DEVELOPMENT OF HIGHER EDUCATION A Real Need.

Dr. K. D. Gogoi

Education is deemed as a means to harness potentiality of human being as a valuable resource for the welfare of the Society. By doing so stitutional communities have been degrading. And we can develop the greatest natural resource that basically no one is accountable to the process. is the human resource for the all sound development of the country as a whole. Without educating people it is simply impossible to develop the society as well as the country although there are many other ingredients. Therefore education has also to be linked with the speedy socio-economic regeneration. Along with other things the society has also been changing rapidly day by day. To keep pace with these changes, we have to educate our people rigorously. Education needs to be linked to improved quality of life by relating it to production and employment too.

But unfortunately in India the aim of education is becoming more and more defocused with the passage of time. No one really knows what needs to be done. The basic aims of education is becoming more and more defocused with the passage of time. Antiquated concepts and facts are still being taught without any aim behind teaching. Most of the curriculums which we have been The Objective of higher education ensure gainfull pursuing became obsolete where as the professional or career oriented teaching are severely lim-tion. Vocationalisation of education is one such ited. By the turn over of the century we have means to achieve the goals. By introducing some adopted and accepted all sorts of changes either vocational subjects, we may help the students to in our day to day domestic life or in the Society. develop knowledge, skills and attitude for gainfull Our style of living has been changed rapidly. But employment with major emphasis to be given to if we look to our process of education what do we the possibility of self empolyment. get? Infrastructures remain almost same in most of the institution of higher education. The same career oriented so that the trand generalist would type of conventional classroom teaching have been find more opening at middle level skill demand-

going on and on. Most of the college libraries remained same. Relations between the various in-There are problems in the processes but no body is inclined for the solution. In the truest sense we are not that much eager to bring some changes by overcoming the hurdles. But how long we will continue? If we cannot bring out some changes to our whole system of higher education, a day may come when many of our college may face a closer due to dearth of students.

We may question ourselves that what short of changes may be brought to the ongoing conventional non-professional courses? Yes, in the context of ongoing unemployment with the general degrees we must think for professionalisation of the education in general. Administrative Govt. jobs are in stagnation presently and also bound to decline in future. Jobs are far away from the graduates. Then where they will go and get and employment? That is why we have to bring some changes to education. The prospects are not bad. employment in addition to impart quality educa-

The generalist education need to be made

ing employability. The University of Grants Com- Banglore. mission has already taken some steps to introduce parallel while doing the degree edcation. This could be a certificate course, a diploma course or an advanced diploma course to be done during the three years degree course period.

Simple introduction of such vocational courses may not help in achieving the goals. For this a dedicated team of teachers and academic administrators will be needed. Successfull implimentation of such courses will depend primarily on the fullest participation of the teachers and the tought a practical oriented mind set is a basic requirement for the purpose. The mind set of the society is also important. The society must accept the trained graduates in the real sanse and they must encourage such type venture for the best development of the society and the country. Teachdevelopment of the society and ers should be drawn from various practical fields for accreditation at later stage. ing the mind set (by motivation) of the students they should be given on job trainging so that after acquiring the skills the students will be able to take up a self employment. The society as a whole should encourage such endevour.

The brilliant should be asked to go for higher studies on selective basis. They should be tought quality education so that in the compititive job market they can search out a job through compitition. In addition to their normal courses of study, additional coaching in all subject should be given by a dedicated faculty. A competitive

ing are unable to fulfill many of these goals because of various factors. Therefore, of late the University Grants Commission has imposed Council, Diherror College Development Council (NAAC), whose head office is at

a large number of skill oriented and value added and Accredit institution of higher learning with an objective for helping them to work continously to improve the quality of education. NAAC is enterusted with the task of Performance Evaluation, Assesment and Accreditation of Institution. The primary objective of NAAC is to aware an institution so for its strangth, weaknesses, opurtunities and threats are concern for its development. The institution are now asked by NAAC to prepare Self Study Report - which it self will reflect the functioning of an institution by encompassing all its achievements, failures, positive and negetive factor for imparting quality education. Accredited institution will be encourage by various ways, scheme etc. to develop further. Those institution are yet to be the minimum acceptable quality (as determined by NAAC) will be advised to improve their standard and submitt themeselv

Some one may say that NAAC is an abnot be ready to account to accoun not be ready to accept it. But Assessment is mandatory for the institution to know their own position/status etc. Will nosi tion/status etc. Without knoing one's own position, improvement in knoing one's own position, improvement is why tion, improvement is impossible. That is why Accreditation and A impossible in the Accreditation and Assessment is impossible. That is institution of higher the hyperstant to hyperstant to hyperstant to hyperstant to hyperstant to hyperstant to hyperstant hypersta institution of higher learning. If not today, by to morrow or higher learning. If not today, by this type of assessment we will be benifited from this type of assesment. Rapid rate of Privatisation, Globalisation and Liberisation will force out be given by a dedicated factory. A competitive mind set for the brilliant are a must on the present day cotest. Their exposer to the outer world for itself. Let's hone and are also important.

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Council, Dibrugarh University. **

Grant-in-aid System

Dr. J. Dutta

History of educational grants

There is a long tradition of helping educational institutions established and maintained by private organisations and individuals. Such privately managed institutions get Govt. aid subject to certain regulations. Historically, the system of giving grants from the centre to the states was initiated by Lord Curzon. But they were discontinued in 1921. The central grants for educational purposes was reintroduced in 1947.

The Central Govt. give proportional grants to the states for various scheme of educational development. Matching grant of 50% was given in 1951 to the State Government for the purposes like propagation of Hindi, for post grduate Basic training colleges, for developing community centres, Library services, Janata Colleges, primary and pre-primary schools. Later on the GIA was changed. The grants were given for the whole plan period covering all the major sectors viz. elementary, secondary, higher education and another educational programmes. The centrally sponsored scheme were also launched in areas such as research, evaluation, pilot projects in elementary education, sports, examination reforms, educational and vocational guidance, rural higher education, sports and youth welfare,

development of Hindi and Sanskrit, education of the handicapped, and programmes of research and publication.

UGC was established in 1953 as a statutory authority for financing higher education on behalf of Central Govt. The UGC grants for various schemes/programmes on sharing principle. Programmes have been developed in the following ways

- a) Grants to universitites for staff, equipement, books, journals and buildings.
- b) Grants to colleges-general, science, humanities and social sciences.
- c) Faculty improvement programmes (Seminars, Summer Institute Workshops and Travel grants).
- d) Support for Research (major and short term Research Projects, Fellowships, Scolarships, Publication).
- e) Support for welfare-programmes (Student Aid Fund, non residential student centres, study homes, book banks etc.)
- f) Other schemes (correspondence courses, adult education centres, Departments or special assistance. Centres for Advanced studied and University centres for Post Graduate studies).

The other areas of development are -

- 1) Adult Education Programmes
- 2) Cultural Programmes for international collaboration
- 3) Development of University Service and Instrumentation Centre (USIC).
- 4) Development of Programmes like COHSSIP, COSIP and support for autonomous colleges.
- 5) Facilities for scheduled castes and scheduled tribes students.
 - 6) Higher Education for Women.

The National Council of Educational Research and Training (NCERT) is also an autonomous body set up by the Govt. of India to give grants for quality improvements in programmes in school education in India. It has schemes like Science Talent Search Programmes, Scholarship to students for higher education, Experimental projects, summer institutes and workshops for secondary school teachers and teachers of colleges of Education. In the states the SCERT looks after the functions of In-service training, extension works, research and publications. The SCERT manages its programmes with the grants from NCERT and the state governments.

States grants

In the states, besides proortional grant system, a variety of other methods are used for assessing grant-in-aid to local bodies and privates agencies. Some of them are proportional grant system. deficit grant system, salary grant system, capitation grant system, Multiple grant, National grants, specific purpose grants, Block grants, Merit Grants etc.

In deficit grant system, grants are given to meet the whole or major part of the deficit in institutional budget, the deficit being the difference between the total admissible expenditure and the approved income of the institution during the year. The grants given under this system are intended to meet from two-third to whole of the deficit. This system with variations is in vougue in Taminadu, Andhra Pradesh, Bihar, Assam, Madhya Pradesh, Karnataka, Orissa and West Bengal. In Assam grant is given to meet the expenses in salaries to teaching and non-teching staff of a college after meeting the approved income. The loss due to fee income consessions and scholarships is also compensated.

