সামাজিক স্তৰীকৰণ ড° বিৰিঞ্চি কুমাৰ বৰা

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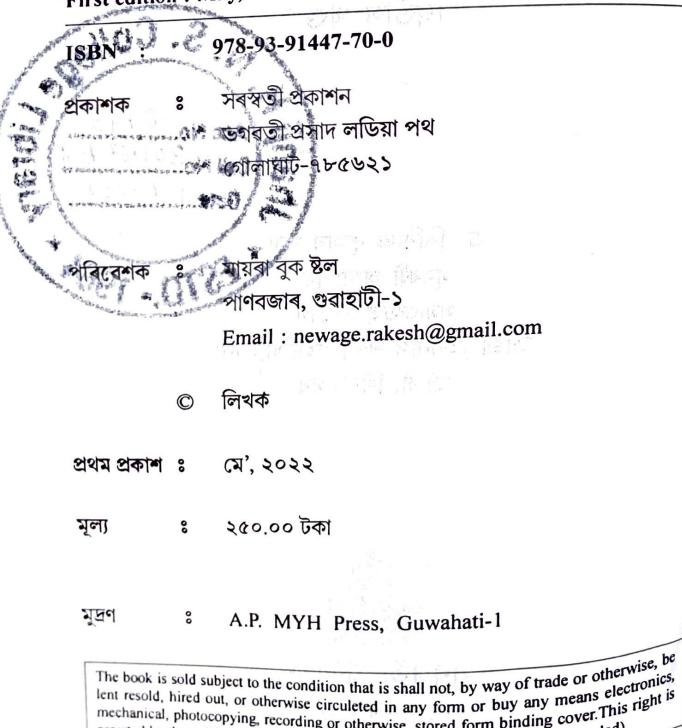
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Sociological Research Methods : A book on Sociology as per New Syllabus of Dibrugarh and Gauhati University of Sixth Semester (core course - 14) written by Dr. Birinchi Kumar Borah, Associate Prof. Jhanji HNS College, Sivasagar and published by Ramesh Prasad Lodia on behalf of Saraswati Prakashan, Golaghat, Assam.

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পাতনি

অৱশ্যে, পুথিখন প্ৰস্তুত কৰোঁতে দেশী-বিদেশী অৰ্থনীতিবিদসকলৰ গ্ৰন্থৰ সহায় লোৱা হৈছে। এই ক্ষেত্ৰত সকলোলৈকে কৃতজ্ঞতা আৰু ধন্যবাদ জ্ঞাপন কৰিলোঁ।

অসমৰ আগশাৰীৰ গ্ৰন্থ প্ৰকাশক ডিব্ৰুগড়ৰ 'বনলতা' প্ৰকাশনৰ স্বত্বাধিকাৰী প্ৰয়াত মাখন হাজৰিকাৰ উদীয়মান পুত্ৰ শ্ৰীযুত প্ৰদ্যুৎ হাজৰিকাই গ্ৰন্থখনৰ প্ৰকাশৰ দায়িত্ব লৈ আমাক সহায় কৰা বাবে তেখেতক অশেষ ধন্যবাদ জনাইছোঁ। পুথিখন যুগুত কৰোঁতে আমাৰ নিজৰ পৰিয়ালৰ সদস্যসকলৰ লগতে প্ৰকাশনৰ কৰ্মকৰ্তাসকলৰ সহায়-সহযোগিতাৰ বাবে কৃতজ্ঞতা আৰু ধন্যবাদ জনালোঁ। কম সময়ত গ্ৰন্থখন যুগুত কৰাত ৰৈ যাব পৰা ভুল-ক্ৰটিৰ বাবে বিজ্ঞজনৰ পৰা দিহা-পৰামৰ্শ আশা কৰিলোঁ। গ্ৰন্থখনে ছাত্ৰ-ছাত্ৰীৰ বৌদ্ধিক উৎকৰ্ষ সাধনত সহায়ক হ'লে আমি নথৈ আনন্দিত হ'ম।

ইতি

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## অর্থনৈতিক সমাজতেত্ব ECONOMIC SOCIOLOGY

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# Socio-Cultural Assimilation in North East India and South East Asia







Jhanji Hemnath Sarma College Jhanji, Sivasagar, Assam

# Socio-cultural Assimilation in North-East India and South-East Asia

Editors: Dr. Rajiv Gogoi Dr. Santana Dutta Socio-cultural Assimilation in North-east India and Southeast Asia: A collection of selected research papers presented in the international seminar on Socio-cultural Assimilation in Northeast India and Southeast Asia held on 30th April & 1st May, 2018 organisedby Internal Quality Assurance Cell (IQAC), Jhanji Hemnath Sarma College, Sivasagar, Assam.

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✓ Parishmita Gogoi/87

## An Analysis of the Anti-Witch Hunting Movie "Aei Maatite" (2017)

### Dr. Akashjyoti Saikia

Assistant Professor Department of English, Jhanji HNS College E-mail: saikiaakashjyoti@gmail.com

The present paper is an attempt to analyse the Assamese movie "Aei Maatite" written and directed by Dr. Sitanath Lahkar, a noted theatre artist, script writer and director of Assam. This is the first movie written and directed by Dr. Lahkar and it is the first anti-witch hunting movie of Assam. The movie was released on 6th October, 2017. Its dominant theme is witch hunting which is present in certain locations of Assam. But it has also touched upon various other sensitive and important issues that make our society suffer. Hence, the importance of this analysis of the movie was felt. Primary as well as secondary sources have been utilized judiciously in writing this paper.

A witch is believed to be a person having magical powers, especially evil ones that can cause harm to people and animals. This superstition has been present in societies across the world and in different periods of time. Dr. Aparna Mahanta observes that witch hunting in 16th and 17th century England and America and in 20th century Africa and India has evolved individually; but in these places it has similar grounds (12). Though not very widespread, evils of this superstition have been observed sporadically in Assam. Dr. Mahanta has mentioned two tribes of Assam among whom witch hunting is observed. They are - the Bodos and the Chauntali Tea Tribe. The movie under study addresses

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### Paradoxes of Gender: The three Witches and the Myth of Femininity in Shakespeare's Macbeth

#### Sima Nath

Assistant Professsor, Deptt. of English Jhanji Hemnath Sarma College

#### Introduction:

Examining the function of the witches and their relationship to Lady Macbeth is one approach to comprehend Shakespeare's conception of womanhood in the play Macbeth. By departing from accepted female attributes, Lady Macbeth and the witches are implicitly connected with each other. Lady Macbeth's depiction as a "witch-like" character alludes to her likeness to the Weird Sisters, who symbolise both masculine and feminine components in their appearance and behaviour. Macbeth's characterization as indecisive and just a plaything for the powerful female, on the other hand, defies the traditional image of the man as dominant and powerful. As a result, the play challenges traditional notions of femininity and masculinity. The three witches and Lady Macbeth have a lot in common when it comes to feminine power, in that they both challenge societal and cultural ideals of masculinity and femininity.

