Editorial

Research and resource

Anything endowed by nature is resource and that should be adored by human being by using for better living. But fundamental point is that without knowing about such things, we cannot go for utilization. So, research is necessary. Research is search for new information regarding any resource. The information regarding resource builds the path to utilize it for better living. There was a time when people searched resource. Searching of resource is also a research. So resource, research and information make a triangle. At present the concept of research is almost confined in academic field. But we search for resource or information anytime every time. Research is our part of life and resource is our need. Both are important for our life. Animals also search resources. But human effort for searching resource and information is something different, something more. Still the objective of searching resource for human being and animal are almost same.

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A study of the impact of education and women empowerment with special reference to rural areas of Kokrajhar District

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Abstract:

This study was aimed at investigating an impact of education on women empowerment among rural women. The sample under this study contains 60 women from rural areas of Kokrajhar sub-division and random sampling technique is used. The objective of the study is to study the effect of education in women empowerment. Women's education in India is one of the foremost concerns of the Government of India as well as of the society at large. Education has to be the most conscious process of growth in a society and therefore, when things are changing, it is education that must first be awaken to the problem of re-evaluation and re-adjustment. Article 26 of the universal declaration of human rights 1948 states, everyone has right to education, which included – access, retention, attainment and monitoring. Education is a human right and an essential tool for achieving the goals of equality, development and peace. Equality to access to all levels of education is crucial to empowering women and girls to participate in economic, social and political life of their societies. Violence against women in different forms is common feature in India. Gender discrimination is a rampant in Indian society with boys having better access to education, food and other amenities and girls comparatively being given short shift.

Results indicate that proper care should be taken for development of women education in rural and remote areas of Kokrajhar district for encouraging the girls of SC and ST communities to school.

Key Words: Impact, Education, Women, Empowerment.

1.   Introduction:

'Empowerment' can be explained as a process of awareness, of capacity building resulting in greater participation, effective decision making power, greater control over material assests, intellectual resources and even ideology. It also means greater access to

knowledge, great ability to plan our lives, greater control over circumstances that influence our lives and freedom from the shackles of blind beliefs and superstitions. In this regard the concept of women empowerment is being increasingly realized now. According to Gangrade, "Women's empowerment means, "equal status to women, opportunity and freedom to develop oneself." Gandhiji's idea of women' empowerment was 'Sarvodaya' the welfare of all through cooperation and trusteeship in the economic sphere, equal participation in the political sphere, and mutual aid in the social sphere without regard to caste or class or gender. Kiran Devendra said that "Empowerment of women would mean equipping women to be economically independent, self-reliant, have positive self esteem to enable them to face any difficult situation and they should be able to participate in the process of decision making". The International Women's Conference of 1985 defined 'Women empowerment' as a redistribution of social power and control of resources in favour of women. There has been a shift in the approaches towards the well being of women and children from 'welfare during the seventies' to 'development during the eighties' and to 'empowerment during the nineties'. The Ninth Five Year Plan recommended adoption of the National Education Policy for 'empowering women' along with a well defined gender development index to raise the status of women. Empowerment therefore is the redistribution of power that challenges patriarchal ideology and male dominance. So, it is the process that enables women to gain access to control material, intellectual and human resources.

2.   Significance of the study:

It is often said that "when women move forward, the family moves, the village moves and the nation moves. It is essential as their thought and their value systems lead to the development of a good family, good society and ultimately a good nation. In reality, however for women in many countries, particularly India, there is deep-rooted gender bias and leaving a small number of urban and sub urban women, they are still crying for social justice. India is one of the few countries where the women population is lower than that of men. Logically, this should have led to improved status of women in the country. Unfortunately it is not so. The imbalance in the male-female ratio is due to blind faith as well as the result of illiteracy which have resulted in destruction of the girl baby at the pre-natal stage, deliberate malnutrition and neglect of the girl child in general.Without women equal evolvement development process at every will be inadequate. Swami Vivekananda said that "There is no chance for the welfare of the world unless condition of women is improved". Education is

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important for everyone, but it is especially significant for girls and women. "Education of boy is education of one person, but education of a girl is the education of the entire family", Jawaharlal Nehru said while underlying the importance of women education. Discrimination of women from womb to tomb is well known. There is continued inequality and vulnerability of women in all sectors- economic, social, political, education, health-care, nutrition, right and legal etc. Women are oppressed in all spheres of life, they need to be empowered in all walk of life. In order to fight against the socially constructed gender biases, women have to swim against the system that requires more strength. Such strength comes from the process of empowerment and empowerment will come from education. Education is one of the most important means of empowering women and giving them knowledge, skills and confidence necessary to be full partner in the development process.

3.   Objectives of the study:

1.   To study the effect of education in women empowerment.

2.   To study the impact of education in rural areas of Kokrajhar sub-division.

3.   To study the impact of modern education in the women of ST and SC community.

4.   Hypothesis of the study:

1.   The effect of education in women empowerment is not satisfactory.

2.   Impact of education is yet to reach the corners of villages.

3.   Women of ST and SC community are more backward as compared to women of general community in education.

5.   Limitations of the study:

       Following are the limitations of this research work:-

1.   Due to vastness of the topic, it is not possible to cover all the aspect within a limited period. Therefore, the study is strictly conducted only to rural areas of Kokrajhar sub-division.

2.   The study is conducted to educated and uneducated women, working and non-working classes of women of Kokrajhar sub-division.

3.   The study covers the SC, ST and General Community women of Kokrajhar sub-division.

6.   Methodology of the study:

       Descriptive survey method was adopted for the study.

Sample

The present study was conducted only to rural areas of Kokrajhar sub-division of Kokrajhar district. The sample comprised of 60 women,20 belongs to SC category, 20 ST category and 20 general category.

Data collection procedure

Data were collected both from primary and secondary sources. A questionnaires of 30 inquiries were prepared by the investigator and presented to the women of different families of the rural areas. Data were analyzed by the percentage of respondents.

7.   Analysis and Findings

7.1   Educational Backwardness:

It has been found while analyzing the data that village women of Kokrajhar sub-division are lagging behind in comparison to state literacy rate. The study shows that out of 60 respondents 40% are illiterate, 41.66% are school educated or under-metric, 8.33% are matriculates, 6.66% are intermediates and 3.33% are graduates. This study shows that village women of Kokrajhar sub-division are still much backward in education than 67.27% women literacy rate State of Assam (census report 2011). Where there 55% ST and 45% SC communities women are illiterate. The study shows that 51.66% women believe that 3R is not sufficient education for women and 95% respondents answered the inquiries that there are no night school, adult school, part time school and any other special education in their area for women education.

Table No.- 1: Educational standards of the rural women.

Academic Standard	Illiterate		School Edn(i-ix)		Matriculation(x-pass)		HS(xii pass)		Graduate		PG Holder	Profes-sional	Other
No. of respondent	G =5 Sc= 8 ST=11	24	G=9 SC=8 ST=8	25	G=2 SC=2 ST=1	5	G=2 SC=2 ST=0	4	G=2 SC=0 ST=0	2	Nil	Nil	Nil
Percentage (%)	40%		41.66%		8.33%		6.66%		3.33%		-	-	-

The study exposes 96.66% village girls have not received any facilities separate reading room at home, 55% girls have not received proper study materials and stationeries which are needed for fair study, 93.33% girls have to engage in household duties. In this

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study, it has been found that 93.33% have not received proper education due to financial crises and 85% were due to household works and taking care of brothers and sisters.

Table No.- 2: Educational facilities for girls.

Providing facilities	Received		Not- Received	
	Respondent	Percentage	Respondent	Percentage
1.Providing separate reading room	2	3.33%	58	96.66%
2.Making arrangement necessary books and journal	27	45%	33	55%
3.Reliving house hold activities	4	6.66%	56	93.33%
4.Supporting to stay in hostel, boarding house etc.	Nil	-	Nil	-
5.By any other means	27	45%	33	55%

7.2   Occupational Backwardness:

In this study, it has been found that 88.33% village women are housewives, 8.33% women are wage earner and 2.33% women are working in different Govt., semi Govt. and private sectors. There are no single professionals and business women in the village area.

Table No. – 3: Respondent's occupation.

Service	Professional	Business	Housewives	Cultivation	Wage earner	Other	Total
2 (3.33%)	0(-)	0(-)	53(88.33%)	0(-)	5(8.33%)	0(-)	60

7.3   Economic Backwardness:

Most of the village women are poorer and they live under the below poverty line. In this study, 73.33% women in the village area come from the BPL families. There are no single respondent above group 1,00,000 in village area. Therefore women from the village area are not able to bear the expensive expenditure of education, health care and family welfare, nutrition, co-curricular activities, uses of masses media etc. out of total 60 respondents only 10% women living in rural area plan their family budget and 90% depend on their husband and guardian.

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Table No.– 4: Economic status of family.

Group	No. of family	Percentage
Below 21,000	44	73.33%
21,001 – 50,000	11	18.33%
50,001 – 1,00,000	5	8.33%
Above 1,00,000	0	0

7.4 Social Backwardness:

Women of SC and ST communities are living in rural area socially backward with comparison to the general community's women. Prejudices, superstitious beliefs, Daini, Tantra-mantra, Bhoot etc. are more among the rural area people as compared to the town area. In this study we have found that 95% women have taken treatment from Bez or Kabiraj instead of doctors advice, superstitious beliefs still exist among different communities like Adivasis, Bodos, Rabhas, Muslim minorities etc. 96.66% women feel insecure to travel anywhere due to lack of knowledge and empowerment. Women are still dominated and repressed by their husband and other male member of paternal society. On the other hand out of 60 respondents 33.33% women are in favour of separate school for girls.

7.5 Political Backwardness:

Women of village in general and SC, ST communities in particular are very backward in political aspects. Out of 60 respondents 30% SC and 40% ST responded that they have not participated in the election process of Panchayat, Assembly and Parliament. In this study it's also found that only 8.33% women are active member of political parties. On the other hand 96.66% women of village area never tried to solve their local problem through the MLA, society, DC, BDO, President Gaon Panchayat, Ward Member, Head of village, NGO and club.

7.6 Backwardness in decision making process:

In this study, it has been found that 35% women living in the rural area are active member of self help group, 33.33% women member of SHG related to deposit money for loan scheme, 20% women member of SHG related to weaving, cutting and knitting, 6.66% women were related to animal husbandry and only 8.33% women were related to grocery and retaliating. Out of total 60 of our respondents only 10% women of rural area plan their family budget and

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90% depend on their husband and guardian, 35% women of rural area sometimes purchases their used essential commodities and 65% women depend on their husband and guardian. On the other hand 38.33% women were often, 61.66% sometimes participate in all the decision making process of their family. There are no single respondent actively involved in all the decision making process.

7.7   Right and judicial backwardness:

In this study, it has been found that out of 60 respondents 78.33% women of rural area are not aware of constitutional right and legal facilities and safeguards. On the other hand 80% women of SC, ST communities living in rural area are not aware of their constitutional right and legal facilities of equal opportunities to women. In this study it is found that 78.33% women living in rural area do not know constitutional provision of reservation for women and other facilities provided by the Indian constitution, 91.66% women of rural area do not know about the Right to Education Act (RTE) of Indian constitution.

Table No.– 5: Right and legal awareness of women.

Category	Yes	Partially yes	No	Total
General	2(10%)	3(15%)	15(75%)	20
SC	1(5%)	4(20%)	15(75%)	20
ST	1(5%)	2(10%)	17(85%)	20
Total	4(6.66%)	9(15%)	47(78.33%)	60

7.8   Backwardness in health and family welfare:

The third world women's has been using empowerment process effectively to improve their own condition. Empowerment seems to be a particularly important strategy to improve woman's health. Maximum women living in rural area are ignorant about the health care facilities and family welfare programmes. This study shows that 33.33% women living in rural still do not know about the Janani Shuraksha Yojana, 85% women of rural area do not have knowledge about the cause of ICTC testing centre. In this study, it is found that 80% women do not know about the cause of night blindness, 80% women do not know about the cause of Anemia, 51.66% women do not know about the HIV/AIDS and STDs and its related diseases. In this study shows that 40% women living in rural area still do not have knowledge about the national immunization programme, DOTs, J.E. vaccine, adolescent reproductive health clinic etc.

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Therefore, in order to remove inequality and to ensure equalization of educational opportunity certain measures should be taken with immediate effect analysis as primary education 6 – 14 years free and compulsory without making any discrimination on sex, caste, creed, economic status etc. At the same time curriculum should be followed as well as higher and professional education.

8.   Conclusion:

From the above analysis the discussion, it is found that modern education and facilities have influenced much in women empowerment. But still rural women in Kokrajhar district are lagging behind in comparison to women living in urban areas. Moreover, women of SC, ST communities living in village areas are more lagging behind in comparison to general women living in these places. On the other hand we did not think about the rural development without empowering the women. There is continued in equality and vulnerability of women in all sectors – Economic, social, political, Educational, Health-care, Nutrition, Right and Legal etc. Education is the key factor for women empowerment and rural development. So, providing equality of opportunity means every citizen of a country should get the equal chance to develop himself or herself according to his or her ability and capacity, to develop in different areas as he or she desires. Here ability or capacity should get prime importance in the matter of development. Therefore, to materialize their feelings into reality they incorporated an article in the constitution to provide free education to all children in the age group of 6 – 14 years. To achieve the objective of UEE the Govt. of India by making 93rd amendment of the constitution in 2003 made right to receive primary education as fundamental right. It highlights the importance of equality of educational opportunity as to bring social and economic equality or justice or values etc.

Suggestions:

Following measures may be suggested to overcome the problems which are found in the study.

1)   Proper care should be taken for development of women education in rural and remote area of Kokrajhar district for encouraging the girls of SC, ST communities to school. Guardian, teachers, NGO officials and Govt. will have to take bold steps for empowerment of women in general and women of SC, ST communities in particular.

2)   Hostel for girls at the middle and high school stages and subsidized transport facilities, wherever necessary and possible should arrange in rural area.

3)   Attendance scholarships for girl students which serve as a compensation tot the parents should be given. This will also ensure reduction of wastage and stagnation.

4)   Women reservation policy should strictly be maintained in all aspects like appointment in Govt. and semi Govt. offices, admission in to the educational institutions, participating in the politics etc.

5)   Women of rural areas should be trained up in different vocational courses like handloom and textile, poultry farms, fish farming, piggery, dairy farm, food and nutrition, fashion and designing, beauty parlour etc. still 93.33% women of rural area are not getting vocational training.

6.   General awareness programmes should be taken among the women of village area to sensitizes them about the modern development of science and technology so that they could give up superstitious believes and attitudes.

7)   Health awareness camps should be organized not only for pregnant women but also for general people of the village community. HIV/AIDS and STD awareness programmes, awareness programmes about Blindness, Adolescents Reproductive Health Clinic, JE, Malaria, TB, Leprosy, and Anemia etc. should be organized at different rural areas of the district for development.

8)   In this study, it has been found that 71.66% responded that that they have no electricity facilities and 60% responded that they have no proper transport and communication facilities in their villages. The Govt. department should adopt proper policies and proper implementation of Govt. scheme for the benefit of rural masses and rural development.