The grant-in-Aid are made by a superior authority to a subordinate agency; they are given for the benefit of the general public and they are paid for a specific purpose. They or dinarily do not meet the whole expenditure but a part of it. The payment of grants is periodical and they must be expended within a stipu lated time. Grants are seldom taken back but they can be withheld or withdrawn.

The following are characteristics of a good grant-in-aid system.

- 1. Adequacy: It should not be less or too much. It must be enough to meet the cost of education without damping local effort.

2. Flexibility: Every good system of grantin-aid must in the first place be sufficiently elastic to allow for variations in the amount of grant to suit local conditions in the amount character of institutions and the size and character of institution aided. It should be sufficiently ripid to that ficiently rigid to preclude any suspicion that one college is more favourably treated than

- 3. Stability: This means that the grants should assure more or less stable income. They should be computed on the basic certain instants of variables that are stable factors in the college Budget.
- 4. Simplicity: This refers to the modus operandi of the grant-in-aid system. All procedural delays should be minimised and a simple method should be evolved to avoid inordinate delay.
- 5. Security: This grants made should be secured from misappropriation, profiteering and fraud. Provision for regular audit and supervision should be made and the grant should be withdrawn if any defalacation is suspected.

Certain problems arise from the way in which grants-in-aid are instituted to provide stimulation and encouragement to private effort.

Regulations controlling the private management to have now been broughht under legislation. The Tamil Nadu Private Colleges Regulation Act is an instance in point. Certain anomalies have been straightened and teachers have been represented in the managing bodies to safe-guard their interests like security and salary conditions.

The quantum of grants has now increased to nearly 90% if not 100%, Govt. has made education free. Different states have their own policy. It is high time a common formula is evolved for the assessment of grants.

The Kothari Commission of 1964-65 suggested a formula which processes to pay grants equal to total teacher costs plus the actual and the prescribed contributions of the management which should be equal in amount to the interest on the endowment of a lakh of

rupees for a secondary school and 11/2 1lakhs rupees for Higher Secondary School till they form these endowments.

The managements want all the authority over the institutions but no obligation for contribution. The public munificence in the cause of education should be encouraged by allowing concessions in rates of income tax on donations to educational institution and organising it at the state or district level. Denominational institutions and minority managements should be regulated through careful and more pertient measures of public control. The Commercial transactions for yielding more revenue such as capitation fees should be detected and avoided by suitably modifying the rules of the constitution of the managing bodies.

In conclusion, we may say that the private institutions supplement the governmental effort, provide cheaper and sometimes better education and build up the self-reliance of the community. A carefully planned grants-inaid policy may go a long-way in accelerating their effort and in welcoming them as co-partners in the huge task of educating the millions in the country. Public co-operation is necessary for changing rules of grants-in-aid suitably. The state support should increase rather then decrease the challange to private enterprise and stimulate them to increase their popular support and the service they render to the cause of education in India.

Writer was Ex-Principal of our college and now Joint Secy of AHSEC,
Guwahati - Assam. ★★

Glimpses of the L.T.K. College: Past to present



Dr. L. Buragohain Principal

Lakhimpur Telahi Kamalabaria College was established on 22nd August in 1977 at Azad, North Lakhimpur. The name was given to present the name of three revenue mauzas under Lakhimpur District. At the initial stage the name Lakhimpur Telahi Kamalabaria was used but when the official correspondence began with the university at the govt. the abbreviated term L.T.K. has been used and now it is familiar to all by this abbreviated form.

The untiring effort of Late Indreswar Sarma, Late Kumud Sarma, Late Prabhat Borgohain, Md. N. Ahmed, Sri Tirthn Dutta, Sri Bhola Mahanta, D. Bhuyan and such other persons of the locality gave birth to this institution of higher education which is now celebrating Silver Jubilee. We extend our sincere and humble gratitude to all those whose benevolence, graciousness, generosity and active co-operation in all aspects have Brought the college to its present position. We also pay our deep homage to departed souls who were closely associated with this college. There have been many other organisation, individuals and officials whose sacrifices, association and help have brought the college to this present position. I may be excused for not mentioning the names of all the organisation and person associated with this institution.

Started with offering the Pre-Degree (then under University) courses in 1977 the college has grown in to a degree College in this rural area. It was brought under deficit system of grant-in-aid in 1987. Currently the classes are running from Higher Secondary to

Degree Courses in Arts Stream with major courses in Assamese, History, Political Science, Economic and Education. Science was introduced in the session 1994-95 and the Vocational Subject Industrial Fish and Fishery was also introduced in 1988. The Dibrugarh University is kind enough to accord temporary affiliation up to Degree Courses in Science General standard and formal permission to introduce Vocational Subject in Industrial Fish and Fishery on 7.11.2001.

The success or failure of and institution depends to a great extent upon the administrative capability and motivation of its top head. But because of frequent changes of Principals in the early part of this institution suffered greatly in its all round development. A man of dynamic and enthusiast character, the first Principal Late Prabhat Ch. Borgohain, the the poet for his O of first full :: Govt. service. Untimely death of first full time principal Late Debabrat Gogoi (22.8.77 to 4.6.78) and then Late Karuna Sarma (13.7.83 to 30.6.87) was a great loss to our college. Dr. Jitram Dutta, Msc. Ph. D. also left the college on 18.10.89. for his new as case C. Assam In the secretary, A.H.S.E.C. Assam. In the gap period Late D. Gogoi, Late K. Sarma and D. I. D. Late D. Gogoi, Late K. Sarma and Dr. J. Dutta, Shri N.C. Borgohain (from 5 6 78 to 12 7 22 (from 5.6.78 to 12.7.82 and from 18.11.86 to 12.7.88) and Md 11.89 7.1.88) and Md. H. Rahman (from 30.11.89) to 7.12.92) was remained incharge. From 8.12.92 Shri N.C. Borgohain took the responsibility of principalship and continued this post till his retirement on 31.1.01. After his retire ment I have taken over the charge of principalship.

In the long run of Twenty-five Years, the teachers, the office staff and the student community try hard to create on academic atmosphere in the college. Many students secured desired result and the overall pass percentage is quite satisfactory.

The teachers have also brought honour and prestige to the institution through academic achievements. Without the fellowship from U.G.C. Dr. L. Buragohain Dr. A. Begg Barbhuyan. Dr. Hamidur Rahman in Arts subject and Dr. Biju Borkakoti in Science obtained the Ph. D. Degree and Mrs. A. Rajkhowa, Mrs. B Saikia, Mr. Lila Bora, Mr. N.C. Gogoi and Mrs. P. Gohain have secured M. Phill Degree. Mrs. B. Saikia has submitted her thesis to D.U. for Ph.D. Degree.

So far the infrastructural facilities are concerned it is felt that with the change of Time the infrastructural facilities such as the class rooms, laboratories, Library, play ground, toilet have remained inadequate. Without Govt. and U.G.C. help it is not possible to construct buildings, Library etc. with the meagre resources of its own. The college has been registered under U.G.C. Act. only on 1998 and a considerable amount have been received under head of Books & Journal, Laboratory equipments and for vocational Education grant in Industrial Fish and Fishery. From the day of my joining as Principal on 1.2.01. Rs. 45,000/- for Books & Journals, Rs. 16,000/for Seminar and Rs. 3,25,000 as building grant have been received from the U.G.C. With this grant two rooms has already been completed.

I also offer my hearty gratitude to my colleagues and office staff who hearty contributed Rs. 60,000/- for development of the existing building. With their help the doors and windows of the old building replace by new

ones and plastering of the floor has been done.

The Deputy Commissioner, Lakhimpur, North Lakhimpur has sanction a grant of Rs. 1,50,000/- through D.R.D.A. for construction of a community hall. So far an amount of Rs. 80,000/- have been received and with the addition of college fund a building measuring 48'x 14' with an Eight feet varanda has been completed and will be inaugurated on auspicious occasion of Silver Jubilee. I also offer my gratitude to Shri Naren Sarma and his family for donating the college gate of G.B. of this College.

For the lack of hostel facilities many students coming from remote areas to our college could not even complete their college education. Hence hostel facilities are felt highly necessary. A plan and estimate for hostel with proper permission from concerning authority has already been submitted to U.G.C. The plan and estimate for library, permanent boundary wall and additional class room has been prepared and processed for grant from the W.P.T. and B.C. Dev. Dept. Govt. of Assam, local M.P. and M.L.A. and few philanthropic organisation of the North Lakhimpur Town.

