গৈ কিতাপ, আলোচনী আদি পঢ়িছিল। কিন্তু আজি কালি বেছিভাগ ছাত্ৰ-ছাত্ৰীয়ে জিৰণি সময়ত ম'বাইলত কথা পতা, S.M.S.দিয়া ম'বাইলত গেমখেলা আদি কামত ব্যস্ত হৈ থাকে। ইমানেই নহয়, আনকি ক্লাছ চলি থকা সময়তো কিছুমান ছাত্ৰ-ছাত্ৰীয়ে ম'বাইলত গান শুনি থকাও দেখা যায়। এই বোৰ কাৰ্যৰ ফলত ছাত্ৰ-ছাত্ৰীসকলৰ স্মৃতি শক্তি হ্রাস পায়, পঢ়াৰ ধাউতি কমে আৰু ফলাফল বেয়া হয়।

তদুপৰি শেহতীয়াকৈ বিজ্ঞানীসকলে প্ৰকাশ কৰিছে যে ম'বাইল ফোনৰ পৰা নিৰ্গত হোৱা উচ্চ শক্তি সম্পন্ন কম্পনাংকই মগজুৰ ক্ষতি কৰাৰ লগতে কৰ্কট সদৃশ ৰোগৰ সৃষ্টি কৰে। যিকিনহওক কাৰোবাৰ অসচেতনতা আৰু অজ্ঞানতাৰ বাবে ম'বাইল ফোন কেতিয়াও অপকাৰী বুলি কোৱাৰ থল নাথাকে। তাৰোপৰি ম'বাইলৰ, কু-প্ৰভাৱ সমূহ বৰ্তমান ভাৰত তথা অসমত চালুকীয়া অৱস্থাতে আছে আৰু চেষ্টা কৰিলে আমি সংশোধন কৰিব পাৰো। কিন্তু বেছি দূৰলৈ আগবাঢ়িলে ইয়াক নিয়ন্ত্ৰণ কৰাটো কষ্টকৰ হৈ উঠিব। □□□

ৰেগিঙে যেতিয়া দানৱতাৰ শীখৰ চুৱেগৈ

আকবৰ হুছেইন

স্নাতক প্ৰথম বৰ্ষ (কলা)

ৰেগিং কি বুলিলে বৰ্তমান সময়ত দিব পৰা সহজ উত্তৰটো হ'ল আপত্তিকৰ শাৰিৰীক তথা মানসিক যন্ত্ৰনা। অনুজ সকলক শাৰিৰীক তথা মানসিক ভাৱে বিব্ৰত কৰাটোৱে যেন ৰেগিং কৰা সকলৰ লক্ষ্য। ৰেগিংৰ নামত অত্যাচাৰ, উৎপীড়ন কৰাৰ এই মানসিকতা কেতিয়াৰ পৰা আহিল জনা নাযায়। মাত্ৰ দেখা যায় বছৰৰ পাছত বছৰ নতুন নতুন ছাত্ৰ-ছাত্ৰী শিক্ষানুষ্ঠানলৈ আহি আছে আৰু ৰেগিংৰ নামত যন্ত্ৰনাৰ বলি হৈ আছে। ৰেগিং কৰা সকলে নাজানে তেওঁলোকে ৰেগিং কিয় কৰি আছে। মাথো জানে তেওঁলোকক ৰেগিং কৰা হৈছিল আৰু তেওঁলোকেও ৰেগিং কৰিব। ৰেগিংৰ নামত কৰি থকা এই অস্বস্তিকৰ আচৰনবোৰক অভিহিত কৰা হয় কৌতুক বুলি। চিন্তনীয় বিষয় এয়ে যে শাৰিৰীক তথা মানসিক ভাৱে অপদস্থ কৰা তথা উপসাহ কৰাক জানো ধেমালি বা কৌতুক বুলি আখ্যা দিব পাৰি? ৰেগিংৰ নামত অত্যধিক উৎপীড়নৰ বলি হৈ মৃত্যু হোৱা ছাত্ৰ-ছাত্ৰীৰ পিতৃ-মাতৃয়ে জানো মানি ল'ব পাৰিব যে তেওঁলোকৰ সন্তানৰ মৃত্যু মাত্ৰ এটা কৌতুক। ৰেগিঙে যদি বহু ছাত্ৰ-ছাত্ৰীৰ জীৱন ধ্বংস কৰিব পাৰে তেন্তে ৰেগিং পৰিহাৰ কৰাত আপত্তিৰ থল ক'ত? আমাক অগ্ৰজসকলে ৰেগিং কৰিলে বুলিয়েই আমিও অনুজ সকলক ৰেগিং কৰা উচিতনে? □□□

সৃষ্টিৰ বহস্য

বিদ্যুত কলিতা
স্নাতক তৃতীয় বিভাগ

আমাৰ মানুহৰ বাবে পৃথিৱীখন বা বিশ্বব্ৰহ্মাণ্ডখন এক ডাঙৰ বহস্য। বিজ্ঞানীসকলে অতীজৰে পৰা চলোৱা অনুসন্ধানৰ ফলত, তেওঁলোকে সৃষ্টি বহস্য সম্পৰ্কে বহুতো নতুন নতুন তথ্য আগবঢ়াইছে।