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A Critical Study of the Novel al-Liṣṣ wa al -Kilâb (The Thief and the Dogs) by Naguîb Mahfo z

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Abstract:

Naguîb Ma fo z was one of the most influential Arabic novel writers of second half of the twentieth century. In the 1950s and 60s he brought vitality in Arabic novel writing and became the first novelist in Arabic literature who won the Nobel Prize in 1988. His novels can be categorized into three types: historical novels, social realistic novels, and post realistic novels. The Novel al-Li wal Kil b (The Thief and the Dogs) is an example of post realistic novel. In this short essay I would like to trace the conflicting interests, between the hero of this novel and the ethos of a corrupt society, which resulted in his complete failure to escape from despair and helplessness. In the process some of the techniques of the novel as applied by the novelist, which were considered rather an innovative approach reflected after some fifty years since the publication of Muhammad Husain Haykal's famous novel Zainab (1914).

Keywords:

Social realistic novel, post realistic novel, existentialism, pragmatic, bourgeois, bureaucrat, infantile, nation-state

Introduction:

Naguîb Mahfoûz (1911- 2006) was an Egyptian writer who won the Nobel Prize for Literature in 1988. He is regarded as one of the most eminent writers of Arabic literature who have explored the theme of existentialism. He published fifty novels (a mix of historic, realistic and symbolic novels) and over 350 short stories, dozens of movie scripts, and five plays over a career spanning for seven decades. Many of his works have been made into Egyptian and foreign films. He began writing when he was seventeen. His first novel was published in 1939 and ten more were written before the Egyptian Revolution of July 1952. It appears that he stopped writing for several years, and again resumed with *al-Liṣṣ wa al-Kilâb (The Thief and the Dogs)* in 1961. Regarding this Muhsin al-Musawî mentions:

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"Mahfo z wrote it after some years of silence during which he felt the need to adjust to new order following the Egyptian revolution of 1952, Egypt's valiant struggle against imperial aggression in1956, and its subsequent leading role in third worldism and Arab nationalism. Yet this significant forward progress in world and Arab politics also weighed heavily on Egypt's national life. Many steps were taken to improve the economy, establish equality, enable the peasantry and the lower classes to achieve a better livelihood, and put an end to economic exploitation and forms of social oppression." [1]

After the great revolution of Egypt, Mahfo z started writing in a new spirit, for instance, his Trilogy, comprising of *Bayn al-Qasrayn (Between-the-Palaces), Qasr al-Shawq (Palace of Longing), and Sukkariya (Sugarhouse),* was written in 1956-57 which made him famous throughout the Arab world as a portrayer of traditional urban life. His trilogy is undoubtedly a great literary feat. With its detailed characterization, its records of descriptions, the fine sense of humour that pervades the dialogues and above all the accurate account of the social and political events as seen through the eyes of the family it stands apart as the trilogy a landmark in novel writing.

In the same way, *Awlaadu Haaratena (Children of Our Alley)* (1959), he began writing again in a new vein that frequently concealed political commentary under allegory and symbolism. Works of this second period include the novels *The Thief and the Dogs* (1961), *Autumn Quail* (1962), *Small Talk on the Nile* (1966), and *Miramar* (1967), as well as several collections of short stories.

The famous Arabic writer and critic Dr.Taha Husain says:

"He enabled the novel to attain a perfection and beauty, a profundity and precision and almost magical impact with which no Egyptian writer before him had invested it. I do not doubt that his novel sustains comparison with any of the international novels in any language of the world." [2]

The novel *al-Liṣṣ wa al-Kilâb (The Thief and the Dogs)* - one of his most popular and celebrated works - was written in 1961 and published in 1962. It is a post realistic novel.[3] It was well received and was followed by a steady stream of fine novels in the sixties that were detailed with finesse and great courage. The crisis of identity and conscience were suffered by Egyptian intellectuals during that period of pervasive malaise and dissatisfaction. The

novel is remarkable because it is the first to employ the stream of consciousness style of writing in Arabic. It helped confirm Mahfouz's stature as a pioneer in the field of literature.

The title of the novel consists of two words i.e. *al-Liṣṣ* and *al-Kilâb* and the *'waw'* in between is an *al-'Aatifa* (conjunction) that shows the relation between the two words. The word *al-Liṣṣ* (the thief) denotes a person violating social norms; a person denounced almost all the religions of the world, condemned to punishment. However, in this novel Sa'id Mahran, the hero (the thief) though honest, faithful and loyal, is projected against the conventional meaning because of his revolutionary principle. Captivated four years in the prison for theft by the betrayal of his friend, he decided to take revenge against his enemies. On the other hand, the word *al-kilâb* (the dogs) symbolizes the sincerity and loyalty of a faithful animal. Naguîb Mahfouz, however, used it with reference to the novel cruelty against the humanity embodied in the person of each of the characters, such as: Nababiyya, Ilish Sidra, and Ra'uf Ilwan. It is the treachery and betrayal these characters commit against Sa'id Mahran, makes the novel at the same time tragic, dramatic as well as fosters a sense of suspense.

Sa'id Mahran, the thief on the other hand has set himself up as a judge and executioner engaged in legal counsel charging penalty to those dogs who betrayed the confidence of his affection. As he goes for a stormy chase of these dogs, his bullet does not hit those fellows who deserved for it, but the innocent people, killing unnecessarily, because he is not really a hero, but a thief and acrobat.

As far as characterization of this novel is concerned, we can notice three types of characters, they are as follows:

1. Central or principal character
2. Secondary character and,
3. Passing character (co-character)

The principal characters of this novel are- Sa'id Mahran (a thief) who is the hero of this novel, Ra'uf Ilwan (Sa'id Mahran's erstwhile mentor and a symbol of bourgeois bureaucrat typically harsh on the poor), and secondary characters are: Ilish Sidra (friend of Sa'id Mahran who betrayed him); the Shaykh (a Sufi Saint who justifies the reality with spiritual ethos). The co-characters are: Nabawiyya (Sa'id's former wife betrayed him getting marry to Ilish Sidra), Nur (a prostitute who loves Sa'id), Sana (Sa'id Mahran's daughter), and Tarjan (a

café owner and a symbol of sincere friendship who helped Said providing him with Pistol and also information about the police.

The basic theme of the novel reflects the life of the hero "Sa'id Mahran", a thief recently released from prison, who intends on having his vengeance on the people who put him in jail. Sa'id's despair reflects disappointment in revolution and the new order that has come in Egypt that treats Sa'id Mahran not only as a thief, but a kind of revolutionary anarchist.

In this novel, the author narrates the story of the thief named "Sa'id Mahran" who was put in jail by his own former mentor Ra'uf Ilwan, on and being freed after four years, he came out and found no one to help him. Even his daughter "Sana" had declined. Being disappointed, he approached to his former friend "Ilish Sidra" and wife "Nabawiyya" to get the share of his property and books, but the former betrayed him by marrying his wife. He therefore became shocked and angry and decided to take his revenge on them. But he could not do so because of confinement and restrictions of this world. Later, he approached "Shaykh Ali al-Jundi", a Sufi saint to cope with the problem but the latter was not concerned to mundane affairs and instead of providing him assistance he advised him to be spiritual. Finally he decided to meet his mentor Ra'uf Ilwan, the successful journalist and businessman. The mentor, however, did not give him a chance to do so, and thus he found the world totally against his will to fulfill his aspiration.

There are two important factors in the novel, they are: main conflict between the thief Sa'id Mahran, as well as the dogs (Nabawayya, Ilish, and Ra'uf Ilwan) and on the other hand, his own psychological turbulence. These form the main structure of the novel.

The *al-Liṣṣ wa al-Kilâb (The Thief and the Dogs)* may be considered a detective novel to the extent that it portrays the causes for such disillusionment, a sense of betrayal, and the converse rise of the petit bourgeois bureaucrat as the opportunistic beneficiary in a corrupt set up. Naguîb's focus is on the increasing isolation perpetrated by the system, its estrangement from people and its mechanical response to challenge. The disappointed young protagonist, Sa'id Mahran, is blinded by anger and betrayal in nature. His shortcomings have an allegorical significance.

Naguîb's own moderate predisposition directs the course of the narrative on the basis of his innate distrust of violence as a solution to moral issues. According to the writer, every act

of violence is another trap leading to further mistakes. The teacher Ra'uf Ilwan has now become the primary beneficiary in an abstract space that allows bureaucracy to express its power and make gains on the ruins of petit bourgeois ideals during eras of social and political mobility. Sa'id is unable to grasp the pragmatic side of life and is angered by an overarching corrupt system, and his choice is suicidal. The little light that could have led him out of this impasse comes from Sufism. Sufi orders fit into a popular paradigm, where there is a differential sphere free from total state monopoly. Through Sa'id Mahran's stream of consciousness, the two powers with unequal bearing on a basically dispossessed, underprivileged character come to the fore: on the one hand, the revolutionary petit bourgeoisie with an infantile leftism that under the new social-and-political will soon turn into an opportunistic bureaucracy, and on the other, the Sufi order which remains unchanged and unconcerned with the outside world and its rewards or retributions. As Sa'id Mahran emerges from prison with an embittered sense of distrust, he takes infantilism to its extreme and faces further rejection from the world he believes in, represented by his daughter, Sana. Only Shaykh 'Ali al-Junaydi remains as he is unconcerned with Sa'id Mahran's mundane complaints and disappointments which thereby emerge as merely selfish concerns occasioned by a compelling attachment to this world that is devoid of love for God. This is what Shaykh 'Ali al-Junaydi no doubt intends with his riddle –like responses. On his first visit to the Shaykh, this is what Sa'id Mahran has to say:

> "I thought that if God had granted you long life, I would find your door open."
>
> "And the door of Heaven? How have you found that?"
>
> "But there is nowhere on earth for me to go. And my own daughter has rejected me."
>
> "How like you she is!"
>
> "In what way, Master?"
>
> "You seek a roof, not an answer." [4]

Mahfo z's portrayal of Shaykh in this novel does not carry political undertones. Their pronouncements veer away from mundane abstract space already marred and corrupted by the intrigues and concerns of the nation-state bureaucracy and its newly rich people, the very ones who will soon suffer fatigue and ennui.

These exhortations echo the earlier statements and Sufi intimations that Shaykh gives to Sa'id Mahran in this novel.

The moral sense in this novel is that although Sa'id left prison, he couldn't really get rid of it, as the prison of the self which is still burdened by a sense of betrayal and a consequent desire for revenge. When Sa'id asks for refuge in the house, the Shaykh obliquely denies ownership of any place or property. The meaning of a "house" refers to God's property. The Shaykh gives him a chance to start all over, to purge his imprisoned self from the mundane, and set out on a different path: "Take a copy of the Qur'ân and read." [5] The Shaykh repeated the same version thrice to make the initiative anew he is asked again:

"Wash and read the verses: 'Say to them: if you love God, then follow me and God will love you' and I have chosen thee for myself." [6]

Literary position of "al-Liṣṣ wa al-Kilâb":

Among the best known novels in Arabic literature, the novel *al-Liṣṣ wa al-Kilâb (the Thief and the Dogs)* of Naguîb Mahfo z has been considered as one of the artistic novels written after the first modern Egyptian novel Zainab (1914) of Muhammad Husain Haykal. The critic Dr. 'Abd al-Rahman Yaghi pays rich tribute to the novel with the following words:

"The Novel's Establishment Stage, in other words the Naguîb Mahfo z Stage." [7]

Moreover, he says:

Al-Liṣṣ wa al-Kilâb of Naguîb Mahfo z has got the third position among other phases of development in Arabic fiction". [8]

In the same way another famous critic Yusuf al-Sharuni mentions in his book "*al-Rewa'iyyun al-Thalatha" (The Three Novelists)*:

"Among the important works, which have been written in our contemporary Arabic Literature, are two novels: one of it is: *al-Liṣṣ wa al-Kilâb (The Thief and the Dogs)* of Naguîb Mahfo z, and the other one is: *al-Rajul alladi faquda zilluhu (The Man who Has Lost His Shadow)* of Fathi Ghanim." [9]

Some of the characteristics that set apart this novel are its brevity, third person narration, and the symbolic depiction of its characters. It consists of eighteen short chapters across which the novelist has applied some poetic odes, and meditations of breakthrough dreams. The readers and the writers observe that Mahfo z in this novel opens a new chapter

in the genre of Arabic fiction, especially in Arabic novel literature. Readers of Arabic literature can observe the perfection achieved by Mahfo z in this novel where he diverts from the traditional way to a new style of writing.

Conclusion:

To sum up, an inference can be drawn that Naguîb Mahfo z was a talented writer especially in the genre of Arabic Novel, by which Arabic literature got a distinct position in the context of modern literature; while Naguîb Mahfo z could offer an artistic style of innovative approach to Arabic novel literature. Needless to say that the socio-political portrayal is scintillated in his novel, *al-Liṣṣ wa al-Kilâb* with a vivid figure of expression in the hero, and such characters and conflicting ethos are also conspicuous in his other novels.

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Indian Higher Education and Its Quality Benchmark
(*With special reference to NE India*)

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Abstract:

The paper glimpses a comparative picture of Indian higher education (IHE). Starting with growth and development of IHE, its present status in reference to developed and developing countries and its quality concerns in term of international bench mark are discussed in brief. Discussing various issues and points of IHE, it has pointed out various models for quality assessment for higher education including the prevailing model of NAAC. The paper has also discussed poor quality existing in the colleges in Indian scenario, specially the in the north-east part that includes Assam. Reasons and queries for less qualitative in compare to international bench mark and the steps to enhanced quality and sustain 'quality culture' are discussed. It advocates introduction of innovative and best practices for active learning, value or creative based, and skill development based curriculum and practice within the of collegiate system. Paper concludes that in order to impart intrinsic knowledge and skills to learners in the changing scenario of education and training, there needs to put sincere attempts for innovation of ideas for sustaining the quality culture within the colleges.

1.   **Growth and Development of Indian Higher Education**:

India has rich tradition of teaching-learning practices dating back to its ancient period. Knowledge was preserved and propagated through oral tradition. Teachers set up residential schools in their own homes where students were supposed to reside with the teacher and his family. During the regime of Mauryan dynasty in the 3rd and 2nd century BC, India flourished with the establishment of exclusive institutions of learning. There were universities like Taxila, Ujjain, Kanchiand some others for medicine and learning including mathematics and astronomy.Taxila which is now in Pakistan and Nalanda in eastern India were the famous Buddhist Universities where several religious conclaves were held. The modern higher education began with the establishment of Hindu College at Calcutta in 1817 by the great soul of Bengal Raja Rammohan Roy and his friend David Hare with the objective that it

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would provide real knowledge transferred from European sources to the intellect Indians. The 'East India Company' founded a Sanskrit College for Indian at Calcutta in 1825. This was opposed by Raja Rammohan Ray since he felt that Indians should also receive education in European languages as well as western sciences. The Christian Missionaries had established few colleges with the religious objectives; among them Elphinstone College in Bombay (1834), Madras Christian College (1837), college at Masulipatanam(1841), Nagpur (1844), Agra (1853) were notable.