Silver Jubilee Celebration:

L.T.K. College has crossed the historic landmark of twenty-five years on 22nd August, 02 To celebrate the completion of landmark as the Silver Jubilee Year of this August institution a meeting of the college authority, public, teachers, employees and students was held on 30.9.01. Accordingly several social and welfare programmes for society and student community as well have been undertaken.

- a) A seminar on topic (Present Examination Systems: Its drawbacks and remedy) was held on 28.11.01.
 - b) Alumni meets on 11th August, 02.

- c) Health checkup and awareness programme was organised at Kutuharguri of Khaga on 13th August, 2002.
- d) Tree plantation programme was undertaken under "Sewuji Dhara Scheme" of Assam police Dept.
- e) District level quiz competition was organised on 5th September, 02.

Again in the meeting held on 30.9.01. closing ceremony of the year long jubilee celebration is resolved to held with a three day long programme from 28th to 30th January. 2003. As a part of the programme a National Seminar on "The Present Higher Education System and its Challenges" have been organized and several scholars of national reputation are to participate as resource persons on the 30th January, 03 a general meeting is organized and Dr. K. Pathak, V.C.D.U., Sit. Silvious Kondpan, Vice Chairman, State Planning Board, Sjt. Pankaj Bora, Hon'ble Education Minister, Local M.P. and M.L.A. are invited to grace the open meeting. It is hoped that the year long jubilee celebration could come to a successful end.

Epilogue:

We are all aware that the age old education system will not equip the students folk to be confident and competent to face the challenges of the new trends of the world. Hence various experiments are being made in the educational field. There was a time when higher education was meant to develop certain faculties totally unrelated to the job market. Things stand radically changed now. Degrees and jobs have became totally interdependent. Therefore it is no longer possible to keep higher education away either from getting evaluated for the quality of its product or the manner in which this product are ready for the present competitive market.

Following the example of Quality Assurance Agencies in higher education on the other part of the world, the U.G.C. of India has established the National Assessment and Accreditation Council (NAAC) in 1994 at Bangalore and entrusted it with the task of performance of evaluation, assessment and accreditation of universities and colleges of our country. The NAAC has identified the following seven criteria to serve as the basis of its assessment procedures.

- i) Curricular aspects.
- ii) Teaching learning and evaluation.
- iii) Research, consultancy and extension.
- iv) Infrastructure and learning resources.
- v) Student support and progression.
- vi) Organisation and management.
- vii) Healthy practices.

After assessment the accredited institution will be graded on a Nine Point Scale. Although it has been said that assessment, acof the institution by NAAC is voluntary on the part of the institution. The U.G.C. has already in nort to advocation based developmental support to educational institution will be related to the out come of the assessment and accreditation by NAAC The tation by NAAC. No doubt the outcome of the institutional account of the institution account institutional assessment and accreditation result will have it was an accreditation result. sult will have it effects on the state's educa-

So it is a high time for the college auty, teachers thority, teachers as well as employees to changes the mindset to bring about the desired change of rising and bring about the desired change of rising quality of higher education.

If the entire teach: If the entire teaching quality of higher educations solved that day will community takes a resolved that day will work for quality and excellence in educational institution, every thing else would come automatically.

SCIENCE STREAM IN L.T.K. COLLEGE

Shri Narayan Chandra Gogoi M.A., M. Phil.

L.T.K. College established in 1977 and brought under the deficit system of grant in Aid w.e.f. 1.1.87 is the creation of the educationist and lovers of education of the three Mouzas i.e. Lakhimpur, Telahi and Kamalabaria, 22nd August is the foundation day of the college which is celebrated every year with a day long programme. On the foundation day of the 22nd August 1993 attending the open meetting some foresighted lovers of education expressed their opinion of introducing the science stream in the college. In the same meetting a proposal was adopted unanimously for introducing science stream and it was sent to the governing body of the college for consideration.

Shri Narayan Chandra Borgohain the then principal of the college placed the proposal of the open meetting before the two G.B. meetings held on 08.09.93 and 25.06.94. The G.B. members discussed the matter but the pancity of the college fund discouraged them. The G.B. meeting, therefore, resolve to raise the college fund to introduce the science stream from the academic session 1994-95.

Principal Shri Narayan Chandra Borgohain who had great faith in the sprit of the local people in establishing new institution held a meeting at the college on 1.7.94

by inviting all the local people and the teachers and employees of the college. Kumud Sharma, former Secretary of the college, Dr. Puspa Borah, the then head of the department, physics, N.L. College also attended the meeting. Valuable suggestion and assurance of full co-operation in this venture encouraged the college authority and led to a final decision of introducing the Science stream at L.T.K. College from the accademic session 1994-95.

After the public meeting held on 1.7.94 every arrangement was made for introducing the science stream. A temporary building of bamboo wall measuring the size 100 ft. by 25ft. was built by procuring the bamboo from the local people who donated it munificently. Dr. Jitram Dutta, former Principal of L.T.K. College and then Deputy Secretary of A.H.S.E.C. inspected the college and verbally assured to accord permission for the Science stream in the Higher Secondary level. The G.B. meeting held on 8.8.94 resolved to introduce the science stream from the academic session 1994-95 and adopted a proposal requesting A.H.S.E.C. and the authority of the Dibrugarh University to accord permission for it. The G.B. meeting also authorised the principal to appoint qualified teachers to observe formality later on. In accordance with the decision of the G.B. meeting the Principal appointed the following teachers in the science stream on quite temporary basis.

1. Shri Ranjan Kumar Zoology.

2. Shri Chandan Gogoi Physics.

3. Shri Atul Gogoi Physics.

4. Miss Biju Borkataki Botany.

5. Miss Marami Gohain Chemistry.

6. Miss Mouchumi Konwar Chemistry.

The G.B. meeting held on 7.11.94 regularised their service since the date of their joining.

Honourable Chief Minister Hiteswar Saikia visited the College on 03.09.95 and laid the foundation stone of the science building. He also granted an amount of Rs. 100000.00 (Rupees One Lakh) from lottery fund for the construction of the building. The permanent science building measuring 100 ft. by 25 ft. remained in its half built condition after the full expenditure of the abovementioned Chief Minister's grant. Therefore a Fund Raising Committee was formed where I was appointed as secretary and principal being the president. The Fund Raising Committee collected nearly an amount of Rs. 90,000.00 (Rupees ninety thousand) by making arrangement of a gift coupon, a show of a cinema and the staging of a theatre. By spending this amount of money the half built science building was completed making it fit for class room and giving laboratory facilitries.

The new science building was inaugurated by Shri Hamendra Kumar Gogoi, then principal, North Lakhimpur College on the

foundation day of 22nd August 1998. In all the developmental works of the science stream specially in raising the fund for it all the teachers and employees of the college showed unforgetable selfless co-operation. In 2002, through another gift coupon, where Dr. Hamidur Rahman was secretary and principal Dr. Labanya Buragohain was president, nearly an amount of Rs. 1,30,000.00 (one lakh thirty thousand), has been earned for different expenses of the stream including the laboratory facilities.

Badan Saikia, the honourable Director of College Development Council D.U. visited the college and after his visit the college obtained permission for degree classes in the science stream in 1996. But the college had to wait for a long time to be affiliated to the university due to non-availability of sufficient laboratory facilities. In 2002 Dr. Khetradhar Gogoi, the honourable Director of College Desame year the science stream was affiliated to the Dibrugarh University.

Now the science stream of the college is waiting for its final phase of development the attainment of which will fullfill the great locality and well-wishers of the institution.

The writer is a lecture of our college, Head, Deptt. of English.

THE SEMINAR HELD AT L.T.K COLLEGE

Baharul Islam

Seminars and conferences are intended to bring together the academicians and experts from different parts of the country and abroad for exchange of knowledge and ideas and an indepth analysis of the subject also for the participants to become up-to-date in their subject areas.

Seminars and conferences should focus on presentation of papers based on research and ideas for enhanching of knowledge and ideas in the respective areas of study and research. The outcome should contribute to knowledge development, promoting the quality of teaching, research and outreach strategies. Every seminer and conference should result in the publication of the papers presented in the seminer or conference and the proceeding which includes the discussions which took place and the recommendations.

The Colleges which are eligible under Section 2 (f) and 12 (b) of the UGC Act need to apply for assistance under the scheme of seminars and conferences. For an interanational conference, before announcing the actual date of conference and without referring the proposal to the UGC, the organizing University or College may first obtain clearance from the Ministry of External Affairs, Govt. of India, well in advance to avoid delay for organization of such international conference.