পৃথিৱীনো কেনেকৈ উৎপত্তি হ'ল সেই কথা আমাৰ বাবে আজিও বহস্য হৈ আছে যদিও বিজ্ঞানীসকলৰ মতে, অনন্ত মহাশূন্যত থকা অপৰিসীম বাষ্পীয় পদাৰ্থৰ মাজত হোৱা ক্ৰিয়া প্ৰক্ৰিয়াৰ ফলত অগনন তৰাৰ সৃষ্টি হ'ল। পৃথিৱী হ'ল। একেদৰে সৃষ্টি হ'ল পৃথিৱীৰ দৰে গ্ৰহবোৰৰ। সৃষ্টি হ'ল উপগ্ৰহৰ। এইবোৰক সামৰি লৈ গঠিত হ'ল আমাৰ সৌৰজগতখন। বিজ্ঞানীসকলে পৃথিৱীৰ বয়স প্ৰায় ৪৬০ নিযুত বছৰ বুলি ঠাৱৰ কৰিছে। জন্মলগ্নৰ পৰা প্ৰায় দুশ কোটি বছৰ কাল পৃথিৱী এটা অগ্নিপিশুৰ দৰে উত্তপ্ত হৈ আছিল। কালক্ৰমত ই লাহে লাহে ই চেচা হৈ আহিবলৈ ধৰিলে। জন্ম স্বত্ব হিচাপে পৃথিৱীয়ে পোৱা উপাদানবোৰ উত্তপ্ত অৱস্থাত নানা ক্ৰিয়া কৰাৰ ফলত আৰু অনেক উপাদানৰ সৃষ্টি হ'ল। চেচা হবলৈ ধৰা পৃথিৱীৰ ওখোৰা মোখোৰা খোলাটো এনেবোৰ পদাৰ্থৰে গঠিত হ'ল। দুগুণ হাইড্ৰজেন আৰু এগুণ অক্সিজেনৰ ৰাসায়নিক মিলনেৰে পানী সৃষ্টি হ'ল বুলি আমি জানো। পৃথিৱী চেচা হ'বলৈ ধৰোতে নিৰ্গত হৈ হোৱা এনে গেছৰ ৰাসায়নিক ক্ৰিয়া ঘটাব ফলত প্ৰথমে পানীৰ সৃষ্টি হৈ ইয়াৰ বুকুত গঢ় ললে বিশাল জনসমুদ্ৰ ৰাজিৰ। সমুদ্ৰৰ মাজত জীন জাতীয় উপাদানৰ মিলনেৰে পোন প্ৰথমে জন্ম হ'ল পৃথিৱীৰ বুকুত এককোষী জীৱ। পৃথিৱীত জীৱ সৃষ্টিৰ সেই মধুক্ষণটো আজিৰ পৰা প্ৰায় দুশ কোটি বছৰ পূৰ্ণ। এনেকৈয়ে পৃথিৱীৰ বুকুত এককোষী জীৱৰ পৰা বহুকোষী জীৱ, অস্থিহীনৰ পৰা মেৰুদণ্ডী জীৱ, ডিম্বপ্ৰসাৰৰ পৰা স্তন্যপায়ী, জলচৰৰ পৰা উভচৰ আৰু স্থলচৰ জীৱৰ সৃষ্টি হ'ল।

□□□

অসমৰ এটি সংস্কৃতি : দেওধা

তৃতীয় বৰ্ষৰ ছাত্ৰ-ছাত্ৰী
ৰাজনীতি বিজ্ঞান বিভাগ

অসমৰ শক্তিপূজাৰ অনুষ্ণংগ হৈছে দেওধা। তাম্ৰেশ্বৰী অথবা কেঁচাইখাইটি, কামাখ্যা, মনসা আদি দেৱী পূজাত দেওধাসকলৰ ভূমিকা গুৰুত্বপূৰ্ণ। এই পূজা- প্ৰসংগত দেওধাসকলৰ নৃত্য অপৰিহাৰ্য। পূজা প্ৰসংগত নৃত্যৰত অৱস্থাত দেওধাসকলে অলৌকিক শক্তিৰ অধিকাৰী হ'ল বুলি ভবা হয়। সেই সময়ত তেওঁলোকে হাঁহ পাৰ আদিৰ ডিঙি মুচৰি তেজপান কৰে। কোনো দেওধাই আকৌ তীক্ষ্ণ দা অথবা জ্বলন্ত অগ্নিৰ মাজতো নৃত্য কৰে। বিশেষকৈ মনসা পূজাত দেওধা সকলে সুতীক্ষ্ণ দাৰ ওপৰত কৰা নৃত্য উল্লেখযোগ্য। দেওধনীৰ দৰে এই দেওধা সকলৰ গাত নৃত্যৰত অৱস্থাত দেৱ-দেৱীয়ে লগে বুলি সাধাৰণ মানুহে বিশ্বাস কৰে। কেতিয়াবা ইয়াক দাঁকত পৰা বুলি কয়। এতিয়াও দেওধনী বা দেওধীয়ে ভৱিষ্যতবানী কৰিব পাৰে বুলি লোক সমাজে বিশ্বাস কৰি আহিছে।

এই কথা অনস্বীকাৰ্য যে দেওধা অথবা দেওধনী আৰ্য ভিন্ন প্ৰজাতি বিশেষকৈ মংগোলীয় প্ৰজাতিৰ দান। অসমৰ তিব্বতধৰ্মী জনগোষ্ঠীৰ মাজত দেওধা আৰু দেওধনীৰ প্ৰসংগ অদ্যাপি গুৰুত্বপূৰ্ণ। □□□

পিয়াজ কাটিলে চকু পানী ওলাই কিয় ?

নীনা মহন্ত
স্নাতক প্রথম বর্ষ

তীব্র পোহৰ, বতাহ বা কিছুমান গেছীয়, কঠিন বা তৰল পদাৰ্থ চকুত পৰিলে চকুৰ পানী ওলায়। পিয়াজৰ বৈজ্ঞানিক নাম *Allium cepa*। পিয়াজ কাটিলেও আমাৰ চকু পানী ওলায়। পিয়াজত মিথাইল ডাই ছালফাইড, প্রপাইল ডাই ছালফাইড, মিথাইল প্রপাইল ডাই ছালফাইড আৰু কিছু পৰিমাণে এনপ্রপেনথাইল এন প্রপাইল থায়ো এনডিহাইড, হাইড্ৰজেন ছালফাইড, ছালফাৰ ডাই অক্সাইড আদি কিছুমান উদ্যায়ী দ্ৰব্য থাকে দ্ৰব্যবোৰ বাষ্পীভূত হৈ চকুত লাগেহি আৰু ফলত চকুপানী ওলায়।

□□□

আমি কিয় হামিয়াও

অলকেশ কলিতা
স্নাতক প্রথম বর্ষ

আমি সকলোৱে হামিয়াও। আমি উশাহত অক্সিজেন গ্ৰহণ কৰো আৰু নিশাহত কাৰ্বন ডাইঅক্সাইড ত্যাগ কৰো। উশাহ নিশাহৰ হাৰ কমি গ'লে শৰীৰৰ পৰা কাৰ্বন ডাই অক্সাইড ত্যাগৰ পৰিমাণো কমি আহে। আনহাতে অক্সিজেন গ্ৰহণৰ পৰিমাণো কমি আহে। ফলস্বৰূপে হামিয়াও। আনহাতে আমাৰ ভাগৰ লাগিলে মগজুৰ স্নায়ুবোৰ দুৰ্বল হৈ পৰে আৰু হামিয়াবলৈ আৰম্ভ কৰো। □□□