#### **Objectives:**

Through a critical analysis of the portrayal of Macbeth, Lady Macbeth, and the Weird Sisters in Shakespeare's play Macbeth, this paper offers a critique of the binary divisions of gender roles. The study examines how the portrayal of

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### Witch Hunting : A Curse in Assam

Indra Sen Baro

Asstt. Professor, Dept. of English Jhanji H N S College

### Introduction:

A witch is in most cases a woman or a widow who is alleged to practice witchcraft or black magic to harm others. People, particularly living in tribal areas of Assam believe that a disease may come due to the witchcraft or black magic practiced by the suspected witch. So, people try to get rid of the witch or the so called 'daini' through prayers and offering. Boiled rice together with a cock reduced to ashes is taken in a banana leaf and keep on the middle of a road as offering to the 'daini'. They believe that without these prayers and offerings, their patient would die. And in their community if a woman or a widow is branded as witch for practicing black magic and losing of lives she is brutually killed and buried or driven away from her house. Such superstitious evil practice is quite common among the communities of Rabha, Hajong, Mishing, Bodo, Adivasi etc. still in Assam.

### Objectives of the paper:

The paper has made an attempt to show an anathema for the elderly women when they are brutally killed or suspicion of practicing black magic prevailing in the tribal communities of Assam, highlighting with some facts of it. The role of social organizations like ASCW and AMSS and the governments against witch hunting and its some preventing measures are also studied through the paper.

## Methodology of the study:

The paper is made on secondary information collected

# Witch Hunting : A curse in Assam

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## Witch Hunting :- Role of Education in Eradicating Witch Hunting from Assam

### Dr Pallabi Saikia

Assistant Professor Department of Education Jhanji HNS College

### Introduction:

Witch hunting are social menace, which are very much dominant in the State of Assam. Some people use to brand a women (in few cases man also) as witch and they are believed to be the reason of draught, flood, illness, death of the people of particular locality. As per the report of the government of Assam, from 2006 to March, 2018, over 1,700 women died in Assam due to rape, dowry and witch-hunting. In the first two offences, individual person or a small group of people may involve, whereas, in the last offence, large group of people or sometimes the whole village may involve.

### Causes of Witch hunting:

The main causes of witchcraft related violence include widespread belief in superstition, lack of education, lack of public awareness, illiteracy, caste system, male domination and economic dependency of women on men. People in more numbers in village believe in such superstitions because they don't have proper education. They do not know various scientific reasons and facts. Therefore, they often believe in various superstitions which are told to them by other selfish people. The light of proper education can only change the scenario. If a person can come to know about the actual truth behind various meaningless superstitions, their fear from the mind will be abolished.

Witch hunting in Assam is not a recent origin which can

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### The Role of Education in Eradicating Witch-Hunting

### Dr. Jewti Boruah

Assistant Professor Department of Sanskrit Jhanji H.N.S. College

### Introduction:

Witch hunting is a superstitious evil practice. The history of witch hunting dates back to several hundred years. During the period of 14th to 17th century in the European countries, persecution of witches had led to the torture and murder of thousands of innocent women and men, even children. Joan of Arc was burned alive at the stake for heresy in Rouen by the English on 30 May, 1431. It was believed that she was called to save France from England by supernatural voices. Though her victories were considered legendary, but eventually she was captured and executed. Later she was declared as martyr and regarded as saint. That was a tragic history, but now in the age of 21st century also such type of practices still prevail in our India as well as Assam. Now a day when the science and technology are in its peak, and we all dream for a digital India, some superstitious people violet human rights, and torture and kill many innocent people in the name of witch. The two recent examples of witch hunting are may be mentioned as - just a few days ago i.e., on 22/10/2018, a 70 years old women's tongue was chopped off after she was branded a witch in Bihar. Another incident was happened on 26/10/18 that a woman branded as witch has been brutally wrapped by fishing net in Gossaigaon of Kokrajhar district of Assam.

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### জনজাতীয় সমাজত ডাইনী বিশ্বাস

শ্ৰী উপেন চন্দ্ৰ দাস সহকাৰী অধ্যাপক অসমীয়া বিভাগ জাঁজী হেমনাথ শৰ্মা মহাবিদ্যালয়

প্ৰস্তাৱনা <sup>3</sup> সাম্প্ৰতিক সময়ত বিভিন্ন কাকতে-পত্ৰই অথবা টেলিভিছন চেনেলবোৰত ডাইনী সন্দেহত হত্যা কৰাৰ ঘটনা সঘনাই প্ৰচাৰ হৈ থকা দেখা যায়। প্ৰাচীন কালৰে পৰা বিশ্বৰ বিভিন্ন দেশত এনে যুক্তিহীন ডাইনী বিশ্বাস থকাৰ কথা জানিব পৰা যায়। অতীতৰ ইউৰোপৰ গ্ৰামাঞ্চলত এই ক্মাসৰ প্ৰভাৱ আছিল অসীম। আফ্ৰিকা, জাপান আদি দেশৰ গ্ৰামাঞ্চলবোৰতো এনে বিশ্বাস চলি থকাৰ কথা জানিব পাৰি। ডাইনী বিশ্বাসৰ আঁৰত থকা কাৰকবোৰৰ বিষয়ে আলোচনাৰ প্ৰয়োজন। হঠাতে কিয় এজনী তিৰোতাক ডাইনী বুলি চিনাক্ত কৰা হয় বা ঘোষণা কৰা হয়? কেনে প্ৰকাৰৰ তিৰোতাকনো ডাইনী বুলি কোৱা হয়? অৱশ্য আচৰ্যজনক ভাৱে আমাৰ অসমত পুৰুষকো ডাইনী বুলি অভিহিত কৰি হাৰাশাস্তি কৰা ঘটনা পোহৰলৈ

আহিছে। বৰ্ত্তমান একবিংশ শতিকাত বিজ্ঞান প্ৰযুক্তিবিদ্যাৰ অগ্ৰগতিৰ সময়তো মানৱ-সমাজত ডাইনী হত্যাৰ দৰে অমানৱীয় ঘটনা ঘটি আহিছে। 'ডাইনী হত্যা' অভিধাৰে পৰিচিত এই জঘন্য ঘৃণনীয় কাৰ্যটোৰ সম্পৰ্কে আলোচনা কৰাই এই আলোচনা পত্ৰখনৰ মূল বিষয়।