In case of seminars free food and lodging may be provided to the participants with the financial support of the UGC. Participants may also be charged registration fees. The daily ex-

penditure on foreign participants should not exceed Rs. 700.00 per day per head for food and lodging. But payment for travel from and outside India is not permissible under the scheme. For out-station participants, travelling allowance at the rate applicable for faculty members of the University can be paid. However, the organizing college may limit its expenditure for organizing the seminar to Rs. 50,000/- only. A college may organize state and national level conference, not more than two in a year so as enable others also to share the limited resource equally. The UGC contribution in the case of a state level conference is limited to Rs. 65,000/and that for a national conference to Rs. 75,000/ -. A college may also organize an international conference once in a year. The UGC contribution is within the overall limit of Rs. 1.50 lakh.

A UGC sponsored seminar titled "High landers Vs. Low landers: Problems of Socio-Economic Interaction of North Eastern Region of India with special reference to the District of Lakhimpur" was successfully organized for the first time at L.T.K. College on 15th and 16th Feb, 1999. Considering the growing disharmony and disintegration between the hill states of North Eastern Region and their plain counter part the seminar was an attempt at indepth study and analysis of the underlying reasons and to find out ways and means to re-establish the traditional socio-economic as well as cultural bond between the hills and plains. Several scholars of national reputation participated in the two day long seminar as resource persons and threw light on the topic from different angles. In all nine papers wer presented in the seminar.

Dr. M. Taher, Retd. Professor, Gauhati University, dealt with the topic "The Duars of Assam". In his paper he explains the historical significance of the Duars in the socio-economic life of the inhabitants of the hills and the plains. In all there were thirty nine 'Duars' found to have been used by the high landers. Along with economic necessity socio-cultural interaction took place between them through these 'Duars'. Some times there were political compromises over the right of these 'Duars'. The hill people used these 'Duars' for religious purposes also. Pilgrims from the adjoining hills used to come through them to the places of worship like - Haigrib Temple, Malini Than, Bhairab Kunda etc.

As result of socio-economic and cultural blending, there was peaceful co-existance among all the tribes. There were only two instances of major conflicts between the high landers and the low landers during the six hundred year long reign of the Ahom rulers.

Dr. J. N. Phukan, Retd. Professor, Gauhati University, presented a paper titled "Low Lander Vs High Landers : Some Historical Aspects". According to him, there was a good relationship between the hills and the plains even before the coming of the Ahoms. The Ahoms had good relationship with the hill people not only in Assam but in their original place in the province of Yunan and Myanmar. There were economic, cultural and social exchanges among the tribes. But later the British administration changed the economic relationship in the North Eastern Region and monetary sysytem began. This affected the close relationship of the tribes. About the problem of disintegration among the tribes, his conclusion is that it cannot be wholly solved but can be kept under control.

Dr. Dambarudhar Nath, Professor, Dibrugarh University, presented a paper on the subject "Some Aspects of Early Detribalization

in Assam". He points out that most of the tribal people including the Koches and the Chutias came down from the hills of the North and almost ninety percent of the population was tribal. Gradually they lost their tribal character as a result of the contact with the Aryans, primarily the Brahmins. The Brahmins spread their religion and culture among the tribals, and thus the tribals were converted into Hinduism. The Brahmins also began to sanskritise the tribal vocabulary. Popular Gods and Goddes were sanskritsed. The New vaishnavite movement also converted some tribals into Hindus. Along with the Brahmins, caste system also came into existance. Again as a result of giving large scale land settlement into the Brahmins, the peasants were left with small amount of land and this led to the breakdown of the joint family of the tribals and detribalized their economy. The paper suggests a positive approach on the part of the advanced sections of the society to co-operate with and achieve socio-economic development of the

In his paper "Politicalisation of Low Land and High Land Dichotomy: A colonial Phukan, Dibrugarh University, points out that Assam but the hill people were kept separately the socio-econimic disintegration in the North nation of the powerfull middle class which led tem, economic disparity of various sections, the cal aspiration of various groups

In his speech Dr. B. Borthakur mentions that a lot of tribes and races lived here even be rule unified them into a greater Assam. The main pointed out by him, are the rise of regionalism

and the increase of terrorist activities. According to him, unless peace prevails people cannot come closer. Again casteism and religious intolerance stand in the way of social interaction.

However, Dr. Borthakur ends his speech with a positive note citing some examples of efforts taken by Late Padmanath Gohain Boruah. The rule of the Satras is highly praised for their efforts to bring about socio-cultural integration.

Dr. L. Buragohain, L. T. K. College, presented a paper filled "Relations of the Ahom Rulers of Assam with the Hill Tribes with Special Reference to the Daflas (Nishi)". She deals with a historical account of the cordial relationship maintained by the Ahoms with this hill tribe. The Daflas came down to the plains through the 'Duars' between 'Na-duars' and 'Chaiduar' for economic as well as social purposes. To prevent occasional raids into the villages of Assam the Daflagarh was built. But they were allowed to carry on trade and commerce with the plains. This liberal attitude of the Ahom rulers helped immensely in keeping a peacefull relation with the tribe.

Dr. H. Rahman, L.T.K. College, presented a paper titled "Socio-Economic Interactions Between The Hills and The Plains of North Eastern Region. Through Infrastructural Development with reference to Lakhimpur District." Emphasizing the importance of infrastructure for socio-economic co-operation, he states that nominal railway network in the hill states, inadequate development of road transport and the deplorable state of railway network hamper the socio-economic co-operation in the region. He also points out that electricity is another important infrastructure but there is no sufficient power generation in the region inspite of having enough potentialities. His paper ends with an appeal to the intellactuals and the authority act unitedly to remove the infrastructural bottleneck for developing socio-economic relationship.

In her paper "The Mishimis and their Re-

lation With the Ahom Rulers Till The British Intervention". Mrs. Bina Saikia dealt with the relationship between the Ahoms and the Mishimis. There was almost pecefull co-existence between them except one major disturbance created by the Mishimis. As a result the Mishimigarh was built. Trade and Commerce also took place between the Mishimis and the Ahoms.

The last paper of this seminar was presented by Shri L. Bora, L.T.K. College, He points out that economic exchanges took place through the barter system. He cites examples from folk songs and idioms. He also mentions the work done by late Mohendra Sabhapandit for developing socio-cultural bond between the hills and the plains. His conclusions is that through cultural and literary activities we can re-establish our traditional relation with the hill people.

At the end of the seminar, proposals were adopted for developing socio-economic and cultural relation between the hills and plains and also for providing scope for research work in the field and sent to the cocerned authorities.

The second UGC Sponsored seminar on the subject "The Present Examination System: Its Drawbacks and Remadies was held on 28th November, 2001. Besides several resource persons, a few participants of the host college and guest colleges also presented papers on this much talked-about subject. Dr. K. K. Deka, Registrar, Dibrugarh University, was to participate in the seminar. But because of his more important engagement he could not be physically present at the seminar; he sent a very thought provoking paper to be read out. Smt. R. Phukan, Principal. Lakhimpur P.G.T. College, Prof. S. Singh, Head, Dept. of English, N.L. College, Father Job of C.K. Mission, Doolahat, participated in the seminar as resource persons. In all ten papers wer presented and more than one hundred fifty lecturers of different colleges participated in the seminar.

Some of the most common drawbacks found out by the resource persons as well as the paper presenters are given below:-

- 1. Teachers lack innovative and evaluating methods. They are reluctant to make new experiments for fear of criticism and conflict with the authority.
- 2. Question papers do not contain a representative sample from the syllabus. Students can safely ignore parts of the syllabus as there are provisions for overall option in the question papers.
- 3. Some question are vague and open to varied interpretation by the examiners and the examinees.
- 4. Question papers do not contain proper instructions to the examiners and the examinees.
- 5. While evaluating the answerscripts, the examiners seldom use the full range of marks.
 - 6. The system of grace marks is unsound.
- 7. Many question papers do not measure the full abilities of the students. Again, a limited number of questions are not enough to justify the teaching of the whole course.
- 8. Inadequate number of examiners and lack of infrastructure stand in the way of proper evaluation.
- 9. The present examination system encourages notes learning and breeds a variety of evils ranging from leakage of question papers and mass copying to the threatening of the invigilators and the bribing of the examiners.
- 10. It is fully examination oriented, which makes a mockery of the basic purpose of education.
- 11. The goal of exmination is only degrees and certificates and the originality and creativity of the students are not encouraged and tested.
- 12. The syllabus and the working days do not fit into each other. Most often the syllabus is too long to be taught within the time frame.