বিয়া নামত পৌৰাণিক চৰিত্ৰ

শিখা ৰাণী ডেকা

পবিত্ৰ মিলনৰ মধুৰ গীত বিয়ানাম বিবাহ অনুস্থানৰ বিভিন্ন উপলক্ষ্যত পোৱা হয়। পানী তোলা, দৰা আদৰা, হোমৰ গুৰিত বহা, সুৰাগ তোলা, দৰা-কইনাক গা ধুওৱা, কইনা উলিয়াই দিয়া, আদি বিভিন্ন উপলক্ষ্যত আয়তীসকলে বিয়ানাম গায়। বিয়ানামৰ ৰচয়িতা সকলে দৰা-কইনাক প্ৰায়ে কৃষ্ণ ৰুক্মিণী, ৰাম সীতা, হৰ গৌৰী, উষা অনিৰুদ্ধ আদি বিভিন্ন পৌৰাণিক চৰিত্ৰৰ লগত তুলনা কৰা দেখা যায়, বিয়ানামবোৰত পৌৰাণিক কাজৰ বৰ্ণনাৰ প্ৰভাৱ গভীৰভাৱে পৰিছে।

“স্বৰ্গত জ্বলি আছে থুপি থুপি তৰা

দৈৱকীয়ে পানী তোলে নাচে অপেশ্বৰা।”

কইনা নোওৱাৰ সময়ত আয়তীসকলে বেইৰ তলত কইনাৰ মূৰৰ ওপৰত চাউল দি অতি আনন্দৰে মনোৰম সুৰত গায়-

“আগে দিয়া পাচে দিয়া পঞ্চ আয়তীয়ে

পঞ্চ আয়তীয়ে ৰাম ৰাম

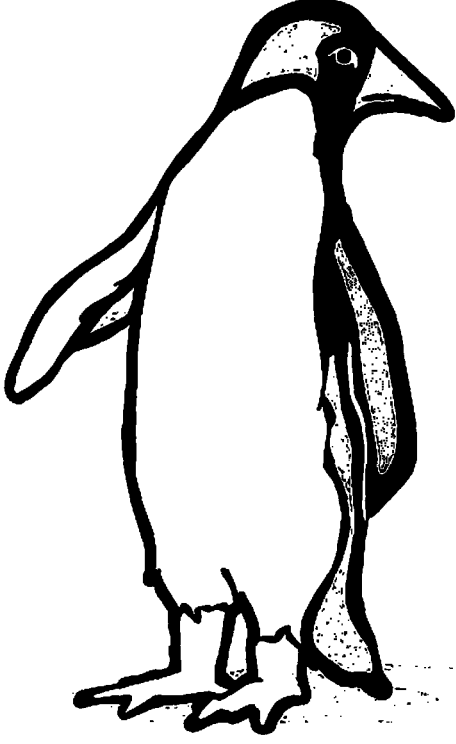
দুৰ্বাঘাটৰ পানী আনি আইদেউৰ মূৰত দিয়া

ৰাম ৰাম পানী আনি আইদেউৰ মূৰত দিয়া।”

ইত্যাদি ইত্যাদি..... □□□

PENGUINE

Sabnam Devi Boro
T.D.C. 1st yr (Sc)



Penguin are marine birds travelling swiftly beneath the water by the use of their flippers and emerging for brief periods to breath. They are mostly found in polar region. They feed almost entirely on fish, cuttel fish, crustacea. They are sociable birds. They lay one, two or occassionally three eggs. The young , when heatches the densely covered with down, which is replaced by feathers before they vorture in to the sea. The voices of penguins are loud and harsh and some specis utter a bray which as earned them the name of "Jack-ass". □□□

বোমাৰ সন্ধানত মৌমাখি

মৃদুল কলিতা
স্নাতক তৃতীয় বৰ্ষ (বিজ্ঞান)

মৌমাখি ক্ষুদ্র বা সাধাৰণ যেন লাগিলেও, মৌমাখিয়ে যে বোমাৰ সন্ধান দিব পাৰে, সেই কথা নিশ্চয়কৈ আচৰিত। মৌ-মাখি কে বল ফুলেফুলে পৰি মৌ গোটোৱাতে পাকৈত নহয়। গোলা বাৰুদৰ



সন্ধানো অনায়াসে দিব পাৰে। আমেৰিকাৰ মেছেচুচেটছ অৱ টেকনলজিৰ এজন বিজ্ঞানীয়ে এই মন্তব্য আগবঢ়াইছে। তেওঁৰ মতে মৌ মাখিৰ মাজত থাকে এক বিশ্লেষণক সন্ধানী গুণ। মৌ মাখিৰ এই অসাধাৰণ গুণ ব্যৱহাৰ কৰি বিশ্লেষণক সামগ্ৰীৰ সন্ধান কৰাৰ প্ৰযুক্তি উদ্ভাৱনৰ যো-জা চলাইছে। বিজ্ঞানীসকলে জানিবলৈ দিয়া মতে মৌ মাখিৰ শুঙত এক বিশেষ ধৰণৰ প্ৰটিন থাকে। এই প্ৰটিনবিধৰ সহায়ত সিহতে ফুলৰ মৌৰ সুগন্ধি লাভ কৰাৰ উপৰিও বিশ্লেষণক সামগ্ৰীৰ গোল্ক লাভ কৰে। বিজ্ঞানীসকলে জানিবলৈ দিছে যে ৰেল ষ্টেচন, বিমান বন্দৰ বা জনসমাগমৰ বিভিন্ন স্থানত মৌ মাখিৰ জৰিয়তে লুকুৱাই ৰখা গোলা বাৰুদৰ সন্ধান লাভ কৰিব পাৰি। □□□

ডাইনী হত্যা : এক অন্ধ বিশ্বাস

চন্দনা কলিতা
স্নাতক ৩য়বর্ষ (কলা)