অধায়নৰ উদ্দেশ্য ঃ

সমগ্ৰ মানৱ সমাজক শংকিত আৰু লজ্জিত কৰা 'ডাইনী হত্যা'ৰ জ্বন্য অন্ধবিশ্বাসৰ প্ৰকৃত কাৰকবোৰ পোহৰলৈ অনাৰ লগতে এই ব্যাধিৰ পৰা মুক্ত হ'বলৈ কেনেদৰে পদক্ষেপ ল'ব পাৰি সেই উদ্দেশ্যই পত্ৰখন প্ৰস্তুত কৰা হৈছে।

### অধ্যয়নৰ গুৰুত্ব ঃ

ডাইনী বিশ্বাস বাস্তৱিকতে এটা অন্ধবিশ্বাস আৰু কু-সংস্কাৰজনিত



## Socio-Cultural Assimilation in North East India and South East Asia



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## Indian (Hindu) Cultural Influence on South-East Asian countries with special Reference to modern Indonesia

Sagidul Haque Borbora

Associate Professor, Department of History Jhanji H.N.S.College, Sivasagar

### **Introduction** :

Till very recent times it was commonly believed that the Indian were stay at home people and did not maintain any intimate contact with the outside world. No doubt, they evolved a high quality of civilization and culture; it was confined to natural barriers of India. Alberuni, the great writer who visited along with the armies of Sultan Mahmud of Ghazni, write, "The Indian lives a life of complete isolation and were completely cut off from the rest of the world". However, the modern researches conducted by scholars like R.C. Majumder, etc., have established it beyond doubt that the Indians maintained very intimate and cordial relations with several foreign countries and the Indian civilizations and culture had spread in far off lands in ancient times. This expansion of Indian culture in foreign lands was mainly the results of the commercial activities of some of the enterprising merchants who were involved in trade and commerce with several foreign countries and made enormous wealth as a result of this trade. Sometimes ambitious and discontented members of royal families and nobility also went to foreign countries to acquire support and help from foreign rulers to maintain their positions. Above all, a large



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### Higher Education in North-East India - An Analytical Study

Noni Rajkhowa Associate Professor Dr. Pallabi Saikia Assistant Professor Department of Education Jhanji H.N.S. College, Sivasagar

### **Introduction** :

Higher education is of vital importance to build a knowledge based society. The quality of higher education decides the quality of human resources of a country. India possesses a highly developed higher education system which offers facility of education and training in almost all aspects of human creative and intellectual endeavors: arts and humanities; natural, mathematical and social sciences, engineering; medicine;dentistry; agriculture; education; law; commerce and management; performing arts; national and foreign languages; culture; communications etc. India's higher education system is the world's third largest in terms of students, next to china and united states of America. Significance of Higher Education in the North-East India

North eastern region is comprising of eight states-Arunachal Pradesh ,Assam ,Manipur ,Meghalaya ,Mizoram ,Nagaland ,Sikkim ,Tripura .The North Eastern region of India being characterized by the existence of diverse , distinct ,highly specific tribal cultures and natural resources. Ninety eight percent North Eastern region is touched with international border i.e. Bhutan and china in the north, Myanmar in the



## Socio-Cultural Assimilation in North East India and South East Asia







Jhanji Hemnath Sarma College Jhanji, Sivasagar, Assam

## Socio-cultural Assimilation in North-East India and South-East Asia

Editors: Dr. Rajiv Gogoi Dr. Santana Dutta Socio-cultural Assimilation in North-east India and Southeast Asia: A collection of selected research papers presented in the international seminar on Socio-cultural Assimilation in Northeast India and Southeast Asia held on 30th April & 1st May, 2018 organisedby Internal Quality Assurance Cell (IQAC), Jhanji Hemnath Sarma College, Sivasagar, Assam.

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Pranjal Protim Borah

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## Buddhism in North-East India and Its infulence in South-East Asia

Indra Sen Baro

Assistant Professor, Department of English Jhanji H N S College, Sivasagar

### Introduction :

North-East India is a region comprises of eight Indian states viz.- Assam, Arunachal Pradesh, Meghalaya, Nagaland, Manipur, Mizoram, Tripura and Sikkim. It has over 200 tribes. Each tribal community has their own distinct culture and traditions. They speak different languages and have different religious practices. Buddhism is a living religion among different communities in the north-east of India. Gautam Buddha is the founder of Buddhism. Arunachal Pradesh is one of the most Buddhist flourished state in the North-Eastern region of India. Other states of the region are also the dwelling place of the Buddhist Community people. But now Buddhism in the region has many challenges to progress. The dangerous reason behind it is the cultural reduction among the Buddhist community people.

The whole region of South -East Asia had remained under considerable influence of India and China as well since times past. Buddhism had deep influence on the people of South -East Asia in the spread of Indian culture. Buddhism got deep rooted in this region and people in large numbers worshiped Lord Buddha. It continued for centuries till

### Education in North-East India

Dr. Sahidul Ahmed

#### About the Book

Education in North-East India is a collection of 15 well researched papers is a education system in the North Eastern states of India. The objective retrievely is a overall scenario of the Education System in the North Eastern states of the region of the Education System in the North Eastern states of the region of the education sector. The advantages and disadvantages of Online refer to the test of the book. The book is very useful for the Research Scholars and Academic entries in the rest in Education of North Easter India.

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#### About the Editor



Permarient

Dr. Sahidul is working as an Assistant Professor in Analysis to the Sivasagar, Assam. He has completed his musici dependent University. He did his Ph.D from National Institute of the form Assam. He has published many articles and research parts of National and International repute. He has also multiple published by national and international publishers. Advised to completed one MRP funded by ICSSR.

E people



## **Education in North-East India**

Dr. Sahidul Ahmed

run by the private unaided by government of Manipur. The total number of high schools is 78 of which 35 run by the private, unaided by the government and the remaining 43 were under government education department 14 higher secondary schools are there in Ukhrul district of which only 4 higher secondary schools were under government education dept. The remaining 10 higher schools were run by private unaided by the government of Maniput

#### CONCLUSION

In conclusion, we may say that though in the beginning a missionary frian American Baptist Mission William Pettigrew struggle and start education will great difficulty spreading education along with Christianity. The Christian missionaries had contributed greatly to the upliftment of the life of tribal pupple as a whole, especially in the field of wortamrin (Education). The contribution of Christian missionaries among the Tangkhul made an everlasting impact wortamrin (education) development. Later on it spread like a fire among the Tangkhul in ukhrul district of Manipur. Many school has been established in there were still many villages without school in the extreme part of Ukhrul district. Altogether, there are 426 schools in Tangkhul areas.