- 13. The education system gives importance only to annual or final examinations and pays little attention to continuous evaluation.
- 14. Examinations are held after long intervals and it takes unusually a long time for the evaluation of answerscripts and the declaration of results
- 15. There is no ideal scale for evaluation of answere scripts. Subjective approach of the question setters and the examiners is a major drawback.
- 16. Question setter neglect the objectives of education, namely knowledge, understanding and application. So the examination system encourages cramming rather than understanding.
- 17. Sometimes the present examination system brings about psychological effect upon the students and they suffer from disappointment, frustration and jealousy.

The resource persons as well as the paper presenters also put forward some suggertions for removing the drawbacks. Some of the remedial steps suggested by them are summarised below :-

- 1. Teacher should learn the process of teaching and evaluation. For this purpose semi-
- nars and workshops should be held regularly. 2. Question papers should include essay type, short type, very short type and objective type questions covering the whole syllabus and proper weightage should be given to different
- 3. The question papers should include items of graded difficulty. They should also include questions for measuring different objections tive e.g. understanding questions, knowledge questions, skill questions and questions aimed
- at measuring creativity, analytical ability etc. 4. The questions of the previous year should not be repeated in the same form. They should be new and original.
- 5. A clear cut instruction should be provided to the question setter.

- 6. The scope of answers, wherever possible, should be mentioned along with essay type questions, e.g. "Answer within 200 words" etc.
- 7. There should not be overall option so that students can not ignore any part of the syllabus. However, internal option for a few questions may be given.
- 8. Question answer booklets like those of the competitive and entrance examinations should be prepared.
- 9. The semester system should be introduced at the college level for better results and the results should be declared within the stipulated period of time.
- 10. The backlog system should be abolished.
- 11. Teachers from the grassroot level should be involved in the preparation of the curriculum.
- 12. A marking scheme should be prepared along with the question paper by the paper setter in order to minimize the element of subjectivity of the examiners.
- 13. Proper steps should be taken to get feedback during the course of study.
- 14. The seemingly secret system of evaluation should be replaced by a transparent and participative system of evaluation.
- 15. There should be proper co-ordination among those who prepare the syllabus, teach the students, those who prepare the question paper and those who fix the working days for educational institutons.
- 16. Above all there should be overall administrative reforms in the system for proper implimentation of any kind of reformation.

The seminar came to a successful end with the adoption of several proposals to be putforward to higher authorities like the UGC and Dibrugarh University.

Again, a National Seminar on the subject "The Present Higher Education System and Its Challanges" is origanized on 29th Jan, 03 as a part of the closing ceremony of the Silver Jubilee Year Celebration of the College. Higher

Education in India has come in for much attention in recent years and reasons are not far to seek. Several issues like equity Vs excellence, privatization of universities, the growth self financing colleges and emergence of open universities are increasingly getting into focus. Considering the UGC's scheme vocationalizing first degree education, urgency for the linkage between work experience and theoritical knowledge and employability and socio-economic relevance and the importance of moral education, the ticklishness of he Central and State Governments whether higher education should continue to be subsidised, it is thought timely to organize such a seminar to bring awareness among teachers and students as well for tackling the new challanges emerging out of the situation.

Several scholars of national reputation have consented to grace the seminar as resource persons. Prominent among them are Dr. S.B. Medhi, Retd. I.A.S. and Special Representative of National Human Right Commission, New Delhi, Dr. J.C. Soni, Dean Faculty of Education, Arunachal University, Prof. A. Mannan, Gauhati University.

Source

- 1. Guidlines for Organization of Seminar/Conference by the Colleges Revised for the IXth Plan Period.
- 2. Rapporteurs' Note: "Low Landers Vs High Landers: Problems of Socio-Economic Interaction in the North East India with special Reference to the District of Lakhimpur".
- 3. Rapporteurs' Note: "The Present Examinations System: Its Drawbacks and Remadies".
- 4. "Studies In Higher Education" edited by V.T. Patil, Virat Publication. □□

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লক্ষীমপুৰ তেলাহী কমলাবৰীয়া মহাবিদ্যালয় প্ৰতিষ্ঠাৰ পৰা ৰূপালী জয়ন্তী বৰ্ষলৈকে

পৰিচালনা সমিতিৰ দায়িত্ব বহন কৰা বক্তিসকলৰ তালিকা তলত উল্লেখ কৰা হ'ল-

ইং ৩/৭/৭৭ চন (প্ৰতিষ্ঠাপক পৰিচালনা সমিতি)

रे ४/৫/१४

- ১) স্বৰ্গীয় ইন্দ্ৰেশ্বৰ শৰ্মা সভাপতি
- ২) শ্রীতীর্থনাথ দত্ত উপ-সভাপতি।
- ৩) মঃ নুৰুদ্দিন আহমদ উপ-সভাপতি।
- ৪) স্বর্গীয় কুমুদ চন্দ্র শর্মা সম্পাদক
- ৫) স্বৰ্গীয় প্ৰভাত চন্দ্ৰ বৰগোঁহাই যুটীয়া সম্পাদক
- ৬) গ্ৰী নিৰ্মল চন্দ্ৰ বৰা— যুটীয়া সম্পাদক।
- ৭) শ্ৰী বংশীধৰ শৰ্মা সদস্য।
- ৮) গ্রীগুণকান্ত গগৈ— সদস্য।
- ৯) শ্রীদেরেন্দ্র নাথ ভূঞা— সদস্য।
- ১০) শ্ৰী ডিম্বেশ্বৰ দাস— সদস্য।
- ১১) শ্ৰীহেমন্ত কুমাৰ বৰুৱা— সদস্য।
- ১২) মঃ জমিৰ উদ্দিন আহমদ— সদস্য।
- ১৩) ডাঃ হেমচন্দ্ৰ বৰুৱা--- সদস্য।
- ১৪) শ্ৰী ভোগেশ্বৰ দত্ত— সদস্য।
- ১৫) শ্রী হেমচন্দ্র মহন্ত সদস্য।
- ১৬) শ্ৰী ৰত্ন বৰা সদস্য।
- ১৭) শ্রী বিপিন দত্ত— সদস্য।
- ১৮) গ্রী ভোলা নাথ মহন্ত— সদস্য।
- ১৯) শ্ৰী ইন্দ্ৰ বৰা সদস্য।
- ২০) শ্ৰীমতী ক্ষীৰদা কাকতি সদস্যা।
- ২১) শ্ৰী মতী কুশপ্ৰভা ৰাজখোৱা সদস্যা।
- ২২) শ্ৰীকৰ্ণেশ্বৰ দলে সদস্য।
- ২৩) শ্ৰী ধৰণী দাস সদস্য।
- ২৪) গ্রী তুলসী দত্ত সদস্য।
- ২৫) শ্ৰী বগাৰাম বৰগোঁহাই সদস্য।
- ২৬) শ্রী চন্দ্র দত্ত সদস্য।
- ২৭) শ্ৰী কীৰ্তিনাথ বৰগোঁহাই সদস্য।
- ২৮) শ্ৰী ভদ্ৰেশ্বৰ দাস সদস্য।
- ২৯) অধ্যক্ষ, লঃ তেঃ কঃ মঃ সদস্য।
- ৩০) স্বৰ্গীয় গোবিনচন্দ্ৰ বৰা, এম. এল. এ. সদস্য।
- ৩১) স্বৰ্গীয় ব্ৰজেন গগৈ সদস্য।
- ৩২) স্বৰ্গীয় খগেন হিলৈদাৰী সদস্য।