সমাজ এখন উন্নতিৰ পথত অগ্ৰসৰ হোৱাটো নিৰ্ভৰ কৰে সেই সমাজৰ ব্যক্তিসকলৰ ভাল চিন্তা আৰু কৃত কৰ্ম সমূহৰ ওপৰত। সমাজৰ লোক সকলৰ মন যেতিয়া অজ্ঞান আন্ধাৰ আৰু দুৰ্বলতাৰে ভৰি থাকে তেতিয়া সমাজত অসুস্থ প্ৰভাৱ পৰে। আমাৰ সমাজ ব্যৱস্থাত অসুস্থ প্ৰভাৱ পেলোৱা এটা প্ৰধান কাৰক হৈছে “অন্ধ বিশ্বাস”।

অন্ধ বিশ্বাস সাধাৰণ গঞা লোকৰ পৰা আৰম্ভ কৰি অতি শিক্ষিত লোকৰ মাজতো দেখা পোৱা যায়। বিশেষকৈ যাতায়ত যোগাযোগ শিক্ষা দীক্ষা আৰু বহিঃ সমাজৰ লগত যোগাযোগ নথকা পিছপৰা জাতি জনগোষ্ঠী সমূহৰ মাজত এনে ধৰণৰ মানসিকতাই বেছিকৈ ক্ৰিয়া কৰা দেখা যায়।

আমাৰ সমাজৰ এই অন্ধ বিশ্বাসৰ ফলত এটি মহাব্যাধিয়ে ভয়ংকৰ ৰূপ লৈছে। সেইটো হ’ল “ডাইনী হত্যা”। যাৰ বশৱৰ্তী হৈ এচাম লোকে মানুহক ডাইনী সজাই হত্যা কৰিবলৈ কুষ্ঠাবোধ নকৰে। আমাৰ সমাজৰ গ্ৰাম্যাঞ্চলৰ বহু ঠাইত বিদ্যালয়, স্বাস্থ্য কেন্দ্ৰ নাই অথবা শিক্ষক ডাক্তৰ নাই। সেই অঞ্চলৰ কোনো ব্যক্তিয়ে ৰোগত আক্ৰান্ত হ’লে বেজ অথবা কবিৰাজৰ কাষ চাপে। কবিৰাজে ৰোগৰ প্ৰকৃত কাৰণ উলিয়াব নোৱাৰিলে ভুল পথে পৰিচালিত কৰে। কোনো মৃত্যুৰ কাৰণ ‘ডাইনী’ লজা বুলি কয়। বৈজ্ঞানিক চিন্তা আৰু চিকিৎসা বিজ্ঞানৰ পৰা দূৰৈত থকা সৰল চিন্তা হোজা গঞা ৰাইজে এনে বিভ্ৰান্তিমূলক কথাকে মানিলে ‘ডাইনী’ৰ বিৰুদ্ধে নামি পৰে।

বেজ অথবা কবিৰাজে নিৰ্দেশ কৰা ‘ডাইনী’ চিনাক্ত কৰণ প্ৰক্ৰিয়াও বৰ কৰুণ। বেজৰ নিৰ্দেশ অনুসৰি কোনো ঠাইত সমাজৰ সন্মুখত অভিযুক্ত ব্যক্তিজনক মাতি আনিব। বেজে

মদ পানী খাই অভিযুক্তক গছত বান্ধি লৈ ৰাইজৰ সহযোগত গাহৰিৰ দাঁতেৰে হানি খুচি “ডাইনী” হয় নে সোধ পোচ কৰিব। অভিযুক্ত ব্যক্তি গৰাকীয়ে ‘হয়’ বুলি নোকোৱালৈকে নিৰ্মম অত্যাচাৰ চলাই যাব। ‘হয়’ বুলি ক’লে হয়তো এৰি দিয়ে সেই আশাত অভিযুক্তই এনেয়ে ক’ব লগাত পৰে। অথচ তেওঁ নাজানে “ডাইনী” মানেনো কি। আটাইতকৈ দুখ লগা কথা হ’ল নিজ পুত্ৰ, জী, নাতি আত্মীয় সহস্ৰৰ সন্মুখত হানি খুচি যেনেকৈ হত্যা কৰে তেনে অমানৱীয় দৃশ্য প্ৰত্যক্ষ কৰিলে সকলো সচেতন ব্যক্তিয়ে উচপ খাই উঠে। চৰকাৰী তথ্য অনুসৰি ২০০৬ বৰ্ষৰ পৰা ২০১০ বৰ্ষৰ ডিচেম্বৰ মাহলৈ অসমত প্ৰায় ৮১ জন ব্যক্তিৰ ওপৰত অকথ্য নিৰ্যাতনৰ উপৰি ২৪ জন নীৰ্বিলোকক ডাইনী বুলি হত্যা কৰে।

ডাইনী সজোৱা কাৰ্যত এচাম দুষ্টবুদ্ধিৰ লোকে নিজৰ কুস্বার্থ ৰক্ষার্থে উদগনি যোগাইছে। সমাজৰ শিক্ষিত চামে সমাজ সংস্কাৰমূলক বিভিন্ন কাৰ্য পন্থা হাতত ল’লে আৰু চৰকাৰ তথা প্ৰশাসন ব্যৱস্থা অধিক কঠোৰ হ’লে ডাইনী হত্যা ব্যৱস্থা নোহোৱা হ’ব। অশিক্ষিত লোক সকলক শিক্ষিত কৰিবৰ বাবে উপযুক্ত ব্যৱস্থা কৰি দিব লাগিব। চহৰে নগৰে গাঁৱে-ভূঁয়ে সঘনাই এইবোৰৰ বিৰুদ্ধে সভা সমিতি আলোচনা-বিলোচনা, নাটক, গীত, সজাগতা সভা আদি অনুষ্ঠিত কৰি সমাজৰ সকলো শ্ৰেণীৰ লোকলৈ সঠিক বাৰ্তা পঠিয়াব লাগিব। মানসিক ভাৱে সৰল সমাজ এখন গঢ়ি তুলিব পাৰিলেহে অন্ধ বিশ্বাস, ডাইনী হত্যা কাৰ্য্য আদি সম্পূৰ্ণ ৰূপে নোহোৱা হ’ব।



ENGLISH SECTION

A good short-story writer has an instinct for sketching in just enough background to ground the specific story.