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CHAPTER 14

### ACADEMIC AUDIT OF HIGHER EDUCATION INSTITUTIONS: AN APPROACH FOR QUALITY EDUCATION

### Dr. Rajiv Gogoi

#### Abstract

Academic audit is a process to evaluate the teaching, learning, evaluation, research and extension activities of the higher education institutions and identify the issues that are to be attended in order to upgrade the overall academic qualities. It helps the higher education institutions to maintain the standards based on predetermined benchmarks and to suggest activities required to produce, assure, and regularly improve the quality of the whole system in place including curricular and cocurricular programmes along with infrastructure and support services. This paper is an attempt to highlight about the necessity of academic audit for higher education institutions.

Keyword: Academic audit, Higher education

### INTRODUCTION

Education is a process by which a person's body, mind and character Gare formed and strengthened. It is bringing of head, heart and mind together and thus enabling a person to develop an all round personality identifying the best in him or her. Higher education in India has expanded very rapidly in the last six decades after independence. India's higher aducation system is the world's third largest in terms of students, next to China and the United States. Today, Knowledge is power. The more showledge one has, the more empowered one is. So there is a growing demand to provide quality education with standard curriculum and globally acceptable system of education. Everywhere the idea of increasing Gross Unrollment Ratio, generating more human resource with intellectual inputs are given much thrust.

Twenty first century has witnessed rapid changes in all walks of life



Editors Pranjal Protim Borah Dr. Biplab D<mark>eka Dr. Birinchi Kr. Kalita</mark>



**Assam College Teachers' Association** 

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সূচীপত্র

### সম্পাদকীয় —

প্ৰথম অধ্যায় ঃ ভ্ৰাম্যমাণ থিয়েটাৰ আৰু ইতিহাস অসমৰ ভ্ৰাম্যমাণ থিয়েটাৰৰ জনক ঃ ইতিহাস বনাম বিভ্ৰান্তি - ড° **সীতানাথ লহকৰ/৭** অসমৰ ভ্ৰাম্যমাণ থিয়েটাৰ - ড° জগদীশ পাটগিৰী/১৪ ইতিহাসৰ পৰিক্ৰমাত ভ্ৰাম্যমাণ থিয়েটাৰ - ড° বিৰিঞ্চি কুমাৰ কলিতা/২৫ অসমৰ ভ্ৰাম্যমাণ নাট্যদল ঃ জন্ম, বিকাশ আৰু সাম্প্ৰতিক প্ৰেক্ষাপট - ৰঞ্জন ভট্টাচাৰ্য/৩৯ ভ্ৰাম্যমাণ থিয়েটাৰ আৰু নলবাৰী ঃ এটি ৰূপৰেখা - ড° বিপ্লৱ ডেকা/৭৭ নাটক ঃ স্বৰ্গৰ পৰা ভ্ৰাম্যমাণলৈ - ৰাজীৱ শৰ্মা/১০৩ নামনি অসমৰ তাহানিৰ যাত্ৰাদল - ডাঃ জীবন দত্ত বৰুবা/১১৯ উজনি অসমৰ দুখন থিয়েটাৰ ঃ 'হেঙুল' আৰু 'শ্ৰীমন্ত শঙ্কৰদেৱ' - প্ৰাঞ্জল প্ৰতিম বড়া/১২৩ দ্বিতীয় অধ্যায় : ভ্ৰাম্যমাণ থিয়েটাৰ আৰু নাটক নাট্যকাৰ মুনিন বৰুৱা ঃ এটি বিশ্লেষণাত্মক অধ্যয়ন - ড° সব্যসাচী মহন্ত/১৫৪ ড° ভবেন্দ্ৰনাথ শইকীয়াৰ নাটক ঃ এটি বিশ্লেষণ - হিল্লোল কুমাৰ পাঠক/১৬১ ভ্ৰাম্যমাণ থিয়েটাৰৰ মৌলিক নাট আৰু নাট্যকাৰ প্ৰফুল্ল বৰা - দশৰথ দাস/১৯০ ভবেন্দ্ৰনাথ শইকীয়াৰ ভ্ৰাম্যমাণৰ নাটক - উৎপল দত্ত/১৯৫ মহেন্দ্ৰ বৰঠাকুৰ আৰু ভ্ৰাম্যমাণ থিয়েটাৰ - ড° নিশিগন্ধা তালুকদাৰ/২১২ ভ্ৰাম্যমাণত মঞ্চায়িত শিল্পীৰ জীৱন আধাৰিত নাটক ঃ বৈশিষ্ট্য আৰু অভিনৱত্ব - ড° হিৰুমণি কলিতা/২৩১ ভ্ৰাম্যমাণৰ মঞ্চত হিল্লোল কুমাৰ পাঠকৰ চাৰিখন নাটক - মৃন্ময় ভূঞা/২৩৭ তৃতীয় অধ্যায় ঃ ভ্ৰাম্যমাণ থিয়েটাৰ আৰু ব্যক্তিত্ব ভ্ৰাম্যমাণ থিয়েটাৰৰ জনক-ওস্তাদ ব্ৰজনাথ শৰ্মা - সঞ্জীৱ বৰঠাকুৰ/২৬৩ স্ৰাম্যমাণ থিয়েটাৰত বিষ্ণুপ্ৰসাদ ৰাভা আৰু ভূপেন হাজৰিকা - ম<mark>নোৰঞ্জন কলিতা/২</mark>৭০ ভ্ৰাম্যমাণ থিয়েটাৰৰ ইতিহাসত পুৰোধা সৈনিক শিল্পী, ৰূপান্তৰৰ সেনানী ব্ৰজনাথ - ড° ৰাতুল পাঠক/২৭৬ অবন্দিত সম্রাটৰ শৌর্যৰে - ড° দীপশিখা ভাগবতী/৩০০ চতুৰ্থ অধ্যায় ঃ ভ্ৰাম্যমাণ থিয়েটাৰ আৰু ক'ভিড মহামাৰী The Covid Theatrics in Assam - Snigdha Hasan/050 The Pandemic And The Existential Crisis For Mobile Theatrics In Assam - Parag Barman/ددی Covid- 19 Pandemic and its effect on Mobile Theatre of Assam - Sasanka Talukdar/ ७२৮