2.   **Advent of modern University System**:

In 1857 as a consequence of Wood's Education Despatch (1854), 3-universities were established in the presidency towns of Bombay, Calcutta and Madras. The main functions of these universities was to conduct examinations and awarding degrees while teaching work was done in the affiliated colleges similar to 'London University'. With the rapid increase in enrolment the no. of university had gone up to 16 by 1930. During the 2nd World War time 1919-1947 only 3-universities Kerala 1938, Utkal 1943, and Sagar 1946 were set up. This made no. of university during pre-independence up to 19 while at the time of partition, 3 more universities Rajasthan, Jaipur, and Punjab University were established in 1947. Thus the total number of university set up by the time of independence became 20 with about 500 affiliated colleges and 2.30 lakh students. In the Post-independence period as a result of the recommendations of 'University Education Commission' (1948-49), there founded 7-more universities including Gauhati University (1948). There were 27 universities and 695 affiliated colleges in 1950 with total student enrolment 174,000 and teacher enrolment 21,000. In post 1950 the growth of university and college has been phenomenal, there were on an average 4-5 university and 225 colleges were established annually. The present no. of higher educational institutes areas given below.

Degree/Diploma awarding Institute (Total 46,446 as on 31.12.2012)		
Central Institute-	**State Institute -**	Private Institute
Degree Awarding Institutions = 138	Degree Awarding Institutions =316	Degree Awarding Institutions =191
Colleges = 69	Colleges =13024	Colleges= 130
Diploma institutions =24	Diploma institutions =3207	Diploma institutions =9541

University Total= 652; (as on 31.12.2012)	Enrolment %	Type of College (as on 31.12.2012)	
State University = 299	46%	Total Colleges (Public & Private)	35,539
Private University =140	21 %	Affiliated College	31, 876
Institution of National Importance = 39	6 %	Constituent College	1, 508
Deemed University =130	20 %	P. G. off Campus	357
Central University =44	7 %	*Autonomous Colleges	441
Total =652	**100%**	till 31/3/2012	

[source UGC/MHRD]

(63% Univ. are within 12f& 2B while37% Non12f & 2B; for colleges 19% & 81% respectively)

*Autonomous College Status: College of more than 25 yrs old and having Grade A (NAAC) can apply)

Thus, with almost 700 universities and more than 35,500 affiliated colleges enrolling more than 20 million students, Indian higher education is a large and complex system. The structure of degree-granting institutions is cumbersome; primarily due to "affiliation" and funding patterns and sources. Almost 86% of higher education students are enrolled in bachelor's degree programs with majority enrolling in three-year B.A., B.Com. or B.Sc. degrees. Only one-sixth of the higher education students are enrolled in Engineering/Technology degrees. The p.cof enrolment in various level and field of study are as follows.

Level		Graduate (Bachelor's)	Post-Graduate (Master's)		Research (Doctoral)		Diploma/Certificate		Total
% of Total		**86%**	**12%**		**01%**		**01%**		**100%**
Arts	Science	CommManagt	Tech	Edu	Med	Agri	Veterinary	Law	other
37%	19%	18%	16%	04%	02%	37%	0 %	0%	01 %

3.   **Present Student Enrolment**:

The Gross enrolment ratio (GER) which measures level of higher education is 19.4% only; whereas the global average 29 %; as follows.

Country-wise GER			State-wise GER		*Institutional density(**Univ + College**)
Countries	GER		Chandigrah	41.4%	236.8(**total Institute 3 + 27**)
US	95%		Manipur	35.9%	3.6(**total Institute 3 + 80**)
UK	59%		Goa	33.2%	16.2(**total Institute 2 + 60**)
Japan	55%		Tamil Nadu	32.9%	18.5(**total Institute 55 +2410**)
Malaysia	31%		Delhi	32.5%	161.8(**total Institute 25+ 240**)
China	28%		Andhra Pradesh	26.9%	16.5(**total Institute 47+ 4550**)
Brazil	20%		Mizoram	21.6%	1.3(**total Institute 3 +28**)
India	19.4%		Nagaland	21.5%	3.5(**total Institute 4 + 58**)
World Average	**29%**		**Assam**	**13.4%**	**6.5(total Institute 15 + 507)**

* No. of institute per 1000 sq km

4.   **Quality Assessment in Higher Education** (QAHE):

Quality means "Beauty is in the eye of the beholder". Quality is a concept, a debated term. It is a philosophy, and what we are practicing. 'Quality' is as the fitness for purpose at minimum cost of society. QAHE is a measurement of quality ingredient to national development. According to Ronald Barnett (1992), QAHE measuresinstitutional culture and can be assessed through 4-core activities namely Teaching-learning, Students-assessment, Staff development, and Curriculum/courses. An effective QAHE is necessary for sustainability of healthy competition, students' satisfaction, maintain a recognized standard, accountability etc. Today, almost all the countries are concerning with quality of their tertiary education that to fit to the world market in providing necessary knowledge, skill and training that student and society need today. Every developing country has realized that they should not waste their money and value without optimum use of its educational mechanism. This is why the idea 'Quality' is in top of agenda in all kind of discussions today.

5.   **QAHE Models**:

Different countries have evolved different QAHE models for their Higher Education system as necessitated by their unique national context. But there are common unifying 8-dimensions (proposed by Garvi1987) for QAHE, as follows.

	Criteria	Observance
1	Performance	Knowledge and Skill achieved by learners
2	Features	Secondary and supplementary system available for knowledge dissemination
3	Reliability	The extent to which knowledge/skill disseminated in correct/up-to-date
4	Conformance	Degree to which institutional prog/course meets established standard & promises
5	Durability	Depth of teaching-learning accepted and imparted by the system/process
6	Serviceability	How well an institution handles customers/public complaints
7	Aesthetics	How the public/customer looks the institution (subjective)
8	Perceived quality	Societal gain or benefits

(i).   **NAAC Model for QAHE**:

The commission of Accreditation (COA) founded in 1949 was the first national organization in the USA to develop criteria and recognized accreditation body. In our country, after the National policy statements in 1968 &1986 and their action plan in1992, NAAC (National Accreditation and Assessment Council) was set up in 1994 with its headquarters in Bangalore. NAAC began to benchmarking and grading from 1998. Till March 2013, only 31% of universities and 14% of colleges has been accredited while only a fewer have gone for re-accreditation. The assessment results/grades accredited by NAAC reflects the poor quality of many of our institutions of higher education. It demands a large improvement in quality of majority of our universities and colleges and more specifically in the NE India.

Gn process of Assessment	NAAC 4-stage process for external quality assessment (Baldrige Criteria for perform of Excellence, USA)	NAAC 7-point Criteria for accreditation of affiliated colleges	
- Self Evaluation - Peer-reviewed by a panel of experts - Statistical analysis or use of performance indicator or setting a benchmark for best practices. - Survey by students or professional bodies, employees etc. - Testing of knowledge and skill competencies	1. Identifying predetermined criteria 2. Preparation and submission of self-study report by the institutional unit of assessment 3. On-site visit of peer team for validation of the report and recommendation of assessment outcome 4. Final decision by NAAC Executive Committee		weightage
		Curricular Aspect	50
		Teaching-learning and Evaluation	450
		Research, Consultancy and Evaluation	100
		Infrastructure and Learning Resources	100
		Student support and progression'	100
		Governance and Leadership	150
		Innovation practices	50
		Total	1000

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(ii)   NAAC Gradings

	Cumulative Grade Points	Perfo-rmance	Academic persuasion	Remarks
I.	3.01 to 4.00	A	Very Good	High level academic accomplishment as expected from inst
II.	2.01 to 3.00	B	Good	Attaining academic accomplishment above the minimum
III.	1.51-2.00	C	Satisfactory	Attaining minimum level of academic accomplishment
IV.	≤ 1.51	D	Unsatisfactory	Unsuccessful in attaining satisfactory academic level

International benchmarking of Higher Education (by Quacquarelli Symonds a British educational firm)

As a part of comprehensive global QAHE (2013), among 800-global ranking only 11 Indian institutions are included. IIT- D at 222, IIT- Bat 233, IIT- K at 295, IIT- M at 313 and IIT-Kh at 346. The rankings based on 6-assessment criteria viz. Quality of teaching, Research prowess, Pedagogical innovations, International outlook, Generation of intellectual properties like patents, and Publications and citations. In the list of the top 50 universities in Asia, IIT-D and IIT-B come in at 38 and 39 followed by IIT- K at 51 and IIT- R at 66. The Hong Kong University of Science and Technology tops the Asian rankings followed by a number of Chinese, Japanese and Korean institutions. Pakistan's Quaid-e-Azam University ranks at 119 and the National University of Sciences and Technology in Islamabad is at 120 - both ahead of the University of Mumbai which is at 140. The best-performing countries in terms of number of universities include the US (144); UK (69); Germany (42); France (40), followed by Japan (38).

6.   Our national urgency :

In the 2012 rankings of 400 universities, India had just one university compared with nine of China. India was the only BRICS nation that did not have a single university among the top 200 on the QS list. The position of Indian universities has consistently been falling year after year in almost all international rankings. Therefore, it is clear that more efforts are

needed in the area of quality of higher education throughout country. Realizing the urgency of the matter, speaking at a conference of vice chancellors of central universities Prime Minister Dr. Manmohan Singh said "Too many of our higher educational institutions are simply not up to the mark. Too many of them have simply not kept abreast with the rapid changes that have taken place in the world around us in recent years, still producing graduates in subjects that the job market no longer requires. It is a sobering thought for us that not one Indian varsity figures in the top 200 universities of the world today".

7.   Reason of poor performance, universities and colleges :

(i)   Low quality by national standard

Although with almost 700 universities and 35,600 colleges the country is regarded as the third largest education system in the world, but the matter of fact that 68% universities and 73% colleges are found to be medium or low quality by Indian standard itself. There is severe shortage of quality in providing teaching-learning to nearly 30 per cent of its 1.1 billion people which is major challenge in our higher education.

(ii)   Poor planning and funding:

Lack of planning and poor budgetary allocations specially for public funded institutions have not allowed to keep pace with the increased demand of its market. The public expenditure on higher education in India is very low at 0.6% of the GDP, compared to 2.7% in the USA. We need to step up our expenditure on research to pursue large-scale innovation. A targeted long-term perspective plan is required for training well-qualified, competent and committed teachers.

(iii)   Faculty Shortage and low quality:

Quality of faculty is crucial for a successful college or university. The survey reports say that there is 40% to 35% shortage of faculty in state and central universities, respectively. Moreover, many universities do not have competent and committed faculty due to poor salaries and working conditions.

(iv)   Politicisation of system:

Excessive politicisation and victimisation practices being followed in many colleges and universities that may deteriorate academic environment of the institution. Private sector participation could be a good option for creating healthy competition within the country and

also outside. Less politicisation of system may   bring back faculty commitment and enhance quality in all facets of education which is the need of the hour.

(v) **Less competition among universities and colleges**:

Quality enhances as competition grows. There is less competition among colleges and universities both in state and national level.

(vi) **Large no. of affiliated colleges under a university**:

The present average number of affiliated colleges per university is 300. Many of the universities have much more than its optimum value (50 to 60 per university, UGC)e.g.Osmania University has 901 colleges affiliated to it while 811 colleges are attached to Pune University.(GU- 319, DU - 180 & MU - 77affiliated colleges,) etc.

(vii)   GER Disparity within the nation and state

There are wide disparities in the GER of higher education across the country, as follows.

- Inter-state disparity - 47.9% in Delhi vs. 9% in Assam.
- Urban-rural disparity - 30% in urban areas vs. 11.1% in rural areas.
- Community disparity - 14.8% for OBCs, 11.6% for SCs, 7.7% for STs and 9.6% for Muslims.
- Gender disparity – 16.5% for females vs. 20.9% for males.

(viii) **Low citation impact**–

India's relative citation impact is half the world average. This was the reason why Dr P B Sharma, vice chancellor Technological University, Delhi said, "Research as a passion and a mission is yet to emerge as a hallmark of Indian universities."

8.   Challenges for 'Quality Culture' in universities and colleges

The quality may be defined as sustainable if the following questions or queries can be explained or answered clearly by an institute or the system.

i.   How can we promote 'culture of quality' within our institutes?

ii.   What are the elements of such 'culture of quality'?

iii.   How can we handle these elements in effective ways within our constrains

iv.   What kind of leadership is required today?

v.   How much urgency to decentralize our affiliated structure or centralize affiliated colleges?

vi.   How do we motivate our young learners and teacher about quality in reaching goal?

vii.   What resources and training are necessary for our teachers and other staff ?

viii.   How can we establish an effective system for self-monitoring/assessment our practices?

ix.   How could our system be more committing towards continuous quest for excellence?

x.   What way ICT can be effectively used in our regular teaching-learning practices?

xi.   Whom we will allow to accredit us and who will accredit them?

These are the major challenges for quality assurance in the present structures of our university and colleges. All these practically point towards qualitative improvement in learners' capacity building process in our system /institutions at various levels. Every institution needs to review and re-think how to get proper and permanent solutions of above challenges so to set their own criteria to involve culture of quality.

9.   Measures for quality improvement in college level:

i.   Proper understanding the concept ' Quality of Education' is highly necessary

ii.   More focus in raising level of teaching-learning within institute/college

iii.   Systematic and well calibrated quality enhanced continuity programme,

iv.   Encourage competition among learners/teachers with inter & inter college concept

v.   Debate and Discussion within institution about quality improvement, research, innovation and output

vi.   Periodic critical self-assessment of academic and administrative performance

vii.   Planned outlook on academic accountability

viii.   Initiate local/district/state level innovative programmes

ix.   Develop LAN (or WAN for student/teacher network) and display MIS through online

x.   Formulate 'College Performance Indicator' (through survey or other) for Quality Assurance

xi.   Activate 'Grievance Redressal Cell' and take prompt action where necessary

10.   Conclusion:

Greater emphasis need to be laid on the improvement of the quality of teaching-learning processes in order to produce employable and competitive graduates, postgraduates and PhD holders. Special emphasis must be given to communication and presentation skills, specially for students coming from rural background / remote locations and that for students studies in vernacular languages so that they can perform well in their assessment and can compete in the global market, across the globe. Institutions should also inculcate multitasking abilities amongst students, e.g. a certificate course on foreign languages relating to our neighbourhood, advanced IT knowledge, may help students to do better in many field/ corporate sector as well. Student exchange, cultural exchange should be encouraged and various ways and means should be found to enhance students interest level & participation. There must be greater focus on research and innovation through both college and university public and private.

The International Labour Organization (ILO) has predicted that by 2020, India will have 116 million workers in the age bracket of 20 to 24 years, as compared to China's 94 million. It is estimated that the average age of Indian by 2020 will be 29 years (for NE India 28yrs) as against 40 years in USA, 46 years in Japan and 47 years in Europe. In fact, the country will have more than 60% of its population in the age group of 15 to 59 years. This trend is very significant on the quantum of its population and its age structure. Higher Education is only key to catch this opportunity. Their needs systematic focus planned expansion and quality improvement (excellence) in our present system. At present in Assam only a few colleges have NAAC Grade 'A'. To catch up world job market in the coming days, colleges of Assam and NE must play vital role by enhancing quality and quantity so to make excellence in performance as in   NAAC Grade 'A'. Government should also provide sufficient funds, annual schemes for aided and unaided colleges for enhancing overall support.