Short-story writing requires an exquisite sense of balance. Novalist, frankly, can get away with more. A novel can have a dull spot or two, because the reader has made a different commitment.

— Lynn Abbey

A prose writer gets tired of writing prose, and wants to be a poet. So he begins every line with a capital letter, and keeps on writing prose.

—Samuel McChord Crothers.

*All which is not prose is verse;
and all which is not verse is prose.*

— Moliere.

Higher Education Needs Radical Reforms

K G Bhattacharyya

Director,

UGC-Academic Staff College, Gauhati University

Since the last few years, the Government and the planners have started to realize the increasing importance of higher education for maintaining and sustaining a high level of development. During this time, public and more emphatically private investments in specialized higher education have witnessed a boom and the national base of higher education has expanded to cater to the needs of the students. To actually realize the enormous potential of the youths of the country, changes that are radical in nature, have to be brought in and implemented.

On one level, there is an urgent need for a quantum jump in the investments in education, more particularly Higher Education, such that the Colleges and Universities can provide a stimulating and rewarding atmosphere that would be conducive to creative learning. At another level, there is need to bring about significant changes in how to train the young minds for helping them to emerge from their institutions of learning as creative and innovative individuals ready to face the challenge of successfully competing with and taking a position of leadership in the ever-advancing fields of knowledge and its applications. It is obvious that the present state of the Colleges and the Universities is far from satisfactory to generate the quality and quantity of manpower required by the nation to be anywhere near the leading edge. A large number of new universities and colleges are necessary to provide

the required increase in quantity of young people trained in different disciplines. At the same time, there must be significant improvement in the quality of training imparted to the youths.

In the present pattern of higher education, the undergraduate education is expected to (i) prepare students to take up an academic/professional career requiring more specialized learning/training at the post-graduate level. This stream is expected to provide a pool of well-trained teachers/researchers by following M.A./M.Sc./ M.Com. etc., and those desiring to pursue a career in teaching at higher levels and/or a career in research proceeding to Ph.D. and/or (ii) provide training to students so that they may become eligible to find gainful employment (self- or otherwise) – B.A./B.Sc./B.Com. may be a terminal degree in such cases or may require a diploma in specific field/vocation.

The generally poor funding of state-run schools and a lack of rigorous monitoring of quality, more particularly, of the teaching and learning processes have been responsible for gradual deterioration in student quality. Most of the Colleges are thus not getting a good input of students. Lot of time is also wasted every year because the actual teaching time is just about 6 months a year. The first six months of a calendar year are rarely utilized in a meaningful manner. Further, after sitting for the graduate examination, the students waste a number of months

in securing admission to post-graduate courses (often after writing yet another set of entrance examinations). Typically 10 or more years are required after +2 to get Ph.D. This makes general education less attractive to students and their parents, because other fields provide more rapid employment opportunities.

In view of the large diversity in socio-economic, cultural and political situations in India, it is often difficult to meet the highly varied educational requirements of the ever-increasing number of youths through any one system of course structure. It is essential that the new generations are given the most appropriate training to meet the existing and emerging challenges so that they can fulfill their aspirations to a large extent and also in the process, help the country to become a dominant knowledge power.

The expectations of the students when they join a College can be broadly grouped into the following: (i) Most students after completing their graduation are neither willing to nor capable of finally taking up an academic career (teaching and/or research). For most of them, the Bachelor's degree would be the terminal degree and therefore, it should prepare them to earn their livelihood respectably, through jobs (private or public), business etc.; (ii) Those who wish to choose teaching and/or research as a career (moving into R&D activities and/or teaching or administration) need to go for postgraduate education and Ph.D.; (iii) Many students want to be benefitted by taking up appropriate vocational training courses along with their undergraduate course so as to earn livelihood by being vocationally creative.

It is important to note that most of the state universities and some Central Universities provide affiliation to large number of colleges scattered around the

geographical area of the university. The colleges have a wide range of infrastructure capabilities, ranging from very poor to tolerable, but they are bound by the common academic and administrative procedures defined by the affiliating university. In addition, depending upon urban vs. rural or semi-urban, the overall quality of facilities and capabilities also varies, although the student population, in terms of their academic capabilities, need not vary in the same proportion.

There has been a growing discourse around the 'student' as consumer and this notion has driven much change within universities and colleges, not only within academic areas where 'quality', and its maintenance and its enhancement, have dominated agendas over the last few years, but also in areas such as student support and institutional marketing. It has given a new perspective from which the university and the college can be examined, managed and strategically developed. The 'consumer' should be able to make informed choices, and for this, he must have all the information so that his choice is the correct one. The significance of this is that the institutions must place the necessary emphasis on information generation and dissemination. Some argue that, as far as the learning process is concerned, students are not well placed to exercise 'informed choice', because they do not have the necessary information to do so.

All the major players in world economy have gone for strategic reforms in their higher education systems. Colleges and universities have been made to rethink their role and make some quick readjustments to the changing pattern of education. For example, China has experienced dramatic higher education

expansion during the past decade. In 2002, the relevant age group participating in higher education reached 15 percent, compared with 5 percent in 1993. With more than 27 million students, China's current higher education system is the largest one in the world. Under the context of rapid expansion, priority has been placed initially on quantitative growth. Universities, especially local universities were encouraged by the government to enroll more students. This has of course created many problems, such as decline in educational expenses per student, deteriorating teaching conditions, and difficulty of providing employment for college graduates. Education quality has been questioned by employers, academics, and the public. The government in China realized that without rigid quality assurance, the expansion itself may not improve national and individual competitiveness. Currently, the priority of higher education has shifted from quantitative growth to quality enhancement. China established the Higher Education Evaluation Center (HEEC) in 2004 (like our NAAC established in 1994 -- but very slow in taking up and doing what is expected of it). During its first five-year cycle, HEEC implemented an undergraduate teaching evaluation for 589 colleges and universities. HEEC has so far confined its work to the evaluation of undergraduate teaching. China insists that undergraduate teaching typically reflects higher education quality, and thus teaching must be strengthened. The results indicated that higher education institutions under evaluation tended to improve their campus and teaching facilities, increase educational spending, closely monitor teaching quality, and put emphasis on teaching. The evaluation of the standards of undergraduate teaching work has been evaluated in three stages: the institutions conduct self-evaluation; experts' teams enter the institutions

to conduct investigations; and the institutions carry out rectifications and reforms. HEEC has developed a sophisticated indicator system for evaluation, which includes 7 first-level indicators and 19 second-level indicators (this can be compared with 7 criteria and 36 Key aspects used by NAAC in assessment of quality of India Higher Education Institutions). The discourse of evaluation is considered as the means and improvement of teaching quality.