# নাটক ঃ স্বৰ্গৰ পৰা ভ্ৰাম্যমাণলৈ

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1. 新教育的新教会、新教育的上述的主义的中学部和

পাৰে লৈ আৰু আৰু প্ৰতিকল্পত প্ৰস্থিতি হৈছে বিদ্যালয় হৈ হয

ৰাজীব শৰ্মা

ভাৰতীয় পৰম্পৰাত প্ৰতিবিধ বিদ্যাক আধ্যাত্মিক অৰ্থাৎ স্বৰ্গীয়ভাৱে উৎপত্তি হোৱা বুলি ব্যাখ্যা আগবঢ়োৱা দেখা পোৱা যায়। সেই নীতিকেই অনুসৰণ কৰি নাটক অৰ্থাৎ নাট্যবিদ্যা বা নাট্যশাস্ত্ৰও দৈৱিক বা স্বৰ্গীয়ভাৱে তথা ব্ৰহ্মাৰপৰা উৎপত্তি হোৱা বুলি এটি পৌৰাণিক আখ্যান পোৱা যায়। আখ্যান অনুসৰি জনা যায় যে, একেধৰণৰ জীৱনশৈলীৰে আমনি লগাত এদিনাখন স্বৰ্গৰ দেৱতাসকল লগ হৈ ব্ৰহ্মাৰ ওচৰলৈ যায় আৰু সেই আমনি দূৰ কৰিবৰ বাবে তেওঁৰ ওচৰত নিবেদন জনায়। তেতিয়া ব্ৰহ্মাই দেৱতাসকলৰ অনুৰোধক সন্মান জনাই তেওঁলোকৰ অৱসাদ দুৰ কৰিবলৈ তথা দেৱতা সকলৰ মনোৰঞ্জনৰ বাবে ঋঞ্বেদৰ পৰা কথা, সামবেদৰ পৰা গীত, যৰ্জুবেদৰ পৰা অভিনয় আৰু অথৰ্ববেদৰ পৰা ৰস সংগ্ৰহ কৰি নাট্যবেদৰ সৃষ্টি কৰিলে। এই সম্বন্ধে নাট্যশাস্ত্ৰত এনেদৰে উল্লেখ আছে —

"জগ্রাহ পাঠ্যং ঋথ্বেদাৎ সামেভ্যো গীতমের চ।

যজুৰ্বেদাদভিনয়ং ৰসানথৰ্বনাদ অপি।।"

এই নাট্যবেদত অন্যান্য দেৱতাসকলেও নিজৰ নিজৰ অৱদান আগবঢ়ালে। মহাদেৱ এই নাট্যবেদলৈ তাণ্ডৱ আৰু পাৰ্বতীয়ে লাস্য নৃত্য

**ৰাজীৱ শৰ্মা** শিৱসাগৰৰ জাঁজী হেমনাথ শৰ্মা মহাবিদ্যালয়ৰ সংস্কৃত বিভাগৰ সহকাৰী অধ্যাপক তথা বিশিষ্ট লেখক।

১০৩ 🧑 অসমৰ ভ্ৰাম্যমাণ থিয়েটাৰ

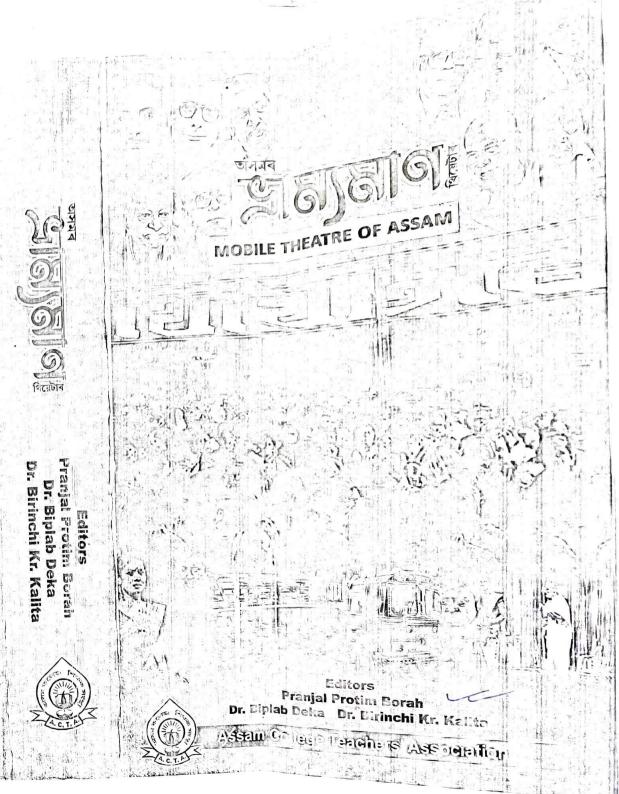
In the dept. of English in Jhanji HNG College, Sivasagar, Assam, is one of the promising writers known best, for his innumerable works published in Assamese, Bengali and English and earning accolades for his creative works. Among the various awards that have been bestowed upon him, the more prominent ones are- *The Poet of the Year Award*, *Kalaguru Huwarani Silpi Bata, Poet Hiren Bhattacharyya Award*. He has five anthologies of Assamese poems and two books on prose, published by Banalata, the prestigious publication house of Assam, and many edited books on various issues. He is a voluntary social worker and was honored with the 'District Best' Youth Award' conferred by Nehru Yuba Kendra, Youth Affairs, Govt. of India. He has been associated with academic bodies such as Academic Council and Under Graduate Board of Dibrugarh University as executive member and also nationally recognised jury member of youth festival of AIU (Association of Indian Universities), New Delhi.

Dr Birinchi Kr Kalita is currently an Associate Professor in Assamese at B. Borooah college, Guwahati, Assam. He has a teaching experience of more than 27 years. He has been actively participated in socio-cultural activities since his school days. He served as a cultural secretary also in students' union of Gauhati university. Before joining in college as lecturer, he acted in mobile theatre 'Surodevi' for one year in 1983. In addition to his academic responsibility, he has performed key duties as the director of board of director, 'Pragjyotish Gaolia Bank'. He was also a member of NF Railway UZARC committee and a convenor of Vidyat Parichad, Vidyabharati Sishu Siksha Samittee, Assam. He received his PhD from Gauhati University for his research work on the mobile theatre of Assam.

Dr. Biplab Deka is presently working as an Associate Professor in the Department of Assamese in Barbhag College, Nalbari, Assam. He has been associated with several cultural activities and honoured with many prestigious awards. His play titled 'Mahamari' was adjudged the third best play in All India Radio Play Writing Competition in 1992-93. This play, produced and directed by renowned playwright Munin Bhuyan, was broadcast many a time in All India Radio, Dibrugarh and also translated in different Indian regional languages. Another play by him titled 'Sukula Ghorar Sadhu' received the third best prize in 2011 in Doctor Elly Rangpi Memorial Play Writing Competition. He has edited many books - 'Asomiya Kabya-Kabitar Bisar', 'Juddhottor Jugor Asomiya Sutigolpot Aartho Samajik Jibonor Pratipholon', 'Amar Paribesh: Kisu Chinta-Ducchinta', to name a few. Besides, he regularly pens articles and stories in reputed newspapers and magazines. He is a life time member of Asam Sahitya Sabha and Asom Natya Sanmilan.