- ১)স্বৰ্গীয় ইন্দ্ৰেশ্বৰ শৰ্মা সভাপতি।
- ২) মঃ নুৰুদ্দিন আহমদ উপ-সভাপতি।
- ৩)স্বৰ্গীয় কুমুদ চন্দ্ৰ শৰ্মা সম্পাদক।
- ৪)স্বৰ্গীয় প্ৰভাত চন্দ্ৰ বৰগোঁহাই যুটীয়া সম্পাদক।
- ৫) শ্ৰী নিৰ্মল চন্দ্ৰ বৰা যুটীয়া সম্পাদক।
- ৬) শ্রী আনন্দ চন্দ্র দত্ত সহ-সম্পাদক।
- ৭) মঃ হামিদুৰ ৰহমান সহ-সম্পাদক।
- ৮) শ্রী যোগেন গগৈ সদস্য।
- ৯) শ্রী মনোমোহন শইকীয়া সদস্য।
- ১০) শ্রী নবীনচন্দ্র দত্ত সদস্য।
- ১১) শ্ৰী হেমেশ্বৰ কলিতা সদস্য।
- ১২) শ্রী টঙ্ক দত্ত সদস্য।
- ১৩) শ্ৰী পৰেশ বৰা সদস্য।
- ১৪) খ্ৰী লিকেশ্বৰ হাজৰিকা সদস্য।
- ১৫) শ্রী যোগেন ভূঞা সদস্য।
- ১৬) শ্ৰী শূল বৰা (প্ৰাক্তন বিধায়ক) —সদস্য। ১৭) ন্ত্রী জ্যোতি দত্ত — সদস্য।
- ১৮) শ্রী মানিক চুতীয়া সদস্য।
- ১৯) শ্ৰী কালিৰাম দত্ত্ত সদস্য।
- ২০) শ্রী হেমচন্দ্র মহন্ত সদস্য।
- ২১) শ্ৰী কীৰ্তিনাথ বৰগোঁহাই সদস্য। ২২) শ্রী তীর্থনাথ দত্ত্ত — সদস্য।
- ২৩) শ্ৰী সৰুকণ বৰা সদস্য।
- ২৪) শ্রী বিপিন দত্ত সদস্য।
- ২৫) শ্রী গুণকান্ত গগৈ সদস্য। ২৬) শ্ৰী ৰত্ন বৰা — সদস্য।
- ২৭) শ্রী কুশল নাথ শাস্ত্রী সদস্য।
- ২৮) শ্রী ভোলানাথ মহন্ত সদস্য।
- ২৯) শ্ৰী বংশীধৰ শৰ্মা সদস্য।
- ৩০) শ্ৰী দেউৰাম হাজৰিকা সদস্য।
- ৩১) শ্ৰী বিৰাচন কুটুম সদস্য। ^{৩২)} শ্ৰী ভদ্ৰেশ্বৰ দাস — সদস্য।

লঃ তেঃ কঃ মহাবিদ্যালয়— ৮৬

- ৩৩) শ্রী জীৱন চন্দ্র দত্ত সদস্য।
- ৩৪) শ্রী এল. শর্মা সদস্য।
- ৩৫) গ্ৰী ইন্দ্ৰ বৰা --- সদস্য।
- ৩৬) শ্রী দেৱেন্দ্র নাথ ভূঞা সদস্য।
- ৩৭) শ্ৰী হেমস্ত কুমাৰ বৰুৱা সদস্য।
- ৩৮) শ্ৰী ভোগেশ্বৰ দত্ত সদস্য।
- ৩৯) শ্রী চন্দ্র নাথ দত্ত সদস্য।
- ৪০) ডাঃ হেমচন্দ্ৰ বৰুৱা সদস্য।
- ৪১) শ্ৰীমতী ইন্দ্ৰেশ্বৰ দত্ত সদস্য।
- ৪২) শ্ৰী কুশ প্ৰভা ৰাজখোৱা সদস্যা।
- ৪৩) স্বৰ্গীয় ইন্দ্ৰেশ্বৰ দত্ত সদস্য।
- ৪৪) মঃ কেৰামত আলি সদস্য।
- ৪৫) শ্ৰী পুনাৰাম পুখুৰীপৰীয়া সদস্য।
- ৪৬) শ্ৰী গোবিন চন্দ্ৰ বৰা সদস্য।
- ৪৭) শ্ৰী খগেন হিলৈদাৰী সদস্য।
- ৪৮) শ্ৰীমতী ক্ষীৰদা কাকতি সদস্যা।

ইং - ২৭/৬/৭৯

- ১) মঃ নুৰুদ্দিন আহমদ সভাপতি।
- ২) শ্রী তীর্থনাথ দত্ত উপ-সভাপতি।
- গ্ৰী কালিৰাম দত্ত উপ-সভাপতি।
- 8) শ্রী ভোলা নাথ মহন্ত সম্পাদক।
- প্ৰী নিৰ্মল চন্দ্ৰ বৰা যুটীয়া সম্পাদক।
- স্বৰ্গীয় প্ৰভাত চন্দ্ৰ বৰগোঁহাই যুটীয়া সম্পাদক।
- ৭) শ্রী আনন্দ চন্দ্র দত্ত সহঃ সম্পাদক।
- ৮) মঃ হামিদুৰ ৰহমান সহঃ সম্পাদক।
- ৯) শ্রী যোগেন গগৈ সদস্য।
- ১০) শ্রী মনোমোহন শইকীয়া সদস্য।
- ১১) শ্রী নবীন চন্দ্র দত্ত সদস্য।
- ১২) শ্ৰী হেমেশ্বৰ কলিতা সদস্য।
- ১৩) গ্রী টঙ্ক দত্ত সদস্য।
- ১৪) শ্ৰী পৰেশ বৰা সদস্য।
- ১৫) শ্ৰী লিকেশ্বৰ হাজৰিকা সদস্য।
- ১৬) শ্রী যোগেন ভূঞা সদস্য।
- ১৭) শ্ৰী শূল বৰা সদস্য।
- ১৮) গ্রী জ্যোতি দত্ত সদস্য।
- ১৯) গ্রী মানিক চন্দ্র চুতীয়া সদস্য।
- ২০) শ্ৰী কীৰ্তিনাথ বৰগোঁহাই সদস্য।
- ২১) শ্রী হেমচন্দ্র মহন্ত সদস্য।
- ২২) গ্রী বিপিন দত্ত সদস্য।

- ২৩) শ্রী গুণকান্ত গগৈ সদস্য।
- ২৪) শ্ৰী ৰত্ন বৰা সদস্য।
- ২৫) শ্রী কুশল নাথ শাস্ত্রী সদস্য।
- ২৬) শ্ৰী বংশীধৰ শৰ্মা সদস্য।
- ২৭) শ্ৰী দেউৰাম হাজৰিকা সদস্য।
- ২৮) শ্ৰী বিৰাচন কুটুম সদস্য।
- ২৯) শ্ৰী ভদ্ৰেশ্বৰ দাস সদস্য।
- ৩০) ডাঃ হেমচন্দ্র বৰুৱা সদস্য।
- ৩১) শ্ৰী ইন্দ্ৰ বৰা সদস্য।
- ৩২) শ্রী দেৱেন্দ্র নাথ ভূঞা সদস্য।
- ৩৩) শ্ৰী হেমন্ত কুমাৰ বৰুৱা সদস্য।
- ৩৪) শ্ৰী ভোগেশ্বৰ দত্ত সদস্য।
- ৩৫) শ্রী চন্দ্রনাথ দত্ত সদস্য।
- ৩৬) শ্ৰীমতী ক্ষীৰদা কাকতি সদস্যা।
- ৩৭) শ্ৰীমতী কুশপ্ৰভা ৰাজখোৱা সদস্য।
- ৩৮) স্বৰ্গীয় সৰুকণ বৰা সদস্য।
- ৩৯) স্বৰ্গীয় খগেন হিলৈদাৰী সদস্য।
- ৪০) স্বৰ্গীয় ইন্দ্ৰেশ্বৰ দত্ত সদস্য।
- ৪১) স্বৰ্গীয় কেৰামত আলি সদস্য।
- ৪২) স্বৰ্গীয় পুনাৰাম পুখুৰীপৰীয়া সদস্য।
- ৪৩) স্বৰ্গীয় জীৱন চন্দ্ৰ দত্ত সদস্য।
- ৪৪) স্বৰ্গীয় গোবিন্দ চন্দ্ৰ বৰা সদস্য।

रे१- ১৯/१/४० हन।

- ১) মঃ নুৰুদ্দিন আহমদ সভাপতি।
- ২) শ্রী তীর্থ নাথ দত্ত উপ-সভাপতি।
- ৩) শ্ৰী কালিৰাম দত্ত উপ-সভাপতি।
- 8) শ্রী ভোলা নাথ মহন্ত সম্পাদক।
- ৫) শ্ৰী নিৰ্মল চন্দ্ৰ বৰা যুটীয়া সম্পাদক।
- ৬) স্বৰ্গীয় প্ৰভাত চন্দ্ৰ বৰগোঁহাই যুটীয়া সম্পাদক।
- ৭) শ্রী আনন্দ চন্দ্র দত্ত সম্পাদক।
- ৮) মঃ হামিদুৰ ৰহমান সহঃ সম্পাদক।
- ৯) শ্ৰী ভৱ হাজৰিকা সদস্য।
- ১০) শ্ৰী প্ৰফুল্ল বৰুৱা সদস্য।
- ১১) শ্ৰী গুণ হাজৰিকা সদস্য।
- ১২) শ্রী লীলা দত্ত সদস্য।
- ১৩) শ্ৰী সৰুল'ৰা শইকীয়া সদস্য।
- ১৪) শ্রী দেরেন সোণোরাল সদস্য।
- ১৫) শ্ৰী গুণাৰাম নাথ সদস্য।
- ১৬) শ্ৰী মালিৰাম সোণোৱাল সদস্য।