The importance of education is quite clear. It is the most powerful instrument whose effective use requires the strength of will, dedicated work and sacrifice. Since this instrument is in the hands of teachers, they must create effective teaching-learning environment so to improve and sustain the 'Quality Culture'. Further, an effective education system is one which can develop desirable habits, skills and attitudes to help teacher/student in growing profession competence. Thus, quality is to be understood in terms of teaching learning

process oriented towards all-round development for learners who not only could able to develop the desire knowledge and skill but also have fair opportunity of employability.

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Biological role of Iodine

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Abstract:

It is the heaviest essential element utilized biologically. Iodine is a trace mineral needed to make thyroid hormones, which are necessary for maintaining normal metabolism in all cells of the body. Iodine attaches to insulin receptors and improves glucose metabolism. It has many non-endocrine biologic effects, including the role it plays in the physiology of the inflammatory response. Iodides increase the movement of granulocytes into areas of inflammation and improve the ability of granulocytes to kill bacteria. Lack of iodine can cause changes to the thyroid gland directly leading to poor function of metabolism and immunity. Iodine deficiency, either dietary or pharmacologic, can lead to breast atypia and may causes stomach cancer.

Keywords: Povidone iodine, goiter, thyroid.

Introduction:

Iodine was discovered by Bernard Courtois in 1811. Iodine occurs mainly as a diatomic molecule I_2, not in atomic state. In nature, iodine is a relatively rare element, ranking 47th in abundance. It is the heaviest essential element utilized biologically. It is found in Seafood, iodized salt, and sea vegetables. Processed food may contain added iodized salt. Iodine is frequently found in dairy products. Vegetables grown in iodine-rich soil also contain this mineral. . Iodine occurs in slightly greater concentrations in seawater than in rocks, 0.05 vs 0.04 ppm. Minerals containing iodine include caliche, found in Chile. A type of seaweed, kelp, tends to be high in iodine as well, with from 0.03 – 0.45 dry weight percent. Iodine is essential for brain function and intelligence. Iodine has a nutritional relationship with selenium. A family of selenium-dependent enzymes called deiodinases converts T4 to T3 by removing an iodine atom from the outer tyrosine ring. These enzymes also convert T4 to reverse T3 (rT3) by removing an inner ring iodine atom; and convert T3 to 3,3'-diiodothyronine (T2) also by removing an inner ring atom. Both of the latter are inactivated hormones which are ready for disposal and have essentially no biological effects. A family of non-selenium dependent enzymes then further deiodinates the products of these reactions.

Importance in human body: Iodine is absolutely essential for human development and health. Iodine can be used in many different ways depending on the presenting clinical

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situation. It can be taken orally, applied transdermally, vaporized in a nebulizer for application into the lungs and used in douches. Iodine exhibits activity against bacteria, molds, yeasts, protozoa, and many viruses; indeed, of all antiseptic preparations suitable for direct use on humans and animals and upon tissues, only iodine is capable of killing all classes of pathogens gram-positive and gram-negative bacteria, mycobacteria, fungi, yeasts, viruses and protozoa. Most bacteria are killed within 15 to 30 seconds of contact. Iodine has many non-endocrine biologic effects, including the role it plays in the physiology of the inflammatory response. Iodides increase the movement of granulocytes into areas of inflammation and improve the ability of granulocytes to kill bacteria.

Iodine's main role in animal biology is as a constituent of the thyroid hormones: thyroxine (T4) and triiodothyronine (T3). These are made from addition condensation products of the amino acid tyrosine, and are stored prior to release in an iodine-containing protein called thyroglobulin. T4 and T3 contain four and three atoms of iodine per molecule, respectively. The thyroid gland actively absorbs iodide from the blood to make and release these hormones into the blood, actions which are regulated by a second hormone TSH from the pituitary. Thyroid hormones are phylogenetically very old molecules which are synthesized by most multicellular organisms and which even have some effect on unicellular organisms. Thyroid hormones play a basic role in biology, acting on gene transcription to regulate the rate.

Thyroid iodine treatment is essential for treating hypothyroidism. Iodine and its compounds are primarily used in nutrition, the production of acetic acid and polymers. Iodine's relatively high atomic number, low toxicity, and ease of attachment to organic compounds have made it a part of many X-ray contrast materials in modern medicine. Iosol Iodine- Supports thyroid hormone formation, Thyroid nutrition to help warm up low body temperature, Important for pregnancy and brain development. Iosol Iodine is a unique form of iodine. It assists formation of thyroid hormone, helps warm up body temperature, and is a protective nutrient. Iodine accounts for 65% of the molecular weight of T4 and 59% of the T3. 15–20 mg of iodine is concentrated in thyroid tissue and hormones, but 70% of the body's iodine is distributed in other tissues, including mammary glands, eyes, gastric mucosa, the cervix, and salivary glands. In the cells of these tissues iodide enters directly by sodium-iodide symporter (NIS). Its role in mammary tissue is related to fetal and neonatal development, but its role in the other tissues is unknown.

Deficiency disease: Iodine deficiency can cause low thyroid function, goiter, and cretinism. Lack of iodine can cause changes to the thyroid gland directly leading to poor function of metabolism and immunity. Iodine deficiency, either dietary or pharmacologic, can lead to breast atypia. Iodine deficiency can also causes stomach cancer.

The total deficiency of thyroid hormones can reduce basal metabolic rate up to 50%, while in excessive production of thyroid hormones the basal metabolic rate can be increased by 100%.T4 acts largely as a precursor to T3, which is the biologically active hormone.

Toxic effect of Iodine: Elemental iodine is an oxidizing irritant and direct contact with skin can cause lesions, so iodine crystals should be handled with care. Solutions with high elemental iodine concentration such as tincture of iodine and Lugol's solution are capable of causing tissue damage if use for cleaning and antisepsis is prolonged. Elemental iodine (I_2) is poisonous if taken orally in larger amounts; 2–3 grams of it is a lethal dose for an adult human. Iodine vapor is very irritating to the eye, to mucous membranes, and in the respiratory tract. Concentration of iodine in the air should not exceed 1 mg/m³.

Uses of Iodine: Excess iodine has symptoms similar to those of iodine deficiency. Iodine can be used in several ways. First as a disinfectant before a medical procedure such as surgery of getting stiches. It can be used for a vitamin supplement in individuals with iodine deficeincy. It can also be used to destroy the thyroid in cases of thyroid cancer. Since the thyroid is the primary user and absorber of iodine in the body, radioactive iodine in injected into the body and the thyroid absorbs it destroying the cancer as well as the thyroid.

Povidone iodine belongs to a class of antiseptics known as iodophores and is a broad spectrum, quick drying antiseptic for the treatment and prevention of infection. It is used in the treatment or prevention of infection in minor cuts and abrasions, minor surgical procedures and small areas of burns, fungal and bacterial skin infections and pyodermas.

Do not use topical iodine on deep, puncture wounds, animal bites, or serious burns. To do so may increase the chance of side effects. Do not cover the wound to which you have applied topical iodine with a tight dressing or bandage since this may increase the chance of side effects. Symptoms of overdose are abdominal or stomach pain, diarrhea, fever, nausea, not being able to pass urine, thirst, severe, vomiting.

Radioactive Iodine I-131 (also called Radioiodine I-131) therapy is a treatment for an overactive thyroid, a condition called hyperthyroidism. When a small dose of I-131 is swallowed, it is absorbed into the bloodstream in the gastrointestinal (GI) tract and concentrated from the blood by the thyroid gland, where it begins destroying the gland's cells. Betadine alcoholic solution also known as

Povidone-iodine - 10.0% w/v used as an antiseptic skin cleanser for major and minor surgical procedures where a quick drying effect is desired. The application of povidone iodine to large wounds or severe burns may produce systemic adverse effects such as metabolic acidosis, hypernatraemia and impairment of renal function. The application of povidone iodine to large wounds or severe burns may produce systemic adverse effects such as metabolic acidosis, hypernatraemia and impairment of renal function.

Conclusion:

It is absolutely vital for preventing and curing breast cancer and probably all forms of cancer would be diminished by its concentrated use. Iodine supplementation will gradually eliminate the first phase of the cancer development in the breasts (fibrocystic disease) so no new cancers can start. It also will kill abnormal cells floating around in the body at remote sites from the original cancer. This approach appears to work for prostate cancer as prostate cancer is similar to breast cancer in many respects.

Thus Iodine plays a major role in the service of mankind.

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Status and extent of rural infrastructure in lower Brahmaputra valley of Assam

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Abstract:

The infrastructural facilities are playing a very important role for the socio- economic development of the vast rural masses. The infrastructural facilities range from social to economic over heads. Facilities like education, health care, drinking water, roads etc. are very important for the rural development of an economically backward region like Assam. Assam is a predominantly rural economy having about 87 percent (at the time of 2001 Census) of its population live in rural areas. The socio-economic condition of this vast population is very weak. The socio-economic development of the rural masses can be improved only through development of the rural areas. Rural infrastructure is one of the very important and crucial factor for enhancements of rural development. The present study attempts to analyze the status and extent of rural infrastructural position of the Lower Brahamaputra Valley of Assam, based on 2001 Census Report. At the time of 2001 Census, the region comprises eight districts viz., Dhubri, Kokrajhar, Bongaigaon, Goalpara, Barpeta, Nalbari, Darrang and Kamrup. Taking some suitable indicators of infrastructural facilities like health, education, irrigation, roads, electricity and drinking water and sanitation the position of infrastructure for rural development has been analyzed.

(Key words: Rural, Infrastructure, Development, Disparity)

1. Introduction:

Infrastructure plays a very important and crucial role in the development process of a region. In an economy like Assam which is predominantly rural, the development of rural infrastructure in particular generates more rural development. So rural infrastructure becomes a chief factor in diversification of rural development. In Assam about 87 percent (at the time of 2001 Census) of the population lives in rural areas. The socio- economic status of this vast population group is very weak. This is characterized by low income level, poor quality of life and weak base of human development. The socio- economic development of the rural masses can be improved only through development of the rural areas. The

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development of rural infrastructure enhances rural development to a certain extent. The infrastructural facilities include both economic and social overheads such as transport and communication, power, irrigation, health, education, drinking water supply etc. The general deficiency of such facilities shows poor rural development in the rural areas of a region.

The present study attempts to analyze the infrastructural status in the rural areas of Lower Brahmaputra Valley of Assam comprising 8 districts viz., Dhubri, Kokrajhar, Bongaigaon, Goalpara, Barpeta, Nalbari, Darrang and Kamrup, based on 2001 Census Report. Thus it is a inter-district level study of the Lower Brahmaputra Valley of Assam. The infrastructural statuses of the districts i.e., the rural regions determine the extent of rural development across the Lower Brahmaputra Valley of Assam. Taking some suitable indicators of infrastructure such as health, education, irrigation, roads, electricity and drinking water supply and sanitation the position of infrastructure as panacea for rural development has been analyzed.

2. **Review of literature**:

In an economy which is predominantly rural, the concept of infrastructural development has a greater role for rural development. The concept of rural infrastructure and rural development has been developing fast from various sides.

Bhattacharyya (2004) stresses rural development as a continuous process which aims at extending the benefits of development to those people whose future lies in the pursuit of a livelihood in the rural areas. In the study on rural development in North-East India, he advocates rural development through development of agriculture and allied activities, rejuvenation of village industries on the basis of locally available resources.

Rural areas suffer from basic amenities like housing, health, education, water supply and transport facilities. The shortage of basic amenities in various regions due to tremendous population pressure on existing infrastructure and resource base (Das and Sengupta,). In the study of basic amenities in Meghalaya they stress the challenges of development with availability of basic facilities which focuses quality of life.

Agarwala and Hazarika (2004) present an analysis of inter-district developmental disparities across the State of Assam. They make an analysis of the disparities in different sectors of the state economy such as agriculture, industry and basic infrastructure and services (BIS) through which an overall inter-district disparity can be made.

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The role of infrastructure in fostering economic growth and enhancing public welfare is more pronounced in developing economies like India. Sarkar (2009) presents an analysis of inter-district disparities in infrastructural development of West Bengal State. Through various statistical techniques like ranking, coefficient of variation, principal component analysis/factor analysis and rotated factor matrix (Kaiser Varimax Method), he analyzes the inter-district infrastructural development disparities. The study finds that there are sharp disparities among the districts in the state of West Bengal.

3. **Objectives:**

The objectives of the study can be formulated as under –

1. To examine the status and extent of rural infrastructure across the rural regions/districts of Lower Brahmaputra Valley of Assam.

2. To analyze the variability of the districts in respect of rural infrastructural indicators.

4. **Methodology**:

4.1 **Data Sources**:

The study is carried on the basis of secondary sources data.

The district level data of Lower Brahmaputra Valley of Assam have been compiled from different secondary sources like Census Report 2001, Statistical Hand Book, Assam ,2008 (Directorate of Economics and Statistics, Government of Assam), District Human Development Profile 2006-07, Assam (Human development Resource and Co-ordination Unit of Planning and Development Department , SIRD, June, 2009) and Highlights of Different Agricultural Development Schemes in Assam, 2008-09(Department of Agriculture, Assam and Department of Horticulture & Food processing, Assam).

4.2 **Analytical Framework**:

Subject to the availability of data, the study takes into account some indicators of infrastructural development of the rural regions of the Lower Brahmaputra Valley of Assam which directly focuses rural development in the regions. For sake of convenience of the study, the infrastructural indicators are classified into six categories such as health, education, irrigation, roads, power and drinking water supply and sanitation. Here, the value of each of these indicators is transformed into an index using the formula used in construction of Human Development Index (HDI), by UNDP (United Nations Development Programme), 1990 as,

$$\text{Value of the Index} = \frac{\text{Actual value} - \text{Minimum Value}}{\text{Maximum value} - \text{Minimum Value}}$$

Here, the value of the index lies between zero and one

The computed indices of the various indicators show the extent of variability of the rural infrastructural indicators across the regions of Lower Brahmaputra Valley of Assam.

Finally, the study interested to compute a composite index in order to investigate status as well as extent of rural infrastructure across the rural regions. The composite index so constructed is nothing but the simple average of the indices of the chosen indicators having equal weightage.

On the basis of the value of overall index the status of infrastructural development as driving force of rural development can be grouped into three heads such as-(i)Highly Developed, (ii)Relatively Developed or Developing and (iii)Backward

(a)Highly Developed (HD) -   Districts whose value of the index lies between 0.800 and 1

(include 1 but exclude 0.800)

(b)Relatively Developed or Developing (RD)-value of the index lies between 0.400 and 0.800

(include 0.800 but exclude 0.400)

(c)Backward (B) - Districts whose value of the index lies between 0 and 0.400

(include 0 but exclude 0.400)

Finally, in order to analyze the variability of the districts in respect of rural infrastructural indicators, the co-efficient of variation (CV) of each of the indicators across the districts of Lower Brahmaputra Valley of Assam has been found out. The indicators whose CV is high there is higher variability and the indicators whose CV is less there is lesser variability across the districts.