Jawaharlal Nehru said once that a university (it also means the college) stands for humanism, tolerance, reason, the adventure of ideas and for the search for truth. The progress and development of a nation depends on the standard of excellence set by its institutions of higher learning. It is a measure of human development and it speeds up national growth. However, excellence is not democratic, but democracies thrive on excellence; democratizing excellence through adopting best practices brings out quality enhancement and thereby advancement of the society.

The interaction of many kinds of stimuli creates a special kind of intellectual environment at a university or a College, with the health of the whole being a manifestation of the health of each part. That environment should become an intellectual ecosystem. Universities and colleges are communities of learners, whether those learners are astrophysicists examining matter in the far reaches of space or freshmen new to an expanded universe of learning. The shared goals of investigation and discovery should bind together the different elements to create a sense of wholeness. Yet, the atmosphere of creativity is absent in our colleges and universities. Once Albert Einstein said about this: *The history of*

scientific and technical discovery teaches us that the human race is poor in independent thinking and creative imagination. Even when the external and scientific requirements for the birth of an idea have long been there, it generally needs an external stimulus to make it actually happen; man has, so to speak, to stumble right up against the thing before the right idea comes. This external stimulus has taken many forms – NAAC is one of them, and the recently introduced Performance Based Assessment System for teachers is another.

The ecology of the university and the colleges depends on a very deep and abiding understanding that inquiry, investigation, and discovery are the heart of the enterprise, whether in funded research projects or in undergraduate classrooms. Everyone at a university or a college should be a discoverer, a learner. That shared mission binds together all that happens on a campus. The responsibility of the teachers is to make all the students participate in the mission – transforming them from passive listeners to active participants in the process of learning. Education should be a great unifying factor that will bind together the students, the teachers, and the society in their search for perfection.

Unfortunately, universities and colleges have often become archipelagos of individual intellectual pursuit rather than connected and integrated communities. Fragmentation has increased drastically. At many universities and colleges, research faculty and undergraduate students do not interact with each other, and there is a distinct barrier between the teachers and the researchers as though the two experiences are not inextricably linked. Even those students who encounter an introduction to research

technique in one narrow field too often remain ignorant of how diverse fields overlap and intermingle.

The Universities and the Colleges will have to readjust their role to one where maximum emphasis is given to what the students like. Education, particularly Higher Education, should be entirely student-centered where the interests of the student will be the prime mover. The system should take into account the student's likings and dislikings, what they want to learn and what they do not, and will have to consider the ways that will make the teaching most effective and easily understandable. Students are very sensitive individuals – if the institution has no respect for the student's individuality, the institution will be like a jail and not a learning experience. In a study carried out in USA, it is found that students are concerned about campus facilities and their upkeep. Some students, according to the study, reject colleges if certain facilities are not available or if buildings are poorly maintained. Of course, students value highly the presence of the required facilities (classroom, laboratories, library, internet and other technological aids to learning, etc.). Reputation of teachers is however the major factor that attracts students to a particular College or University.

In the changing world, where advertisement and media blitzkrieg play a leading role in the decision-making process of choosing a particular college or university, the teachers will have to canvas to bring better students to the college. The fundamental aspects of higher education however, have not changed. The basic goals of undergraduate education remain the ability to think, write, and speak clearly; to reason critically; to solve problems; to work collaboratively; to acquire field-specific knowledge;

and to acquire the judgment, analytic capacity, and independence of thought to support continued, self-driven, lifelong learning and engaged citizenship. These critical goals of undergraduate education must endure.

A few practical aspects will have to be kept in view all the time. Too many lower-income and minority students fail to enroll in higher education. This enormously diminishes individual opportunity and wastes precious human capital. Trying to unreasonably increase the tuition fees will deprive higher education to a very large number of students. The Colleges should be able to control costs while maintaining academic quality. The colleges in a particular locality may even consider sharing the facilities (including manpower) to keep the fees at an affordable level.

American colleges and universities are considered as setting the world standard. This is largely due to the real autonomy and independence enjoyed by these institutions to identify and respond to new challenges and opportunities. Indeed, the respected British newsweekly 'The Economist' recently noted, "America's system of higher education is the best in the world. That is because there is no system." Their system is completely diverse and flexible to meet any challenge. The Americans have realized that higher education has been more important for long-term economic well-being and social progress.

We do not have this realization as a nation. The challenges that the colleges and the universities face are real and urgent. The institutions must address them with effective and timely changes if they are to serve the society as well in the future as they have in

the past. Apathetic students, illiterate graduates, incompetent teaching, impersonal campuses have become the hallmark of our higher education system. Undergraduate education cannot be improved without the commitment and action of students and faculty members. They are the precious resources on whom the improvement of undergraduate education depends.

The Committee to advise on renovation and rejuvenation of Higher Education (Yash Pal Committee) has started its report by emphasizing the role of a university (and a college) as "*A university is a place where new ideas germinate, strike roots and grow tall and sturdy. It is a unique space, which covers the entire universe of knowledge. It is a place where creative minds converge, interact with each other and construct visions of new realities. Established notions of truth are challenged in the pursuit of knowledge.*" The Committee has said

"Loss of primacy of the universities in the scheme of the higher education sector in India, erosion of their autonomy, undermining of undergraduate education, the growing distance between knowledge areas and the isolation of universities from the real world outside and crass commercialization are some of the problems that characterize the growth of the Indian higher education system. It is important that we develop an understanding of these issues before suggesting strategies to renovate and rejuvenate higher education in India.... To overcome this, it would be necessary that the universities adopt a curricular approach which treats knowledge in a holistic manner and creates exciting opportunities

for different kinds of interfaces between the disciplines, which is unthinkable today in most of the universities and institutions of higher learning. It is important that universities relate to the world outside and the walls of disciplines are porous enough to let other voices be heard. It would also be necessary that the university education is seen in its totality and subject areas not be designed in isolation.” The Higher Education should have a new beginning.