- ১৭) শ্রী মোহন শইকীয়া সদস্য।
- ১৮) শ্ৰী গোলাপ বৰা সদস্য।
- ১৯) শ্রী মদন চেতীয়া সদস্য।
- ২০) শ্ৰী শৰৎ গগৈ সদস্য।
- ২১) শ্রী ঘন মহন্ত সদস্য।
- ২২) ডাঃ যতীন গগৈ সদস্য।
- ২৩) শ্ৰী জিতেন বৰা সদস্য।
- ২৪) শ্ৰী গুণাৰাম দত্ত সদস্য।
- ২৫) শ্রী মদন বৰুৱা সদস্য।
- ২৬) শ্ৰী বাপাৰাম দাস সদস্য।
- ২৭) শ্রী গোলাপ ভূঞা সদস্য।
- ২৮) শ্ৰী পূৰ্ণ বৰা সদস্য।
- ২৯) শ্রী সুশীল দত্ত সদস্য।
- ৩০) শ্ৰী চবিন ৰাজখোৱা সদস্য।
- ৩১) শ্ৰী যজ্ঞোনাৰায়ণ সন্দিকৈ সদস্য।
- ৩২) শ্ৰী ৰেৱত দাস সদস্য।
- ৩৩) শ্ৰী বুদ্ধেশ্বৰ শইকীয়া সদস্য।
- ৩৪) শ্ৰী শৰৎ গগৈ সদস্য।
- ৩৫) শ্রী অচ্যুৎ মহন্ত সদস্য।
- ৩৬) শ্রী হলি ভূঞা সদস্য।
- ৩৭) ডাঃ ক্ষীৰেশ্বৰ হাজৰিকা সদস্য।

লঃ তেঃ কঃ মহাবিদ্যালয়ে চৰকাৰৰ পৰা স্বীকৃতি পোৱাৰ পাছত ইং ১৬/৬/৮১ তাৰিখে চৰকাৰী নীতি অনুসৰি পৰিচালনা সমিতি গঠন কৰা হয়। সেই পৰিচালনা সমিতিৰ সদস্য সকল হ'ল —

ইং- ১৬/৬/৮১ চন।

- ১) শ্ৰী শিশুৰাম পেগু, সদৰ মহকুমাধিপতি সভাপতি।
- ২) শ্ৰী ফুলেন্দ্ৰ নাথ চহৰীয়া, সহকাৰী স্কুল পৰিদৰ্শক —

সম্পাদক।

- ৩) মঃ হামিদুৰ ৰহমান উপাধ্যক্ষ যুটীয়া সম্পাদক।
- 8) শ্ৰী শূল বৰা, বিধায়ক সদস্য।
- ৫) শ্ৰী বাপাৰাম দাস সদস্য।
- ৬) শ্রী দেৱেন্দ্র নাথ ভূঞা সদস্য।
- ৭) শ্ৰী হেৰম্বদেৱ শৰ্মা সদস্য।
- b) স্বৰ্গীয় খগেন হিলৈদাৰী সদস্য।
- ৯) স্বৰ্গীয় লেখন লাহন সদস্য।
- ১০) স্বৰ্গীয় প্ৰভাত চন্দ্ৰ বৰগোঁহাই সদস্য।

ইং-১১/৯/৮৩ চন

- ১) মঃ নুৰুল হক, সদৰ মহকুমাধিপতি সভাপতি।
- ২) মঃ হামিদুৰ ৰহমান সম্পাদক।
- ৩) স্বৰ্গীয় কৰুণা শৰ্মা, অধ্যক্ষ সদস্য।
- ৪) স্বৰ্গীয় প্ৰভাত চন্দ্ৰ বৰগোঁহাই সদস্য।
- ৫) স্বর্গীয় লেখন লাহন সদস্য।
- ৬) শ্রী দেৱেন্দ্র নাথ ভূঞা সদস্য।
- ৭) শ্ৰী মতী অঞ্জলিকা ৰাজখোৱা সদস্যা।

ইং ৮/৭/৮৪ চন

- ১) স্বৰ্গীয় লেখন লাহন, বিধায়ক সভাপতি।
- ২) শ্ৰী নাৰায়ণ চন্দ্ৰ বৰগোঁহাই সম্পাদক।
- ৩) শ্রী বিপিন দত্ত সদস্য।
- 8) শ্ৰী বাপাৰাম দাস সদস্য।
- ৫) মঃ হামিদুৰ ৰহমান সদস্য।
- ৬) শ্রী ভূৱন দাস সদস্য।
- ৭) শ্রীমতী বীণা শইকীয়া সদস্যা।
- ৮) স্বর্গীয় কৰুণা শর্মা সদস্য।
- ৯) স্বৰ্গীয় খগেন হিলৈদাৰী সদস্য।
- ১০) স্বৰ্গীয় চিত্ৰলেখা দত্ত সদস্যা।

ই१- ১७/১২/৮७ চन

- ১) শ্ৰীযুত কে. দিহিঙ্গীয়া, সদৰ মহকুমাধিপতি
- ২) মঃ হামিদুৰ ৰহমান সম্পাদক। সভাপতি।
- ৩) শ্ৰী নাৰায়ণ চন্দ্ৰ বৰগোঁহাই সদস্য।
- ৪) শ্রী চিদানন্দ দত্ত সদস্য।
- ৫) শ্ৰী তিলেশ্বৰ বৰা সদস্য।
- ৬) শ্রী মদন চেতিয়া সদস্য।
- ৭) শ্ৰী নাৰায়ণ চন্দ্ৰ গগৈ সদস্য।
- · ৮) শ্রী দেৱেন্দ্র নাথ ভূএন সদস্য।
- ৯) শ্ৰীমতী বীণা ৰাজখোৱা সদস্যা।
- ১০) শ্ৰীমতী ক্ষীৰদা কাকতি সদস্যা। ১১) স্বৰ্গীয় ইন্দ্ৰেশ্বৰ দত্ত্ত — সদস্য।

ইং-৩০/৬/৮৭ চন

১) স্বৰ্গীয় জিয়াউৰ ৰহমান, অতিৰিক্ত উপায়ুক্ত -

সভাপতি।

- ২) মঃ হামিদুৰ ৰহমান সম্পাদক।
- ৩) স্বর্গীয় কৰুণা শর্মা, অধ্যক্ষ সদস্য।
- ৪) স্বৰ্গীয় ইন্দ্ৰেশ্বৰ দত্ত সদস্য।
- ৫) শ্রী দেরেন্দ্র নাথ ভূএর সদস্য।
- ৬) শ্রী মদন চেতিয়া সদস্য।
- ৭) শ্ৰী তিলেশ্বৰ বৰা সদস্য।
- ৮) শ্ৰী নাৰায়ণ চন্দ্ৰ গগৈ সদস্য।
- ৯) ডাঃ প্রদীপ মেদক সদস্য।
- ১০) শ্রীমতী বীণা শইকীয়া সদস্যা।
- ১১) শ্ৰীমতী ক্ষীৰদা কাকতি সদস্য।

ইং-২/৬/৮৮ চন

- ১) স্বৰ্গীয় জিয়াউৰ ৰহমান, অতিৰিক্ত উপায়ুক্ত -সভাপতি।
- ২) মঃ হামিদুৰ ৰহমান সম্পাদক।
- ৩) ড° জিৎৰাম দত্ত, অধ্যক্ষ সদস্য
- 8) শ্ৰী তিলেশ্বৰ বৰা সদস্য।
- প্ৰী নাৰায়ণ চন্দ্ৰ বৰগোঁহাই সদস্য।
- ৬) শ্রী দেৱেন্দ্র নাথ ভূঞা সদস্য।
- ৭) শ্ৰী সাগৰ বৰা সদস্য।
- ৮) শ্রীমতী লাৱণ্য বুঢ়াগোহাঁই সদস্যা।
- ৯) শ্ৰীমতী ক্ষীৰদা কাকতি সদস্যা।
- ১০) স্বৰ্গীয় ইন্দ্ৰেশ্বৰ দত্ত সদস্য।