5. **Results and discussion**:

The study covers the rural regions (in terms of districts) of the Lower Brahmaputra Valley of Assam based on the 2001 Census Report. The region comprises 8 districts viz, Dhubri, Kokrajhar, Bongaigaon, Goalpara, Barpeta, Nalbari, Darrang and Kamrup.

The status and the composite infrastructure index (INFS$_I$) along with indices of infrastructure indicators of Lower Brahmaputra Valley of Assam are shown in the Table 1(given below).

Table-1: Status and Extent of Rural Infrastructure Index (INFS$_I$)

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Districts	H_I	ED_I	IR_I	R_I	P_I	DWS_I	$INFS_I$	Status	Rank
1	2	3	4	5	6	7	8	9	10
Dhubri	0	0	0.596	1	0.010	0.691	0.383	B	6
Kokrajhar	0.849	0.433	0.100	0	0.039	0.057	0.246	B	7
Bongaigaon	1	0.583	0.829	0.410	0.059	0.619	0.583	RD	1
Goalpara	0.328	0.289	1	0.967	0.064	0.627	0.546	RD	2
Barpeta	0.079	0.119	0.042	0.328	1	0.797	0.394	B	5
Nalbari	0.743	1	0	0.424	0.119	0.332	0.436	RD	4
Darrang	0.389	0.104	0.111	0.298	0	0.061	0.161	B	8
Kamrup	0.522	0.513	0.843	0.119	0.176	0.518	0.449	RD	3
All Regions	0.489	0.380	0.440	0.443	0.183	0.463	0.400	B	

 Sources:

Compiled from, (a) Census Report- 2001

(b) District Human Development Profile, 2006-07

(c) Highlights of Different Agricultural Development Schemes in

Assam, 2008-09.

   The health infrastructure index (H_I),in column 2 of the Table 1) for each of the districts has been constructed using only one variable of health infrastructure such as number of Primary Health Centers (PHC's) per lakh of rural population. Similarly, the study has been taken into account number of Primary Schools (PSC's) per lakh of rural population as convenient measure of Education Infrastructure Index (ED_I), as in column 3 of Table 1. Again the study assumes number of shallow tube wells per thousand hectares to the net sown area of the regions as suitable measure of Irrigation Index (IR_I) as in column 4 of Table 1)

    The road index (R_I) in column 5 of Table 1 as measurement of road infrastructure is calculated by using rural paved road length per 100 square kilometers. Similarly, percentage of rural household having electricity within premises in the rural regions in used as Power Index (P_I) for power infrastructure (column 6 in Table 1). Again, column 7 of Table 1 is the combined index of drinking water and sanitation (DWS_I) which is the simple average of drinking water index and sanitation index. Percentage of rural household having drinking water facility within premises and percentage of rural household having toilet facility within premises of the districts of Lower Brahmaputra Valley of Assam are respectively used for drinking water index and sanitation index.

    Finally, the overall infrastructure index ($INFS_I$) is shown in column 8 of Table 1, which is the simple average of the six indices of infrastructure such as health index, education index, irrigation index, road index, power index and drinking water and sanitation index. Let

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us examine the status and extent of rural infrastructure in the rural regions of the Lower Brahmaputra Valley of Assam. From the composite indicators i.e., column 8 of the Table 1, it has been cleared that Bongaigaon district followed by Goalpara, Kamrup and Nalbari are in the relatively developed position then the remaining districts of the Lower Brahmaputra Valley of Assam. Thus the study places 4 districts as relatively developed in rural infrastructure. The rest 4 districts of Lower Brahmaputra Valley of Assam viz., Darrang, Kokrajhar, Dhubri and Barpeta are categorized as backward. In the study, Darrang district is the least developed in infrastructure followed by Kokrajhar, Dhubri and Barpeta which leads to poor rural development.

It has been found from the Table 1 that, there are no any highly developed districts in the entire region. The overall scenario of the entire Lower Brahmaputra Valley of Assam is found to be backward, having its infrastructure index as 0.400. It is mostly due to poor education and power infrastructure base in average of the different regions.

The Table 2 in the following represents the coefficient of variation of the different indicators of rural infrastructure-

Table 2: Coefficient of Variation (CV) of Rural Infrastructural Indicators

Sl. No.	Indices	Coefficient of Variation (CV)
1	H_I	68.71
2	ED_I	80.26
3	IR_I	88.86
4	R_I	76.52
5	P_I	171.04
6	DWS_I	57.23
Total	$INSF_I$	32.59

In the Table 2, since coefficient of variation (CV) of overall rural infrastructure index($INFS_I$) is found to be 32.59 percent, it means there are about 33 percent variations in rural infrastructure exists across the regions of Lower Brahmaputra Valley of Assam.

Further, from the Table 2, it has been revealed that out of the six indicators the power infrastructure have very high variation across the districts of Lower Brahmaputra Valley of Assam having its CV value as 171.04. The variation in education, irrigation and roads are also significant having high CV values as 80.26, 88.86 and 76.52 respectively. The variation in drinking water and sanitation is the lowest having its CV as 57.23 followed by health infrastructure whose CV value is found to be 68.71.

Thus, the variations in rural infrastructure of the Lower Brahmaputra valley of Assam are mostly due to the power infrastructure followed by irrigation, education and roads.

6. **Conclusion and policy implications**:

For enhancement of rural development of a region as well as to provide equitable distribution of rural development across the various regions the simultaneous development of all the components of rural infrastructure is essential. The districts which are lagging in some indicators of infrastructure should be given more impetus in the particular sector so that equitable rural development will progress. Even the relatively developed regions have also deficiency in some components. For example, the relatively developed districts like Bongaigaon, Goalpara, Nalbari and Kamrup have negligible development in rural electrification. Kamrup district has also deficiency in rural roads. On the contrary, Nalbari district is the least developed in irrigation infrastructure than the other regions of Lower Brahmaputra Valley of Assam. Therefore, the policy package for different regions either relatively developed or backward may be devised by emphasizing on the areas of greater deficiency components.

Again, in order to have equitable rural development of the different regions the variations in rural infrastructure should have to be minimizing as far as it is possible. In this regard the disparity in different components of rural infrastructure should be kept in mind. From the Table 2, it has been evident that there is significant disparity in power, irrigation, and education and road components of infrastructure. So policy makers need to give more emphasis on those sectors.

The above analysis which is based on various indicators of rural infrastructure made it clear that while some regions are relatively developed the others are backward. The development varies because of deficiency in basic facilities in some regions. The districts like Bongaigaon, Goalpara, Kamrup, Nalbari are came out to be relatively developed than the other district like Darrang, Dhubri, Kokrajhar and Barpeta of Lower Brahmaputra Valley of Assam. It is important to note that the peculiar geographic and demographic characteristics as well as resource availability, industrialization etc., bestows different picture in attainment of rural infrastructural development.

Thus, infrastructure is the key in transforming low productive into a fast growing economy. The construction of social and economic infrastructures helps in the enhancement

of human development in the rural areas and the rural poor can access to the economically gainful activities.

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Violation of human rights and its protection

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Abstract:

Human rights can be generally defined as those rights which are inherent in our nature and without we cannot live as human beings. Today in almost of all the states, particularly in several third world states or developing new states, violation of human rights have been going on in several ways and on several grounds. Now the world is suffering from terrorism and interestingly terrorism a crime against mankind and hence human right is fighting against terrorism. The feudal attitude of the society is one of the important causes for the violation of human rights and the imperialist tendency or colonial rule has influenced a lot to violent human right. Present judicial system, poverty illiteracy as well as negligence towards justice, some traditional custom as is responsible for the violation of human rights. In order to protect human rights there are various system for example constitutional provision, legal procedure by state human rights, national human rights commission and the united nation has established various committees to fight against the violation of human rights. Thus various commissions has established to protect human rights and like the commission on human rights established by the economics and social council in February 1946 is the "nearest approach to permanent machinery for the supervision of the problem of protection of human rights". However, human consciousness is very important to protect human rights.

Introduction:

The term human right is much broader than the term rights. Human rights are based on mankind's increasing demand for a life in which the inherent dignity and worth of each human being we receive respect and protection.

Jacques Maritain opines that Human Rights are gift of nature, they are in born and a person possesses these rights simply because he is a man.

For Kim, human rights represent "claims and demands essential to the protection of human life and the enhancement of human dignity, and should therefore enjoy full social and political sanctions."

The United Nations Centre for Human rights defines Human Rights "as those rights which are inherent in our nature and without which we cannot live as human being".

Factors responsible for violation of human rights:

All human rights are of all the people of the world. However in almost all the states, particularly in several third world states or developing new states, violation of human rights have been going on in several ways and on several grounds.

1. The feudal attitude of the society is one of the important causes for the violation of human rights.

2. The imperialist tendency or colonial rule has influenced a lot to violent human rights.

3. Some traditional customs are responsible for the violation of human rights.

4. Poverty is another cause for the violation of human rights.

5. Illiteracy as well as negligence towards justice is another cause of violation of Human Rights.

6. Present judicial system is another cause of human rights violation.

7. Global Terrorism today has emerged as one of the most serious challenge to human rights. It is one of the most ruthless and destructive instrument of any international, internal, ethnic or religious conflicts in contemporary times. Almost all the states have had a taste of terrorism in one way or another in recent times. Afghanistan, Brazil, Myanmar, Canada, Colombia, Egypt, Indonesia, Israel, Italy, Japan, Jordan, Lebanon, Pakistan, the Philippines, EL Salvador, Spain, Sri- Lanka, Thailand, Turkey, the United Kingdom, the United States, Uruguay and many others. Currently some 1500 terrorist groups, Parties or organizations are operating worldwide.

So, for these above mentioned reasons human rights are violated.

Measures taken for the protection or to secure human rights:

In order to protect human rights there are various system for example constitutional provision, legal procedure by state human rights commission, national human rights commission and etc.

The united nation has established various committees to fight against the violation of human rights. The committees like Human Right committee, committee against torture, committee on racial decrees imitation and UN commission on human rights are most important.

The commission on Human Right established by the Economic and Social Council in February 1946 is the "nearest approach to permanent machinery for the supervision of the problem of protection of human rights.

How to secure human rights:

1. The gap between the people of rich and poor countries should be eliminated or at least minimized.

2. The rich countries should be prevented from exploiting the manpower and resources of the poor countries.

3. A new international economic order based on equality fairness should be secured.

4. The people of the developing countries should be empowered to get due share and benefits of technological advancement.

5. Education in human rights must be made a part of the education system in every state.

6. Special attempts must be made for the protection of the human rights of children, women and other weaker sections of society.

Conclusion:

Thus, human rights are very important rights of human being and without these rights we cannot live as a human being. None a day's human rights are violated by several causes but we should protect these rights.

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Application of Appropriate Technologies to Arrest Environmental Degradation in the Tribal Areas of Assam

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Abstract:

In Assam among the tribal communities, we have the hill dwellers as well as the plains dwellers. In the plains areas 9 (nine) communities and in the hill areas 14 communities are enlisted as scheduled tribes. Each tribal community in Assam has its own distinct, ethnic identity expressed through its customs, religion, dialect, dress and ornaments, dance and music, value judgments, cultural heritage and a distinctive way of life. But the place of developments is not at all uniform and it differs from tribe to tribe and from region to region.

There are so many causes for the environmental degradation in the tribal areas of Assam. We are discussing here only major causes for environmental degradation in the tribal areas of Assam. The major causes are deforestation, geographical location, use of chemicals in agriculture, water and air pollution, unhygienic sanitation, etc. which can very well be identified even by giving a causary glance.

Introduction:

Assam is situated in the North-East region of India— bordering seven States viz. Arunachal Pradesh, Manipur, Meghalaya, Mizoram, Nagaland, Tripura and West Bengal and two countries viz. Bangladesh and Bhutan. With a geographical area of 78,438 Sq. Kms. i,e, about 2.4 percent of the country's total geographical area, Assam provides shelter to 2.6 percent population of the Country. Most of the State's population lives in the lush and verdant valleys of its two major river systems in the twenty four districts of the Brahmaputra valley and the three districts of the Barak valley. Less densely populated are the two hill districts of the Karbi Anglong and the Dima Hasao, set in the low-lying hills that separate the two valleys.

The tribal communities of Assam constitutes 12.83% of the total population of the state as per 2001Census (Caste basis Census has not done in 2011 Population Census). In Assam among the tribal communities, we have the hill dwellers as well as the plains dwellers. In the plains areas 9 (nine) communities and in the hill areas 14 communities are enlisted as scheduled tribes. Thus, there are altogether 23 tribes in Assam. But if the subgroups or sub-tribes are taken together the total would come to 66.

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Each tribal community in Assam has its own distinct, ethnic identity expressed through its customs, religion, dialect, dress and ornaments, dance and music, value judgements, cultural heritage and a distinctive way of life. But the place of developments is not at all uniform and it differs from tribe to tribe and from region to region.

Enviornment of Tribal areas in Assam and the causes of its Degradation:

It is excessive growth of population coupled with abject poverty that is primarily responsible for major ecological imbalance leading to environmental degradation in the Third World countries. To provide the fast growing population with the three basic needs of life namely food, clothing and shelter, the natural resources are not adequate. Whatever natural resources we have at our disposal, these have been exploited haphazardly without proper planning to meet the basic needs of the people resulting in fast deteriorating of the environment. The environmental degradation in the tribal areas of Assam, therefore, to be examined keeping the above factors in in mind.

Although there are so many causes for the environmental degradation in the tribal areas of Assam, nevertheless, we are discussing here only major causes like deforestation, geographical location, use of chemicals in agriculture, water and air pollution, unhygienic sanitation, etc. which can very well be identified even by giving a causary glance.

Deforestation:

1. In Assam deforestation has been taking place at a very fast rate in the hills and plains causing an imbalance in the entire eco-system.

2. There are some plywood factories, saw mills, match-splint factories and paper mills all over Assam and feed them with raw-materials has already become a serious problem. Moreover, the constantly growing demands for supplying fire-wood has also a direct impact on the un-classed state forest.

3. In the hill areas of Assam where shifting cultivation is practiced due to growing pressure of increased population the cycle of cultivation has become shorter. As a result many hills have become denuded.

4. Even in the reserved forests, there are encroachments and there are illegal fellings of trees by forest contractors.

5. Privately owned trees are sold to the forest contractors at a throw away price by the tribal people to get cash money for meeting the growing needs.

6. The indiscriminate cutting of bamboo groves by the unskilled labours to feed paper mills has brought destruction to the bamboo groves.

All these factors have led to destruction of forest areas specially in the tribal areas of Assam at a very rapid rate causing environmental degradation.

Development and Application of Appropriate Technologies to arrest Environmental Degradation:

Having pointed out the principal factors responsible for degradation of environment in tribal areas we shall now have to think of development of appropriate technologies and also the manner in which these technologies have to be applied with the twin objects of-

(1). Stopping further degradation in the environment.

(2). Bringing about an improvement in the existing environment.