This has become all the more important following the findings of the NAAC exercise throughout the country. The NAAC process makes a holistic, systematic, objective, data-based, transparent and shared assessment of the performance of the Colleges and the Universities. The assessment and its outcome are perceived as catalytic processes for continuous improvement of a College or a University. Of all the institutions inspected and accredited by NAAC, a whopping 60 per cent have achieved B grade. It shows that a vast majority of the Higher Education Institutions in India belong to average quality only. About 10 per cent of the institutions are top grade (A) as per NAAC accreditation and 25 per cent are far below standards as they fall in C grade. Taken as a whole, the average institutions are dominating the higher education scenario in India. It definitely reflects badly on our standards and exposes the deficiencies and the inadequacies of the present system of Colleges and Universities in our country. One of the reasons for this is the low level of motivation and ambition among the large majority of the students. This is particularly felt in institutions of rural areas. Students do not know what they want to become. The other important reason is the absence of good, dedicated teachers. Good students

and teachers are migrating to urban areas due to greater scope of job opportunities leaving a kind of ineffectiveness in the rural colleges. The government apathy towards higher education, poor allocation of fund and lack of flexibility in academic matters, too much government control are some of the other reasons. Proper, effective training to teachers, provision of good facilities like well-equipped libraries, laboratories and Internet services are the means that will improve quality of the institutions.

Recently, the University Grants Commission has come up with a startling revelation; over half of the students who pass Class XII don't even enter the higher education sector; 90 percent of the colleges and 68 percent of the Universities across the country are of middle or poor quality. On almost all indicators, from faculty to student-teacher ratio, higher education is in crying need for radical changes and reforms. The “quality gap” in both universities and colleges is alarming: 25 percent faculty positions in universities remain vacant; 57 percent teachers in colleges do not have either an M. Phil. or Ph.D.: there is only one computer for 229 students, on an average, in colleges. These results have emerged from the official assessment of the higher education system, conducted by National Assessment and Accreditation Council (NAAC).

If the situation does not change for the better, it will bring doom to the Colleges and the Universities, and the dream of India becoming a developed country by 2020 will remain a dream.

(Resources from internet are freely used)

Shakespeare the man from Stratford

Satyabrat Kalita
B. A. Part-III

William Shakespeare was born on April 23, 1564 in the village of Stratford on Avon in the country of Warwickshire. His father was a farmer's son who came to Stratford about 1531 and began to prosper as a trader in corn, wheat, leather and agricultural products. His mother Mary Anden was the daughter of a prosperous farmer, descended from an old family of mixed Anglo Saxon and Norman period.

Of Shakespeare's education little is known. For a few years he probably attended the grammar school at Stratford where he picked 'small Latin and less Greek'. His real teachers meanwhile were the men and women and natural influences which surrounded him. Stratford is a charming little village in the beautiful country of Warwickshire. Near at hand were the forests of Arden, the castles of Warwick and Kenilworth, and the old Roman camps and military roads, all of which appealed powerfully to the bays active imagination. Every aspect of the natural beauty of this exquisite region is reflected in Shakespeare's poetry just as his characters reflect the nobility and the littleness, the gossip, vices, emotions, prejudices and traditions of the people about him. Not only the gossip but also the dreams the conscious poetry that sleeps in the heart of the common people appeared tremendous to Shakespeare's imagination and are reflected in his



greatest plays. His education as well as his eyes wide open to the beauty of the world because he noted and remembered every significant thing in the changing scenery of the earth and sky, no other writer has ever approached him in the perfect natural setting of his character.

In 1582 Shakespeare married Anne Hathaway, the daughter of a peasant family. She was 8 years older than Shakespeare from many mocking references to marriage made by the characters in Shakespeare's plays and from the fact that he soon left his wife and family went to London, it is generally alleged that the marriage was a hasty and unhappy one.

About the year 1587, Shakespeare went to London where he joined Burbage's company of actors. According to a tradition, he was depar from Strateford because he had been caught stealing a deer from Sir Thomas Lueoys park and he fled from Strateford to escape the consequences. But it is not certain whether at the time Shakespeare is said to have stolen a deer, there were any deer or park at the place referred to.

Of his life in London from 1587 to 1611, nothing definite is knawn. It was the period of his greatest literary activity. He entered into the stirring life of Englands capital with the same perfect sympathy and understanding which he had shown among the simple folk of his native Warwickshire. To judge from only three of his earliest plays (Love's labour's lost, Comedy of Errors, two gentlemen of Verona) it would seen that in the first five years of his london life he had gained entrance to the society of gentleman and scholars and was ready by knowledge and deservation as well as by genius to depict the whole stirring life of the English people in his plays.

Shakespeares first work may well have been that of a general helper or on odd job man about the theatre, but he soon became an actor. The records of the old london theatres show that in the next ten years he gained a prominent place. Within two years he was at work on plays and his course was exactly like that of other play writes of his time. He worked with other writers and he revised

old plays before writing his own and so gained a practical knowledge of his art. He soon broke away from this apprentice work and than appeared in quick succession, "Love's labour's lost", "Comedy of Errors" etc.

Shakespeare's poems, rather than these early dramatic attempts, mark the beginning of his success "Venus and Adonis" became immensely popular in London. It was dedicated to the Earl of Southampton and brought from him a large amount of money as a gift. This money Shakespeare invested shrewedly and soon became part owner of the Globe and Blackfriars theatres.

Though still in the prime of life Shakespeare gave up his dramatic work to live the comfortable life of a gentlemen. Some of his later plays show a decline from the quality of his previous work. His last play was "The Tempest" based upon an actual shipwreck. It is quite evident that Shakespeare thought little of success and had no idea that his dramas were the greatest that the world had ever produced. After a few years of quite life at Strateford on Avon, Shakespeare died on the anniversary of his death.

On his tombstone the following lines are inscribed.