ইং-১৩/১২/৮৯ চন

- ১) চৈয়দ হাচিনুৰ ৰহমান, অতিৰিক্ত উপায়ুক্ত সভাপতি।
- ২) শ্ৰী ফণীধৰ বৰুৱা সম্পাদক।
- ৩) মঃ হামিদুৰ ৰহমান সদস্য।
- 8) শ্ৰী সাগৰ বৰা সদস্য।
- ৫) শ্রী চিদানন্দ দত্ত সদস্য।
- ৬) শ্ৰী সৰুল'ৰা শইকীয়া সদস্য।
- १) श्री नीना वबा भिष्मा।
- ৮) গ্রী ভোলানাথ মহন্ত সদস্য।
- ৯) ড° চি. কে. ৰাজকোঁৱৰ সদস্য।
- ১০) শ্ৰী অঞ্জলিকা ৰাজখোৱা সদস্যা।
- ১১) শ্ৰীমতী ক্ষীৰদা কাকতি সদস্য।
- ১২) শ্রী দেৱেন্দ্র নাথ ভূঞা সদস্য।

ইং-২১/১১/১০ চন

১) স্বৰ্গীয় মানিক দাস, অতিৰিক্ত উপাযুক্ত

সভাপতি।

- ২) শ্ৰী ফণীধৰ বৰুৱা সম্পাদক।
- ৩) মঃ হামিদুৰ ৰহমান সদস্য।
- 8) ড° চি, কে, ৰাজকোঁৱৰ সদস্য।
- ৫) শ্রী ভোলানাথ মহন্ত সদস্য।
- ৬) শ্ৰী সৰুল'ৰা শইকীয়া সদস্য।
- ৭) শ্ৰী সাগৰ বৰা সদস্য।
- ৮) শ্ৰী নাৰায়ণ চন্দ্ৰ গগৈ সদস্য।
- ৯) মঃ বাহাৰুল ইছলাম সদস্য।
- ১০) শ্রী চিদানন্দ দত্ত সদস্য।
- ১১) শ্ৰীমতী ক্ষীৰদা কাকতি সদস্যা।

ইং-৭/৩/৯৩ চন

১) শ্ৰী কমল চন্দ্ৰ মেধি, সদৰ মহকুমাধিপতি —

সভাপতি।

২) শ্ৰী নাৰায়ণ চন্দ্ৰ বৰগোঁহাই, ভাৰপ্ৰাপ্ত অধ্যক্ষ —

সম্পাদক।

- ৩) শ্ৰী নিৰ্মলচন্দ্ৰ বৰা সদস্য।
- 8) শ্ৰী নাৰায়ণ চন্দ্ৰ গগৈ সদস্য।
- ৫) শ্রী মুনিন্দ্র সোণোরাল সদস্য।
- ৬) মঃ হামিদুৰ ৰহমান সদস্য।
- ৭) ড° চি. কে. ৰাজকোঁৱৰ সদস্য।
- ৮) ড° বন্তি হাওবৰা সদস্যা।
- ৯) শ্রীমতী বীণা শইকীয়া সদস্যা।

ইং-৭/২/১৪ চন

১) শ্ৰীযুত কমল চন্দ্ৰ মেধি, অতিৰিক্ত উপায়ুক্ত —

সভাপতি।

- ২) শ্ৰীযুত নাৰায়ণ চন্দ্ৰ বৰগোঁহাই, ভাৰপ্ৰাপ্ত অধ্যক্ষ সম্পাদক।
- ৩) মঃ হামিদুৰ ৰহমান সদস্য।
- 8) শ্ৰী নাৰায়ণ চন্দ্ৰ গগৈ সদস্য।
- ৫) শ্রী মুনিন্দ্র সোণোৱাল সদস্য।
- ৬) গ্রী ঘন মহন্ত সদস্য।
- ৭) গ্রী কণনাথ ফুকন সদস্য।

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- ১০) শ্রী ভূৱন দাস সদস্য।
- ১১) শ্রীমতী স্বপ্না চেতিয়া গগৈ সদস্যা।

ইং-২৪/২/১৬ চন

- ১) শ্ৰী পৰমেশ দত্ত, উপায়ুক্ত সভাপতি।
- ২) শ্ৰী নাৰায়ণ চন্দ্ৰ বৰগোঁহাই, ভাৰপ্ৰাপ্ত অধ্যক্ষ -

সম্পাদক।

- ৩) শ্রী বিপিন দত্ত -- সদস্য।
- ৪) গ্রী মুনিন্দ্র সোণোৱাল সদস্য।
- ৫) শ্রী ঘন মহন্ত সদস্য।
- ৬) গ্ৰী জগত চন্দ্ৰ হাজৰিকা সদস্য।
- ৭) শ্রী কণনাথ ফুকন সদস্য।
- ৮) শ্রীমতী স্বপ্না চেতিয়া গগৈ সদস্যা।
- ৯) মঃ হামিদুৰ ৰহমান সদস্য।
- ১০) শ্রীমতী লাবণ্য বুঢ়াগোঁহাই সদস্যা।

ইং-৫/১/১১ চন

- ১) শ্ৰী ফণীধৰ বৰুৱা সভাপতি।
- ২) মঃ হামিদুৰ ৰহমান সদস্য।
- ৩) শ্ৰী জীৱন ৰাজখোৱা সদস্য।
- 8) শ্ৰী হৰেন বৰা সদস্য।
- ৫) গ্রী পূর্ণানন্দ দত্ত সদস্য।
- ৬) শ্রী মহেশ মহন্ত সদস্য।
- ৭) শ্ৰীমতী তিলোত্তমা ভঁৰালী সদস্যা।

ইং-৯/৯/২০০০ চন

- ১) শ্ৰী ফণীধৰ বৰুৱা সভাপতি।
- ২) ড° লাৱণ্য বুঢ়াগোঁহাই, ভাৰপ্ৰাপ্ত অধ্যক্ষা

সম্পাদিকা 🏻

- ৩) ড° হামিদুৰ ৰহমান সদস্য।
- ৪) শ্ৰী জীৱন ৰাজখোৱা সদস্য।
- ৫) শ্ৰী হৰেন বৰা সদস্য।
- ৬) শ্রী পূর্ণানন্দ দত্ত সদস্য।
- ৭) শ্রী মহেশ মহন্ত সদস্য।
- ৮) শ্রী কমল সুত সদস্য।
- ৯) শ্ৰীমতী বিনীতা হাজৰিকা সদস্যা

ইং-৩০/১১/২০০১ চন

- ১) ড° মনোৰঞ্জন পণ্ডিত সভাপতি।
- ২) ড° লাৱণ্য বুঢ়াগোঁহাই, ভাৰপ্ৰাপ্ত অধ্যক্ষা -

সম্পাদিকা।

- ৩) ড° হামিদুৰ ৰহমান সদস্য।
- 8) শ্ৰী থানেশ্বৰ দাস সদস্য।
- ৫) শ্ৰী গোবিন চন্দ্ৰ বৰা সদস্য।
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- ৮) শ্রী দেবেন্দ্র নাথ ভূএগ সদস্য।
- ৯) শ্ৰী তিলেশ্বৰ বৰা সদস্য।
- ১০) শ্রী মানিক দাস সদস্য।
- ১১) শ্ৰীমতী চাৰু বৰা সদস্যা।
- ১২) উপাযুক্তৰ এজন প্ৰতিনিধি সদস্য।

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- 4. Miss Mina Borah. M.A.

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- 3. Mr. Ramesh Kakoti.M.A.
- 4. Mrs. Rumi Dutta.M.A.

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- 3. Late Karuna Sharma. M.A.
- 4. Dr. Jitram Dutta M.A. Ph.D. (Present Jt. Secretary, AHSEC).
- 5. Sri Narayan Ch. Borgohain M.A. (Retired)

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- 3. Sri Thagiram Bhuyan

(Present S/T, Panigaon H.S. School).

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- 5. Sri Asgar Ali (Present S/T, G.B. H.S. School).
- 6. Sri Madan Gogoi.
- 7. Sri Satyajit Chetia.
- 8. Sri Bhupen Chutia (Present Lecturer,

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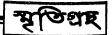
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