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#### সম্পাদকীয় —

অসমৰ ভ্ৰাম্যমাণ থিয়েটাৰৰ জনক ঃ ইতিহাস বনাম বিভ্ৰান্তি তে° সীতানাথ লহকৰ/৭ অসমৰ ভ্ৰাম্যমাণ থিয়েটাৰৰ জনক ঃ ইতিহাস বনাম বিভ্ৰান্তি তে° সীতানাথ লহকৰ/৭ অসমৰ ভ্ৰাম্যমাণ থিয়েটাৰ - ড° জগদীশ পাটগিৰী/>8 ইতিহাসৰ পৰিক্ৰমাত ভ্ৰাম্যমাণ থিয়েটাৰ - ড° বিৰিঞ্চি কুমাৰ কলিতা/২৫ অসমৰ ভ্ৰাম্যমাণ নাট্যদল ঃ জন্ম, বিকাশ আৰু সাম্প্ৰতিক প্ৰেক্ষাপট - ৰঞ্জন ভট্টাচাৰ্য/৩৯ ভ্ৰাম্যমাণ থিয়েটাৰ আৰু নলবাৰী ঃ এটি ৰূপৰেখা – ড° **বিপ্লৱ ডেকা/৭৭** নাটক : স্বৰ্গৰ পৰা ভ্ৰাম্যমাণলৈ - ৰাজীব শৰ্মা/>০৩ নামনি অসমৰ তাহানিৰ যাত্ৰাদল - ডাঃ জীৱন দত্ত বৰুবা/>>৯ উজনি অসমৰ দুখন থিয়েটাৰ ঃ 'হেঙুল' আৰু 'গ্ৰীমন্ত শঙ্কবদেব' - প্ৰাঞ্জল প্ৰতিম বড়া/১২৩

সচীপত্র

দ্বিতীয় অধ্যায় : শ্ৰাম্যমাণ থিয়েটাৰ আৰু নাটক নাট্যকাৰ মুনিন বৰুৱা : এটি বিশ্লেষণাত্মক অধ্যয়ন - ড° সব্যসাচী মহন্ত/১৫৪ ড° ভবেন্দ্ৰনাথ শইকীয়াৰ নাটক ঃ এটি বিশ্লেষণ - হিল্লোল কুমাৰ পাঠক/১৬১ জাম্যমাণ থিয়েটাৰৰ মৌলিক নাট আৰু নাট্যকাৰ প্ৰফুল্ল বৰা – দশৰথ দাস/১৯০ ভবেন্দ্ৰনাথ শইকীয়াৰ ভ্ৰাম্যমাণৰ নাটক - উৎপল দত্ত/১৯৫ মহেন্দ্ৰ বৰঠাকুৰ আৰু ভ্ৰাম্যমাণ থিয়েটাৰ - ড° নিশিগন্ধা তালুকদাৰ/২১২ ভ্ৰাম্যমাণত মঞ্চায়িত শিল্পীৰ জীৱন আধাৰিত নাটক : বৈশিষ্ট্য আৰু অভিনৱত্ব - ড° হিৰুমণি কলিতা/২৩১ ভ্ৰাম্যমাণৰ মঞ্চত হিল্লোল কুমাৰ পাঠকৰ চাৰিখন নাটক - মৃন্ময় ভূঞা/২৩৭

### তৃতীয় অধ্যায় : ভ্ৰাম্যমাণ থিয়েটাৰ আৰু ব্যক্তিত্ব

ভ্ৰাম্যমাণ থিয়েটাৰৰ জনক-ওস্তাদ ব্ৰজনাথ শৰ্মা - সঞ্জীৱ বৰঠাকুৰ/২৬৩ হ্ৰাম্যমাণ থিয়েটাৰত বিষ্ণুপ্ৰসাদ ৰাভা আৰু ভূপেন হাজৰিকা - মনোৰঞ্জন কলিতা/২৭০ ভ্ৰাম্যমাণ থিয়েটাৰৰ ইতিহাসত পুৰোধা সৈনিক শিল্পী, ন্ধপান্তৰৰ সেনানী ব্ৰজনাথ - ড° ৰাতৃল পাঠক/২৭৬ অবন্দিত সম্রাটৰ শৌর্যবে - ড° দীপশিখা ভাগবতী/৩০০

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# Feminism and Mahesh Dattani's Plays (A Selective Study)

Pranjal Protim Borah 🛝 Assistant Professor, Depatment of English Jhanji HNS College, Sivasagar