'Good friend for Jesus sake forbear
To dig the dust enclosed here
Blest be the man that spares these stones
And curst be he that moves my bones.'

□□□

Equal Status for Women

Dolly Das

T.D.C II Year

March eight is celebrated every year as the International Women's Day. It shows that the women of today has come of age, so to say, and want to lead a dignified life of equality with man. The slogan being raised today by the women of the self-respect is what we want". This slongan is indicative of the new awareness.

Mahatma Gandhi had once declared, "Women is the companion of man, gifted with equal mental capabilities. She has a right to participate in every minute detail in equal right of man and she has an him".

The Indian women has played a silent, self-effecing role to sustain Indian civilisation down the ages. However, her status has undergone significant improvement since Independence. All our leaders have always insisted on education and equal rights for the women in India. It is heartening to note that today we have in India educated ladies who are very keen on taking up all types of work including administrative positions. They are now great politicians, some are competing for I.A.S, I.F.S, State Administrative services. They are cool-headed, dispassionate, objective and impartial.

Today the role of men and women in our society is both collaborative and supplementary. It is a paradox that there should be an increase in crimes aganist women in the face of spectacular strides being made by male in various walks of life. Enancipation of women has ocupied an important place in this century

Our consitution ensures a place of dignity and honour for all women. The atrocities against women are a slur on the fair name of humanity. The incidence of crimes against women. Which has started showing an upward trend at time when India stands at the threshold of a socio-economic revolutionary programme to bring about a radical change in social behaviour towards women.

Violence against women is still frequent in some rural parts of creatures. We may go an shout-ing about constitutional equality between man and women, but we have yet to go a long way before women find an equal, safe and honourable place in our socity. It we want to get a feel of the wide spread evil of crime against women, we have only to know the experiences of leave their home upto the time of their return. All the times, they are expored to the playing eyes of hungry males of all ages and all classes. Women in our country even after more than six decades of independence are helpless victims.

The consitution has only provided for equal rights and priviledges as between men and women, but gone a step further and made special provisions for women. It is suprising that inspite of so many safeguards, women still continous to live under the stress and strain of male domianal and are governed by personal religious lows. These manifests itself in the form of various kinds of hardhips and indignities to them. Thus, to ensure equality of status for our women we have miles to go. □□□

Education : A way of empowerment

Bijaya Deka
Associate Prof. in Education

Women render the most vital service to the society by playing multifaceted roles like mother, sister and wife . But their contribution are really recognised in the family and society.

There is a deep importance in the society about the values of women in different aspects.

Women are generally found to be economically weak, this has forced them to become dependent and subordinats to men. Poor health, lack of proper education are the another two causes of their exploitation and negligence. There are so many cases of rape, kidnapping of girls, dowry harassment and sexual harassment, verbal harassment and so on are happen in everyday. Women in all walks of life are discriminated against by men. Therefore they have to protect themselves and preserve their dignity. Empowering women is one effective step in this context.

Concept of women empowerment :

Women empowerment means 'equal status to women, opportunity and freedom to develop oneself' . The International Women's Conference of 1985 defined 'Women empowerment as a 'redistribution of social power and control of resources in favour of women'. Empowerment of women would mean equipping women to be eco-

nomically independent, self reliant, have positive self esteem to enable them to face any difficult situation and they should be able to participate in the process of decision making. It gets reflected in external qualities such as health, mobility, education and awareness, status in the family. It also includes internal qualities such as self awareness and self confidence.

Objectives of Women Empowerment :

The objectives of women empowerment are

1. To create an environment through positive, economic and social policies for full development of women to enable them to realise their full potentialities.
2. To develop the ability to exercise assertiveness in collective decision making
3. To have access to information regarding education, employment and health.
4. To have positive thinking on the ability to make change.
5. To develop the ability to learn skills for improving one's personal or group power.
6. To have the ability to change others perceptions by democratic means.
7. To give equal access to women to health care, quality education at all levels career and vocational guidance, employment equal remuneration,

occupational health and safety, social security and public office.

8. To enhance self respect and self confidence in women.

9. To Strengthen legal systems aim at elimination of all forms of discrimination against women.

10. To make women participate actively in the growth process of the society and nation.

It is an admitted fact that education is a powerful tool to bring about a change in individual's attitude. So it is considered as an integral part of empowerment that helps in eradication of various socio economic discrimination and appression. It also helps socio-economic and cultural upliftment of both individuals and social life. It has a more significant impact on poverty and development than men's education. It is one of the most influential factors in improving child health and reducing infant mortality. In a word educated women can be immense help in different ways for the family. Education enhances for the women empowerment in the following ways:

1. Feeling of security always motivates a person to do constructive activities. Education provides financial and economic security to a woman and with that she can prove her worthiness.

2. Education plays an important role in improving economic poverty by opening various jobs avenues for her so that she can work hand to hand with man and give support to the family.

3. Education helps the women to choose a correct field of her work so that she can become a contributor factor to the family and society.

4. She can maintain a proper balance between physical health and mental health with good education.

5. An educated woman is a guiding light for children, family member society and nation.

dren, family member society and nation.

6. Education is the input which a woman grasps and with the behaviour comes the output.

7. An educated woman can bring change in the attitude of family members and society by questioning the conservative thoughts of the people and blind faith.

8. Education helps women to play a leading role in decision making process at family level & social, political and economic fronts.

9. Women empowerment is possible with education as it helps her become socially, economically, politically, culturally and morally strong.

In ancient India, women enjoyed equal status with men in all aspects of life. Both men and women attained education which in the Muslim era women education had deteriorated significantly. The deterioration continued even during the arrival of East India Company in India. With the help of emerging educational reformers and Christian Missionaries women education was enhanced. After Independence, Indian Constitution gave special emphasis on women education. In 1958-59 National Women Education Committee and in 1974 Commission on the Status of Women in India, was formed. Central Government prepared National Perspective Plan for Women (NPPW) in 1988 where special emphasis was given on the status and education of women. National Policy of Education (1986) and the Programme of Action (POA) at 1992 said that women empowerment is nothing but tool or programme for national development. The government of India declared 2001 as the 'Year of Women Empowerment' and adopted a national policy for the Empowerment of women in this year. National Education Policy has adopted certain