From our preceding discussions it is seen that ruthless exploitation of natural resources to meet the growing needs of the explosive growth of population coupled with object poverty is the primary cause of environmental degradation in the tribal areas of Assam. The appropriate technologies of which we are advocating must take into account the basic needs of human beings and planned and scientific exploitation and use of available resources without degrading the environment.

Afforestation:

Our first priority should go for afforestation which includes production forestry, farm forestry and social forestry. Plantation of trees by individual families will also help afforestation to a considerable extent. So far as the plantations under Social Forestry and Farm Forestry are concerned, trees and plants for which the tribal people have a liking, fruit bearing trees and trees which can be harvested for fuels and also for fodder are to be planted in consultation with the local tribal people. The traditional tribal technologies with the help of which they make the trees thrive in the flood prone areas require to be studied by the forest department officials. Such studies will enable the officers to improve the techniques and lesson the plant mortality in the flood prone areas of the state.

Deforestation control:

Control of deforestation to arrest further deterioration of environment, however, is the need of the hour. What it should be duties of the forest officials to see that there might not be any illegal felling of trees and encroachment in the reserved forests, at the same time education and motivation of the people through various publicity media to protect and preserve forests for their own interests should be given top-priority. In the performance of their dances and folk-festivals incorporation of ideas regarding the effects of deforestation, control of deforestation and purpose of

afforestation has to be made. Harvesting of bamboos for the paper mills should be allowed to be done by local tribal workers who know how the bamboos are to be harvested without destroying the groves.

Techniques for Alternative Energy:

On 21ˢᵗ August 1986, in a message to the Global Energy Centre set up in India Shri Rajib Gandhi, the Prime Minister of India, says thus – "Developing countries face immense problems of malnutrition and poverty…..The destruction of forests holds an ecological sword over their heads. Energy is becoming the most important need of poor people all over the world. It is said that even if they have grains, they may not be able to cook their food. One of the major challenges before world science is to solve the problem of energy shortage of developing countries and curb the waste of energy by the affluent."

(a). BIO-Gas:

The tribal people in Assam rear cows except the Dimasa Kacharis of the North Cachar Hills. The Gobar (Cow-dung) Gas Plant can very easily be introduced in the tribal area which will provide fuel for cooking and generate power for lighting their houses. Since such a Plant involves no high technology the tribal people will accept it provided the Govt. officers a helping hand.

(b). Solar Energy:

Solar energy can also be used for cooking, boiling of water, preparation of cattle food and irrigation purposes. If the solar energy is used for cooking purposes, a substantial percentage of fuel would be saved. Keeping in view of the climate and weather conditions in Assam, a suitable cooker has to be designed.

(c). Natural Gas:

The use of natural gas which is found in Assam abundantly for cooking purposes is yet to make a headway in the rural and tribal areas. It is due to the fact that sufficient numbers of gas cylinders are not available and even if they are available also, the price is so high for a poor tribal family that it can hardly afford it. Secondly the price of a gas stove is also beyond the reach of the common tribal people. If the price of gas cylinders and the gas stoves are subsidized and sufficient number of cylinders could be produced, the tribal people are sure to accept them. Use of natural gas will surely minimize the consumption of firewood.

(d). Alternative to Plywood Tea Chests:

Assam produces one half of tea produced in the world and plywood tea chests are indispensible for tea-packing. If alternative containers could be produced from plastic or from fiber

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glass or from materials other than wood, un-classed forests in Assam would be saved to a considerable extent.

(e). Alternative Construction Materials:

The Regional Research Laboratory, Jorhat has invented very low cost housing materials which make house-building easy as well as durable. But whether the tribal people would accept them by giving up their traditionally used materials is yet to be assessed. If the Govt. itself undertakes the construction of such houses by bringing an improvement in the traditional housing in the traditional housing pattern the tribal people are likely to accept such houses.

(f). Wind power:

The wind power can also be used to draw ground water for drinking purposes specially during the floods when drinking water sources are polluted.

(g). Air and Water Pollution:

The hearth which is kept burning for 24 hours of the day within the house of a tribal family is used for cooking food, preparation of tea, brewing of rice-beer and so on. During the water season, the family members sit around it to ward of the cold. Even the guest are also entertained near the hearth. Just about a meter above, a Machang is kept hanging where vegetables and other seeds, dried meat and fish, newly manufactured cane and bamboo articles, etc. are kept to save them from insects. Introduction of smokeless Sullah might save the situation. However, the acceptance of smokeless Sullahs or otherwise by the tribal people is, of course, another question which requires further investigation since they have the necessity of smoke inside their house.

Conclusion:

The people of the third world countries especially those belonging to the most backward communities have been able to survive the onslaught of modernism and rapid changes because of their inherent capabilities coupled with the indigenous technologies which they have inherited from their forefathers out of their struggles for survival. An exhibition of the indigenous technologies in different regions will help us to understand these technologies and the scientists, technicians and engineers could improve and modify them according to the needs of the hours. Such an exhibition will also help the tribal innovators and experts to exchange their views with each other. The modern scientists, engineers, technicians, etc. will surely be in a position to develop simple and appropriate technologies once they have a full view of them keeping in mind the cultural heritage of the tribal communities so that by the acceptance and application of the technologies the environment

in the tribal areas of Assam could not only be saved but can also be improved. This is not a will-o' the wisp but our earnest expectation from an internal forum like this.

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Status of literacy rate among the Bodo community of Kokrajhar District

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Abstract:

Purpose: The purpose of this paper is to focus on the literacy rate of the people of Kokrajhar district of Assam.

Methodology: This paper uses data which are collected from the secondary sources. Data have collected from the Census of India, office of the inspector of schools, books, journals, internet etc.

Findings: Different parameters of education like literacy rates, enrolment ratio and dropout rates of children have been used as indicators of socio-economic development of a nation. Kokrajhar, headquarter of BTAD, falls behind the state of Assam so far as the literacy rate is concerned. The reason behind such fact attracts careful attention towards various problems like underdevelopment, terrorism, insurgency movement etc. At the same time, the gap between male and female literacy, rural and urban areas have been observed here. Such problems need immediate solution which may open new avenues for improving educational scenario of this area leading to progress and development.

Originality/value of paper: Education may be considered as a ladder associated with any kind of development. This study shows a dismal picture of educational development. It may be expected that this study will help to know about various problem of education. This kind of data may help to build important strategies for developing education system which has a strong impact on the progress of this society.

Key words: *Education, literacy rate, scheduled tribes, Status*

Introduction:

The North-Eastern region of India comprises the states of Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Tripura and Sikkim. North-East India is the abode of different tribal communities consisting of plain tribes and hill tribes. Initially known as the land of seven sisters ,this region is the abode of all the tribes like Khasi ,Garo, Naga, Mizo, Arunachalis (all are hill tribes) including the plain tribes like Bodo-kachari, Deori, Sonowal-kachari, Rabha, Lalung(Tiwa), Karbi, Dimasa, Mishing(Miri) and so on. The North-Eastern

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states are predominantly inhabited by a large no of scheduled tribes having different dialects and cultural pattern. According to Census report 2011, total scheduled tribe population in India is 12,42,81,034 and in North-East tribal population   is 1,24,15,054.Total percentage of scheduled tribes in North-East India is 11.91.

There exists a close link between education and development. Education is a process of qualitative change through the all round development of personality of an individual. Any kind of favorable socio economic and cultural changes and progress are the results of planned educational system. Undoubtedly education may be considered as one of the important factors of social change. And its impact on the developmental process is inevitable. North East India is not exception to this. The north eastern region is marked by underdevelopment, inaccessibility, isolation, low levels of urbanization, high cost of living, insufficient infrastructure and insurgency movements in certain parts. These distinctive features have implications for educational development as well. The region as a whole is far behind any other parts of the country in respect of several indicators of development including education.

Literacy and educational attainment are powerful indicators of social and economic development. Common people are likely to use the two terms in their identical meaning. Literacy goes to mean the acquired ability of a person to read and write. This study attempts to describe the status of the educational attainment of tribal community. The tribal literacy rate is significantly higher in the North-East region such as Mizoram, Meghalaya, Manipur and Nagaland where tribal groups constitute a large percent of general population. On the other hand, tribal literacy rates are much lower in the states of Assam and Arunachal Pradesh. Educational attainment has been extremely uneven throughout North East India. Though free and compulsory education till the age of fourteen years was one of the Directives Principles of the constitution, yet the measures adopted to achieve the goal was minimal. The idea of compulsory education has nowhere been implemented in India. Dreze and Sen(1995) have, therefore, postulated while expressing their views in this regard, that post independent education policy in India, has been rather lamentable and suffered from numerous inconsistencies and contradictions like (i) confusion of objectives, (ii) inconsistencies between stated goals and actual policy and (iii) specific contradiction between stated goals and resource allocation.

Aims and objectives:

Following are the specific objectives of this study

1. To find out the literacy rate, enrolment rate and dropout rate of the people of Kokrajhar district.

2. To find out the problems of primary education of this area

3. To highlight the educational trend of the Bodo community.

Data sources: In order to carry out this project various census data have been used. At the same time attempt was made to collect information from the office of the district elementary officer. Library work was done for review of related literature.

Results and discussion: The present work seeks to examine the educational trend of the Bodo community. The Bodos are the earliest known inhabitants of Assam. Linguistically, the Bodos include a large group of people who are the speaker of the Tibeto Burman speeches of the North and East Bengal, Assam and Burma. They are the 'Bodos' or 'Boros' of the Brahmaputra valley, Meches of lower Assam and West Bengal, Rabhas, Garos, Dimachas and Kocharies of Cachar district, Tipras, Lalungs, Sonowals, Hajongs, Mishings, Deuris, Chutias etc. Being the largest tribe, this group occupies an important position among other tribal communities of North East India. According to 2001 census report Bodos represent nearly half of the total scheduled tribe population of Assam(40.9%)These people are scattered all over Assam, Bengal, pockets of Arunachal Pradesh, Nagaland, Bangadesh and in Nepal. But most of them are inhabitating the western part of Brahmaputra valley, the vast majority on the north of the river.

At present Kokrajhar district is one of the main districts of Bodoland Territorial Council and Kokrajhar town is the administrative head quarter of the council. The total population of Kokrajhar is 8,86,999 and the male population is 4,52,965, female population is 4,34,034.The sex ratio is 958/1000. The Bodos are the largest group in this district. Besides the Bodos, the Assamese, Bengali, Rajbonshi, Nepalise, Muslim, Santhal, Garo, Rabha and other communities are living in this district. In this study, an attempt is made to get an overall picture of the status of literacy rate in the district .According to 2001 census report literacy rate among the Bodo community is 61.3%, male literacy rate is 71.4% and female literacy rate is 51.1%.The main objective of this work is to find out the level of educational

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attainment of the Bodo community. At present various categories of educational institutions have been providing education to a large number of students in this area. In this regard education institutions found in Kokrajhar District may be listed below:

Type of Institutions:

			No.
A.	**Higher Education**		
	i)	Bodoland University	1
	ii)	Central Institute of Technology	1
	iii)	College for general education	
		a) Arts, Science and Commerce College –	9
		b) Government College -	1
		c) Junior College -	5
	iv)	College for professional Education	
		a) Engineering College -	1
		b) Law College -	1
		c) Music and fine arts college –	1
		d) B. Ed. College –	1
		e) Basic training centre –	1
		f) District Institute of education and training –	1
		g) Industrial Training institute –	1
B.	**Secondary and Elementary Education:**		
		a) Higher secondary school (provincialised)-	12
		b) Non-provincialised H. S. School –	3
		c) Government Secondary School –	46
		d) Sanskrit Toll –	1
		e) Recognised Secondary School –	53
		f) Non- Recognised Secondary School –	55
		g) Primary School –	1314
		h) Govt. / provincialised primary with UP –	127
		i) Govt./provincialised UP school –	12
		j) Recognised UP school –	212
		k) Recognised composite –	2

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In order to carry out this work various census report have been analysed. Information from census data reveals that Kokrajhar District falls below the state average as far as literacy rate is concerned which is 66. 63%   as against the 73.18% of Assam. However, the literacy rates have improved from 2001(52.29%) to 2011 (66.63%). The present literary rate among male is 73.44% and female literacy rate is only 59.54%. Again in 2001 male literacy rate was 61.01% and female literacy rate was only 43.06%. This shows a wide gender gap between male and female so far as their educational achievements have concerned. Female literacy may be taken as an important instrument of educational development. Research studies have revealed that rate of return on women's education is higher than that of men. Through the multiplier effect of female education the quality of human resources can be improved for many generations.

Records of female literacy in this area are not encouraging. According to 2011 census report literacy rate among the female is only 59.54. Intensive field work needs to be done to understand the problem of female education. Various socio-economic factors contribute significantly to educational disparities among women in rural and urban areas. Generally, Bodo society is characterized by lack of discrimination against women and they participate in all spheres of social lives. Unlike Hindus, most tribal societies value girls, as shown by high female sex ratio among the vast majority of tribes of India (Census of India, 2001). The social structures of the Bodos are based on the patriarchal system and the place of women in their society is high. If there is no male child in a family then the property is distributed among the daughters. They can enjoy such properties even after their marriage. The Bodo girls often enroll in primary education and then drop out of schools in order to help the family. "This applies more to females than males both among the mainstream Hindu population and the tribal groups because girls are expected to help out with domestic chores more than boys at a very early age" (Nambissan, 2000; Vasavi, 2002; Jha and Jhingran, 2002). Some other obstacles faced by female education in addition to the high poverty rates are insufficient number of schools in rural areas, lack of resources in the schools, significant language barriers in schools where the teachers are not fluent in tribal languages and the problems in social adjustment both by boys and girls etc.

Literacy as an important indicator of development is dependent on many factors such as enrolment rate, education of the parents, occupation and their level of income etc. At present enrolment rate in the primary schools of Kokrajhar district is 88980. Among these,

44535 girl students enroll their names in different schools. This shows equality in male female enrolment in primary education. The number of primary school of this area is 1314. Few schools provide facilities of midday meal, drinking water, common toilet, girl's toilet etc. The teacher-student ratio is 88980:2251.Table1 and 2 shows the status of classroom in this area. It indicates that average student intake capacity in a classroom is 31.29% and against 39.5% (approximately 40) students, there is only one teacher. It may be mentioned that children need more individual care and attention at the primary level for which sufficient number of teacher should be appointed. But such scene cannot be expected in the primary schools of this district. In the schools of rural areas the situation is quiet pathetic. Such factors contribute to increase in the dropout rate among the primary school children. Most of the schools fail to attract little children to continue their primary education. Except for a few schools in the town area, this situation is found everywhere. Quality education always depends on well trained teachers as well as proper educational environment. Therefore it is the dire need of today to improve the condition of the primary schools, particularly the rural schools. A well equipped and well maintained school is valuable property of our society. In the words of Robertson et al (2007), schools can serve as a powerful weapon to produce rather than reduce violence. For maintaining peace and prosperity in the disturbed area like Kokrajhar, schools need to be given much importance.