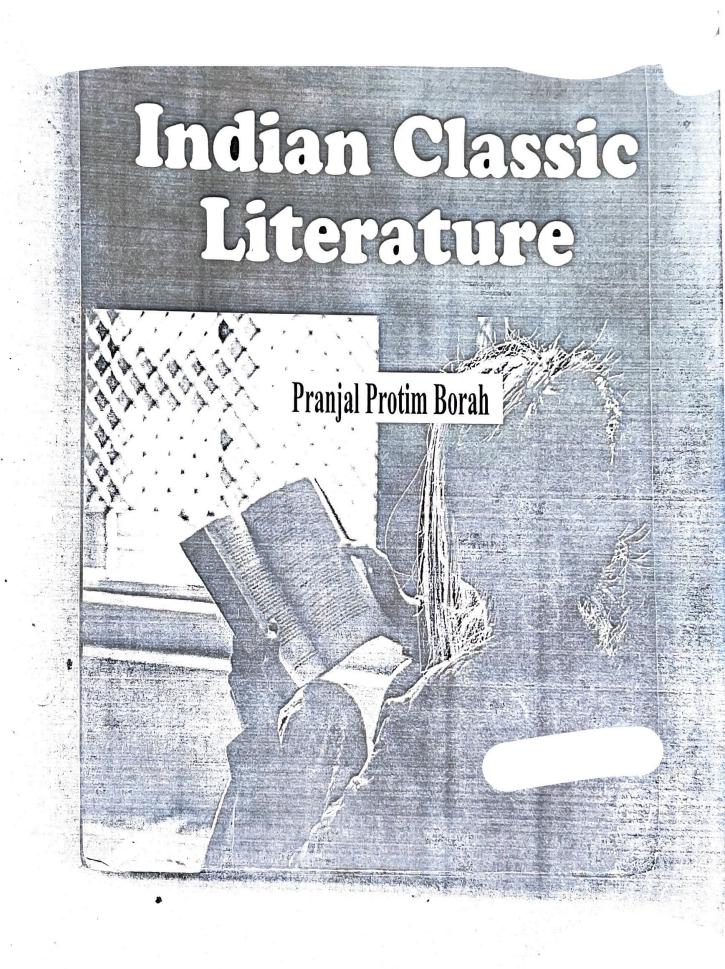
#### Introduction

Drama is a form of literary composition. It is designed to perform on stage and for this purpose drama needs character in the story. Professional actors posit a character and they execute the indicated actions and utter the written dialogues on the stage. The history of this popular art form dates back to the century succeeding the arrival of the Normans. The plays were designed in a manner to impart moral codes of conduct to the ignorant masses and the church had the complete dominance over it. Thus, drama has been gradually developed. France is called the first place where drama had set its foot and gradually it made its way towards England. With the British, who ruled over India, English drama came to India. But, it was not that the British had introduced drama in India. Much before the British came to India, Indian culture was enriched by drama. Indian ancient culture was witnessed of dramas, preferred for entertainment of the kings. Dramas, written in Sanskrit began a journey in India. Gradually it received popularity and there started writing of plays in Hindi and other regional languages in India. Modern India drama was produced in forms like Rasleela and Ankia Nat, which are basically religious and temple-based theatre. In the drama, we have the contemporary life, and social and secular values expressed through the Vidushak (Jester) or minor characters. The origin of dramatic performance in the Indian subcontinent can be traced back to as early as 200 BCE. The drama is regarded as the highest achievement of Sanskrit literature. Buddhist philosopher Asvaghosa who composed Buddhacarita is considered to have been the first Sanskrit dramatist.

With new characteristics, Indian drama has been gradually developed in modern time. English drama in India was started by Krishna Mohan Banerji with his work, The Persecuted (1837), a social play dealing with the conflicts between East and West. Many Indian writers have started writing in English also and Sir Aurobindo, Badal Sircar, Girish Karned, Vijoy Tendulkar, Mohen Rakesh are some established dramatists who delve deep into the problems of middle class society. Mahesh Dattani is one of the most popular dramatists of the present time who uses contemporary situations to project the existential attitude of modern life. He is a writer who champions the cause of true art free from any kind of theory. Discrimination and injustice done to the women folk of our society are the subjects with which he deals in drama. He depicts the feminine side. Through plays, he has raised questions on equality of gender, sexuality and identity. His plays dramatize the emptiness in the lives of women who are standing on the brink of terrible secrets, deception and hypocrisies. Objective- The paper is an attempt to explore the discrimination and injustice done to

women in the society. It is to discuss how women suffered in a male-dominated society and how the theme of feminism has influenced most of the plays of Mahesh Dattani.

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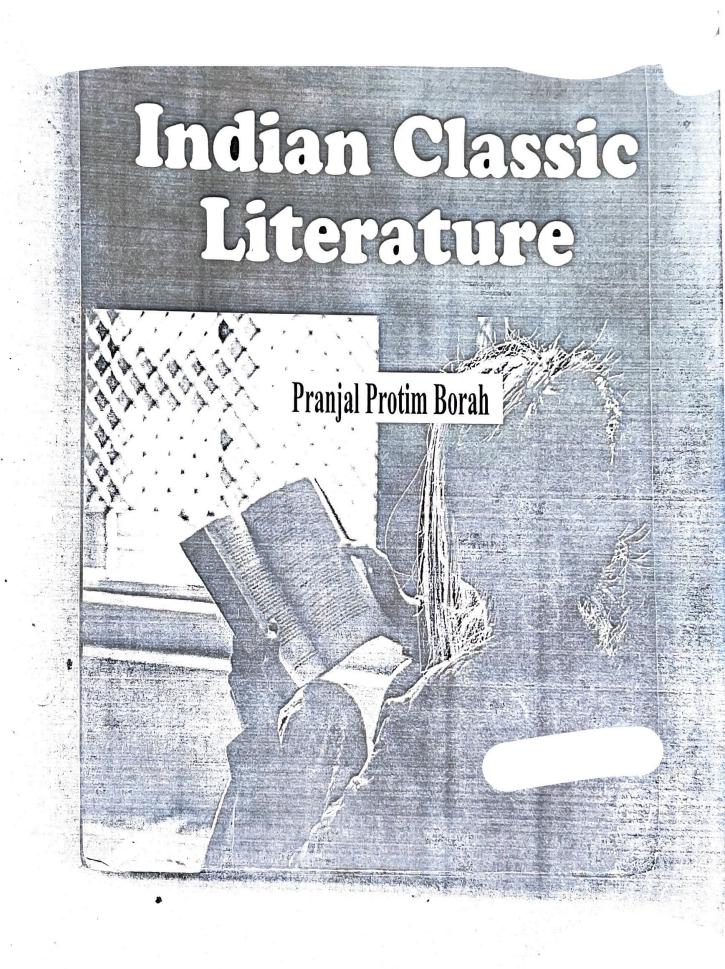
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# Socio-Cultural Assimilation in North East India and South East Asia







Jhanji Hemnath Sarma College Jhanji, Sivasagar, Assam Socio-cultural Assimilation in North-east India and Southeast Asia: A collection of selected research papers presented in the international seminar on Socio-cultural Assimilation in Northeast India and Southeast Asia held on 30th April & 1st May, 2018 organisedby Internal Quality Assurance Cell (IQAC), Jhanji Hemnath Sarma College, Sivasagar, Assam.