TABLE 1

STATUS OF CLASSROOM IN GOVT./PROVINCIALISED PRIMARY SCHOOLS OF KOKRAJHAR DISTRICT

YEAR	NO OF PRIMARY SCHOOLS	NO OF CLASSROOMS IN PRIMARY SCHOOLS	AVERAGE STUDENT CLASSROOM RATIO	PUPIL TEACHER RATIO
2011-12	1314	2843	88980 / 2843	88980 / 2251

Source: DEEO, Kokrajhar

TABLE 2

GOVT. AND PROVINCIALISED PRIMARY SCHOOLS HAVING VARIOUS FACILITIES OF KOKRAJHAR DISTRICT

Year	No. of Primary Schools	Drinking water	Common toilet	Girl's Toilet
2011-12	1314	776	226	267

Source: DEEO, Kokrajhar

Table 2 depicts a poor material condition of the primary schools of Kokrajhar. All the schools fail to provide minimum facilities to the children. Because of the poor material condition the schools remain unattractive for the students. Effective measures should be taken to improve the situation immediately.

Table 3

NUMBER OF PRIMARY AND MIDDLE SCHOOLS IN KOKRAJHAR

No. of Primary Schools	No. of Middle Schools					Total
	Govt./ Provincialised			Recognised		
	Primary with UP	Upper Primary	Composite	Upper Primary	Composite	
1314	127	12	15	212	2	1682

Source: DEEO, Kokrajhar

Table 4

ENROLMENT AND TEACHERSIN PRIMARY AND MIDDLE SCHOOLS IN KOKRAJHAR

Primary School				Middle School			
Enrolment		Teacher		Enrolment		Teacher	
Female	Total	Female	Total	Female	Total	Female	Total
44535	88980	571	2251	26284	52232	560	2472

Source: DEEO, Kokrajhar

In this district, most of the students enrolled their names in the schools but failed to continue their education due to many reasons. The enrolment rate in the middle school reveals this fact. At this level enrolment is only 52232 and the number of girls students is 26284(Table4). Out of 88980 students only 52232 students complete their primary education. Such variations contribute to low literacy rates among the students of this district. Again

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2251 teacher is appointed in different primary schools, among them only 571 female teachers are found. In order to educate the little children more number of female teachers is essential. The female teacher can shoulder the responsibility of giving motherly care and affection. High literacy rates lead to progress and development which enhances the status of individuals and society. At present Bodo community is suffering from some serious socio economic problems like insufficient infrastructural facilities and economic backwardness, negligence of women education, superstition etc. which are standing as hindrances on the way of development. Many events of ethnic violence between the Bodos and many communities from time to time have been totally destroyed the normal situation. At the same time, frequent bandh call by various organizations totally ruined the educational environment. Violence and blood shed have been perpetrated in this region which adversely affected the process of development. All these problems fail to provide conducive educational environment necessary for proper growth and development of a community.

Conclusion:

There is no denying the fact that education is necessary for upgrading socio economic conditions of a community. It has the power to convert ordinary man into resourceful person. Despite various socio economic problems, literacy rate of Kokrajhar district is improving gradually. This study shows a wide variation between male female and rural urban areas so far as literacy rate is concerned. Therefore, a detailed study on other socio economic factors is necessary for understanding the causes of educational disparities in a better way and then to adopt effective measures in order to enhance the educational status of this area.

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Library professionals of academic libraries:
The Need of in-service training

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Abstract:

Continuing professional Development on one hand refresh/updates the specialized knowledge of the staff and on the other hand broaden their horizons in related fields, which actually leads to better job satisfaction. This paper discusses the need of in-service training for library professional staff of academic libraries of rural areas in general and College libraries of Kokrajhar district in particular. It describes the importance, need, method and evaluation of the in-service training for the professional staff of college libraries of Kokrajhar District, BTAD of Assam.

Key words: 1. Academic libraries, 2. In-service training, 3. Human resource developments, 5. Continuing Professional Development

Introduction:

As Jan Fiegel[i] (commissioner for education, training, culture and multilingualism, UK) States **"**Globalization, new technologies and demographic developments constitute an enormous challenges; one of the answers to this problem in the access to lifelong learning". ICT has revolutionized learning and facilitates a new learning environment for learners of various stages. Antai (2002)[ii] defines in-service-training as the systematic development of employees' Knowledge and skills and attitudes that are required for an organization to meet its goals. Training gives employees inspiration and guidance to perform their jobs effectively.

Library is the integral part of any educational institutions; in fact they may be regarded as the heart of the institution of higher education. The primary function of such Library is to educate the educated. The Library is the workshop for the entire students and teachers where library staffs are the conductors of this workshop. Out of the many components forming a library system, professional staff forms the most important and valuable resource[iii] because the quality of a library is judged by the services it rendered not by

some idle collection and efficient library service is the result of some effective library staff. Thus, "if the supplier of the information commodity is passive, frustrated, disinterested and even non-existent, the information resource becomes meaningless. It is the library staff who can bring them together according to their tastes, interests and needs for each other thereby establishing harmonious relationship between them."[iv] Professional staff in academic libraries is expected to promote academic programmes of the institution and encourage the optimal use of library resources.

1.1   Definitions:

According to British Manpower Services Commission, [v]*Training is a planned process to modify attitude, knowledge or skill behavior through learning experience to achieve effective performance in an activity or range of activities. It purpose, in the work situation, is to develop the abilities of the individual and to satisfy the current and future manpower need of the organization".*

1.2   Need for in-service training in Library and Information sectors:

Libraries have become new and exciting places in the twenty-first century. Some groups of users lack the necessary IT skills to obtain quality information and LIS professionals will therefore be called upon to act as both educators and intermediaries. Given these circumstances, LIS professionals are required to have increased teaching and communication skills. IFLA/UNESCO (2001) guidelines for development of the public library service define training of librarians as a vital element of the activities of a public library. The guidelines require every library to make a planned and continuous programme of training for its staff. There is stronger emphasis on utilizing IT, collaboration in collection building through consortia and working in learning environments than ever before. The environment is dynamic, with pod casting, wikis, SMS and other technologies offering more great opportunities to deliver services in new ways. With such a changing world, we need to review how a set of skills could be identified which will be relevant and useful for education and employers. Therefore, training has to be imparted due to the following reasons[vi]:

- The need to train librarians locally so as to suit the peculiar needs of the immediate environment.
- The generic skills needed by all librarians.
- To understand the skills needed by the next generation of LIS professionals on which employers and educators need to engage.

- For the profession as a whole, current and future staff needs to be developed to ensure that they have the relevant skills to be able to perform as an effective information professional in a very complex and changing environment.

- For employers there are quite specific challenges – to retain and develop staff, to recruit skilled staff and to develop employment opportunities to retain those who are new to the profession.

- Recruiting and retaining staff is an area that has been affected by the expansion of information management positions – in records management, information technology and knowledge management.

In India, the Govt. of India taking the initiative for professional development and Continuing education programme especially in the field of Higher education. The UGC has taken the responsibility for evaluation of Higher Education system and they implement some standard/norms of continuing professional education. The general aims of these initiatives are to:

- ➢ Providing an institutional framework, in which the training needs of academic library professionals especially College and university professionals in India, can be met.
- ➢ Encouraging and coordinating training activities in India
- ➢ Ensuring the quality of the training for Professional staff through NAAC.
- ➢ Establishing, coordinating and maintaining infrastructure for training and development.

1.3   Statement of the problem:

The article to address the issues relating to the need of in-service training and how it helps to bridge the gap between the formal degree and current professional demand   of the College Libraries of Kokrajhar District of BTAD, Assam. The library in-service training is the important aspects of management for the proper utilization of the human resources. The present scenario of the College libraries of Kokrajhar District is not up to the mark so far as the drastic global change in this profession is concerned. The drastic change in information generation, storage and dissemination needs more training to the staff to cope up with the rising demand for information. Rapid developments in information and communication technologies have raised the need for in-service training to the LIS professionals moreover

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the change in sophistication of users and their expectations influences staffs training need at all levels. In the present context the systematic evaluation of continuing education programme for LIS professionals is very much important.

1.4   Research Questions:

- What types of training needs to the professionals to offer better library service?
- What are the views of professionals of surveyed library regarding in-service trainings?
- What are the barriers of training for college librarians?

1.5   Objective of the study:

- To conduct extensive literature survey on training and development, continuing education.
- To identify the employees perceptions on the training and development at present.
- To make recommendation regarding the training and development needs of staff and to suggest a formal and structured training and development.

1.6   Technique of data collection:

Data may be collected either directly from field survey as primary information or from other source as secondary information. As this research involves in obtaining primary data, therefore the primary data collection techniques have been adopted. The following methods are adopted for collecting the primary data

i.   Direct interview

ii.   Indirect personal interview

iii.   Questionnaire

2.1   Data presentation, analysis and discussion:

The need of manpower training for the librarians of the college libraries in today's context is very essential. To cope up with the emergence of I.T in the library service it is becoming indispensible for support staff to know the basics of library and information science. The manpower training for the librarians of the college libraries is very essential because of the following reasons

- Better services with existing resources

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- ➢ Increase efficiency and effectiveness of the work
- ➢ Obsolesce prevention
- ➢ Personnel growth
- ➢ Motivation of the staff.

Table 2.1 Basic information of the surveyed college library of Kokrajhar District.

Sl. No.	Name of the Institution	Yr. of Estd.	Streams	Collection (approx)	Periodical subscribed	E-Resources	Staff	
							Prof	Non Prof
1	Kokrajhar Govt. College library	1959	Arts & Science	26000	29	--	1	3
2	Gossaigaon College library	1971	Arts & Science	15176	7	--	1	3
3	Govt. College of Teacher Edn.	1971	B.Ed	5592	--	--		2
4	Janata College library	1977	Arts	9916	8	--	1	2
5	Commerce College library	1985	Commerce	5500	8	---	1	2
6	Kokrajhar Law College library	1988	LLB	5830	3	--	1	
7	Girls' College library	1990	Arts	8000	16	Y	1	2
8	Fakiragram College library	1994	Arts	5108	5	---	1	2
9	Swami Yogananda Giri College library	1994	Arts	3000	--	---	1	1
10	Science College library	1995	Science	3632	8	---	1	3
11	Gossaigaon B. Ed College library	1995	B.Ed	2000	--	---	1	1
12	Bodofa U.N. Brahma College library	1997	Arts	5224	5	---	1	1
13	Music & Fine Arts College library	1997	BFA &BMus	3000	--	---	1	2
14	St. Ann's College library	2005	Arts	3000	--	---	1	1
15	Central Institute of Technology	2006	B.Tech	20000	59	Y	3	1
16	Bineswar Brahma Engineering College library	2010	B.E	3000	--	--	1	1

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The table 2.1 shows that the District of Kokrajhar experiences a very slow growth of in establishment of higher educational institution. Only one institution has successfully completed 50 years of its existence. Other than these maximum numbers of institutions are established during 80s and 90s. After BTC accord two technical institutions had been established namely B.B Engineering College and CIT Kokrajhar. The table also shows that there is only three College imparting Degree in Science, One Commerce College, Two B.Ed. College, One Law College and one B.F.A & B. Muse College, Rest are imparting Degree in Arts. All the College is affiliated to Gauhati University.

The table 2.1 shows that the collection is not very good in the general Degree Colleges. The oldest college of the Kokrajhar District Kokrajhar Govt. College is only above twenty thousand collections. The Gossaigaon College of Gossaigaon Sub-Division has more than Fifteen thousand collection. Beside this rest of degree colleges has less than ten thousand collection. The CIT's collection development is very impressive. Though it is only 7 years old the collection is more than twenty thousand. Maximum number of surveyed library subscribed various periodical except two B.Ed. College, Music and Fine Arts College and B.B Engineering College till the date of survey. Only two of the surveyed library has e-resource collection in their library.

Table 2.2 Course offered by the colleges of Kokrajhar district

Total no of respondent	Courses					
	HS & Degree		Only Degree		PG	
	No	%	No	%	No	%
16	8	50%	8	50%	-	-

Table 2.2 shows that 50% of the college of Kokrajhar District offers both HS and Degree courses while 50% colleges offer only Degree Courses. No college offers PG course.

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Table 2.3 User population of the colleges with visitors' rate during academic session

Sl. No.	Name of the Institution	Library Users				Users per day
		Students	Teacher	Staff	Total	
1	Kokrajhar Govt. College library	1800	64	58	1990	118
2	Gossaigaon College library	1050	37	16	1103	80
3	Govt. College of Teacher Edn.	145	18	7	170	30
4	Janata College library	1550	28	15	1593	50
5	Commerce College library	430	22	10	462	60
6	Kokrajhar Law College library	550	16	7	573	20
7	Girls' College library	825	27	11	863	90
8	Fakiragram College library	376	22	5	403	70
9	Swami Yogananda Giri College library	340	18	5	353	40
10	Science College library	520	28	18	566	60
11	Gossaigaon B. Ed College library	198	15	5	218	20
12	Bodofa U.N. Brahma College library	1341	18	7	1356	40
13	Music & Fine Arts College library	133	25	8	166	10
14	St. Anna's College library	439	13	6	158	30
15	Central Institute of Technology	600	69	28	697	120
16	Bineswar Brahma Engineering College library	300	23	17	340	30

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The table 2.3 shows that the number of users in the library is not so less in comparison to the poor reading habit in the district. Except the Kokrajhar Music and Fine Arts College the users visit to the library is very normal. The users and staff ratio of the entire surveyed library is very poor. The surveyed library has scarcity of supporting staffs.

2.4 Service provided by the surveyed library:

The quality of any library is determined by the services that it has provided to the users. The effectiveness of the service is directly proportionate to staffs ability. The trained and up to date staff will give more effective service to the users. The above table 5.4 shows the service that has provided by the surveyed library.

Table 2.4 library services of surveyed college libraries.

Service	No of respondent	No of College response yes	percentage
Circulation		16	100%
Reference		16	100%
Documentation		2	12.5%
Reading room service	16	15	93.75%
Resource sharing		1	6.25%
Referral		6	37.5%
Internet/online		5	31.5%
Reprographic		7	43.75%
CAS		7	43.75%
Paper Clipping		0	0
Other		2	12.5%

Table 2.4 shows that all the college provided basic library services i.e. circulation, reference and reading room service. Out of 16 libraries 5 libraries are providing internet and online service. The reprographic and CAS services are also provided by the 7 surveyed libraries. Referral service is provided by the 6 libraries. Only CIT, Kokrajhar is providing resource sharing service to their users. Till date not a single library go for News paper clipping and SDI service for the users.

3.1   Manpower aspect of academic library:

The manpower is the most important factor of any library system. The library staff works as liaison between users and the library collections. The users get right information in right time in right personnel way with the help of a library staff. The staff in a college library is of two categories, one is professional and other is non professional staff.

Table 3.1 Details of staff pattern of the surveyed library

Sl. No.	Name of the Institution	Staff Pattern					
		Professional		Non Professionals			
				Lib.Asst		Bearer	
		No.	Qualification	No.	Qualification	No.	Qualification
1	Kokrajhar Govt. College library	1	BLISc	1	BA	2	HS+HSLC
2	Gossaigaon College library	1	MLISc	1	BA	2	HSLC
3	Govt. College of Teacher Edn.	--		1	BA	1	HSLC
4	Janata College library	1	BLISc	1	BA	1	HS
5	Commerce College library	1	MLISc	1	BA	1	HS
6	Kokrajhar Law College library	1	MLISc				
7	Girls' College library	1	MLISc	1	BA	1	HSLC
8	Fakiragram College library	1	MLISc	1	BA	1	HSLC
9	Swami Yogananda Giri College library	1	MLISc			1	HSLC
10	Science College library	1	MLISc	1	BA	2	HS+HSLC
11	Gossaigaon B. Ed College library	1	MLISc			1	HSLC
12	Bodofa U.N. Brahma College library	1	MLISc			1	HSLC
13	Music & Fine Arts College library	1	MLISc			1	HSLC
14	St. Anna's College library	1	MLISc			1	HSLC
15	Central Institute of Technology	3	MLISc			1	HSLC
16	Bineswar Brahma Engineering College library	1	MLISc			1	HSLC

The table 3.1 shows the staff position of the surveyed library. The staff position is directly related to the collection, user as well as the service that has been provided by the particular library. From the table it shows that out 16 college libraries, 6 college libraries have only one support staff to run the library. The table also shows that the entire surveyed library has at least one professional staff except in the Govt. College of teacher education library. The post is lying vacant for many years. The table shows that there is single professional in every surveyed library except CIT Kokrajhar. Therefore to give effective service the supporting staff must learn the basics of library and information science education to assist the librarian. This will help in library service.

Table 3.2. Types of training programme attended in last 5 year.
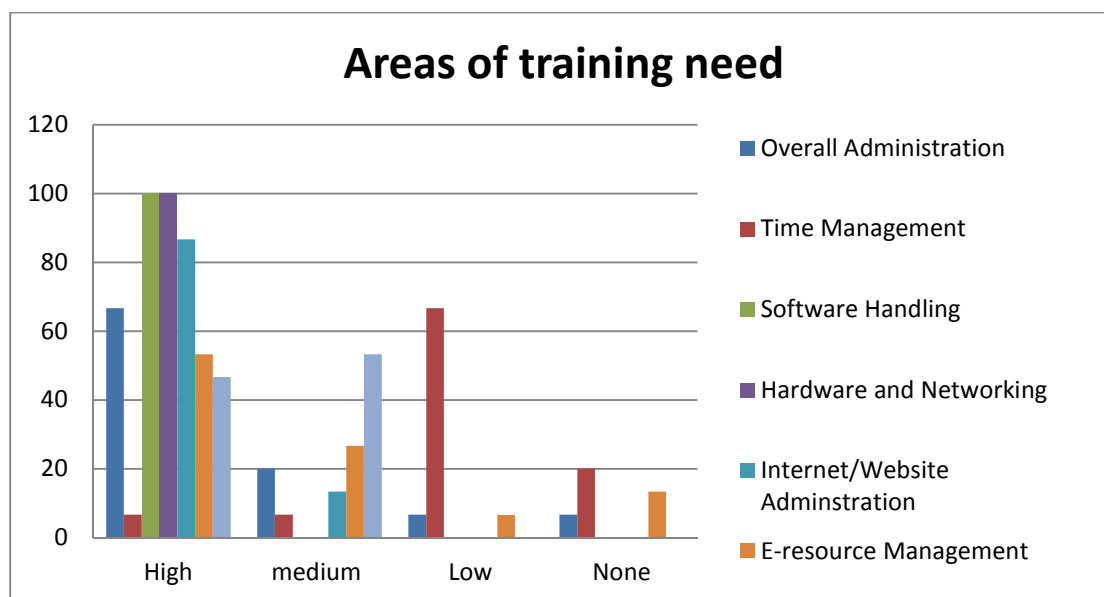
No of Respondents	Types	No of respondents	%
15	Seminar/Conference	15	100
	Online/offline tutorial	2	13.1
	Workshop	8	53.3
	Refresher Courses/Orientation Programme	2	13.1
	Summar School/winter School	2	13.1

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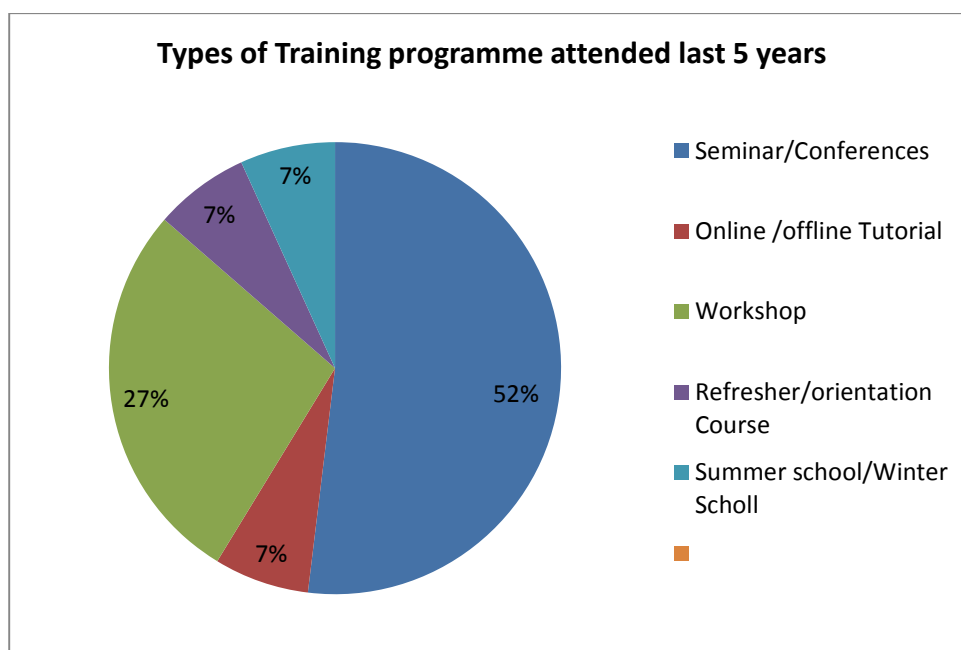
The table shows that all the professionals were attending the seminar and conferences regularly. The workshop is the next choice for the professionals of the surveyed library professionals. Only 13.1% librarians have attended for Refresher course and Summer school program in last 5 years. Online tutorial is a rare concept for the librarians of the surveyed library. Only 13.2 % librarians go for offline tutorial of SOUL 2.0 training.

Table 3.3 Areas of training need for library professionals of surveyed library

| No of responders	Responses	Overall administration		Time management		Software handling		Hardware and Networking		Internet/website administration		e-resource management		Preservation / conservation	
		No	%	No	%	No	%	No	%	No	%	No	%	No	%
15	High	10	66.67	1	6.7	15	100	15	100	13	86.67	8	53.3	7	46.67
	Medium	3	20.1	1	6.7	0	0	0	0	2	13.4	4	26.7	8	53.3
	Low	1	6.7	10	66.67	0	0	0	0	0	0	1	6.7	0	0
	None	1	6.7	3	20.1	0	0	0	0	0	0	2	13.4	0	0

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Areas of training need

The above table 3.3 depicts that training on administrative operations, software application and Hardware & Networking has highest demands among the professionals of the surveyed library. The Library professionals also have the high demands in e-resource management and preservation and conservation training. The survey also shows that the time management has till now is not a important factors for them.

Table 3.4 Preferred mode of instruction

| No of respondent	Rank	Shadowing		Workshop		Seminar		Online tutorials	
		No	%	No	%	No	%	No	%
15	1	3	20	4	26.7	0	0	0	0
	2	5	33.3	6	40	0	0	0	0
	3	7	46.7	5	33.3	0	0	0	0
	4	0	0	0	0	10	66.7	5	33.3
	5	0	0	0	0	5	33.3	10	66.7
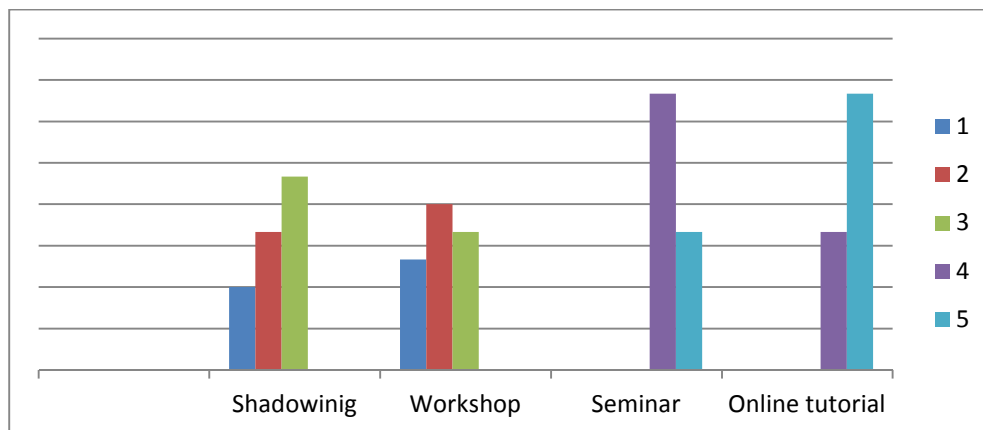
The table 3.4 shows that the maximum number of librarians preferred workshop and shadowing. As per the response from the librarians it shows that the hands on knowledge are more effective for their supporting staff. Almost all the librarians has given lower rank to the seminar and online tutorials, because of both the instruction modes are theoretical and need more entry level qualification to understand.

Table 3.5 Benefit of training

No of Respondents		No of respondents	%
15	Exposure to latest development in professional field	12	80
	Acquire more skills	15	100
	Promotion aspects	15	100
	No benefit has been derived	0	0

From the above table it shows that all professionals of the surveyed library feels that the training will benefit them very much in exposure to latest development professional works and acquire more skills and competence. All the professionals feels that the training is benefited for promotion. The staff fully in support of their in-service training.
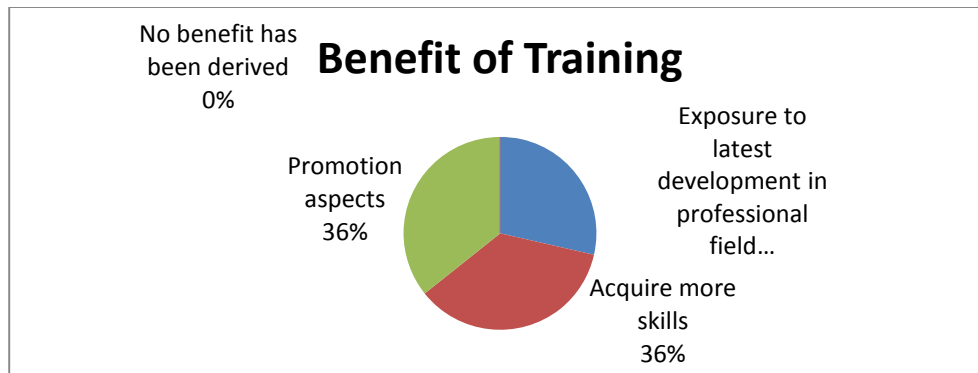
Table 3.6 Barriers of training

No of respondent	Barriers	Lack of time		Cost of training		Not helpful for promotion		Inadequate funding		Administrative lacuna	
		No	%	No	%	No	%	No	%	No	%
15	Strongly agree	0	0	8	53.33	0	0	0	0	10	66.67
	Agree	10	66.67	5	33.33	0	0	12	80	5	33.33
	Disagree	5	33.33	2	13.34	15	100	3	20	0	0
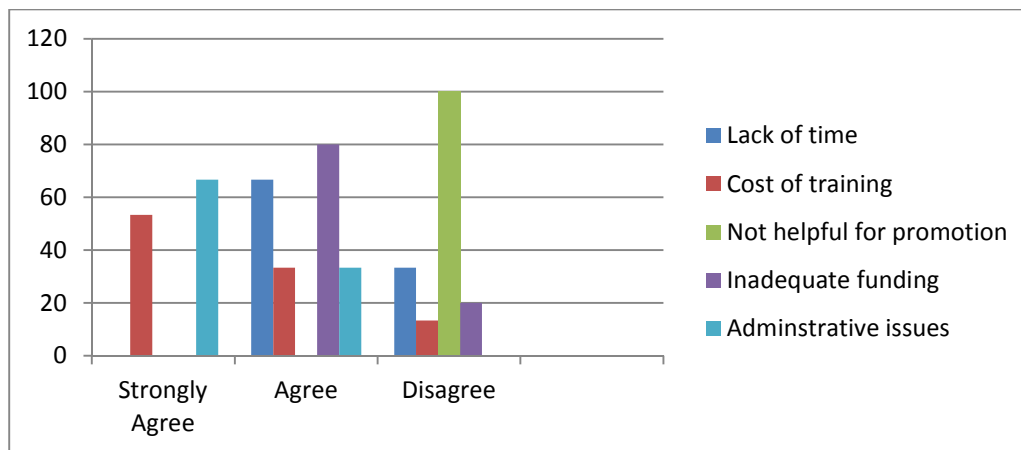
From the above table 3.6 shows that the barriers of training affecting the staff various ways. After the survey it is seen that 66.67 of total responses agree that lack of time is one of the barriers of training. 53.33% of total responses strongly agree and 33.33% is agree with cost of training is also a barriers for training so far as all the training program cost is to bear by the employee itself. The helpful in promotion of service aspects view is 100% in their responses. The 80% professionals go for training at their own cost so inadequate funding is one of the barriers of training.

4. Major Finding and Recommendations:

Findings:

1. The professional staff of the surveyed library thinks that the training will help them in exposure to acquire more skills and competence.

2. The professionals of the surveyed libraries strongly agree that staff training will increase their efficiency

3. The non-professionals are engage in various professional duties in their libraries. In Govt. B.Ed. College Kokrajhar is running their library without any professional staff. The two college libraries i.e Kokrajhar Law College and Kokrajhar Music & Fine Arts College is running their library with temporary librarians.

4. It has been seen that financial constraint is one of the factors militating against the training programme for library staff. Majority of the respondent has agreed that the college always face scarcity of fund for training of their staff.

Recommendations:

Having investigated and analyzed the problems of staff training need for professionals in changing scenario of the surveyed libraries of Kokrajhar District, it is necessary to offer the following useful recommendations, so as to enable the libraries to improve on the present situations.

1. The entire College libraries staff-training programme should, as a matter of urgency, computerized their activities.

2. The training should be given to all personnel for the better service to the users.

3. The training should be sponsored one.

4. The authority should identify the training need of the staff.

5. There should be a training center for the library staff of the in B.T.A.D. area

6. The surveyed college library of Kokrajhar district should put in place a consistent and well articulated training policy that will identify the training need of their staff. Investment of the staff, especially in the area of staff training and development, will only be meaningful if the objective designed for it is well achieved.

7. Sufficient funds should be provided by the College Authority for the training of the library staff.

8. No training scheme is complete without an evaluation of the training. The staff themselves should be involved in this process, though the training must evaluate the training and its effectiveness.

Conclusion:

Conclusively, the staff of the surveyed library feels the need of in-service training. There is no worth saying that the crucial issues of their improved academic qualifications, training and development cannot be over-emphasized.

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