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ভাৰতবৰ্ষৰ উত্তৰ-পূৱ প্ৰান্তত অৱস্থিত আমাৰ ৰাজ্যখন আৰ্য-অনাৰ্য ভাষাগোষ্ঠীৰে পৰিবেষ্টিত এখনি মহামিলনৰ ক্ষেত্ৰ। সুদূৰ অতীতত বৰ অসম হিচাপে খ্যাতি থকা উত্তৰ-পূৰ্ৱাঞ্চলত দশম-একাদশ শতিকাতেই আৰ্য ভাষা অসমীয়াৰ উদ্ভৱ ঘটি সমূহ অনা-আৰ্য ভাষিক গোষ্ঠীৰ মাজত সমন্বয়ৰ বাহক হিচাপে ভূমিকা পালন কৰি আহিছে। অসমীয়া ভাষাৰ এনে সামাজিক স্থিতি আৰু ভূমিকাৰ বাবেই বৰ্তমান পৰ্যন্ত অসমৰ ৰাজ্য ভাষা বা মান্য ভাষা হিচাপে স্বীকৃত হৈ আছে। তদুপৰি অসমীয়া ভাষাৰ সমান্তৰালকৈ ঊনবিংশ শতিকাত বৃটিছৰ আমোলত বঙ্গ দেশৰপৰা আগমন ঘটা বঙলা ভাষাইও সমগ্ৰ অসমত প্ৰশাসনীয় আৰু শৈক্ষিক ক্ষেত্ৰত সুদূৰপ্ৰসাৰী প্ৰভাৱ বিস্তাৰ কৰিছিল। অৱশ্যে আমেৰিকান খ্ৰীষ্টান মিছনেৰী আৰু অসমৰ আনন্দৰাম ঢেকিয়াল ফুকন, কমলাকান্ত ভট্টাচাৰ্য্য, গুণাভিৰাম বৰুৱা, হেমচন্দ্ৰ বৰুৱা আদি জাতীয়তাবাদী লোকসকলৰ প্ৰচেষ্টাত অসমৰ ব্ৰহ্মপুত্ৰ উপত্যকাৰপৰা বঙলা ভাষা বিতাৰিত হ'ল যদিও বিদেশী অনুপ্ৰবেশ আৰু বঙালী লোকসকলৰ জাতীয়তাবাদী ভাৱধাৰাৰ দৰে বিভিন্ন কাৰণবশতঃ বৰাক উপত্যকাৰ কাছাৰৰপৰা ত্ৰিপুৰা পৰ্যন্ত বিভিন্ন জনগোষ্ঠীয় লোকৰ মাজত বঙলা ভাষাৰ প্ৰভাৱহে পৰিলক্ষিত হয়। অৱশ্যে উদ্ভৱৰ সময় আৰু সম্প্ৰসাৰণৰ বিস্তৃতি অনুসৰি অসমীয়া ভাষাই বঙলা ভাষাতকৈ বহু শতিকা **পূৰ্বে অসমত সু-দৃ**ঢ় স্থিতি লাভ কৰিছিল। ইয়াৰ বাবেই অসম তথা ভাৰত<sup>বৰ্ষৰ</sup>

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# WAR, PANDEMIC AND HUMANITY

Society, Culture & Literature Volume II

Kr. Abhimanyu De<mark>v</mark> Singh Billawaria Dr. Shubhra Jamwal

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# 13. Covid-19 and the Role of Assam Government

Pranjal Protim Borah, Assistant Professor, Jhanji HNS College, Amguri,

### Abstract

There is no denying the fact that the latest crisis of Covid-19 pandemic hown manking its property has shown mankind its proper place in the skim of things. Covid-19 is a timiest virus which cannot be same to tiniest virus which cannot be gauged by empty eyes. Times become seriously challenging because of the carrie challenging because of the corona virus. The Covid-19 pandemic has spread to around 216 countries including India. It affects millions of people, causes lakhs of death, and people are living with the fear of infection globally. The present crisis has thrown a number of lessons for the people of states like Assam also. Having regard to the situation which has unfolded following the outbreak of Covid-19 in Assam and the challenges which it possess to the public healthcare system, it is noticed that the Government of Assam in general and the Health Minister, Dr. Himanta Biswa Sarma along with doctors and medical staff in particular have been prepared healthcare infrastructure. The preparedness on the part of the Assam Government to combat the dreaded Covid-19 has started before the appeal of Prime Minister Narendra Modi on March 19 to observe a day long 'Janata Curfew' on March 22. During the first national lockdown (from March 25, 2020), the Assam Government has taken numerous steps to combat the outbreak. The present paper is an attempt to have a look at the framework prepared by the Government of Assam and also to ascertain the preparedness of the state to Sche the pandemic.

Reywords: Covid-19, Pandemic, Assam Government, Healthcare

### Introduction

The lethal Covid-19 pandemic has all of a sudden devastated the life of numan beings in an unprecedented way. This pandemic is a highly upredictable event. It seems having the nature of something developing at an exponential speed. This pandemic has spread to 216 countries, affecting millions of people, causing lakhs of death and many more are living with the first detected in December 2019 in



# Socio-Cultural Assimilation in North East India and South East Asia





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# Primary Education in Malaysia : A study

### Dr. Rajiv Gogoi

Assistant Professor, Department of Education Jhanji HNS college, Sivasagar

### **Introduction** :

Education in Malaysia is overseen by the Ministry of Education (Kementerian Pendidikan), Although education is the responsibility of the Federal Government, each state and federal territory has an Education. Department to coordinate educational matters in its territory. The main legislation governing education is the Education Act 1996. The education system is divided into preschool education, primary education, secondary education, post-secondary education and tertiary education. It is further divided into national and private education. Education may be obtained from the multilingual national school system, which provides free education for all Malaysians, or private schools, or through homeschooling. International and private institutions charge school fees. By law, primary education is compulsory.

Malaysia, in order to achieve Vision 2020, emphasizes on nurturing human capital so that Malaysia can become a knowledge economy. The Vision was developed at the time of Sixth Malaysia Plan in 1991, which calls for the nation 'to achieve industrialized nation status', by the end of this decade (Cheong, Hill & Leong, 2016, p. 74). The educational policies drafted by Malaysian Education Ministry since its independence has mainly focused on promoting Malay



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প্ৰকাশিকাৰ দ্বাৰা সৰ্বস্বত্ব সংৰক্ষিত। প্ৰথম প্ৰকাশ ঃ ২৪ ডিচেম্বৰ, ২০২১

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# Shodhnarmada: Advanced Research in Arts, Science, Humanities and Social Sciences

# Patriarchal Ideology and the Colonial Ethos: Exploring the intersections between Patriarchy and Colonialism in Charlotte Bronte's Jane Eyre

# Sima Nath

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### Abstract

The ideal woman's existence in Victorian Britain centred around the domestic realm of the house and family. Because of the society's traditional gender roles, women were confined to the house with minimal rights and advantages. Women were supposed to be good spouses and mothers, to practise restraint, and to be willing to give up their rights and comfort for the sake of others. Jane Eyre, a novel by Charlotte Bronte, challenges these gender stereotypes. In the novel, Jane, the English governess, looks beyond patriarchal ideals of woman in her search of equality and independence. Jane's identity, on the other hand, is forged at the expense of Bertha, a woman of Creole descent. Bertha is portrayed as the dark "other." Jane's and Bertha's experiences are not the same. However, the feminist agenda's universalization of women's oppression leaves little room to address their unique experiences. When the novel is considered in the colonial context, it is clear that Jane's identity is formed at the price of Bertha. The purpose of this article is to examine how Charlotte Bronte's novel Jane Eyre deals with the intersections between patriarchy and colonial ideology's racist outlook.

Keywords: Patriarchy, race, gender, colonial ideology



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